

Creativity and Graphic Design Skills Improvement for the Content Creator Community using Logo Creation Training

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ABSTRACT

MTs Sultan Agung Kalipoh in Kebumen Regency is one of the junior high schools that established a content creator community since 2021. However, despite having computer laboratory facilities, those students primarily relied on smartphone applications indicating basic graphic design knowledge level within their community. Therefore, it is necessary to enhance their creativity and computer-based graphic design skills through learning how to design logo using CorelDraw and Photoshop in form of case study. The community service program was conducted in four (4) phases: analysis of situation, formulation of possible solutions, logo creation training, and evaluation. The results showed a notable 59% increase in logo creation experience indicating of the enhanced creativity in graphic skills. Moreover, there was an 80% improvement in knowledge regarding graphic application functions, and a 75% improvement in the ability to create logos.

Keywords: CorelDraw, Graphic Design, Logo Creation, Photoshop

1. INTRODUCTION

The February 2022 Hootsuite (We Are Social) report on Indonesia's content creator industry indicates that the industry can reach IDR 4 trillion. In addition, Indonesians spend an average of 3 hours and 17 minutes on social media daily (**Widhiyanto, 2023**). The era of social media has led to the necessity of graphic products as a means of communication on social media. Design visualization has also shifted to digital, such as in the form of thumbnails and other forms displayed on social media (**Syaifudin, 2022**). Therefore, a community of content creators has emerged from various age groups, both in formal and non-formal environments, one of which is in schools.

MTs Sultan Agung Kalipoh Kebumen Regency is one of the schools that has had a content creator community since 2021. This school has a Computer Laboratory facility as a means of ANBK (Computer-Based National Assessment) or computer-based exams. Additionally, students use the Computer Laboratory to increase their knowledge of computer science and its applications. One such area is graphic design. However, students who are members of the content creator community improve their skills in content creation and prefer to use

applications available on their smartphones. This shows that the basic knowledge of graphic design in the content creator community is still minimal. In general, the lack of understanding of graphics is shown as follows:

1. The content created on social media was designed using templates from a mobile-based application, Canva,
2. There is a lack of understanding of graphic design principles and components,
3. The number of creative designs made by the content creator community is quite limited, even though the number of students who are members of the community is quite large (more than 10 students),
4. Not maximizing the available computer equipment in creating design content for wider creation,
5. Students lack knowledge about the functionality of vector and raster features and applications.

Based on the above facts, it is necessary to increase creativity and computer-based graphic design skills. The graphic design applications used in this community service are CorelDraw and Photoshop. The CorelDraw graphics processing application is proven to be easy to use (**Zen & Gustalika, 2021; Pritandhari & Wibawa, 2021**) and can improve creativity in making graphic works or creation (**Anwar et al., 2021; Fadli et al., 2022; Kris et al., 2021; Parga Zen & Gustalika, 2021; Pritandhari & Wibawa, 2021; Siregar et al., 2021**). In addition to the CorelDraw application, the use of the Photoshop application as a raster processor is intended to provide a graphic touch to make it more attractive (**Riyadi et al., 2022**).

The understanding of the content creation community was improved through several phases and specialized training methods. The method used during training was a logo-making case study. The creation of this logo is intended to facilitate the understanding of graphic design principles and graphic design components. Graphic design principles and components (or elements) are fundamental to getting the best work according to the concept used (**Fullmer, 2020**). Design principles prove important as guidelines and directions in a **design (Kimball, 2013)**.

A logo is a visual reference that can help provide information about the unique identity of a company or institution and can attract consumers' attention (**Kim & Lim, 2019**). Furthermore, Kim & Lim (2019) explain that a logo has the following basic components:

1. Typeface refers to the four dimensions of typeface impressions as follows: a) Pleasing (such as liking, warm, or attractive feelings), b) Engaging or attractive (such as attractive feelings and emotional feelings), c) reassuring or convincing (such as formal, easy to recognize and mainstream), d) prominent (such as strong and masculine feelings).
2. The Shape component focuses on the effects and various characteristics of a brand's shape. Some aspects of the shape element are proportion, horizontal orientation and size.
3. The Color component discusses about color selection, specifically the psychological effects, especially its influence on brand perception.
4. Additional components, other components that support the function of the logo.

Referring to the above description, the Logo Creation Training method is fundamental to providing an easier but still comprehensive understanding of the principles and components of complex graphic design. Based on this, the main objective of this community empowerment is to increase the creativity and skills of the content creator community at MTs Sultan Agung Kalipoh, Kebumen Regency.

2. MATERIALS AND METHODS

2.1 Methodology

The community services in improving the understanding of graphic design among students of the content creator community at MTs Sultan Agung Kalipoh are carried out in the form of logo creation training activities. This Logo Creation Training is a collaborative activity of the “Kuliah Kerja Nyata” (KKN) of Nahdlatul Ulama Al Ghazali University (UNUGHA) and the Creator Community of MTs Sultan Agung Kalipoh. The training was held at the Computer Laboratory, MTS Sultan Agung Kalipoh, which is located at Pesawahan RT. 06 RW. 03, Kalipoh, Ayah sub-district, Kebumen district, Central Java. Twelve students from the content creator community attended the Logo Creation training. The training service follows four phases as presented in Figure 1.

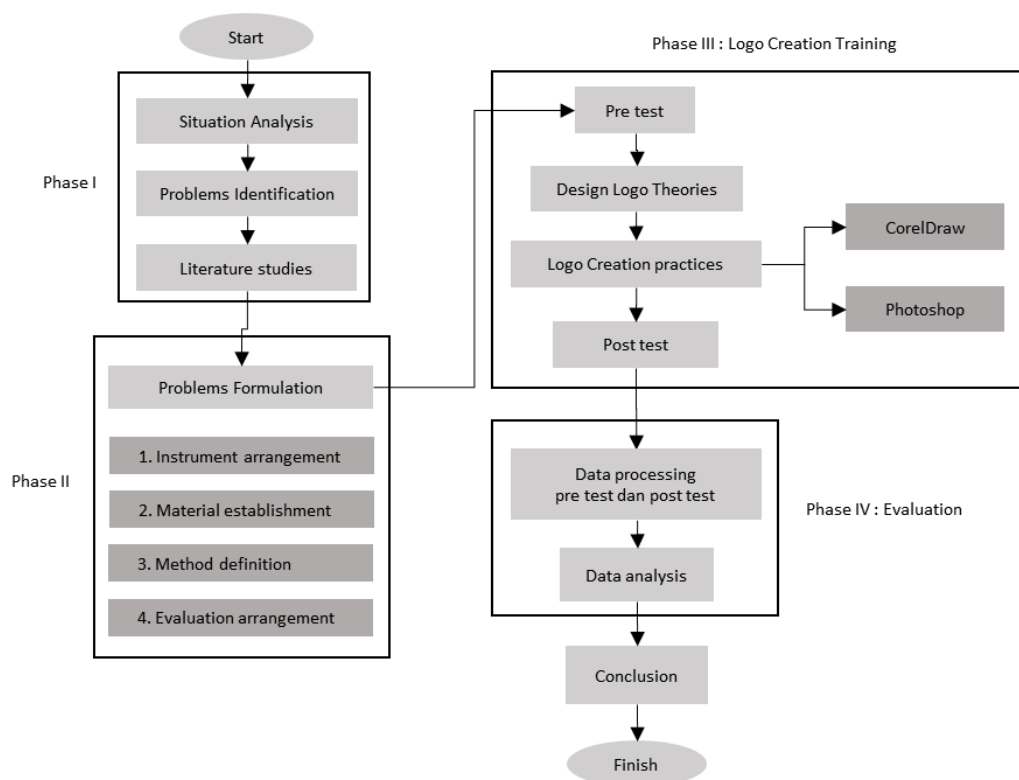


Figure 1. The Logo Creation Community Service Phase Diagram

The description of each phase is explained in the next section as follows.

2.2 Phases

Phase I

This phase includes situation analysis, data collection and problem identification. The Community service team at MTs Sultan Agung Kalipoh conducted a situation analysis by conducting a location survey and interviews. Despite the difficult access to the nearest sub-district, since the madrasah is located in a village on the south coast, the internet network is already available. As a result, students use the internet for various purposes, including, supporting, learning at the madrasah and communicating through social media. The existence of a content creation community at MTs Sultan Agung makes students not only users of social media but also content providers. One of the results of the content created by the content

creator community is uploaded to the MTs Instagram account. The following in Figures 2 and 3 show examples of the content produced.



Figure 2. A Graphic Content Created by the Students of the MTs Sultan Agung Kalipoh Content Creator Community

Figure 2 shows us several community-made graphics that are available on social media, especially on Instagram.



Figure 3. Graphic Creation Results for an Instagram Content, Created by the Content Creator Community

Furthermore, problem identification from the results of interviews and observations of content results shows that the content creator community at MTs Sultan Agung Kalipoh has not applied graphic design concepts specifically in creating a social media content and still uses smartphone-based application templates. A literature study is conducted to get the right solution to solve the problems that have been identified.

Phase II

Based on the results of the literature study that has been carried out, a solution is formulated to improve the understanding of graphic design in content creator community students. The formulation of the solution consists of 4 (four) items as follows:

1. Define the instruments used to measure the initial and final conditions of students regarding their understanding of graphic design and technical ability in the application of graphic design. The instrument used is a questionnaire distributed to students of the content creator community using the following criteria in Table 1:

able 1. Measurement Instruments

No	Sub Measurement	Question Items	Number
1	Understanding Graphic Design Concepts	Knowledge of graphic processing applications	1,2

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2	Graphic Design Technical Capability	<ul style="list-style-type: none"> • The basic knowledge of vector and raster processing application features • The experience in Logo Making • The logo creation capabilities 	3,4,5
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2. Determine the material that will be given to the content creator community to improve understanding of graphic design. The material chosen is Logo Creation using vector processing applications (CorelDraw) and raster processing applications (Photoshop).
3. Determine the method of delivering the material. The method used in logo-making training is a theoretical explanation and hands-on practice.
4. Determine the evaluation by analyzing the initial and final conditions.

Phase III

Logo Creation training is carried out in the following systematic structure:

1. Post-test
2. Logo Design Theory
3. Practice creating a Logo using CorelDraw
4. Practice enhancing a Logo using Photoshop
5. Post-test

the Logo Creation Training activities are shown in Table 2 as follows.

Table 2. Systematics of Logo Creation Training Activities

Time duration	Material	Speaker
15 minutes	Pre-test	Ninik Agustin
60 minutes	The Basic concept of graphic design	Ninik Agustin
90 minutes	Creating a logo (CorelDraw)	Mochamad T. Abdul Aziz Zein
90 minutes	Enhancing a logo (Photoshop)	Mochamad T. Abdul Aziz Zein
15 minutes	Post-test	Ninik Agustin

3. RESULTS AND DISCUSSION

3.1 Implementation

The implementation of community service in the form of training is described as follows:

Pre-Test

Logo Creation training began with a pre-test. The training participants filled out questionnaires administered by the community service team. The community service team obtained the pre-test from 12 participants (students) of the content creator community, consisting of 66% female and 33% male.

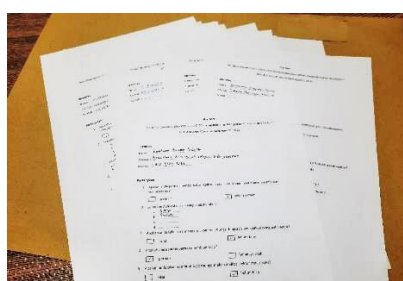


Figure 4. The Pre-test Documents

Figure 4 shows the pre-test document filled out by participants. Based on the data, it was found that only 16% of the participants had used computer-based design applications. In addition, all participants only knew smartphone or mobile-based applications.

These applications include Picsart, Canva, Pixellab, Ibis Paint, and video applications such as Kinemaster and Cap Cut.

The Basic Concept of Graphic Design

The material presentation "Building Design Ideas" is a basic explanation of the concepts and theories in design used in this training, shown in Figure 5. The concept given is that the logo has the principles of Simple, Timeless, Original, Easy to apply, Scalable, Balanced, and Proportional.



Figure 5. The Presentation of the Material Builds Design Ideas

This material is designed to provide simple examples of the application of graphic design principles and components contained in logo creation. The material focuses on the various components needed in logo design and examples of their application in various logos from well-known companies or products.

Creating a Logo (CorelDraw)

The next phase is to apply the practice of creating a simple logo design using the CorelDraw application. The practice activity is shown in Figure 6.





Figure 6. A Practical Session for the Logo Creation

CorelDraw application is used to designing the Line, Typography, Shape, Color, and space elements. An explanation of each element is provided in Table 3.

Table 3. Elements of Graphic Design and Application in Training

No	Graphic Elements	Explanation
1	Typography	The participant freely wrote any name or brand they wanted to obtain this basic element. As many as 83% of participants wrote their name as the basic element for the logo to be created. As many as 17% used the community's name and the school's name for their logo element. This typography will be the basis for using the Principle of Balance. This can be

No	Graphic Elements	Explanation
		seen in Figure 8. A balance between elements, distributing the right-left "weight" on the logo, and so on.
2	Lines/Strokes	To create the lines, participants used the Bezier feature () to form curved lines that connect straight lines.
3	Shapes	Shape in training is obtained based on connected lines to form a <i>Close Curve</i> . Changing a line from "to line" to "to curve" through the <i>Shape Tools</i> () can give a curved shape effect. Giving this shape also provides the design principles of Rhythm. The rhythm that flows from this curved shape gives motion to the logo that is formed.
4	Color	Color is applied to typography and shapes that have already been formed. The color combination exemplified is the use of analogous color combinations (colors that are next to/around the primary color).
5	Space	Space is the most difficult element that appears in graphic works. Every participant is itching to fill all the empty spaces on the canvas. But instead, space is needed to see the composition that exists between the space and the design elements of space. The element of space will show the importance of the Design Principle, which is Harmony between elements.
6	Texture	We obtained the texture by using raster-based editing (in the Photoshop application) as shown in Figure 8 and Figure 9. Texture demonstrates the principle of Unity in design.

The process of developing graphic design elements and the basic result of the logo design is shown in Figure 7.



Figure 7. Practicing the Steps from Basic Typography to Basic Design Results

Enhancing a Logo (Photoshop)

The basic design product that has been created in vector processing (CorelDraw) is then given embossing and other effects in a raster processing application (Photoshop). This process is called design enhancement as shown in Figure 8. This training uses the 3D Glass Window Logo Mockup template to give the final touch to the design.



Figure 8. Graphics Processing in Raster Applications (Photoshop)

The results of this enhancement were then applied to various surfaces as shown in the following image.



Figure 9. The Results of Applying the Logo on Various Surfaces (Simulation)

The logo image in Figure 9 is processed on a surface using the effects in the Photoshop application. In the example above, there are 2 (two) examples of surfaces used, in this practice, we use a wall and a shirt.



Figure 10. The Community Service Team Guided One of the Training Participants

Each participant created a logo of their choice by using the name or writing they desired. UNUGHA students assisted the logo-making training process, as seen in Figure 10.

The Post-Test

Measurement of understanding of graphic design and technical ability in the application of graphic design was carried out in the post-test, shown in Figure 11. The Post-Test was conducted after all materials and logo results of each participant were completed.

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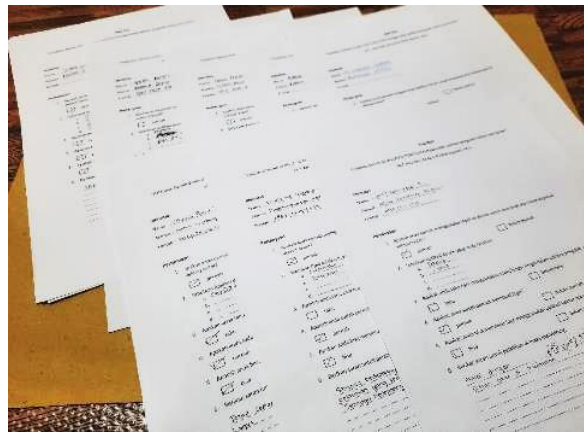


Figure 11. The Participants Have Filled Out the Post-Test Documents

The results of the post-test showed that the majority of the participants (92%) were able to use computer-based graphic design applications to create and manipulate vectors/rasters. The CorelDraw application was the most widely understood application by the trainees as shown in Figure 12.

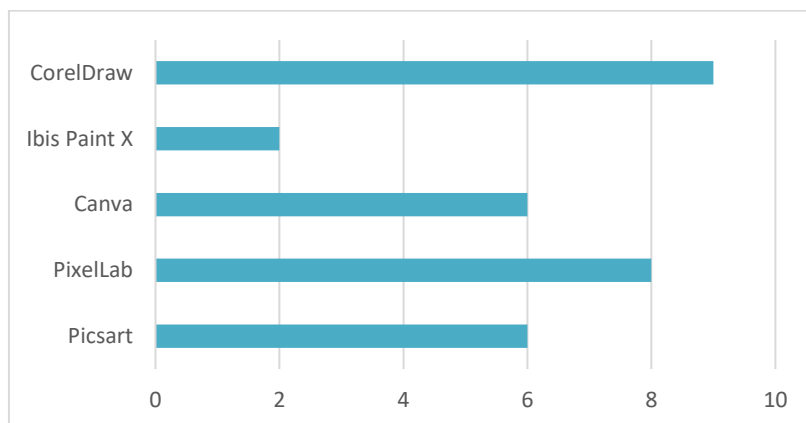


Figure 12. The Graphic Processing Application Known by the Participant

In addition to these results, it was also known that 83% of students can find out the functions in vector processing applications. The post-test results also showed that 92% of participants finally had experience in creating logos using vector/raster applications.

3.2 Monitoring and Evaluation

The pre-test and post-test were used as monitoring and evaluation tools for Logo Creation training activities. Evaluation measurement focused on 2 (two) things, including the understanding of graphic design and the technical ability of graphic design. Based on the questionnaire instruments distributed at the pre-test and post-test, the recapitulation of the evaluation results of increasing understanding and technical ability of the training results is as follows.

Table 4. Increased Understanding and Technical Skills from Training

No	Parameters	Before Training	After Training
1	Experience in using graphic design applications	17%	92%

No	Parameters	Before Training	After Training
2	Knowledge of various graphic applications	Smartphone-based	Smartphone and Computer-based
3	Knowledge of existing functions in graphical applications	8%	83%
4	Experience making graphic works in the form of logos	33%	92%
5	Ability to create graphic works in the form of logos	17%	92%

Table 4 shows that there has been a significant improvement in the trainees' understanding and technical ability in graphic creation. Only 8% of the participants experienced real problems in training, this was due to computer device issues. Most of the participants (83%) were able to get a good understanding of the functions of computer-based graphic applications despite the limited time available.

Evaluation of training results based on input from participants is as follows:

1. The material presented wants to be expanded
2. The training activities were fun
3. Insufficient duration of practice to be fully proficient in all skills

3.3 Obstacles Encountered or Other Problems Recorded

Logo Creation training is the first moment for the trainees in using vector and raster processing applications, so it still needs a lot of adjustment. Most trainees from the content creator community have good design ideas, but they still need practice and finishing touches to become functional designs. Technical issues that occur from the device are minimal, only coming from participants who do not use mouse devices so the training process becomes more difficult.

4. CONCLUSIONS AND SUGGESTIONS

The introduction of design principles and components through the Logo Creation Training that has been implemented can increase the creativity and skills of the content creation community at MTs Sultan Agung Kalipoh. The training participants also gained technical knowledge and skills in creating graphic works using computer-based vector and raster processing applications. Participants' knowledge of functions in graphic applications increased by 75% and their experience in creating logos increased by 59%.

Further suggestions to improve creativity and graphic design skills based on the evaluation results are community empowerment using a mentoring scheme. The mentoring scheme is expected to have a longer and continuous service time so that the variety of materials can be more comprehensive and practical opportunities for diverse studies.

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