

SDGs-Oriented Branding Training Using Canva to Strengthen Studentpreneur Skills in SMAN 9 Denpasar Students

I Gusti Ayu Agung Aristi Putri^{a)}, Putu Gede Maha Vivaldi Pradnyana^{b)}, Dharma Prasetya Irawan^{c)}

Visual Communication Design Study Program, , Primakara University, Bali, Indonesia

^{a)}Corresponding author: aristi.putri@primakara.ac.id

^{b)}vivaldi@primakara.ac.id

^{c)}dharmaprasetya@primakara.ac.id

ABSTRACT

This community service program aimed to enhance students' branding design skills and awareness of Sustainable Development Goals (SDGs) through Canva-based training at SMAN 9 Denpasar. The program involved 36 twelfth-grade students and applied a participatory approach combining theoretical sessions, hands-on practice, and project-based mentoring. The results showed an improvement in students' branding design skills, creativity, and soft skills such as communication and self-confidence. Students were able to develop simple branding concepts that integrate sustainability values. This program demonstrates that Canva-based training is an effective and accessible approach to fostering studentpreneur competencies in the digital creative economy.

ARTICLE INFO

Article History:

Submitted/Received: 17 March 2026

First Revised: 03 April 2026

Accepted: 20 April 2026

First Available online: 30 April 2026

Publication Date: 30 April 2026

Keyword :

Studentpreneurship

Branding desig

SDGs education

Canva

Creative economy

INTRODUCTION

The development of the creative economy and digital industry requires young people to possess creative skills and a sustainability-oriented mindset (Gumilang, 2022). The Sustainable Development Goals (SDGs) encourage the emergence of young entrepreneurs who are able to integrate economic, social, and environmental values into their activities (Wijaya, 2021). High school students, particularly in Denpasar as a center of creative economic growth in Bali, have significant potential to become studentpreneurs, young entrepreneurs driven by creativity (Nugrohowati & Rudatin, 2021). The presence of such young entrepreneurs can contribute to the achievement of the SDGs, especially Decent Work and Economic Growth (SDG 8) and Responsible Consumption and Production (SDG 12) (Baharuddin & Ab Rahman, 2020).

SMAN 9 Denpasar, as a senior high school in Denpasar, has approximately ±1,000 students across grades X, XI, and XII with diverse socio-economic backgrounds. Based on internal school data, around 30% of students are actively involved in entrepreneurship-related extracurricular activities, student council (OSIS), and interest groups related to design and creative business. This potential indicates strong interest and opportunities for students to develop entrepreneurial ideas from an early stage. Branding plays a crucial role, as it enables a product or service to build a strong identity, making it easier to be recognized and remembered by the public over time (I. G. A. A. Putri et al., 2024). However, most students still face limitations in branding design skills and in understanding sustainability concepts in building business identities.

This condition is reflected in the low utilization of graphic design technology to support entrepreneurial activities in schools (Sutarwiyasa et al., 2022). Many student business ideas are promising but lack strong and consistent visual identities. Small-scale products created during school activities, such as entrepreneurship exhibitions or bazaars, often rely on simple packaging without clear logos, color schemes, or brand messaging. Understanding of branding aligned with sustainability principles is also still limited (D. A. D. Putri et al., 2022). Concepts such as environmentally friendly production, responsible material usage, and visual communication that support SDGs have not been widely introduced in student entrepreneurship activities (Suryaningsih & Aripin, 2022). Limited access to professional training and a lack of guidance in the creative process further widen this gap.

Denpasar has characteristics that strongly support the development of student creativity (Rahmawati et al., 2021). It is known as a culturally based creative city with strong digital infrastructure, widespread internet access, and a rapidly growing creative economy ecosystem, particularly in visual communication design, tourism, and the arts (Dewiyanti et al., 2017). This potential provides great opportunities for students of SMAN 9 Denpasar to utilize digital technology such as the Canva application, an online graphic design platform that is easy to access and use. Canva can help students learn to create visual identities and social media content aligned with sustainability values (Ixfina et al., 2023).

The SDGs-based Studentpreneur Branding Design Training using Canva at SMAN 9 Denpasar is proposed as an effort to enhance students' capacity in creating creative and sustainable business brands. Previous studies have largely focused on general entrepreneurship training without integrating branding design skills and SDG principles simultaneously, particularly at the high school level (Irawan et al., 2026). Therefore, this program offers a novel approach by combining SDGs-based branding education with accessible digital tools such as Canva. This training is expected to provide both conceptual understanding and practical skills in designing visually appealing branding elements that also

incorporate sustainability values and social awareness. In the future, students are expected to develop competitive business ideas within the creative economy while contributing to sustainable development goals at both local and global levels.

METHOD

The SDGs-based Studentpreneur Branding Design Training using Canva at SMAN 9 Denpasar was conducted through several structured stages to ensure the achievement of solutions to the partners' problems. The implementation method combines a participatory approach with hands-on practice, enabling students to understand branding concepts and apply them creatively within the context of sustainable entrepreneurship.

The first stage is preparation, which includes coordination with the school, scheduling the training, and selecting participants. The community service team conducts a preliminary survey to map students' interests and needs, as well as to align the training materials with the SDGs vision. At this stage, training modules are also developed, practical guides are prepared, and the Canva application is set up to support the learning process.

The second stage is the implementation of the training, which is divided into theoretical and practical sessions. The theoretical session equips participants with an understanding of branding concepts, the importance of visual identity in entrepreneurship, and its connection to SDG principles. The practical session focuses on exploring Canva's features to create visual elements and simple promotional materials. Participants are guided to design their own product or business brand identity while considering sustainability aspects.

The third stage is project mentoring. Participants work in groups to develop a simple brand kit consisting of a logo, color identity, and promotional designs. To address the limitations of the brand kit feature in Canva Premium, this training adopts a manual brand kit approach that can be accessed by all participants using free Canva accounts. Participants are provided with a simple brand kit template containing spaces to place visual elements. This allows students to independently build their visual identity without requiring paid features. In practice, participants select colors using the color picker, upload logos to their projects, and apply these elements to poster designs, social media content, and product mockups. This approach ensures that all participants understand the concept of visual consistency and brand identity development, even without using Canva Premium. The manual brand kit serves as a practical, inclusive solution that still supports the development of branding skills needed in student entrepreneurship activities. This practical session is also supported by the community service team, who provide creative guidance, design feedback, and direction to ensure that students' business ideas align with SDG values, such as the use of environmentally friendly materials or socially driven campaign messages.

The fourth stage is the evaluation and presentation of results. Participants present their branding projects in front of the community service team, supervising teachers, and school representatives. The evaluation covers aspects such as creativity, design consistency, relevance to the SDGs, and potential application in school entrepreneurship activities. The evaluation of the program was conducted using observation sheets, participant presentations, and performance-based assessment of branding outputs, focusing on creativity, consistency, and alignment with SDGs principles. The best projects receive souvenirs from the community service team as a form of appreciation and motivation.

RESULTS AND DISCUSSION

The Community Service (PkM) activity conducted by the lecturers of the Visual Communication Design Study Program at Primakara University focused on enhancing students' understanding and skills in branding design. This activity aimed to equip students with relevant knowledge and competencies so that they can actively participate in the rapidly growing digital economy ecosystem.

The Community Service (PkM) activity was held on Wednesday, January 7, 2026, at SMAN 9 Denpasar, located at Jl. Wr. Supratman No. 225, Kertalangu Village, Kesiman, East Denpasar District, Denpasar City, Bali. The activity involved two lecturers from the Visual Communication Design Study Program at Primakara University and was attended by 36 twelfth-grade students from class XII B of SMAN 9 Denpasar. This PkM activity was carried out through the delivery of materials and hands-on practice in designing SDGs-based branding.

The initial stage of the PkM implementation began with the preparation process. This stage involved discussions between SMAN 9 Denpasar and the lecturer team from the Visual Communication Design Study Program at Primakara University to plan the training and determine the schedule. The next step was the development of comprehensive training materials. The materials included an introduction to branding, branding principles, examples of SDGs-based branding, and an introduction to the application used in branding design.

The PkM activity then continued to the implementation stage. This stage was carried out by visiting SMAN 9 Denpasar according to the agreed schedule. The activity began with a presentation delivered by the lecturers of the Visual Communication Design Study Program at Primakara University. In this session, the importance of building branding from an early stage was emphasized as an effort to establish visual identity for individuals, organizations, and groups. The materials presented included SDGs concepts, as well as examples of SDGs-based branding implemented by well-known companies, serving as references and inspiration for students in developing their own branding concepts.



FIGURE 1. Presentation of Community Service (PkM) Materials
(Source: Personal documentation, 2026)

The next stage is the practical process of branding design, carried out in groups. Hands-on, practice-based learning is the main emphasis of this Community Service (PkM) activity to help students develop applied skills in SDGs-based branding design. Students are allowed to use the Canva application directly and create branding designs by applying the concepts they have learned to simple branding projects. In this session, students are assigned to design branding for an eco-friendly business in groups of four. Group collaboration encourages the emergence of creative ideas and enriches students' understanding of the branding design process.

During the implementation of this activity, the lecturer team from the Visual Communication Design Study Program at Primakara University provided active mentoring to the students. This mentoring served as both individual and group guidance, helping students overcome challenges encountered during the branding design process. It is expected that this assistance can optimally develop students' potential and skills throughout the learning process.



FIGURE 2. Practical Session of the Community Service (PkM) Activity
(Source: Personal documentation, 2026)

The next stage is the presentation of students' work, delivered by group representatives. In this stage, students are asked to present the ideas, background, and concepts behind the branding designs they have developed. The presentation activity is intended to train students' conceptual thinking and communication skills, while also strengthening their design thinking abilities. This activity contributes to the development of both technical and non-technical skills of the students at SMAN 9 Denpasar.

The presentation session also serves as part of the monitoring process for learning outcomes in the Community Service (PkM) activity. Monitoring is conducted to assess the improvement of students' understanding of SDGs-based branding design materials delivered by the lecturer team from the Visual Communication Design Study Program at Primakara University. The observed aspects include students' activeness in discussions, their ability to explain design concepts, and their level of engagement during the presentation process. In this session, the lecturer team also gave appreciation to the two best groups for their excellence in designing and presenting SDGs-based branding projects.



FIGURE 3. Award Presentation to the Best Group
(Source: Personal documentation, 2026)

The next evaluation stage is focused on assessing students' work as a form of implementation of the training materials. The assessment is conducted by considering aspects such as creativity, the application of branding design principles, and students' technical skills in operating design applications. The evaluation also includes direct observation of the learning process dynamics, including students' enthusiasm, motivation, and participation throughout the Community Service (PKM) activity.

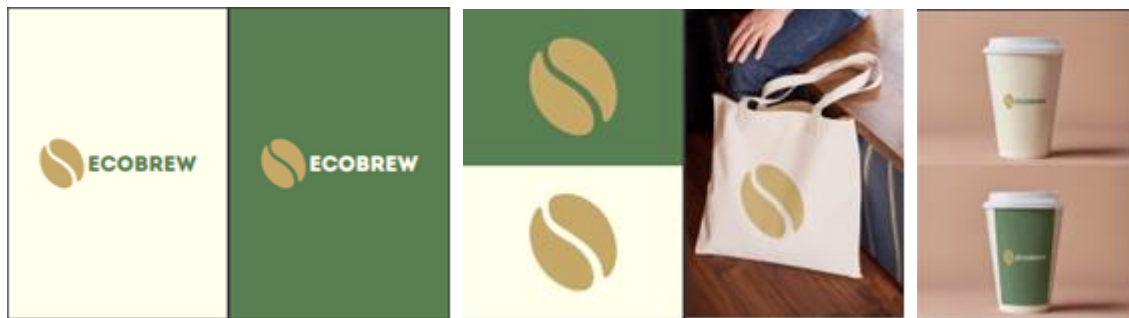


FIGURE 4. Student Design Work "Ecobrew"
(Source: Personal documentation, 2026)

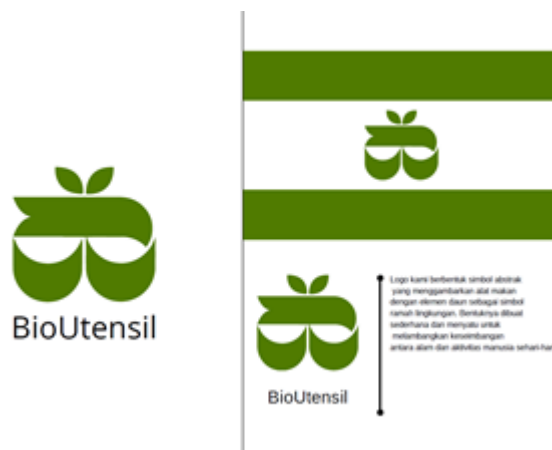


FIGURE 5. Student Design Work "BioUtensil"
(Source: Personal documentation, 2026)

The implementation of this Community Service (PkM) activity provides benefits that are not only short-term in improving knowledge and skills but also have a sustainable impact on students' readiness to face future challenges. Through this activity, students are expected to gain competencies and self-confidence to engage in the digital economy ecosystem, develop independent business initiatives, and contribute positively to society. The branding design competencies acquired become essential capital in building strong visual identities for products or services, thereby increasing their added value and competitiveness in the business world. The improvement in students' branding skills indicates that experiential learning and project-based approaches are effective in enhancing creative competencies. This finding aligns with constructivist learning theory, which emphasizes active participation in knowledge construction.

CONCLUSION AND RECOMMENDATIONS

The Community Service (PkM) activity in the form of SDGs-based Studentpreneur Branding Design Training using Canva at SMAN 9 Denpasar was successfully implemented and provided positive impacts for the participants. This program was able to enhance students' understanding of the importance of branding as a visual identity in entrepreneurial activities, while also fostering awareness of integrating sustainability values in line with the Sustainable Development Goals (SDGs). This study concludes that SDGs-based branding training using Canva effectively enhances students' creative and entrepreneurial competencies. However, this program is limited by its short duration and lack of quantitative evaluation. Future programs should incorporate long-term assessment and integration with digital marketing strategies.

ACKNOWLEDGMENTS

Our sincere gratitude goes to SMAN 9 Denpasar for warmly welcoming and supporting the implementation of this Community Service (PkM) activity, enabling it to run smoothly. We also extend our appreciation to Primakara University for facilitating all the requirements for this activity. Lastly, we would like to thank the lecturer team from the Visual Communication Design Study Program at Primakara University for their valuable support in ensuring the success of this program.

REFERENCES

- Baharuddin, G., & Ab Rahman, A. (2020). Aligning Entrepreneurial Intention Towards Sustainable Development Among Muslim Youth In Indonesia. *Journal Of Indonesia Islam*, 14(2), 407. <https://doi.org/10.15642/JIIS.2020.14.2.407-430>
- Dewiyanti, N. M., Antara, M., & Pujaastawa, I. B. G. (2017). "Denpasar Festival" Mendukung Pariwisata Berbasis Ekonomi Kreatif Kota Denpasar. *Jurnal Master Pariwisata (JUMPA)*. <https://doi.org/10.24843/JUMPA.2017.v03.i02.p03>
- Gumilang, R. K. (2022). Penyuluhan Pemanfaatan Sosial Media Sebagai Sarana Menjadi Technopreneur Bagi Generasi Milenial. *Jurnal Abdi Masyarakat (JAM)*, 7(2), 122. <https://doi.org/10.22441/jam.2022.v7.i2.003>
- Irawan, I. A., Trirahayu, D., Zulkifli, Riskarini, D., Wahyudi, A., Setiarini, Ismail, A. R., & Lie, C. (2026). Strengthening Digital Literacy and Green Entrepreneurship For Vocational Students In The Industrial Revolution 5.0 Era: A Community Service Study at SMK Setia Negara Depok.

- ABDIMAS: Jurnal Pengabdian Masyarakat, 9(1), 493–502.
<https://doi.org/10.35568/abdimas.v9i1.7420>
- Ixfina, F. D., Fitriani, S. L., & Rohmah, S. N. (2023). Penggunaan Aplikasi Canva sebagai Upaya Meningkatkan Teknologi Knowledge Guru Era Digital di Sekolah Dasar YP Nasional Surabaya. *Khidmatuna: Jurnal Pengabdian Masyarakat*, 2(2), 13–20.
<https://doi.org/10.36781/khidmatuna.v2i2.482>
- Nugrohowati, R. N. I., & Rudatin, A. (2021). Menciptakan Entrepreneur Mandiri Melalui Pelatihan Kewirausahaan Bagi Generasi Muda. *Abdimas Unwas*, 6(2).
<https://doi.org/10.31942/abd.v6i2.5697>
- Putri, D. A. D., Andriani, D. R., & Rayesa, N. F. (2022). Sustainable Marketing terhadap Brand Image dan Loyalitas Pelanggan di Retrorika Coffee Bar & Resto. *Jurnal Ekonomi Pertanian Dan Agribisnis*, 6(3), 828. <https://doi.org/10.21776/ub.jepa.2022.006.03.6>
- Putri, I. G. A. A. A., Yulianto, A., & Khaer, A. F. D. (2024). Pelatihan Desain branding Untuk Membentuk Identitas Visual Bagi Siswa Sekolah Janji Baik. *Puan Indonesia*, 6(1), 11–20.
- Rahmawati, D., Dantes, N., & Suarni, N. K. (2021). Development of Innovative Creative Character instruments for students in Denpasar. *Bisma The Journal of Counseling*, 5(2), 99–105.
<https://doi.org/10.23887/bisma.v5i2.38025>
- Suryaningsih, Y., & Aripin, I. (2022). Ecopreneurship biology learning with local resources to raise high school student entrepreneurial interest. *International Journal of Educational Innovation and Research*, 1(1), 27–33. <https://doi.org/10.31949/ijeir.v1i1.1864>
- Sutarwiyasa, I. K., Nyoman Agus Suarya Putra, I., & Suryanti Kusuma, A. (2022). The Impact of Digital Technology on Graphic Designer Profession. *International Journal of Multicultural and Multireligious Understanding*, 9(2), 459. <https://doi.org/10.18415/ijmmu.v9i2.3459>
- Wijaya, R. H. (2021). Berkarya dengan Empati dan Memperkuat Ekonomi: Peran Mahasiswa Sociopreneur dalam Mencapai SDGs. *Widya Balina*, 6(1), 59–67.
<https://doi.org/10.53958/wb.v6i11.64>