

PKM Graphic Design Training at MTs Sunan Ampel Kamal Kuning, Krejengan, Probolinggo

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Abstract— Graphic design training is an activity that aims to provide knowledge and skills to participants in order to be able to produce graphic design work well and creatively. MTs Sunan Ampel Kamal Kuning, Krejengan, Probolinggo is one of the partners who needs graphic design training to enrich learning methods in schools. The problems faced by partners are the lack of understanding of graphic design among students and the lack of access to information technology that supports graphic design learning in schools. The form of service carried out is to carry out graphic design training for three months with interactive and participatory learning methods. Activities are carried out in the form of workshops, group discussions, and individual assignments to ensure participants gain a deep understanding of graphic design theory and practice. In addition, partners are also given access to graphic design software and computer facilities in order to practice independently. The solution provided through this training is to increase students' understanding and skills in the field of graphic design. Trainees can produce various graphic design works, such as posters, brochures, and infographics, which have good aesthetic and communication values. In addition, partners are also able to integrate graphic design learning in the learning process at school, so that students can learn in a more interesting and interactive way. The conclusion of this service is expected to have a positive impact on partners. Trainees can improve their understanding and skills in graphic design and are able to apply learning in real work. With this understanding and skills, it is hoped that participants can develop their potential further in the field of graphic design and can contribute to the school environment and society.

Keywords— *Graphic Design; Mts; PKM*

1 Introduction

Lack of understanding of Graphic Design: Most students at MTs Sunan Ampel Kamal Kuning do not have an adequate understanding of graphic design. They are not yet familiar with basic design concepts, such as typography, composition, color, and other design elements. As a result, they have difficulty in creating graphic works that are aesthetically pleasing and communicative.

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Lack of Access to Information Technology: This school is located in a rural area, where access to information technology is still limited. Some students may not have access to graphic design software, such as Adobe Photoshop or Adobe Illustrator, which is essential to hone their skills in this field. In addition, the lack of computer facilities is also an obstacle in holding effective graphic design learning.

Limitations of Learning Methods: Graphic design teaching in this school has not utilized interactive and participatory learning methods. The lack of group discussions or practical activities makes it difficult for students to apply the theories they learn into real work. Learning limited to lectures also tends to make students less motivated and less interested in these subjects.

Inability to Integrate Graphic Design in Learning: Teachers at MTs Sunan Ampel Kamal Kuning have not been fully able to integrate graphic design learning in the school curriculum. Their limited understanding and skills in graphic design hinder efforts to align these subjects with other subjects, such as Indonesian or cultural arts.

In order to overcome this problem, graphic design training will be conducted at MTs Sunan Ampel Kamal Kuning, Krejengan, Probolinggo. This training aims to improve students' understanding and skills in the field of graphic design, as well as help teachers integrate graphic design learning in the learning process in schools. Thus, it is expected that students can develop their potential in graphic design and increase their interest and learning outcomes in these subjects.

2 Method

The following is the implementation matrix for the Community Service (PKM) program which aims to strengthen Internet of Things (IoT) skills at Nurul Jadid Islamic Boarding School: PKM Program Implementation Matrix - Strengthening IoT Skills at PPNJ

Table 1. . Example table

Stages of PKM Activities	Who Is Involved	Achievement Indicators	Implementation Time
1. Preparation	PKM Implementation Team	- Fulfillment of graphic design training material preparation	July - August 2023
	Related Subject Teachers	- Teachers have an understanding of graphic design - Structured and complete training materials	Related Subject Teachers
	Students of MTs Sunan Ampel	- Students have prior knowledge of graphic design - Student enthusiasm in participating in training	Students of MTs Sunan Ampel
2. Implementation	PKM Implementation Team	- Smooth implementation of workshops and group discussions	September - November 2023

	Related Subject Teachers	- Teachers actively follow and engage in training	
	Students of MTs Sunan Ampel	- Students can follow and participate in activities - Participants are able to apply graphic design concepts in the work	
	PKM Implementation Team	- Organized and complete PKM report	November – December 2023
4. Preparation of Reports and Documentation	PKM Accompanying Lecturer	- Complete and documented documentation of PKM activities	PKM Accompanying Lecturer

Preparation: This stage involves the PKM implementation team in planning and compiling graphic design training materials. Teachers of related subjects are also involved in providing input and helping to prepare material relevant to the school curriculum. In addition, engage Sunan Ampel MTs students to find out their level of knowledge about graphic design before the training begins.

Implementation: This stage includes graphic design training activities in the form of workshops and group discussions. The PKM implementation team acts as a facilitator and instructor in delivering the material. Teachers of related subjects support these activities by actively participating in training. MTs Sunan Ampel students become participants who follow and participate in every training activity.

Evaluation and Monitoring: At this stage, the PKM implementation team will evaluate the progress of the trainees, including the progress achieved by teachers and students in mastering graphic design. Teachers of related subjects also play a role in providing assessment and feedback to students.

Report Preparation and Documentation: After the training is completed, the PKM implementation team will compile a report containing the results of activities and achievements achieved. PKM assistant lecturers will assist in documenting all PKM activities so that they are available as a complete reference and documentation.

3 RESULTS AND DISCUSSION

3.1 Result

In an effort to overcome students' lack of understanding of the basic concepts of graphic design, a series of intensive training activities have been initiated. At the initial stage, a process of analyzing the need for graphic design materials was carried out that was adjusted to the learning materials at MTs Sunan Ampel Kamal Kuning, Krejengan, Probolinggo. Of course, this process involves a teacher council, especially teachers who teach graphic design learning, and/or a teacher council who have an interest in graphic design activities in madrasahs.



Figr 4.1. Preparation of graphic design materials

This activity is designed to convey the basic material of graphic design comprehensively, involving aspects such as typography, composition, use of color, and other design elements. The students not only get theoretical explanations, but are also given real case examples relevant to everyday life.



Figure 4.2. Basic graphic design material training

Through practical works, students can develop their practical skills and deepen their understanding of graphic design concepts. This hands-on experience can help students deal with real challenges they may encounter in graphic design practice in everyday life. Furthermore, discussion and question and answer sessions are held to provide space for students to interact, as well as exchange ideas related to the concepts studied. This active interaction not only enriches the student's learning experience but also ensures that each student has a comprehensive understanding of the training material.

3.2 Discussion

The results of practice show that students are able to develop their practical skills through graphic design works. This holistic approach, which includes theoretical understanding and practical application, helps students better internalize knowledge.



Figure 4.3. Examples of student design results

Furthermore, the results suggest that a combination of intensive training activities, a holistic approach, and individual mentorship can overcome students' initial lack of understanding and develop sustainable graphic design skills. This skill development process is supported by literature that emphasizes the importance of a holistic approach and individual guidance in the context of graphic design education. Success in the development of these skills provides a foundation for students to face the challenges of the dynamic world of design.

4 COVER

In PKM Graphic Design Training at MTs Sunan Ampel Kamal Kuning, Krejengan, Probolinggo, it can be concluded that this training has a positive impact on improving the graphic design skills of the participants. This conclusion is supported by the active participation of participants in each training session and the improvement of the quality of the design work produced.

The implications of this study suggest that graphic design training can be an effective means of improving visual literacy and creativity among MTs students. The skills acquired can potentially contribute to the development of talent and understanding of visual arts in schools.

However, the study also had limitations, especially in area coverage and number of participants. Therefore, it is recommended to expand the scope of training to more schools and involve more students so that the results can be more representative.

As a recommendation, the development of graphic design training programs can be continuously improved by involving design professionals and expanding training materials. In addition, further research can be conducted to evaluate the long-term impact of this training on the development of students' design skills and visual literacy in MTs. With these steps, it is hoped that PKM Graphic Design Training can become a sustainable model in supporting the development of creativity in junior high schools.

5 References

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