

Empowering Adult Learners with Digital Skills for Da'wah Using Canva: Insights from A Case Study

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Abstract

Da'wah comprises essential elements, including the messenger (*da'i*), content (*maddah*), method (*thariqah*), medium (*washilah*), and audience (*mad'u*), each contributing to a deeper understanding and appreciation of Islam. However, da'wah faces challenges in reaching a broader audience and engaging in discussions or addressing contemporary issues that foster a deeper understanding of Islam. In addition, social media has become a vital tool for da'wah, the practice of conveying Islamic teachings to align Muslims' actions with Islamic principles. This study examines the impact of digital skills training, specifically the Tekno-Daie training, which uses Canva to create graphic content for da'wah activities. The content produced is shared on social media platforms such as Facebook, Instagram, and WhatsApp. The Tekno-Daie training is conducted physically and is structured into three phases: preparation, execution, and evaluation, incorporating presentations, discussions, and hands-on exercises. The survey was conducted through pre and post-tests to understand the impact of this training on the participant's digital skills. The results show that the training significantly enhanced participants' ability to create compelling da'wah content suited for the digital age. Similar training can provide valuable skills to adult learners in diverse settings, empowering them to contribute to effective digital da'wah.

Keywords: Canva, Digital Skills, Da'wah, Training, Graphic Design

Introduction

Da'wah (Arabic: الدعوة) is an Arabic term meaning to call, invite, or encourage, with roots in "da'a." It goes beyond simple preaching to involve conveying Islamic teachings through

speech, writing, and actions, intending to guide others toward the values of Islam. Da'wah aims to benefit individuals, families, and communities by promoting happiness in this life and the hereafter. It requires organization, planning, and a continuous, respectful approach that is persuasive, not coercive. In the Al-Qur'an, da'wah refers to both inviting to the path of Allah and warning against harmful paths, emphasizing the importance of sincere and ethical communication in da'wah efforts (Zanirah, Badriah & Norazmila, 2018; Saputra et al., 2021). Therefore, da'wah is known as an approach to invite others to embrace Islam and encourage human lives in accordance with Islamic values. Da'wah can be conducted in various ways, such as personal interactions, educational programs, social media, literature, and public speaking.

In addition, the Industrial Revolution 4.0 brings challenges and opportunities for da'wah, especially with advancements in information technology. Moreover, the younger generation is increasingly adept at utilizing digital media, characterized by its rapid accessibility, engaging visual presentations, and interactive communication features (Kasir & Awali, 2024; Kahfi & Mahmudi, 2024). Due to this matter, the content of da'wah needs to be presented efficiently and attractively through modern media, such as social media, to stay relevant in today's fast-paced information age (Kusnawan, Athallah & Salma; 2022). Instagram, YouTube and Facebook are examples of social media platforms that make it easy to reach audiences and effectively disseminate da'wah (Kahfi & Mahmudi, 2024). Therefore, social media are increasingly popular due to their accessibility, allowing audiences to engage with content anytime while minimising operational costs (Aziz et al., 2022; Kahfi & Mahmudi, 2024).

Digital skills are pivotal in advancing da'wah by enhancing communication, broadening its audience, and ensuring active participation across diverse groups in the digital landscape. These skills encompass the practical knowledge necessary to use digital technologies effectively, including technical abilities for operating digital tools, navigating information efficiently, and applying creativity and social skills to engage audiences (Mustaffa & Kamaruzzaman, 2024). By mastering these competencies, those involved in da'wah can adapt to modern communication platforms, ensuring that Islamic teachings reach a wider audience in a relevant and impactful way. Therefore, digital skills, particularly graphic design, are crucial to ensure that digital da'wah content effectively communicates information or messages through visual means, including the presentation of da'wah content. The graphic design needs to be creative in conveying the da'wah message to the audience effectively (Zachani, Abdurrazaq & Fitri, 2024).

Canva, launched in 2013, is a widely used online platform for graphic design and publishing. It allows users globally to create and share their designs with ease (Dharomesz et al., 2024). As a versatile tool, Canva is accessible on both websites and mobile apps. Its online functionality enables real-time collaboration, while the auto-save feature ensures that users' work is always safely stored (Kusnawan, Athallah & Salma, 2022). Canva provides diverse graphic design solutions, such as presentations, posters, pamphlets, graphics, banners, invitation cards, photo editing features, and Facebook covers (Triningsih, 2021; Siregar, Atika & Siregar, 2024).

This study conducted the Tekno-Daie training to provide adult learners with hands-on experience using Canva, a graphic design and publishing tool. This training focused on

developing digital skills, especially in the da'wah content. This paper aims to reveal the impact of Tekno-Daie training on adult learners' digital media skills.

This study also elaborate on how empowering adult learners with digital skills can significantly enhance the quality and reach of Da'wah. By utilizing tools like Canva, adult learners can create engaging visual content, making their messages more accessible and appealing to diverse audiences, both online and offline. This not only contributes to the efficiency of Da'wah but also aligns with modern educational practices that foster active, creative learning.

Methodology

This study is adopting the process of scholarship in teaching and learning research (Dickson & Treml, 2013; Kaco, Sajab & Idris, 2021). Fig. 1 shows the methodology involved in this study, which involves four main phases: (i) preparation, (ii) planning and accomplishment, and (iii) data collection and analysis, and (iv) documentation (Fig. 1).

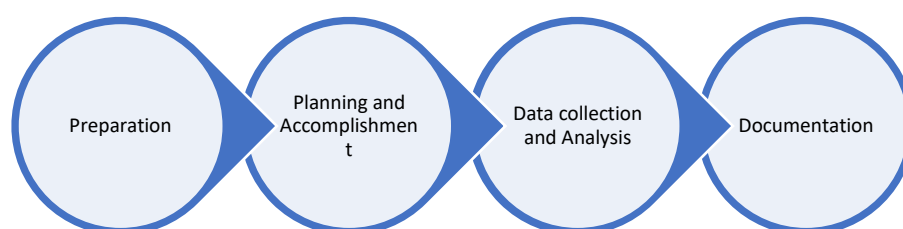


Figure 1. The research methodology

Preparation

This study involved three key activities: determining the procedure and delivery approach, establishing project guidelines, and designing the questionnaires. During the preparation phase, adult learners in the Tekno-Daie training were identified as the target participants. These participants attended face-to-face training on September 20–21, 2024. For the second activity, the project focused on Creating a Poster Using Canva. In the initial stage, guidelines for designing an effective poster and an overview of Canva's functionalities were prepared. Three specific tasks were outlined for participants during the training. Table 1 presents the list of given tasks to the participants.

Table 1

List of Tasks Assigned During the Tekno-Daie Training

Task	Question
1	Create a simple poster with the theme of a short prayer. You are required to utilise the techniques and functions available in Canva. It is recommended to use the provided templates, but you are not limited to them. Elements such as images or icons can be sourced from Google or Canva's collection. You are also encouraged to draw inspiration from posters uploaded on the websites of Islamic Religious Departments across Malaysia.
2	Create a poster to promote the services provided by your department. Apply the knowledge gained throughout this workshop to the creation of your poster.
3	You are required to create an animated poster. Use the techniques and functions available in Canva to produce the video. You may also add elements such as images or icons sourced from Google to enhance the content of the video. Ensure that the video is engaging, informative, and aligned with the original poster's theme.

Finally, two questionnaires (pre- and post) were designed to measure adults' self-perceptions regarding their digital media skills.

Planning and Accomplishment

In this phase, the guidelines for producing an effective poster were provided to the adult learners. Following this, training on Canva usage was delivered to help them develop digital media skills. Canva is an online application used to create graphic designs and educational media featuring graphic elements, such as presentations and instructional videos. (Dharomesz et. al., 2024). In addition, Canva provides a variety of subscription plans, including Canva Free, Canva Pro, Canva for Teams, Canva for Education, Canva for Nonprofits, and Canva for Enterprise. For this training, the adult learners utilized the Canva Free subscription, which requires users to have a Gmail account for registration. In the end, adult learners were assigned the task of creating three posters that corresponded to their job responsibilities or catered to the promotional requirements of their respective agencies.

Data Collection and Analysis

This study employed purposive sampling, specifically targeting adult learners enrolled in a Canva training course. The pre-test was conducted before the training started. Meanwhile, the post-test questionnaire was delivered after the training ended. Both sets of questionnaires (pre- and post) were distributed online. As adult learners, the participants were assigned three tasks that required using Canva software to design various posters for publication on social media platforms such as Facebook, Instagram, and WhatsApp. These adult learners were instructed to complete the survey via Google Forms. Descriptive statistical analysis was used to report the data, with average total mean scores interpreted based on the criteria outlined in Table 1.

Table 1

The Score Mean Interpretation

(Kamarudin et al., 2022)

Score Mean	Interpretation
1.00 – 2.33	Low
2.34 – 3.66	Medium
3.67 – 5.00	High

Documentation

Documentation reveals the impact of any teaching and learning process on the target learners (Dickson & Trembl, 2013). Documentation can facilitate reflection and improvement of teaching and learning practices, support differentiated instruction to meet diverse learner needs and promote effective communication among educators, researchers and learners. Therefore, the results obtained from this study were documented.

As a result of the work, 17 adult learners enrolled in the Tekno-DAIE training program. The demographic distribution of the participants revealed that 35% were between the ages of 21 and 30 years, indicating a significant interest from younger adults. Additionally, a majority, comprising 53% of the learners, fell within the 31 to 40 age range, suggesting that many individuals in this age group seek to enhance their digital media skills through this training. The remaining participants, representing a diverse age group, were over 41 years old, highlighting the program's appeal to adult learners across various stages of their professional lives.

During the pre-test, participants were asked several questions to assess their knowledge and usage of digital media, particularly social media, for Da'wah purposes. Figure 2 illustrates the frequency of social media usage for Da'wah purposes among participants (n=17). The findings revealed that most participants (35.5%) used social media for Da'wah activities once a week. Additionally, 29.4% reported using social media daily, while another 29.4% utilized it once a month for similar purposes. Notably, only one participant (5.4%) did not use social media for Da'wah.

Meanwhile, Figure 3 highlights participants' awareness of the diverse digital media platforms available for Da'wah purposes. The findings reveal that most participants agreed (47.1%) and strongly agreed (35.3%) that they were aware of the numerous platforms available for Da'wah activities. This suggests a positive attitude toward leveraging digital media for religious outreach. However, a few participants, specifically three individuals, expressed a neutral stance on this question, indicating neither agreement nor disagreement regarding their awareness of such platforms.

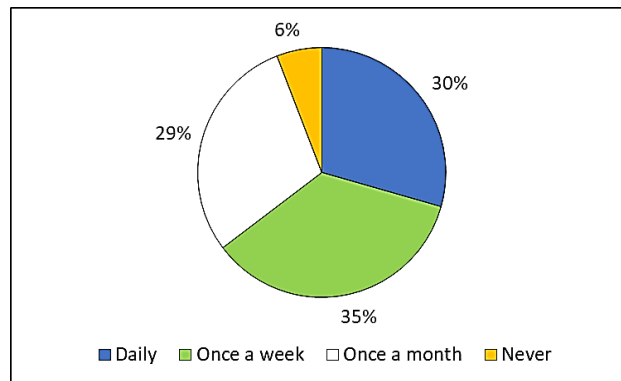


Figure 2. Frequency of social media usage for Da'wah among participants (n=17)

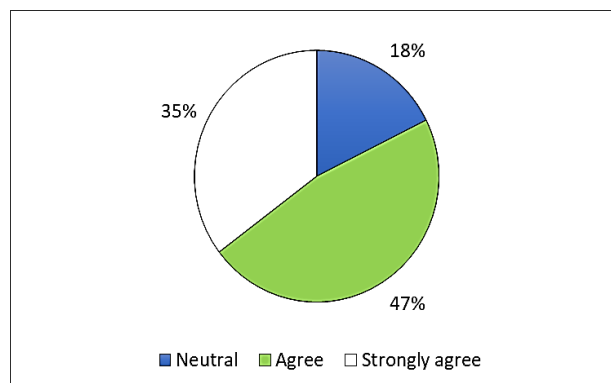


Figure 3. Percentage distribution of participants' awareness of digital media platforms for Da'wah (n=17)

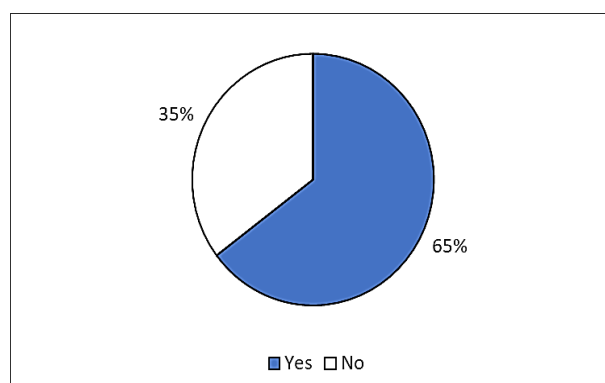


Figure 4. Percentage distribution of participants who have experience using Canva (n=17)

Furthermore, participants were asked whether they had a basic understanding of how to use Canva during the pre-test (Figure 5). The findings revealed that most participants provided a neutral response, indicating an average level of familiarity with Canva. Meanwhile, 18% of participants agreed, and 6% strongly agreed that they had a good basic understanding of the tool. Conversely, 29% of participants disagreed, stating that they did not possess a basic understanding of how to use Canva. These findings indicate that most participants still require this training to upskill their digital media skills.

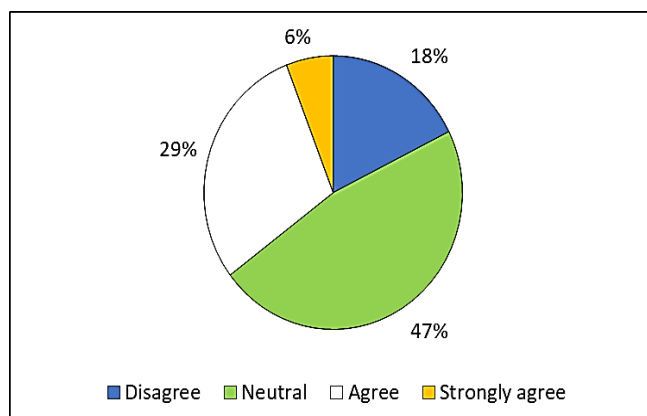


Figure 5. The percentage of participants' perception of their basic understanding of Canva (n=17).

Figure 6 illustrates participants' preferences for da'wah activities on social media platforms. The majority of participants indicated a strong preference for Facebook, making it the most commonly used platform for da'wah. This is followed closely by Instagram, which has also gained significant traction among the participants due to its visual appeal. On the other hand, Twitter was used by only a small percentage of participants, reflecting its relatively limited role in da'wah efforts. Unfortunately, none of the participants used YouTube as the platform for da'wah. Additionally, 10 participants reported using other platforms for their outreach activities, including emerging or niche platforms catering to specific communities or interests.

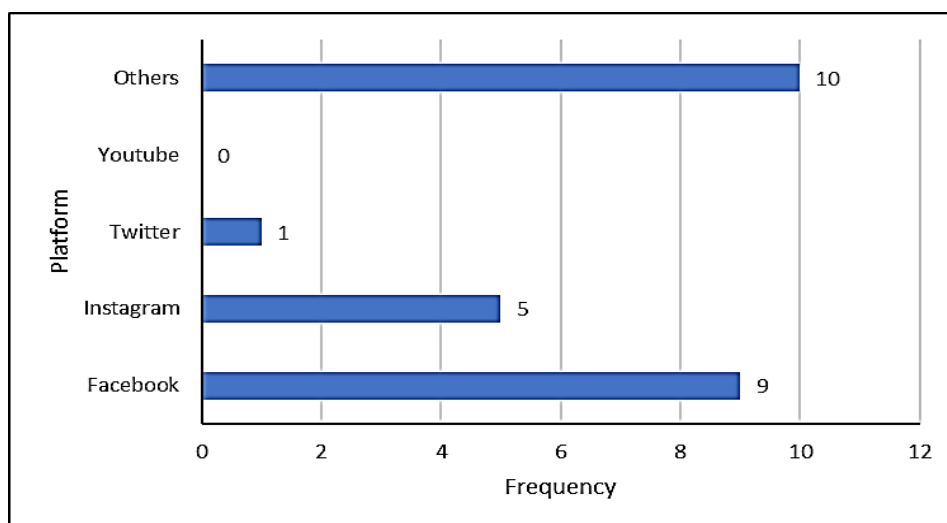


Figure 6. Social media platforms used for da'wah.

Figures 7(a) and 7(b) display examples of Da'wah posters created by adult learners as part of the task given. These posters demonstrate the skills acquired by the participants during the training program, highlighting their ability to effectively utilize the Canva tool to design materials for Da'wah purposes. The successful completion of this task reflects the learners' progress in enhancing their digital media skills.

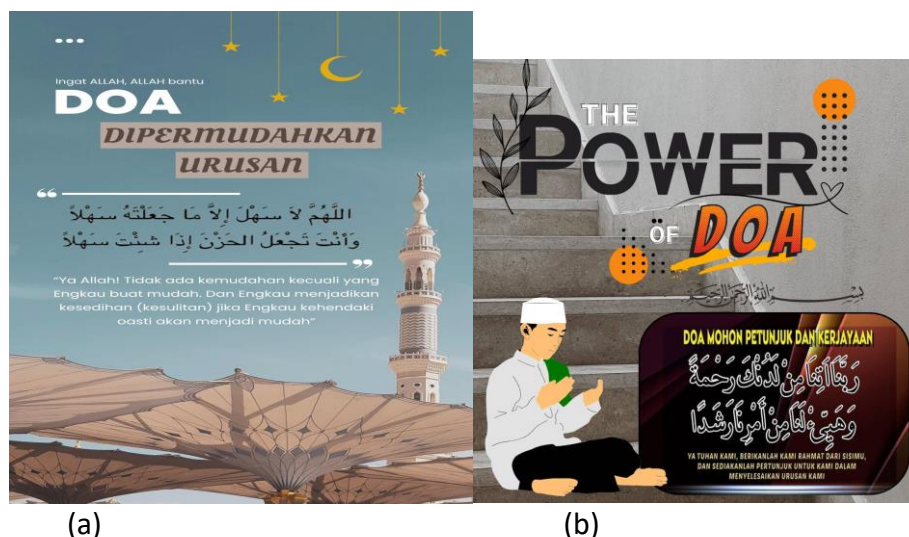


Figure 7. A sample Da'wah poster designed by an adult learner.

A post-test was conducted to assess the effectiveness of the Tekno-Daie training program in enhancing participants' knowledge and digital media skills regarding the use of Canva. Creativity is important in creating content for social media. It helps adapt to changes brought about by advancing technology and new ways of working (Lee, 2019; Churiyah et al., 2022). The analysis revealed that the highest mean scores were achieved for Items 6 and 7, with a mean of 4.41. The findings indicate that the training significantly enhanced participants' creativity while markedly improving their basic knowledge of the Canva platform, demonstrating the training's effectiveness in achieving its learning objectives.

Furthermore, participants highly believed that Canva is easy to use (4.35), enjoyable (4.35), and equipped with sufficient features for creating posters (4.35). These aspects highlight the platform's user-friendly design and suitability as a creative tool in da'wah contexts. Item 1, which focused on the learnability of Canva, recorded a mean score of 4.29, demonstrating that participants found the platform intuitive and straightforward to learn. Similarly, Item 3, which evaluated the simplicity and clarity of Canva's features, received a mean score of 4.24, reinforcing the platform's ease of accessibility. Additionally, participants expressed confidence in their ability to explain Canva's features for creating posters, with a mean score of 4.12. This result indicates that the training successfully equipped participants with the necessary knowledge to understand and communicate Canva's functionalities.

The overall average mean score for the post-test was 4.32, reflecting the high level of effectiveness of the Tekno-Daie Canva training program. These results suggest that the program met its objectives and provided participants with a positive and impactful learning experience. The high ratings across various dimensions, including creativity enhancement, ease of use, and functional adequacy, validate the potential of Canva as a versatile tool for fostering creativity and supporting educational goals. These findings highlight the training's ability to address key learning objectives effectively.

Table 2

The results of the Post-Test

Item	Question	Score Mean
1.	Learning to use Canva is easy.	4.29
2.	Canva is easy to use.	4.35
3.	The functions in Canva are simple and easy to understand.	4.24
4.	Using Canva is enjoyable.	4.35
5.	The functions available in Canva are sufficient for creating a poster.	4.35
6.	Using Canva able to enhance my creativity in creating posters.	4.41
7.	After attending this training, I have successfully enhanced my basic knowledge of using Canva.	4.41
8.	After attending this training, I can explain the functions available in Canva for creating posters.	4.12

Total Average Mean Score = 4.32

Conclusion

The Tekno-Daie training aimed at enhancing digital da'wah content creation skills among adults was successfully implemented through face-to-face sessions. The training received positive feedback from both participants and the involved stakeholders, highlighting its effectiveness in skill development. The findings of this study show that Tekno-Daie training plays a significant role in enhancing the digital skills of adult learners, particularly in creating digital da'wah content. This training has proven effective in capturing participants' interest, improving their technical capabilities, and enabling them to produce valuable and meaningful work. The positive impact observed from this training highlights its potential as a powerful tool for fostering skill development in the digital era. Given the increasing importance of digital platforms in disseminating religious content, the implementation of such training programs can be expanded to a broader range of adult learners, particularly those involved in the creation and distribution of da'wah content. This expansion would contribute to the growth of digital literacy and support the ongoing efforts to actualize da'wah in the 4.0 era, ensuring that it reaches a wider audience in an engaging and relevant manner. Therefore, the continued development and application of Tekno-Daie training is highly recommended, as it holds significant promise for the future of digital da'wah initiatives.

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Conflict of Interest

The authors declare no conflict of interest.

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