

# Analysis of Digital Technology-Based Visual Arts Learning at Cahaya Khalifah Islamic Elementary School

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## Abstract:

This study aimed to analyze the implementation of digital technology-based fine arts learning in developing the creativity of sixth-grade students at Cahaya Khalifah Islamic Elementary School. The research used a qualitative method with a case study approach involving one teacher and 20 students as participants. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman interactive analysis model, including data reduction, data display, and conclusion drawing. The findings showed that digital technology-based fine arts learning was implemented through three stages: introduction, core activities, and closing activities. In the learning process, teachers acted as facilitators who guided students in utilizing various digital platforms such as Canva, Pinterest, Google Images, WhatsApp, and artificial intelligence applications to create visual artworks. The integration of digital technology encouraged students to explore ideas more freely and creatively. Students' creativity developed in four dimensions: fluency, flexibility, originality, and elaboration. Furthermore, the use of digital media increased students' motivation, participation, confidence, and engagement during learning activities. Students became more active in expressing artistic ideas, collaborating with peers, and producing innovative visual artworks. The study concludes that digital technology-based fine arts learning effectively supports the development of students' creativity and provides broader opportunities for artistic exploration through innovative and interactive digital media in elementary school learning.

**Keywords:** Creativity; Digital Technology; Elementary School; Fine Arts Learning; Visual Arts Education

## Introduction

Fine arts education plays an important role in fostering creativity, aesthetic awareness, and self-expression among elementary school students. Previous studies have demonstrated that digital technology integration in visual arts learning enhances students' engagement, motivation, and creative abilities. Digital applications such as Canva and other visual platforms provide opportunities for students to develop artistic ideas more interactively (Fatikawati et al., 2024),.

However, previous research has predominantly focused on the general benefits of educational technology, while limited studies specifically examine how digital technology-based visual arts learning contributes to elementary students' creativity development within Islamic elementary school contexts. This gap highlights the need to investigate how digital technology integration supports creativity dimensions in visual arts education (Chandra et al., 2025). Therefore, this study aims to analyze the implementation of digital

technology-based visual arts learning and its contribution to students' creativity development at Cahaya Khalifah Islamic Elementary School.

Fine arts play a vital role in helping elementary school students develop their creative, aesthetic, and expressive abilities. Through fine arts activities, students learn to express feelings, understand the values of beauty, and think imaginatively. According to the Merdeka curriculum, fine arts lessons focus not only on technical skills but also serve as a means of character building, developing creativity, and enhancing critical and innovative thinking skills (Partogi et al., 2025) Therefore, fine arts in elementary schools should be a platform for students to experiment, imagine, and develop original ideas.

The findings of previous studies indicate that technology-supported learning environments encourage creative exploration and active participation. However, contextual differences in learning implementation suggest the need for further investigation regarding instructional strategies and creativity development outcomes within specific educational settings. Therefore, this study contributes by providing empirical evidence regarding digital technology-based visual arts learning implementation in elementary education.

Various studies have shown that the use of digital media can enhance student creativity. The use of interactive multimedia in fine arts learning helps students understand visual concepts more deeply and encourages their active involvement in their work. Furthermore, digital applications such as Canva, Sketchbook, or Paint 3D enable students to create more varied, engaging works that reflect their original ideas (Rahmadhani and Yunisrul, 2024)

In this research, digital technology is not only defined as the use of technological devices in learning, but rather focuses on the use of digital applications as the primary medium in the visual arts learning process. Students use digital applications to design, develop, and display visual works, providing a broader space for exploring ideas and supporting the active development of creativity throughout the learning process.

Field evidence shows that at Cahaya Khalifah Islamic Elementary School, teachers have implemented digital technology-based art instruction, particularly in sixth grade, utilizing the Canva app as the primary medium. Through this app, students are encouraged to create posters. Canva was chosen because it's easy to use and offers a variety of engaging features, such as templates, icons, and colors, which facilitate student design. However, some students still tend to use the default templates without making many modifications, resulting in uniformity in their work and not fully reflecting individual creativity.

Unlike previous studies that mainly focused on the general use of technology in classroom learning, this study specifically examines the implementation of digital-based visual arts learning in developing elementary students' creativity within the context of cultural and craft education (SBdP). The research also emphasizes the creative process and students' artistic expression through digital media, which has not been extensively discussed in earlier studies.

Therefore, the novelty of this study lies in its focus on the integration of digital technology into visual arts learning as a medium for fostering creativity among elementary school students. This study not only examines the use of technology tools but also explores how digital-based art activities encourage originality, imagination, and students' active participation in the learning process.

## Literature Study

The development of information and communication technology has brought significant changes to the world of education, particularly in the learning process. The use of digital media in teaching and learning activities is an innovative strategy that can increase the effectiveness and attractiveness of learning. Digital

media serves not only as a means of conveying information but also as an interactive tool that can stimulate critical and creative thinking skills and support students' cognitive development (Fransiska et al., 2024).

Creativity in visual arts learning is closely related to students' ability to express ideas, imagination, and emotions through artistic activities. The integration of digital technology into visual arts education provides interactive and flexible learning environments that stimulate creative thinking. According to constructivist learning theory, students develop creativity more effectively when they actively explore, experiment, and create visual products using digital media. Therefore, digital technology, visual arts learning, and creativity are interconnected elements that support students' cognitive, emotional, and artistic development simultaneously.

Based on Piaget's constructivist theory, elementary school students learn effectively through active exploration and direct interaction with their environment. In digital-based visual arts learning, students engage in creative activities such as designing, drawing, and experimenting with digital media, which support cognitive development and creative thinking simultaneously (Pesik et al., 2024).. Therefore, creativity in this study is not only viewed as artistic ability but also as a cognitive process developed through interactive digital experiences in visual arts learning.

Arts, Culture, and Crafts Education (SBdP) is part of the elementary school curriculum, encompassing four main areas: fine arts, music, dance, and crafts. This education plays a crucial role in shaping students' personalities, developing character, and developing aesthetic sensitivity through direct experience in artistic activities. According to (Mahendra et al., 2017) Arts and culture learning at elementary school level is not only aimed at producing works, but also serves as a means of developing students' attitudes, emotions, creativity, and appreciative abilities towards the cultural environment.

Arts and Culture in elementary schools also functions as a medium for character formation through the process of exploring local and national cultural values (Wurtiningsih, 2023) Affirming that arts and culture learning contributes to cognitive, affective, and psychomotor development through activities that allow students to directly observe, feel, express, and appreciate works of art. Fine arts learning in elementary schools is part of art education that aims to develop students' aesthetic, expressive, and psychomotor abilities through creative activities such as drawing, painting, collage, illustration, and making two-dimensional and three-dimensional crafts (Ramadhani & Yunisrul, 2024) states that learning fine arts at the elementary level does not only focus on the results of the work, but emphasizes the process of observation, exploration and visual expression that is appropriate to the child's developmental stage.

Digital technology is a form of information technology development that is currently widely used in various areas of life, including education. (Selwyn, 2021), Digital technology in education refers to the use of computer-based electronic devices, the internet, and various digital applications to support learning activities. This technology can aid the delivery of material, enhance interaction in learning, and facilitate students' independent knowledge production. With digital technology, the learning environment can become more flexible, interactive, and encourage collaboration among students.

In the context of fine arts learning, digital technology plays a role as a means of visual exploration and expression (Ratnaningsih, 2023) stated that the use of applications such as Canva, electronic flipbooks, and interactive videos helps students develop their imagination, aesthetic appreciation, and creative thinking skills. Teachers act as facilitators, guiding students to optimally utilize technology to produce innovative and original work.

Digital technology-based fine arts learning is an innovation in education that combines technology with the process of creating and expressing work. Through the use of digital devices, students not only learn to draw manually but also have the opportunity to explore various digital art applications that can foster creativity and imagination. According to (Chen et al., 2022) Technology-based art learning, such as AI-assisted learning, can improve students' color perception, visual accuracy, and creativity. Technology helps students understand art elements more concretely through dynamic visual interactions.

Creativity is an individual's ability to produce ideas, actions, or works that are new, original, and possess both aesthetic and functional value. In the context of fine arts education, creativity is seen not only as a work of art but also as a thought process involving imagination, exploration, and self-expression. According to (Sugianto, 2019) Creativity is at the heart of arts education because through creative work, students learn to think divergently, find new solutions, and express ideas freely. Creativity-oriented arts education fosters students' courage to imagine and experiment without fear of making mistakes.

## Methods

This study employed a descriptive qualitative approach conducted at Cahaya Khalifah Islamic Elementary School. The participants consisted of one visual arts teacher and fifth-grade students selected purposively based on their involvement in digital-based visual arts learning activities. The research was conducted over approximately two months. Data were collected through classroom observations, interviews, and documentation. The data analysis process followed three stages: data reduction, data display, and conclusion drawing to ensure systematic interpretation of the findings.

The research was conducted at Cahaya Khalifah Islamic Elementary School, located on Jl. Munif Rahman, Ulujadi District, Palu City, Central Sulawesi. The reason for choosing this location is because the school has implemented fine arts and crafts (SBDP) learning, especially in the field of fine arts. This makes the school relevant as a research site regarding the application of digital technology in developing student creativity. The subjects of this research were teachers and fifth-grade students who participated in digital technology-based fine arts learning. Fifth-grade students were chosen because they already have basic skills in using digital media and have participated in fine arts learning that integrates technology, such as the use of Canva in poster drawing activities.

The observation instrument in this study focused on several indicators, including students' participation, creativity in using digital media, collaboration during learning activities, and the ability to express ideas through visual artworks. Meanwhile, the interview instrument explored teachers' and students' perceptions regarding the implementation of digital-based visual arts learning, challenges faced during the learning process, and its impact on students' creativity development..(Koyan 2020), which includes three main stages, namely: data reduction, data presentation, and drawing conclusions or verification.

The data analysis technique used in this study is qualitative analysis, namely: Data Reduction. In this study, data reduction was applied to the results of interviews, observations, and documentation related to student creativity in digital technology-based fine arts learning. This stage involves the activity of grouping data based on main themes, such as: Digital-based learning strategies implemented by teachers, Student activities during the creative process using digital applications, and Aspects of student creativity (ideas, errors, originality, elaboration). Data presentation is defined as the process of organizing information that has gone through the reduction stage, with the aim of facilitating better readability and understanding. In this study, data is presented through the following forms: Descriptive narratives that summarize the results of observations and interviews, Tables that present observations regarding student creativity, Images of students' digital works that reflect their ideas and originality. Conclusion Drawing and Verification, Data

Validation Techniques: In qualitative research, data validity is a crucial aspect in ensuring the credibility of research results. Data validity techniques in this study were conducted through source triangulation, technical triangulation, and member checking.

## Results

The subjects of this study consisted of one visual arts teacher and fifth-grade students at Cahaya Khalifah Islamic Elementary School. The participants were selected purposively because they were actively involved in digital-based visual arts learning activities using applications such as Canva in SBdP learning. Grade VI Ubay students show active, enthusiastic characteristics, and are quite accustomed to using digital devices in daily learning activities, so they do not experience significant obstacles in participating in daily learning activities, so they do not experience significant obstacles in participating in digital technology-based learning activities.

The findings revealed that the implementation of digital-based visual arts learning significantly increased students' creativity and engagement during classroom activities. Students demonstrated greater confidence in expressing ideas and showed improved originality in creating visual artworks using digital applications such as Canva. This indicates that digital media not only functioned as learning tools but also stimulated students' imagination, problem-solving skills, and artistic exploration. Furthermore, the interactive nature of digital learning encouraged active participation and collaborative learning among students.

In the initial activity, the teacher opened the lesson with a greeting, prayer, attendance check, and presentation of the learning objectives. The teacher then provided an apperception in the form of showing examples of digital posters through a projector. Based on photo documentation during the observation, the presentation slides displayed on the projector screen contained material entitled 'What's Your Poster Theme?' with four theme options: Products, Beware of Drugs, Beware of Corruption, and Let's Read. In addition to displaying the theme, the teacher also showed a 'Poster Example' slide containing several digital poster references from various sources to stimulate students' imaginations. The observation results showed that all students paid attention to the projector display enthusiastically. Several students were seen immediately whispering to their friends and pointing to the poster example slides, indicating a positive initial response to the visual stimulus provided by the teacher. The classroom atmosphere appeared conducive and students sat orderly during the apperception delivery.

During the main activity, the teacher demonstrated the steps for creating a digital poster using the Canva app step by step using a projector. The steps covered opening Canva, setting up the canvas, adding text and images, and adjusting the layout and colors. After the demonstration, students were instructed to work independently using their Chromebooks or mobile phones. Observations during the main activity showed that all students immediately grabbed their devices and began working without further instruction. Researchers observed that no students appeared confused or silent; instead, almost all students immediately opened the Canva app and began the design process. Students occasionally glanced at each other's screens for additional reference, but continued to work independently on their designs.

The most important aspect of the core activity was the freedom the teacher gave students in their reference search process. Students were not required to use any specific source, but were free to utilize various digital platforms they were familiar with, from Pinterest, Google Images, WhatsApp, to image-based artificial intelligence (AI), to find inspiration and visual references before starting to design in Canva. Through direct observation, researchers observed that students used their reference search time very actively and purposefully. Adam and Rafa were seen using Google Images to search for specific product images, while Dito and Ibaz were seen accessing Pinterest to browse visual references on social and literacy themes.

Adzkira appeared to be the most varied in her use of sources, alternating between Pinterest, WhatsApp, and Canva's built-in elements. The overall classroom atmosphere during the core activity was orderly yet dynamic; students concentrated on their screens with serious expressions and occasionally appeared satisfied when they successfully found a suitable reference.

In the closing activity, the teacher expressed appreciation to all students for their completed work and invited them to reflect on their learning experience. Several students were asked to present their posters and explain the reasons for their design choices to their peers. The teacher closed the activity with a message about the importance of creativity in expressing ideas through visual works. Based on observations during the closing activity, students who were asked to present their work demonstrated considerable courage and confidence. They were able to explain the reasons for their choice of theme, colors, and visual elements in clear language. Other students seemed to listen to their peers' presentations enthusiastically, with some providing positive comments spontaneously. Overall, the closing activity was warm and reflective, indicating that students not only completed their work technically but also understood the creative process they underwent. The teacher emphasized that assessment should not only be based on the final product but also on the process.

In digital technology-based art learning in Ubay's sixth grade, there are two main categories of application and platform utilization: (1) visual reference search platforms and tools used by students to find inspiration and image sources, and (2) editing applications used to translate these ideas into complete digital poster works. Pinterest is the visual reference search platform most utilized by students in this study. Pinterest allows students to find thousands of examples of poster designs, illustrations, typographic styles, color palettes, and visual compositions from various artists and designers around the world. Unlike regular search engines, Pinterest presents search results in a rich and organized visual format, making it very intuitive to use as a source of design inspiration. Google Images is used by students as a more specific, keyword-based image search platform. Google Images allows students to find product photos, photos of figures, or certain images that are very specific to their design needs. Adam uses Google Images to search for images of Indomie products and supporting food elements, while Rafa uses it to find official photos of Teh Botoi Sosro products.

Adzkira utilizes WhatsApp as an additional platform for obtaining images and visual elements. In the learning context, WhatsApp serves as a channel for sharing images between students or between students and their surroundings. Images obtained from WhatsApp are then reprocessed and combined with elements from other sources within Canva. In addition to conventional platforms, several students also utilize artificial intelligence (AI) as a tool in the process of finding inspiration and visual references. The use of AI in this learning context is not to automatically generate work, but rather as a tool for exploring ideas. The results of this AI search are then used as references that are independently developed by students in the design process in Canva. Canva serves as an editing application and a medium for creating digital posters in this learning. After students collect visual references from various platforms such as Pinterest, Google Images, WhatsApp, and AI, the entire design process, composing, arranging typography, selecting colors, and integrating various elements is carried out within Canva. One important finding from the observation was that none of the five students used Canva's built-in templates in their entirety. All students built their designs from scratch.

Fluency refers to a student's ability to generate numerous ideas quickly, fluently, and relevantly to a chosen theme. In this learning context, fluency is evident in the students' ability to independently determine the theme and concept for their posters without teacher direction. Observations revealed that as soon as the

teacher finished the demonstration, all students immediately began working without waiting for further instructions; they already had a clear idea of what they wanted to create. Adam, for example, quickly decided on a culinary theme and immediately searched for images of the food products he wanted to display. Adzkira produced a wealth of ideas in a single work containing multiple layers of information, reflecting a high level of fluency. Meanwhile, Dito was able to produce an abundance of visual messages in a single poster through a multi-layered, multi-element format, while Ibaz presented a poetic, deeply meaningful tagline, and Rafa chose a popular, targeted tagline. Overall, the students' fluency was evident in their ability to flow ideas from the reference search stage to the realization of a cohesive and communicative poster design.

Adam's poster ("INDOMIE SELERAKU") illustrates the fluidity of ideas in choosing a specific and communicative culinary theme, where ideas flow from searching for references on Google to arranging food elements in a planned manner on Canva.



**Figure 1. Digital Poster Work of Student 1 (Adam, Class VI Ubay)**

Dito created the poster "Stop Drugs" using a complex, multi-element visual approach: a red hand symbol representing prohibition, layered text with multiple meanings (prohibition and motivation), illustrations of human figures affected by drugs, and narrative flow arrows, all arranged on a dark blue background. Dito sourced all of his visual references from Pinterest and Google before compiling them in Canva.



**Figure 2. Digital Poster Work by Student 2 (Dito, Grade VI Ubay)**

Flexibility refers to students' ability to think from multiple perspectives, shift from one approach to another, and produce visual approaches that are not fixated on a single pattern. This indicator is evident in the diversity of design approaches chosen by students. Dito, for example, in his "Stop Drugs" poster, applies a dual approach that combines both prohibition and motivational messages in one work; he not only displays

the prohibition but also presents a narrative of hope, a conceptual flexibility that is unusual in elementary school posters on social themes. Ibaz uses a framed white box to differentiate the visual hierarchy a design choice that demonstrates his ability to move away from conventional poster approaches. Rafa chooses a professional commercial advertising style that differs from his classmates, demonstrating flexibility in adapting visual styles from the advertising world to school art work. Adzkira combines a motivational poster style with an educational infographic format simultaneously in a single design. Based on observations, this flexibility does not arise from teacher instructions, but rather grows organically due to the freedom given to students to choose a visual approach that suits their own creative vision.

Ibaz created a poster titled "LET'S READ" with a serene natural setting. He searched Pinterest for primary illustrations and found an image of two children reading a book together under a tree, which perfectly matched the atmosphere he wanted to create. The poster features the poetic tagline: "ONE PAGE ONE DAY CHANGES THE WORLD TOMORROW," with a consistent dark green color throughout the text.



**Figure 3. Digital Poster Work by Student 3 (Ibaz, Grade VI Ubay)**

Originality is a student's ability to produce work that is entirely new, not copying the work of others, and reflects authentic personal expression. This is the most prominent dimension of creativity in this lesson. One key finding from the observations was that none of the five students used Canva's pre-built templates in their entirety; all built their designs from scratch. Ibaz presented a serene, natural approach to the literacy theme—an unusual choice not modeled by the teacher, reflecting a bold, original expression. Adzkira created the acronym BACA (Bijak berliterasi, Aktif berliterasi, Cermat berliterasi, Antusias berliterasi) as the infographic structure entirely from her own mind, an idea not found in other students' work or in the references she consulted. Rafa was the only student who chose a commercial advertising poster approach, reflecting a bold departure from the conventions of invitation posters commonly found in the classroom. Adam chose his own favorite food theme without copying the teacher's example, while Dito designed a multi-panel narrative format with arrowed flow not found in other students' work. This originality was also confirmed through interviews, where all students were able to explain the background and reasons for each of their design decisions personally.

Rafa created the "Teh Botol Sosro" themed poster, adapting the style of professional commercial advertising. He searched for Teh Botol Sosro product photos on Google Images, selected the three best photos, and arranged them symmetrically in Canva on a bright orange background, a color he chose because it closely resembles the color of tea. The tagline "Whatever the food, the drink..." is written using the signature hanging technique of advertising copywriting. Not a single element uses Canva's built-in templates.



**Figure 4. Digital Poster Work by Student 4 (Rafa, Grade VI Ubay)**

Elaboration refers to students' ability to develop, detail, and enrich initial ideas into detailed, structured, and mature works. This indicator is seen from the extent to which students are able to think about each design element consciously and deliberately, rather than simply placing images randomly. Rafa demonstrated high elaboration through the use of three different types of typography for three different functions in one poster, accompanied by a composition of three symmetrically arranged product photos and green leaf accents as an aesthetic complement. Dito demonstrated the highest elaboration among all works by presenting a prohibition hand symbol, an illustration of an affected human figure, layered text with multiple meanings, and a narrative arrow flow in one integrated design. Ibaz maintained a consistent dark green color throughout all text elements and built a neat visual hierarchy through the choice of harmonious typography. Adzkira presented the most mature elaboration with the integration of a narrative title, visual illustrations, tiered banners, and acronym infographics that were logically arranged and mutually supportive. Based on the interview results, this elaboration ability is also reflected in the way students explain their design choices: they not only mention what was created, but are able to explain why each element was chosen and how each part contributes to the overall message of the poster.

The poster, titled "Build Dreams, Achieve Achievements, by Increasing Literacy," was created by Adzkira using an infographic format based on the acronym B-A-C-A (Wise Literacy, Active Literacy, Careful Literacy, Enthusiastic Literacy). Adzkira was the most active student utilizing multiple reference sources simultaneously: Pinterest for visual references, WhatsApp for additional images, and elements from Canva itself.



**Figure 5. Digital Poster Work by Student 5 (Adzkira Nur Khaliqa, Grade VI Ubay)**

Based on the description of the four indicators above, it can be concluded that all sixth-grade Ubay students successfully developed creativity across all four dimensions simultaneously. Originality was the most prominent dimension, reflected in the absence of any work that copied their peers' work or used Canva's built-in templates. Elaboration developed significantly, as evidenced by the detailed design details that students were able to explain logically in interviews. Fluency in ideation was evident in the students' ability to flow ideas from reference search to design completion, while flexibility was evident in the diversity of visual approaches they chose. These four indicators did not develop in isolation but rather supported each other in a cohesive creative process, facilitated by the freedom provided by teachers and the wealth of available digital reference sources.

## Discussion

The findings of this study support Piaget's constructivist theory, which emphasizes that students develop knowledge actively through direct experience and exploration. The use of digital applications in visual arts learning enabled students to independently construct ideas, experiment creatively, and express imagination through visual media. These findings are also consistent with previous studies stating that digital-based learning environments can enhance students' creativity, motivation, and active participation in the learning process Munandar, (2019).

In terms of implementation, learning takes place in a structured manner in three stages: an initial activity in the form of apperception using a projector, a core activity in the form of demonstrations and independent practice using Canva, and a closing activity in the form of appreciation and reflection. The key to success is the teacher's role as a facilitator who does not limit students' design choices or reference sources. The teacher gives each student complete freedom to determine the theme, seek references from various platforms, and build designs from scratch without a single template that must be followed together. This facilitative approach is in line with Piaget's constructivist principles in Fransiska et al., (2024), that students learn most effectively through meaningful, hands-on experiences and actively construct their own knowledge.

The analysis of students' creativity in this study was based on four indicators proposed by . Chandra et al., (2024), namely fluency, flexibility, originality, and elaboration. Fluency was identified through students' ability to generate multiple ideas, flexibility through variations in design concepts and digital tools used, originality through unique visual products created independently, and elaboration through the completeness and detail of students' artworks.

This study recommends that elementary schools integrate digital technology into visual arts learning more systematically by providing adequate digital facilities, teacher training programs, and student-centered creative learning activities Anggraeni (2023),. Teachers are encouraged to utilize digital applications such as Canva and other interactive media to support students' artistic exploration, creativity, and digital literacy skills in the learning process.

This study has several limitations. First, the research was conducted only in one elementary school with a limited number of participants, so the findings cannot be generalized broadly. Second, the study focused mainly on descriptive qualitative analysis without quantitative measurement of creativity improvement. Therefore, future studies are recommended to involve larger participant groups and combine qualitative and quantitative approaches to obtain more comprehensive findings regarding digital-based visual arts learning

## Conclusion

Based on the results of research on the application of digital technology-based fine arts learning in developing the creativity of sixth-grade students at Cahaya Khalifah Islamic Elementary School, it can be concluded that the learning process takes place in a structured manner through three stages: initial, core, and closing activities. In the initial stage, the teacher provides apperception by displaying examples of digital posters through a projector. In the core activity, the teacher demonstrates the use of Canva and gives students the freedom to search for references and create their own works. In the closing stage, appreciation and reflection are carried out on the students' work. Throughout this process, the teacher acts as a facilitator who supports without limiting students' creativity. The use of digital technology is supported by devices such as laptops, projectors, Chromebooks, and students' personal mobile phones, making the process flexible. Learning also utilizes platforms like Pinterest, Google Images, WhatsApp, and AI as reference sources, while Canva serves as the main media for design. Students do not rely solely on templates but are able to develop designs independently according to their ideas. This approach has been proven to develop students' creativity across fluency, flexibility, originality, and elaboration, with originality emerging as the most dominant aspect through the diversity of unique student works.

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