Application of Canva Media in Entrepreneurship Project to Strengthen Pancasila Student Profile

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Article Info

ABSTRACT

Purpose of the study: This study aims to evaluate the effectiveness of Canva as a digital design medium in the implementation of the Pancasila Student Profile Strengthening Project (P5) with an entrepreneurship theme in elementary education.

Methodology: The research investigates how Canva facilitates students' character development, particularly in creativity, independence, collaboration, and critical thinking. Employing a descriptive qualitative approach within a case study design, the study involved classroom observations, in-depth interviews with school stakeholders, and documentation analysis of student work. Data triangulation and thematic narrative analysis were used to ensure validity and richness of interpretation.

Main Findings: The findings indicate that Canva significantly enhances students' engagement and character formation, supporting active, collaborative, and visually expressive learning. Teachers observed improved student autonomy and creativity, while students expressed pride and satisfaction in their work. Despite challenges such as limited device access and uneven digital literacy, adaptive strategies enabled inclusive participation.

Novelty/Originality of this study: The originality of this study lies in integrating a graphic design-based platform into project-based character education aligned with the Pancasila Profile framework. The results contribute to empirical insights on innovative and culturally grounded digital learning practices for primary education in the 21st century.

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1. INTRODUCTION

Basic education has a strategic function in shaping the character and competence of students as a whole[1]-[3]. National education not only aims to develop cognitive aspects, but also instills the noble values of the Indonesian nation through habituation of attitudes and behaviors that reflect the personality of Pancasila [4], [5]. The challenges of the era of globalization and rapid technological development require the strengthening of adaptive and relevant characters to the changing times. [6] reveals that:

"The influence of western culture is increasingly visible in the style of dress, language style, and lifestyle of students that are contrary to eastern Indonesian values,"

The Freedom of Learning policy launched by the Ministry of Education and Culture is a response to this urgent need. The Pancasila Student Profile, as the main framework in this policy, emphasizes six main character dimensions, namely faith and fear of God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity. All of these dimensions are integrated into project-based learning activities as a concrete form of contextual and transformative learning [7]-[9].

One of the dimensions that needs special attention is the strengthening of entrepreneurial character which includes independence, creativity, and leadership. The employment challenges faced by the Indonesian nation, such as the still high unemployment rate of higher education graduates, indicate the need for entrepreneurship learning from the elementary level. The family background and Entrepreneurship education significantly contribute to increasing students' interest in entrepreneurship. So that entrepreneurship education from an early age is considered crucial to build an economically independent generation and able to create jobs and overcome unemployment in Indonesia [10]-[12].

The development of digital technology opens up great opportunities in strengthening project-based learning. Canva Media, as a web-based graphic design platform, provides a wide range of visual features that can be leveraged to design engaging and contextual entrepreneurial materials[13], [14]. In the context of entrepreneurship learning, Canva makes it easy for students to create visual content such as logos, posters, and simple promotional materials that concretely reflect their business ideas [13].

Although various studies have confirmed the pedagogical benefits of Canva, most of them are still limited in scope and depth regarding affective and character-related outcomes. For instance, [15] demonstrated that Canva improved student creativity and learning outcomes in biology through design-based instruction. Yet, their study focused primarily on cognitive development and product quality without discussing student collaboration or reasoning. Similarly, [16] concluded that Canva promotes a positive digital learning experience, but did not explore how these experiences shape character attributes such as responsibility, cooperation, or critical thinking in project settings.

In the context of character education, [17] emphasized that Canva fosters student engagement in entrepreneurship learning; however, they did not systematically examine how such engagement translates into the internalization of the Pancasila values. This limitation becomes particularly important considering that the Independent Curriculum demands holistic development of students through project-based learning that embeds the six dimensions of the Pancasila Student Profile. Moreover, most previous research has relied on short-term interventions and self-reported data, with insufficient triangulation and limited analysis of learning processes [18].

These research gaps reveal three critical limitations: (1) a lack of focus on how Canva contributes to character formation beyond academic outcomes; (2) a paucity of studies evaluating students' critical reasoning and collaborative practices in entrepreneurial projects using Canva; and (3) insufficient empirical documentation of the learning dynamics and pedagogical strategies involved in the integration of digital media within P5 activities. Addressing these limitations is essential to develop a more comprehensive understanding of how technological tools like Canva can be used not only as instructional aids but also as vehicles for character-based education in primary schools.

Therefore, the objective of this research is to analyze the implementation of Canva media in P5 entrepreneurship projects at SD Negeri 2 Sumber, with specific focus on its contributions to students' critical thinking, independence, creativity, and mutual cooperation. This study aims to measure these dimensions operationally through triangulated qualitative data, contributing theoretically to the discourse of media-integrated character education and practically to the development of context-based project learning aligned with the Pancasila Profile framework.

2. RESEARCH METHOD

2.1. Research design

This study uses a qualitative approach with a descriptive design[19], [20], to gain an in-depth understanding of Canva's media implementation practices in entrepreneurial project activities as part of the Pancasila Student Profile Strengthening (P5). The main focus of the research is directed at teachers' efforts in facilitating Phase C (class VI) students to develop creative character, critical reasoning skills, and mutual cooperation through the use of Canva in designing entrepreneurial products.

2.2. Research subjects

The location of the research was determined at SD Negeri 2 Sumber, Wonogiri Regency, Central Java. The selection of the location was based on consideration of the characteristics of the school which has been actively integrating Canva media in the entrepreneurship-themed P5 activities since 2021. The research subjects consist of classroom teachers, Phase C students who are directly involved in project activities, as well as school

principals as key informants who understand the policies and implementation of the program at the education unit level.

2.3. Research instruments

The data collection technique used a combination of participatory observation, in-depth interviews, and documentation. Observations are conducted directly during classroom activities to observe student interaction, teacher roles, and the use of Canva in learning activities. Interviews were conducted with teachers, students, and principals to explore their experiences, perceptions, and reflections on the implementation of digital media-based P5. Documentation is used to collect secondary data in the form of learning implementation plans (RPP), the results of student designs.

2.4. Research procedures

The research instrument consists of observation sheets, interview guides, and documentation guidelines. The observation sheet is designed to record aspects of student involvement in the Pancasila Student Profile dimension such as independence, cooperation, and creativity in using Canva. The interview guide focuses on teachers' strategies for guiding project activities, the use of Canva's features, and students' responses to ongoing learning. The validation of the instrument was carried out through an expert judgment test involving two lecturers in the field of basic education and one elementary school practitioner. Each instrument was examined based on the feasibility aspects of content, clarity of language, relevance of indicators to the research objectives, and suitability in the field context. Input from experts is used to revise and refine the instrument before it is applied in the field. This validation aims to ensure that the measurement tools used are able to dig up the right and in-depth information according to the focus of the research.

2.5. Research analysis

Data analysis techniques are carried out interactively through the stages of data reduction, data presentation, thematic analysis, and conclusion drawing [21]. Data was analyzed by comparing observations, interviews, and documentation to get a complete picture of the effectiveness of using Canva to support student character building. Data reduction is carried out by grouping data according to the theme of the P5 indicator. The presentation of data is in the form of descriptive narratives, tables, and important quotes from informants. Thematic analysis was conducted to identify patterns of student participation, teacher teaching strategies, and group dynamics during the project. The validity of the data is guaranteed through source triangulation techniques and method triangulation. Source triangulation involves comparing information from teachers, students, and principals, while triangulation methods compare results from observations, interviews, and documentation. The validity and reliability of the data are also strengthened through member checking activities and discussions with experts.

This descriptive qualitative method provides a comprehensive overview of how Canva's media is used pedagogically in the context of the P5 theme of entrepreneurship, as well as how the process supports the character formation of students at the primary education level.

3. RESULTS AND DISCUSSION

3.1. Student activities in designing entrepreneurial products

Students show active involvement in the process of designing entrepreneurial products through Canva's digital media as part of the Pancasila Student Profile Strengthening Project (P5) activity with the theme of entrepreneurship. This process starts from the idea exploration stage to the refinement of the visual design. Each group designed product posters that reflected their business identity, whether in the form of food, crafts, or simple services that are relevant to the environment around the school.

Students develop designs by combining visual elements, text, and distinctive icons that they choose themselves based on their preferences and understanding of the product being developed. In this process, students' creative thinking skills and visual aesthetic abilities appear to develop gradually. The results of the observation noted that

"Students are able to generate creative ideas in designing products or designs for their entrepreneurial projects" (Observation Appendix, 2025).

This involvement was reinforced by the testimonies of the students. One student said that

"I love being able to create my own designs," while another student adds that "I'm happy to see my designs turn out to be good."

These two statements show a feeling of belonging and pride in the work, which is an important indicator in the development of independent and creative character.

Teachers also acknowledge the positive impact of using Canva in project-based learning. A teacher said that

"Using Canva is very helpful, students are more creative and independent," while another teacher confirms that "It helps me because Canva provides a lot of interesting templates that students can use."

This shows that digital media not only strengthens the technical aspects of design, but also facilitates the differentiation of students' abilities.

From the side of the school management, the principal stated that

"In general, the program is going well. Student enthusiasm increases, teachers are more creative, and there is an increase in collaboration. However, there are still records in time management and device readiness."

This statement shows that the implementation of P5 with a Canva-based digital approach has made a positive contribution to the development of a collaborative and contextual learning ecosystem, although there are still technical challenges that need to be overcome in the future.

Figure 1. Activities Using Canva

The design-based activities conducted using Canva represent an authentic learning process that integrates technological literacy, creativity, and character values in a single framework. Students are not only trained to think creatively but also to express ideas visually, manage collaborative tasks, and make reflective decisions that impact the quality of their work. This experiential process reinforces key dimensions of the Pancasila Student Profile—particularly independence, mutual cooperation, and critical reasoning—through real-life practice in teamwork, responsibility, and innovation. The use of Canva as a digital medium transforms students from passive knowledge recipients into active content creators, encouraging them to explore alternatives, manage their roles in a group, and revise their outputs based on feedback. These activities also foster the internalization of honesty, discipline, and perseverance, thus making the learning process not only cognitively stimulating but also ethically formative and socially meaningful.

Table 1. Triangulation of Entrepreneurial Product Design Activity Data

Data Source	Key Findings	Key Quotes
Observation	Students are able to generate creative ideas in entrepreneurial product design	"Students are capable of generating creative ideas..." (Appendix, 2025)
Student Interviews	Students feel happy and proud of their design results	"I love being able to make designs..." "I'm happy to see the results..."
Teacher Interviews	Canva helps students become more creative and independent	"Canva is very helpful, students are more creative and independent"
Principal Interview	The program increases students' enthusiasm and creativity	"The enthusiasm of students increases, teachers are more creative..."

3.2. Indications of strengthening the profile of pancasila students

The implementation of the P5 activity with the theme of entrepreneurship through the use of Canva digital media has made a significant contribution to strengthening the dimensions of the Pancasila Student Profile. The most prominent dimensions are reflected in the aspects of creativity, independence, mutual cooperation, and faith and noble character, which are recorded both through students' daily activities, teacher statements, and field observation notes.

The creative dimension can be seen from the ability of students to come up with original ideas for their entrepreneurial poster designs. In the observation sheet, it is noted that "Students are able to generate creative ideas in designing products or designs for their entrepreneurial projects." In fact, some students are able to modify the existing design to make it more attractive by adding visual elements such as icons and colors, as well as paying attention to the suitability of the message and marketing objectives. This is reinforced by the teacher's statement that students show improvements in expressing ideas visually, as well as being "more creative and independent when working with Canva."

The self-directed dimension is manifested when students show initiative to complete design tasks without always relying on the help of teachers. One student stated that he was proud to be "able to create his own design and choose the most suitable features," which reflected his confidence in making decisions. Teachers also assessed that students were "more courageous and confident to try something new," including when experiencing technical difficulties or having to manage time to complete the design on time.

Indications of mutual cooperation can be seen from the dynamics of active and collaborative group work. In interviews, students said that they "share tasks and help each other to get the design completed quickly." Observations show that most students are able to build healthy communication, divide roles fairly, and bring ideas together in a common product. The teacher noted that these activities "naturally encourage students to work together and learn to respect the opinions of others."

The dimensions of faith, fear of God, and noble character emerge through habituation of character values in the learning process. Students continue to carry out daily worship on the sidelines of project activities and understand the importance of honesty and responsibility in the group. In the observation notes, it is stated that students are able to show morals to themselves and others, especially when giving input or receiving suggestions on design. The principal emphasized that "the program not only builds technical skills, but also reinforces moral and social values that are essential for the formation of students' character."

The critical reasoning dimension also begins to grow as students analyze design choices based on the fit of the audience and the product's goals. Some students use strategies such as comparing designs with each other, or changing the arrangement of elements if they don't fit the context of the product. The teacher notes that this activity "teaches students to think logically in choosing appropriate colors, icons, and visual messages."

Finally, the global dimension of diversity is reflected in design choices that incorporate local cultural elements such as traditional foods or local patterns. Students stated that they chose images or elements that reflect Indonesian culture so that their products would be "more recognizable and memorable." This is an indication that students are not only aesthetically oriented, but also able to understand the importance of cultural identity in the world of entrepreneurship.

Table 2. Triangulation of the Dimensions of Pancasila Student Profile.

Dimensions of Pancasila Student Profile	Student Activity Indicators	Observation Data Sources	Interview Quotes
Faith and Noble Character	Carry out worship and show honesty and responsibility in the group	Students are able to apply morals to themselves and others as reflected in entrepreneurial activities	"This program not only builds technical skills, but also strengthens moral and social values." (Principal)
Critical Reasoning	Analyze design choices and adapt to the target audience	Students are able to analyze relevant information for problem-solving	"This activity teaches students to think logically in choosing colors, icons, and visual messages." (Teacher)
Creative	Produce original designs, develop visual ideas independently	Students are able to generate creative ideas in designing products or designs for their entrepreneurial projects	"Canva is very helpful, students are more creative and independent." (Teacher)
Self-sufficient	Determine design elements on your own and complete tasks without depending on the teacher	Students are able to make decisions to choose entrepreneurial design features or elements	"I can create my own designs and choose the right features." (Student)
Gotong Royong	Working together in groups, dividing roles, and respecting friends' opinions	Students actively participate in group role sharing	"We share tasks and help each other to get the design done quickly." (Student)
Global Diversity	Using local cultural design elements and valuing diversity in products	Students are able to realize the importance of cultural identity in the design process	"We chose Indonesian cultural images so that the products are better known." (Student)

Thus, entrepreneurial product design activities not only train digital and creative skills, but also become a strategic means to strengthen the six main dimensions of the Pancasila Student Profile in a real and contextual manner. Project-based learning that prioritizes technology and collaboration has been proven to be able to form the character of students who are adaptive, visionary, and have integrity.

3.3. Teacher and student reflections on using canva

The use of Canva in entrepreneurial project-based learning has generated positive reflections from teachers and students alike. Teachers consider that this platform provides convenience in supporting the achievement of learning goals based on the Pancasila Student Profile, especially in developing creativity, critical thinking, and student independence. A teacher said that

"The use of Canva is very helpful, students are more creative and independent," which shows a direct recognition of the pedagogical impact of this technology integration.

Another teacher noted that Canva provides templates and features that allow students to explore without limits, while freeing teachers from the dominance of one-way instruction. This is reflected in the statement "It helps that Canva provides a lot of interesting templates for students to use," which shows that it expands the role of teachers as facilitators and mentors in a more autonomous learning process.

From the student's side, the reflections that appear are very diverse, but generally show strong emotional involvement and confidence in the work produced. One student said that "I like to be able to create my own designs," which shows that there is a space for personal expression in the projects they are running. Another student stated that "I am happy to see the results of my design being good," as a form of satisfaction for the hard work that has been done independently and collaboratively.

Reflection also shows that using Canva makes the process of creating entrepreneurial posters easier, especially in the technical aspects such as font selection, colors, icons, and layouts. Although some students experienced technical difficulties at the beginning, such as limited devices or internet connections, they were able to overcome them with peer support and teacher guidance. This shows that student reflection reflects not only individual success, but also engagement in a collaborative learning ecosystem.

On the other hand, teachers also reflect that the use of Canva needs to be accompanied by strengthening digital literacy and habituating visual thinking. One of the teachers observed that some students need to be guided to develop a design that is communicative and relevant to the entrepreneurial message they want to convey. Therefore, this reflection is an evaluative basis for schools to improve technical and pedagogical assistance in the next learning session.

Table 3. Triangulation of Reflections on Using Canva in P5 Learning

Reflection Aspect	Key Findings	Teacher Quotes	Student Quotes	Observation Notes
Creativeness	Students are more free to express themselves and dare to innovate in design	"Canva is very helpful, students are more creative and independent."	"I like to be able to create my own designs."	Students produce diverse and original designs
Independence	Students can complete assignments without full dependence on teachers	"It helped me that Canva provided a lot of interesting templates."	"I can create my own designs and choose the right features."	Students develop designs independently even though they are not always accompanied
Satisfaction of the work	Students show pride in the results of the design	Teachers said students were more confident during presentations	"I'm happy to see my design turn out so well."	Students enthusiastically display the design results to the front of the class
Collaboration	Students help each other complete group designs	Teachers noted that the group's work was active and fair	"We share tasks and help each other to get the design done quickly."	Discussions and division of roles in the group went smoothly
Technology and media	Canva is considered effective and easy to use	"Canva is easy to understand and flexible for different types of tasks."	"Canva is fun and easy to learn to design."	Students operate basic Canva features appropriately

Overall, teacher and student reflections on Canva's use show that technology can be a catalyst for more active, creative, and meaningful learning. The platform is not only a visual aid, but also a reflective tool that

strengthens students' emotional engagement, learning autonomy, and character building. The reflections generated during this activity provide an important foundation for the development of more innovative and transformative P5 thematic learning in the future.

3.4. Challenges and solutions in implementation

The implementation of Canva media in the Pancasila Student Profile Strengthening Project (P5) activity with the theme of entrepreneurship in elementary schools cannot be separated from a number of technical and pedagogical challenges. Although in general this program received a positive response from students and teachers, the implementation process in the field still faces several obstacles that need to be examined strategically.

The first challenge arises from the aspect of uneven device availability and internet access among students. Some students do not have personal devices or have to share them with their group friends. This limitation causes the design work time to be unbalanced between groups. The teacher observed that "Some students have to wait their turn because not all of them have devices," while students say that "Sometimes I can't open Canva because the phone is shared with me." This shows that logistics factors are still the main obstacle in the integration of technology in elementary schools.

The second challenge lies in students' uneven digital literacy. While Canva is easy to use, there are still students who struggle to understand the navigation of the features, choose the appropriate elements, or save the design correctly. Observation notes that "Some students need further technical guidance in the early stages of using Canva." This causes teachers to need to provide extra assistance and divide attention to many groups at once, which affects the effectiveness of classroom management.

In addition, other challenges arise from time management and the division of tasks in group work. Not all groups are able to complete the design efficiently because there are still differences in initiative and skills in completing their respective roles. Some students are more dominant, while others tend to be passive. The teacher noted that "There are still groups that are not balanced in dividing tasks, so they must be directed further."

In response to these challenges, schools and teachers are implementing several adaptive solutions. To overcome device limitations, the school provides rotational computer lab sessions and facilitates groups that require additional work time. Teachers also create special mentoring schedules for students who need technical assistance, as well as provide simple Canva handbooks for students to learn independently at home.

In the aspect of strengthening collaboration, teachers encourage students to make a group work contract at the beginning of the activity, which contains the division of tasks and joint completion targets. This approach encourages responsibility and effective communication within the team. In addition, teachers apply group reflection after the learning session, so that each student can evaluate his or her role and provide input on the group dynamics.

From the school management side, the principal said that "We are aware of the need to improve ICT infrastructure and training for teachers and students gradually." This commitment shows that solutions are not only incidental, but also systemic and sustainable.

Table 4. Canva's Implementation Challenges and Solutions in P5 Activities

Challenge	Solution
Limited devices and internet access among students	Provision of computer laboratory sessions and school equipment on a rotating basis
Students' digital literacy is uneven	Technical mentoring by teachers and simple Canva guide creation
Difficulty navigating Canva's features and storage technicalities	Providing short training and simulations of using Canva at the beginning of the activity
Imbalance in the division of roles in the group	Implementation of group work contracts and reflection after activities
Uneven working time between groups	Rescheduling and additional work time for groups in need

Overall, the challenges in implementing Canva on P5 activities are not an absolute obstacle, but rather a reflective opportunity for schools to strengthen 21st century learning strategies. The combination of technical, pedagogical, and managerial approaches is the main key so that digital technology can truly become a tool to empower and spark students' creativity.

The application of Canva media in the Pancasila Student Profile Strengthening Project (P5) activity with the theme of entrepreneurship shows a significant contribution to the formation of students' 21st century character and skills. The activity of designing entrepreneurial products forms an interactive and reflective learning environment, which not only develops cognitive competence, but also fosters creativity, independence, and collaboration. The results of the observations showed that most students were able to operate Canva's basic

features and produce product designs that reflect local values. This activity contributes to strengthening the dimensions of creativity, critical reasoning, and global diversity.

One student said, "I feel proud to be able to create my own design, and my friends help me with suggestions." The phrase indicates a strong emotional and social involvement in the learning process. Teachers also reinforce that the use of Canva supports contextual and participatory learning goals. "Canva makes it easy for students to express their business ideas in visual form, even children who are usually passive look active," said one of the teachers. The principal emphasized that Canva's media is in line with the spirit of the Independent Curriculum which emphasizes autonomy and personalization of learning. "We welcome the use of Canva because it provides space for students to be creative while building character values," he explained.

Nevertheless, some challenges arise during the implementation of the program. Device limitations and digital literacy are still technical barriers. The teacher said that some students had difficulty navigating Canva's features or saving the design results[22]-[24]. This is reinforced by the observation that not all groups work in a balanced manner in completing the project. To address this, the school implemented adaptive solutions such as computer lab usage rotations, the creation of Canva guides, and short training before the project started [25]-[27].

Group work contract strategies and reflection sessions are also implemented to balance participation. This practice in line with design thinking through digital media can facilitate the active role of all members in a team, as long as there is appropriate pedagogical intervention[28]-[30]. In addition, these findings strengthen Vygotsky's theory of social constructivism [31] which emphasizes the importance of social interaction and scaffolding in meaningful learning, especially when students use technological media to craft authentic products.

This research has several limitations. First, the scope of data comes from only one elementary school, so generalization of results to a broader context is still limited. Second, the descriptive qualitative approach does not include in-depth quantitative measurements related to the increase in character dimensions. Third, the duration of program implementation is still short-term so that the sustainability of the impact has not been monitored longitudinally. This limitation is considered that 21st century learning must consider the sustainability of value internalization in the long term [32].

Further research is suggested to extend the scope of the context to different schools with different characteristics, as well as adopt a quantitative or mixed-method approach to strengthen the validity of the results. Longitudinal studies are also important to assess the sustainability of character strengthening. Future research can also explore the relationship between the stages of design thinking and the formation of the character of the Pancasila Student Profile in a more systematic manner. In addition, other P5 themes such as sustainable lifestyles or local culture can be examined to assess the consistency of Canva's effectiveness in various thematic contexts.

Compared to [15], whose study focused on Canva's cognitive impact in science subjects, this study emphasizes the affective-social aspects and shows how Canva mediates the internalization of character values during the project design process. Students exhibited a sense of ownership over their work, managed interpersonal dynamics in group settings, and made creative decisions independently—traits rarely examined in previous Canva-related studies. The triangulated data from observations, interviews, and documentation also reinforce the claim that digital media, when embedded into character education pedagogy, can produce meaningful behavioral outcomes, not just academic ones.

The novelty of this research lies in its analytical focus on how Canva mediates the intersection between digital creativity and character formation in primary education, particularly within the framework of the Pancasila Student Profile. Unlike prior research that treated Canva as a standalone design tool, this study explores Canva as a pedagogical scaffold supporting not only product creation but also student interaction, reflection, and values internalization. From an implementation perspective, this research underscores the potential of integrating Canva in P5 activities as a strategic instructional model to facilitate the six character dimensions of the Pancasila Student Profile in a contextual and experiential manner. Teachers and school leaders are encouraged to adopt Canva not just for aesthetic outputs, but as a medium for collaborative exploration, decision-making, and value negotiation among students. In curriculum practice, the structured integration of Canva-based tasks can serve as an anchor for interdisciplinary P5 projects, particularly in themes related to entrepreneurship, local culture, and global citizenship.

Despite its contributions, this study has several limitations. First, the research was limited to a single school site, which constrains the generalizability of the findings to wider contexts. Second, the data are based on short-term implementation cycles; thus, the long-term sustainability of character internalization remains untested. Third, although qualitative triangulation was employed, this study did not include quantitative validation of changes in character indicators, which would provide more robust evidence. Future research should consider mixed-method designs across diverse school settings and implement longitudinal tracking to evaluate the enduring impact of digital media-based character education.

The results of this study have direct implications for basic education practices. Teachers need training on the use of digital media pedagogically, not just technically. The curriculum needs to provide a flexible space for digital-based project learning to simultaneously strengthen competence and character. Canva has proven to

be an effective alternative medium for developing creativity, critical thinking, and collaboration, while strengthening the dimensions of national values such as mutual cooperation, honesty, and responsibility. If implemented systematically and sustainably, Canva's integration in P5 activities has the potential to be a transformative learning innovation in character education in elementary schools.

4. CONCLUSION

The application of Canva media in the Pancasila Student Profile Strengthening Project (P5) activity with the theme of entrepreneurship has proven effective in encouraging active participation of students and strengthening various dimensions of the main character. The design activities carried out by students not only foster creativity and critical thinking skills, but also build the values of mutual cooperation, independence, and diversity through collaborative work. Teachers and principals play a strategic role in designing relevant learning, supporting the use of technology, and creating a reflective and transformative learning ecosystem.

This research shows that the use of Canva as a digital medium can bridge the goal of strengthening character and increasing technology literacy at the elementary school level. Although there are still challenges such as limited infrastructure and digital skills gap, the school's adaptive and collaborative approach is able to make this project run optimally. The integration of digital media such as Canva can be recommended as one of the pedagogical strategies in the implementation of the Independent Curriculum, especially in strengthening the dimensions of the Pancasila Student Profile contextually and applicatively.

Based on these findings, it is recommended that schools invest in strengthening their digital infrastructure and provide continuous training for teachers and students on the pedagogical use of digital design tools. Teachers are encouraged to incorporate structured reflection and design-thinking strategies in project activities to deepen students' critical engagement and character awareness. At the policy level, curriculum developers and researchers should further explore the scalability of Canva-based learning across diverse school contexts, using mixed-method approaches to assess long-term impacts. These recommendations aim to support the sustainable integration of digital innovation in elementary education, particularly in realizing the vision of the Independent Curriculum and the holistic formation of the Pancasila Student Profile

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