

Development of Collage Activity-Based Media To Improve the Creativity of Fourth-Grade Students in Visual Arts Learning

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Article	Abstract
<p>Keywords: Collage activities; creativity; learning media; development; visual arts.</p> <p>Article History Received: Feb 11, 2026 Reviewed: Mar 12, 2026 Accepted: Apr 11, 2026 Published: May 20, 2026</p>	<p><i>This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. The study aimed to develop collage activity-based media to improve the creativity of fourth-grade students in visual arts learning at the elementary school level. The media were developed based on an analysis of students' needs and the characteristics of visual arts instruction. The results of the study indicate that the developed media met the feasibility criteria based on validation by material experts and media experts. The use of collage media was able to create a more active, engaging, and student-centered learning environment. In addition, this media generated positive responses regarding students' participation in art-making activities, thereby helping to enhance creativity, imagination, and the ability to express ideas throughout the learning process. Based on the findings, collage activity media are suitable for use as an alternative innovative learning medium to create creative and meaningful visual arts learning in elementary schools.</i></p>



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INTRODUCTION

Creativity is one of the essential abilities that need to be developed in the educational process, particularly at the elementary school level. In the era of 21st-century learning, students are required to possess critical thinking, creativity, communication, and collaboration skills as provisions for facing the rapid advancement of science and technology (Subro & Fawaid, 2025). Creativity is associated with students' ability to generate ideas, solve problems, and express thoughts in flexible and original ways (Appulembang, 2017). Therefore, creativity development should be carried out from an early age so that students can optimize their potential in facing various learning challenges and everyday life situations (Bernhardt, 2015).

At the elementary school level, the development of students' creative abilities should be carried out through learning experiences that provide opportunities for students to be active, explore, and express their ideas freely. However, in reality, students' creativity is still relatively low. This is because the learning process in schools tends to remain teacher-centered and places greater emphasis on academic achievement rather than on the development of students' creative thinking skills. Monotonous learning activities result in limited opportunities for students to develop imagination and new ideas, causing them to become passive during the learning process. This condition indicates the need for learning innovations that provide space for students to think creatively and actively throughout the learning process.

The development of students' creativity is influenced by various factors, both internal and external. Internal factors include curiosity, motivation, and students' willingness to try new things, while external factors include the learning environment, instructional methods, and learning media used by teachers during the learning process. Therefore, teachers need to create a learning atmosphere that encourages students to be active, creative, and confident in expressing their ideas. One effort that can be undertaken is the use of innovative and engaging learning media suitable for elementary school students.

The use of learning media can assist teachers in delivering instructional content more effectively, enabling students to understand lessons more easily. Appropriate learning media can increase learning motivation, interest, and student participation in the learning process (Budi Harsiwi & Dewi Arini, 2020). In addition, interactive learning media can help students understand concepts more concretely, making learning more meaningful. Therefore, teachers need to develop learning media that are aligned with the characteristics of elementary school students so that learning objectives can be achieved optimally. The utilization of learning media

The utilization of creative learning media is also one form of implementing 21st-century learning that is oriented toward students' activities and learning experiences.

One of the subjects that is closely related to the development of students' creativity is visual arts education. Visual arts learning provides students with opportunities to express ideas, imagination, and feelings through artistic activities. Through visual arts learning, students not only learn about the final artwork but also about the creative process involved in producing a work of art. Therefore, visual arts education serves as an effective means of developing the creativity of

elementary school students (Ihsan et al., 2023). In addition, the surrounding environment can be utilized as a source and medium for visual arts learning, providing more concrete and meaningful learning experiences for elementary school students (Suartini & Supir, 2024).

However, in practice, visual arts learning in elementary schools still faces various challenges. Teachers tend to use monotonous teaching methods and make limited use of engaging learning media, resulting in students being less active and less enthusiastic about participating in learning activities. This condition causes students' creativity to remain underdeveloped. Therefore, learning innovations are needed that actively involve students in the visual arts learning process, allowing them greater opportunities to develop their ideas, imagination, and creativity to their fullest potential.

One medium that can be used to enhance students' creativity is collage activity-based learning media. Collage is an art activity that involves attaching various materials, such as paper, leaves, fabric, seeds, and other materials, to create an attractive artwork (Palintan & Saria, 2018). Through collage activities, students can develop motor skills, concentration, accuracy, imagination, and creativity in combining various shapes and colors into meaningful works of art. In addition, collage activities provide enjoyable learning experiences because students are directly involved in the process of creating artwork.

Several previous studies have shown that collage activities can improve the creativity of elementary school students. The use of collage activity-based media makes students more active, enthusiastic, and capable of developing creative ideas during the learning process (Jahra, 2022). Nevertheless, most studies have focused on the implementation of collage activities in learning and have not extensively developed collage activity-based learning media systematically using the ADDIE model. Furthermore, research specifically aimed at developing collage activity media in visual arts learning to improve the creativity of fourth-grade elementary school students remains limited. Therefore, this study was conducted to develop collage activity-based learning media using the ADDIE model to enhance the creativity of fourth-grade students in visual arts learning (Muryandari P. R., 2025).

This study aims to develop collage activity-based learning media that are suitable for use in visual arts learning at the elementary school level. In addition, this study seeks to determine the feasibility of the media and students' responses to the use of collage activity media in improving the creativity of fourth-grade students.

METHOD

This study employed a Research and Development (R&D) approach. Research and Development is a research method used to produce a particular product and test its feasibility for use in the learning process (Waruwu, 2024). In this study, the product developed was collage activity-based learning media for visual arts instruction to improve the creativity of fourth-grade elementary school students. This study utilized the ADDIE development model, which consists of five stages: **analysis, design, development, implementation, and evaluation**. The ADDIE model was selected because it provides systematic, simple, and easily applicable stages in the development of learning media. Furthermore, the ADDIE model is considered capable of assisting researchers in designing and developing learning media gradually, from the analysis stage to the evaluation stage (Sari & Asmendri, 2020). Each stage is interconnected, enabling the learning media development process to be carried out in a structured and continuous manner.

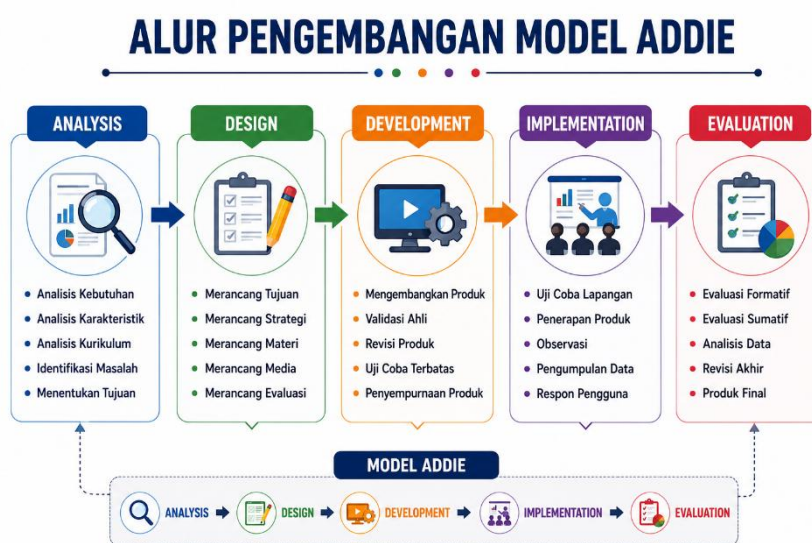


Figure 1. ADDIE Model Development Flow

The first stage in the ADDIE model is the **analysis** stage. At this stage, various problems occurring in the learning process are identified

Berikut terjemahan lanjutan bagian yang Anda kirim, dimulai dari kalimat "**pembelajaran seni rupa di sekolah dasar...**" hingga **Saran**, dengan tetap mempertahankan struktur artikel.

The analysis stage involved identifying various problems occurring in visual arts learning at the elementary school level, particularly those related to students' low creativity and the suboptimal use of learning media. The analysis included a needs analysis, curriculum analysis, and learner characteristics analysis (Fairuz, 2010).

The needs analysis aimed to determine the condition of visual arts learning in elementary schools as well as the challenges faced by teachers and students during the learning process.

The second stage was the **design** stage. At this stage, the researcher began designing the concept of collage activity-based learning media based on the results of the previous analysis. Activities at the design stage included developing the media concept, determining visual arts learning materials, selecting materials to be used in collage activities, and designing learning procedures appropriate to the characteristics of fourth-grade elementary school students.

The third stage was the **development** stage. At this stage, the learning media were developed based on the initial design that had been prepared previously. The developed learning media were then validated by material experts and media experts to determine the feasibility level of the product before being used in the learning process. Validation was conducted on aspects of content feasibility, media appearance, language use, and the suitability of the media with the characteristics of elementary school students. The validation results were used as the basis for revising and refining the learning media.

The fourth stage was the **implementation** stage. At this stage, the collage activity-based learning media were applied in visual arts learning for fourth-grade elementary school students. The implementation stage was conducted to determine students' responses to the use of the developed learning media (Gulo & Harefa, 2022). In addition, observations were conducted regarding students' activities during the learning process to determine their level of engagement and their ability to develop creative ideas through collage activities.

The final stage was the **evaluation** stage. Evaluation was conducted to identify the strengths, weaknesses, and feasibility of the developed learning media (Hasan et al., 2021). The evaluation process was based on expert validation results, classroom observation findings, and students' responses to the use of collage activity-based learning media. The evaluation results were used as the basis for improving and refining the learning media to better meet the needs of elementary school students.

Data collection techniques in this study included observation, documentation, expert validation sheets, and student response questionnaires (Rukin, 2019). Observations were conducted to identify the condition of visual arts learning in elementary schools. Validation sheets were used to determine the feasibility level of the developed learning media, while student response questionnaires were used to identify students' perceptions of the use of collage activity media in learning.

The data analysis technique used in this study was descriptive qualitative and quantitative analysis. Data obtained from expert validation and student response questionnaires were analyzed using feasibility percentages and then categorized into the criteria of very feasible, feasible, fairly feasible, and not feasible.

RESULTS AND DISCUSSION

Results

The results of developing collage activity-based learning media for visual arts learning were obtained through the systematic implementation of the ADDIE model stages, namely analysis, design, development, implementation, and evaluation. The media development was carried out based on various problems identified in visual arts learning in elementary schools, particularly students' low creativity and the limited use of learning media capable of actively engaging students in the learning process.

During the analysis stage, it was found that visual arts learning in elementary schools was still dominated by conventional teacher-centered methods, providing students with limited opportunities to explore ideas and express their creativity freely. In addition, the use of less varied learning media made students less interested in participating in visual arts learning. Therefore, more innovative learning media were needed that matched the characteristics of elementary school students, who generally prefer practical activities and enjoyable learning experiences. Collage activity-based learning media were then designed using various simple materials such as colored paper, dried leaves, fabric, seeds, and other natural materials that are easily found in students' surroundings. Collage activities were selected because they provide opportunities for students to develop creativity through combining various shapes, colors, and materials into attractive works of art.

The media development stage involved creating learning media that aligned with fourth-grade visual arts learning materials. The developed media were then validated by material experts and media experts to determine the feasibility level of the product before its implementation in learning activities. Validation was conducted on aspects of content, media appearance, language use, and suitability for elementary school students' characteristics. Based on the validation results, the collage activity-based learning media were categorized as feasible for use in visual arts learning because they featured an attractive design, were easy for students to understand, and were capable of creating a more active and interactive learning environment.

During the implementation stage, the collage activity-based learning media had a positive impact on students' engagement throughout the learning process. The use of collage media made students more active, enthusiastic, and interested in participating in learning activities compared to previous learning experiences that tended to be monotonous. Collage activities provided opportunities for students to express their ideas and imagination through artworks created according to their individual creativity.

Discussion

The use of collage activity-based learning media helps create a more enjoyable and less monotonous learning environment. Collage activities help increase students' self-confidence in presenting their artwork and encourage them to express ideas more confidently during the learning process. This condition indicates that collage activity-based learning media can assist teachers in creating more innovative and student-centered learning experiences.

The development of collage activity-based learning media using the ADDIE model helps ensure that the media development process is systematic and structured. The ADDIE model provides clear development stages, ranging from needs analysis to media evaluation, enabling the resulting media to be more aligned with learning objectives and the characteristics of elementary school students. The use of the ADDIE model in learning media development also facilitates teachers in designing learning experiences that are more effective, creative, and interactive.

Collage activity-based learning media provide learning experiences that differ from conventional instruction. During the learning process, students do not merely act as recipients of information but are actively involved through direct participation in artistic creation activities. Such activities make it easier for students to understand learning materials because they learn through real experiences and hands-on practice.

The use of collage activities also provides students with opportunities to express their ideas and imagination freely. Each student produces a unique artwork according to his or her own creativity and ideas. This condition demonstrates that visual arts learning based on collage activities can help students develop creative thinking skills, originality, and problem-solving abilities through the artistic creation process. In addition, collage activities help students learn how to combine colors, shapes, and materials into artworks with aesthetic value.

The results of developing collage activity-based learning media are consistent with the study conducted by Sri Iftinawati, Eka Titi Andaryani, and Putri Yanuarita, which stated that collage media made from seeds are effective in improving the visual arts creativity of elementary school students. The use of various materials in collage activities helps students explore their creativity and produce more diverse artistic works. Furthermore, the use of materials derived from the surrounding environment makes learning more contextual and easier to apply in students' daily lives.

The development of collage activity-based learning media also helps increase students' engagement during the learning process. The use of attractive learning media can enhance students' learning motivation and create a more enjoyable learning atmosphere. An enjoyable learning environment helps elementary school students remain more focused and active during instruction. Moreover, the use of collage activity-based learning media assists teachers in creating more innovative and creative learning experiences. Teachers not only function as information providers but also as facilitators who guide students throughout the learning process. Student-centered learning enables students to develop their ideas and creativity more freely according to their individual abilities. Therefore, collage activity-based learning media can serve as an innovative alternative learning medium for improving the creativity of fourth-grade students in visual arts learning at the elementary school level.

CONCLUSION

The development of collage activity-based learning media in visual arts learning demonstrates that the use of innovative and interactive media can help improve the creativity of fourth-grade elementary school students. Collage activity-based learning media provide opportunities for students to become more actively involved in the learning process through observing, arranging, combining colors, and creating artworks according to their own ideas and imagination. Learning activities that involve direct participation make students more enthusiastic, confident, and capable of expressing their creativity throughout the learning process.

The use of the ADDIE model in learning media development is considered effective because it provides systematic and structured stages, including analysis, design, development, implementation, and evaluation. Through these stages, the developed learning media can be adapted to students' needs, the characteristics of visual arts learning, and the intended learning objectives. In addition, the use of collage activities helps create a more engaging, enjoyable, and less monotonous

learning environment, enabling students to understand visual arts learning materials more easily.

Based on the results of the study and discussion, collage activity-based learning media can serve as an innovative alternative learning medium that helps teachers improve the creativity of elementary school students, particularly in visual arts learning. Therefore, teachers are expected to be more creative in utilizing learning media that involve direct activities so that the learning process becomes more meaningful and student-centered. Future studies are expected to develop collage activity-based learning media for different subjects and educational levels to obtain more optimal results.

RECOMMENDATIONS

1. For School Principals

School principals are expected to support the use of innovative learning media by providing facilities and infrastructure that support creative learning processes in elementary schools.

2. For Teachers

Teachers are encouraged to utilize collage activity-based learning media as an alternative approach in visual arts learning so that students become more active, creative, and enthusiastic throughout the learning process.

3. For Future Researchers

Future research is expected to develop collage activity-based learning media for different subjects and educational levels in order to obtain more optimal results.

4. Improving Similar Research in the Future

Future studies are recommended to develop more varied media and utilize more innovative materials and instructional designs so that learning becomes more engaging and effective.

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