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The Use of Pinterest-Based Mood Boards in Illustration Learning at SMP Negeri 2 Panongan, Tangerang

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Abstract

One of the problems that often arise in learning illustration in junior high school is that students' work tends to be uniform and less original, especially when they don't have adequate visual references before they start drawing. The purpose of this study is to analyze whether the use of Pinterest-based mood boards can be a solution to encourage visual exploration, creativity, and learning motivation among grade VIII students at SMP Negeri 2 Panongan, Tangerang. This qualitative case study involved 35 students who were divided into five groups. Data was collected using an illustrative assessment rubric (covering visual and technical aspects) and a 25-item Likert self-assessment questionnaire, covering Pinterest experience, creativity, motivation, mood board effectiveness, and collaboration. The results showed that the use of Pinterest-based mood boards effectively supports students' visual exploration, creativity, and learning motivation. The average score across all five groups was 79.2 out of 100, with four of the five groups exceeding the minimum passing score of 70. The results of the questionnaire showed that 82.8% of students gave positive responses, with no negative responses recorded. These findings show that Pinterest, as a digital mood board medium, is quite effective in helping students develop more diverse and focused visual ideas in cultural arts learning. The conclusion of this study emphasizes that the use of Pinterest-based mood boards can function both as a method and as a learning resource to inspire works of art.

INTRODUCTION

Cultural Arts instruction at the junior high school (SMP) level does not always achieve the outcomes the curriculum expects. One reason is that teachers often provide limited initial stimulus or guidance to help students develop ideas independently. In illustration classes specifically, students' work tends to look alike: themes, compositions, and even color choices are often uniform. This observation aligns with previous findings, which state that low originality in students' work is linked to limited visual experience and a reluctance to develop their own ideas (Qonita et al., 2025). This finding is supported by other studies showing that students with stronger artistic skills, appreciation, or art literacy tend to display higher learning motivation, academic engagement, and learning outcomes (Aldhorman, 2025; Chen & Halabi, 2023; Chen & Din, 2024). In other words, the challenge lies not only in drawing technique, but also in how students discover and build ideas, understand concepts, and stay motivated before they begin working.

On the other hand, today's students' daily lives are inseparable from digital technology. They are used to looking for visual references through social media or image-based platforms. This trend actually opens up new opportunities in cultural arts learning. Several studies show that the use of digital technology in arts and culture education can encourage creativity and independent learning

(González-Zamar & Abad-Segura, 2021; Xiao et al., 2025). However, Aleksieva (2025) reminds that technology is often only used as a complement, not yet integrated as part of a planned learning strategy.

Indonesia's Merdeka Curriculum (Independent Curriculum) policy allows teachers to create more adaptive and student-centered learning. Contextual learning practices invite students to be active in learning activities such as discussions, group work, and exploration (Susanto et al., 2024). This is crucial for developing the creativity needed in this rapidly changing educational environment (Kalogeratos et al., 2023). This suggests that in the context of illustration, students must be facilitated to learn concepts, not just imitate existing examples.

One way to improve students' ability to draw illustrations is through the use of Pinterest-based mood boards. This is supported by Bestari & Ishartiwi (2016), who explain that the mood board helps organize various visual elements such as color, texture, and atmosphere into one more directed concept, especially when used in the preparation of the design of the concept of illustration images. In the design process, this part is known as the ideation stage, which is the process of finding and filtering possible ideas before being realized into a work (Anggarini et al., 2020).

The development of platforms such as the Pinterest app offers a new dimension in mood board preparation. Students can collect visual references more easily and organized. Thematic groupings are further supported by the platform's ability to analyze user behavior and preferences, allowing for personalized recommendations and increased user engagement (Luo et al., 2020; Rogers, 2016). Meanwhile, its algorithmic system helps to display relevant images (Kasakowskij et al., 2020). This potential can help students enrich their visual viewpoints in finding image elements that fit the chosen illustration theme. Low digital literacy and technology use skills in students can hinder their ability to understand visual-digital information and complete computer-based tasks, so strengthening digital competencies is important to support the development of creative skills such as drawing illustrations in art learning (Nurbekova et al., 2025).

In particular, the results of learning observations at SMP Negeri 2 Panongan show that the ability to draw illustrations still tends to be monotonous and there are similarities with their classmates. This tendency is caused by a lack of visual literacy before formulating the concept of an artwork, which results in reduced creativity, motivation, and learning effectiveness compared to digital-based learning methods through the use of student learning resources. School policy factors related to the use of gadgets for digital learning in the school environment are also still not optimal. Therefore, it is necessary to combine conventional and digital methods, namely through the use of Pinterest-based mood boards.

The purpose of this study is to analyze the initial condition of illustration learning among grade VIII students of SMP Negeri 2 Panongan, examine the implementation of student illustration learning in grade VIII of SMP Negeri 2 Panongan through the use of Pinterest-based mood board*s*, and determine the impact of Pinterest-based mood board-assisted illustration learning on students' visual exploration, creativity, and motivation to learn. This research is expected to provide benefits both theoretically and practically. Theoretically, this research contributes to the development of art education literature, especially related to the integration of digital technology in visual literacy and creative learning processes. Practically, this study offers an alternative learning strategy for teachers to increase students' creativity and motivation through Pinterest-based mood boards, serves as a reference for schools in developing technology-based art learning methods, and provides insights for future researchers in exploring the application of digital media in art education.

METHOD

This study uses a qualitative approach with a case study method to examine the application of Pinterest-based mood board learning illustrations. A qualitative approach was chosen to gain a deep understanding of students' creative processes and the effectiveness of methods in the context of real classrooms in the field (Nurrisa & Hermina, 2025). The case study method was chosen because this study focuses on one particular learning context that is intensively observed to find the peculiarities and uniqueness of the topic being studied (Elva & Murhayati, 2025). This study aims to explore how the use of mood boards powered by the Pinterest platform helps students find visual references, organize creative ideas, and improve the quality of their illustrations.

This research was conducted at SMP Negeri 2 Panongan, Tangerang Regency, during the 2025–2026 school year. The subjects of the study were 35 students of class VIII.3, selected using purposive sampling techniques based on their level of active participation in cultural arts learning (Sugiyono, 2019). Students were divided into five collaborative working groups, each consisting of seven people.

The study was conducted in four stages of continuous learning activities, as summarized in Table 1.

Table 1. Stages of Research Implementation

Stages	Activities	Description
1	Initial Observations	Free drawing to identify students' early creativity as the basis for forming a balanced group.
2	Material Provision	Introduction to illustrations, mood boards, and Pinterest search features as a visual reference source.
3	Practical Activities	Each group collects references through Pinterest, creating mood board, and then collaboratively design the final illustration.
4	Work Evaluation	Assessment of illustration works using rubrics that include visual aspects and group cooperation.

Source: Research Data, 2026

This study uses two main instruments: an illustration assessment rubric and a student response questionnaire.

a. Illustration Work Assessment Rubric

Illustration works are assessed using rubrics developed based on the 5W+1H approach and visual aspects of illustration (Supriyono, 2020). The assessment indicators are presented in Table 2.

Table 2. Illustration Work Assessment Rubric

No.	Aspects	Description
1	Compatibility 5W+1H	Thematic content suitability, accurate, informative, and comprehensive
2	Compatibility with MB	Compatibility of the work with the concept of mood board
3	Proportions	Accuracy of the structure and scale of the body/object in the illustration
4	Perspective	Truth of depth of space and angle of view
5	Gesture	Naturalness of movement and posture of the character
6	Expression	Clarity of the character's facial expressions
7	Composition	Balance of visual elements
8	Neatness	Quality of finish and neatness of the illustration
9	Cooperation	Quality of cooperation between group members

Note: MB = Mood board

Source: Research Data, 2026

b. Student Response Questionnaire

The self-assessment questionnaire consisted of 25 statements divided into five dimensions (Table 3) using a Likert scale of 1–5 (1 = Not helpful, 5 = Very helpful). The preparation of this instrument refers to the latest theories of componental creativity and Self-Determination Theory, which combines the dimensions of expertise, creative thinking processes, intrinsic motivation for creativity, competition, and interdependence that form the basis of learning (Fischer et al., 2019; Ryan & Deci, 2020).

Table 3. Questionnaire Dimensions

Dimensions	Focus Statement	Number of Questions
A	Pinterest Experience	5
B	Student Creativity	5
C	Learning Motivation	5
D	Effectiveness of Mood board	5
E	Group Collaboration	5
	Total	25

Source: Research Data, 2026

Table 4. Category Score Interpretation

Score	Categories	Range
5	Very helpful	101–125
4	Helpful	76–100
3	Neutral	51–75
2	Quite Helpful	26–50
1	Not Helpful	1–25

Source: Research Data, 2026

Data Analysis Techniques

Data analysis is carried out through two stages according to the instrument used.

a. Analysis of Illustration Works

The illustration works were analyzed based on nine rubric indicators (Table 2). For reporting, the five technical indicators (proportions, perspective, gesture, expression, and composition) were averaged into a single "Proportions etc." category, so the nine indicators are summarized into the five categories reported in Table 5. Each category is scored on a 1–5 scale, and the final score is converted to a 100-point scale as: Final score = (sum of the five category scores ÷ 25) × 100.

b. Questionnaire Data Analysis

Questionnaire data was analyzed descriptively, including average scores, frequency distribution, and percentage of responses. The average value per dimension is calculated using the formula:

$$\bar{X} = \Sigma (fi \times xi) / n \quad (1)$$

where *fi* = frequency of response to the Ith value, *xi* = the value of the scale *of* the *i* (1–5), and *n* = total respondents. The percentage of the answer category is calculated by the formula:

$$P(\%) = (f/n) \times 100\% \quad (2)$$

where *f* = frequency of answers in a given category and *n* = number of respondents. The results of the analysis were used to illustrate the level of effectiveness of using Pinterest-based mood boards in supporting students' learning of illustrations and the development of creative ideas.

RESULTS AND DISCUSSION

This section presents research findings based on two main data sources, namely the assessment of group illustration works and the student self-assessment questionnaire. All findings were discussed sequentially according to three research problem formulations, namely: (1) the initial conditions of illustration learning in the classroom VIII State Junior High School 2 Panongan; (2) the implementation of illustration learning through the use of Pinterest-based mood boards ; and (3) the extent to which these learning methods have an impact on students' visual exploration, creativity, and learning motivation.

1. Initial Overview of Learning Conditions Illustration

Before the study began, initial observations were made on the determination of grade VIII at SMP Negeri 2 Panongan through purposive sampling techniques based on their level of active participation in cultural art and illustration learning materials (Sugiyono, 2019). Class VIII.3 was obtained to be used as a research class. The results of the observation of class VIII.3 show that students generally have difficulty in finding and developing visual ideas independently. Most students tend to repeat the same drawing patterns or imitate the visual references of their classmates, so their work is less diverse and less reflective of personal expression. This finding is in line with the view that students' limited experience and skills in processing lines, colors, and compositions tend to encourage them to imitate the images available around them (Qonita et al., 2025).

In addition to the limitations of ideas, the learning method used by teachers so far is still conventional, where students receive instruction directly without the encouragement to actively and independently explore visual references. This results in low variation in the concept and originality of the illustration works produced. Nurmansayah et al., (2025) emphasized that conventional approaches need to be adjusted to the cognitive demands of the digital generation through strategies that are integrated with technology, so that the learning process becomes more relevant and effective. Based on the results of initial observations, students were divided into five working groups with diverse compositions of abilities. This division aims to encourage complementary collaboration during the process of creating mood boards and illustration works (Omwami et al., 2024).

2. Implementation of Illustration Learning through the Use of Pinterest-Based Mood Boards

a. Stages of Learning Implementation

The process of utilizing Pinterest-based mood boards in this study goes through three main stages, namely: introduction of the platform, collaborative exploration of references, and artwork creation based on the mood board that has been prepared. In the first stage, the researcher introduced the concept of illustration and the function of mood boards as a visual preproduction tool. This is in line with the view that students are given the understanding that mood boards serve as visual guides that help transform abstract ideas into more concrete and structured concepts before the drawing process begins (Tanaya et al., 2022).

In the second stage, the researcher introduced the search and recommendation feature on the Pinterest application. Through the search and recommendation feature, students can find thousands of relevant visual references in a short period of time. Pinterest's recommendation algorithm then adjusts the appearance of the content based on the student's search activity, so that the references that appear become more relevant to the theme being worked on (Kasakowskij et al., 2020; Uddin et al., 2024).

In the third stage, each group was assigned a different illustration theme: Festival, Folklore, Childhood, Fantasy, and Indonesian Culture. Students collect references through Pinterest and compile them into a conventional mood board before drawing. This activity encourages active discussion and trains students' ability to choose and critically compile visual references (Fandiya et al., 2022). Pinterest's search and recommendation feature makes it easy to find references that match

the theme. This is supported by the highest score on dimension A through a questionnaire ($\bar{X}$ = 3.80) which shows the ease of use of the platform. These findings are in line with previous research that stated that using Pinterest expands students' access to diverse creative references (Fandiya et al., 2022; Pratiwinindya et al., 2022).

During the process, the researcher acts as a facilitator who guides the group in interpreting mood board references within students' visual literacy, which is used as a foundation to develop a more personal and diverse concept of work. The results of the application of visual literacy will make students able to create compositional and communicative works and their creativity will develop (Catubig et al., 2024).

b. Results of Illustration Work Assessment

The assessment of the work was carried out using a rubric containing five aspects, namely conformity with 5W+1H, conformity with the mood board, proportions/perspectives/gestures/expressions/compositions, neatness of the illustration, and group collaboration. Each aspect is rated in a score range of 1–5. The final score of each group was calculated by the researcher based on all these aspects. A summary of the assessment is presented in Table 5 and Figure 1.

Table 5. Summary of Assessment of Illustrative Works by Group

Groups	Theme	Compatibility5W+1H	Compatibility Mood board	Proportions etc.	Neatness	Collaboration	Final Score
Kel. 1	Festival	5	5	3	4	5	88
Kel. 2	Fantasy	5	5	4	4	4	88
Kel. 5	Culture Indonesia	4	4	5	4	4	84
Kel. 3	Childhood	3	4	4	4	3	72
Kel. 4	Folklore	5	3	3	1	4	64
Average		**4,4**	**4,2**	**3,8**	**3,4**	**4,0**	**79.2**

Kel. = Group; Proportions etc. = Proportions, perspectives, gestures, expressions, compositions.
Source: Research Data, 2026

Figure 1: Final score of the illustration work per group. Dotted line = average (79.2).
Source: Research Data, 2026

Based on Table 5 and Figure 1, the average score of the five groups is 79.2. Groups 1 and 2 achieved the highest score (88), followed by Group 5 (84), Group 3 (72), and Group 4 (64). In general, four of the five groups managed to achieve scores above 70, indicating that the Pinterest-based mood board method helped most students produce conceptually structured work.

1. Theme and Mood board Suitability

Figure 2: Comparison of scores per aspect of assessment between groups.
Source: Research Data, 2026

Figure 2 shows that the aspect of conformity with 5W+1H and conformity with the overall mood board obtained a high score (average 4.4 and 4.2). These results indicate that most groups managed to convey a thematically appropriate, informative, accurate, and comprehensive pictorial narrative, and used the mood board as an effective guide in the work process. These findings reinforce the statement of Aryati et al., (2024) that the use of mood boards can expand students' visual exploration and produce more conceptually organized work.

2. Technical Aspects: Proportion, Perspective, Gesture, Expression, Composition and Neatness of the Illustration

The technical aspects (proportion, perspective, gesture, expression, composition) and the neatness of the illustration recorded lower averages, namely 3.8 and 3.4. Group 4 was the group with the lowest overall score (64), mainly due to the very low neatness score (1), which indicates that the image execution process did not run optimally despite the theme concept being appropriate (score 5W+1H = 5). This is in line with the view of Syamsul & Ernawati (2024) that technical drawing skills require long-term practice that cannot be completely replaced by the availability of visual references.

3. Group Collaboration

The collaboration aspect obtained the third highest average score (4.0). The process of agreeing on references, choosing mood board elements together, and dividing roles in drawing has been shown to encourage productive interaction among group members. Omwami et al., (2024) in their research on mood boards in student teams found a similar thing, namely that the collaborative process of compiling mood boards encourages the exchange of perspectives and complements each other, especially when group members have diverse abilities.

The application of illustration learning through a Pinterest-based mood board ran systematically and produced positive results, with an average work score of 79.2. Three stages of implementation, namely platform introduction, collaborative reference exploration, and artwork creation, proved to support each other in forming a more structured student creative process. Conceptual aspects such as theme suitability and mood board were well achieved by most groups, while technical aspects and neatness of the illustration were challenges that still required further learning interventions. As such, the Pinterest-based mood board approach is effective as a strategy to reinforce conceptualization and

exploration of ideas, and needs to be combined with programmed technical exercises to produce optimal illustration work overall.

3. Illustration Learning Outcomes of Junior High School Students through the Use of Pinterest-Based Mood Boards

a. Student Responses to the Benefits of Pinterest-Based Mood boards

To gather an overview of students' responses after the entire learning series was completed, 35 students filled out a self-assessment questionnaire consisting of 25 statements on a Likert scale of 1–5. This questionnaire is designed to measure students' responses to the use of Pinterest-based mood boards on five dimensions: (A) experience using Pinterest, (B) students' creativity, (C) learning motivation, (D) the effectiveness of mood boards, and (E) group collaboration. Descriptive statistics and distribution of questionnaire result categories are presented in Table 6 and Table 7.

Table 6. Descriptive Statistics of Questionnaire Scores (n = 35)

Statistics	Value
Average (X)	89,83
Median	89,00
Standard Deviation (SD)	14,17
Highest Score	124 S. N. A.
Lowest Score	65 I. F. & N. N. S.
Theoretical Maximum Score	125 (25 questions × score 5)

Source: Research Data, 2026

Table 7. Distribution of Student Answer Categories

Categories	Score Range	n	Percentage	Cumulative
Very helpful	101–125	9	25,7%	25,7%
Help	76–100	20	57,1%	82,8%
Neutral	51–75	6	17,1%	100,0%
Quite Helpful	26–50	0	0,0%	100,0%
Not Helpful	1–25	0	0,0%	100,0%
Total	**-**	**35**	**100,0%**	**-**

Source: Research Data, 2026

Based on Table 6, the average value of the questionnaire is $\bar{X} = 89.83$ with a standard deviation of 14.17. In addition, in Table 7, it is known that the average student response was in the category of 20 students (82.8%) who gave a positive response to the help, even 9 students (25.7%) stated that the use of Pinterest mood board was very helpful. The most significant finding was the absence of a single student (0%) who responded in the "Not Helpful" or "Quite Helpful" category. This suggests that, to varying degrees, all students benefited from the application of this method. Specifically, six students (17.1%) gave a "Neutral" response. This group allegedly consists of students who are not yet fully accustomed to using internet-based apps, so their adaptation time to Pinterest is longer than other students. Chipambwa & Chikwanya (2022) reminded that students' readiness to use technology is a factor that needs to be considered in the implementation of digital-based mood boards, especially for students who are more accustomed to manual approaches.

The influence of this method on creativity and learning outcomes is positive but not uniform between groups. Groups 1 and 2 managed to make optimal use of the mood board, while Group 4 experienced difficulties in the technical implementation aspect even though it was conceptually directed. This difference in results can be attributed to the heterogeneity of students' technical drawing abilities, which are not necessarily improved simply through the availability of richer visual references. González-Zamar & Abad-Segura (2021) emphasized that the success of digital technology

integration in art learning does not only depend on access to technology, but also on the quality of teacher mentoring in directing students to use technology critically and in a directed manner.

b. Analysis of the Dimensions of the Benefits of Pinterest-Based Mood boards

To understand which aspects of learning are most beneficial, a dimensional analysis is carried out. The average score and percentage of positive responses (scores 4 and 5) per dimension are presented in Table 8 and Figure 3.

Table 8. Average Score per Questionnaire Dimension

Dimensions	Focus Dimension	Average ($\bar{X}$)	Positive Response (%)	Ratings
A	Pinterest Experience	3,80	60,3%	1
D	Effectiveness of Mood board	3,61	57,7%	2
B	Student Creativity	3,56	52,6%	3
C	Learning Motivation	3,53	51,4%	4
E	Group Cooperation	3,50	51,4%	5
Average	**-**	**3,60**	**54,7%**	**-**

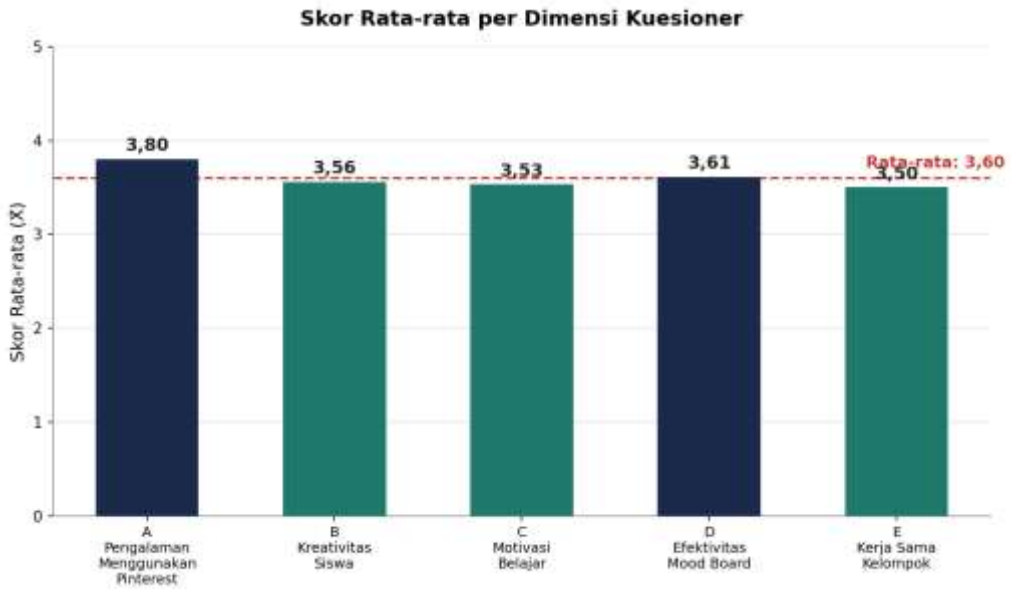

Figure 3: Average score per questionnaire dimension.
Source: Research Data, 2026

Based on Table 8 above, it is known that the average proportion of scores is based on five dimensions, namely: Pinterest Experience, Mood board Effectiveness, Student Creativity, Learning Motivation, and Group Collaboration. Dimension A (Pinterest Experience) had the highest average ($\bar{X}$ = 3.80) with 60.3% positive responses. This indicates that most students found it easy to operate Pinterest and successfully used the search and recommendation feature to find references that fit the theme. Pratiwinindya et al., (2022) found something similar in their research, that the use of Pinterest can significantly improve students' visual literacy because it allows them to interact with diverse visual content from a variety of sources. Dimension B (Student Creativity) was third ($\bar{X}$ = 3.56) with 52.6% positive responses. Students develop their creativity because they have acquired visual literacy through mood boards. This finding is reinforced by a study showing that the use of mood boards through the ADDIE model in fashion design learning can help students generate ideas and increase creativity (Tanaya et al., 2022). Dimension C (Learning Motivation) was in fourth place with a score of $\bar{X}$ = 3.53 with 51.4% positive responses. More than half of the students stated that they were more

enthusiastic about working on illustration assignments using this method. The process of freely exploring visual references through Pinterest provides a fun and non-stressful learning experience thus encouraging more active student involvement in the learning process (Xiao et al., 2025). Dimension D (Mood board Effectiveness) ranks second with $\bar{X} = 3.61$ and 57.7% positive responses. Students feel that a conventional mood board compiled through Pinterest helps them understand the theme more clearly and speeds up the formation of ideas before drawing. According to Janah et al., (2021) in research on digital mood boards in fashion learning, it was also found that digital mood boards have proven to be effective in helping students organize creative ideas more systematically. Dimension E (Group Collaboration) was fifth with the lowest score of $\bar{X} = 3.50$ with 51.4% positive responses. However, this value is still above the midpoint of the scale (3.00), so overall it can still be interpreted as a response that tends to be positive.

Lower results in this dimension are worth noting; findings in task assessments where the collaboration aspect obtained an average score of 3.50 showed that the process of compiling the mood board together, based on actual facts after the questionnaire was implemented, was not effective in building positive group work dynamics. According to Hussein (2021), group assignments alone do not guarantee effective cooperation; Student groups must develop their own frameworks for how collaboration is realized, and there are often various difficulties. Therefore, in its implementation, the student group needs more detailed emotional guidance from researchers and teachers, so that in the group students can learn more honestly during the assessment of assignments and understand each other's personalities, and ultimately form positive learning dynamics. Detailed guidance to students and emotional support from teachers create self-regulated abilities that are useful here to be able to set goals, monitor yourself, reflect, and have a sense of responsibility and accountability in the work process, so that no student is just a free rider (Scager et al., 2016).

The use of Pinterest-based mood boards in learning illustrations for grade VIII.3 students at SMP Negeri 2 Panongan as a whole has a positive and meaningful impact. All students (100%) benefited from this method to varying degrees, with the majority (82.8%) giving positive feedback in the "Helpful" to "Very Helpful" category. Based on dimensional analysis, Pinterest user experience and mood board effectiveness are the aspects that are most benefited, while group collaboration is a dimension that still needs further attention and strengthening. These findings confirm that Pinterest-based mood boards have the potential to be an effective learning method to support students' creativity, motivation, and visual literacy. However, its effectiveness does not occur automatically; the success of its implementation is largely determined by students' readiness with technology (Chipambwa & Chikwanya, 2022), the quality of teacher guidance (González-Zamar & Abad-Segura, 2021), as well as adequate emotional support to foster positive and responsible collaborative dynamics in each student (Scager et al., 2016). Therefore, the use of this Pinterest-based mood board deserves to be further developed as part of the innovation of cultural arts learning in junior high schools, while still paying attention to the aspect of guidance that is more structured and responsive to the individual needs of students (Kovalova et al., 2025; Xiao et al., 2025).

CONCLUSION

Grade VIII students at SMP Negeri 2 Panongan initially struggled to develop independent and original visual ideas, producing uniform work that often imitated their peers due to limited visual literacy and conventional teaching methods. The use of Pinterest-based mood boards through three structured stages — platform introduction, collaborative reference exploration, and artwork creation — proved effective in fostering a more organized and meaningful creative process, particularly in theme conceptualization, although technical skills and neatness of the illustration still need further strengthening. Overall, this approach had a positive impact on students' visual exploration, creativity, and learning motivation, as reflected in 82.8% positive responses and no negative feedback. However, its success depends on students' digital readiness, the quality of teacher guidance, and stronger support for group collaboration. Thus, Pinterest-based mood boards show strong potential as an innovative learning strategy for junior high school cultural arts education. Further research is recommended to integrate this method with more systematic technical teaching and enhanced collaboration strategies, ensuring more evenly distributed learning outcomes at the individual level rather than just the group level.

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