

CAPACITY BUILDING OF RPTRA PERSONNEL THROUGH VISUAL COMMUNICATION DESIGN TRAINING FOR SOCIAL MEDIA

Citra Eka PUTRI^{1*}, Radja Erland HAMZAH², Muhammad SAIFULLOH³
^{1,2,3} *Universitas Prof. Dr. Moestopo (Beragama), Jakarta, INDONESIA*
**citraputri@dsn.moestopo.ac.id*

ABSTRACT

The advancement of social media demands that public organizations, including Ruang Publik Terpadu Ramah Anak (RPTRA), produce content that is not only informative but also visually engaging. However, limited graphic design skills among personnel often restrict the optimal use of social media as a medium for public communication. This study seeks to strengthen the capacity of RPTRA personnel in managing digital content through visual communication design training using the Canva application. A descriptive qualitative method was employed, with data collected through observation, in-depth interviews, and documentation during the training, and analyzed thematically within the framework of visual communication theory. The findings demonstrate that the training enhanced personnel capacity in five aspects: design aesthetics, clarity of visual messages, consistency of organizational identity, creative participation in content production, and effective use of social media for public communication. These outcomes indicate that Canva-based training contributes not only to technical design skills but also to the broader strategic communication capacity of the institution. Overall, this community service activity significantly improved the ability of RPTRA personnel to support professional image, organizational credibility, and the sustainable use of social media as a friendly, creative, and inclusive space for public communication.

Keywords: RPTRA, Visual Communication, Training, Social Media, Community Service.

1. INTRODUCTION

Ruang Publik Terpadu Ramah Anak (RPTRA), or Child-Friendly Integrated Public Space, is one of the flagship programs of the DKI Jakarta Provincial Government, designed to provide spaces for interaction, education, and recreation for the community, particularly children and families. RPTRA personnel play a crucial role in ensuring the sustainability of these public spaces, not only in terms of operations but also in communication and the dissemination of information to the wider public. However, field realities reveal that the utilization of RPTRA's social media has not yet been optimal, either in terms of content consistency, visual quality, or structured communication strategies. Most RPTRA personnel lack basic skills in visual communication design, resulting in content that tends to be simple, inconsistent, and less reflective of professional branding.

From a spatial perspective, RPTRA facilities are generally located in densely populated neighborhoods with diverse social characteristics. Their presence serves as strategic social spaces, surrounded by communities of children, youth, women's organizations (PKK), and other active community groups. This social and economic potential can be further strengthened through well-managed social media, given that digital platforms have now become the main channels for information dissemination, activity promotion, and the development of a positive image for public institutions. The increasing digital literacy of surrounding communities also underscores the need to strengthen the capacity of RPTRA personnel so that they can adapt to technological advancements.

The main challenge lies in the limited understanding of RPTRA personnel regarding the principles of visual communication and their lack of technical skills in managing social media. Content that should function as a tool for education, promotion, and interaction with the public often appears visually unattractive and fails to consistently reflect RPTRA's identity or branding. This condition has the potential to reduce both the appeal and the effectiveness of RPTRA social media as a channel for public information.

Various studies and practices have demonstrated that training in visual communication design is highly effective in enhancing content design abilities and motivating community-level technical skills. For example, training programs for community staff of a transgender association in Surabaya demonstrated significant improvements in creativity and skills in using design applications such as Canva (Utami et al., 2023). Similarly, training conducted at the Land Transportation Management Center in South Sumatra successfully addressed human resource limitations in designing visual content for the organization's official social media platforms (Yulius et al., 2023). In addition, community-based training at a Christian school in Padang demonstrated that the use of graphic design as a tool of visual communication can strengthen institutional image and community engagement (Wiraseptya et al., 2023).

Based on these considerations, this community service activity was designed to provide training in visual communication design using the Canva application for RPTRA personnel. Through this training, they are expected to improve their skills in designing visual content that is more aesthetic, communicative, and aligned with the institution's identity. The objective is to strengthen the capacity of RPTRA personnel in managing social media as a medium for information, education, and branding, thereby enabling RPTRA's digital presence to generate greater benefits for the surrounding community.

The research problems in this study, which simultaneously functions as a community service activity, stem from several key challenges faced by RPTRA personnel. First, there are still limitations in understanding the principles of visual communication, so messages conveyed through social media have not yet been fully effective or easily understood by the public. Second, RPTRA personnel face various obstacles in managing social media, including technical skills, creativity, and consistency in presenting content as a medium of public information. Third, there is a need for appropriate training strategies, particularly through the use of design applications such as Canva, to enhance personnel capacity in producing communicative and engaging visual content. Fourth, it is essential to examine how RPTRA's social media can be maximized as a medium for branding and information dissemination, enabling it to reach a wider audience and enhance RPTRA's positive image.

Based on these problem formulations, the objectives of this activity are structured to provide relevant and applicable solutions. First, this activity aims to improve RPTRA personnel's understanding of the basic concepts of visual communication so that they can deliver messages more clearly, effectively, and persuasively. Second, through Canva-based training, personnel are expected to gain practical skills in producing social media content that is attractive, informative, and communicative. Third, this activity is also intended to strengthen personnel capacity in managing social media, not only as a tool for information but also as a platform for education and promotion of RPTRA programs. Fourth, the ultimate objective is to build a positive branding of RPTRA through social media content that is consistent, aesthetic, and responsive to community needs, thereby increasing the visibility and perceived benefits of RPTRA among the public.

2. METHOD

This study employed a descriptive qualitative approach to explore in depth the conditions, needs, and capacity building of RPTRA personnel in managing social media. A qualitative approach was chosen because it is capable of portraying the social realities experienced by RPTRA personnel, particularly in relation to their limited understanding of visual communication and its application in digital media (Creswell & Creswell, 2018). The research design combined community service activities in the form of training with qualitative evaluation of participants' experiences, perceptions, and achievements.

The research procedure began with a needs assessment stage, which involved initial observations of RPTRA's social media condition and discussions with the UPT PPPA of DKI Jakarta Province. This stage aimed to assess the extent to which personnel understood the principles of visual communication and to identify the challenges faced in social media management. Following this, a training program was designed that included the preparation of learning modules based on visual communication theory, simple digital branding strategies, and practical use of the Canva application.

The study then moved into the implementation stage, namely a training program held on August 11–13, 2025 at the UPT PPPA Building of DKI Jakarta Province, involving approximately 40 personnel representing RPTRA across Jakarta. The training was conducted using interactive lectures, demonstrations, and hands-on practice, enabling participants to understand theoretical concepts while also mastering technical skills. At the same time, data were collected through observation of participant activities, short interviews regarding experiences and challenges, documentation of participants' design outputs, and distribution of evaluation questionnaires to assess participant comprehension and satisfaction.

The data collected were analyzed using thematic analysis within a qualitative matrix, where information from observations, interviews, documentation, and questionnaires was coded, categorized, and organized into key themes representing the outcomes of the training (Patton, 2002). This analytical process was further supported by method and source triangulation to ensure data validity, by comparing findings from multiple instruments and incorporating perspectives from participants, instructors, and organizers (Braun & Clarke, 2021).

3. RESULTS AND DISCUSSION

Before describing the implementation of the community service activity, it is essential to outline the theoretical framework of visual communication. Visual communication is the process of conveying messages through visual elements such as images, colors, symbols, and typography, which are deliberately designed to facilitate

comprehension and enhance the persuasive power of information (Kress & Leeuwen, 2020). (Messaris, 2021) emphasizes that the effectiveness of visual messages lies in their ability to capture attention, simplify complex ideas, and improve message retention.

Visual literacy theory further explains that audiences interpret meaning not only through textual content but also through visual cues that influence perception (Messaris, 2021). Consistency in visual identity, as highlighted by (Schmitt, 2019), strengthens institutional branding and credibility, while Machin (2014) underscores the participatory nature of visual communication, where both creators and audiences engage in the meaning-making process. In the realm of digital platforms, (JENKINS et al., 2013) point out that well-designed visual content enhances engagement and broadens the dissemination of information, making design literacy a crucial skill for public organizations. Within this framework, the training of RPTRA personnel in Canva-based visual communication design can be understood as not only a technical intervention but also a strategic effort to enhance institutional communication.

The implementation of the Community Service (PKM) activity in the form of Visual Communication Design Training for Social Media, held for RPTRA personnel across Jakarta on August 11–13, 2025, produced several important findings. Based on observations and interviews, participants demonstrated high enthusiasm for understanding the basic concepts of visual communication and their application in social media. Prior to the training, the majority of participants did not possess adequate skills in designing visual content. RPTRA's social media content tended to be simple, repetitive, and insufficient in representing RPTRA's role as a child-friendly space and a center of social interaction. This aligns with findings that digital literacy among local personnel remains limited, particularly in the area of graphic design (Hasan, 2020).



Figure 1. Canva-Based Training at RPTRA
Source: Activity Documentation, 2025

Through the Canva-based training, participants were able to directly practice principles of visual communication, such as the appropriate use of typography, color, layout, and iconography. The learning process was participatory, in which participants not only received the material but also produced content tailored to the needs of their respective RPTRAs. The evaluation results indicated an improvement in participants' ability to create content designs that were more structured, appealing, and aligned with RPTRA's identity. This demonstrates that strengthening personnel capacity through hands-on training can enhance visual communication skills while simultaneously reinforcing institutional branding (Eriani et al., 2025).

Table 1. Thematic Results of Qualitative Analysis Based on Visual Communication Theory

Main Theme	Field Findings	Interpretation of Visual Communication Theory
Understanding of Design Aesthetics	Participants realized the importance of selecting colors, typography, and visual composition to make messages more appealing.	According to visual literacy theory, an understanding of aesthetics enhances message attractiveness, thereby increasing communication effectiveness (Messaris, 2021)
Clarity of Message Delivery	Prior to training, content tended to be text-heavy; after training, participants began using infographics and icons.	Message visualization through symbols and infographics facilitates audience decoding (Kress & Leeuwen, 2020)

Consistency of Visual Identity	Participants began adapting RPTRA's signature colors to achieve greater consistency on social media.	Consistent visual identity creates brand recognition and strengthens organizational credibility (Schmitt, 2019)
Participant Participation and Creativity	Participants enthusiastically produced creative content using Canva, despite varied initial skill levels.	Visual communication theory emphasizes the importance of audience participation in the message production process (Machin, 2014).
Effectiveness of Social Media	After the training, participants understood how to adjust content according to platform (Instagram, Facebook).	Adapting design to the medium enhances audience engagement and involvement (JENKINS et al., 2013)

Source: Community Service Data, 2025

The qualitative analysis in Table 1 indicates that Canva training had a significant impact on improving participants' understanding of visual communication. In terms of design aesthetics, participants recognized the importance of selecting appropriate colors, typography, and visual composition to create engaging content. This finding is consistent with the concept of visual literacy, which emphasizes that appropriate visual elements can enhance the attractiveness of messages and the effectiveness of communication (Messaris, 2021).

Furthermore, there was a noticeable improvement in the clarity of message delivery. Before the training, participants' content tended to be text-heavy and less engaging. However, after completing the training, they began to utilize infographics, icons, and other visual elements that were more communicative. In line with the theory proposed by Kress and van Leeuwen (2020), visualization through symbols and images facilitates the audience's decoding of messages (Kress & Leeuwen, 2020).

Consistency of visual identity also emerged as an important theme. Participants began adapting the use of RPTRA's signature colors in their designs, creating a more professional and credible impression. According to Schmitt (2019), consistent visual identity plays a crucial role in building brand recognition and strengthening organizational credibility in the eyes of the public (Schmitt, 2019).

In terms of participation, participants demonstrated high enthusiasm in producing creative content. Despite their varying initial skill levels, the use of Canva made them more confident to innovate. This finding aligns with Machin's (2014) perspective that visual communication is not only about the final product but also about the creative involvement of the audience in the process of message production (Machin, 2014).

Finally, the training also improved the effectiveness of social media use. Participants began to understand how to adapt content design to the characteristics of digital platforms such as Instagram and Facebook. Adjusting content to specific media is believed to enhance audience engagement and broaden the reach of messages (JENKINS et al., 2013). Thus, Canva training has proven not only to improve the technical aspects of design but also to strengthen the organization's visual communication strategy in the digital sphere.

From the perspective of visual communication theory, this training demonstrated how visual elements can influence the attractiveness of messages and the effectiveness of public communication. Participants began to recognize that RPTRA's social media serves not only as a publication tool but also as a medium for education, socialization, and institutional image building. Content designed with proper visual principles is more capable of delivering persuasive messages and is easier for the public to understand (Chandra & Hudi Santoso, 2025). This supports previous research findings emphasizing that message visualization on social media enhances public interaction and broadens the dissemination of information across digital platforms (Li & Jongbin, 2024).



Figure 2. Visual Communication Practice of Symbols, Colors, and Typography
Source: Activity Documentation, 2025

In general, this community service activity successfully addressed the issue of limited capacity among RPTRA personnel in managing social media. The application of a qualitative approach demonstrated that hands-on training was more effective than lecture-based methods alone. This finding is also relevant to the framework of visual communication, which emphasizes the integration of symbols, colors, and typography as tools to reinforce the meaning of messages (Dawami, 2019). Thus, it can be concluded that the enhancement of visual communication skills contributes positively to strengthening the function of RPTRA's social media as a more professional and inclusive public information space.



Figure 3. Direct Editing Practice by RPTRA Personnel
Source: Activity Documentation, 2025

The implementation of this community service activity in the form of visual communication design training using the Canva application provided tangible benefits for RPTRA personnel, the community, and local government. For RPTRA personnel, the activity enhanced their capacity to understand the principles of visual communication and develop technical skills in designing digital content. This skill improvement is crucial, considering that personnel are the primary actors in disseminating public information at the community level (Effendy, 2011). In addition, personnel gained insights into consistent digital branding, enabling RPTRA's social media to become more professional and effective as an information channel (Sari et al., 2023).

For the community, the presence of RPTRA social media content that is more structured, communicative, and engaging provides easier access to information. This allows the community to become more involved in RPTRA activities while strengthening social interaction within the surrounding environment. Well-managed social media can also serve as an educational tool, particularly concerning issues related to family, children, and community empowerment (Nasrullah, 2015). Thus, the community benefits not only from the physical aspects of RPTRA but also from its digital presence as a space for communication and learning.

For institutions and local government, this activity represents a concrete effort to strengthen the capacity of public service personnel in line with the demands of the digital era. The optimization of social media as a public communication channel supports the government's vision of creating services that are transparent, responsive, and adaptive to technological developments (Mulyana, 2013). Furthermore, this training program can serve as a replicable

model for other regions, thereby contributing more broadly to improving the quality of public communication within local governance.

4. CONCLUSION

This study aimed to strengthen the capacity of RPTRA personnel in managing social media through visual communication design training. The findings indicate that this objective was successfully achieved. The training enhanced personnel's knowledge, skills, and awareness of the importance of visual communication in delivering public messages.

The research problems concerning the limited ability of RPTRA personnel to manage social media content were addressed through the finding that Canva-based training can serve as a practical, accessible, and relevant solution to their needs. Moreover, active participant involvement in hands-on practice resulted in significant improvements in five areas: design aesthetics, clarity of visual messages, consistency of organizational identity, creativity in content production, and effectiveness in utilizing social media.

Based on qualitative findings analyzed through the lens of visual communication theory, Canva training proved effective in enhancing participants' skills, particularly in the five key aspects. First, understanding of design aesthetics improved, as reflected in participants' ability to select appropriate colors, typography, and visual composition. Second, the clarity of communication messages increased through the use of visual elements such as infographics and icons. Third, organizational visual identity began to be consistently built through the application of institutional colors and features. Fourth, participants' involvement in producing creative content demonstrated greater engagement and self-confidence. Fifth, the effectiveness of social media use was optimized as participants were able to tailor designs to the characteristics of digital platforms. Overall, the training not only strengthened technical design skills but also contributed to the organization's visual communication strategy, particularly in enhancing professional image, organizational credibility, and the reach of messages in digital spaces.

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