



The Implementation of Visual Creativity Media in Developing Social Character Posters among Fifth-Grade Students in Indonesian Language Learning

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ARTICLE INFO	ABSTRACT
Received: 17 Mei 2026	Elementary education is expected to foster students' academic achievement, creativity, active engagement, and social character. However, preliminary observations at SD Negeri 070999 Tarakhaini indicated that fifth-grade learning remained predominantly teacher-centered, with limited use of visual media and students experiencing difficulties in developing creative poster designs and communicating social character values. This study aimed to examine the implementation of visual creativity media in creating social character posters and improve students' creativity and learning outcomes through project-oriented learning activities. The study employed Classroom Action Research based on the Kemmis and McTaggart model, consisting of planning, action, observation, and reflection. The research involved 20 fifth-grade students and was conducted in two cycles, each comprising two meetings. Data were collected through observation, essay tests, field notes, and documentation and analyzed using quantitative and qualitative approaches. The intervention incorporated visual stimuli, including infographics and poster examples, as well as drawing, collage, and mixed-media techniques. The findings demonstrated progressive improvements in researcher activity, student engagement, and learning achievement. Researcher activity increased from 54% and 63% in Cycle I to 71% and 85% in Cycle II, while student activity increased from 58% and 67% to 90% and 95%, respectively. Students' average achievement increased from 66% to 86%, exceeding the 80% mastery target. The findings indicate that visual creativity media supported students' creative expression, active participation, and learning achievement in poster-making activities. Thus, visual creativity media may serve as an alternative approach for integrating creative learning with social character development.
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1. Introduction

Basic education plays an important role in human resource development because it is oriented not only toward cognitive development but also toward students' skills, creativity, and social character formation (Balci et al., 2024). Therefore, learning should be designed holistically to develop students' ability to express ideas and apply social values (Tanjung, 2025). Creativity can be developed through visual-based activities, one of which is poster-making. Previous research involving fifth-grade primary school students has demonstrated that collaborative visual arts activities can facilitate creative thinking and improve the quality of students' creative products and collaboration (Guan et al., 2024). Posters combine images, colors, and text and can serve as a means of creative expression while also providing opportunities for students to communicate social values (Jung & Lee, 2025). Kurniawan (2023) demonstrated that visual creativity-based poster media can improve students' understanding of character values through visual representations.

However, elementary school learning is still frequently dominated by lecture methods and written assignments, resulting in limited student engagement and suboptimal use of visual media (Mat & Jamaludin, 2024). Such limitations can reduce learning motivation and hinder the development of students' creativity and social communication skills. In contrast, visual arts activities can provide students with opportunities to explore ideas and develop creative works. Tekin and Taşpınar (2024) found that learning stations in visual arts classes can support the development of students' creativity through active engagement in artistic activities. Similarly, research involving fifth-grade primary school students demonstrated that collaborative visual arts activities can facilitate creative thinking and improve the quality of students' creative products and collaboration (Guan et al., 2024). Supporting these findings, Sari et al. (2024) found that visual creativity media can improve students' creativity and their ability to communicate social messages through visual art, while Hae et al. (2021) reported that creative visual media can increase student participation, learning motivation, and the meaningfulness of students' artwork compared with conventional learning.

These conditions were also identified among fifth-grade students at SD Negeri 070999 Tarakhaini based on preliminary observations. Learning remains teacher-centered, the use of engaging instructional media is limited, and students' participation and motivation remain low. Students also experience difficulties in creating posters, particularly in determining designs, selecting colors, and organizing messages, resulting in works that tend to be simple and lack creativity (Afriyanti, 2025). In addition, students' understanding of social character values, such as cooperation, responsibility, and concern for others, remains low, as reflected in limited group interaction and participation in discussions (Montero, 2023; Jung & Lee, 2025). This condition indicates a gap between the expected educational objectives and actual classroom practices (Tanjung, 2025).

One alternative to address these problems is the implementation of visual creativity media through poster-making activities. This medium can provide students with opportunities to develop ideas, express themselves, enhance creativity, and understand and communicate social character values (Guan et al., 2024). However, its implementation has not yet been systematically conducted within the context of classroom improvement. Therefore, classroom action research is needed to implement planned interventions, observe changes, and continuously improve the learning process.

Based on these problems, this study aims to examine the process of implementing visual creativity media in creating social character posters among fifth-grade students at SD Negeri

070999 Tarakhaini and to improve students' creativity in poster-making through the use of visual creativity media.

2. Literature Review

Creativity in elementary education can be fostered through active, visual, and product-oriented learning experiences. Balci et al. (2024) found that structured creative activities in the *My Creative World* program enhanced elementary students' creative thinking by encouraging exploration, visual expression, storytelling, and social problem-solving. Similarly, Tekin and Taşpınar (2024) demonstrated that learning stations in visual arts education positively influenced students' creativity by providing opportunities for active participation and artistic exploration. These findings suggest that visual media can function not merely as instructional aids but also as spaces for students to explore ideas and produce creative works.

Visual media, particularly posters, also has potential to support character education. Kurniawan et al. (2023) reported that technology-based posters could facilitate character education among elementary students by presenting moral values through attractive combinations of text and visual elements. Likewise, Burhanuddin et al. (2025) developed poster-based learning media to strengthen students' character of respect and prevent bullying. These studies indicate that posters can make social values more concrete, accessible, and meaningful for elementary students. Therefore, poster production may provide an opportunity for students to express creative ideas while simultaneously communicating positive social values.

The use of visual media is also relevant to Indonesian language learning. Wulandari et al. (2024) found that graphic, audiovisual, and computer-based media can improve students' engagement and facilitate understanding in Indonesian language instruction. Kurniati et al. (2025) similarly showed that image media can support Indonesian language learning by helping students connect visual representations with meaning, particularly in reading activities. More specifically, Safa and Janattaka (2026) demonstrated the potential of Canva-based poster media in Indonesian language learning at the elementary level, highlighting the value of integrating textual and visual elements in learning activities. These findings suggest that visual media can extend Indonesian language learning beyond comprehension toward creative communication and production.

Overall, previous studies have established the importance of visual activities for creativity, posters for character education, and visual media for Indonesian language learning. However, these dimensions have generally been examined separately, leaving limited research that integrates visual creativity, poster production, social character development, and Indonesian language learning, particularly among fifth-grade elementary students. The present study addresses this gap by positioning posters not only as instructional media but also as creative products designed and produced by students to communicate social character values through Indonesian language learning.

3. Method

This study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, which consists of four cyclical stages: planning, action, observation, and reflection. The research was conducted collaboratively with the fifth-grade teacher at SD Negeri 070999 Tarakhaini, beginning with the planning stage and continuing through the implementation of the learning activities. The intervention involved the use of visual creativity media, particularly hand-drawn illustrations, collages, and mixed-media

techniques in poster creation, to improve the learning process, students' visual creativity, learning engagement, and social character. In accordance with the CAR framework, each cycle consisted of planning the learning activities, implementing the planned action, observing the learning process and student responses, and reflecting on the results to determine necessary improvements for the subsequent cycle (Pahleviannur et al., 2022).

The research was conducted in the fifth-grade class of SD Negeri 070999 Tarakhaini because the class exhibited conditions relevant to the research objectives. The learning process was predominantly lecture-based, which was associated with low student engagement and limited visual creativity, particularly in poster-making activities. In addition, students' social character, including cooperation, responsibility, and caring, had not developed optimally. Grade V was selected because the students had sufficient foundational abilities to develop creative skills while understanding and expressing social character values. The intervention was implemented within Indonesian Language instruction, allocated six lesson periods, equivalent to two sessions of 35 minutes per week, with each research cycle consisting of two meetings.

The subjects comprised all 20 fifth-grade students, consisting of 9 boys and 11 girls. The object of the study was the implementation of visual creativity media in creating posters containing social character values. The main aspects observed included students' visual creativity in poster production, active participation during learning activities, and development of social character, particularly cooperation, responsibility, and caring. Data were collected using observation sheets, field notes, tests, and documentation, while the corresponding data collection techniques consisted of observation, testing, and documentation (Elan et al., 2022). These instruments were used to obtain comprehensive information regarding both the learning process and students' learning outcomes following the implementation of the intervention.

The data were analyzed using quantitative and qualitative approaches. Quantitative analysis was conducted using students' essay-test scores and scores obtained from the poster assessment rubric to determine their achievement in the learning activities. Meanwhile, qualitative data were analyzed through the stages of data reduction, data presentation, and verification or conclusion drawing. The success indicator of the intervention was determined based on students' achievement of the Minimum Completeness Criteria (Kriteria Ketuntasan Minimal/KKM) established by the school, namely a score of 70 for Indonesian Language. Thus, the implementation of visual creativity media was considered successful when students demonstrated improvement in poster creation and achieved the predetermined learning criterion, accompanied by increased engagement and development of the targeted social character traits.

4. Research Result

The classroom action research was conducted through the stages of planning, action implementation, observation, and reflection, which were carried out repeatedly in each cycle. The action involved the implementation of visual creativity media in learning activities focused on creating social character posters among fifth-grade students. The research data were collected through observation, tests, and documentation to examine the implementation of the action and the development of the learning process throughout the study.

In Cycle I, the researcher and the observing teacher first prepared the learning materials and research instruments, including the Learning Objective Flow, teaching module, and observation sheets. The learning activities were designed using the Project-Based Learning

(PjBL) model combined with question-and-answer, lecture, and assignment methods. The learning process focused on using infographics as stimuli, introducing poster elements and visual creativity techniques, creating posters collaboratively, and presenting the resulting works containing social character values.

The implementation of Cycle I was conducted in two meetings, each consisting of introductory, core, and closing activities. During the action, students were guided to observe an infographic about bullying, express their opinions, identify poster elements, create social character posters, and present their work. The implementation showed that the use of images and colors began to attract students' attention and encourage them to express their ideas through posters. However, several challenges remained, including limited concentration, lack of confidence in expressing opinions, difficulties in communicating messages through images or written text, and suboptimal classroom management during practical activities.

To obtain an overview of the implementation of the action, observations were conducted on both student and researcher activities with the assistance of the observing teacher. The results showed that the percentage of researcher activities implemented increased from 54% in the first meeting to 63% in the second meeting, while the percentage of activities that were not implemented decreased from 46% to 37%. This increase indicates an improvement in the implementation of the learning activities, although several aspects still required improvement, particularly time and classroom management, the provision of more detailed instructions, and student assistance during the poster-making process.

4.1 Student Observation Results for the First and Second Meetings of Cycle I

The observation results from the first and second meetings of Cycle I indicated that student engagement in the learning process remained relatively low. Based on the observation sheets completed during the learning activities, student engagement increased from 58% in the first meeting, with 42% of students remaining inactive, to 67% in the second meeting, while the proportion of inactive students decreased to 33%. Although student engagement improved in the second meeting, many students were still inactive, showing that further improvements were needed. These findings, which illustrate the changes in student engagement during the first and second meetings of Cycle I, are presented in Figure 1.

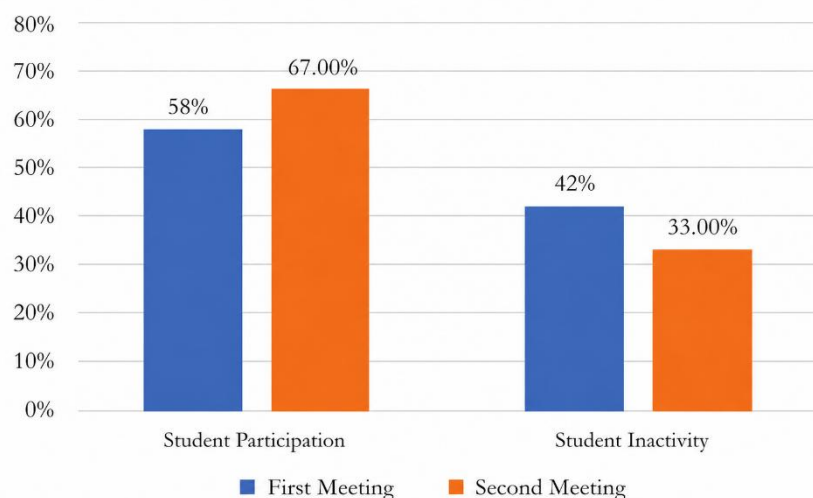


Figure 1. Student Engagement in the Learning Process of Creating Social Character Posters Using Visual Creativity Media among Fifth-grade Students of SD Negeri 070999 Tarakhaini

These findings were obtained from observation sheets completed by the observer during the learning process. The observations also identified several strengths and weaknesses among the students. During the second meeting, students demonstrated the ability to express their ideas through engaging poster designs, both through visual representations and through the communication of social character messages. During the poster-making process, students demonstrated cooperation, exchanged ideas, and engaged in discussions with their peers. They also showed considerable enthusiasm for participating in the activity of creating social character posters. Nevertheless, several weaknesses were identified. Some students did not pay sufficient attention to the researcher's explanation concerning bullying prevention and the social character traits that should be developed to prevent bullying. Students also showed limited responses when the researcher asked questions about the elements of social character posters. In addition, some students were not sufficiently serious or focused when completing the poster-making task.

3.2 Results of the Analysis of Student Knowledge Assessment Data in Cycle I

Based on the results of the student knowledge assessment conducted in Cycle I, students' achievement in identifying the elements of social character posters created through the implementation of visual creativity media showed a classical mastery rate of 66%. The assessment was administered through an essay test at the end of the learning activities and was intended to measure students' understanding of the elements involved in creating social character posters. The results indicate that students' knowledge acquisition had not yet reached the mastery criterion established in the study, namely 80%, and therefore further instructional improvement was required in the subsequent cycle.

The distribution of students' achievement scores based on the four-point assessment scale is presented in Table 1. Of the 20 students assessed, 2 students (10%) obtained scores within the 86–100 interval and were categorized as *very good* (score 4). One student (5%) achieved a score within the 76–85 interval and was categorized as *good* (score 3). Meanwhile, 14 students (70%) obtained scores within the 56–75 interval and were categorized as *adequate* (score 2), while 3 students (15%) obtained scores within the 10–55 interval and were categorized as *insufficient* (score 1). These results indicate that the majority of students were still concentrated in the adequate achievement category, suggesting that their understanding of the elements of social character posters required further strengthening.

Table 1. Students' Knowledge Assessment Results on the Implementation of Visual Creativity Media in Creating Social Character Posters in Cycle I

Mastery Interval	Four-Point Scale	Category	Number of Students	Percentage
86 – 100	4	Very Good	2	10%
76 – 85	3	Good	1	5%
56 – 75	2	Adequate	14	70%
10 – 55	1	Insufficient	3	15%
Total			20	100%

The findings from Cycle I were subsequently used as the basis for reflection. The reflection focused on identifying aspects of the learning process that had not yet been implemented optimally while retaining and further developing the aspects that had

demonstrated positive results. The reflection was conducted by considering both the observation data and the results of the students' knowledge assessment.

The observation results indicated that the implementation of the researcher's activities and students' activities remained suboptimal. The researcher's activities increased from 54% in the first meeting to 63% in the second meeting, while students' activities increased from 58% to 67%, respectively. Although these results demonstrate an improvement between the two meetings, the level of implementation and student engagement remained insufficient to achieve the expected learning outcomes. Therefore, improvements were required in the implementation of the learning activities, particularly in classroom management, the provision of clearer instructional guidance, and the facilitation of students' participation during the poster-making activities. These findings showed that further improvements were needed to increase student participation and learning effectiveness in the next cycle.

Furthermore, the students' knowledge assessment results showed that the classical mastery level reached only 66%, which remained below the established mastery criterion of 70% and the 80% target set by the researcher. This finding indicates that the learning outcomes achieved in Cycle I had not yet met the expected standard. Consequently, the implementation of Cycle II was considered necessary to address the weaknesses identified during Cycle I and to improve both the learning process and students' achievement in understanding and creating social character posters through visual creativity media.

3.3 Student Observation Results for the Cycle I

The observation results from the first and second meetings of Cycle II indicated a substantial improvement in student engagement in the learning process. Based on the observation sheets completed during the learning activities, student engagement reached 90% in the first meeting, with 10% of students remaining inactive. This proportion increased to 95% in the second meeting, while the percentage of inactive students decreased to 5%. These findings indicate that student participation became increasingly optimal during the implementation of Cycle II. The improvement reflects a positive shift in students' active involvement throughout the learning activities. The changes in student engagement during the first and second meetings of Cycle II are presented in Figure 2.

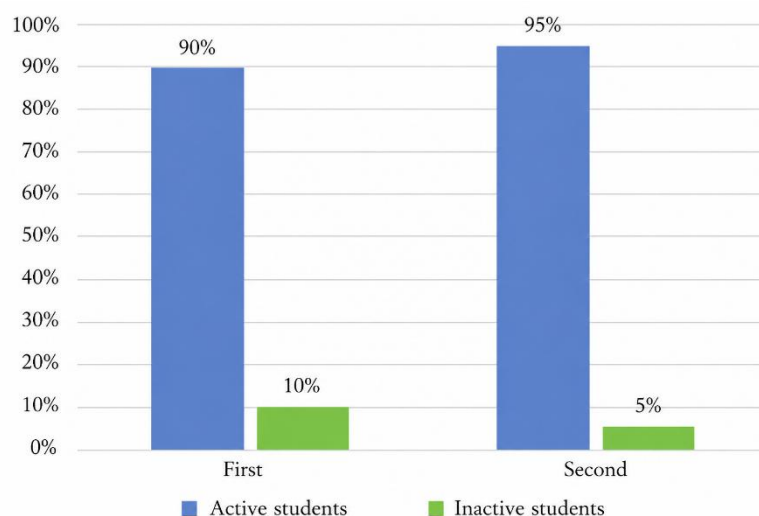


Figure 2. Student Engagement in the Learning Process of Creating Social Character Posters Using Visual Creativity Media among Fifth-grade Students of SD Negeri 070999 Tarakhaini

These findings were obtained from the observation sheets completed by the observer during the learning process. The observations also revealed several strengths and weaknesses in students' participation during Cycle II. During the second meeting, students demonstrated further development in creativity, as reflected in the greater variety of poster designs they produced. Most students also showed increased confidence in presenting their work in front of the class and participated more actively and enthusiastically in the poster-making activities. Nevertheless, some students still experienced difficulties in confidently explaining the content and meaning of the posters they had created. Overall, the observation results indicate that student engagement, creative expression, and participation in the learning process improved substantially during Cycle II.

Learning activities during Cycle II indicated a significant improvement in student engagement. In the first session, student engagement reached 90%, while 10% of students remained inactive. In the second session, the proportion of active students increased further to 95%, with only 5% remaining inactive. These results were consistent with the records completed by the observer teacher throughout the learning process. The observation also identified several strengths and weaknesses among the students during the second session. In terms of strengths, students' creativity began to develop, as reflected in the increasing variety of poster designs they produced. Most students were confident, active, and enthusiastic during the poster-making activities. However, some still lacked confidence when explaining their posters.

3.4 Results of the Analysis of Student Knowledge Assessment Data in Cycle II

The results of the student knowledge assessment in Cycle II demonstrated a substantial improvement in students' achievement in identifying the elements required to create social character posters using visual creativity media. Based on the essay test administered at the end of Cycle II, the students' classical mastery reached 86%. This result indicates that the learning outcomes had exceeded the 70% Learning Objective Achievement Criteria and the 80% classical mastery target established in the study. Therefore, the results suggest that the implementation of visual creativity media in learning activities contributed to improved student achievement in understanding and creating social character posters.

The distribution of students' achievement scores based on the four-point assessment scale is presented in Table 2. Of the 19 students assessed, 15 students (79%) obtained scores in the 86–100 interval and were categorized as *excellent* (score 4). One student (5%) obtained a score in the 76–85 interval and was categorized as *good* (score 3), while three students (16%) obtained scores in the 56–75 interval and were categorized as *fair* (score 2). No students obtained scores in the 10–55 interval. These findings indicate that the majority of students achieved the highest performance category following the implementation of the learning activities in Cycle II.

Table 2. Student Knowledge Assessment Results on the Implementation of Visual Creativity Media in Creating Social Character Posters in Cycle II

Mastery Interval	Four-Point Scale	Category	Number of Students	Percentage
86 – 100	4	Excellent	15	79%
76 – 85	3	Good	1	5%
56 – 75	2	Fair	3	16%
10 – 55	1	Poor	0	0%
Total			19	100%

The comparison of student achievement between Cycle I and Cycle II further demonstrates an improvement in learning outcomes. As presented in Table 3, the total final score increased from 1,327 in Cycle I to 1,641 in Cycle II, while the reported average achievement increased from 66% to 86%. This represents a 20-percentage-point increase in students' average achievement between the two cycles. The improvement indicates that the learning activities implemented in Cycle II were more effective in supporting students' understanding and ability to create social character posters using visual creativity media. Overall, the results show that the improvements made in Cycle II led to better student learning outcomes.

Table 3. Profile of Findings Regarding the Improvement in Creating Social Character Posters Using Visual Creativity Media in Cycle I and Cycle II

No	Cycle	Total Final Score	Average
1	Cycle I	1.327	66%
2	Cycle II	1.641	86%

The improvement in students' achievement between Cycle I and Cycle II is illustrated in Figure 3. The figure presents the increase in the average student score from 66% in Cycle I to 86% in Cycle II. This increase indicates a 20-percentage-point improvement in students' achievement. The results demonstrate that student achievement in Cycle II surpassed the predetermined mastery criterion and the 80% classical mastery target.

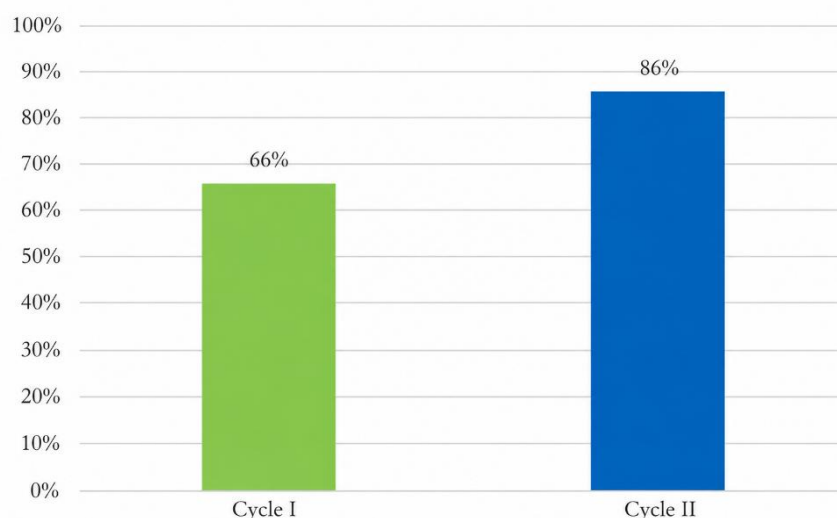


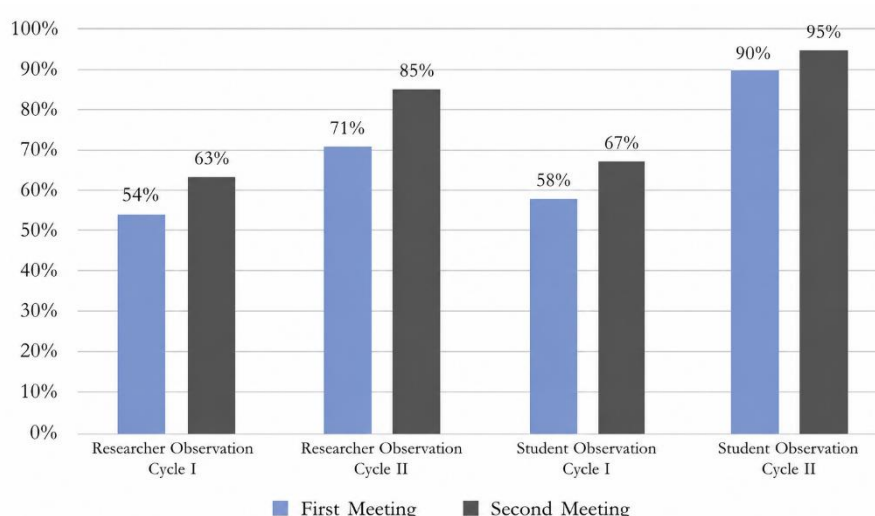
Figure 3. Profile of Findings Regarding the Improvement in Creating Social Character Posters Using Visual Creativity Media in Cycle I and Cycle II

The development of the learning process can also be observed through the observation results for researcher and student activities. As presented in Table 6, researcher activity increased from 54% in the first meeting and 63% in the second meeting of Cycle I to 71% and 85%, respectively, in Cycle II. Similarly, student activity increased from 58% and 67% in the first and second meetings of Cycle I to 90% and 95% in Cycle II. These findings demonstrate that both the implementation of the learning activities and student engagement improved considerably from Cycle I to Cycle II. The improvement was particularly evident in student activity, which reached 95% in the second meeting of Cycle II. These results indicate that the improvements made after Cycle I contributed to a more effective learning process.

Table 4. Profile of Researcher and Student Observation Results in Cycle I and Cycle II

Observation	Cycle I Meeting 1	Cycle I Meeting 2	Cycle II Meeting 1	Cycle II Meeting 2
Researcher Activity	54%	63%	71%	85%
Student Activity	58%	67%	90%	95%

The comparison of researcher and student observation results is presented in Figure 4. The results indicate a consistent improvement in the implementation of the learning process and student participation across the two cycles. The increase in researcher activity suggests that the instructional procedures were implemented more effectively in Cycle II, while the substantial increase in student activity indicates greater engagement in the learning process involving visual creativity media.


Figure 4. Profile of Researcher and Student Observation Results Based on Observation Sheets in Cycle I and Cycle II

The observations conducted during Cycle II further indicated that students participated actively in the learning process of creating social character posters using visual creativity media. Students also demonstrated greater willingness to ask questions concerning aspects of the posters that they did not yet understand. They were also more confident in expressing their ideas and completing the poster-making activities. In addition, students showed greater enthusiasm and involvement throughout the learning process. This finding indicates that the learning environment in Cycle II encouraged more active participation and interaction between students and the researcher.

Overall, the results of the Cycle II assessment and observations demonstrate positive development in both student achievement and the implementation of the learning process. The students' knowledge assessment showed an increase from 66% in Cycle I to 86% in Cycle II, while student engagement increased from 58% and 67% in the first and second meetings of Cycle I to 90% and 95% in Cycle II. The researcher's activity also improved from 54% and 63% in Cycle I to 71% and 85% in Cycle II. The achievement obtained in Cycle II exceeded the 80% classical mastery target established by the researcher. Based on these findings, the learning objectives established in the study were considered to have been achieved, and therefore the research was concluded at the end of Cycle II.

5. Discussion

The findings of this classroom action research demonstrate that the implementation of visual creativity media in learning activities focused on creating social character posters contributed to improvements in the learning process, student engagement, and students' creative performance. The improvement was reflected in the progressive development of researcher activity, student participation, and students' achievement from Cycle I to Cycle II. Students increasingly demonstrated the ability to develop poster concepts, select and combine colors, organize images and text, and communicate social character messages through visual forms. In addition, students became more actively involved in discussions and poster-making activities and showed greater confidence when presenting their work. These findings indicate that visual creativity media provided students with opportunities to engage directly in creative activities rather than merely receiving information through conventional instructional approaches. The finding is consistent with Samaniego et al. (2024), who identified experiential learning, artistic practices, project-based learning, and interdisciplinary approaches as important pedagogical strategies for fostering creative thinking.

The findings answer the two research questions formulated in this study. The first research question concerns the implementation of visual creativity media in teaching fifth-grade students to create social character posters at SD Negeri 070999 Tarakhaini. The implementation was conducted through a structured sequence of learning activities consisting of introducing social character values, presenting visual stimuli, explaining poster elements and visual creativity techniques, developing poster ideas, producing posters, presenting the completed works, and conducting reflection. This sequence positioned the researcher as a facilitator who guided students in exploring ideas and transforming those ideas into visual products. The use of infographics and poster examples at the beginning of the learning process provided students with concrete visual references, while the subsequent poster-making activities enabled them to apply the information and techniques introduced during instruction.

The implementation process also demonstrated progressive improvement across the two cycles. During Cycle I, the learning process was not yet fully optimal. The researcher experienced difficulties in allocating time, managing the classroom during practical activities, providing sufficiently detailed instructions, and facilitating students' collaboration. These conditions were reflected in the researcher activity scores, which increased from 54% in the first meeting to 63% in the second meeting. Following reflection on the weaknesses identified in Cycle I, improvements were incorporated into Cycle II, resulting in researcher activity scores of 71% in the first meeting and 85% in the second meeting. The progressive increase indicates that the implementation of visual creativity media became more systematic and effective as the researcher refined the instructional procedures and responded to difficulties identified during the previous cycle.

The improvement in researcher activity was accompanied by a substantial increase in student engagement. Student activity increased from 58% in the first meeting of Cycle I to 67% in the second meeting, and subsequently increased to 90% in the first meeting of Cycle II and 95% in the second meeting. The increase in student engagement may be explained by the active and task-oriented nature of project-based learning, which places students in meaningful learning activities rather than passive reception of information (Wijnia et al., 2024; Puspitarani et al., 2024). In Cycle I, some students remained reluctant to express their opinions, had difficulty maintaining concentration, and lacked confidence when presenting their posters. In contrast, during Cycle II, most students participated more actively in poster-

making activities, interacted with their peers, asked questions when they encountered difficulties, and demonstrated greater confidence in presenting their work. This increased participation is relevant to Rumble et al. (2024), who, identified connections between engagement in visual arts and children's social-emotional wellbeing. Thus, the observation results indicate that the implementation of visual creativity media gradually created a more participatory learning environment.

The second research question concerns whether the use of visual creativity media could enhance fifth-grade students' creativity in creating social character posters. The findings indicate that it did. Students' achievement increased from 66% in Cycle I to 86% in Cycle II, representing a 20-percentage-point improvement. The increase indicates that students demonstrated better performance after the instructional process was refined in Cycle II. The improvement was reflected in students' ability to formulate poster concepts, select appropriate colors, arrange visual and textual elements, and communicate social character messages through their designs. Students also demonstrated greater independence and confidence in translating their ideas into visual forms. As illustrated in Figure 5, students' creativity demonstrated a substantial improvement from Cycle I to Cycle II, increasing from 66% to 86%.

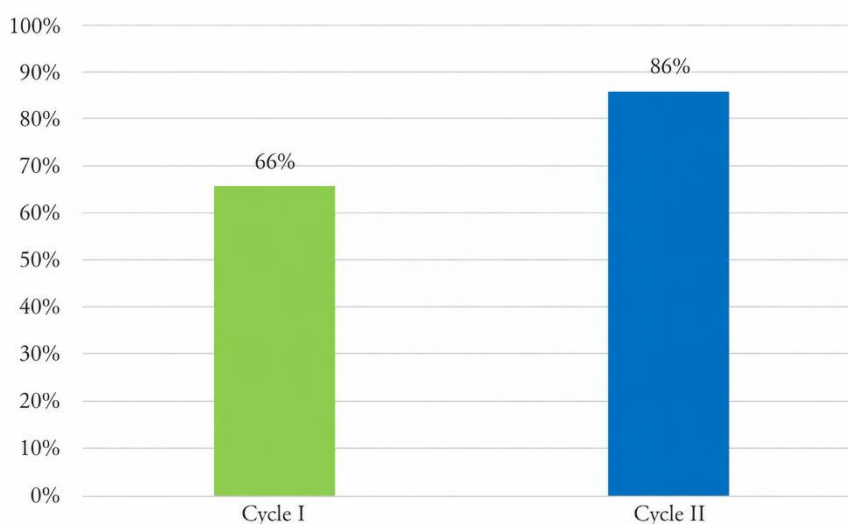


Figure 5. Percentage Diagram of the Improvement in Students' Creativity from Cycle I to Cycle II

The development observed across the cycles indicates that students' creativity did not improve solely as a result of exposure to visual media, but also through the learning opportunities provided during the implementation. This finding is consistent with Clements (2024), who emphasizes that arts integration can create classroom environments that foster creativity, critical thinking, and opportunities for students to express and develop their ideas through artistic activities. In the present study, these opportunities were realized through the process of developing poster concepts, experimenting with colors and visual elements, and translating social character messages into visual forms. In Cycle I, some students experienced difficulties in determining poster concepts, selecting color combinations, arranging poster elements, and communicating their intended messages. These difficulties were addressed in Cycle II through clearer explanations, the provision of visual examples, more structured guidance, and greater opportunities for students to explore their own ideas. Consequently, students were able to participate more independently in the creative process and produce

poster designs that were increasingly varied and relevant to the assigned social character theme.

The findings are consistent with the study cited by Sultan and Tirtayasa (2019), which indicates that visual learning media can stimulate students' imagination, encourage inventiveness, and provide opportunities for students to express ideas more freely and innovatively. This interpretation is also supported by Clements (2024), who highlights the potential of arts integration to foster creativity by providing students with opportunities to engage in artistic expression and develop ideas through active learning experiences. In the present study, visual creativity media served not merely as a means of presenting instructional content but also as a stimulus for students' creative production. Infographics, images, colors, and poster examples provided students with visual references from which they could develop their own ideas. The subsequent process of designing and producing posters enabled students to experiment with these visual elements and combine them with written messages related to social character (Zhang et al., 2024). This finding is also consistent with Rumble et al. (2024), whose scoping review highlights the potential of visual arts participation to support children's social-emotional wellbeing.

The relationship between visual creativity media and students' creative development can also be understood from the increased level of student engagement. The increase from 58% and 67% in Cycle I to 90% and 95% in Cycle II suggests that students became increasingly involved in activities requiring them to observe, discuss, design, create, and present. Such active involvement provided students with greater opportunities to exercise creative decision-making (Zhang et al., 2024). Rather than simply reproducing information provided by the researcher, students were encouraged to determine how social character messages would be represented through images, colors, text, and layout. Therefore, the improvement in student activity and creativity occurred simultaneously with the increasingly effective implementation of the learning process.

The findings also show that the development of creativity was accompanied by improvement in students' learning achievement. The increase in the average achievement from 66% in Cycle I to 86% in Cycle II exceeded the 80% classical mastery target established by the researcher. This result suggests that students not only became more engaged in the creative process but also developed a better understanding of the poster elements and the messages they were expected to communicate. The combination of visual stimulation, teacher guidance, collaborative activities, and opportunities for creative exploration therefore supported both the learning process and the achievement of the intended learning outcomes (Sari et al., 2024).

In summary, the findings demonstrate that visual creativity media can be effectively integrated into project-oriented learning activities for creating social character posters. Its effectiveness was supported by the progressive improvement in researcher activity, student engagement, and student achievement across the two cycles. The researcher activity increased from 54% to 85%, student activity increased from 58% to 95%, and students' achievement increased from 66% to 86%. These results provide evidence that the implementation of visual creativity media, when accompanied by systematic instructional guidance and continuous reflection, can create more active learning conditions and support students' creative expression in producing social character posters. Accordingly, both research questions were addressed, and the predetermined criteria for successful implementation and learning achievement were attained in Cycle II.

6. Conclusion

Based on the findings of the classroom action research, it can be concluded that the implementation of visual creativity media in creating social-character posters among fifth-grade students at SD Negeri 070999 Tarakhaini was successfully conducted through two cycles and resulted in improvements in both the learning process and students' creative abilities. The implementation enabled students to develop ideas, select images and colors, organize visual and textual elements, and communicate social-character values through creative poster designs. This improvement was reflected in teacher activity, which increased from 54% and 63% in Cycle I to 71% and 85% in Cycle II, and student activity, which increased from 58% and 67% to 90% and 95%, respectively.

The use of visual creativity media also improved students' creativity and learning outcomes in creating social-character posters. The average student achievement increased from 66% in Cycle I to 86% in Cycle II, indicating that the predetermined success criterion was achieved. Students demonstrated greater ability to develop poster concepts, combine colors, arrange images and text, and express social-character messages creatively. Thus, visual creativity media can serve as an effective instructional medium for supporting students' creativity and active participation in poster-making activities.

The findings have practical implications for teachers, students, and schools. Teachers can use visual creativity media to promote more active and meaningful learning. Students can explore ideas through drawing, coloring, designing, and communicating messages. Schools should provide adequate facilities to support the use of innovative instructional media. However, the findings should be interpreted within the study's limitations, particularly its implementation over only two cycles, involvement of a single class, limited learning materials, and differences in students' visual and drawing abilities. Future studies may therefore involve longer intervention periods, larger and more diverse samples, varied visual media, and alternative instructional strategies to further examine the development of students' creativity and social character values.

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Conflict of Interest

The authors declare that there is no conflict of interest related to the conduct, authorship, or publication of this research.

Authors' Contributions

Elvian Kardiani Halawa was responsible for conceptualization, research implementation, data collection, data analysis, interpretation of findings, and manuscript preparation. **Noibe Halawa** contributed to supervision, methodological guidance, critical review, and manuscript

revision. **Yaredi Waruwu** contributed to supervision, methodological guidance, critical review, and manuscript revision. **Eka Periaman Zai** contributed to supervision, academic guidance, critical review, and manuscript revision. All authors reviewed and approved the final version of the manuscript.

Statement on the Use of AI

Artificial intelligence (AI) tools were used solely for translating the manuscript from Indonesian into English. The authors remain fully responsible for the accuracy, interpretation, analysis, and originality of the content presented in the manuscript.

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