

Training on Writing Independent Curriculum Teaching Modules Using the Canva Edu Application

Pelatihan Penulisan Modul Ajar Kurikulum Merdeka dengan Pemanfaatan Aplikasi Canva Edu

Syahrul R¹, Atmazaki², Yenni Hayati³, Ayu Gustia Ningsih⁴, Vivi Indriyani⁵

^{1,2,3,4,5} Universitas Negeri Padang,

*e-mail: syahrul@fbs.unp.ac.id¹, atmazaki@fbs.unp.ac.id², yennihayati@fbs.unp.ac.id³, ayugustia@fbs.unp.ac.id⁴, viviindriyani@fbs.unp.ac.id⁵

Abstract

The change in the curriculum in Indonesia from Curriculum 13 (K13) to the Independent Curriculum requires teachers to be ready to face these changes. Shifting from Learning Plans (RPP) to Teaching Modules is a necessity, involving increasing teacher digital competence. Teachers must be able to produce interesting teaching modules using the Canva application, which is integrated with the government's Belajar.id email. The teaching module is expected to be able to meet the need for interesting teaching tools based on local wisdom. However, the results of interviews with the head of the Subject Teachers' Conference (MGMP) of SMP Kota Pariaman showed shortcomings in the implementation of the Independent Curriculum. Teachers still lack skills in designing modules with Canva and existing modules do not reflect local wisdom. With this background, the community service team provided training to 20 MGMP Indonesian Language teachers in Pariaman City. The training aims to provide knowledge and skills in using Canva to design teaching modules in accordance with the Independent Curriculum, including the application of differentiated learning and local wisdom. The results of the questionnaire analysis show participant satisfaction with the training, increased knowledge and motivation to use Canva via the Belajar.id account. The resulting teaching module is considered good and interesting, having a positive impact on improving the quality of learning in the Independent Curriculum era.

Keywords: *Teaching Module Writing Training; Independent Curriculum; Canva App; Local wisdom*

Abstrak

Perubahan kurikulum di Indonesia dari Kurikulum 13 (K13) menjadi Kurikulum Merdeka menuntut para guru untuk siap menghadapi perubahan tersebut. Pergeseran dari Rancangan Pembelajaran (RPP) ke Modul Ajar menjadi keharusan, melibatkan peningkatan kompetensi digital guru. Guru harus mampu menghasilkan modul ajar menarik dengan menggunakan aplikasi Canva, yang terintegrasi dengan email belajar.id dari pemerintah. Modul ajar diharapkan mampu memenuhi kebutuhan perangkat ajar yang menarik dan berbasis kearifan lokal. Meskipun demikian, hasil wawancara dengan kepala Musyawarah Guru Mata Pelajaran (MGMP) SMP Kota Pariaman menunjukkan kekurangan dalam penerapan Kurikulum Merdeka. Guru masih kurang terampil dalam mendesain modul dengan Canva dan modul yang ada belum mencerminkan kearifan lokal. Dengan latar belakang ini, tim pengabdian masyarakat memberikan pelatihan kepada 20 guru MGMP Bahasa Indonesia Kota Pariaman. Pelatihan bertujuan memberikan pengetahuan dan keterampilan menggunakan Canva untuk mendesain modul ajar sesuai dengan Kurikulum Merdeka, termasuk penerapan pembelajaran berdiferensiasi dan kearifan lokal. Hasil analisis angket menunjukkan kepuasan peserta terhadap pelatihan, peningkatan pengetahuan, dan motivasi menggunakan Canva melalui akun belajar.id. Modul ajar yang dihasilkan dinilai baik dan menarik, memberikan dampak positif pada peningkatan kualitas pembelajaran di era Kurikulum Merdeka.

Kata kunci: *Pelatihan Penulisan Modul Ajar; Kurikulum Merdeka; Aplikasi Canva; Kearifan Lokal*

1. INTRODUCTION

Curriculum changes are common in the world of education, and Indonesia is no exception. The development of Curriculum 13 (K13) into an Independent Curriculum is an ambitious step in facing the challenges of education in the 21st century. The Merdeka Curriculum brings significant

changes in learning approaches, learning tools and competencies that teachers must have. One of the main changes is the shift from using Learning Plans (RPP) to teaching modules as the main tool in supporting learning. Teaching modules in the context of the Independent Curriculum are expected to be a means that can improve the quality of learning, inspire students, and keep up with technological developments. However, the implementation of the Independent Curriculum and the shift to using teaching modules is not without obstacles. Teachers throughout Indonesia are expected to not only master software for designing teaching modules, such as Canva, but also integrate elements of local wisdom in learning content.

The problem that arises is that not all teachers are ready to face this change, especially in terms of mastery of technology and the ability to develop quality teaching modules. In the context of Kota Pariaman, the results of interviews with the SMP Subject Teachers' Conference (MGMP) revealed that the majority of teachers were not yet skilled in designing teaching modules using Canva. Apart from that, the teaching modules that have been created by teachers do not always reflect local wisdom, which should be one of the main characteristics of the Independent Curriculum. In this context, research and training in writing teaching modules in education are important. Lecturers in the Indonesian and Regional Language and Literature departments are expected to be able to provide guidance to teachers to overcome this obstacle. The training is a way to strengthen teachers' skills in using the Canva application and include elements of local wisdom in their teaching modules.

The problem with partners is that Pariaman City Middle School teachers do not understand the concept of an independent curriculum and teachers are unable to create, modify and develop teaching modules. Creating teaching modules, modifying and developing them. This PKM activity aims to equip Pariaman City Middle School teachers to be able to create teaching modules, modify and develop them in accordance with the objectives of strengthening PPP. The most appropriate form of activity to equip these teachers is training and mentoring. Training activities are carried out systematically, starting from theoretical to practical activities, namely by using lecture, discussion, question and answer, demonstration and assignment methods. The training participants were Pariaman City Middle School teachers. As a result of this PKM activity, teachers can create, modify and develop independent curriculum teaching modules.

Education is one of the important pillars in the development of a country. To answer the challenges of the 21st century, changes in the education system are a must. In Indonesia, curriculum changes are a significant step taken to ensure that the education provided is in line with current needs. One of the important milestones in the development of the Indonesian education system is the transition from Curriculum 13 (K13) to the Independent Curriculum. The Merdeka Curriculum introduces ambitious changes in learning approaches, learning tools, and the competencies that teachers must have. One of the main changes is the replacement of Learning Plans (RPP) with teaching modules as the main tool in supporting learning. The teaching module is expected to improve the quality of learning, inspire students, and keep up with technological developments. However, like many changes, the implementation of the Independent Curriculum does not always go smoothly.

The problem that arises is that not all teachers are ready to face this change, especially in terms of mastery of technology and the ability to develop quality teaching modules. In the context of Kota Pariaman, the results of interviews with the SMP Subject Teachers' Conference (MGMP) revealed that the majority of teachers were not yet skilled in designing teaching modules using tools such as Canva. Apart from that, the teaching modules that have been created by teachers do not always reflect local wisdom, which should be one of the main characteristics of the Independent Curriculum. Overcoming this problem is important in efforts to improve the quality of education in Pariaman City. Therefore, lecturers from the Department of Indonesian and Regional Languages and Literature decided to provide guidance to teachers in the region. The training is a way to strengthen teachers' skills in using the Canva application and include elements of local wisdom in their teaching modules.

The main problem that arises is that junior high school teachers in Kota Pariaman do not understand the concept of an independent curriculum, and they are unable to create, modify or develop teaching modules. In the context of the Independent Curriculum, this is a significant obstacle to delivering quality learning. This Community Service Activity (PKM) aims to equip junior high school teachers in Pariaman City to be able to create teaching modules, modify and develop them in accordance with the aim of strengthening the Pancasila Student Profile (PPP). The most appropriate form of activity to achieve this goal is training and mentoring. Training activities are carried out systematically, starting from theoretical activities to practical activities. In this training, lecture methods, discussions, questions and answers, demonstrations, and giving assignments to participants will be used. The training participants are junior high school teachers in Pariaman City who play a key role in implementing the Independent Curriculum. As a result of this PKM activity, teachers can create, modify and develop teaching modules that are in accordance with the Independent Curriculum, that reflect local wisdom, and that can improve the quality of learning in Kota Pariaman.

Before entering into a discussion about the training carried out, it is important to understand well what teachers in Kota Pariaman face. The Independent Curriculum is a concept that aims to create students who are more independent in learning, more creative, and have critical thinking skills. One of the main changes in the Independent Curriculum is the use of teaching modules as the main tool to support learning. This teaching module, if used well, can help students in the independent and creative learning process. However, teachers must be able to design teaching modules that are relevant, interesting, and in accordance with student characteristics and local wisdom.

2. METHOD

In order to improve skills in designing teaching modules using the Canva application, a community service activity in the form of training was held. This activity was attended by 20 Pariaman City Indonesian Language MGMP teachers, consisting of 20 female teachers, who are Community Service (PKM) partners in educational empowerment efforts. The focus of this training activity is to introduce and explore the use of Prezi Learning Media. Workshop participants were given an understanding of the steps for using the Canva application in creating teaching modules. How to register using a Belajar.id account, and effective strategies in integrating differentiated learning in Indonesian language learning. Apart from that, the creation of teaching modules also takes into account students' socio-emotional aspects. The service team chooses an approach that is tailored to each activity session. Table 1 contains details of the methods used, including the use of lectures, demonstrations, discussions and direct practice to ensure a deep understanding of the use of the Canva application via the Belajar.id account in designing teaching modules. Evaluation of the success of the activity is carried out by giving questionnaires to participants. The instruments used include a survey of participants' knowledge and motivation in using the Canva application in creating teaching modules containing local wisdom, as well as evaluation of the products they produce. This training activity aims to make a positive contribution to improving the quality of education, especially for junior high school Indonesian language teachers in Kota Pariaman. This is in line with the results of recent research which shows that the use of the Canva application in designing teaching modules is very important, especially in the context of learning based on the independent curriculum, so the use of technology is highly recommended by the Indonesian government. Thus, the training on creating independent curriculum teaching modules containing local wisdom using the Canva application was successfully carried out. The teachers have been able to write teaching modules that are interesting and in line with curriculum demands.

Table 1. Program Method

Materi (Subject)	Metode (Methods)	Instrumen (Instruments)
Modul ajar bermuatan kearifan lokal (Local Wisdom)	Differentiated Learning in Merdeka Curriculum	Presentation and Q&A (Question and Answer) Observation Sheet
Modul ajar kurikulum merdeka (Merdeka Curriculum)	Presentation and Q&A (Question and Answer) Practice (Praktik)	Observation Sheet
Registration for Canva app through belajar.id		
Modul ajar bermuatan sosio emosional (Socio-Emotional)	Presentation, Q&A, and Practice	Check the list

3. RESULTS AND DISCUSSION

The stages of community service activities consist of obtaining permits, socializing the program to partner locations, preparing training materials, implementing service programs, and evaluating training. Service activities were carried out after obtaining approval from the partner location and were carried out on 15, 22 and 29 August 2023 at SMP N 1 Kota Pariaman, West Sumatra. The training on writing independent curriculum teaching modules was attended by 20 teachers, 20 female teachers. The training began with a discussion of teaching modules containing local wisdom and continued with presentation of differentiated learning materials in the independent curriculum. The training on August 15 2023 closed with the delivery of material regarding the use of the Canva application in designing interesting teaching modules for teachers. Training participants are accompanied to register for the Canva application with a Belajar.id account, then start utilizing the features in the application to produce interesting teaching modules. Teachers are very enthusiastic about using the Canva application, especially using a Belajar.id account, so teachers can use various interesting and varied templates.

Independent curriculum teaching module training will continue on August 22 2023 with socio-emotional learning material on writing independent curriculum teaching modules. In the learning implementation section, the learning stages are visible which show the integration of socio-emotional learning theory in Indonesian language learning. On August 29 2023, the teachers were again accompanied by instructors in writing independent curriculum teaching modules containing local wisdom. Teaching modules will be prepared by teachers for later review by instructors. Service activities are carried out in five stages, namely: (1) Arranging implementation permits, (2) Socialization of the program to Indonesian MGMP partner locations in Pariaman City, (3) Preparation of training materials, (4) Implementation of the service program, (5) Evaluation of training. The service is carried out after obtaining permission for the place and time from the partner location. The next step for the service team is to prepare training materials including (1) teaching modules containing local wisdom, (2) teaching modules in accordance with differentiated learning, (3) use of the Canva application with a Belajar.id account, registration and practice and (3) teaching modules in accordance with socio-emotional development of children.

The first stage of this service activity is obtaining an implementation permit. This permit is needed to ensure that all processes run in accordance with applicable regulations and approvals. In this stage, the service team ensures that all administrative requirements are met and obtains official permission to carry out service activities. The next step is to socialize the program to partners, namely MGMP Bahasa Indonesia Kota Pariaman. This socialization aims to ensure that all parties involved understand well the objectives, scope and schedule of activities. In this stage, meetings and discussions are held with partners to reach a mutual understanding regarding

program implementation. The third stage involves the preparation of comprehensive training materials. The training material covers several important aspects, this can be seen in table 2 below:

Table 2. Training materials for writing independent curriculum teaching modules

No.	Training Material	Description
1	Module with Local Wisdom Content	Understanding the importance of incorporating local wisdom elements into teaching modules to align with local culture.
2	Module for Differentiated Learning	Explaining different teaching approaches for students with diverse needs.
3	Utilizing Canva App with Belajar.id Account	Introducing teachers to the use of Canva design tool for creating engaging teaching modules. Instructions on registration and practice using Canva with Belajar.id account.
4	Module for Socio-Emotional Development	Focusing on the significance of socio-emotional aspects in education and how to integrate them into teaching modules.

After all preparations are complete, the implementation phase of the service program begins. This training activity is held following a predetermined schedule. The participating teachers were present on 15, 22 and 29 August 2023 at SMP N 1 Kota Pariaman, West Sumatra. The training activity began with a discussion of teaching modules containing local wisdom, which was followed by a presentation of material on differentiated learning in the context of the Independent Curriculum. On August 15 2023, the training closed with the delivery of material regarding the use of the Canva application in designing interesting teaching modules for teachers. Training participants are accompanied to register for the Canva application with a Belajar.id account and then start utilizing the features in the application to produce interesting and varied teaching modules. Training activities will continue on August 22 2023 with a focus on socio-emotional aspects in writing Independent Curriculum teaching modules. At the implementation stage, teachers can see the learning stages that reflect the integration of socio-emotional learning theory in Indonesian language learning. The final stage is training evaluation. This evaluation is important to measure the effectiveness of the training and get feedback from participants. Evaluation is carried out by giving questionnaires to participants which includes an assessment of the knowledge gained during the training and evaluation of the products produced by the participants, namely the teaching modules they designed. The evaluation results are used as a basis for improving and developing training programs in the future.

The training was opened by the head of the Youth and Sports Department of Pariaman City, starting with remarks from the head of the service team, Prof. Dr. Syahrul R, M. Pd.. The first session of the activity was the delivery of teaching module material containing local wisdom for junior high school students, in accordance with the independent curriculum. Pariaman City Indonesian Language MGMP teachers again received independent curriculum teaching module material, namely differentiated learning in teaching modules. The first day of training closed with material on using the Canva application in designing independent curriculum teaching modules. Training participants are accompanied in registering for the Canva application using a Belajar.id account. In the question and answer session, the training participants showed a good understanding of the material, especially because the training participants were generally young teachers who were used to using computers for learning. This training activity was deemed successful by distributing questionnaires regarding knowledge and evaluation, as well as product assessments to participants. The instruments used were knowledge and motivation surveys, as well as product checklists.

1. Introduction to Teaching Modules containing Local Wisdom

Before discussing the application of local wisdom in the teaching module for the Indonesian language subject of the Independent Curriculum, the presenter of the training activity must first understand what is meant by a teaching module. The speaker explained that a teaching module is a tool or learning material that is designed systematically to help students understand and learn certain subject matter (Rahman et al., 2022). Teaching modules have a well-organized structure, providing information, guidance, assignments, and other supporting materials needed by students to achieve learning goals. The Independent Curriculum is an educational curriculum implemented in Indonesia with the aim of providing freedom to schools and teachers in developing the curriculum according to local needs. One important aspect of the Merdeka Curriculum is the integration of local wisdom in learning (Bulkani et al., 2022). Local wisdom refers to the values, culture, traditions and local knowledge possessed by the people of an area (Diab et al., 2022; Lubis et al., 2022). The integration of local wisdom in teaching modules for Indonesian language subjects is a necessity to ensure that the education provided is in accordance with the social and cultural realities of each region (Muhammad et al., 2022; Pajarianto et al., 2022).

Table 3 Training steps for teaching modules containing local wisdom

No.	Step	Description
1	Introduction to Local Wisdom	Identifying and understanding local wisdom in the region, including values, customs, folklore, and unique cultural aspects.
2	Integration of Local Wisdom	Integrating elements of local wisdom into the learning objectives of the Indonesian language subject.
3	Designing Relevant Teaching Modules	Creating teaching modules that reflect local wisdom with relevant content, activities, tasks, and examples.
4	Practical Activities	Accommodating practical activities that allow students to apply their knowledge of local wisdom.
5	Evaluation Reflecting Local Wisdom	Using an evaluation system that reflects students' understanding of local wisdom and their ability to apply it in real-life contexts.



Figure 1. Introduction to teaching modules containing local wisdom

2. Teaching module integrated with differentiated learning

The first day of training continued with strategies for creating integrated differentiated learning teaching modules in accordance with the Independent Curriculum. The training participants, namely 20 teachers from MGMP Indonesian Language Middle Schools in Pariaman City, were very enthusiastic about understanding and implementing this strategy in developing their teaching modules. The strategy for creating integrated differentiated learning teaching modules aims to create learning materials that can accommodate the needs of students with varying levels of understanding and learning styles. In this training, participants learn how to identify student characteristics, analyze their needs, and design teaching modules that are able to provide challenges and support according to individual needs. A differentiated approach to learning allows teachers to create learning experiences that are more inclusive and responsive to student diversity.

Training participants are taught how to:

1. Identifying Student Needs. Teachers learn to recognize the different levels of understanding, interests, and learning styles that exist in their classrooms. It involves observing students and interacting with them.
2. Design Differentiated Activities. Training participants understand the importance of designing different learning activities according to students' level of understanding. This includes the use of different types of resources, assignments, and assessments.
3. Providing Additional Support. Participants learn to provide additional support to students who need it, whether through direct instruction, assistance, or providing additional resources.
4. Use of Technology. Training participants are also taught how to utilize technology to create differentiated learning materials. This may include the use of online learning platforms, graphic design software, and other supporting applications (Chandra Handa, 2019; Jamaluddin et al., 2022; Lim & Park, 2022; Thapliyal et al., 2022).

During practical sessions, trainees have the opportunity to design modules according to the characteristics of their students. They work in small groups, collaborate, and share creative ideas to create learning materials that engage and support all students. With this training, teachers in Kota Pariaman are expected to be able to develop teaching modules that are more responsive to the diversity of their students, so that the education they provide can be more effective and inclusive.



Figure 2. Teaching module integrated with differentiated learning

3. Design a teaching module using the Canva application

In order to produce interesting teaching modules, the training ended with assistance in using the Canva application in designing teaching modules. At this stage, the training participants end with assistance in using the Canva application to design interesting teaching modules (Hasnawati, 2023; Mudinillah & Rizaldi, 2021; Saputra et al., 2022). Teachers in Kota Pariaman were given practical guidance on how to apply their knowledge of Canva in creating teaching modules that are in line with the Merdeka Curriculum.

Practical steps in designing teaching modules using Canva involve:

1. Template Selection: Trainees can choose a Canva template that suits their learning objectives and teaching module content. This template can be customized and redesigned according to preferences.
2. Adding Content: Teachers are given guidance on how to add text, images, illustrations, graphics and other design elements to teaching modules. They can upload their own materials or utilize Canva's image library.
3. Layout and Design: Trainees learn to layout and design their teaching modules. This includes positioning text, setting image sizes, selecting fonts, and applying a consistent design style.
4. Use of Language: If relevant, teachers are also taught to consider the use of local language or terms that are appropriate to the local wisdom context.
5. Page Arrangement: Trainees understand how to organize pages in a teaching module, including dividing content, using headings, subtitles, and page numbering.
6. Storage and Sharing: The instructor provides guidance on how to save the teaching module in an appropriate format, such as PDF. Additionally, they are taught how to share teaching modules with students via various platforms, if necessary.
7. Practice: During the practice session, trainees have the opportunity to apply their knowledge and skills in designing teaching modules using Canva. They can create examples of teaching modules that suit their subjects and local wisdom (Elsa & Anwar, 2021; Rahmawati et al., 2023).

With this assistance, it is hoped that teachers in Kota Pariaman will have the ability to create interesting and creative teaching modules using Canva technology. This teaching module can be an effective tool in supporting student learning in accordance with the Independent Curriculum, as well as promoting local wisdom and regional culture.



Figure 3. Using the Canva application

4. Integrated teaching module for socio-emotional learning

The independent curriculum teaching module must pay attention to the socio-emotional nature of students, so that this training is complemented by the teacher's understanding of the socio-emotional material in the independent curriculum teaching module. The importance of paying attention to the socio-emotional aspects of students in learning has become a main concern in the Independent Curriculum. Most teachers in Kota Pariaman realize that learning is not only limited to the transfer of knowledge, but also involves students' socio-emotional development. In this training, the training participants were given an in-depth understanding of the importance of including socio-emotional aspects in the Independent Curriculum teaching module.

Some of the main points they learned include:

1. Understanding Socio-Emotional Aspects: Teachers are taught about various socio-emotional aspects, such as communication skills, emotional intelligence, empathy, conflict resolution, and so on. They understand how important these aspects are in forming students who are more balanced and ready to face social and emotional challenges.
2. Socio-Emotional Integration in Learning Objectives: The next step is to integrate socio-emotional aspects in the learning objectives of the teaching module. Learning objectives must include developing students' socio-emotional competencies, such as the ability to collaborate, empathize and communicate.
3. Use of Case Studies: Training participants are given case studies and concrete examples of how socio-emotional can be integrated in teaching modules. This helps teachers understand how to teach students to recognize and manage emotions, communicate effectively, and interact well in social settings.
4. Design of Socio-Emotional Activities: Teachers learn to design activities and assignments in teaching modules that support the development of students' socio-emotional aspects. This can include role-playing, group discussions, collaborative projects, and other activities that encourage positive social interactions.
5. Socio-Emotional Evaluation: The evaluation system used must reflect students' understanding of socio-emotional aspects. Teachers are given guidance on how to measure student progress in terms of socio-emotional abilities (Denston et al., 2022; Hemi & Kasperski, 2023; López et al., 2022; Mondi et al., 2021).

With a deep understanding of socio-emotional aspects and how to integrate them into teaching modules, teachers in Kota Pariaman are expected to be able to create more holistic learning materials. Their teaching modules will help students not only improve academic knowledge, but also develop socio-emotional skills that are important in everyday life. That way, the education they provide will be more relevant and support students' overall development in accordance with the spirit of the Independent Curriculum.

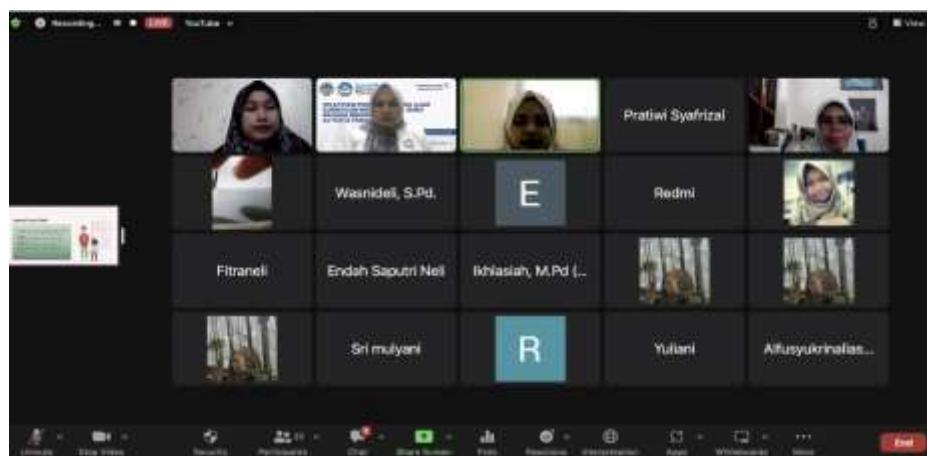


Figure 4. Integrated teaching module for socio-emotional learning

5. Practice creating independent curriculum teaching modules

Next, the training participants were given guidance on how to use the Canva application to create interesting and effective teaching modules. The speaker shows several examples of teaching modules that have been created using Canva, and explains how to create these teaching modules. Training participants are given the opportunity to try creating simple teaching modules using the Canva application with the help of the presenter. In this session, the presenters also provided tips and tricks on how to create interesting teaching modules, such as using images and videos, good layout, and the right use of animation. The participants were given time to experiment and try to create interesting teaching modules with the help of the presenters.

The training session ended with the presenter giving the participants the opportunity to ask questions and clarify things they still did not understand. After that, the participants were given the opportunity to present their work in front of the class and were given feedback by the presenter and their classmates. Overall, this Prezi training session was considered very useful and succeeded in improving the participants' abilities in creating interesting and effective teaching modules using the Canva application.

4. CONCLUSION

This service activity was successful in providing understanding, skills and tools to teachers in Pariaman City. In this way, they are expected to be able to develop teaching modules that are relevant, differentiated and pay attention to socio-emotional aspects, as well as making Canva an effective design tool. This training provides a good overview of how to develop teaching modules that are in line with the objectives of the Merdeka Curriculum, including local wisdom and socio-emotional aspects of students. In addition, the use of technology in learning, such as the Canva application, provides teachers with innovative tools in creating interesting learning materials.

ACKNOWLEDGMENT

The implementation of this service project involves many parties who take an active role. We would like to express our deepest gratitude to the Institute for Research and Community Service (LP2M) Padang State University which has provided funds for this service so that it can be carried out with contract number 1792/UN35.15/PM/2023. We would also like to thank the chairman of the Pariaman City Indonesian Language MGMP for giving permission to carry out this activity at Pariaman City 1 Middle School. Apart from that, we also want to express our highest appreciation to the participating teachers who enthusiastically took part in this activity. We also do not forget to thank the service team who have worked hard to carry out this activity successfully. Thorough preparation, smooth implementation, and satisfactory results will not be achieved without hard efforts from all parties involved in this project.

Bibliography

Bulkani, Fatchurahman, M., Adella, H., & Andi Setiawan, M. (2022). Development of animation learning media based on local wisdom to improve student learning outcomes in elementary schools. *International Journal of Instruction*, 15(1). <https://doi.org/10.29333/iji.2022.1514a>

Chandra Handa, M. (2019). Leading Differentiated Learning for the Gifted. *Roeper Review*, 41(2). <https://doi.org/10.1080/02783193.2019.1585213>

Denston, A., Martin, R., Fickel, L. H., & O'Toole, V. (2022). Strengthening Socio-Emotional Learning in Aotearoa New Zealand: Teacher and Whānau Understandings of Wellbeing. *New Zealand Journal of Educational Studies*, 57(2). <https://doi.org/10.1007/s40841-022-00261-4>

Diab, A. L., Pabbajah, M., Nurina Widayanti, R., Muthalib, L. M., & Fajar Widayatmoko, W. (2022). Accommodation of local wisdom in conflict resolution of Indonesia's urban society. *Cogent Social Sciences*, 8(1). <https://doi.org/10.1080/23311886.2022.2153413>

Elsa, E., & Anwar, K. (2021). The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, 5(1). <https://doi.org/10.30587/jetlal.v5i1.2253>

Hasnawati, H. (2023). Analysis of Learning Design Using The Canva Application in Information and Communication Technology (ICT)Training. *12 Waiheru*, 9(1). <https://doi.org/10.47655/12waiheru.v9i1.143>

Hemi, M. E., & Kasperski, R. (2023). Development and validation of 'EduSEL': Educators' Socio-Emotional Learning questionnaire. *Personality and Individual Differences*, 201. <https://doi.org/10.1016/j.paid.2022.111926>

Jamaluddin, J. E., Abidin, I. Z., Azree Idris, M., & Masrom, U. K. (2022). Designing Lessons for Differentiated Learning Using Moodle LMS. *AIP Conference Proceedings*, 2433. <https://doi.org/10.1063/5.0098540>

Lim, Y., & Park, H. (2022). Who have fallen behind? The educational reform toward differentiated learning opportunities and growing educational inequality in South Korea. *International Journal of Educational Development*, 92. <https://doi.org/10.1016/j.ijedudev.2022.102599>

López, C. V. L., Martín, N. G. L. S., & Valenzuela, E. E. Z. (2022). School micropolitics and socio-emotional learning as catalysts for social cohesion. *Foro de Educacion*, 20(1). <https://doi.org/10.14516/FDE.886>

Lubis, S. P. W., Suryadarma, I. G. P., Paidi, & Yanto, B. E. (2022). The Effectiveness of Problem-based learning with Local Wisdom oriented to Socio-Scientific Issues. *International Journal of Instruction*, 15(2). <https://doi.org/10.29333/iji.2022.15225a>

Mondi, C. F., Giovaneli, A., & Reynolds, A. J. (2021). Fostering socio-emotional learning through early childhood intervention. In *International Journal of Child Care and Education Policy* (Vol. 15, Issue 1). <https://doi.org/10.1186/s40723-021-00084-8>

Mudinillah, A., & Rizaldi, M. (2021). Using the Canva Application as an Arabic Learning Media at SMA Plus Panyabungan. *At-Tasyrih: Jurnal Pendidikan Dan Hukum Islam*, 7(2). <https://doi.org/10.55849/attasyrih.v7i2.67>

Muhammad, U. A., Fuad, M., Ariyani, F., & Suyanto, E. (2022). Bibliometric analysis of local wisdom-based learning: Direction for future history education research. *International Journal of Evaluation and Research in Education*, 11(4). <https://doi.org/10.11591/ijere.v11i4.23547>

Pajarianto, H., Pribadi, I., & Sari, P. (2022). Tolerance between religions through the role of local wisdom and religious moderation. *HTS Teologiese Studies / Theological Studies*, 78(4). <https://doi.org/10.4102/hts.v78i4.7043>

Rahman, A., Wasino, Suyahmo, Arsal, T., & Shintasiwi, F. A. (2022). Local wisdom and strengthening social integration in multiethnic society post-aceh conflict. *Kasetsart Journal of Social Sciences*, 43(3). <https://doi.org/10.34044/j.kjss.2022.43.3.06>

Rahmawati, R., M, U., Takdir, M., Hermansyah, S., Barroso, U., & Intes, A. (2023). The Effect of Using The Canva Application On Social Science Learning Outcomes Of Class VII Students Of Upt UPT SMP Negeri 3 Pitu Riase. *Journal International Inspire Education Technology*, 2(2). <https://doi.org/10.55849/jiiet.v2i2.444>

Saputra, A. G., Rahmawati, T., Andrew, B., & Amri, Y. (2022). Using Canva Application for Elementary School Learning Media. *Scientechno: Journal of Science and Technology*, 1(1). <https://doi.org/10.55849/scientechno.v1i1.4>

Thapliyal, M., Ahuja, N. J., Shankar, A., Cheng, X., & Kumar, M. (2022). A differentiated learning environment in domain model for learning disabled learners. *Journal of Computing in Higher Education*, 34(1). <https://doi.org/10.1007/s12528-021-09278-y>