

Students Incubator Business: A Mentorship Program for Creating Promotional Media for Student Micro Businesses Using Canva

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Article Info

Article history:

Received: Nov 5, 2024

Revised: Dec 7, 2024

Accepted: Dec 9, 2024

Keyword:

Students incubator business

Micro-businesses

Promotional media canva

Business mentorship

ABSTRACT

The "Students Incubator Business" program at SMAN 8 Malang aims to enhance students' skills in managing micro businesses by creating effective promotional media using Canva. The program comprises several stages: participant registration, workshops, mentoring, project assessment, and evaluation. A total of 20 students with micro businesses participated in this program, which involved intensive training in graphic design and digital marketing. The results showed increased students' knowledge and skills, mainly using Canva to create attractive promotional media tailored to their target markets. Program evaluation indicated that 80% of participants successfully produced high-quality promotional media, while the rewards effectively boosted students' motivation and confidence. Despite the program's success, ongoing mentorship is needed, particularly in copywriting strategies, to enhance marketing effectiveness further. Overall, this program successfully supported students in developing their micro businesses by improving their digital marketing skills.

I. INTRODUCTION

Microbusinesses are small-scale enterprises with limited scope in terms of capital, labor, and market reach. Individuals or small groups often manage these businesses and typically focus on a limited range of products or services [1]. Due to their small scale, many high school (SMA) students are interested in starting or developing their businesses. This interest not only aims to improve personal economic conditions but also to gain practical experience, such as learning to manage finances, developing management skills, and building professional networks [2].

To achieve success, micro businesses require effective marketing strategies. A key component of this strategy is promotional media [3]. Promotional media are tools used to introduce products or services to potential customers to increase awareness, interest, and sales. Promotional media can include print ads, brochures, posters, social media, and various other forms of digital content [4]. Effective use of promotional media is crucial

for micro businesses to reach a broader target market and boost sales [5].

To support the creation of effective promotional media, tools that are easy to use and affordable for micro-business owners, including students, are essential. Orisha (2024) in his research mentions that Canva is an online graphic design platform that allows users to create various types of designs easily and quickly [6]. With Canva, users can design posters, brochures, business cards, social media content, and more without requiring professional design skills [7]. Canva provides a variety of templates and user-friendly tools, making it ideal for students who want to create promotional media for their micro-businesses [8].

The "Students Incubator Business: A Mentorship Program for Creating Promotional Media for Student Micro Businesses Using Canva" offers a solution to these issues. This program aims to provide students with practical knowledge and skills in managing digital marketing strategies, specifically through creating promotional media using Canva. The goal is for students running

micro businesses to develop their ventures more effectively, enhance their competitiveness, expand their market reach, and achieve sustainable sales growth.

This solution will be implemented through several core activities. First, Workshops and Mentoring, where students will receive intensive training on using Canva to create promotional media and get guidance from digital marketing experts. Second, the Business Community allows students to join a business community to share experiences, ideas, and marketing strategies. Third, Business Reward, which involves awarding students who create the best promotional media as a form of appreciation and motivation.

II. METHODS

The Students Incubator Business program is implemented at SMA Negeri 8 Malang, targeting 11th-grade students with micro businesses. Before starting the mentorship, a data collection process will be conducted in the 11th grade to identify students with micro businesses to participate in the program. This program consists of five main agendas, which include orientation, participant data collection, workshop, mentoring, work evaluation, and evaluation, detailed as follows:

A. Orientation and Preparation

This stage involves official authorization and presenting the activity plan (grand design) to the school/partners.

B. Participant Data Collection and Screening

This stage involves collecting data on 11th-grade students to filter those with micro businesses to become program participants. The screening is based on interest, type of business, and the need for assistance in creating promotional media. This stage ensures the program can benefit students who genuinely need support in enhancing their business branding and promotion.

C. Main Activities

The main activities of this program consist of two activities: workshops and mentoring. The workshop is held for one day and features experienced graphic design and digital marketing speakers. The topics covered include using Canva editing software to create promotional media, leveraging social media platforms, and copywriting. During the workshop, participants will complete a 20-question multiple-choice test as an evaluation tool (pretest and post-test) to measure their learning progress.

Mentoring sessions involve providing participants with guidance from mentors in creating promotional media. During these sessions, students receive feedback and suggestions to refine their promotional designs. Participants are also grouped with mentors, presenters, and other students with similar interests to facilitate the exchange of ideas and experiences and collaborate on developing their businesses.

D. Assessment of Projects and Rewards

Projects are assessed based on their creativity, design quality, and the effectiveness of the promotional media in capturing audience interest. Awards are given to the top participants based on the following criteria: 1) participation in the workshop, 2)

completion of at least two mentoring sessions, 3) completion of pretest and post-test, and 4) submission and publication of their projects. These awards are intended to motivate and support students in further developing their entrepreneurial interests and skills through technology.

E. Activity Evaluation

The evaluation of this activity aims to identify the program's strengths and weaknesses and find solutions to address challenges encountered during its implementation. The results of this evaluation can be used as a consideration for organizing similar programs in the future.

III. RESULTS AND DISCUSSION

A. Result of Implementation

The Students Incubator Business program at SMAN 8 Malang was carried out according to the planned agenda. The following are the results of each stage of the activities:

1) Data Collection and Participant Screening

Out of 226 eleventh-grade students, 20 students who already had micro-enterprises and were interested in participating in the program were selected. The selection process was based on the type of business, interest, and need for guidance in using technology to create promotional media. This stage successfully met its target by including students with diverse business interests, from culinary ventures to services and plant-related businesses. Here are some of the data obtained from the registration process.

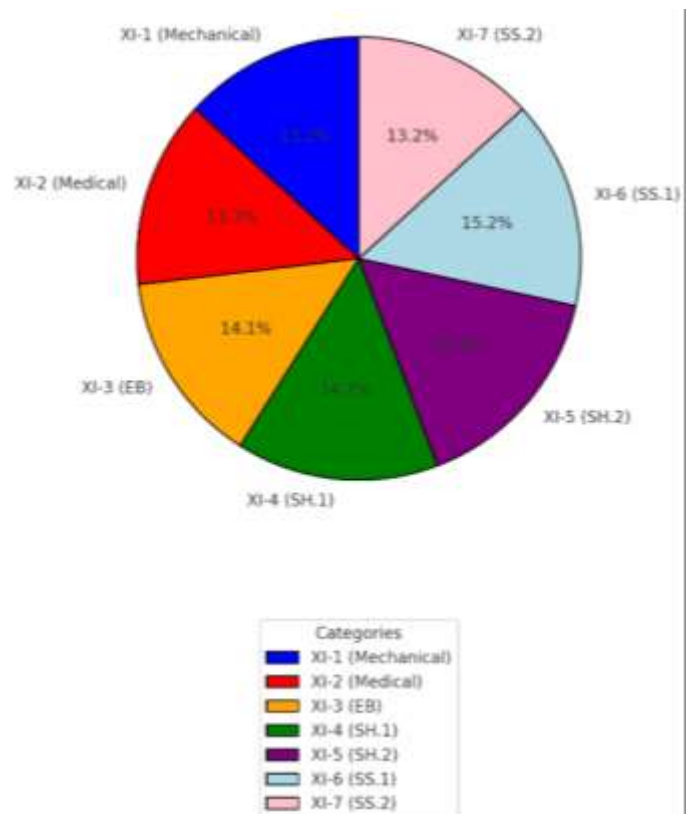


Fig. 1. Total Respondents in Eleventh-Grade Registration

Have you ever had a business before? (226 responses)

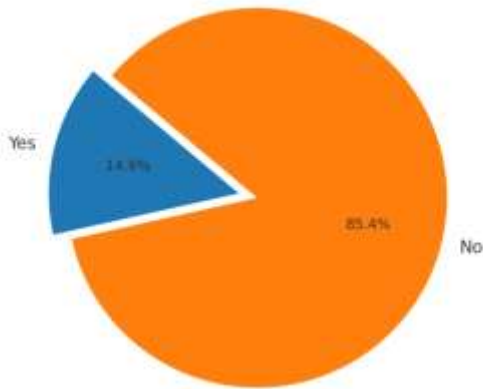


Fig. 2. Percentage of Students Who Already Have a Business

Have you ever had a business before? (226 responses)

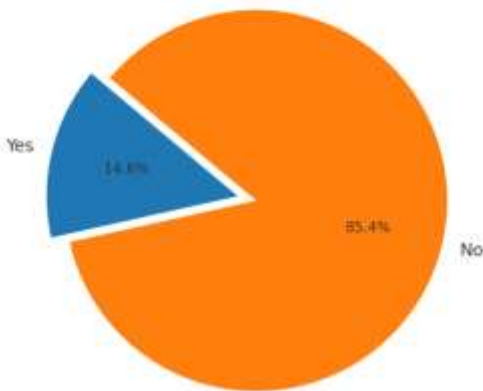


Fig. 3. Percentage of Students Interested in Participating in the Program

2) Workshop

The workshop was attended by all participants (20 participants) and featured speakers who provided material on the use of graphic design platforms, social media, and copywriting. The workshop began with a pretest, followed by the presentation of materials, and concluded with a post-test. The results of this activity show a significant increase in participant's knowledge regarding the scope of the materials provided. The recap of pretest and post-test results can be illustrated in the following Figure 4.

Based on Figure 5, there is a significant improvement in the average pretest and post-test scores, which increased from 66.8 to 79.3 in terms of material mastery, with the percentage of participants achieving passing scores rising from 60% to 90%. This indicates that most participants scored above the minimum passing grade of 70.

This improvement indicates that the learning method or intervention applied is effective in enhancing students' understanding and abilities. This is in line with the research conducted by Celik et al. (2018), which states that structured, activity-based learning approaches significantly improve student learning outcomes [9]. Additionally, this achievement supports the findings of Carpenter et al. (2019), who emphasize the importance

of ongoing evaluation in ensuring the effectiveness of teaching methods in achieving mastery of the material [10].



Fig. 4. Fig. (4a) Pretest; (4b) Presentation of Materials; (4c) Interactive Games; dan (4d) Q&A Session.

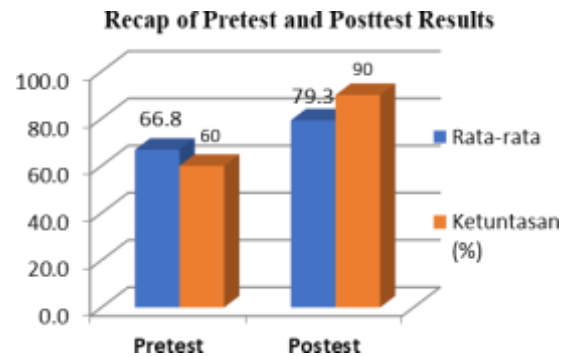


Fig. 5. Recap of Pretest and Post-test Results

3) Mentoring

Each participant was assigned a different mentor to provide personalized guidance in developing their projects. The mentoring sessions were conducted over 3 weeks, allowing participants to have at least two sessions with their mentors. The mentoring process was flexible regarding the media used and the timing of the sessions, based on mutual agreement between the participants and their mentors. The outcome of this mentoring activity was the promotional media created by the participants.

The mentoring process aims not only to provide technical guidance but also to build participants' confidence in producing creative works that are relevant to market needs. Furthermore, the personalized approach in mentoring allows mentors to provide specific and constructive feedback, enabling each participant to maximize their potential. According to research by Gamage et al. (2021), structured and personalized mentoring sessions can enhance the quality of work, particularly in creativity-based projects such as graphic design and promotional media [11].

The outcome of this mentoring activity was the promotional media created by the participants

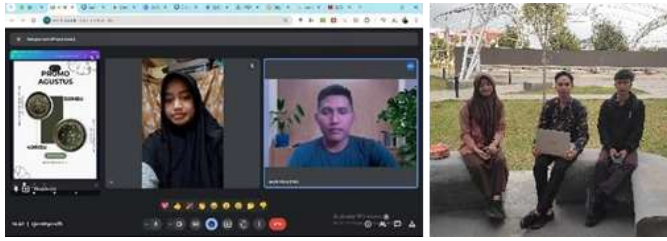


Fig. 6. Participants Engaging in Mentoring Sessions to Create Promotional Media



Fig. 7. Some of the Participant's Projects Results

4) Assessment of Projects and Rewards

The participant's projects were assessed based on several criteria, including design skills, content quality, clarity of message, and level of audience engagement. The assessment team, consisting of instructors and mentors, provided objective evaluations of each participant's project. The results showed that 80% of participants successfully created promotional media that met good standards, with designs capable of capturing the attention of their target audience. Based on these assessments, one participant was selected as the best performer and received a reward.

In line with previous research, this recognition plays a crucial role in enhancing students' motivation and self-confidence. Filgona et al. found that awards can motivate students to continue developing their skills [12], while a study by Chaudhuri et al. also emphasizes the importance of acknowledging effort in boosting students' intrinsic motivation. Therefore, the provision of awards is expected not only to improve students' skills in digital marketing and graphic design but also to encourage them to be more confident in utilizing technology to develop their micro-businesses.

5) Evaluation

The evaluation was conducted to assess the effectiveness, outcomes, and impact of each stage of the Students Incubator Business program implemented at SMAN 8 Malang. The evaluation was divided into two main parts: process evaluation and outcome evaluation [13].

a) Process Evaluation

The data collection process successfully filtered 20 students out of 226 from grade XI who already owned micro-businesses and were interested in joining the program. The screening process followed the plan, focusing on a variety of business types, including food, services, and plants. This variety indicates that the

program effectively accommodated the diverse interests and needs of the students. However, this process could be optimized by offering opportunities to students who might be interested in starting a business, thus also supporting potential new entrepreneurs.

Additionally, all selected participants were actively involved in the workshop, demonstrating an increase in knowledge related to the topics provided. This was evident from the improvement in average scores and student proficiency based on pretest and post-test results. This indicates the effectiveness of the teaching methods and materials. However, the workshop could be improved by dividing it into several sessions with interrelated materials and incorporating more varied learning methods, such as case studies or simulations.

The mentoring sessions were conducted flexibly, allowing participants and mentors to determine the time and communication media according to their needs. This flexibility allowed for more personalized guidance. Although the mentoring process went well, its effectiveness could be further enhanced by incorporating periodic evaluations of the participants' progress during the mentoring sessions. This would ensure that each participant receives optimal guidance and maximizes their potential in producing high-quality promotional media.

b) Outcome Evaluation

The results show that 80% of participants successfully produced promotional media that met a high standard. Their work demonstrated adequate design skills, engaging content, clear messaging, and the ability to capture the attention of their target audience. This indicates that the participants were able to apply the knowledge gained during the workshops and mentoring sessions effectively. However, 20% of the participants' work still requires improvement, suggesting that these students could benefit from additional support, such as extra mentoring sessions or further technical guidance.

Additionally, the award given to the best participant not only served as a form of recognition but also motivated all participants to continue developing their skills. This highlights the importance of rewards in fostering students' enthusiasm. In the future, the awards could be expanded to include additional categories, such as "Best Innovation" or "Most Creative Design," to acknowledge various aspects of the students' work.

The implementation of the Students Incubator Business program had a positive impact on students with micro-enterprises at SMAN 8 Malang. The results from both the workshop and mentoring sessions indicated a significant improvement in the student's knowledge and skills in using Canva and understanding digital marketing strategies. Most participants were able to create promotional media that was engaging and aligned with their business target market. This demonstrates that a hands-on approach through workshops and mentoring is effective in equipping students with the practical skills they need [14]. Akbar, in his book, mentions that a hands-on approach allows participants to learn more practically, enhancing their understanding and skills in a relatively short time [15].

The digital promotional media produced by the participants improved the visibility of their micro-enterprises, especially on social media platforms. Several participants reported increased

interaction with potential customers after uploading their promotional media online. Some businesses even began to establish branding via social media. This shows that good promotional media can expand market reach, even if the micro-enterprise is still in its early stages. As explained by Chakti, G., the use of social media in digital marketing can increase interaction with the audience and expand market reach, even for newly developed businesses [16]. The use of social media as a promotional tool also has a significant impact in introducing products to a wider audience at a more cost-efficient price [17].

The awards given to participants with the best work proved effective in boosting the students' motivation and self-confidence. Many participants expressed pride in their creations and felt encouraged to further develop their businesses. Additionally, these awards served as an incentive for other students to participate more actively in similar activities in the future. Awards provide positive reinforcement that can enhance intrinsic motivation and encourage students to perform better [18]. Research by Damayanti and Sofiyah also shows that recognition can increase a sense of achievement and motivate students to continue working hard, with a greater impact on skill development and fostering a positive attitude toward learning [19].

Despite the overall positive outcomes, there is a need for further guidance, particularly in copywriting strategies. Some participants still felt unsure about crafting effective marketing messages despite being proficient in graphic design. Therefore, additional mentoring sessions focusing on this area would be highly beneficial for students seeking to refine their marketing strategies.

Overall, the Students Incubator Business program successfully achieved its primary goal of enhancing students' skills in creating promotional media and digital marketing. With continuous evaluation, the program can be improved and optimized to support more students in developing their micro-enterprises in the future. Continuous evaluation is crucial in enhancing the effectiveness of a program, providing valuable feedback, and ensuring long-term success for participants [20].

Conclusion

The Students Incubator Business program at SMAN 8 Malang successfully engaged students with micro-enterprises, offering valuable training on creating promotional media using Canva, with participants demonstrating significant knowledge improvement through pretest and post-test results. Personalized mentoring enhanced the quality of outcomes, with participants producing well-designed promotional media, though some required additional support. Rewards motivated students, boosted confidence, and encouraged micro-enterprise development, leading to increased visibility and market reach, particularly on social media. To improve future programs, suggestions include optimizing participant selection to include aspiring entrepreneurs, enhancing workshop content with interactive sessions, expanding award categories to recognize various achievements, and implementing follow-up programs to monitor and support participants' micro-enterprises.

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