COMMUNITY SERVICE BASED ISLAMIC BOARDING SCHOOL: STUDENT CREATIVITY EFFORTS THROUGH GRAPHIC DESIGN TRAINING AT DAARUL AHKAAM ISLAMIC BOARDING SCHOOL

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Abstract *- In the current era of globalization, the development of technology and information is skyrocketing. Islamic boarding schools are required to accelerate and transform quite quickly and significantly in integrating Islam, science and technology. Pesantren graduates are expected to be able to contribute a lot in various aspects of community life. This is the opportunity and challenge for Islamic boarding schools in developing Islamic education, science and technology. One of the Islamic Boarding Schools in the South Madiun area is the Daarul Ahkaam Islamic Boarding School. Daarul Ahkaam Islamic Boarding School seeks to equip students to adapt to technological and scientific developments through digital professional skills. Departing from the assets owned by the Daarul Ahkaam Islamic Boarding School, the researchers took a dedication with the theme of graphic design training education. The purpose of this training is to improve the knowledge and skills of students. In carrying out this service, the researcher uses the ABCD method which emphasizes the asset approach around the residential area. The results of the graphic design training activities started from making backgrounds, creating logos and making pamphlets. From the evaluation results, it is known that the training was successful with the average value obtained from the three materials presented at 81.8 with a good category.*

Keywords*: islamic boarding school, training, graphic design, abcd.*

1. INTRODUCTION

Pesantren is an important factor in the development of the *uliul albab* generation who have secular skills and are competent in life in the future. The students at pesantren have a chance of success because they have a myriad of knowledge and experience that are qualified. With these advantages, the Government is increasingly aggressively promoting the "Let's Go to Mondok" movement. Apart from being a place rich in human values and religious knowledge, character education and development of life skills are also important learning points at Islamic Boarding Schools. This is an effort to provide students with basic training and regulations about life values, which will be useful when they are involved in community life.

In its development, Islamic Boarding School became an educational institution that experienced rapid adjustments and progress. If we look at the history in the past, the output is only limited to the religious level. However, the current graduates of Islamic boarding schools are expected to make a major contribution in all aspects of people's lives. This is a challenge and opportunity for pesantren to develop education that integrates Islamic education, science and technology.

As an effort to fulfill these needs, several Islamic boarding schools have organized formal education that teaches general knowledge in addition to religious knowledge. Therefore, mastery of science and technology is very important to learn as a provision in later life. One area that has a significant development of Islamic boarding schools is in the Madiun Regency area. Quoted from the official website of the Ministry of Religion, in 2021 there will be at least 92 Islamic boarding schools registered in Madiun Regency.[1] However, from some incoming data, only a few Islamic boarding schools have formal education.

One of the Islamic Boarding Schools in the South Madiun area is the Daarul Ahkaam Islamic Boarding School. Pondok Pesantren which is located on Jl. Sunan Ampel No.02 Uteran Village is still under the auspices of the Madrasah Mu'Alimin Al Islamiyah Uteran Foundation (MMA Uteran). Daarul Ahkaam Islamic Boarding School was pioneered by KH. Barokah Fachruddin since 1937 and is a Salafiyah Islamic Boarding School. From a historical perspective, the Daarul Ahkam Islamic Boarding School has received criticism and obstacles. In 1948 KH Barokah Fachruddin, who became one of the Islamic leaders in Madiun, was betrayed by the PKI. He was kidnapped and even killed. When the three sons of KH. Barokah Fachruddin began to grow up, namely KH. Cholidi Ibrahim, KH. A. Djunaidi Fachruddin, and KH. Hawaro Fachruddin, the development of pesantren is starting to look fast. These three figures later became the early pioneers of the establishment of formal education in this pesantren. The formal education available starts from Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA). As time goes by, formal education and Islamic boarding schools are growing to date, even becoming

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[1] http://emispendis.kemenag.go.id/dashboard Accessed on September 2, 2021 at 20:10 WIB

educational institutions that are able to compete with other educational institutions in Madiun Regency.[2]

In this era of globalization, everyone is required to use everything digitally. The ability to recognize and process images digitally is one of the skills that encourage learning. In order to keep up with such rapid developments, the Daarul Ahkaam Islamic Boarding School. Apply and try to adapt to technological developments by trying to learn new things in the digital professional field. One of the *assets* at the Daarul Ahkaam Islamic Boarding School is the availability of a *wifi* network and the permission to bring *cellphones/gadgets* for students to support graphic design training program activities at the Daarul Ahkaam Islamic Boarding School.

Graphic design itself is a sub-field of the visual communication design discipline, which focuses more on image processing as a medium for conveying information to the general public. There are several components in graphic design, namely image formats, symbols, components, and principles. This is preliminary knowledge, which should be imparted to all students who are interested in graphic design skills.[3] From the Ministry of Education and Culture in its book "Introduction to Graphic Design", graphic design is described as a complex combination of words and pictures, graphic numbers and graphs, and photosand illustrations. Individual ideas can be combined so that they become an element that is special, multipurpose, interesting, subversive or easy to remember and produce. [4]

Graphic design is a field where students can continue to cultivate after completing training. When students graduate, they can enter the graphic design industry, such as printing, internet, computers, design consultants, publications, print/electronic media, manufacturing, photography and illustration, marketing communication services, producers and businesses providing print media. Prerequisites given to students before they are realized are material about knowledge, skills (practice) and creativity. Creativity can be explained as a way of thinking or thinking spontaneously and imaginatively that characterizes artistic achievement and mechanically creates.[5] One of the efforts to increase children's creativity in learning during a pandemic is to equip them with mobile-based graphic design skills training. Training is a learning process, compared to theory, practice is added to develop creativity. The characteristics of the training include the process of improving the skills possessed, the material presented is thespecific skills needed, and the specific training time. Graphic design is in progress, product design that combines shapes, text, colors and many other interesting things.[6]

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[2] www.mmauteran.sch.id . Accessed on November 5, 2021 at 10.00 WIB

[3] Muhammad Suyanto, *Graphic Design Application for Advertising Equipped with World Class Best Ad Samples,* (Yogyakarta: Andi Publisher 2014), p.56

[4] Leonardo Widya *, Introduction to Graphic Design* , Directorate of Course Development and Training Kemendikbud

[5] HG Sakti, *The Effect of Adobe Photoshop-Based Graphic Design Media on the Learning Creativity of Class X Students in Graphic Design Subjects*, (Journal of Reality, 2(2)), pp.325-344

[6] IW Adinata, *Development of Graphic Design-Based Physics Learning Comics,* (Journal of Physics Learning (JPF), 3(5)), pp.109-117

The graphic aspect contains three elements, namely text, color and visual elements. When students have graphic design skills, their creativity can be enhanced to support their learning process. Judging from the situation and conditions at the Daarul Ahkaam Uteran Geger Madiun Islamic Boarding School with the facilities and other supports, so that the Islamic Boarding School needs assistance and management in order to utilize technology so that it can be put to good use. So based on this, the researcher with the proposal of the board of directors decided to hold graphic design training to equip and improve the creativity of students. The steps used in this training process are using the ABCD method.

2. METHOD

The method applied in this service research uses the ABCD (Asset Based Community Development) method. The main focus is on empowering the potential and assets found in the surrounding environment and owned by the local community. In this case, Islamic boarding schools and students act as community assets that have various activities and owners of supporting activities in developing the abilities and skills of students. Assessed as an institution that can provide good moral and academic learning, the existence of Islamic Boarding Schools has received positive responses and support. All supporting activities for the development of students' talents are also available. One of them is graphic design training activities.

Daarul Ahkaam Islamic Boarding School is one of the Salaf Islamic Boarding Schools that has the potential to be developed in the future. Among these potentials, the first is having a strategic location and away from noise. Second, it does not only focus on the community curriculum, but also has a formal education curriculum. Third, have formal education in the form of MI, MTs and MA. Even though it is an Islamic boarding school that has been around for a long time, there are still some weaknesses that appear based on initial observations, namely many students who actually have potential in terms of academic and non-academic but due to the current pandemic conditions, formal schools that are still ongoing online make students too lazy to do so often stare at their gadgets so they spend a lot of time with gadgets. In fact, they actually have creativity, but mastery in the field of creativity requires special training. Based on the results of these observations, the researchers finally decided to hold graphic design training to develop and explore the creativity of students so that they can get benefits and provisions for the future. The 5 key steps in carrying out these training activities include[7]:

1) Inculturation (Introduction)

As an early stage in the ABCD method, inculturation is a process of building trust in the community. The result of this process is that the community can accept and understand well the intent of the activities carried out. In addition, it creates an understanding that although these activities are rooted in the researchers who will

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[7] Christopher Dureu, *Renewal of Local Development Strengths* , Autralia Community Development and Civil Society Strengthening Scheme (ACCESS) Phase II, (August 2013), pp.96-97

carry out their activities, the ongoing process and development will be carried out by the community so that it requires good cooperation between all parties.[8]

2) Discovery (Revealing Information)

Discovery is the process of disclosing information whose purpose is to understand, clarify and analyze the potential and assets that exist in an area or environment. Therefore, information is needed as the basis for planning the implementation of service activities.[9]

3) Design (Knowing Assets and Identifying Opportunities)

Design is the stage of classifying and mobilizing assets, forming ways to realize the vision and have plans for the future. The results of the data obtained during the discovery process can be used as a basis for planning because the positive potential has been identified. The researcher provides guidance on the description of the activities that will be carried out through socialization to the students, so that later it canrun well.

4) Define (Supporting Work Program Implementation)

At this stage, the community or students have already determined what the supporting programs and main priorities are. The vision, mission and goals that are designed are also clear. Visualization of what activities will be carried out is broadly described. The implementation of the work program will cooperatewith parties who are competent in the field. In addition, the description of this stage is contained in the workdesign scheme. With the schedule of activities that have been previously notified to the students, it is hopedthat it will facilitate the activities carried out.

5) Reflection

This stage is the last process in the ABCD method. It takes study and *baseline* assets and monitoring progress and performance (*outcome*). In addition to affirming and strengthening the goals to be pursued, motivation is given so that all plans that have been made can be realized. After carrying out the activities, the reflection process aims to find out the extent of the impact or changes of the ABCD application method

3. RESULT AND DISCUSSION

A. Implementation of Training

Researchers conducted observations as a first step to identify the *assets* in the Daarul Ahkaam IslamicBoarding School and analyze the actual situation of the Islamic boarding school. From the data obtained and various considerations, the team set priorities which are assets owned by the Daarul Ahkaam Islamic Boarding

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[8] Ahmadi, et al, *Guidelines for Online Community Service Lectures From Home (KPM-DDR).*
[9] Ibid

School. The team decided to hold a graphic design training. Because with the holding of graphic design training, students are expected to have a place to explore their creativity. In addition, students also have provisions in recognizing graphic design and can be used as capital in the future

Service activities begin on July 5, 2021 until August 13, 2021 with the method used, namely ABCD. There are several steps used by researchers to carry out service at the Daarul Ahkaam Islamic Boarding School, namely starting from *Inculturation, Discovery, Design, Define and Reflection.*

1) Inculturation

Figure 1. Visit home

Figure 2. Pilgrimage of the Tomb

At this stage, the activities carried Daarul Ahkaam Islamic Boarding School environment, such as congregational prayers, sholawatan, tomb pilgrimage, Al-Qur'an chanting, Tadarus Al-Qur'an and other activities. In addition, sowan also went to thenanny's house to get permission to carry out activities and also conducted field observations together with the administrators of the Daarul Ahkaam Islamic Boarding School. In this inculturation stage, the researcher was more or less carried out during the first week of service. The inculturation activity itself aims to gain the trustof the Daarul Ahkaam Islamic Boarding School, so that good cooperation is established with the Daarul Ahkaam Islamic Boarding School.

2) Discovery

Figure 3. Formation of FGD

At this stage, the activities that have been carried out are mapping assets through the formation of FGDs with the Ashabul Kahfi team to identify assets in the

Daarul Ahkaam Uteran Islamic Boarding School.In addition, the researchers also conducted field interviews with several students to explore information or problems that exist in the Daarul Ahkaam Islamic Boarding School environment. In carrying out this discovery activity, the goal is not only to find information related to assets, but also to get to know and mingle with the students at the Daarul Ahkaam Islamic Boarding School.

3) Design

Figure 4. Asset Socialisation

Figure 5. Student Data Collection

Design is the stage of classifying and mobilizing assets, forming, ways to realize the vision and haveplans for the future. The results of the data obtained during the discovery process can be used as a basis for planning because the positive potential has been identified. The researcher provides guidance on the description of the activities that will be carried out through socialization to the students, so that later it canrun well. After understanding the methods that will be used for the implementation of the core activities, namely graphic design training.

Prior to the implementation of the training program, preparations were made through checking and collecting data on students who were interested in participating in graphic design training. This data collection aims to determine the initial readiness for activities that will be carried out later. If later the scheduled students are not present during the implementation, or are out of date and so on, they can be conditioned according tofield conditions, so that activities can still run according to plan.

4) Define

Figure 6. Implementation of Graphic Design Training

At this stage, the community or students have determined what the supporting programs and main priorities are. The vision, mission and goals that are designed are also clear. Visualization of what activities will be carried out is broadly described. The implementation of the work program will be carried out jointly with people who are competent in that field. In addition, the description of this stage is contained in the work design scheme. With the schedule of activities that have been previously informed to the students, the initial implementation of the activities can run well and smoothly even though there is one student who cannot attend due to illness, but it does not reduce the enthusiasm of the other students to continue following this activity until it is finished.

5) Reflection

Figure 7. Monitoring and RTL

This stage is the last process in the ABCD method. It takes study and *baseline* assets and monitoring progress and performance (*outcome*). In addition to affirming and strengthening the goals to be pursued, motivation is given so that all plans that have been made can be realized. After carrying out the activities, the reflection process aims to find out the extent of the impact or changes of the ABCD application method.

In addition to the above steps in this service, three stages of activities will be carried out in this training program, namely identification, basic training activities, and post-event assessment activities. This chapter will describe the core activities of graphic design training at the Daarul Ahkaam Uteran Islamic Boarding School.

a) Assessment Stage

Figure 8. Socialization to Santr Participants

Figure9. Data Collection of Training

The first stage carried out is an assessment, namely "seeing" or identifying

the needs and potentials inthe Daarul Ahkaam Islamic Boarding School as the basis for joint planning (partners). Through this process, it is hoped that the activities or programs that are designed can run according to plan. In addition, the community is expected to have a sense of responsibility for the activities that have been designed together.[10]

The field *assignment* stage is carried out on Monday, July 19, 2021. From the results of the *assessment*, information on training participants, activity locations, strategies and descriptions of activities that will be carried out in training activities is obtained. In addition, invitations are used to socialize participants. The committee also consulted with the management of the Islamic boarding school, as well as the students to participate in this activity.

b) Devotion Core Activities

Figure 10. Graphic Design Training Activities

This training lasts for 4 days and will take place in one of the Madrasah classrooms with resource persons from the service team and the Ashabul Kahfi team. Meanwhile, the board of the boarding school assisted in facilitating the passage of these activities as well as registering students who were interested in participating in the training. There were 10 students as participants in this activity, almost all of which wereMadrasah Aliyah students.

The training event will be held from 14.00 to 16.00 on Tuesday, 27 July 2021 and ends on Friday 30 July 2021. The description of the activities is as attached in the activity *round down* below.

Table 1. Community Service Round down

Tuesday, 27 July 2021			
O'clock	**Program**	**description**	**Person responsible**
14.00-16.00	Early preparation	Santri enter the room and the data is based on the registration that has been previously filled. Students are asked to download and install the Pixel Lab application first.	Team Ashabul Kahfi
	Pixel Lab App Introduction	Santri are introduced to what the Pixel Lab application is, then the tools in the Pixel Lab application	Team Ashabul Kahfi
	Mastery of Pixel	Santri are asked to practicewhat has been	Team Ashabul

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[10] Suharsono and Sutarno. " *The Role of Assessment in Designing Community Service Programs*" (Results of Assessment inAtanbua Ntt)." Unika Indonesia Atma Jaya, n, d

	Lab Application tools	conveyed bybeing given time to try out the existing tools	Kahfi
Wednesday, July 28, 2021			
14.00-16.00	Background Making	Students are asked to create abackground layer according to the existing examples.	Team Ashabul Kahfi
	Logo Concept Creation	Students are asked to draw and design a logo that they willmake on paper first	Team Ashabul Kahfi
	Make Logo	After designing the logo on a sheet of paper, the studentswere asked to make it in the Pixel Lab application.	Team Ashabul Kahfi
Thursday, July 29, 2021			
14.00-16.00	Pamphlet Design Making	Students are asked to make pamphlets with the theme ofhealthy students	Team Ashabul Kahfi
	Observe Imitate Mods	Santri are asked to see references on Google then tobe modified again.	Team Ashabul Kahfi
Thursday, July 30, 2021			
14.00-16.00	Creating Free Work	Santri are asked to make free work as creatively as possible	Team Ashabul Kahfi
	Evaluation	Conduct post-activity evaluation	Team Ashabul Kahfi

c) Evaluation Activities

Figure 11. Evaluation and Assessment

This activity is to find out how far the success rate of the activity is in terms of: 1) the target of the attendance of the students at the activity, 2) the achievement of the objectives of the training activities and knowing the achievement of the material presented to the students, 3) the success of the students in mastering the material, 4) evaluation of success training participants in the form of understanding gained.

B. Results

This activity can be started from the approval that has been proposed by the KPM participants to the caretakers and administrators of the Daarul Ahkaam Islamic Boarding School. The provision of graphic designtraining materials needs to be done in order to support other activities, such as making pamphlets, logo designs, and also school assignments related to IT. In addition, it can be used as capital when they in society need jobsrelated to graphic design skills.

At least there are several factors that can support this training activity, for example such as internal and external factors. Internal factors can be seen from the availability of facilities and infrastructure in the form of large buildings, classrooms, wifi networks, smartphones and the extraordinary intentions and interests of the participants. Daarul Ahkaam pesantren has a good image in the eyes of the public,so parents want to house their children in the boarding school.

The learning *assets* at the Daarul Ahkaam Islamic Boarding School are still not running well. With the initial observations at the Daarul Ahkaam Uteran Islamic Boarding School, it was found that learning was less varied,learning focused more on memorizing and recitation of books so that additional material was needed in order tosupport learning and the achievement of creativity in Daarul Ahkaam Islamic boarding school students in learning.

Based on the situation and conditions in the Daarul Ahkaam Islamic Boarding School, the researchers and the administrators are looking for the right solutions and efforts in order to develop Education and Creativity at the Daarul Ahkaam Uteran Islamic Boarding School. And it was obtained in the form of additional training programs, such as the Graphic Design Training Program at the Daarul Ahkaam Uteran Islamic Boarding School during this pandemic. The results of this community service activity can be seen through several assessments ofthe following components:

1) The success of the target number of participants

The target number of students in this graphic design training program is 10 people consisting of male and female students. They are very enthusiastic in the training that will be held, so that the predetermined targets can be met. Although there was one participant who could not attend due to illness, it did not reducethe course of the training program. When the activity has taken place, other than the sick one, they are always present, so the success rate is 90%.

2) Achievement of activity goals

The purpose of this training activity is to introduce students to the basics of graphic design as it is a core program in facing the era of globalization and technological developments that are increasingly spreading until now. As well as to increase the creativity of students through multimedia. The materials that have been planned are introduction to the pixel lab application and its features, design and application, background creation and pamphlet making. All of the above material was delivered during the training according to theevent *rounddown* that was made earlier.

3) The ability of participants in mastering the material

With this relatively short training activity, as much as possible the material can be conveyed to the maximum with a limited time. The material presented is packaged as clearly as possible, so that the training participants can understand the material presented well. The implementation of the practice is carried out after giving the material. This training broadly aims to train students' creativity in terms

of design.

4) Evaluation of material understanding of students

In the evaluation section, different methods can be used for each type of material. The evaluation can beseen in the table below.

Table 2. Technical Evaluation

No	Material	Technical Assessment	Value Range
1	Background Making	Santri create a Background layer with a combination of shapes in the pixel lab application	
2	Make Logo	Santri make a logo design first on sheet paper, then apply it to the pixel lab application	0-100
3	Making Pamphlets	After getting to know some of thetools in the Pixel Lab application, students are asked to make pamphlets according to their creativity	

Table 3: Student Evaluation Results

No	Student Name	Material		
		Background	Logo	Pamphlet
1	Ahmad Rofiqul Umami	85	90	85
2	Faris Dadrudin	90	85	90
3	Victor Anderson Al Baihaqi	95	90	85
4	Didik Kurnia	80	80	80
5	Asfa Maulana Malik	75	70	75
6	Abdul Rouf Irvanudin	75	80	75
7	Rya Setyawati	90	85	80
8	Yanis Tutut Lestari	80	85	75
9	Laili Nur Istiqomah	80	80	70
	Average	83.3	82.7	79.4
The Average Value of All Materials		**81.8**		
Rating Description: Values 51 to 60 (less) Values 61 to 70 (enough) Values 71 to 80 (good) Grades 91 to 100 (very good)				

Based on the data from the understanding of the students who took part in the graphic design training above,it can be seen as follows:
- The average score in the background material at the Daarul Ahkaam Uteran Islamic Boarding School is 83.3with a good score category.
- The average score in the logo-making material at the Daarul Ahkaam Uteran Islamic Boarding School is 82.7with a good score category.
- The average score in the material for making pamphlet designs at the Daarul Ahkaam Islamic BoardingSchool Uteran is 79.4 with a good score category.

- The average score in all graphic design training materials starting from making backgrounds, logos and pamphlets at the Daarul Ahkaam Uteran Islamic Boarding School is 81.8 with a good score category.

C. The Path of Implementation of Activities

Fig.12 First Day of Training

On the first day of the graphic design training, before the presenters delivered the material, the students were asked to install an application that would be used for training, namely the pixel lab application. After the students installed the application, the speaker delivered material about the introduction of the pixel lab application and also the features in the pixel lab application. The goal is for students to know the use of tools in the Pixel Lab application.
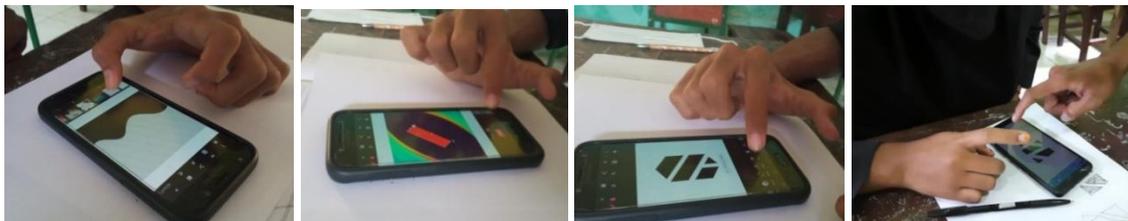

Figure 13. Second Day of Training

On the second day of graphic design training at Daarul Ahkaam Islamic Boarding School, the material presented was Background and Logo. After the students entered the training room, the students were asked to create a Background layer in the pixel lab application, which was previously exemplified by the speaker. After making the background, the presenter continued the material on logo design. Students are given paper to design the logo to be made. After the image is finished, the students make it in the pixel lab application.

Figure 14. Third Day of Training

On the third day of training, the students were given material about pamphlet

design. Students are given a blank paper, then invited to draw a pamphlet design that will be bolted. Inaddition, students are also allowed to browse to find references to finished works to be observed, imitated and modified according to Santri's creativity.
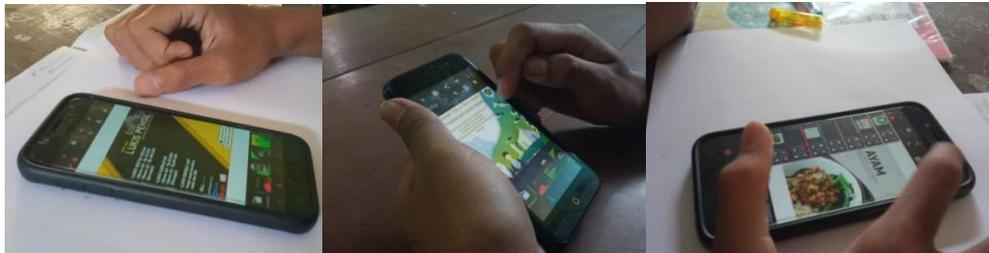

Figure 15. Fourth Day of Training

On the last day of training, students are given the opportunity to work according to the creativity of each student. Students are free to choose the theme according to what they want.The goal is none other than to further hone the students' abilities in developing their creativity.

The overall implementation of these activities was evaluated in order to find out how successful the graphic design training was at the Daarul Ahkaam Islamic Boarding School. Success can be seen through the results of evaluating the understanding of the students' understanding of the material provided, starting from making backgrounds, making logos and making pamphlets. Evaluation of graphic design training at the DaarulAhkaam Uteran Islamic Boarding School in general can be seen in the table below.

Table 4: Details of Evaluation Results

No	Material	Score	Value Category
1	Background Making	83.3	Well
2	Logo Creation	82.7	Well
3	Pamphlet Making	79.4	Well

Based on the available data, it can be seen that the graphic design training at the Daarul Ahkaam IslamicBoarding School can be said to be successful. Of course, this activity is expected to be one of the activities thatwill be able to increase the creativity of students in learning activities.

D. Activities Supporting and Inhibiting Factors

In the implementation of graphic design training activities held at the Daarul Ahkaam Islamic BoardingSchool, of course, the supporting and inhibiting factors were found. These factors include the following:
1) Supporting factors
    a) Get permission and support from the caretaker of the Daarul Ahkaam Islamic Boarding School.
    b) The board of the Daarul Ahkaam Islamic Boarding School who also helped organize this training activity.

    c) The enthusiasm of the students of Pondok Pesantren was extraordinary so that the event went well.

    d) Availability of facilities and infrastructure as well as adequate *wifi* and *gadget* facilities so as to assist thetraining process.

2) Obstacle factor

    a)There was a slight delay in the implementation on the second day because there were some students whowere still doing schoolwork. The delay is approximately 30 minutes from schedule.

    b)The material presented was slightly shortened due to the relatively short time.

4. CONCLUSION

Judging from the discussion above, several conclusions can be drawn, namely (1) this graphic design training activity can improve and motivate students to develop their ideas and creativity. (2) after this training, learning at Daarul Ahkaam Islamic Boarding School is more variative. (3) to further increase the creativity ofstudents, it is necessary to practice after giving the material, so that it can be known later for future evaluation (4) as for the overall series of graphic design training activities starting from making backgrounds, making logos and making pamphlets can be said to be successful with the average value obtained from the three materials presented at 81.8 in the good category. The running of the graphic design training program received a positiveresponse from many parties, both from the organizers, or the participants who attended the training. In addition, the leadership of the cottage itself also gave a very good response. The habit of students who only use gadgetsfor *games, scrolling Instagram, etc.* can be turned into training for students' creativity. Although it is only a supporting activity, it has a very positive impact on students.

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