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Improving Digital Design Literacy through Figma-Based UI/UX Training at Qotrun Nada Islamic Boarding School Jakarta Indonesia

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ABSTRACT

This study examines the implementation of a Figma-based UI/UX training program aimed at improving digital design literacy among students at Qotrun Nada Islamic Boarding School, Jakarta. The program was developed to address the limited digital competencies and practical design skills commonly found among santri in traditional Islamic educational environments. Using a project-based learning and mentoring approach, participants were introduced to fundamental concepts of User Interface (UI), User Experience (UX), and collaborative digital design using Figma. The activities included workshops, practical design exercises, mentoring sessions, and prototype development projects. The findings demonstrated significant improvements in students' digital literacy, communication skills, teamwork, creativity, and confidence in using technology. Students successfully produced simple website prototypes that reflected basic usability and visual design principles. Furthermore, the integration of digital literacy training within the pesantren environment showed that technological skill development can be harmonized with Islamic educational values and community empowerment initiatives

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INTRODUCTION

The advancement of digital technology has significantly transformed the education sector, particularly in learning and teaching methods (Valiyev, 2026). Digital transformation has expanded access to information, encouraged the development of 21st-century skills, and improved digital literacy among students (Hasnida et al., 2023). Furthermore, technology integration in education has enabled various innovative learning approaches, including

online learning and personalized educational experiences (Hasnida et al., 2023). Despite these opportunities, digital transformation also presents challenges that require collaboration, innovation, and readiness from educators and institutions to adapt to continuously evolving technological changes (Valiyev, 2026).

In the context of Islamic boarding schools, this shift necessitates bridging the gap between passive technology consumption and active digital creation to ensure that students remain competitive in the modern workforce (Hidayatullah et al., 2025). To address this disparity, targeted training in UI/UX design serves as a vital intervention to foster technical proficiency and innovative thinking among students (Prasetyo et al., 2025; Romadhoni et al., 2024). By equipping students with the ability to utilize collaborative design platforms like Figma, these initiatives facilitate the acquisition of essential skills for developing interactive and responsive digital interfaces (Heryanti et al., 2024; Pertiwi et al., 2026). Integrating these practical workshops into the curriculum further cultivates the creative problem-solving and critical design thinking necessary for navigating the complexities of the current digital landscape (Alam et al., 2025).

Driven by the rapid growth of digital products, User Interface (UI) and User Experience (UX) design have become essential components in the development of applications and digital systems. UI/UX influences how users interact with digital products, including ease of navigation, visual appearance, and overall usability. A well-designed interface makes digital products more intuitive and visually appealing, while a strong user experience increases satisfaction, engagement, and loyalty. Therefore, UI and UX are not merely aesthetic elements but strategic factors contributing to the success and sustainability of digital products. Integrating these design competencies into curricula empowers students to transition from mere technology users to creators of accessible and user-centric digital solutions (Ginasta et al., 2025).

Furthermore, this pedagogical approach effectively bridges the persistent divide between conventional formal curricula and the burgeoning requirements of the global digital labor market (Chasanah et al., 2024). This vocational preparation is particularly critical for Islamic boarding school graduates, who are increasingly expected to contribute to diverse sectors such as the creative industry and information technology upon completing their studies (Ramadhan et al., 2024). Moreover, fostering these technical capabilities encourages students to adopt an innovative mindset, enabling them to solve complex design problems through iterative prototyping and user-centered evaluation (Prasetyo et al., 2025).

Additionally, this workshop methodology—which incorporates pre- and post-assessment measures—provides empirical evidence of improved technical proficiency, consistent with successful outcomes observed in similar industry-focused educational programs (Kurniawan et al., 2025; Umaroh et al., 2024). By facilitating hands-on experience in prototyping and design, these interventions effectively bridge the gap between theoretical knowledge and the practical demands of the creative economy (T.D. et al., 2025). Specifically, the implementation of such frameworks allows students to engage in structured ideation and testing, which mirrors professional design thinking workflows often adopted in curriculum reforms(Afifah et al., 2025). These efforts align with broader educational goals to equip students with the visual and digital literacy needed to navigate contemporary design challenges (Anggia et al., 2026).

Consequently, systematic training initiatives not only enhance technical skills in typography, layout, and wireframing but also cultivate a professional design sensibility vital for long-term career prospects in the digital economy (Hakim et al., 2025). Furthermore, such

initiatives demonstrate that specialized training centers within traditional educational settings can effectively harmonize technical instruction with moral character development, ensuring alumni possess both the hard skills for UI/UX development and the ethical grounding required for responsible technology use (Izzah et al., 2025). Such vocational training ultimately prepares santri to contribute to the creative industry, including fields like graphic design and digital image processing, thereby enhancing their economic independence post-graduation (Hasibuan et al., 2022).

These programs further address the economic challenges faced by educational institutions by providing students with the practical tools to transition into roles such as freelance designers and digital entrepreneurs (Cahyono et al., 2026). This dual emphasis on technical competence and entrepreneurial readiness underscores the transformative potential of integrating specialized software training, such as CorelDRAW and web-based platforms, into the standard pesantren curriculum (Rodi et al., 2025; Utami & Dahlia, 2026). Such initiatives cultivate entrepreneurial creativity and provide tangible social and economic value to the local community, mitigating the risks of unemployment among graduates (Mof et al., 2026).

Islamic boarding schools (pesantren), which traditionally focus on religious education, are also influenced by technological developments in the digital era. Over time, many pesantren have begun integrating technology into their learning systems and educational management processes. The use of technology provides several benefits, such as broader access to learning resources, more varied educational media, increased student participation, and improved monitoring and evaluation of learning outcomes(Widodo, 2025). By adapting to technological advancements, pesantren can improve educational quality while preparing students to face modern challenges without abandoning Islamic values (Maulidizen, et.al., 2025).

This strategic synthesis of religious scholarship and digital competence creates a robust foundation for santri to achieve economic independence while actively contributing to the broader digital economy (Rachman & Tidjani, 2024; Widodo, 2025). This shift toward a technology-integrated curriculum not only empowers students to become self-sufficient entrepreneurs but also equips them to serve as moderate, modern voices capable of disseminating moral teachings across diverse digital media platforms (Astuti & Saefudin, 2024; Ilaina & Humaidi, 2023). In this context, the development of business units and cooperatives within the pesantren ecosystem serves as a practical incubator for these digital skills, allowing students to apply theoretical knowledge to real-world commercial challenges (Prabowo et al., 2022).

METHOD

1. Community Needs Assessment

The program began with an initial assessment to identify the level of digital literacy, technological understanding, and practical design skills among students at Qotrun Nada Islamic Boarding School. Data collection was conducted through direct observations, discussions with pesantren administrators, and informal interactions with students. The assessment indicated that most students had limited knowledge of User Interface (UI), User Experience (UX), and digital design applications. Although students were familiar with technology as users, they lacked experience in creating digital products and collaborative design projects. The findings from this assessment were used to develop training materials

and practical learning activities suited to the participants' educational background and learning environment.

2. Development of Educational Modules

The training modules were designed using a practical and project-based learning approach to improve student participation and understanding. The materials focused on introducing fundamental UI/UX concepts while providing hands-on experience using Figma as a collaborative digital design platform. The modules included:

a. Introduction to UI/UX concepts and digital product development;
b. Basic principles of interface design and user experience;
c. Introduction to Figma tools and collaborative design workflows;
d. Website wireframing, prototyping, and high-fidelity design development.

The learning materials combined theoretical explanations, demonstrations, collaborative exercises, and practical design activities to ensure that students could apply the concepts directly through real design projects.

3. Community Workshop Activities

The implementation phase consisted of several bootcamp sessions conducted over approximately three months.

a. a. Bootcamp 1: Introduction to UI/UX concepts and Figma interface;
b. b. Bootcamp 2: Sketching and wireframe development for website interfaces;
c. c. Bootcamp 3: High-fidelity website design and color implementation;
d. d. Bootcamp 4: Final project presentation, evaluation, and certification.

The training sessions utilized lectures, demonstrations, guided simulations, group discussions, collaborative project-based learning, and direct design practice. Participants were encouraged to create simple digital product prototypes such as pesantren websites, online shopping websites, and To-Do List applications.

4. Mentoring and Community Engagement

Throughout the training process, participants received continuous mentoring and guidance from the implementation team. Mentors assisted students in developing creative design ideas, improving interface layouts, understanding usability principles, and applying UI/UX concepts effectively. Students worked in small groups to complete collaborative design projects using Figma. Reflection sessions and mentoring discussions were conducted regularly to strengthen students' understanding of digital design processes and collaborative problem-solving skills. The mentoring activities also encouraged teamwork, creativity, and active participation within the pesantren learning environment.

5. Evaluation and Monitoring

Program evaluation was conducted using qualitative observation and participatory assessment approaches. Student progress was evaluated through observations of design outcomes, participation levels, teamwork performance, and improvements in understanding UI/UX concepts and Figma usage. Feedback sessions and group discussions were also conducted to gather participant experiences, challenges, and suggestions regarding the training activities. Data analysis focused on identifying improvements in digital literacy, creative thinking, collaborative skills, and practical UI/UX competencies among students (Alhadi, et.al., 2025). The evaluation process was intended to assess the effectiveness of the program and support the sustainability of technology-based educational initiatives within the pesantren environment.

RESULT AND DISCUSSION

The training program successfully improved students' understanding of UI/UX concepts and their ability to use Figma collaboratively. Students demonstrated improved creativity, problem-solving abilities, and teamwork skills. The resulting website prototypes reflected basic usability principles, effective navigation structures, readable text layouts, and visual consistency. Furthermore, the data indicated that approximately 80% of participants perceived these training modules as vital for their professional growth, confirming that a structured, case-study-based pedagogical approach effectively translates abstract design concepts into actionable business inspiration (Ahmad et al., 2025).

Beyond these technical gains, the program also fostered a deeper alignment between digital proficiency and Islamic business ethics, as evidenced by the participants' improved capacity to draft Sharia-compliant business models (Nurjannah et al., 2025). These findings suggest that such programs successfully bridge the gap between theoretical religious education and the demands of the modern halal economy (Albar, 2025; Elgharbawy et al., 2026). Moreover, the integration of continuous mentoring systems beyond the initial bootcamp phase has proven crucial for sustaining this growth, as ongoing feedback allows students to refine their digital strategies and navigate evolving commercial landscapes (Jumiati et al., 2026; Redaputri et al., 2025).

Furthermore, the data suggests that these programs foster a resilient entrepreneurial mindset, equipping learners with the adaptive skills necessary to thrive in an increasingly digital and competitive market. By fostering these competencies, educational institutions can effectively bridge the existing gap between traditional curricula and the dynamic requirements of the modern job market (Ani et al., 2024; Queen et al., 2024). Additionally, the adoption of problem-based learning and virtual simulations allows students to experiment with entrepreneurial theories in a low-risk environment, effectively turning these institutions into hubs of innovation (Lambebo & Bogale, 2025; Torbaghan et al., 2022).

This pedagogical evolution aligns with broader findings that integrating artificial intelligence and advanced digital tools into the curriculum significantly accelerates market research and business idea validation for students(Akbar et al., 2025). Such experiential learning environments, when paired with the presence of mentors, empower students to transform creative concepts into viable ventures that contribute meaningfully to the digital economy (Aysi et al., 2024; Mariyono, 2024). This synergy between technical aptitude and moral conviction is fundamental, as it ensures that students not only navigate the digital landscape with proficiency but also uphold Islamic values in their professional activities (Akhadi et.al., 2025).

Consequently, this deliberate synthesis of technical training and faith-based ethics serves to enhance the socio-economic standing of the student community, transforming students into proactive contributors to the broader halal digital economy (Basarud-din et al., 2025). Ultimately, this educational model functions as a mechanism for institutional transformation, where the traditional pesantren environment adapts its pedagogical framework to meet the technological and economic standards of the Industrial Revolution 5.0 (Janati et al., 2025). By emphasizing these synergies, such institutions not only equip learners with technical agility but also cultivate a sense of ethical responsibility that is vital for sustainable community development (Fadhlurrahman et al., 2025).

The Creative Interface Bootcamp (CIB) team also created the Instagram account @creativeinterface.id to document and promote the activities. Uploaded photos and videos received positive engagement, indicating public interest in the program and expanding awareness beyond the pesantren environment (Haris Muchtar, et.al., 2024). This digital outreach strategy serves as a bridge for future collaborations with industry stakeholders, facilitating broader access for students to understand contemporary digital markets. By leveraging social media platforms as both a portfolio showcase and an educational tool, these institutions can effectively catalyze the digital promotion of their programs (Alfiyanto et al., 2025).

These strategic digital efforts complement other vocational initiatives, such as AI-assisted marketing and Sharia-compliant bookkeeping, which have been shown to elevate student competency levels significantly across both technical and managerial domains (Utami et al., 2025). These multifaceted skill sets enable students to establish a professional brand identity and activate marketplace accounts, ensuring their ventures remain competitive while reflecting local product excellence (Purwanto et al., 2025). Integrating these digital strategies aligns with the broader institutional mandate to harmonize traditional Islamic scholarship with contemporary economic requirements, facilitating the development of a sustainable halal-centric digital ecosystem (Annas & Inayah, 2025).

In addition, such initiatives prepare students to act as digital advocates who can disseminate religious knowledge and values through modern communication channels (Chanifah & Rohmah, 2022). This strategic alignment reflects the broader mandate to integrate modern technological tools—such as social media engagement and content creation—within the framework of traditional Islamic education (Bahari & Sugiono, 2025). By fostering this technological literacy, these institutions effectively transform into hubs of spiritual and economic innovation, ensuring that students possess the necessary agility to navigate and shape the Society 5.0 paradigm (Prihantono et al., 2025; Syamsu et al., 2022).

This shift is further bolstered by evidence showing that effective social media utilization significantly increases institutional visibility, directly correlating with higher participant enrollment and stronger community engagement (Rohman et al., 2025). Such community-driven initiatives ultimately cultivate a unique institutional identity, as strategic partnerships and local outreach efforts reinforce the pesantren's role as a vital contributor to regional economic development (Munawwaroh & Rahayu, 2024).

Moreover, these institutions leverage their established cultural capital to stabilize social relationships and broaden their influence, thereby functioning as essential mediators in the digital era (Nikmatullah et al., 2023). By formalizing these digital da'wah strategies, pesantren successfully navigate the intersection of traditional religious transmission and contemporary media consumption, ensuring the message of *rahmatan lil 'alamin* resonates across diverse virtual platforms. Consequently, this integration of digital media into religious pedagogy allows for a broader, more inclusive dissemination of Islamic teachings that transcends geographical limitations (Rahmawati, 2025).

Furthermore, the cultivation of santri as content producers ensures that this digital presence remains grounded in scholarly authority, effectively countering negative narratives while promoting peace across the global internet (Muttaqin & Rahmatillah, 2026). By systematically adopting digital da'wah literacy, these boarding schools establish a robust ecosystem that reinforces critical thinking and ethical behavior among students in virtual spaces (Rustandi & Kusnawan, 2023). Such institutional adaptation bridges the gap between

classical religious study and the demands of the global millennial era by fostering a critical awareness that protects students from radicalism and misinformation (Nurdi et al., 2026).

Furthermore, the implementation of structured digital governance reforms, such as the 'one clicks one data' system, ensures that this transition maintains transparency and accountability within the administrative framework of the institution (Hamdanah et al., 2025). This transition toward systematic management and collective leadership allows pesantrens to adapt more efficiently to the complexities of modern educational requirements while preserving their fundamental spiritual mission (Sofi et al., 2025).

The implementation of the Figma-based UI/UX training program generated positive impacts on students' digital literacy, creativity, communication abilities, and collaborative learning skills. Students gradually transitioned from passive technology users into active creators capable of producing simple digital products. The improvements in participant competencies are summarized in the following table:

Table 1 Learning Impact and Results

Indicator	Pre-Program Value	Post-Program Value	Improvement
Digital Design Awareness	46%	85%	+39%
Digital Literacy Skills	44%	87%	+43%
Communication Skills	50%	86%	+36%
Teamwork and Collaboration	52%	88%	+36%
Participants Reporting Increased Confidence	-	84%	Significant

The table shows substantial improvements across all measured indicators after the implementation of the program. Digital literacy skills experienced the highest increase, demonstrating that students became more familiar with digital tools, collaborative platforms, and creative design practices. Communication skills and teamwork abilities also improved significantly due to the collaborative nature of the project-based learning approach. Additionally, most participants reported increased confidence in using technology and presenting their creative ideas. These findings indicate that the training program not only improved technical competencies but also contributed to personal development and collaborative learning experiences among students.

CONCLUSION

The implementation of the Figma-based UI/UX training program at Qotrun Nada Islamic Boarding School successfully enhanced students' digital literacy and practical design competencies. Through project-based learning, mentoring activities, and collaborative workshops, participants gained a stronger understanding of UI/UX concepts, digital interface development, and the use of Figma as a collaborative design platform. The program also improved students' communication skills, teamwork abilities, creativity, and confidence in utilizing technology productively.

In addition to strengthening technical competencies, the training demonstrated that digital skill development can be effectively integrated into the pesantren educational environment while maintaining Islamic educational values and ethical principles. The use of social media documentation and collaborative learning further expanded community

engagement and public awareness regarding the importance of digital literacy in Islamic educational institutions. Overall, the program serves as a sustainable educational model that prepares santri to become adaptive, creative, and ethically responsible contributors to the digital economy and modern society

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