

RESEARCH ARTICLE

Implementation of Pancasila education learning through an ethnopedagogical-based cooperative learning approach using Canva media

Feri Tirtoni ⁽¹⁾, Qurota A'yun ⁽¹⁾, Siti Nadhiyatul Wijayanti ⁽¹⁾, Ikalimanda Putri Yuanaantari ⁽¹⁾,
Farhan Febryan ⁽¹⁾

E-mail :: feri.tirtoni@umsida.ac.id

Elementary School Teacher Education Study Program,
University Muhammadiyah Sidoarjo, Indonesia

ABSTRACT

This article discusses the implementation of Pancasila Education at SD Muhammadiyah 2 Krian, using an ethnopedagogic-based cooperative learning approach combined with Canva as a digital tool. The goal is to develop students' character in faith, independence, mutual cooperation, diversity, critical thinking, and creativity. Canva's interactive features enhance student creativity, motivation, and understanding of Pancasila values in a contextual and engaging way. The research shows this method effectively improves student involvement and social skills. However, challenges such as limited digital infrastructure in remote areas and varying understanding of Pancasila remain. To address these challenges, regular teacher training, adaptive curricula, and support from the government, schools, and communities are necessary. This holistic support is crucial to ensure the sustainable and relevant implementation of Pancasila Education in the digital era. The combination of cooperative learning and digital media helps students apply national values in everyday life while preserving local cultural identity.

Keywords - Technology, Creativity, Modern.

Say Key – Technology, Creativity, Modern.

INTRODUCTION

Pancasila education has an important role in shaping the character and awareness of nation and state in students. However, the challenge that arises in the learning process is how to make Pancasila material more interesting and relevant to students in today's digital era (Sakinah & Dewi, 2021). One innovative solution to face this challenge is to implement an ethnopedagogical-based cooperative learning model and use Canva media. The cooperative learning model aims to create a collaborative learning environment where students work together in small groups to complete certain tasks. This approach not only improves cognitive abilities but also social skills, such as communication and cooperation (Septianingsih et al., 2024). In the context of Pancasila learning, this approach is effective in instilling national values through activities that involve active student participation. Through multidirectional interactions between students and teachers and between students, students' understanding of Pancasila can be deepened (Muhammadiyah Mataram et al., 2023).

The integration of ethnopedagogic concepts provides a contextual dimension to learning. Ethnopedagogy emphasizes learning based on local values and culture so that students can relate the material learned to real experiences in their daily lives (emi ramadani, 2020). In this case, Pancasila material is not only taught as a theory, but also as a principle of life that can be found in local cultures and traditions in various regions in Indonesia (Lahabu et al., 2024). In addition, the use of Canva as a learning medium makes it easy to convey material visually and interactively. Canva facilitates teachers in designing visual content such as infographics, posters, and digital modules that attract students' attention and make it easier for them to understand the abstract concept of Pancasila. Previous research has shown that the use of Canva can increase student motivation and achievement because of its user-friendly and interactive nature (Yuliana et al., 2023). This approach is relevant in the context of modern learning because it combines collaboration, culture, and technology. Thus, the implementation of ethnopedagogical-based cooperative learning with Canva media is expected to not only improve students'

understanding of Pancasila, but also foster their sense of nationality, social skills, and digital skills (Zuriah, 2021).

The use of Canva in the Pancasila Education learning process provides several strategic benefits, both in cognitive, affective, and psychomotor aspects. Canva helps enrich learning media with attractive and interactive visuals, increases student engagement, and makes Pancasila material easier to understand. The implementation of Pancasila education learning with a cooperative learning approach based on ethnopedagogy and supported by Canva media not only aims to improve academic achievement, but also to instill noble values sustainably. This method allows students to play an active role in learning, develop social skills, and strengthen a sense of togetherness through group work. In this context, the class functions as a social laboratory where students learn to appreciate differences, build democratic attitudes, and internalize Pancasila principles such as deliberation and mutual cooperation (Slavin, 2015; Komalasari, 2016)

The application of ethnopedagogy in Pancasila learning is also important to maintain the relevance of the material to students' lives. Every region in Indonesia has local wisdom that is rich in moral and social values. By linking learning materials to local culture, teachers can help students understand how Pancasila values are reflected in everyday life (Ilmiah et al., 2024). For example, in certain communities, mutual cooperation or deliberation activities can be used as practical examples of the application of Pancasila values in real life. This is in line with findings showing that local culture-based education not only improves cognitive understanding but also builds students' social awareness (Lahabu et al., 2024)

The use of Canva as a learning support media further enriches students' learning experiences. With this tool, students and teachers can create interesting and interactive infographics, posters, or presentations. The use of visual media helps students process information more effectively and increases their engagement during the learning process. Research also shows that the use of technology in the classroom, such as Canva,

increases students' motivation and interest in learning, especially in subjects that are often considered difficult or less interesting such as Pancasila Education (Kepmendikbudristek, 2022). In addition, cooperative learning models such as STAD and NHT allow students to work in teams and develop a sense of shared responsibility. Each member of the group has an important role and contributes to the success of the team, thus creating a supportive and inclusive learning environment. This method also fosters mutual respect and tolerance as students learn to listen to and respect the opinions of others in their group. This is very relevant in character education, where the focus is on forming a young generation with integrity, creativity, and a high sense of nationality (Hamalik, 2019; Hasan *et al* ., 2021).

Overall, the collaboration between cooperative learning, ethnopedagogical approaches, and the use of media such as Canva creates a dynamic and meaningful learning ecosystem (... *et al.*, 2023). Learning is not only limited to the transfer of knowledge, but also involves the formation of character and identity of students as Indonesian citizens. With this integrative approach, students are expected to be able to develop skills and attitudes that are in accordance with the demands of the globalization era, but remain rooted in cultural and national values (Safruddin & Ahmad, 2020). This strategy also supports the government's program in realizing education that is adaptive and responsive to social and technological changes through the Merdeka Curriculum.

The use of Canva in Pancasila Education learning can help students develop visual literacy and creativity, two important skills in today's digital era. Several studies have shown that this media can also increase students' learning motivation, because the templates and interactive features provided make the material more interesting and relevant to their learning needs (Safruddin & Ahmad, 2020). Canva not only facilitates the delivery of material creatively but also allows collaboration between students through group-based design.

Furthermore, the optimization of Canva media supports a problem-based learning model,

where students are actively involved in finding solutions to relevant issues, such as Pancasila values in everyday life. In addition, Canva's ease of use allows teachers without advanced design skills to still produce high-quality content and support technology-based learning. Overall, the integration of Canva in Pancasila Education learning provides many benefits. On the one hand, this platform makes it easier to deliver material and attracts students' interest, while on the other hand it also fosters 21st-century skills such as digital literacy, creativity, and collaboration (Septianingsih *et al.*, 2024). Thus, the optimization of this media supports the achievement of the goals of Pancasila education which are not only cognitive, but also affective and psychomotor, namely forming a young generation with character and integrity. The integration of Canva in Pancasila Education not only functions as a medium for delivering material, but also as a means of active and contextual learning. By supporting creativity and collaboration, this strategy is expected to produce a young generation with strong character, integrity, and readiness to face the challenges of the digital era. Thus, optimizing the use of Canva contributes positively to creating an interactive, interesting, and meaningful learning experience, which ultimately improves students' understanding and application of Pancasila values.

METHOD

This writing uses a qualitative approach to explore the Implementation of Pancasila Learning through an ethnopedagogical-based *Cooperative Learning Approach* using Canva media. A qualitative approach allows research to deeply understand the experiences, perceptions, and practices that occur in the field. This research technique is through a case study conducted at Muhammadiyah Elementary School 2 Krian which has implemented Pancasila learning through a *cooperative learning approach* using Canva media. Data collection techniques used include participant observation, in-depth interviews with related stakeholders (teachers, students)

The methods that can be used are observation and interview techniques, because with this method researchers will gain a better understanding of the application of Canva media in Pancasila learning for students during learning. This study also has benefits for students in understanding Pancasila education learning through the application of Canva media to make learning more enjoyable. This application is applied in Pancasila education learning through an ethnopedagogy-based *cooperative learning approach* using Canva media which helps teachers more easily describe and analyze the implementation of Pancasila Education learning. This approach allows researchers to understand the phenomenon in depth through data collected from various sources. The research subjects consisted of students and teachers at Muhammadiyah 2 Krian Elementary School. The selection of subjects was carried out using a purposive sampling technique, where researchers selected individuals who were considered to have relevant information related to the implementation of learning. by conducting in-depth interviews with Pancasila Education teachers and students to obtain information about their experiences in using the *cooperative learning approach* through Canva media, Observing the learning process in the classroom when the implementation of learning was carried out. This observation aims to see the interaction between students, and the application of methods through the media used. This qualitative research method is designed to provide an in-depth understanding of the implementation of Pancasila Education learning through an ethnopedagogical-based *cooperative learning approach* using Canva media. Using this approach, it is hoped that useful *insights can be obtained* for the development of educational practices at Muhammadiyah Elementary School 2 Krian.

RESULTS

Pancasila students can be said to be one of the manifestations of the existence of Indonesian students, namely as students who apply throughout their lives to have skills in global matters and act guided by the values contained in Pancasila, and have 6 important characteristics, namely believing, being devoted to God Almighty (YME) and having

a noble personality, global diversity, having a mutual cooperation attitude, having an independent attitude, thinking critically, and being able to be creative. So that these six characteristics must be treated as one without separating them. One example is when students give their ideas to be able to solve a problem, thinking creatively is also very much needed to solve the problem .

Pancasila Education in Elementary Schools has a very important role in forming character and noble values in students. Pancasila Education is a process in learning with the aim of introducing and instilling the values contained in Pancasila as the foundation of the state. It can be said that Pancasila does not only cover cognitive, but also affective and psychomotor, so that students can easily understand and feel the values of Pancasila in everyday life. The purpose of Pancasila Education in Elementary Schools is to instill an attitude of love for our homeland by means of love for Indonesia and having a spirit of nationalism, the formation of character or character by requiring students to be able to develop the values contained in Pancasila such as carrying out mutual cooperation activities, and having a fair attitude towards everyone, increasing awareness to have a sense of concern for society.

DISCUSSION

Pancasila Education in Elementary Schools is to instill an attitude of love for our homeland by means of love for Indonesia and having a nationalistic spirit, the formation of character or character by requiring students to be able to develop the values contained in Pancasila such as carrying out mutual cooperation activities , and having a fair attitude towards everyone, increasing awareness of having a sense of concern for society.

The Pancasila Student Profile aims to produce students who not only have knowledge, but also strong character. This profile includes six important aspects, namely: faith and devotion to God Almighty, independence, mutual cooperation, global diversity, critical thinking skills, and creativity. At the elementary school level, such as at Muhammadiyah 2 Krian Elementary School, the integration of these six elements is an important

step in forming students who are not only academically superior, but also have strong social skills and character to get involved .

The first method of learning Pancasila Education in Muhammadiyah Krian Elementary School is done by telling stories through folk tales that contain Pancasila values, the second is conducting discussion activities and direct questions and answers by inviting students to discuss issues or problems in a social context that are related to the values contained in Pancasila, the third is conducting direct practical activities such as participating in social service activities (Baksos) to create an atmosphere of mutual cooperation. The application of Pancasila values when the learning process takes place through education is very important because through National Education basically has a function, namely to develop abilities and shape the character of students so that they welcome the nation's civilization which will later be useful in terms of enlightening the nation's life while exploring the potential of students with the aim of becoming a human being who believes and is devoted to God Almighty, has noble morals, is creative and independent and becomes a responsible citizen.

In Pancasila and citizenship education, students will be equipped to live globally as one form of world citizens or commonly called *global citizenship*, not necessarily about affirming civility towards Pancasila. This can happen because we as citizens do not only live in a national environment but we live as a nation in social interactions even internationally. Pancasila learning needs orientation with the aim of equipping Indonesian citizens to be able to contribute optimally in today's era. There are several efforts that can be seen to support the values contained in Pancasila, namely through daily activities such as congregational prayer, having an honest attitude, and respecting each other

Civic Education in the curricular dimension, which will focus on activities in Learning. In reality, it will form intelligent citizens as well as good citizens. Indonesian citizens also take part and participate in general activities, maintain national unity, and fill activities in the framework of national independence day by means of their active roles. This is if not given guidelines on

understanding, knowledge and good formation of morals. Civic Education in the curricular dimension has several objectives, one of which is to optimize the potential of students, so that citizens who have good character are formed, and form a society that has commitment and is democratic.

In the 2020 Independent Learning Curriculum, based on Permendikbud No. 3 of 2020 which discusses SN-Dikti. So that in an era like today, Nadiem Makarim has become a figure in the framework of independent learning discourse activities, especially at the Elementary School level. Nadiem Makarim is of the opinion that the Ministry of Education (Kemendikbud) has chosen various strategies in Education so that these strategies will not leave the world of Education, one of these strategies is about the quality of a teacher, because the existence of teachers will not be replaced by technology that is developing at this time. Technology can be interpreted as a tool that can be used by teachers to increase the potential of each student and find driving teachers to ensure that they can become leaders in learning activities in a good way. There are 3 main points , namely the use of technology as a form of acceleration, diversity as an essence and Student Profile activities show an increase in student focus and understanding of the material presented.

The Ministry of Education and Culture conveyed the President's message about the curriculum that has the goal of realizing the Pancasila Student Profile. So that Pancasila Education becomes a vehicle for democratic education for an empowered and civilized society and will be the main goal. This message emphasizes that Pancasila Education must function as a vehicle for democratic education that not only forms individual character, but also creates an empowered, civilized, and just society. The following is a further description of this. Pancasila education should be integrated into various subjects such as those that can be applied to Social Sciences subjects which contain historical stories that are related to Pancasila. Citizenship Education subjects which teach about several kinds of rights and obligations based on Pancasila as good Indonesian citizens. Arts and Culture subjects, namely through art and culture that develop in the surrounding area. The Pancasila curriculum emphasizes the importance of technology as a learning tool, which is not to replace the role of teachers, but to

strengthen the teaching and learning process. In interviews, teachers at Muhammadiyah 2 Krian Elementary School revealed that the use of digital media such as Canva has played a role in increasing students' creativity and interest in learning. The use of this platform has been shown to increase students' focus and understanding of the material being taught.

Pancasila has a strong relevance in the era of globalization, as it prepares students to engage in a global society while maintaining their national identity. By combining the concept of global citizenship with the values of Pancasila, students are taught to appreciate local cultures and traditions, while embracing and respecting diversity on a global level.

With the increasing flow of information and interaction between cultures, critical thinking skills, empathy, and cooperation are becoming increasingly important. Pancasila education plays a role in forming students who are aware of their responsibilities, both as Indonesian citizens and members of the global community. At SD Muhammadiyah 2 Krian, this concept is implemented through social activities that involve students to strengthen a sense of cross-cultural brotherhood and encourage an attitude of mutual respect for differences.

Evaluation activities have been implemented at SD Muhammadiyah 2 Krian with the aim of measuring effectiveness during the learning process and developing a curriculum and teaching methods that have been adjusted to the needs of today. The evaluation implemented at SD Muhammadiyah 2 Krian aims to assess the effectiveness of learning and develop a curriculum and teaching methods that are in accordance with current needs. In this section, evaluation not only functions to measure student learning outcomes, but also becomes important feedback for improving performance to be more relevant and adaptive. Routine evaluations allow teachers to gain an in-depth understanding of students' levels of understanding and skills. Through the analysis of evaluation results, schools can identify strengths and weaknesses in the learning process. This is very important to ensure that the teaching methods used are effective and able to meet students' needs.

In accordance with the demands of modern education, the curriculum needs to be designed to be more flexible and responsive. Adaptive curriculum is an approach that is tailored to the needs and abilities of each student. At SD Muhammadiyah 2 Krian, curriculum development is carried out by considering differences in student learning styles and advances in information technology. This involves the use of digital media, such as dare learning platforms and educational applications, to increase student interaction and involvement in the learning process. The use of technology in education is becoming increasingly important in this digital era. At SD Muhammadiyah 2 Krian, technology is used to support the teaching and evaluation process. For example, applications such as Canva are used to create interactive and engaging materials, helping students understand the concept of Pancasila better. In addition, technology allows teachers to monitor student progress in real-time, so that feedback can be given more quickly and accurately.

The use of technology in education is becoming increasingly important in this digital era. At SD Muhammadiyah 2 Krian, technology is used to support the teaching and evaluation process. For example, applications such as Canva are used to create interactive and engaging materials, helping students better understand the concept of Pancasila. In addition, technology allows teachers to monitor student progress in real-time, so that feedback can be given more quickly and accurately.

In SD Muhammadiyah 2 Krian, the values contained in Pancasila have been implemented, namely by connecting the values of Pancasila into daily activities such as working together to clean the class as an application of the third principle, carrying out worship on time is an application of the first principle of Pancasila, being orderly in queuing is an application of the fifth principle. These activities aim to make students of SD Muhammadiyah 2 Krian have good character, morals, and noble character. Not only that, students will be able to build the knowledge they have and be skilled in establishing relationships between citizens. In this way, it becomes easier for students to apply it in their daily lives.

The cooperative learning approach based on pedagogy means that the use of a learning method

that collaborates students into small groups with the aim of achieving previously designed goals. The use of this approach will focus on social interaction, this activity teaches students to work together to help share knowledge. There are several principles in the use of this cooperative learning approach, one of which is that each member of the group must have an important role in it that is interdependent inseparable, each student must have a responsible attitude in making their group contributions by ensuring that their group members play an active role, and are able to communicate like a leader. Cooperative learning applied through group discussions and collaboration on projects has proven effective in improving students' social skills and understanding. This approach is based on the principle of mutual cooperation, where each member of the group has an important role and supports each other. The evaluation results show that students become more active, responsible in the learning process, and are able to apply Pancasila values in everyday life.

The benefits of using the Cooperative Learning approach are to improve conceptual understanding, improve student learning outcomes through motivation, and develop social skills. An example of using the cooperative learning approach at SD Muhammadiyah 2 Krian is discussing in groups in terms of understanding the material that has been delivered by the teacher, students will work together or work together when working on assignments or projects, and students compete with each other to understand the material in order to help their friends understand the material that they have not understood.

In the use of a cooperative learning approach based on pedagogy, there are many benefits with the aim of creating an inclusive and interactive learning environment. The application of principles and the application of strategies appropriately in the learning process activities will be much more effective and enjoyable for students. On the other hand, the challenges of its implementation are immediately followed up properly so that students can feel the benefits of collaborative learning or learning by working together.

Learning in the context of local wisdom in elementary schools is guided by the values and traditions that develop in the local area. Indonesia

has a very diverse local wisdom and can reflect the existence of culture, customs, and habits that are carried out in everyday life. Pancasila is the basis or philosophy of life of the Indonesian nation which has five principles. So that the five principles have their own values that can be integrated with local wisdom that develops in a particular area not only applies universally but can be done locally.

Integration of local wisdom using Pancasila, namely the first principle can be connected with the values of Pancasila, namely about religion and spirituality through local practice activities to respect the various beliefs and religious traditions that develop around the area. The application of the second principle in local wisdom, namely students are required to be able to appreciate differences in terms of respecting between tribes, cultures, and religions by means of local stories that can reflect an attitude of tolerance, and act fairly to all Indonesian citizens. The implementation of the third principle is to provide examples of cultural diversity through local arts and culture such as regional dances and regional music. The implementation of the fourth principle is to teach students about democratic values through deliberation practices. The implementation of the fifth principle is to provide stories that exist in our daily lives that reflect social justice and help others by carrying out mutual cooperation activities, using contextual learning methods that link learning to the reality of students' lives to build a sense of love and pride in local culture.

Canva media in Elementary Schools is usually referred to as media or tools whose users are very effective in supporting learning and developing creativity between teachers and students. Canva is a graphic design platform to make it easier for users to create various types of learning materials such as making posters, infographics and powerpoints for presentations. The use of this Canva media is very suitable for various ages including elementary schools. The use of digital media such as Canva in learning at SD Muhammadiyah 2 Krian is a significant innovation. With easily accessible features, Canva allows teachers to create interactive and interesting learning materials. Research shows that the use of appropriate digital media can increase student motivation and learning outcomes, especially when combined with student-focused learning methods.

Teachers interviewed stated that Canva's visual appearance and graphic design helped students concentrate better and understand the material better. In addition, student participation in projects using this digital media encourages them to develop their talents and interests.

To implement learning in a maximum way, teachers try to implement learning by using Canva learning media which contains various features that can be used such as features in terms of Education, the use of designs that suit what our class needs. So that the existence of this Canva application will develop creativity between teachers and students, learning will be much easier and students will feel happy when working on assignments or a particular project, will create learning outcomes and encourage students to improve their talents and interests. The results obtained state that there is an influence of learning media in the form of the use of this Canva media through our interview activities with one of the teachers. Before conducting the research, we conducted a trial by creating Canva media which will later be applied to students. The trial was carried out in order to determine the effect of Canva media on learning outcomes for students. If the trial is not carried out, the researcher will not be able to determine the effect of Canva media on student learning outcomes. The application of the Pancasila student profile at the elementary school level requires a planned pedagogical approach, such as through folklore, discussions, and practical activities such as social services. This approach helps students understand the values of Pancasila in real terms and apply them in everyday life. Based on the results of interviews and observations, students learn more effectively when they are involved in collaborative activities and are based on direct or real experiences. After conducting an interview with one of the teachers, data was obtained that the menus available in the Canva application are easy to use and teachers can find out the functions of several available items. One of the teachers said that the appearance and at the same time the menus available are very attractive when used and the use of this Canva media is very helpful in conveying some materials to students. The function of using this Canva media is that students find it easier to understand the material presented, not only that, students are more focused because in this Canva media there are various forms of designs or images,

color games so that students are interested in learning.

Solutions in Implementing Pancasila Education Although the implementation of Pancasila education and innovative learning methods provide many benefits, there are a number of challenges that need to be faced. One of the main challenges is the limited infrastructure and resources, especially in the use of digital media in schools located in remote areas. In addition, differences in understanding and interpretation of Pancasila values can also affect the consistency of its implementation in various schools. The implementation of Pancasila education and innovative learning methods offer a number of significant benefits for the development of students' character and abilities. However, there are a number of challenges that need to be faced to ensure the success of the implementation.

To overcome these challenges, support from various parties, including the government, schools, and the community, is essential. Regular teacher training is an important solution to ensure that they are able to utilize the latest technology and learning strategies effectively. In addition, the development of a flexible and adaptive curriculum is also needed so that the values of Pancasila. The government plays a crucial role in ensuring that the implementation of Pancasila education runs smoothly. One of the main challenges faced by many schools, especially in remote areas, is limited infrastructure and access to technology. For this reason, the government needs to strengthen its commitment to providing facilities that support the teaching and learning process throughout Indonesia, both urban and rural. The provision of technological devices such as computers, projectors, and adequate internet access must be a priority to improve the quality of education

CONCLUSION

This article highlights the importance of implementing Pancasila Education at the elementary school level, especially at SD Muhammadiyah 2 Krian, with innovative learning methods that utilize digital media such as Canva. Through an ethnopedagogical-based cooperative learning approach, students are

invited to collaborate, think critically, and understand the values of Pancasila in the context of everyday life. Learning outcomes show that the use of Canva effectively helps increase students' motivation, focus, and creativity in understanding the concept of Pancasila. However, there are still a number of challenges in implementation, such as limited infrastructure in remote areas and differences in understanding of Pancasila. To overcome these challenges, support from the government, schools, and the community is needed, especially in terms of providing digital infrastructure, regular teacher training, and developing a flexible and adaptive curriculum. This support is expected to increase the effectiveness of learning and ensure that the values of Pancasila continue to be relevant in the modern era.

The effective implementation of Pancasila education at SD Muhammadiyah 2 Krian has shown a positive impact in shaping students' character and social skills. With interactive learning methods and integration of local wisdom, students not only learn about the values of Pancasila but also practice them in their daily lives. The use of digital media such as Canva has increased students' creativity and motivation to learn, making the learning process more interesting and relevant to current developments. However, there are still several challenges such as limited resources and lack of consistency in implementation outside the school environment. Therefore, ongoing training is needed for teachers and closer collaboration between schools, parents, and communities. Thus, Pancasila education can continue to develop and make a significant contribution to the formation of a young generation with integrity and ready to face future challenges.

Pancasila education in elementary schools has a crucial role in shaping the character and skills of students. With an integrative and innovative approach, such as cooperative learning and the use of digital media, students can learn more effectively and enjoyably. Challenges in implementation can be overcome through comprehensive support from all elements of education and society.

The consistent implementation of Pancasila values will not only produce students with good character, but also be ready to face global challenges. Therefore, Pancasila education must continue to be strengthened and developed in order to provide optimal contribution to the formation of the nation's next generation that is superior and competitive.

ACKNOWLEDGEMENT

All praise is due to Allah SWT who has given His Grace and Blessings so that we can complete the article entitled "Implementation of Pancasila Education learning through the Ethnopedagogic-based Cooperative Learning Approach using Canva Media". The author would like to thank all parties who have supported and contributed to this research. Our deepest gratitude goes to SD Muhammadiyah 2 Krian who has given permission to carry out socialization as a supporter in the success of writing this article. Thank you to Muhammadiyah University of Sidoarjo for the facilities and academic support provided during the research process. We also appreciate the cooperation of the teachers, students, and parents who were involved as resource persons and participants in this study. Their active participation was very helpful in obtaining comprehensive and relevant data. We also thank our supervisor for their support and direction, so that we can complete this article as well as possible. And don't forget to my group friends for their help and completion of this article. We hope that this article can provide useful knowledge for the development of education, especially in learning Pancasila using Canva media, as well as being a reference for readers and educators in other schools.

REFERENCE

- Emi Ramadani. (2020). Strengthening character education through contextual learning models based on local wisdom. *Proceedings of the National Conference on Citizenship*, November, 77–84.
- Hanafiah, H., Rukiyanto, B. A., & . (2023). Utilization of technology in supporting learning: Interactive training in improving the quality of education. *Community*, 4(6),

- 13121–13129.
<http://journal.universitaspahlawan.ac.id/index.php/cdj/article/view/23614>
- Lahabu, E. J., Wantu, M. S., Cuga, C., & Mahmud, R. (2024). Instilling Pancasila values through local wisdom of making Upiya Karanji as a learning resource for civics at SMPN 6 Satap Pulubala, Gorontalo Regency. *Jambura Journal Civic Education*, 4(1), 375–398.
<https://doi.org/10.37905/jacedu.v4i1.25475>
- Makarim, N. (2020). Independent learning and the future of Indonesian education. *Speech at the National Education Conference*.
- Ministry of Education and Culture. (2020). *Independent curriculum guide: Pancasila student profile*. Jakarta: Ministry of Education and Culture.
- Muhammadiyah Mataram, U., Jayadi, S., Mayasari, D., & Winata, A. (2023). The impact of Pancasila education on students' understanding of democracy and human rights. *National Seminar on Paedagoria*, 3, 503–512.
- Safruddin, S., & Ahmad, R. (2020). Development of social studies education teaching materials based on local wisdom of Maja Labo Dahu for character building of junior high school students. *SANDHYAKALA Journal of History, Social and Cultural Education*, 1(2), 26–43.
<https://doi.org/10.31537/sandhyakala.v1i2.337>
- Sakinah, R. N., & Dewi, D. A. (2021). Implementation of Pancasila values as basic characters of the young generation in facing the era of Industrial Revolution 4.0. *Journal of Citizenship*, 5(1), 152–167.
<https://doi.org/10.31316/jk.v5i1.1432>
- Septianingsih, D., Burhanudin, M. Z., Fawzia, M., Irawati, H., & Wahyuni, P. A. (2024). Implementation of project-based learning method based on Canva technology to improve student creativity at SMA N 1 Tambun Selatan. *SSRN Electronic Journal*.
<https://doi.org/10.2139/ssrn.4837650>
- Suryadi, D., & Hidayat, A. (2021). The effectiveness of local wisdom-based learning in basic education. *Journal of Character Education*, 12(1), 45–58.
- Susilo, E., & Wijaya, R. (2023). Utilization of digital technology in 21st century learning. *Journal of Educational Innovation*, 15(3), 103–115.
- Wulandari, S., & Pratama, Y. (2022). Implementation of Pancasila education in the era of globalization. *Journal of Social Sciences and Education*, 7(2), 78–89.
- Yuliana, D., Baijuri, A., Suparto, A. A., Seituni, S., & Syukria, S. (2023). Utilization of the Canva application as a creative, innovative, and collaborative learning video media. *Journal of Information Technology Education (JUKANTI)*, 6(2), 247–257.
<https://doi.org/10.37792/jukanti.v6i2.1025>
- Zuriah, N. (2021). Best practices polysynchronous blended learning Elmu online learning platform in the new normal era. *Journal of Civic Law*, 6(1), 32–49.