



TRAINING ON CREATING POSTERS IN CANVA AS A MEDIUM TO STRENGTHEN DEMOCRATIC CHARACTER BASED ON THE VALUES OF THE FOURTH PRINCIPLE OF PANCASILA AT SMAN 07 JAYAPURA CITY

PELATIHAN PEMBUATAN POSTER MENGGUNAKAN CANVA SEBAGAI MEDIA PENGUATAN KARAKTER DEMOKRATIS BERBASIS NILAI SILA KEEMPAT PANCASILA DI SMAN 07 KOTA JAYAPURA

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Abstract

This community service activity aimed to strengthen students' democratic character through Canva-based poster creation training grounded in the values of the Fourth Principle of Pancasila. The activity was conducted at SMAN 07 Jayapura City using a participatory, practice-based training method. The training consisted of four stages: preparation, material delivery and demonstration, poster creation practice, and presentation and evaluation. The materials covered the basic use of Canva, poster design principles, and democratic values reflected in the Fourth Principle of Pancasila, including deliberation, respect for others' opinions, equality, responsibility, freedom of expression, and collective decision-making. The results showed that students were able to use Canva to create digital posters containing relevant democratic messages, including deliberation for consensus, respecting friends' opinions, democracy at school, student council elections, and expressing opinions politely. The activity also contributed to students' creativity, confidence, digital literacy, and ability to communicate ideas visually. Furthermore, the presentation and discussion of the posters provided students with practical experiences in expressing opinions, listening to different perspectives, and appreciating others' ideas. Therefore, Canva-based poster creation training can serve as an effective educational medium for integrating digital literacy, creativity, visual communication, and the internalization of Pancasila values, particularly democratic character based on the Fourth Principle, in the school environment.

Keywords : Canva, Poster Creation, Democratic Character, Pancasila.



Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk memperkuat karakter demokratis siswa melalui pelatihan pembuatan poster berbasis Canva yang berlandaskan nilai-nilai Sila Keempat Pancasila. Kegiatan dilaksanakan di SMAN 07 Kota Jayapura dengan menggunakan metode pelatihan partisipatif yang berbasis praktik. Pelatihan ini terdiri dari empat tahapan: persiapan, penyampaian materi dan demonstrasi, praktik pembuatan poster, serta presentasi dan evaluasi. Materi yang disampaikan mencakup penggunaan dasar Canva, prinsip desain poster, dan nilai-nilai demokrasi yang tercermin dalam Sila Keempat Pancasila, seperti musyawarah, penghormatan terhadap pendapat orang lain, kesetaraan, tanggung jawab, kebebasan berpendapat, dan pengambilan keputusan bersama. Hasil kegiatan menunjukkan bahwa siswa mampu menggunakan Canva untuk membuat poster digital yang memuat pesan-pesan demokrasi yang relevan, termasuk musyawarah untuk mufakat, menghargai pendapat teman, demokrasi di sekolah, pemilihan pengurus OSIS, serta penyampaian pendapat secara santun. Kegiatan ini juga berkontribusi terhadap pengembangan kreativitas, kepercayaan diri, literasi digital, dan kemampuan siswa dalam mengomunikasikan gagasan secara visual. Selain itu, sesi presentasi dan diskusi poster memberikan pengalaman praktis bagi siswa dalam menyampaikan pendapat, mendengarkan berbagai sudut pandang, dan menghargai gagasan orang lain. Dengan demikian, pelatihan pembuatan poster berbasis Canva dapat menjadi sarana edukasi yang efektif untuk mengintegrasikan literasi digital, kreativitas, komunikasi visual, dan internalisasi nilai-nilai Pancasila khususnya karakter demokratis yang berlandaskan Sila Keempat di lingkungan sekolah.

Kata Kunci : Canva, Pembuatan Poster, Karakter Demokratis, Pancasila.

1. INTRODUCTION

Indonesia is a country with diverse ethnicities, religions, cultures, languages, and socio-political views. This diversity becomes a national strength when managed through mutual respect, deliberation, and respect for differences. In the context of education, these values need to be instilled from an early age so that students not only possess academic abilities but also develop the character of democratic citizens. One important foundation in developing democratic character is the Fourth Principle of Pancasila, namely, "Democracy guided by the wisdom of deliberation/representation." The values contained within it include deliberation, respect for the opinions of others, equality, responsibility, freedom of expression, and collective decision-making.

Strengthening democratic character in students is crucial because the development of digital technology and social media has changed the communication patterns of the younger generation. Students have increasingly easy access to and dissemination of information, but at the same time face various challenges such as the spread of inaccurate information, differences of opinion that have the potential to lead to conflict, and low ability to express opinions politely. Research by Revalina et al. (2023) showed that a weak understanding of Pancasila values can contribute to various character issues in students, including a weakening of democratic character and respect for others.

Therefore, Pancasila education needs to be developed through creative, contextual activities that are appropriate to the characteristics of the digital generation. The use of visual media is one alternative that can be used to convey Pancasila values in a more engaging manner. Canva is a digital design application that can be used to create various visual products, such as posters, infographics, presentations, and educational materials. Canva's ease of use allows students not only to be recipients of information but also to become creators who can express the ideas and values they learn in visual form. Research by Fajrina et al. (2023) shows that using Canva in Pancasila learning can increase student interest, motivation, and active participation in the learning process.

Posters have significant potential as a character-building medium because they present messages concisely, visually, and easily understood. Through poster creation, students can learn to select information, structure messages, develop creativity, and convey ideas to others. Thus, poster-



making activities are not only oriented towards skills in using the Canva application, but can also be a means to develop communication skills, creativity, responsibility, and the courage to express opinions. Research on the use of Canva in learning also shows that Canva-based media can encourage active student engagement in the learning process.

In the context of democratic character, poster-making activities can be directed towards internalizing the values of the Fourth Principle of Pancasila. Students can be given themes such as "Deliberation for Consensus," "Respecting the Opinions of Friends," "Democracy in the School Environment," "Election of the Student Council President," or "Courage to Express Opinions Politely." Through this process, students not only learn to design posters but also understand the meaning of democracy in everyday life. The process of determining a theme, developing a message, selecting images, and presenting their work can also provide a space for students to learn to take responsibility for the ideas they convey.

Strengthening character through creative media is also in line with the development of Pancasila education, which positions students as the subjects of learning. Research by Aziz et al. (2023) shows that civics learning developed through project-based activities can help raise students' awareness of national values and diversity. Learning that provides opportunities for students to produce work allows Pancasila values to be understood not only conceptually but also realized through real-life activities.

The use of Canva-based visual media is also relevant to learning needs at the high school level. Students at this level are at a developmental stage that requires space to express ideas, think critically, communicate, and make decisions. Therefore, poster making training can be an educational activity that combines digital literacy, creativity, character education, and democracy education. Students not only gain technical skills using Canva but are also guided to produce work that is conveying moral messages and Pancasila values.

This activity is particularly relevant when conducted at SMAN 07 Jayapura City, a school situated within a community characterized by diverse social, cultural, and religious backgrounds. The school holds a strategic position as a space for shaping students' character and a venue for cultivating democratic practices in daily life. Through poster-making training, students gain hands-on experience in developing democratic messages relevant to their own lives while simultaneously disseminating these values through visual media.

Thus, the poster-making training utilizing Canva as a medium to reinforce democratic character based on the values of the Fourth Principle of Pancasila offers two primary benefits. First, it equips students with digital skills and fosters creativity in producing visual media. Second, it serves as a means to internalize democratic values specifically deliberation, respect for differing opinions, responsibility, equality, and wisdom in decision-making. Consequently, this activity is crucial as an educational innovation that integrates digital technology, student creativity, and Pancasila values into school life.

2. RESEARCH METHOD

The activity titled "Canva Poster Creation Training as a Medium to Strengthen Democratic Character Based on the Fourth Principle of Pancasila at SMAN 07 Jayapura City" was conducted using a practice-based, participatory training method. This method was selected because it allows students not only to acquire knowledge about Canva and the values of the Fourth Principle of Pancasila but also to directly practice creating posters that convey democratic messages. Training models incorporating application introductions, demonstrations, guided practice, and evaluations have previously been used in Canva training for students, demonstrating that a hands-on approach can enhance participants' design skills (Andrianti et al., 2023).

The activity was carried out in four main stages. The first stage was preparation, involving coordination with SMAN 07 Jayapura City, the selection of participants and scheduling, and the preparation of training materials. The materials covered an introduction to Canva, its basic functions and features, simple poster design principles, and an introduction to the values of the Fourth Principle



of Pancasila such as deliberation "musyawarah" respect for others' opinions, wisdom, responsibility, and collective decision-making.

The second stage involved material delivery and demonstration. The implementation team explained democratic character and its connection to the Fourth Principle of Pancasila, followed by an introduction to the steps for creating posters using Canva. Participants were introduced to selecting templates, adding text and images, arranging layouts, choosing visual elements, and saving and sharing their designs. Demonstration and hands-on practice approaches have also been utilized in previous Canva poster training sessions for school students, where participants subsequently produced poster designs independently.

The third stage was the poster creation practice. Students were asked to create posters either individually or in groups based on themes related to democratic character and the values of the Fourth Principle of Pancasila. Examples of these themes included "Deliberation for Consensus," "Respecting Friends' Opinions," "Democracy at School," "Student Council President Election," and "Courage to Express Opinions Politely." During the practice session, the implementation team provided guidance to participants who encountered difficulties using Canva features or formulating their poster messages. Such practical activities enable participants to gain hands-on experience while fostering creativity and the ability to convey messages through visual media.

The fourth stage involves the presentation and evaluation of the work produced. Participants are given the opportunity to present their posters and explain the democratic messages embedded within them. Evaluation is conducted by observing the participants' proficiency in using Canva and assessing the posters based on several criteria: alignment of content with the values of the Fourth Principle of Pancasila, message clarity, creativity, text readability, composition, and design neatness. An evaluation model based on the work produced and mentoring was also employed in Canva-based poster design training during community service activities (Sari et al., 2024)

3. RESULT AND DISCUSSION

The "Poster Creation Training on Canva as a Medium for Strengthening Democratic Character Based on the Values of the Fourth Principle of Pancasila at SMAN 07 Jayapura City" was held as a form of character building for students through the integration of digital skills, creativity, and Pancasila values. Students of SMAN 07 Jayapura City were taught about democratic character, the meaning of the Fourth Principle of Pancasila, and the use of the Canva application to produce digital posters. The activity was interactive, involving material delivery, demonstrations, hands-on practice, mentoring, presentations of work, and reflection.



Image 1. Introduction to what the Canva application

In the initial phase, participants were provided with an understanding of democratic character and the values of the Fourth Principle of Pancasila. The material focused on understanding that democracy is not only related to the election of leaders but is also reflected in daily life through



respecting opinions, not imposing one's will, prioritizing deliberation, accepting joint decisions, and taking responsibility for agreed-upon decisions. This understanding was then linked to students' lives at school, such as class president elections, student council elections, group work, class discussions, and resolving differences of opinion.

The next phase was an introduction to the Canva application. Participants were introduced to Canva's functionality as a digital design application that can be used to create various visual media, including posters. They were given a demonstration on how to select a template, insert text, select images or visual elements, arrange the layout, and save the design. Participants were enthusiastic about the demonstration because Canva has a relatively simple interface and provides a variety of templates that can be modified as needed. This finding aligns with research by Sari et al. (2024) which showed that Canva training can improve students' knowledge and skills in creating posters and presentation media. During this activity, participants reported an increase in knowledge and skills of up to 86.4%.



Image 2. Canva template selection

After gaining a basic understanding, participants moved on to the poster-making practice phase. Participants were given the freedom to choose a poster theme related to the values of the Fourth Principle of Pancasila. Some of the themes developed included "Deliberation for Consensus," "Respecting the Opinions of Friends," "Democracy in Schools," "Election of the Student Council President," "Don't Impose Your Will," and "Dare to Express Your Opinion Politely." In this phase, participants not only learned how to use Canva but also how to formulate concise, clear, and educational messages. The results of the practical work demonstrated that participants were able to produce digital posters containing democratic messages. The resulting posters varied in theme, image, typography, and layout. Some participants chose to use symbols related to deliberation, such as images of students discussing, illustrations of the election of the student council president, images of hands voting, and symbols of togetherness. These results demonstrate that participants were able to connect the concept of the Fourth Principle of Pancasila to situations close to their lives.

In addition to technical skills, the activity also demonstrated development in their ability to convey ideas. Participants were given the opportunity to explain the meaning of their posters to others. Through presentations, students learned to express their opinions, justify their design choices and messages, and receive feedback from their peers. This process is an important part of strengthening democratic character because students experienced firsthand the process of expressing ideas and listening to others' views.

The results also demonstrated an increase in participants' creativity and self-confidence. Students who initially needed assistance using Canva's features gradually became more independent in creating designs. This finding aligns with research by Rusi et al. (2024) found that after participating in Canva training, students were able to independently create simple poster designs with a training success rate of 89.21%.



Thus, the results of the activity indicate that the training provided two main outcomes. First, participants acquired digital skills in using Canva to create posters. Second, participants gained a learning experience that can strengthen democratic character through the development of messages based on the values of the Fourth Principle of Pancasila. These two achievements demonstrate that digital technology can be utilized not only to improve design skills but also as a medium for character education.

The use of Canva in this activity demonstrates that digital technology can be utilized as a supporting medium for Pancasila education. Pancasila education has often been understood as a We are taught through learning activities that emphasize mastery of concepts and materials. However, Pancasila values will be more meaningful if students are given the opportunity to actualize them through creative activities and real-life experiences.

Poster making provides students with the opportunity to translate abstract concepts such as democracy, deliberation, freedom of expression, responsibility, and respect for others into concrete visual messages. Participants must first understand the values they wish to convey before incorporating them into the poster design. Thus, the poster-making process can be a learning process that combines knowledge, skills, and attitudes.

This finding aligns with research by Saputra et al. (2024) which showed that Canva-based poster-making training can improve students' knowledge and skills while also helping them understand how to practice Pancasila values in everyday life. This demonstrates that posters can be used not only as a medium for information but also as a means of internalizing Pancasila values.

This training activity is strongly relevant to democratic character development. The Fourth Principle of Pancasila provides the foundation that democratic life must be implemented by prioritizing deliberation, wisdom, respect for opinions, and the common good. These values are crucial to instill in students because school is one of the first environments where they learn to live a democratic life.

In the poster-making process, participants are not only asked to produce an attractive design but also to determine a message that reflects democratic values. When students choose the theme "Respecting the Opinions of Friends," for example, they are indirectly encouraged to understand that differences of opinion are a natural part of a democratic life. Similarly, when students create a poster with the theme "Deliberation for Consensus," they are guided to understand that collective decisions should be reached through dialogue and collective deliberation.



Image 3. Created in Canva

Democratic character is also evident when participants present their posters. Participants are given the opportunity to express their ideas, while others learn to listen and respond. This situation



creates a simple experience of practicing democracy in the classroom. Thus, the learning process becomes part of democratic education, not simply the delivery of material about democracy.

Posters are characterized as a visual communication medium capable of conveying messages concisely and easily understood. In the context of this activity, posters are used to convey messages about democratic character to the school community. Students act not only as recipients of information but also as producers of educational messages.

The ability to produce their own messages has important educational value. Students must determine what they want to convey, who they want to reach, what words to use, and what images are appropriate. This process requires critical and creative thinking skills. Research by Rusi et al. (2024) shows that Canva training enables students to produce simple posters while simultaneously improving their skills in utilizing visual media.

In activities at SMAN 07 Jayapura City, posters also have the potential to become a medium for a democratic character campaign within the school environment. The posters created can be placed on information boards, classrooms, the library, or published through the school's social media. Thus, the results of this activity are not only beneficial for the training participants but can also serve as an educational tool for the rest of the school community.

The Canva training also contributes to the development of students' digital literacy. Digital literacy in this activity is not only defined as the ability to operate applications but also the ability to use technology productively to produce content with educational value. Participants learn to select templates, combine text and images, organize compositions, and produce communicative designs. These skills are crucial for students in the digital age, as the ability to create and convey information visually is increasingly needed. The results of this activity align with research by Harahap et al. (2025) which showed that Canva training for students, including an introduction, hands-on practice, presentation of work, and evaluation, can help improve students' ability to create educational posters.

Furthermore, the Canva-based poster training conducted by Nurlaila and Pakiding demonstrated that the concept delivery model, including tutorials guided instruction and independent practice with supervision were able to improve the quality of participants' posters regarding visual composition, text readability, layout, and digital design skills.

Democratic character traits develop more readily when students have the opportunity to practice them within the school environment. Democratic values can be applied in various activities, such as electing class presidents and student council leaders, deliberating on class activities, assigning group tasks, engaging in academic discussions, and resolving conflicts between students.

Poster-making training offers students an opportunity to reflect on these practices. For instance, when creating a poster about a student council election, students can grasp the importance of choosing a leader responsibly. Similarly, when designing a poster about deliberation, they can understand the value of listening to others' opinions before making a decision.

Thus, this activity is directly relevant to the students' lives. The Fourth Principle of Pancasila does not remain merely abstract subject matter; instead, it is translated into visual messages and social experiences that resonate with the students' daily lives. This constitutes a key strength of the activity, as character education is more effective when linked to the context of the students' own lives.

From the perspective of community service, this activity stands out for integrating Pancasila education, digital literacy, creativity, and visual communication skills. It goes beyond technical training on the Canva application to provide substantive content rooted in the democratic values of the Fourth Principle of Pancasila.

This integration is crucial to ensure that technology use is not focused solely on technical proficiency. Students are encouraged to use technology responsibly and create content that benefits their community. The resulting posters demonstrate that digital technology can serve as a medium for conveying national values.

The activity's results also align with findings by Wijaya et al. (2024) which showed that Canva poster design training for high school students elicited a positive response and boosted participants'



motivation to further explore the application. In that study, 88.9% of participants expressed motivation to continue learning Canva. Consequently, the training at SMAN 07 Jayapura City can be further developed into a sustainable program such as a Pancasila poster competition, a digital campaign for school democracy, the creation of Student Council social media content, or the establishment of a school democracy corner. These follow-up initiatives can broaden the impact of the activities while fostering a democratic culture within the school environment.

4. CONCLUSION

Based on the implementation and discussion of the activity, it can be concluded that the poster-making training using Canva at SMAN 07 Jayapura serves as a relevant medium for strengthening students' democratic character, grounded in the values of the fourth principle of Pancasila. The activity conducted through stages involving material delivery, demonstrations, hands-on practice, mentoring, presentations, and evaluation provided students with direct experience in integrating digital skills with democratic values.

Through this activity, students were able to create digital posters centered on themes such as deliberation for consensus, respecting others' opinions, democracy within the school environment, student council elections, avoiding the imposition of one's will on others, and the courage to express views respectfully. In addition to enhancing their proficiency with Canva, the activity fostered creativity, self-confidence, digital literacy, the ability to articulate ideas, and an attitude of respect for the opinions of others.

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