Reactualization of Dakwah in The Era of The Industrial Revolution 4.0 Through Training in Graphic Design of Dakwah Content

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ABSTRACT

This study aims to describe efforts to prepare Da'wah Human Resources (HR) in the field of information through graphic design training among teenagers under the auspices of the Bandung ITSAR Youth Foundation. The method used in this research is descriptive by providing a narrative description of what happened in training. The results of the study indicate that to strengthen expertise in the field of graphic design that contains da'wah content, the participants are teenagers who are members of the spiritual field. The training is conducted online through the preparation, process, and evaluation stages. The methods applied are presentation, discussion, and practice. The implications of this research show that the challenges of the Industrial Revolution 4.0 situation, which are used as opportunities for teenagers at the Bandung ITSAR Foundation, can attract participants' interest and produce works of sufficient quality and value in actualizing da'wah in the Industrial Revolution 4.0 Era. Thus, this kind of training is feasible to be developed for youth in various places.

Keywords: human resources; da'wah; training; graphic design.

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INTRODUCTION

This research is motivated by the condition that almost no one nowadays can escape the influence of technology. Every day, humans go hand in hand with it, starting from the clothes they wear, the food and drinks they consume, to various ordinary activities involving many technologies.

Technology exists with science, which precedes the process of its birth. So it is often referred to with the term science and technology (Science and Technology). Science, according to Marwah Daud Ibrahim (1994: 17), is a systematic answer to the question word why, while technology is a practical answer to the question word how. Ahmad Baiquni (1993: 1) explains more about this. According to him, science is a collection of human knowledge that is collected through a process of study and can be accepted by the ratio or called a set of human rationality. Meanwhile, according to him, technology is a systematic application of science, which is used to influence nature around humans to produce something beneficial to society.

Technological developments these days are going much faster than before. The technology in the previous era required hundreds of thousands of years to use stone, wood, and bone for the use of metal. It took tens of thousands of years to pick up oral cues from cave wall writing, let alone paper and printing. However, since Gutenberg invented the printing press, technology has developed like a geometric series (Koencaraningrat, 1990: 186). Technology penetration is getting further and further, which was initially discovered and used by certain people, now in a relatively short time, has been able to reach many people and outlying areas. This causes technology to be increasingly in demand and become the center of attention.

In turn, humans cannot avoid the various effects of this rapid technology. Ibrahim (1994: 23) once described that the average trip made by modern people in a month is the same length as the distance traveled by humans in their lifetime. Likewise, in information, the number of information humans have to process now from newspapers for a week is more than all the written information that the population must have processed in the Middle Ages before the printing press was invented. This fact is a small part of the indication that the rapid development of technology also affects human activities.

We have arrived at what is called the Industrial Age 4.0. Information

technology is developing rapidly and has affected almost all aspects of human life. The era of information technology is characterized by the speed and ease of obtaining the information needed. Information and communication technology development has provided new discourses and insights for the world to make it easier for humans in all sectors of their life needs. From professionals, practitioners, and academics to homemakers today have used technology to reach and fulfill all their needs, from browsing, chatting, and social media to shopping (online shopping).

No wonder Klaus Schwab, quoted by Astrid Savitri (2019), suggests that the fourth industrial revolution will ultimately change what we do and who we are. Our identity will be affected, as will all things related: Privacy, understanding of ownership, consumption patterns, the time devoted to work and leisure, how we develop careers and improve skills, meet other people, and maintain relationships.

Schwab's statement above also indicates that the Industrial Revolution 4.0 (Information Technology) is a challenge for the da'wah field to adapt to existing developments. Indeed, Da'wah itself is a religious and social phenomenon. It is a continuous process as old as Islam. Between da'wah and Islam, there is a dialectical relationship; Islam is spread and practiced because of da'wah. On the contrary, it is carried out under the guidance of Islamic teachings for the benefit of humans.

For an extended period, in treading the process taken, da'wah by itself is required to have a wealth of nuances. However, he has to deal with the realities of the dynamics of human life. At the same time, da'wah itself experiences internal dynamics. In turn, there is a tug-of-war between rational and realistic things, between engineering a situation it creates and being engineered by the circumstances that created it. So, the existence of a methodological transformation of da'wah, for example, is a natural and appropriate thing.

The developing social situation is interrelated with its culture; lately, it has begun to enter a new era. An era in which technological advances have occurred rapidly and surprisingly. The background to this progress is achievements and Western science and technology – which is different from Islam-. It is not only able to provide material prosperity and ease of facilities, but at the same time, it also presents various damaging effects that harm and even threaten humanity. A fact that is also an inseparable part of the situation that demands attention to the dynamics of da'wah so that any inequality that occurs can be straightened out or at least minimized

(Fakhruroji, 2011; Fakhruroji, 2017).

Now the challenge of Da'wah is dealing with how to present it more efficiently and attractively through information media. The attractiveness of da'wah, to be of interest to all circles, is inevitable from the rush of information. This challenge is also an opportunity for da'wah trainers to actualize da'wah in this 4.0 era. The opportunity lies in identifying the need for expertise to be developed, especially for teenagers (the millennials). Schwab's statement above also indicates that the Industrial Revolution 4.0 (Information Technology) is a challenge for the da'wah field to adapt to existing developments.

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One of the skills needed for them is da'wah through graphic design skills. Graphic design is a form of visual communication that uses images to convey information or messages as effectively as possible, including in packaging da'wah content.

As Nurkamilah, et. al. (2019) alludes to Da'wah content, we are currently dealing with increasingly complex da'wah problems. The most significant demand is the availability of da'i as da'wah actors with personal integrity and expertise, accountable and capable morality, and sensitivity to various issues. Nurkamilah continued, Training is an effort to improve abilities and skills as needed above, which are outside the formal education system, which takes place in a relatively short time and prioritizes practice over theory and is carried out in a directed and integrated manner (Kusnawan, 2020).

In this regard, efforts to improve the ability of graphic design are one of the skills needed when entering this 4.0 era. Graphic Design is an applied

form of painting (image) that gives the designer (the designer) the freedom to choose, create, or arrange visual elements such as illustrations, photos, writings, and lines on a surface to be produced and communicated as a message. Images and signs can be in the form of typography or other media such as pictures or photography. With their graphic design skills, teenagers can create a graphic design work or product with various models and forms (Sitepu, 2004).

Training is a learning process that increases practice compared to theory carried out by trainers independently or in groups to improve the ability of an individual or group. The purpose of training is that individuals and groups who are trained have mastery of skills that can be mastered. The types of training include discourse, skills, and soft skills training. While the characteristics of the training include the existence of a process to improve the skills possessed, the material presented is a form of specific skills needed, training within a particular time, and the training process is carried out by studying and practicing so that it becomes a habit (Santoso, in Endah and Aulia, 2018).

Launched in 2013, Canva is a graphic design and online publishing tool to empower people worldwide to create any design and publish their work anywhere. Canva is a multi-platform design tool, which means it can be used across various tools or platforms such as websites and smartphone apps. Canva is also a tool that requires an internet connection, so that collaboration in doing work can be done, and Canva users do not have to worry about forgetting to save their work because Canva already has an auto-save feature.

The provision of graphic design training to members of the SMP-SMP Rohis extracurricular activities under the auspices of the Bandung ITSAR Youth Foundation aims to provide knowledge and graphic design skills to members so that they can use these skills in designing messages and da'wah activities organized by the school and extracurricular. Spiritualists at the school.

Based on the analysis of the situation, several formulations of the problem can be taken, namely: (a) How can the training participants create poster designs along with da'wah content for social media such as Instagram, which can be used as provisions and support for extracurricular management activities being pursued by the students. Participant; (b) How to provide a solution in understanding graphic design so that it can be applied in extracurricular management activities the participants are

pursuing.

Research related to this field has previously been carried out by , da'wah Through the Internet. The study results show that in today's information age, da'wah must use modern mass media as much as possible such as newspapers, radio, television, films, the internet, and so on. One of the modern mass media currently widely used by the world community is the internet. The internet as a mass media is considered very effective and has potential as a medium of da'wah communication.

In addition, Endah (2018) researched Increasing Junior High School Youth Creativity with Corel Draw Training. The results show that teenagers have knowledge and creativity in computers, especially for graphic design and multimedia applications, especially in using the tools in graphic design applications, namely Corel Draw, so that teenagers can design and develop their creative talents in the field of design.

There is also research conducted by Agustina and Suprianto (2018). About Graphic Design and Photonovela Training for Ngembal Village Residents, Kec. District Wajak. Poor. The results show that the creativity of the villagers in making information media and photo novellas with graphic designs increases to convey information to the community and other village activities to promote activity.

Along with many previous studies, this study aims to examine the ongoing da'wah training activities presenting theory and practice to participants in making graphic designs in the form of posters with da'wah content for social media (Enjang & Aliyudin, 2009). Suppose the results of this study show something positive. In that case, a recommendation section will be obtained for steps to actualize da'wah in the 4.0 era by preparing prospective preachers among teenagers to equip themselves with graphic design skills for da'wah content through training.

This research uses a descriptive method with a qualitative approach. This approach is considered appropriate, as Fadilah (2019) stated that descriptive research in training is designed to obtain in-depth data on training management, including pre-training, training implementation, and post-training. Training related to the graphic design of da'wah content for teenagers at the ITSAR Foundation in Bandung. Data collection techniques include interviews, observation, and documentation. These interviews were conducted with managers, tutors, and training participants. In comparison, the object of observation includes the state of the environment, facilities & infrastructure, and the learning and training process. Meanwhile,

documentation includes photos of activities, brochures, information from websites, curriculum, assessment journals, and teaching materials. The primary data in this study were the answers to interviews with informants, which included a manager, two tutors, and two training participants. Then observation activities include the learning process, learning facilities, media used, and documentation, including photos of activities, learning videos, lesson plans (RPP), teaching materials, assessment journals, and curriculum. In contrast, this secondary data was obtained from books, papers, literature, and website information related to the problem of management of learning and training.

To get the validity of the data is done by triangulation of sources. Research from research sources includes interviews with tutors, interviews with managers, interviews with training participants, the results of direct observations related to the training learning process, and related documents. Then the researchers also compared the study's results with theories related to the management of learning and training. The data analysis technique in this study used the Miles and Huberman model, which was carried out continuously with steps of data collection, reduction, presentation, and concluding.

RESULT AND DISCUSSION

Training is closely related to improving human resources (HR). According to Rohmah (2018), HR is the most crucial resource in its development as an investment. In human resource development, the results will not be seen quickly, but in the long term, this investment will produce results that may be above expectations. Not to mention that human resource development is a significant and expensive investment, so the handling is carried out as effectively as possible. Critical awareness and selective use of development methods and programs tailored to the organization's needs and challenges both now and in the future. The gap between ability and what is desired causes the need for efforts to bridge the gap. One way is through training.

Training is hoped that all of a person's potential can improve his knowledge, skills, and attitudes. So that in the end, the gap is reduced or even no more gaps. To organize training, a training management system is needed. It is a series of interrelated elements of coaching. These elements are organizers, participants, trainers, and facilitators, which synergize with one another in the implementation.

In addition, the success of the training implementation is also

determined by the role of a reliable training provider who can empower all existing training resources. Training activities will be effective and efficient if they are within the framework of the system. In other words, the factor that determines the success of training is when the training system can function properly and the training provider can play a good role.

The system can be interpreted as an integrated arrangement consisting of interrelated parts, interacting and interdependent between the parts and forming a unified whole. The whole of the elements that make up the system is greater than the sum of its parts.

Meanwhile, Sudjana (2004) stated that the management of training programs is based on the functions of non-formal education program management, including planning, organizing, mobilizing, controlling, assessing, and developing. He then explained that the discussion in his book only consisted of three management functions, including planning, implementation, and assessment. The modification accommodates six other management functions. Into planning can also include organizing; implementation includes mobilization and coaching. In comparison, the assessment includes development if the results of the training program assessment indicate the need for efforts to continue the training program that has been implemented.

Under Sudjana's view that the function of training management through these three stages is often used in the management of development programs in Indonesia. The author's view is in line with the opinion of Benny A. Pribadi (2014) quoting from Dick & Carey, that, As with the general systems approach, the systems approach in training management can use a flow chart starting from input (input), process, output (output) and Outcome (impact).

Thus the existence of a management system that includes an input (input), process, output (output), and outcome (impact) is a formation of the management functions described previously. This is for the adjustment between the concept of management on the one hand with the concept of a training system (training) on the other.

The concept of training management is as follows: First, the inputs that become input in training are training participants and widyaiswara with their competencies, budget, time, facilities, and infrastructure (buildings) for training. Second, process. They were included in implementing teaching and learning, evaluating pre and post-training, arranging classroom facilities and infrastructure, and so on. Third, Products, namely the results after the

training is completed, including training papers/materials, mastery of unique capacities. Fourth, the outputs are participants (graduates) of the training who have the competencies as expected, certificates, information on entering the world of work, and a driving license. Fifth, Impact (outcome). Included in the impact of the training are, among others, increasing the productivity of graduates/contributions given to the organization (Widya & Darmawan, 2016).

Therefore, the system's limitation in training has the following characteristics: It has a purpose, and objectives can be described in functions. Having components to perform functions (sub-systems), the system is surrounded by other systems and does not stand alone. Carrying out the transformation process changes the input-output. The components interact with each other – depend on each other. Has a cohesive effect (synergism). It has a feedback mechanism and is relatively dependent on the environment.

Training is a process that involves various stages. However, there are variations related to the number of stages of the training process. According to Noe (2005), the training process consists of seven stages. The first stage is to conduct a needs analysis. The second stage is to ensure that employees have the motivation and basic skills required for training—the third stage is creating a learning environment. The fourth stage is ensuring that participants apply the training content in their work. The fifth stage is to develop an evaluation plan which includes identifying the things that affect the expected outcomes of the training (such as behavior, learning, and skills), selecting an evaluation design that allows determining the things that affect the results of the training, and planning to show how training affects the "bottom line" (using cost-benefit analysis to determine the monetary benefits resulting from training). The sixth stage is choosing a training method based on the learning objectives and environment. The seventh stage is evaluating the program and making revisions at an early stage in order to increase the effectiveness of the training. Thus, when connected with the training concept described previously, the steps that can be taken in training above show a systematic series from the input stage (pre-training), a process to output (post-training).

Pre-Training Stage

The pre-training stage is carried out by designing training activities as follows: (1) Preparation stage, which includes determining the participants

involved, making and approving proposals, determining the training schedule, and making and distributing digital posters. (2) The Stage of Making Teaching Materials, which includes preparing materials to be delivered in training activities, and (3) designing training practices.

Following the view of Kusnawan (2010) that planning in a program will undoubtedly determine the success or failure of a program. Programs that do not go through good planning will tend to fail. In the sense of small and significant activities, if without planning, there is a high chance of failure. This Canva training will be held on Saturday, December 4, 2021, from 12.30 to 15.00 via Google Meet online.

The order of events that the organizers have designed for this Canva training activity is shown in Table 1 below.

Table 1. Arrangement of Training Events

Jam	Durasi	Kegiatan	Pengisi
12.30-12.45	15 menit	Pembukaan	MC dari ITSAR Bandung
12.45-13.25	40 menit	Materi Presentasi Membuat Desain di Canva	Akmal Athallah
13.25-13.50	25 menit	Diskusi dan Tanya Jawab	Akmal Athallah
13.50-14.50	60 menit	Praktik Pembuatan Poster	Akmal Athallah
14.50-15.00	10 menit	Penutupan	MC dari ITSAR Bandung

Source: Author's observations, 2022

This training was attended by 13 people from 15 participants who registered. The participants are spiritual extracurricular members from junior high schools under the auspices of ITSAR Bandung.
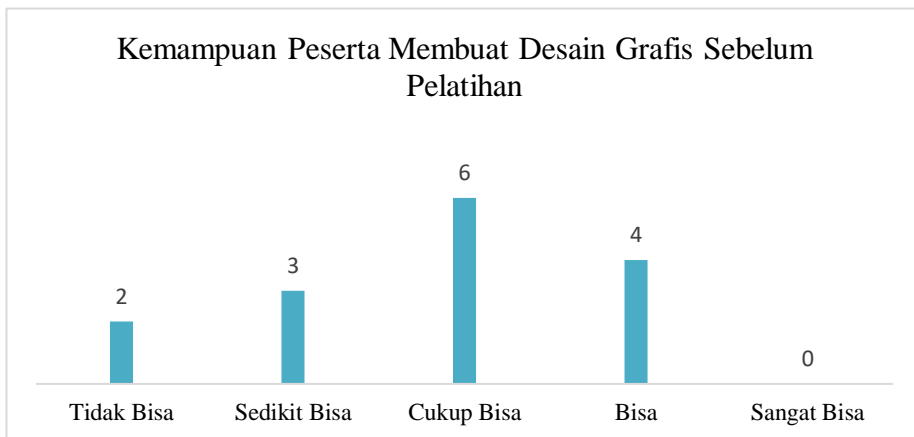
Source: Author's observations, 2022

Figure 1. Documentation of Training Participants

The next training implementer is tasked with explaining the introduction to the participants regarding the training that will be carried out by projecting the screen onto Google Meet media. The training implementer himself carries out the role of explaining and helping participants.

Two days before the training starts, participants are given a questionnaire in the form of a pre-test which aims to measure the participants' abilities before being given training and assist the implementers in selecting and compiling the training materials to be delivered. Based on the results of the questionnaire filled out by 15

participants it is presented in the graph below.

Source: Author's observations, 2022

Figure 2. Pre-Test Chart

Suppose the pre-training stage shows a fairly systematic preparation stage, as Suryana (2005: 7) states about the need to prepare many tools that will be used in training. Therefore, by conducting the pre-test, it appears that the organizers want to measure the level of change that will occur in the participants after the training. However, it appears that the participants also have the basic skills before participating in the training.

Training Implementation Stage

At the implementation stage, Kusnawan (2008) explained that after the participants' check-in, the distribution of materials, and the placement of the participants' accommodation (if the da'wah training activity required an overnight stay), the series of training implementation activities began. It begins with the opening, which is the inauguration of the start of da'wah training activities. This is done after checking in participants and placing them at the inn. The activities at the opening can be arranged in a series of events. The schedule itself can be conditional. After that, the learning activities started. An explanation of the training program initiated this activity by the training manager.

Explanations include Objectives, program structure (curriculum and syllabus, schedule, trainers, places to be used, guidance process, assignments, and other things), rules during training, sanctions, scoring system, graduation criteria, obligations, and rights of participants during training. In the next session, go to the primary material, as stated in the training schedule. The initial material presented is the primary material, a little more general and easier to understand. This material was followed by more specific, more technical material. The following material is loaded with various practices. The delivery of the material, of course, involved various elements of training. Starting with the trainer, materials, methods, media, etc. All these elements (Kusnawan, 2009).

The training is delivered by competent speakers in the field being trained. He uses the methods of presentation, discussion, and practice. Presentation method to provide material information on the advantages and benefits of skills using the Canva graphic design application, discussion method to respond to questions from trainees and measure understanding of presentation material, and practical methods to enable trainees to experience firsthand the procedures for using the Canva application.

The materials presented during the training process were: (1)

Introduction to Canva; (2) Get to know Canva's functions; (3) How to manipulate images in Canva; (4) How to manipulate and create Instagram content on Canva; (5) Discussion and question and answer; and (6) Practice creating posters for Canva training activities. In the introduction to Canva, the presenter explained what Canva is and what the objectives of the Canva training activities are. Then the presenter explains the functions available in Canva as follows:

First, template, this template function menu allows you to choose a template or design arrangement that has been provided in the Canva application to make designing activities easier. Second, photo, the element function menu adds elements such as photo frames and particles that can be used in the design being created. Most elements can be changed to have the color according to the user's taste. Third, gallery, this gallery function menu is only available in the Canva app on smartphones. The gallery function menu serves to select photos on the user's smartphone and direct access to the user's smartphone camera. Fourth, upload, this uploads menu allows you to upload photos, videos, and audio from users' devices into Canva for design use. Fifth, gallery, this gallery function menu allows you to select photos that have been provided in the Canva application to make designing easier. Sixth, text, this text function menu serves to add text to the design. Various types of text are available, such as typography and fonts. Seventh, style, the style function menu selects a color scheme for the design. So, even people who are not sensitive to color can make designs calmly because this function already exists, which is automatic.

After introducing Canva's functions, the presenter explained how the participants could use the Canva application to manipulate images into various shapes. The materials presented included the following: (1) Adjusting Image Composition. In the adjust tool located on the left of the image, the user can change and adjust the image's composition, such as brightness, contrast, saturation, blur, and so on; (2) Apply Effects to Images. In the tool in the center of the image, the user can give effects such as shadows to the image. Apart from shadows, there are other effects available too; and (3) Removing Image Background. The BG Remover or Background Remover located on the right and bottom of the image is a handy tool in Canva. As the name suggests, BG Remover helps remove the background or background on an image with just one click.

Then, the presenter shows how the manipulated images will be placed into a template or design arrangement that has been provided in the

Canva application and then combine and organize them into content for social media. After the presentation of the material, the trainees were allowed to ask questions and discuss what they did not understand or did not understand. There was a warm question and answer session between the participants and the presenters, which was decorated by the presence of many enthusiastic questions and answers.

Then after the question and answer and discussion were finished, in the following session, participants were given the practice of making posters to understand the participants' ability to absorb the material that had been presented. Then the implementer evaluates and assesses the results of the participants' practice.

If the stages of the process are observed, there appears to be a schedule of trainers who will guide the training process, both for presenters, participants, and organizers. Following Personal's view (2014:9) regarding indicators of an effective training program include The level of ability to facilitate participants to achieve the objectives of the training program, the level of ability to motivate participants, the level of ability to increase participants' memory, and the level of ability to encourage participants to be able to apply what is being trained.

Thus, if analyzed, it appears that the training process has been carried out quite well. It concerns the elements of the presenters, the material presented, the methods and media used, and the participants' enthusiasm for participating in this training process.

Post-Training Stage

After the theory and practice sessions were completed, the training executor conducted a post-test. Rohmah (2018) stated that every good and complete program always ends with a program evaluation. This is done to determine the value of a product by comparing it with an agreed assessment standard. At least four components must be included in the evaluation, namely: The reaction to the training program. Do participants like the program? Are the instructions given clearly? Do they feel they have learned something? Second, Learning. Did the participants get the results regarding knowledge and skills as expected? Can participants demonstrate the results of the training (role play)? Third, Changes in attitude or performance. Can participants do something they could not do before the training? Can they adopt a new attitude at work? Is the performance better?

Fourth, Productivity. Are there any visible results from the training, such as productivity, cost savings, quality, or quantity of work?
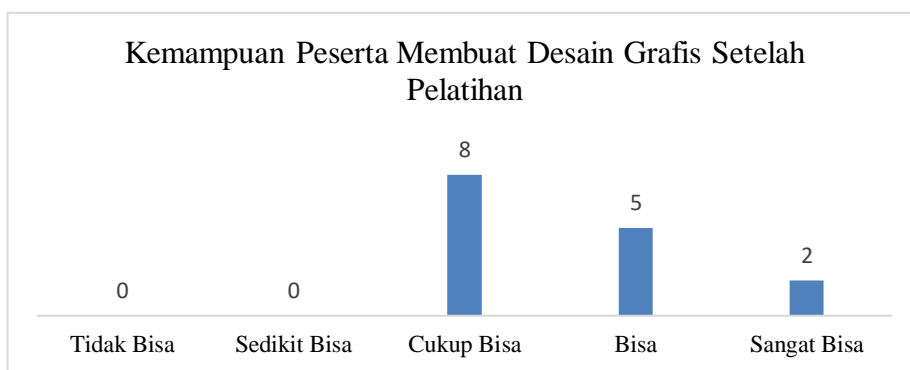
The type test is carried out through two types of tests. First, the practical test given is in the form of creating a Canva training design using Canva. Then participants publish their work on their personal Instagram accounts and mark the implementer's account and the ITSAR Bandung account. Second, the test has many questions, almost the same as the pre-test questions, but the order and editorial questions are changed.

After that, the implementer compares the scores before starting the training (pre-test) with the scores after the training (post-test) and sees the improvement in the abilities of the trainees. What has been done is in line with Moekijat's opinion (1993: 15) that training evaluation is an attempt to obtain information about the training program results and determine the value of training from the point of view of that information. The information and value expected from the training are, of course, closely related to the level of change that occurs in the participants, between before and after training caused by the training itself.

Improving Participants' Ability as a Power of Visual Da'wah Resources

There is no doubt that in a training activity, what many people look forward to changes. In other words, various parties question the ability of training to change participants' skills in mastering specific skills. The more significant the change, the better the result of a training program. On the other hand, if the resulting changes are tiny or do not even appear to have changed the participants' ability, the training is getting worse.

The following describes the level of change that occurred as a result of the training activities held:

Kemampuan Peserta Membuat Desain Grafis Setelah Pelatihan

Tidak Bisa	Sedikit Bisa	Cukup Bisa	Bisa	Sangat Bisa
0	0	8	5	2

Source: Author's observations, 2022

Figure 3. Post-Test Chart

In Figure 3, where the data was taken through a post-test given after the training activities were completed, it can be seen that the participant's ability to make graphic designs increased quite drastically from the data presented in Figure 2.

In other questions in the post-test, the data shows that the participants' confidence in making a graphic design increased dramatically. Previously there were 40% of the participants were not confident in making graphic designs. After this training, 40% of the trainees' confidence changed from not being confident to quite confident.

Not only that, the enthusiasm of the participants in the graphic design training activity for da'wah content was also shown through feedback through a post-test in the form of a questionnaire given to the participants of the training activity at the end of the training activity. It should be grateful that the feedback from the participants is positive.

All participants answered that they were interested; when asked if they were interested in other pieces of training that would be held by the executor in collaboration with the Bandung ITSAR Youth Foundation. Participants also found it interesting to know more about what I can do with the Canva app. Some participants even provided input and suggestions for the following type of training, such as video and film editing. This, of course, made all parties concerned feel happy about the very high enthusiasm of the training participants.

In addition, the feedback response motivates the implementers and General Chair of the Bandung ITSAR Youth Foundation to be more afraid to share knowledge and experiences with young people so that da'wah activities can be more developed, diverse, and able to keep up with the times. Finally, the executor gave another questionnaire to the training participants, which contained an evaluation of the training activities that had been carried out.

After the training activities are completed, the implementer makes a final training report as a form of accountability for implementing this training activity.

Suppose you look closely at the post-training stage. In that case, the training organizers seem serious about wanting to know the level of change

in the participant's abilities as a benchmark for the success of the training held. It turned out that the changes were evident in the results of the post-test carried out. From this aspect, it means that the training successfully changed the participants' abilities.

More than that, the organizers also evaluate the implementation of the training, meaning that the organizers also want to provide quality services, where the level of customer satisfaction is one of the main things. The activities carried out by the organizers are in line with Rae's view (1990: 4) that to measure the success of the training can be measured by the level of achievement of targets, meeting the needs of participants, changes that occur in participants, the contribution of training to changes in participants, the ability of participants to apply the results of the training, and participants can do things more effectively and efficiently.

Thus, the efforts made by the training organizers have led to what Leslie said above. According to Mangkunegara in Wilandari (2014), the criteria that can be used as guidelines for measuring training success are opinion, learning, behavior, and outcome. (a) Criteria for Opinion This can be done by using a questionnaire regarding the implementation of training and development, both regarding training materials, methods, and training situations; (b) Learning criteria Can be obtained using knowledge tests and skills tests that measure the skills and abilities of participants; (c) Behavioral criteria Can be obtained using job skills tests. The extent to which there is a change in participants' behavior before and after training; (d) Outcome criteria can be related to results such as reduced turnover, reduced absenteeism, increased productivity, increased sales, and increased quality of work and production.

In the practical training stage, the participants of this graphic design activity were assigned to design a poster for the graphic design training activity being held. After the participants finished making the poster designs, the presenters assessed the participants' work in the training activities.

Also, the presenters did not forget to give praise and input to the participants of the training activities so that they were motivated to increase the value and quality of their work. In addition, the praise and input given by the presenters are also expected to increase the participants' confidence in the training activities.

Some of the participants' works can be seen in Figure 4 and Figure 5 below.

Source: Author's observations, 2022

Figure 4. Results of the Training Participants Poster

The results of the work of the training participants were uploaded to the participants' WhatsApp groups and the personal Instagram social media accounts of each of the training activity participants. They marked the implementing account and the ITSAR Bandung Youth Foundation account.

With the completion of Canva's training activities for da'wah content, the organizers recommend that all training participants be able to implement what they have learned and practiced during this training activity in their respective spiritual extracurricular da'wah activities and increase the value and quality of the content they create and publish on all social media. Used.

Thus, the results of the work as a training output with works that are not only proud of the participants and organizers, so when this training activity has succeeded in publishing the work of each participant, it means that this activity has produced works that are proud of and benefited by various parties.

CONCLUSION

The graphic design training activity for Da'wah Content for Youth Members of Junior High School Spiritists under the auspices of ITSAR Bandung, through the online media Google Meet, was successfully carried

out and received positive responses from the participants and the parties involved.

This activity got the participants' enthusiasm, both the management and the spiritual members. The attendance of participants in this training activity was 87%, from 13 participants from 15 people who had registered through an intermediary for extracurricular spiritual trainers from their respective junior high schools and through the online registration form.

This training activity uses presentation, discussion, and practice methods in its process. Presentation method to provide material information on the advantages and benefits of skills using the Canva graphic design application, discussion method to respond to questions from trainees and measure understanding of presentation material, and practical methods to enable trainees to experience firsthand the procedures for using the Canva application.

Based on the results of the pre-test and post-test of graphic design training for this da'wah content, it shows that implementing this training activity can increase creativity in graphic design through the Canva application. Participants have also succeeded in making designs using the Canva application, as well as knowing tips and tricks for making graphic designs for da'wah activities in extracurricular Rohis among junior high school and equivalent teenagers. This training was also able to produce several works of sufficient quality and are currently documented and archived by the Bandung ITSAR Foundation.

Thus, soft skill training, which includes the application of presentation methods, discussion and question and answer, and practice, has proven to be a driving force to trigger the growth of creativity of young people, especially the management and members of Rohis under the auspices of ITSAR Bandung, in order to increase the value and the quality of social media as a method for preaching among teenagers/students of junior high school and the equivalent.

The implication of this research shows that the challenges of situation 4.0 are used as opportunities for holding graphic design training for da'wah content for teenagers at the Bandung ITSAR Foundation because they can attract interest and improve participants' abilities, as well as producing works of sufficient quality and usefulness. Thus, this kind of training is feasible to be developed for teenagers in various other places within the framework of the actualization of da'wah in Era 4.0.

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