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Enhancing School Promotion Effectiveness through 2D Animation Training: A Community Service Project at SMK-NU Donomulyo

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Abstract

Purpose: This study aims to enhance SMK-NU Donomulyo's digital promotion capacity through 2D animation training, addressing the school's limited resources for producing effective promotional content in the competitive educational landscape.

Method: A participatory action research design was employed, engaging teachers and Visual Communication Design students in hands-on training using Figma for graphic design, complemented by Canva and Animaker for animation development.

Practical Applications: The findings enable sustainable, independent creation of promotional content, strengthening the school's digital marketing capabilities and enhancing visibility across social media platforms such as Instagram, TikTok, and YouTube.

Conclusion: With 96% of participants mastering animation fundamentals and 100% successfully producing promotional animations, this training demonstrates that accessible, cost-effective tools can effectively build institutional digital capacity for educational promotion in the digital era.

Introduction

In the contemporary digital era, promotional efforts for educational institutions increasingly depend on captivating and impactful visual content (Bungai et al., 2024). Due to the swift expansion of social media, educational institutions no longer depend exclusively on printed brochures or in-person promotional endeavors. Interactive visual content, such as animated movies, effectively captures attention and dynamically communicates information to prospective students and parents (Rizkiani et al., 2024). Consequently, it is essential for educational institutions to incorporate digital technology into their marketing efforts (Faizah et al., 2024). SMK-NU Donomulyo, in a remote region of Malang Regency, possesses significant potential to draw an increased number of prospective students. This school encounters a significant barrier in generating appealing and impactful advertising content. Besides constrained personnel and technological resources, SMK-NU Donomulyo has underutilized social media to highlight its assets. The school's promotional strategies presently depend on traditional means like banners and pamphlets, which are considered less effective in engaging a broader audience, particularly potential students from the younger demographic who are more active on social media.

One viable approach involves employing straightforward 2D animation as an effective promotional instrument (Hanif Syofwan et al., 2024). 2D animation offers numerous advantages, including the capacity to communicate information in a more engaging, comprehensible, and shareable manner via social media platforms such as TikTok, Instagram, and YouTube (Nazley et al., 2024)(Senshen & Kiyai, 2024). Therefore, this program seeks to deliver training to instructors and students at SMK-NU Donomulyo in the development of promotional content based on 2D animation, utilizing accessible software such as Canva and Animaker(Ciptaningtyas & Rahayu, 2025)(Fitria et al., 2021). This training is anticipated to enhance their capacity to independently and sustainably generate promotional content, thereby ultimately elevating the school's reputation and visibility in the digital realm.

The application of 2D animation in educational and promotional contexts has been extensively examined; however, prior research predominantly emphasizes animation as a pedagogical instrument (Suhaila Rahim et al., 2024) or the development of animated stickers for departmental promotion (Suminto et al., 2024). Nonetheless, the exploration of 2D animation as a promotional tool for educational institutions, particularly in vocational schools with constrained resources, remains limited. Furthermore, numerous studies continue to emphasize more complex software or overlook sustainability factors, including the capacity of schools to autonomously generate promotional content post-training. Numerous prior studies have examined the application of 2D animation in educational contexts, including research by (Libroto et al., 2025), which investigated 2D animation to enhance mathematics learning, and by (Rosyidah et al., 2021), who created 2D animation to promote school libraries. Furthermore, (Ekawardhani et al., 2023) employed 2D animation to promote nature schools as a component of branding and marketing strategies. This study seeks to offer tangible solutions for schools in creating promotional content that aligns with the contemporary demands of educational digitization, utilizing more accessible and cost-effective software, despite previous studies demonstrating the efficacy of 2D animation in learning and promotion. This project intends to enhance the internal capacity of schools, enabling both instructors and students to autonomously and sustainably produce digital promotional content. This work aims to address this gap by presenting a simple training model for 2D animation suitable for implementation at SMK-NU Donomulyo, alongside the development of autonomous and sustainable digital promotion tactics.

Method

This research employs a participatory and collaborative methodology, engaging both teachers and students of SMK-NU Donomulyo at each phase of the process. This approach aims to deliver practical instruction in 2D animation and visual design that is applicable to

school promotion. The implementation technique has three primary stages: (1) design of training materials and content, (2) execution of training, and (3) assessment of training outcomes.

Development of Training Materials and content. The initial phase commenced with the development of training materials that encompassed fundamental concepts of 2D animation and graphic design, alongside the utilization of Figma as the primary instrument for creating graphic components, including characters, icons, and various visual elements (Borysova et al., 2024). A study by (Huang, 2024) demonstrates that Figma offers vector design capabilities, adaptable grids, and component libraries that improve the visual quality of designs in educational application development. Consequently, Figma was selected to provide the visual components for school advertising animations. The training module encompasses content on storyboard development, visual character design, and methods for integrating graphic elements into animations via supplementary applications like Canva and Animaker. The aim of this phase is to ensure that participants grasp the fundamentals of graphic design and its application in producing visually appealing and comprehensible promotional content.

Implementation of Training. The training occurred in person at SMK-NU Donomulyo over a duration of two days. The participants were lecturers and students mostly from the Visual Communication Design department. The employed methodology was experiential learning, wherein participants actively engaged in producing visual designs with Figma and subsequently animated them utilizing supplementary programs like Canva or Animaker. This methodology adheres to the principle that Figma is highly efficient for creating graphic pieces that can then be transformed into animations. (Santoso, 2024) asserts that Figma is highly effective for fundamental design, wireframing, and prototyping, serving as the primary tool for generating graphic elements in the application design process. This argument endorses the utilization of Figma for the creation of graphic components applicable in 2D animation. (Huang, 2024) underscores that Figma facilitates the utilization of customized components to expedite the graphic design process, which is particularly pertinent to the development of visual elements for school marketing. Participants utilize Figma to design visual components, including characters, iconography, and layouts, that align with the promotional theme of SMK-NU Donomulyo.

Assessment of Training Outcomes. The assessment was performed to gauge participants' proficiency in 2D animation and the creation of digital promotional content. The evaluation methods included (1) quantitative assessment via a post-test questionnaire assessing participants' comprehension of animation concepts, visual design, and Figma usage; and (2) qualitative assessment through direct observation of participants' produced promotional animations. Furthermore, participants receive instructions on utilizing Figma and animation templates to enable independent and sustainable development of promotional content. Research conducted (Irwan, 2023) indicates that Figma enables the development of coherent visual designs that may be sustainably created, hence enhancing the capacity for long-term evaluative measurement of outcomes. The assessment of the training outcomes is anticipated to offer a comprehensive analysis of the training's efficacy in enhancing the digital capabilities of schools, specifically regarding the autonomous and sustainable creation of digital promotional materials.

Result

The deployment of 2D animation training utilizing Figma for school promotion at SMK-NU Donomulyo has led to numerous notable accomplishments in enhancing participants' skills and the overall quality of promotional materials generated.

Participant Competency Accomplishment. Based on the outcomes of a quantitative assessment via a post-test questionnaire administered to participants following the training, data indicates that 96% of respondents reported having acquired the basic principles of 2D animation and visual design necessary for developing promotional content using Figma.

Eighty-two percent of the people who took part were able to correctly identify important parts of graphic design, such as how to use color, shape, iconography, and other visual elements to promote a school. All participants effectively produced basic animation design frames utilizing Figma as the primary visual design tool. Seventy-seven percent of participants effectively finalized their animations through the rendering phase utilizing supplementary animation tools such as Canva and Animaker.

Production of Promotional Content. During the training, participants effectively created multiple pieces of 2D animated promotional materials that showcased various facets of SMK-NU Donomulyo's excellence. Examples of the animated content produced encompassed the school's academic excellence and facilities, specialized expertise and major programs, information pertaining to new student registration (PPDB), and testimonials from students. Participants created animated content that varied in duration from 30 seconds to one minute and prepared it for publication on the school's social media channels, including Instagram, TikTok, and YouTube. All participants effectively executed promotional animations that adhered to fundamental standards and were prepared for deployment in school promotional initiatives. Figure 1 illustrates the training session during which participants are involved in the development of graphic designs and animations using Figma. The training session was conducted in a computer laboratory equipped with adequate resources, and the participants demonstrated notable enthusiasm in following the instructions and creating designs for promotional animations. Figure 1 depicts an interactive session with the community service team from the Institut Teknologi dan Bisnis Asia Malang, during which participants, including professors and students, gain insights into the visual elements designated for use in the animation.

Figure 1. 2D Animation Training for Teachers and Students at SMK NU Donomulyo

Source: Private Documentation, 2025

Figure 2 depicts the training participants alongside the Community Service team from the Asian Institute of Technology and Business in Malang, following the completion of their training, holding certificates as a testament to their successful participation in the 2D animation training for school promotion.

Figure 2. The Community Service Team of the Asian Institute of Technology and Business Malang at SMK NU Donomulyo

Source: Private Documentation, 2025

Discussion

The findings of this training indicate that employing Figma as a design tool to develop straightforward graphic elements and animations for school promotional materials is highly effective. This training not only enhanced the participants' technical expertise in graphic design and 2D animation but also offered practical solutions for SMK-NU Donomulyo to strengthen their digital capabilities for promotional purposes.

Enhancement of Participants' Skills. A notable enhancement in skills is evident from both quantitative and qualitative outcomes, demonstrating that the majority of participants are capable of comprehending and applying fundamental graphic design techniques through Figma. Figma has demonstrated its efficacy in generating the graphic components required to develop promotional content that is both visually appealing and easily comprehensible. This aligns with the findings of (Huang, 2024), who asserts that Figma offers vector capabilities, adaptable grids, and components that support the development of high-quality visual designs in digital projects. By utilizing Figma, participants are able to create graphic designs that are cohesive and aligned with the school's promotional theme, even when employing basic and user-friendly devices.

Effectiveness of Promotional Material. The promotional content generated by participants has the capacity to enhance the visibility and attractiveness of SMK-NU Donomulyo among prospective students and the wider community. The animations created encompass several key areas, including academic achievement, specialized programs, and school infrastructure, which will significantly enhance the school's promotion on social media platforms. By employing Figma for graphic design and supplementary tools such as Canva or Animaker for animation, participants can produce content that is both visually appealing and cost-effective. This achievement demonstrates that 2D animation can serve as a highly effective means of promoting schools in the modern digital era. Animation-driven promotional content is more comprehensible and more engaging for younger audiences, who predominantly engage on social media platforms. This corroborates earlier research indicating that 2D animation can enhance engagement and improve the efficacy of visual communication (Rosyidah et al., 2021)(Ekawardhani et al., 2023).

Challenges and Limitations. Although this training effectively enhanced participants' skills, several challenges persist, notably regarding the utilization of advanced software and the intricacies of animation. Although participants were able to produce fundamental animations, some still required further guidance to incorporate more advanced techniques, including motion graphics and more dynamic transition effects. Furthermore, while Figma is

highly effective for graphic design, its capabilities for animation are confined to simple visual transitions, and some users require supplementary applications to animate graphic elements more seamlessly. As a subsequent stage, comprehensive training in advanced animation techniques and digital marketing strategies would significantly enhance the school's capacity to generate more professional and sustainable promotional content. Challenges associated with utilizing advanced animation tools should be addressed by implementing supplementary tools or providing continuous training to guarantee the sustainability and excellence of the content generated.

Conclusion

Training on developing 2D animations utilizing Figma for school promotion at SMK-NU Donomulyo has effectively enhanced participants' abilities in designing graphic components and creating engaging and pertinent digital promotional materials. Most participants successfully acquired proficiency in the fundamentals of 2D animation design and created promotional content that can be directly utilized on the school's social media platforms, including Instagram, TikTok, and YouTube. Furthermore, this training effectively delivered practical solutions for schools to leverage technology by enhancing their visibility and attractiveness, without necessitating substantial production expenses. By utilizing user-friendly software such as Figma, Canva, and Animaker, participants are able to develop high-quality graphic components and animations, as well as generate content independently in the future.

Nevertheless, despite the favorable outcomes of this training, several challenges persist, especially concerning the complexity of animation, which necessitates additional training. The ongoing adoption of more sophisticated animation tools and the incorporation of animation into comprehensive promotional strategies are critical areas requiring attention for further advancement. Overall, this study advances the development of schools' digital capabilities for promotional purposes and demonstrates that 2D animation, despite its simplicity, can serve as a highly effective instrument in enhancing the visibility of educational institutions in the current digital era. This training also demonstrates that a technology-driven approach can offer sustainable and autonomous solutions for schools with limited resources.

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