# DIGITAL-BASED AKHLAK LEARNING THROUGH CANVA POSTER MAKING: A CASE STUDY AT AN ISLAMIC ELEMENTARY SCHOOL

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| Kata Kunci: | ABSTRAK |
|---|---|
| Pendidikan Karakter Islami; Pembelajaran Akhlak; Aplikasi Canva; Media Pembelajaran Digital; Teknologi Pendidikan; Sekolah Dasar. | **Tujuan:** Penelitian ini bertujuan menganalisis proses dan pengaruh pembelajaran akhlak berbasis aplikasi Canva di SD IT Mamba'ul Ulum Jepara. **Metode:** Pendekatan yang digunakan yaitu kualitatif studi kasus, data dikumpulkan melalui observasi, wawancara, dan dokumentasi terhadap guru PAI serta siswa kelas VI. **Hasil:** Hasil penelitian menunjukkan bahwa penggunaan Canva menciptakan pembelajaran yang interaktif, kolaboratif, dan kreatif. **Kesimpulan:** Siswa tidak hanya memahami nilai kejujuran, empati, dan kepedulian lingkungan secara kognitif, tetapi juga menginternalisasinya melalui pembuatan poster digital. Platform desain grafis digital (Canva) sebagai instrumen internalisasi nilai akhlak, yang mengubah metode konvensional menjadi pendekatan visual-kreatif yang relevan bagi generasi alfa. **Implikasi:** Kontribusi penelitian ini memberikan model inovatif bagi pendidikan karakter Islami di era digital, membuktikan bahwa teknologi tidak hanya berperan sebagai alat bantu teknis, tetapi juga sebagai media efektif untuk mentransformasi nilai-nilai spiritual dan moral secara utuh. Penelitian ini merekomendasikan penggunaan media kreatif digital untuk meningkatkan motivasi serta keterampilan literasi digital siswa dalam pembelajaran agama. |

| Keywords: | ABSTRACTS |
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| Islamic Character Education; Moral Education; Canva Application; Digital Learning Media; Educational Technology; Elementary School. | **Purpose:** This study aims to analyze the process and influence of character education based on the Canva application at SD IT Mamba'ul Ulum Jepara. **Method:** The approach used is a qualitative case study, with data collected through observation, interviews, and documentation of PAI teachers and sixth-grade students. **Result:** The results show that the use of Canva creates interactive, collaborative, and creative learning. Students not only understand the values of honesty, empathy, and environmental awareness cognitively, but also internalize them through the creation of digital posters. **Conclusion:** The digital graphic design platform (Canva) serves as an instrument for internalizing moral values, transforming conventional methods into a visual-creative approach that is relevant to the alpha generation. **Implication:** This research contributes an innovative model for Islamic character education in the digital age, proving that technology not only serves as a technical tool but also as an effective medium for transforming spiritual and moral values holistically. This study recommends the use of digital creative media to enhance students' motivation and digital literacy skills in religious education. |

## A. INTRODUCTION

The integration of technology in education is no longer just an option, but a necessity for creating a relevant learning system in the era of digital transformation. Research by Ferninda Yuhana Agustin Adibaha at MI Bustanul Ulum shows that the use of technology in learning significantly improves student learning outcomes. (Adibaha, Shofwatal Qolbiyyahb 2024) One notable creative tool is the Canva application, which allows teachers to convey moral values interactively so that students can more easily internalize character in the digital age. Therefore, digital-based moral education is an innovative solution that is in line with the development and needs of students in today's digital era.

One form of character education using the Canva application at SD IT Mamba'ul Ulum is its implementation in Akidah Akhlak learning based on digital media today. This implementation is considered highly relevant to address the challenges of learning in the current digital era, as it enables students to learn creatively, innovatively, and meaningfully. It has been proven that students who have created digital posters using the Canva application demonstrate more active and innovative engagement. They are also able to express the ideas and character values they have learned in accordance with the times. Therefore, the use of Canva in Akidah Akhlak learning can increase innovation, enthusiasm, and enjoyment. In fact, some students show pride in the work they produce and recount it to others outside of class hours. This shows the connection between learning and students' emotional experiences, which is an important part of moral education.

Character education, according to Thomas Lickona, encompasses three core elements: knowing the good, desiring the good, and doing the good. (Susanti 2022) So far, much of the teaching of Akidah Akhlak is still stuck at the conceptual stage or merely "knowing." Therefore, innovative strategies such as the use of Canva graphic media are needed to bridge the understanding of theory to the visual and practical expression of values.

One digital medium that can support the learning process is the Canva application. Canva is a popular and easily accessible graphic design tool, especially in

the context of education. Canva provides various intuitive features and a variety of ready-to-use templates that can be used to create attractive visual designs, including posters, infographics, and other learning materials. Canva's ability to combine text, images, and other graphic elements makes it a very effective tool for creating interactive and engaging learning media for students. (Anizak Umilatifah 2024) This is because Canva can encourage students' creativity in understanding and expressing moral values in real life.

Studies on Canva-based moral learning, in line with research conducted by Muhammad Fandi Ilyas and Faridi, show that the use of Canva media has been proven effective in increasing student motivation and understanding of moral beliefs, while the Canva application is considered an attractive and innovative alternative learning medium. (Faridi 2024) Adibaha also shows that the learning process is carried out by providing explanations of kalimat tayyibah through templates in Canva, such as PowerPoint and audio, which are provided by Canva with designs according to needs. (Adibaha, Shofwatal Qolbiyyahb 2024) Then Hasdin Ni Made Rusmawati discusses the learning process involving the use of Canva, which provides creative space for students to organize ideas visually, making it easier for them to convey messages to the audience. (Ni Made Rusmawati1, Sunarto Amus 2025)

Additionally, research conducted by Ahmad shows that the development of Canva hyperlink-based learning media successfully increases students' interest and understanding of the material on virtuous character. Therefore, by combining visual, audio, and interactive elements, this media offers more dynamic and interactive learning in line with the needs of students in the digital age. (Ahmad, Ahmad Pauzi 2024) So, from this analysis, Canva-based moral learning can improve student learning outcomes because students are very interested in it.

SD IT Mamba'ul Ulum, this potential is supported by adequate facilities such as computer laboratories and Wi-Fi access, which enable Akidah Akhlak teachers to shift from conventional passive methods to more dynamic, student-centered learning. Although many studies discuss the use of Canva by teachers as a presentation medium, there are still limited studies that explore the active role of students in producing their own digital posters as a form of internalizing moral values. At SD IT Mamba'ul Ulum, sixth-grade students not only consume content but are also actively involved in creating digital posters. This creative process allows them to express their ideas and moral values independently, which in turn creates an emotional experience and a sense of pride in their work. This study aims to fill this gap by examining the implementation of digital-based moral learning that optimizes poster creation through the Canva application. Specifically, this study seeks to answer the following questions: Digital-Based Moral Learning Process in Poster Creation on Canva, the Influence of Students in Digital-Based Learning on Moral Understanding, and the Influence of Students in Digital-Based Learning on Moral Appreciation

This paper is based on moral education through the digital-based Canva application, which can increase learning motivation, creativity, and understanding of moral values in students. This media is expected to be an effective tool in supporting character building in educational development, which is constantly changing for the better. This is because this digital media differs from conventional methods, which make students less interactive in learning. The uniqueness of this study lies in its focus

on the active involvement of students as creators of digital content, rather than merely as audiences, in order to achieve the stages of "loving" and "doing" good in accordance with Lickona's theory in the context of elementary schools.

**B. METHOD**

This research was conducted at SD IT Mamba'ul Ulum, located in Kedung Ombo Buaran, Jepara. The IT elementary school has implemented learning by creating posters on the Canva application in groups about moral learning. The research used qualitative research in the form of a case study. A case study is a type of qualitative research in which the researcher conducts in-depth research on a program, case, activity, or other subject. (Creswell 2007) The author chose SD IT Mamba'ul Ulum as the location because it is a school located in a remote village, but the teachers are able to use technology well in their teaching. Therefore, the researcher wanted to find out more about the application of Canva in learning there.

The primary data in this study was obtained directly from the PAI teacher and sixth-grade students involved in making posters with the Canva application in current digital-based moral learning. Sixth-grade students are now able to use technology well, so the researcher studied this class to find out about the development of the application of Canva in learning. The data describes the students' direct experiences and responses to the learning process and the creation of posters with the Canva application. Primary data was obtained from Islamic Education (PAI) teachers and sixth-grade students. The sampling technique used was purposive sampling, in which the researcher selected five students from a total of 30 students based on criteria of activity level and creativity in poster making. Secondary data was supported by curriculum documents, lesson plans, literature related to moral education, and documentation of student work.

The data collection methods were observation, interviews, and documentation. (Creswell 2007) Data collection through direct observation involved observing how the teacher taught moral education using the Canva application and how the students were able to apply it directly using the Canva application. Meanwhile, data collection through interviews was conducted through in-depth interviews with PAI teachers and sixth-grade students. Data collection through documentation was in the form of documentation that supported digital moral education, such as direct learning when sixth-grade students used the Canva application. The data collection method, when summarized using a table, is as follows:

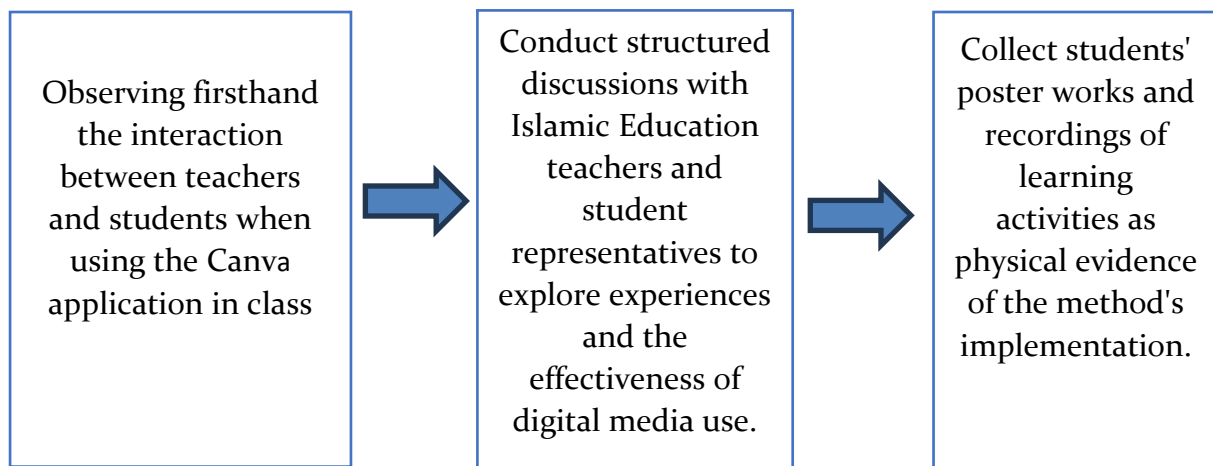| Observing firsthand the interaction between teachers and students when using the Canva application in class | → | Conduct structured discussions with Islamic Education teachers and student representatives to explore experiences and the effectiveness of digital media use. | → | Collect students' poster works and recordings of learning activities as physical evidence of the method's implementation. |

Figure 1. Examples of data collection methods used by researchers

The data obtained in the field was then analyzed using descriptive analysis, because the data collected was in the form of words, not numbers. Qualitative research data analysis has several stages, namely data reduction, which explains where the author selects and categorizes the data to be analyzed in terms of moral learning using Canva. Data display involves presenting the reduced data in narrative form so that it is easy to understand, such as describing student responses and the learning process through descriptive narratives. The last stage is data verification, which involves summarizing the analysis results and verifying the data by cross-checking it again to ensure that it is accurate and has not been manipulated. (Creswell 2007)

## C. RESULT AND DISCUSSION

### Result

The research on "Digital-based moral learning through Canva poster creation: a case study at SD IT Mamba'ul Ulum" can be summarized as follows:

1. The Process of Digital-based Moral Learning in Poster Creation on Canva

Based on the observations made, the research on "Digital-based moral learning through Canva poster creation: a case study at SD IT Mamba'ul Ulum" shows that the process of moral learning through the Canva application is effective, collaborative, and efficient, and that the children are very enthusiastic about this learning method. The process of learning morals through the Canva application was carried out in small groups of sixth-grade students, under the guidance of a PAI teacher. Students began with a discussion about moral values (such as caring for the environment, honesty, and empathy), then learned the features available on the Canva application, such as templates, fonts, colors, and visual elements that would be used to make posters in groups.

The stages of poster creation by students using the Canva application for Islamic Religious Education learning include:

1. Students rewrite the material presented by the teacher, namely pictures and explanations about moral values. During observation, students are asked to find pictures that match the material. Each group is given the task of finding one picture or explanation as determined by the teacher.

2. After finding the images and explanations, students open the Canva application on their respective gadgets.
3. Students then select the search column option in the Canva application and type the keywords "upright poster" to find free poster templates that match the calligraphy theme. Although there are templates available in the Canva application, students are given the freedom by the teacher to use existing templates or create them from scratch.
4. After finding a suitable template, students can begin to insert images and text containing explanations. To add images, students click the "+" button in the left corner of the application, then select the gallery. After finding the desired image, they can click on it to automatically insert it into the poster. To add text, students follow the same steps by clicking on the "text" section and then typing in their explanations. Some students may want to change the shape of the frames for the images and text in the template to suit their preferences. This can be done using the features available in the Canva application. In addition, some students add additional elements to enhance their work.
5. Students who have finished creating and editing their posters can then proceed to download their work and print it. The teacher instructs students to print the posters using HVS paper, then laminate them to make them waterproof and not too expensive for the students. The printed posters will be posted on the bulletin board near the mosque at SD IT Mambaul Ulum.



Figure 1.1 Students learn to use the features on the Canva app to create Character

Values Posters.

The documentation shows that students were very enthusiastic about participating in this activity. They exchanged ideas, chose colors and images, and worked together in groups. This activity enlivened the classroom atmosphere compared to conventional learning methods, which tend to make students passive. The teacher stated that

"Children today get bored quickly when taught using conventional methods, but when collaborating with Canva, they are more active and able to share ideas with their friends."

This shows that digital media, such as the Canva application, can increase student participation and help teachers manage learning in a more creative and enjoyable way compared to conventional methods.

Canva can be accessed via mobile devices or laptops. It is quite easy to use, making it very helpful for elementary school teachers and students in their learning activities. Here are the steps to use the Canva application:

1. Download the Canva application from the Play Store or iOS Store
2. Create a Canva account by opening the application and selecting the registration option via Facebook, Google, or email, then follow the instructions provided
3. Create designs using Canva. This application provides a variety of attractive templates that can be used by teachers and students. They only need to change the text or images as needed by clicking on the selected design, then clicking 'Edit' to change the text, style, size, images, videos, colors, and more
4. Save the design by clicking the down arrow icon in the upper right corner. The design will automatically be saved in the gallery or file
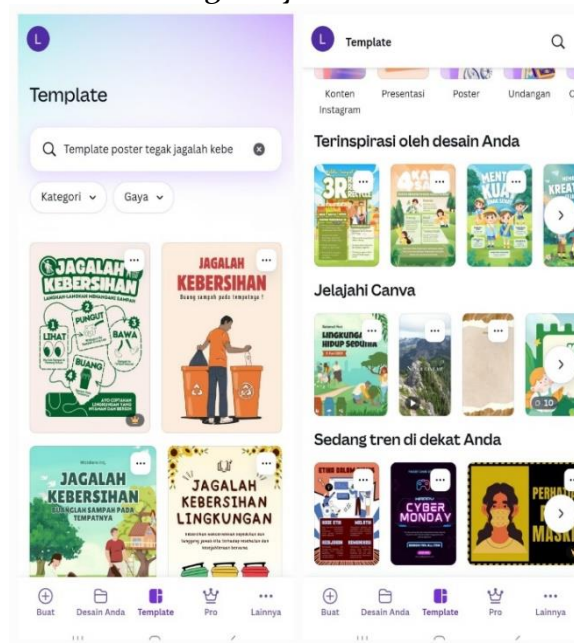


Figure 1.2 Canva template

2. The Influence of Students in Digital-Based Learning on Moral Understanding

The Influence of Students in Digital-Based Learning on Moral Understanding through interviews and analysis of student posters, students' moral understanding greatly improved after participating in digital-based learning. Students were able to visually depict moral values in an interesting and meaningful way, such as a poster about "Caring for the Environment" that displayed Keep the School Environment Clean.

Figure 2.1 Keep Your School Clean Poster

On the poster, students depicted someone cleaning up the environment by picking up litter. This shows their ability to understand environmental cleanliness, which is a form of commendable character, as maintaining cleanliness is part of faith.

Data from the researcher's interview with the teacher revealed that students find it easier to understand abstract concepts of morals through digital elements, with positive responses such as "This poster is easy to understand, ma'am, there are many people picking up trash." This statement is evidence that visualization in the Canva application helps students understand moral values in a concrete and contextual way, not just by memorizing theory. However, digital media can bridge students' conceptual understanding with their daily lives.

3. The Influence of Students in Digital-Based Learning on the Internalization of Morality

Internalization can be seen from the students' responses in the interviews, where they expressed feelings of emotional connection to moral values.

Researcher: Did learning using the Canva application to create posters about moral values such as honesty and empathy help you internalize these values?

Student 1: Yes, it really helped! When I designed a poster about honesty on Canva, I chose images and words that really touched my heart, such as how difficult it is to be honest. Now, I feel that honesty is important to me, while when making the empathy poster, I felt like I wanted to help others more often.

Thus, through the posters created by the students, they understand the meaning of the learning for their daily lives. This aligns with the students' statements that there is an internalization of moral values emerging from the digital creative process.

digital.

Figure 3.1 Student poster with the theme "Honesty and Empathy"

Teachers' observations show that students often discuss posters outside of class, indicating a stronger understanding. Students also exhibit positive behavior after learning activities, such as being more polite, respecting teachers and peers, and actively participating in group discussions. PAI teachers note an increase in positive behavior, such as greater tolerance within groups, which is supported by creativity in poster design. This digital media not only affects cognitive understanding but also the affective aspects of character building and moral awareness in students.

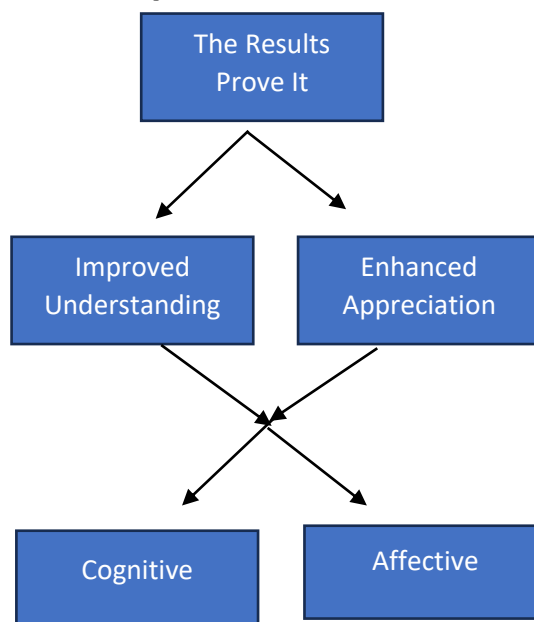Therefore, the results of this study can be summarized as follows:



Figure 3.2 Research Results Evidence

**Analysis/Discussion**

This study explores digital-based moral learning through poster creation using the Canva application at SD IT Mamba'ul Ulum, focusing on sixth-grade students. The main findings show that the learning process was effective, collaborative, and efficient, with students working in small groups under the guidance of their PAI teacher. They began with discussions on moral values such as caring for the environment, honesty, and empathy, then learned how to use Canva to create posters. The stages included searching for images, selecting templates, editing visual elements, and printing posters to be displayed on the bulletin board. Students showed great enthusiasm, and the classroom atmosphere was livelier than in conventional learning. The impact was evident in improved understanding of morals through concrete visualization, such as posters about environmental cleanliness, as well as the internalization of moral values reflected in students' emotional responses and positive behaviors such as tolerance and active discussion.

These findings suggest that the integration of digital media such as Canva in moral education not only facilitates cognitive understanding but also builds students' affective engagement. The collaborative process in groups encourages students to share ideas and internalize moral values contextually, transforming abstract concepts into meaningful visual representations. For example, posters about honesty and empathy help students feel an emotional connection, as expressed in interviews where students felt that these values "touched their hearts" and were relevant to their daily lives. This shows that the digital approach overcomes the limitations of conventional methods that often make students passive, with teachers noting increased creativity and participation. Overall, these findings indicate that digital technology can transform PAI learning to be more interactive and personalized, in line with the development of a digital generation that is more responsive to visual media.

With the rapid development of information technology, various innovations continue to emerge. Educators need to adapt. In addition to being the main figures in the learning process in the classroom, teachers must also be able to keep up with the latest trends in order to adapt and develop various models, approaches, or teaching materials that attract students' interest. (Nur'aini 2023) Learning media are indispensable for teachers to support and strengthen teaching in education. This media serves as a teaching aid for teachers, in addition to using books or lecture methods. (Syafrianti 2022) Teachers are also expected to have a variety of learning media and adapt them to the material and conditions of each student. Currently, technology is developing rapidly and advancing, so everyone is expected to understand technology to support various activities, including in the field of education.

Teachers and students can utilize technology-based learning media, such as the Canva application. Canva is an online-based application that provides attractive designs in the form of templates, features, and various categories within it. (Monoarfa 2021) Canva can be connected to the user's social media. Additionally, the Canva application allows downloads in various formats such as documents, photos, videos, and can be connected to other applications and even microsites. (Arikarani 2024) Canva media is very useful in the learning process, both for teachers and students. Educators and students can be creative by producing innovative works that can be displayed as learning media in the classroom. The Canva application is interesting to be applied in Islamic Education learning in schools. (Yusnita Adelina Purba 2022) Digitalization in

education is currently a very important need, including in Islamic Education learning at SD IT Mambaul Ulum.

Correlation analysis shows a positive relationship between the use of Canva and key variables such as student enthusiasm, understanding of morals, and appreciation of moral values. Observation and interview data reveal a strong correlation between ease of access to Canva (via gadgets) and increased student participation, where students who are active in group discussions tend to produce more creative and meaningful posters. Additionally, there is a mutually supportive relationship between digital creativity and active student participation between visual elements in posters (such as images of collected trash) and conceptual understanding of morals, supported by student responses stating that the posters are "easy to understand" and help connect theory with practice. This correlation is also evident in the affective aspect, where students involved in poster design exhibit positive behaviors such as mutual respect, indicating a relationship between digital creativity and character building. However, this correlation is descriptive and based on qualitative data, so further quantitative validation is needed to measure the strength of the relationship.

This can be seen from the internalization of the learning process, as seen from the students' responses through the posters they have made. Students understand the meaning of this learning for their daily lives. This is in line with the students' statements that there is an internalization of moral values that emerge from the digital creative process. This shows that by creating attractive learning designs, the activity level of students will increase. The results of this study are also supported by previous research by Ridho Ramadhan entitled "The Effectiveness of the Canva Application in Increasing Interest in Learning PAI in Grade VIII at SMP NU Bululawang". The results of this study show that students' interest in learning will increase with the use of the Canva application as a learning medium compared to using conventional learning media, because as times change, technology can be utilized for various purposes, including in the field of education. (Ramadhan 2023)

The research findings indicate a causal relationship between digital-based learning and an increase in understanding and appreciation of morals, although it cannot prove absolute causality without a control experiment. The process of creating posters in Canva appears to be a direct cause of student enthusiasm, as teachers report that conventional methods bore students, while Canva encourages active and collaborative activities. This leads to a causal effect on understanding, where digital visualization helps students illustrate moral values concretely, such as in environmental hygiene posters that raise awareness that maintaining cleanliness is part of faith.

Similarly, causality is seen in internalization, where poster design triggers emotional internalization, causing students to feel more connected to moral values and exhibit positive behaviors such as empathy and tolerance. Factors such as teacher guidance and creative freedom strengthen this causal chain, but external variables such as student background or access to technology may influence the results, so further research with experimental designs is needed to confirm causality.

With digitalization, the learning process becomes more accessible to students, especially in understanding complex Islamic Religious Education concepts and materials. Digitalization enables the presentation of learning materials in more attractive and interactive formats, such as videos, animations, and simulations.

(Zulyusri 2022) This not only improves students' understanding of the material but also increases their interest and motivation in learning Islamic Religious Education. In addition, digitization allows students to learn anytime and anywhere, providing flexibility in learning. (Ma'rufah 2022) However, this requires the guidance of teachers or parents in using it. Because parents are at the forefront of shaping a religious environment, the better their understanding of Islamic Religious Education at home.

Digitization can have many effects on teachers and students in the process of teaching Islamic Religious Education. One of these effects is the ease of delivering material, managing the classroom, and evaluating student learning achievements. With the help of digital technology, teachers can create interactive presentations, share educational videos, or even use online learning applications to facilitate the teaching and learning process. (Jannah 2023) Digitalization has many impacts on Islamic Religious Education teaching. One of these impacts is the ease of delivering material, managing classes, and evaluating student learning achievements. (Reni Susilowati, Didin Hafiduddin, Endin Mujahidin 2023)

This can help students who have difficulty learning and enrich the learning experience of students who are quicker to understand the material. Thus, digitalization can help teachers achieve learning objectives for all students. (Ebtaria Nadeak, Febie Elfaladonna 2023) In addition to the above influences, digitization also allows students and teachers to connect with the global learning community. Through the internet, students and teachers can interact and collaborate with individuals from various parts of the world. This can help them broaden their insights and knowledge about Islamic Religious Education from various Islamic perspectives and contexts.

For students, this experience can be very valuable because it not only enriches their knowledge of Islamic Religious Education but also helps them develop critical thinking and collaborative skills. (Rosa 2023) It is important to remember that digitization is not only about the use of technology in education. It is also about creating innovative, collaborative, and inclusive learning. With digitization, Islamic Religious Education learning at SD IT Mambaul Ulum is not only a process of knowledge transfer, but also a process of shaping skills, attitudes, and values that are important for life and work in the digital age. Therefore, digitization can help students and teachers prepare for a future that is increasingly influenced by technological developments and globalization. (Mahyudin 2023)

The implications of these findings are significant for Islamic Religious Education in elementary schools, especially in the context of learning digitalization. Practically, teachers can adopt Canva as a primary tool to make moral education more interesting and effective, reducing student boredom and increasing participation. This also encourages the development of a curriculum that integrates technology, such as training for teachers to use digital applications in group activities. Theoretically, this study reinforces constructivist learning theory, in which students construct knowledge through active interaction, and demonstrates the potential of digital media in shaping moral character. However, there are risks such as technology dependence or access gaps, so policy implications include the provision of digital infrastructure in schools and inclusive training. More broadly, these findings can be applied in other Islamic education contexts, encouraging innovation to address the challenges of Generation Z, who are more accustomed to visual media, while ensuring that moral values remain at

the core of learning. Further research is recommended to evaluate the long-term impact on student behavior and compare it with other methods.

The findings of this study can be summarized as follows: the integration of digital media such as Canva into Islamic Religious Education (IRE) is not merely a change in tools, but a transformation in the methodology of moral learning.

a. Transformation from Passive Learning to Digital Constructivism

Theoretically, the successful use of Canva reinforces the theory of constructivist learning. Students do not just passively receive moral doctrines through teacher lectures, but "construct" their own understanding through a creative process. When students search for the right visual elements for the value of "honesty," they are engaging in a high-level cognitive process. This is in line with (Rosa 2023) opinion that digitization helps students develop critical thinking skills through active collaboration.

b. Visualization as a Bridge to Moral Internalization

One of the main challenges in moral learning is its abstract nature. The use of Canva has proven to be effective as a mediating tool. Attractive visual effects help internalize values more deeply than pure text. As seen in Figure 2.1, the concept of "Cleanliness" becomes more meaningful because students are involved in choosing its visual representation. This supports (Mahyudin 2023) finding that digitization creates a process of attitude and value formation that is more relevant to the ecosystem of students' lives in the digital era.

c. Increased Affective Engagement of Generation Z

Research data shows a positive correlation between ease of access to media (gadgets) and enthusiasm for learning. Generation Z, who are more responsive to visual media, feel more "connected" to PAI material when it is presented digitally. This emotional engagement arises because of the freedom of expression (creative agency). When students feel ownership of their work, they tend to appreciate the moral messages within it more. This explains why teachers noted an increase in positive behavior (politeness and tolerance) after the poster project was completed.

d. Future Implications and Challenges

Although the results of this study are very positive, the implementation of digitization in PAI requires infrastructure readiness and inclusive teacher competencies. In practical terms, teachers can adopt Canva to reduce student boredom, but they must still ensure that moral values remain the core, not just design aesthetics. These findings recommend the need for continuous training for educators so that technology continues to serve character values (Yusnita Adelina Purba 2022).

**CONCLUSION**

Based on the results of research on "*Digital-Based Akhlak Learning through Canva Poster Making: A Case Study at an Islamic Elementary School*," it can be concluded that the use of digital media in moral learning has proven to be very effective in improving student understanding and engagement. The learning process is collaborative, creative, and interactive through the stages of material exploration, design practice, poster creation, and display on the school bulletin board. Qualitative findings show that improved cognitive understanding through visualization helps students identify the real forms of honesty, empathy, and environmental awareness. Supporting Affective Internalization: The creative process triggers emotional engagement that leads to

positive behavioral changes and increased collaboration among students. 21st Century Relevance: This strategy meets the demands of modern education that emphasizes digital literacy without neglecting the core of Islamic character education.

This study makes a very important contribution to the literature on modern Islamic education, namely that the integration of digital technology not only improves cognitive aspects but also supports the internalization of moral values in affective forms. The digital posters produced by students reflect their critical thinking skills, creativity, and depth of understanding of moral values such as honesty, empathy, and care for the environment. These findings confirm that digital media such as Canva can be an alternative strategy for meaningful learning, especially in Islamic character education in the digital age. This is in line with the demands of 21st-century education, which emphasizes digital literacy, collaboration, and experience-based learning. In practical terms, these findings encourage Islamic education teachers at the elementary school level to adopt creative digital media as a primary instructional tool. This not only reduces student boredom, but also encourages the development of a more innovative, inclusive, and responsive curriculum tailored to the characteristics of Generation Z.

This study also has several limitations. First, the study was only conducted in one school with a limited number of samples, so the generalization of the results is still limited. Second, the study focused on one digital media, namely the Canva application, without comparing other alternative media, so the comparative effect cannot be concluded. Third, the duration of the study was relatively short, so it was not possible to measure the long-term effect on students' moral behavior. Therefore, further research with a broader scope, mixed methods, and comparisons with other digital platforms is recommended in order to obtain more comprehensive and applicable results for a broader educational context.

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