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Canva-Based Moral Education Media Integration and Deep Learning Approach in Strengthening the Learning Climate in Elementary Schools

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ABSTRACT. This research aims to develop a conceptual model of the integration of Canva-based moral education media and an in-depth learning approach in strengthening the learning climate in elementary schools. The research uses a qualitative approach of the type of library research which is presented in the form of a conceptual study. Data is sourced from articles from accredited national journals and reputable international journals published in 2015–2025, as well as theoretical literature related to character education, digital media, deep learning, and learning climate. The analysis is carried out through descriptive-analytical techniques and content analysis to identify core concepts, examine the theoretical relationships between variables, and formulate an integrative framework. The synthesis results show that Canva functions as a visual-reflective medium that concretizes moral values through experiential digital projects, while the deep learning approach encourages exploration, reflection, and personal meaning of value. A supportive learning climate acts as a psychosocial context that mediates student engagement and internalization of values. The integration of these three components forms a conceptual model that connects digital media, reflective pedagogical strategies, and classroom climate in support of sustainable character building. Theoretically, this study expands the theory of multimedia learning and meaningful learning within the framework of value-based moral education and provides a foundation for further empirical research. Thus, Canva's integration and deep learning within the framework of the learning climate provides a relevant conceptual model for strengthening moral education in primary schools.

Keywords: *Moral education, Canva, Deep learning, Learning climate, Primary school*

INTRODUCTION

The character crisis in the context of basic education is now starting to lead to moral degradation which makes the image and meaning of the real society increasingly thin (Nadawiyah and Astari 2022). Moral education in elementary schools has a strategic position in forming the foundation of students' character from an early age. However, the learning practice still faces pedagogical challenges, especially in terms of internalizing values that are not optimal. Moral learning often takes place cognitively and normatively, without fully touching the affective aspects and continuous habituation (Lickona 2012; Muslich 2011). In fact, effective character education requires integration between understanding values, appreciation, and real practice. In this context, the learning climate plays an important role because a positive and participatory learning atmosphere can strengthen students' emotional involvement and moral responsibility (Windayana et al. 2022).

These challenges are increasingly multidimensional in the digital era. Today's students are growing up as a digital native generation who are used to visual and interactive media. Educational transformation demands learning media innovation that is not only visually appealing, but also able

to facilitate meaningful and immersive learning (Nur, Widodo, and Putro 2023). In the context of moral education, this challenge becomes more complex because moral values are not sufficiently transmitted through lectures, but require contextual and reflective learning experiences in a digital environment that students are familiar with. Without pedagogical innovations relevant to the characteristics of the digital generation, moral learning risks losing its appeal and failing to build a learning experience that supports character formation (Abdullah and Rafiudin 2025).

Moral education is not only a component of the curriculum, but is a strategic response to the moral degradation of students in the digital era. The study of the humanist-religious approach in Islamic education shows that the shift in moral values among students needs to be addressed with pedagogical strategies that are able to integrate religious values with contextual learning experiences that are relevant to students' digital lives (Lalu Wire Sanni Atmaja and Wantini 2025). However, the fact is that moral learning is still dominated by a conventional approach that is centered on teachers through lectures and memorization of values (Abdul Majid and Dian Andayani 2017). However, the fact is that moral learning is still dominated by a conventional approach that is centered on teachers through lectures and memorization of values (John Biggs and Catherine Tang 2011). As a result, students' active involvement becomes low and the learning climate is less conducive to optimal character development. The lack of variety in learning media further strengthens this tendency (Munir 2017).

Various studies in the past decade have shown that the use of digital media in learning contributes to increased student motivation, creativity, and learning engagement, particularly through the use of multimedia and interactive visual design (Mayer 2009; Wang and Degol 2016) . Digital design platforms like Canva provide opportunities for teachers to present materials that are more visual, contextual, and participatory. On the other hand, the study of *deep learning* emphasizes the importance of reflective and meaningful learning that encourages students not only to understand concepts, but also to be able to relate them to real experiences and life values (John Biggs and Catherine Tang 2011). Meanwhile, research on the learning climate confirms its role in supporting the development of students' character (Wang and Degol 2016). However, these studies are still partial and have not integrated digital media, deep learning, and strengthening the learning climate simultaneously in the context of moral education in elementary schools.

Based on these gaps, this article answers the following questions: (1) What is the conceptual construction of Canva's media integration and deep learning approach in moral education? (2) How does the integrative model theoretically contribute to strengthening the learning climate? The goal is to theoretically analyze the integration of Canva-based moral education media with an in-depth learning approach in elementary schools. This article presents a conceptual synthesis that combines digital media innovations and reflective pedagogical strategies to support the internalization of moral values, while providing a theoretical foundation for moral learning practices that are relevant to the educational needs of the 21st century.

In contrast to previous research that examined digital media, deep learning, and learning climates separately, this article offers an integrative synthesis that positions all three within a single conceptual framework of moral education. This integration is a new theoretical contribution to the study of value-based learning management. This contribution is important because it provides a conceptual framework that can be the basis for the development of empirical research and innovations in value-based learning practices.

CONCEPTUAL FRAMEWORK

Based on a synthesis of the literature on digital media, deep learning, and learning climate, this article formulates an integrative model of Canva-based moral education as shown in Figure 1.



Figure 1. Canva's Deep Learning-Based Media Integrative Model in Strengthening the Learning Climate of Moral Education

This model shows that Canva's media functions as a trigger for deep learning that encourages the internalization of values in the realm of moral knowing, moral feeling, and moral action in the context of a conducive learning climate.

METHOD

This research is a qualitative research with a type of library research presented in the form of a theoretical study (conceptual paper). The research is not oriented towards empirical testing, but aims to compile a conceptual synthesis of the integration of Canva-based moral education media and deep learning approaches in strengthening the learning climate in elementary schools. The qualitative approach is used because it allows for an in-depth, interpretive, and systematic study of concepts, theories, and results of previous research (Lexy J. Moleong 2021; Sugiyono 2021). Literature studies are used to construct a comprehensive conceptual construct through the process of identification, evaluation, and synthesis of various relevant scientific sources (Imam Gunawan 2016; Mestika Zed 2018). Methodologically, conceptual studies aim to integrate previously fragmented theoretical frameworks into more coherent and systematic models (Jaakkola 2020).

The data sources in this study consist of primary sources and secondary sources. Primary sources include articles from accredited national journals and reputable international journals relevant to digital media in learning, Canva utilization, *deep learning*, learning climate, and moral education in elementary schools published in the 2015–2025 period. Secondary sources include scientific books and conceptual literature that discuss character education, learning theory, and learning technology. The selection of literature is carried out selectively through the process of identification, evaluation, and synthesis based on the criteria of relevance of substance, academic credibility, publication up-to-date, and theoretical contribution to the construction of the developed conceptual model (Mestika Zed 2018; Sugiyono 2021). This approach is in line with the principles of systematic literature review that emphasizes transparency, source accuracy, and coherent integration of theoretical frameworks (Jaakkola 2020).

Data collection was carried out through documentation studies by browsing various scientific databases, such as Google Scholar, DOAJ, as well as SINTA and Scopus indexed journal portals, using keywords related to moral education, Canva, *deep learning*, and learning climate. The literature selection procedure is carried out in stages through the initial identification of relevant sources, followed by a *screening process* based on the suitability of the theme and the publication time range (2015–2025), as well as evaluation of the feasibility of the substance and theoretical contributions. This process is carried out as a form of conceptual screening to obtain representative, credible, and up-to-date literature (Mestika Zed 2018).

Data was analyzed using a descriptive-analytical approach with content analysis techniques. The analysis stages include identification of core concepts, classification of literature based on themes, interpretation of theoretical relationships between variables, and formulation of integrative models as the final synthesis (Imam Gunawan 2016; Lexy J. Moleong 2021). Through this process, this research produces a conceptual framework that explains the relationship between Canva-based digital media innovation and the deep learning approach in strengthening the learning climate in moral education in elementary schools.

RESULT AND DISCUSSION

Result

The results of this study are in the form of a conceptual synthesis of literature on moral education in elementary schools, deep learning approaches, the use of Canva digital media, and the learning climate. The synthesis is directed to find the relationship between variables and formulate an integrative model that is relevant for strengthening moral learning in the digital era.

Canva Educational Media in Elementary School Learning

The literature synthesis shows that learning media, especially Canva, plays a strategic role in increasing the effectiveness of educational communication and clarifying concepts through the integration of visual and verbal elements (Azhar Arsyad 2017). At the elementary school level, the characteristics of concrete operational thinking require the presentation of contextual, visual, and simple material so that it is easy for students to understand.Theoretically, the effectiveness of learning media can be explained through multimedia learning theory that emphasizes the importance of managing cognitive load as well as the balanced integration of visual and verbal information (Mayer 2009). This principle shows that proper media design not only beautifies the appearance, but also affects the process of processing information in students' working memory.In line with this theory, multimedia development research at the elementary level shows positive results. Arqam develops learning multimedia that combines text, color, animation, sound, and interactive components to overcome monotonous and teacher-centric learning. The findings indicate that multimedia elements are able to increase students' attention and cognitive and affective involvement in contextual learning (Arqam 2019).

In the contemporary digital context, Canva as a web-based graphic design platform provides visual templates, infographics, animations, and interactive presentations that allow teachers to design materials systematically and communicatively (Muhammad Yaumi 2018). Various studies in Indonesia show that the use of Canva is positively correlated with increased motivation, engagement, and understanding of students' concepts because the material is presented more structured and engaging (Hernawati, Robandi, and Sukaesih 2024). In addition, another study showed a positive response of students to the application of Canva media in social studies learning, which had implications for increased motivation and class participation (Nia Daniati, Yusda Novianti, and Kahar Mashuri 2023). Thus, Canva media has the potential to be a learning visualization tool that can enrich the learning process, increase active student engagement, and support more meaningful concept understanding.

Deep Learning in Elementary Education

Literature analysis shows that deep learning is oriented towards understanding meaning, conceptual interconnectedness, and application of knowledge in a real context (Marton and Säljö 1976). In contrast to rote oriented surface learning, this approach emphasizes the construction of meaning through reflection and integration of learning experiences.

In the context of Indonesian education, the deep learning approach is in line with the policy direction of the Independent Curriculum which emphasizes meaningful, contextual, and student-centered learning (Kementerian Pendidikan 2022). Conceptually, deep learning is not only oriented towards mastery of the material, but also on the development of reflective understanding, emotional engagement, and the ability to apply knowledge in a real context. This dimension is in line with the concept of mindful learning which emphasizes active awareness in the learning process, meaningful learning which relates new knowledge to the cognitive structure that students already have, and joyful learning which pays attention to affective and social aspects in learning (Michael Fullan, Joanne Quinn, and Joanne McEachen 2018). Thus, deep learning integrates cognitive, affective, and social aspects holistically in the educational process.

The implementation of deep learning is generally carried out through the stages of preparation, exploration, application, and reflection, which are designed to encourage active engagement and conceptual meaning of students (Michael Fullan et al. 2018). In the context of Islamic Religious Education (PAI) learning, a reflective approach allows students not only to understand concepts cognitively, but also to internalize values through a process of reflection and meaningful learning experiences (Abdul Majid and Dian Andayani 2017). In addition to strengthening the meaning of values, this learning pattern also encourages collaborative and participatory classroom interaction through dialogue and social construction of meaning (Lev Vygotsky 1978). Thus, deep learning can be positioned as a pedagogical strategy that supports the continuous internalization of values in moral education.

Moral Education in Elementary Schools

Moral education in Islam has a very important treatise or mission, which is to liberate humans, make them happy, respect and glorify humans. From this review, the Islamic treatise is an insaniyah (humane) treatise, because it is revealed for humans, as a guideline for human life, to realize human benefits and in harmony with human nature (Rambe, Waharjani, and Perawironegoro 2023). Islamic educational literature places morality as the core of character formation that is not only oriented to the mastery of moral knowledge, but to the habituation and internalization of values in daily behavior (Abudin Nata 2013; Zakiah Daradjat 2011). Morality is understood as an internal disposition (malakah) that settles in the individual and encourages the consistency of moral behavior without having to go through lengthy rational considerations. This perspective is in line with modern character education theory which emphasizes the integration between moral knowing, moral feeling, and moral action in the formation of students' character (Lickona 2012). Fratama and Waharjani emphasized that the understanding of students' morals is not only cognitive, but is manifested through actual behavior towards oneself, including morality towards body, mind, and soul as a form of internalizing moral values in daily life (Risal Fratama and Waharjani 2023). Thus, moral education is a transformative process that integrates cognitive, affective, and behavioral dimensions in a sustainable manner.

At the elementary school level, the formation of morals is carried out through example, habituation, and direct learning experiences that allow students to construct the meaning of values concretely. This approach is in line with social learning theory that emphasizes the importance of social modeling and interaction in behavior formation (Albert Bandura 1977) A number of studies in the context of learning beliefs and morals show that participatory and reflective approaches contribute to strengthening students' religious character and discipline. These findings indicate that

the success of moral education is greatly influenced by contextual pedagogical strategies and learning environments that support the process of internalizing values consistently.

Learning Climate of Elementary School Students

In the educational literature, the learning environment is often formulated as a *classroom climate*, which is the quality of the classroom environment that is formed through patterns of social interaction, pedagogical practices, and physical and psychological conditions of learning (Fraser 2012). A conducive learning climate is characterized by active student involvement, supportive interpersonal relationships, high learning motivation, a sense of security, and orderly and structured classroom management (Slameto 2015).

Various studies show that a positive learning climate correlates with increased academic achievement, motivation, and discipline of students. A supportive environment also contributes to the emotional well-being and active participation of students in the learning process. In the context of character education, a safe and supportive learning climate allows for the more effective application of reflective strategies and habituation of values (Lickona 2012). Thus, the learning climate can be positioned as a psychosocial context that mediates the success of internalizing moral values in learning practices.

Canva's Deep Learning-Based Media Integrative Model to Strengthen the Learning Climate

The synthesis of the four studies shows that there is a functional relationship between variables. Canva media acts as a means of visualization and value realization; The deep learning approach functions as a pedagogical strategy that fosters meaning and reflection; Meanwhile, the learning climate is a psychosocial context that allows the internalization process of values to take place optimally.The integration of the three forms a conceptual model where value-based learning designs leverage Canva and are implemented through deep learning stages. This model can increase students' emotional engagement, strengthen positive interactions in the classroom, and encourage sustainable character building.Conceptually, the relationship between variables takes place gradually. Canva media provides a visual representation that makes it easy to realize value; The deep learning approach leads students to explore, reflect, and associate value with personal experiences; Meanwhile, a supportive learning climate provides a sense of security and social support that allows the reflective process to develop optimally. The synergy of the three increases the opportunity for internalizing values in the cognitive, affective, and behavioral realms.

This framework broadens the understanding of the relationship between digital media, pedagogical strategies, and learning climates in value-based character education. Thus, strengthening moral education in elementary schools requires synergy between the appropriate use of digital media, reflective learning strategies, and the creation of a conducive learning environment as the foundation for the formation of students' character.As an implementive illustration of the conceptual model developed, the following is presented a Canva-based moral education media storyboard designed based on the stages of deep learning and the principles of strengthening the learning climate.

Slide	Design	Narasi	Pembelajaran Mendalam
1		Assalamu'alaikum wr wb Halo anak-anak hebat! Bertemu lagi dengan Bu Enggar, dalam mata Pelajaran Pendidikan Agama Islam kelas 2 Hari ini kita akan belajar tentang akhlak terhadap diri sendiri. Anak anak sudah siap? Mari kita bahas!	1. Joyful: sapaan ramah, bahasa sederhana, emoji/ilustrasi ramah anak. 2. Mindful: siswa diarahkan fokus dan siap belajar.
2		Tujuan pembelajaran kita hari ini adalah agar anak anak kelas 2 dapat memahami akhlak terhadap diri sendiri.	1. Mindful: menggunakan kata *memahami*, bukan sekadar *menyebutkan* 2. Joyful: didukung desain visual cerah dan penyampaian guru
3		Tahukah Anak-anak? Selain berbuat baik kepada orang lain, kita juga harus berbuat baik kepada diri sendir! Itulah yang disebut dengan akhlak terhadap diri sendiri. Akhlak terhadap diri sendiri artinya kita menyayangi dan menghargai diri kita. Mengapa? Karena Tubuh kita, akal kita, dan hati kita adalah amanah dari Allah yang harus kita jaga. Kita harus menjaga tubuh agar sehat, menjaga pikiran agar selalu jernih, dan menjaga hati agar tetap tenang. Yuk, kita pelajari bagaimana cara menjaganya agar kita menjadi anak yang sehat, cerdas, dan berakhlak mulia.	1. Meaningful: siswa diajak berpikir *apa* yang harus dijaga dan *mengapa* harus berakhlak, bukan sekadar menghafal. 2. Siswa mulai memahami *mengapa* harus berakhlak, bukan sekadar *apa*.
4		Setiap hari kita melakukan banyak hal, seperti bangun pagi, makan, belajar, bermain, dan beribadah. Semua itu bisa kita lakukan karena Allah telah memberi kita tubuh yang sehat dan akal yang cerdas. Nah, menjaga tubuh, berpakaian sopan, dan rajin belajar adalah cara kita bersyukur atas nikmat Allah.	1. Meaningful: siswa menghubungkan konsep dengan kehidupan sehari-hari. 2. Mindful: siswa diajak menyadari nikmat Allah dalam aktivitas rutin.
5		Singkatnya, menjaga diri Adalah bukti bahwa kita bersyukur kepada Allah.	1. Meaningful: internalisasi makna akhlak. 2. Memperkuat kesadaran nilai (value awareness).
6		Terdapat 4 macam akhlak kepada diri sendiri yang akan kita pelajari hari ini Yang pertama, menjaga Kesehatan jasmani atau tubuh Yang kedua, yaitu menjaga aurat Yang ketiga, yakni menjaga akal atau pikiran Dan yang terakhir Adalah dengan menjaga hati.	1. Mindful: membantu siswa memetakan pengetahuan secara terstruktur. 2. Mengurangi beban kognitif (jelas dan fokus).
7		Akhlak pertama yang akan kita pelajari Adalah menjaga Kesehatan jasmani Tahukah Anak-anak, apa yang dimaksud dengan menjaga kesehatan jasmani? Ya, betul sekali! Menjaga Kesehatan jasmani adalah merawat tubuh agar tetap sehat dan kuat supaya kita bisa	1. Meaningful: kesehatan dikaitkan dengan kemampuan belajar dan ibadah. 2. Siswa memahami fungsi nilai

Figure 2. Canva-Based Moral Education Media Storyboard

Discussion

Interpretation of Canva's Media Role in Moral Education

The findings of this study show that Canva does not just function as a visual aid, but as a pedagogical instrument that mediates the meaning of values in moral education. Canva's effectiveness can be explained through multimedia learning theory which asserts that the structured integration of visual and verbal information improves cognitive processing and concept retention (Mayer 2009). In the context of character education, value visualization through infographics, reflective posters, and digital design projects helps students concretize abstract concepts such as honesty, responsibility, and empathy.

International research reports that digital technology-based learning designs contribute to increased emotional engagement and student intrinsic motivation when designed in an interactive and meaningful way (Bond et al. 2021). Another study confirms that the effectiveness of digital media is strongly influenced by the application of cognitive principles in learning design, including cognitive load management and proportional visual-verbal integration (Mayer 2009). The findings are in line with a number of nationally indexed studies that show that the use of Canva in learning is associated with increased motivation and engagement of elementary school students. For example, the development of Canva-assisted audio-visual learning media is reported to be able to increase the motivation and learning outcomes of grade IV students in Pancasila and Citizenship subjects (Hidayat, Suastika, and Sanjaya 2025). Another study found that the development of Canva-based interactive digital media also reported an increase in the learning motivation of elementary school students in the trial of the interactive media product (Syahru Ramadhan 2025). These findings indicate that Canva's media has the potential to support students' active involvement in the learning process in elementary school.

However, previous research has tended to position Canva as a medium for boosting motivation or creativity. This article reconstructs and expands on that perspective by positioning Canva as a means of realizing value in moral education. Within the framework of the Merdeka Curriculum that emphasizes differentiated and project-based learning, Canva allows students to produce reflective products that are relevant to the Pancasila Student Profile, specifically the dimensions of faith, piety, and noble character. As such, Canva's role is not only technological, but transformational in the context of character education.

Deep Learning as a Value Internalization Strategy

Deep learning in this study is understood as a pedagogical strategy that allows the internalization of values through the process of reflection and personal meaning. In the perspective of experiential learning, reflection is a key stage that connects concrete experiences with the construction of meaning and behavioral change (David A. Kolb 2015). Moral values are not sufficiently understood in the cognitive realm, but need to be lived through a systematic process of self-evaluation and authentic experience (Donald A. Schon 1983).A number of international studies have shown that reflective approaches contribute to the improvement of students' metacognitive abilities and depth of understanding (Kember et al. 2008). A study in *the Journal of Moral Education* also confirms that moral discussion and structured reflection play a role in character development and the integration of values in behavior (James Arthur et al. 2017)

In the Indonesian context, a number of national studies on character education and Islamic Religious Education (PAI) at the elementary level show that a reflective, contextual, and experiential-based approach to learning can support the internalization of moral values in student behavior. For example, research by Nurkhaerani and Rosyidi shows that religious character strategies can strengthen students' understanding and practice of religious values in PAI activities in elementary school (Khairani and Rosyidi 2022). The exemplary approach is also reported to be effective in fostering the character of elementary school students through consistent teacher behavior examples (Syaifur Rohman and Muzaini 2023). In addition, studies by Adha and Darmiyanti show that the integration of Islamic character education into PAI learning, including moral reflection in the classroom context, helps students internalize character values more really. These findings support the argument that the use of reflective and experiential learning approaches in PAI is an important strategy in strengthening the character development of elementary school students (Adha and Darmiyanti 2022).Unlike previous studies that discussed reflection separately from digital media, this study integrates *deep learning* with Canva as a medium of visual reflection. This integration provides a new dimension in moral education, where students not only reflect values verbally, but also express them through meaningful digital products.

Learning Climate as a Key Contextual Variable

The findings of this study place the learning climate as a contextual variable that plays a role in strengthening the effectiveness of media and pedagogical strategies. A supportive learning climate provides a sense of psychological security, social support, and quality of interaction that allows the reflection process to take place optimally. Theoretically, the school climate is understood as a multidimensional construct that includes interpersonal relationships, pedagogical practices, and students' perceptions of teacher support (Wang and Degol 2016).A number of international studies show that students' perceptions of teacher support and positive interpersonal relationships are related to increased learning engagement and academic achievement (Thapa et al. 2013). Another study in *School Effectiveness and School Improvement* also showed that school climate contributes to students' social-emotional development and identification of school, which ultimately impacts academic performance (Reynolds et al. 2017)

In the Indonesian context, studies at the primary education level show a positive relationship between students' learning climate, motivation, and academic achievement (Nuriansyah, Hilmiatussadiah, and Hidayat 2023). The learning management literature also confirms that collaborative and participatory interaction management supports active student engagement and reduces passive behavior in the classroom (Slameto 2015).The novelty of this article lies in the placement of the learning climate as a mediator in an integrative model. If previous research generally placed climate as an independent variable on achievement, this study shows that the learning climate can strengthen the effectiveness of the integration of digital media and reflective strategies in moral education, thus functioning as a psychosocial context that allows the internalization of values to take place more optimally.

Contribution of Integrative Models to Theory Development

The integrative model produced in this study makes a theoretical contribution by connecting three domains that have been studied separately, namely learning technology, reflective pedagogical strategies, and learning climate. Conceptually, this model can be understood as an extension of multimedia learning theory and meaningful learning theory. Multimedia theory emphasizes the optimization of cognitive processing through visual and verbal design that is in harmony with the working capacity of memory (Richard E. Mayer 2014).In recent developments, the deep learning approach places the construction of meaning, reflection, and character strengthening as the core of learning (Michael Fullan et al. 2018). This study expands the framework by adding the dimension of the learning climate as a psychosocial context that affects the effectiveness of internalizing values. The literature shows that a supportive learning climate contributes to students' engagement, motivation, and social-emotional development (Wang and Degol 2016).

Thus, the proposed model does not simply confirm existing theories, but synthesizes them within the framework of value-based character education. In the context of the implementation of the Independent Curriculum, this approach is relevant to strengthening the Pancasila Student Profile which emphasizes project-based learning, reflection, and character development (Kementerian Pendidikan 2022). The integration of Canva and deep learning strategies in this study provides an operational mechanism to translate the principles of the curriculum into concrete and reflective learning practices.Conceptually, the contribution of this model lies in: (1) the placement of digital media as a means that has the potential to support the process of internalizing values, not solely as a cognitive tool; (2) the integration of visual-digital reflection in moral education; and (3) affirmation of learning climate as a contextual variable that strengthens the effectiveness of pedagogical strategies in character building. Thus, this research contributes to the development of the study of Islamic education management and pedagogy through an integrative framework that is responsive to the dynamics of learning in the digital era.

CONCLUSION

This study shows that the development of Canva-based moral education media with an in-depth learning approach is theoretically able to strengthen the learning climate of elementary school students. Canva serves as a reflective visual medium that concretizes moral values through experiential projects, while the deep learning approach encourages exploration, reflection, and personal meaning. The integration of the two not only increases cognitive engagement, but also strengthens the affective and social dimensions in moral learning.Strengthening the learning climate occurs through synergy between digital media, reflective strategies, and supportive classroom interactions. The learning climate acts as a psychosocial context that mediates the process of internalizing values, so that learning transitions from conceptual understanding to internalization of values in the realm of attitudes and behaviors. As such, Canva's integrative model – deep learning contributes significantly to creating a learning environment conducive to character education.

Theoretically, this research produces an integrative model that expands the theory of multimedia learning and meaningful learning by placing the learning climate as a key contextual variable in moral education. This model makes a new contribution to the development of value-based learning management in elementary schools, as well as is relevant to the implementation of the Independent Curriculum which emphasizes project-based learning and strengthening the Pancasila Student Profile.Practically, this study recommends designing moral learning based on reflective digital projects accompanied by the creation of a positive classroom climate. Advanced research can test these models in different contexts and levels, as well as develop more comprehensive value internalization measurement instruments to strengthen the validity of findings.

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