JURNAL PENGABDIAN
[Vol 5 No 2 Februari – Agustus] | ISSN 2809-4670 (*Online*)
DOI: https://doi.org/10.36841/mimbarintegritas.v5i2.8324

Enhancing Management Students' Competencies through Digital Learning Innovation: The Use of Artificial Intelligence and Canva

Inovasi Pembelajaran Digital Berbasis Artificial Intelligence dan Canva untuk Meningkatkan Kompetensi Mahasiswa Manajemen

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Recived: May 18, 2026 *Accepted: June 17, 2026* *Published: July 16, 2026*

Abstract: The rapid development of digital technology, particularly Artificial Intelligence (AI), requires students to possess adequate digital literacy competencies in the learning process. However, its utilization remains largely technical and has not been optimally integrated to enhance academic quality. This community service activity aims to improve the competencies of Management students through digital learning innovation by utilizing AI and Canva in developing academic presentation materials. The activity was implemented through training and mentoring in the form of a mini workshop, which included the introduction of AI, effective prompt construction, and hands-on practice in creating presentation materials using Canva. The program was conducted with undergraduate Management students and evaluated using questionnaires to assess participants' understanding, skills, and satisfaction. The results indicate a significant improvement in students' ability to systematically develop academic content using AI, as well as increased creativity in designing presentations through Canva. In addition, students demonstrated a better understanding of the ethical and responsible use of AI in academic contexts. This activity implies that the integration of AI and digital design tools can enhance learning quality, foster creativity, and strengthen students' digital competencies. Therefore, the use of AI and Canva as digital learning innovations is effective in improving students' academic competencies and digital literacy, while also preparing them to face the challenges of learning in the digital transformation era.

Keywords: Artificial Intelligence (AI), Canva, Digital Literacy.

Abstrak: *Perkembangan teknologi digital, khususnya Artificial Intelligence (AI), menuntut mahasiswa memiliki kompetensi literasi digital yang memadai dalam proses pembelajaran. Namun, pemanfaatannya masih cenderung bersifat teknis dan belum terintegrasi secara optimal untuk meningkatkan kualitas akademik. Kegiatan pengabdian kepada masyarakat ini bertujuan meningkatkan kompetensi mahasiswa Program Studi Manajemen melalui inovasi pembelajaran digital dengan memanfaatkan AI dan Canva dalam penyusunan materi presentasi akademik. Kegiatan dilaksanakan dalam bentuk pelatihan dan pendampingan melalui mini workshop yang mencakup pengenalan AI, penyusunan prompt yang efektif, serta praktik pembuatan materi presentasi menggunakan Canva. Peserta*

kegiatan berjumlah 87 mahasiswa Program Studi Manajemen Fakultas Ekonomi Universitas Sriwijaya yang berasal dari Kampus Indralaya dan Kampus Bukit Palembang. Evaluasi dilakukan menggunakan pendekatan berbasis praktik melalui pre-test dan post-test untuk mengukur peningkatan pemahaman dan keterampilan peserta. Hasil kegiatan menunjukkan peningkatan kompetensi yang signifikan, ditandai dengan seluruh peserta memperoleh nilai pada rentang 95–100 pada post-test, dibandingkan kondisi awal yang masih menunjukkan adanya peserta dengan nilai di bawah 60. Selain itu, mahasiswa menunjukkan peningkatan kemampuan dalam menyusun konten akademik secara sistematis dengan bantuan AI, meningkatkan kreativitas desain presentasi melalui Canva, serta memahami penggunaan AI secara etis dan bertanggung jawab dalam konteks akademik. Kegiatan ini menunjukkan bahwa integrasi AI dan Canva sebagai inovasi pembelajaran digital efektif dalam meningkatkan literasi digital, kreativitas, dan kompetensi akademik mahasiswa sehingga dapat mendukung kesiapan mereka menghadapi tantangan pembelajaran di era transformasi digital.

Kata Kunci: Artificial Intelligence (AI), Canva*, Literasi Digital.*

INTRODUCTION

The rapid development of digital technology, particularly Artificial Intelligence (AI), has brought significant transformation to higher education practices. The emergence of generative AI technologies such as ChatGPT offers opportunities to support learning processes through rapid information access, creative idea generation, and personalized learning. However, these advancements also present challenges, particularly regarding ethical use and the quality of technology utilization in academic contexts. Previous studies indicate that while AI has great potential in education, it requires proper management to avoid risks related to academic integrity violations (Cotton, et., al., 2024; Dwivedi, et., al., 2023; Kasneci, et., al., 2023). Furthermore, the implementation of AI in higher education remains suboptimal, as it has not fully integrated the strategic role of educators (Zawacki-Richter, et., al., 2019).

In modern learning environments, digital literacy has become an essential competency for students. It not only involves the ability to use technology but also encompasses critical thinking, information evaluation, and the effective use of digital tools in learning processes. Studies show that attitudes toward technology, digital literacy, and self-efficacy significantly influence student engagement in online learning (Getenet, et., al., 2024). Moreover, digital literacy contributes to

increased learning motivation and improved learning quality in the era of the Fourth Industrial Revolution (Akbar, 2023; Wati, et., al., 2023).

As the use of technology in education continues to expand, students are required to integrate technology in a productive and responsible manner. Research indicates that AI literacy positively affects the quality of outputs, student confidence, and academic performance (Bećirović, et., al., 2025). In addition, technology-based project learning has been shown to significantly enhance students' digital literacy skills (Chan & Sung, 2025). These findings suggest that the use of technology should go beyond technical application and support the comprehensive development of academic competencies.

Empirical evidence from Management students at the Faculty of Economics, Universitas Sriwijaya shows a high level of AI adoption in learning activities. Students actively use various digital applications to support academic tasks, such as searching for references, completing assignments, and developing presentation materials. Although this indicates readiness to face digital transformation, the quality of technology utilization remains suboptimal, as some students tend to use AI instantaneously without sufficient analysis and validation of information.

This condition reveals a gap between the level of technology usage and the quality of competencies produced. Unstructured technology use limits students' ability to maximize AI in enhancing critical, analytical, and creative thinking skills. In addition, the integration of technology in teaching by lecturers is still not optimal, resulting in a less comprehensive digital learning experience. Therefore, systematic intervention is needed to strengthen digital literacy and AI literacy within the learning process.

In the context of Management education, students are also required to possess strong academic communication skills, particularly in developing systematic, communicative, and visually engaging presentations. The use of applications such as Canva, integrated with AI technology, offers a practical solution to improve the quality of student presentations. This technology not only enhances the visual delivery of information but also encourages creativity and critical thinking in content development.

Based on these issues, digital learning innovation through training on the use of AI and Canva in developing academic presentation materials is necessary. This community service activity aims to enhance students' digital competencies, strengthen AI literacy, and promote ethical and responsible use of technology. Furthermore, this activity aligns with national policies on competency development for civil servants and supports the role of lecturers in implementing the Tri Dharma of Higher Education (Presiden Republik Indonesia, 2005, 2023). Therefore, this initiative is expected to improve learning quality and better prepare students to face the challenges of the digital transformation era.

METHOD

Participants

The participants in this community service activity were undergraduate (S1) students from the Management Study Program, Faculty of Economics, Universitas Sriwijaya, consisting of students from both the Indralaya and Palembang campuses, with a total of 87 participants. The participants were selected based on their enrollment in courses taught by the program implementer, allowing the training to be directly integrated into the classroom learning process. The characteristics of the participants indicate that they already have access to digital technology; however, they still require further enhancement in utilizing these technologies effectively and optimally within an academic context.

Procedure

The training activities included the use of Artificial Intelligence (AI) in developing learning materials and the use of Canva in designing engaging and communicative presentations. The implementation of the program not only focused on theoretical delivery but also emphasized hands-on practice. Students were guided to develop academic materials using AI assistance and to create presentation designs using Canva. In addition, participants were assigned practical tasks as a form of training implementation to assess their level of understanding and skills in integrating these technologies. Through this approach, students are expected to

enhance their digital literacy, creativity, and ability to utilize technology effectively and responsibly in supporting the academic learning process.

Evaluation

The evaluation of this community service activity was conducted systematically to assess the effectiveness of the training in improving students' competencies in utilizing Artificial Intelligence (AI) and Canva through a practice-based, assignment-oriented approach. The evaluation method involved comparing students' performance before and after the training to obtain an objective measure of skill improvement. At the initial stage, students were given a pre-assignment to independently develop presentation materials without specific guidance on the use of AI and Canva. This aimed to identify their baseline abilities in terms of content organization, structure, and visual design. Following the training, students completed a post-assignment by integrating AI in content development and Canva in presentation design. The results indicate a notable improvement in students' ability to develop materials in a more systematic, analytical, and communicative manner, as well as enhanced creativity in producing more engaging and professional presentation designs. In addition, students demonstrated a better understanding of the ethical and responsible use of technology. Thus, this practice-based evaluation not only measures theoretical understanding but also captures students' practical ability to integrate technology into academic tasks, providing a comprehensive assessment of the training's effectiveness in enhancing digital competencies.

Implementation Stages

This community service program was carried out through five main stages, systematically designed to support the enhancement of students' digital competencies.

1. An introductory session was conducted to build students' understanding and readiness regarding the use of Artificial Intelligence (AI) and Canva in the learning process.

2. Instructional materials were delivered, focusing on the use of AI particularly effective prompt construction and the use of Canva for developing academic presentations.
3. Students engaged in hands-on practice by developing academic content using AI and designing presentation materials through Canva.
4. The implementation was monitored through assignments administered before and after the training to assess improvements in students' competencies.
5. The program emphasized the reinforcement of students' skills through the continuous use of AI and Canva, supported by the provision of digital learning guidelines to ensure sustainable application.

Program Execution

The implementation of this community service program was conducted with undergraduate (S1) students from the Management Study Program, Faculty of Economics, Universitas Sriwijaya, involving a total of 87 participants from two campus locations: Indralaya Campus and Bukit Palembang Campus. The activities were carried out in stages, where the training for students at Indralaya Campus was held on March 9, 2026, while the training for students at Bukit Palembang Campus was conducted on Thursday, March 12, 2026. The program implementation included the delivery of instructional materials on the use of Artificial Intelligence (AI) in developing academic learning content, as well as training on the use of Canva to design engaging and professional academic presentations.

RESULT & DISCUSSION

This section presents the results of the AI and Canva training conducted for undergraduate Management students at Universitas Sriwijaya. The findings include participant characteristics, pre-test and post-test evaluation results, and documentation of program implementation. Overall, the results indicate that the training contributed positively to improving students' digital literacy, creativity, and competencies in developing academic presentation materials.

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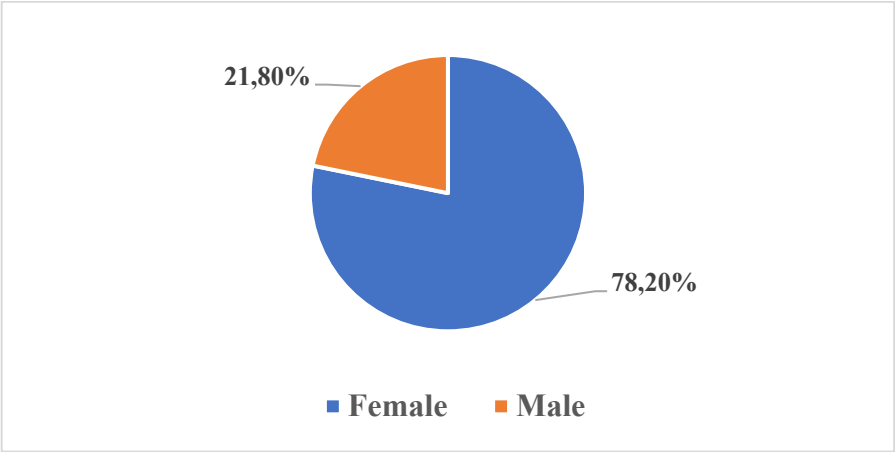

Figure 1. Participants of AI and Canva Training for Undergraduate Management Students

Based on the chart, total number of participants in the AI and Canva training for undergraduate Management students in 2026 was 87, with a composition of 78.20% female and 21.80% male participants. This distribution indicates that female students had a higher level of participation compared to male students. The predominance of female participants reflects a strong level of engagement and enthusiasm among students in attending training activities aimed at enhancing digital competencies. In particular, the training focused on the utilization of Artificial Intelligence (AI) and the Canva design application to support the learning process.

Table 1. Pre-test and Post-test Results of Management Students

Score Category	Pre-Test (Number of Student)	Post-Test (Number of Student)
<60	14	0
95-100	73	87
Total	**87**	**87**

Based on the table, the pre-test results indicate variations in students initial abilities in utilizing digital technology. A total of 14 students scored below 60, suggesting limitations in their understanding and skills in using technology for developing academic materials. Meanwhile, 73 students achieved scores within the range of 95–100, indicating that the majority already possessed relatively good basic competencies, although these were not evenly distributed among all participants.

The post-test results demonstrate a highly significant improvement following the training. All students (87 participants) achieved scores within the 95–100 range,

with no students scoring below 60. This finding indicates that the AI and Canva training effectively enhanced students' understanding and skills comprehensively, particularly for those who initially had lower levels of competence. This improvement also suggests that the practice-based and assignment-oriented training methods were effective in enabling students to master the use of technology more optimally.

Figure 2. Implementation of Digital Literacy Training for Management Students

Overall, the analysis shows that the training program had a significant positive impact on improving students' digital competencies. The improvement was not only reflected in higher scores but also in a more even distribution of competencies among participants. Therefore, the AI and Canva training can be considered effective in enhancing digital literacy, creativity, and students' ability to develop more systematic, communicative, and professional presentation materials, thereby supporting the improvement of learning quality in higher education.

Discussion

The implementation of Artificial Intelligence (AI) and Canva training for undergraduate Management students at Universitas Sriwijaya demonstrates positive and significant outcomes in enhancing students' digital competencies. This is reflected in the post-test results, which show a substantial improvement in students' understanding and skills after participating in the training. These findings indicate that the integration of digital technology into the learning process can produce a meaningful impact on improving learning quality, particularly in higher education settings that are adaptive to technological advancements. This result is consistent with previous community service studies, which show that interactive

training approaches, simulations, and evaluation through pre-test and post-test are effective in improving participants' understanding and awareness (Malinda, et., al., 2025).

Furthermore, the findings of this study are supported by (Dwivedi, et., al., 2023) who argue that the emergence of generative AI technologies such as ChatGPT offers significant opportunities to support academic activities, including writing, analysis, and idea development. In the context of this training, students were not only introduced to the technical use of AI but were also guided to understand its strategic role in enhancing academic productivity. This is further reinforced by (Kasneci, et., al., 2023), who emphasize that the effectiveness of AI in education depends on ethical awareness and appropriate pedagogical integration.

The success of this training is also closely associated with improvements in students' digital literacy. Previous studies indicate that AI literacy significantly influences the quality of academic outputs, self-efficacy, and student performance (Bećirović, et., al., 2025). In addition, participatory and technology-based learning approaches have been shown to enhance students' skills and awareness in the learning process (Thamrin, et., al., 2026). These findings suggest that interactive and contextual learning not only improves knowledge but also shapes positive attitudes and behaviors in utilizing technology effectively.

However, critical aspects regarding the use of AI in education must also be considered, particularly in maintaining academic integrity.(Cotton, et., al., 2024) highlight the potential risks of AI misuse, such as plagiarism and excessive dependence on technology. Therefore, this training not only emphasized technical competencies but also provided students with an understanding of the ethical and responsible use of AI. This is essential to ensure that technology utilization supports academic quality without compromising integrity.

On the other hand, (Zawacki-Richter, et., al., 2019) argue that the implementation of AI in higher education still faces several challenges, particularly in terms of educators' readiness and curriculum integration. This suggests that the success of student training must be supported by institutional involvement and lecturers' roles to ensure sustainable technology integration. Additionally, (Getenet,

et., al., 2024) emphasize that students' attitudes, digital literacy, and self-efficacy significantly influence their engagement in technology-based learning, making training programs such as this highly relevant and strategic.

From a policy perspective (Presiden Republik Indonesia, 2005, 2023), the implementation of this training is also aligned with national regulations that emphasize the importance of competency development and adaptation to technological advancements. Therefore, AI and Canva training not only provides short-term benefits in improving students' skills but also contributes to the development of high-quality, adaptive, and competitive human resources in the era of digital transformation.

CONCLUSION

The implementation of Artificial Intelligence (AI) and Canva training for undergraduate Management students at Universitas Sriwijaya was carried out effectively and successfully achieved its intended objectives, as evidenced by the improvement in students' post-test results after participating in the program. This training not only enhanced students' technical skills in utilizing digital technologies but also strengthened their digital literacy, creativity, and confidence in supporting academic activities. Furthermore, this activity provides a significant contribution to preparing students to face the challenges of the digital era and supports the development of high-quality, adaptive, and competitive human resources. The program is also aligned with the demands of higher education and national policies that emphasize the importance of technology-based competency development.

ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude and highest appreciation to all parties who contributed to the successful implementation of this community service activity, particularly the Artificial Intelligence (AI) and Canva training conducted for undergraduate Management students at Universitas Sriwijaya.

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