

The Role of Digital Literacy in Developing the Teaching Creativity of Elementary School Teachers

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Abstract - This research investigates how digital literacy contributes to enhancing teachers' creativity in elementary school learning activities. Employing a qualitative approach with a case study design, the study was conducted at SDN 1 Kekait. Participants included four classroom teachers from grades IV and V, the school principal, and students from classes IV A, IV B, V A, and V B, all selected purposively due to their active engagement in technology-integrated learning. Data were gathered through observations, semi-structured interviews, and document analysis, and interpreted using the Miles and Huberman interactive model. The findings indicate that teachers with higher levels of digital literacy are better equipped to design innovative teaching materials, foster student motivation, and promote active classroom participation, leading to more engaging and interactive learning environments. Nevertheless, the study identified several challenges, including inadequate infrastructure, disparities in teachers' technological competencies, and insufficient ongoing digital literacy training. These results underscore the need for comprehensive, inclusive, and adaptive strategies to strengthen digital literacy as a means to advance teacher creativity and elevate the overall quality of primary education.

Keywords: Digital Literacy, Teaching Creativity, Digital Media, Primary School, Learning Innovation.

INTRODUCTION

Digital literacy refers to an individual's ability to access, comprehend, create, and effectively communicate information through information and communication technologies (ICT) (Putra et al., 2023). In the context of the digital era, this set of competencies is essential for teachers to effectively manage and optimize the learning process (Wardani et al., 2023). Beyond basic technical proficiency, digital literacy also encompasses critical thinking skills, digital communication capabilities, and an understanding of cybersecurity (Akbar et al., 2024). The rapid advancement of technology necessitates that educators continuously adapt to new tools and platforms (Rahardaya & Irwansyah, 2021). Teachers with strong digital literacy skills are better equipped to design and deliver learning experiences that are innovative, creative, and meaningful (F. Rahmawati & Atmojo, 2021). Consequently,

digital literacy plays a critical role in enhancing teacher professionalism and preparing educators to meet the evolving challenges of 21st-century education.

Teacher creativity is a crucial factor in fostering enjoyable and meaningful learning experiences (Gustari et al., 2023). Educators with creative abilities are able to transform traditional teaching methods into more interactive and dynamic approaches (Manu et al., 2023). The use of innovative strategies, such as educational games and collaborative group activities, has been shown to enhance student engagement (Saiful Rizal, 2023). Incorporating visual media, including storytelling and videos, can significantly improve students' understanding of the material (Zahwa & Syafi'i, 2022). A positive and supportive classroom environment also motivates students to participate actively by asking questions and expressing their opinions (Hanipah et al., 2022). When teachers

cultivate a conducive and engaging atmosphere, students become more confident in exploring ideas, articulating their thoughts, and participating independently in the learning process (Mufidah et al., 2023). Furthermore, teacher creativity contributes not only to improving student motivation but also to enhancing critical thinking skills (Winarti et al., 2022). In this way, fostering teacher creativity plays a vital role in promoting meaningful learning and supporting the development of students' critical and creative thinking abilities for future success.

Recent studies indicate that digital literacy plays a significant role in fostering teacher creativity by enhancing access to a wider range of educational resources and technological tools (Tasliyah et al., 2024). Teachers with strong digital literacy skills are better equipped to design challenging and relevant projects, providing students with opportunities to apply their knowledge in real-world and meaningful contexts (Ayun, 2021). Nevertheless, traditional pedagogical methods still have a place when applied in a balanced manner (Rahmadani, 2024). Thus, while digital literacy significantly contributes to advancing both teacher and student creativity, an integrated approach that combines technological innovation with conventional teaching practices may offer a more comprehensive and effective learning experience (Salim, 2022).

Consistent with these findings, the integration of digital literacy in elementary education presents not only valuable opportunities but also several practical challenges. Teachers are expected to adapt their instructional approaches to become more creative, innovative, and aligned with students' learning needs. Despite this, several barriers persist, including distractions from social media, limited

availability of digital devices, and insufficient teacher training in the effective use of technology (Wahyuni et al., 2024). Conversely, digital literacy fosters more personalized and adaptive learning experiences that cater to the individual needs of students (Sakti, 2023). Moreover, technological integration enhances students' preparedness to engage with the demands of the digital era (Sitompul, 2022). In light of these dynamics, it is essential to provide comprehensive training programs and ensure equitable access to technological resources to effectively strengthen digital literacy among teachers and students in primary schools.

In this context, the effective utilization of digital literacy enables teachers to design learning experiences that are more engaging, interactive, and meaningful. The incorporation of infographics and various interactive media has been proven to enhance student attention and active participation in classroom activities (Basri et al., 2023). Additionally, the use of educational videos not only motivates learners but also plays a role in strengthening their digital literacy skills (Revola, 2023). Nevertheless, maximizing the potential of technology in education requires consistent and ongoing professional development for teachers. Research indicates that digital literacy significantly contributes to the enhancement of teachers' pedagogical competencies (Sulistyarini & Fatonah, 2022). Consequently, the learning process becomes more contextualized, relevant, and aligned with the needs of students in the digital age.

Existing studies indicate that the use of digital media, such as PowerPoint presentations and educational videos, has the potential to enhance students' comprehension (Wahyudi, 2023). Nevertheless, the application of these

technologies often remains limited to technical support, without significantly fostering teachers' creativity in designing innovative learning experiences. In many cases, technology is primarily utilized as a tool for delivering information rather than as an interactive medium that facilitates meaningful collaboration between teachers and students (Sitorus & Santoso, 2022). These findings suggest that the integration of digital literacy within teaching practices is still far from optimal. To address this, digital literacy must be recognized as a strategic competency that empowers teachers to design adaptive and creative instructional approaches aligned with the needs and characteristics of elementary school students.

In light of research gaps showing that the integration of digital literacy in basic education has so far been limited to technical use and has not been fully utilized to encourage teacher creativity in learning, a more in-depth study is needed to understand its pedagogical impact. Therefore, this study aims to analyze the extent to which digital literacy contributes to increasing teacher creativity in designing technology-based learning strategies, particularly at the elementary school level. More specifically this study seeks to explore how digital literacy enables teachers to utilize visual media, audio sources, and interactive digital platforms to create an engaging, learner-centered learning environment. In addition this study also aims to identify the challenges teachers face in developing digital literacy competencies and to formulate strengthening strategies through continuous professional development. The results of this study are expected to provide theoretical contributions and practical implications in strengthening the role of teachers as innovative learning designers, as well as serving as a basis for the

development of educational policies that support the equitable distribution and meaningful utilization of digital literacy at the elementary school level.

RESEARCH METHODS

This study employs a qualitative research design utilizing a case study approach to obtain an in-depth understanding of how digital literacy contributes to fostering teacher creativity within the elementary school learning process. The case study method was selected as it enables a contextual exploration of the dynamics associated with the integration of digital technology into teaching practices, including the identification of challenges, strategies employed, and their implications for instructional innovation. The participants in this study included four classroom teachers from grades IV and V, the school principal, and students comprising 25 individuals from class IV A, 25 from class IV B, 20 from class V A, and 20 from class V B. The research site was a public elementary school selected purposively based on the active participation of both teachers and students in digital-based learning initiatives.

Data for this study were collected through direct observations of classroom activities involving the use of digital media, semi-structured interviews with teachers, the school principal, and students, as well as the collection of relevant documents, including digital teaching materials, student assignments, and records of instructional implementation. To ensure the validity and credibility of the data, source triangulation was employed by comparing information obtained from observations, interviews, and documentation to establish consistency across data sources. The data analysis process followed the interactive model proposed by Miles and Huberman, which

includes stages of data collection, data condensation, data display, and conclusion drawing. It is anticipated that the findings of this research will contribute to the development of more creative and effective learning strategies through the enhancement of teachers' digital literacy competencies.

RESULTS AND DISCUSSION

1. The role of digital literacy

a. *Availability of Educational Resources and Technological Infrastructure*

The availability of technological infrastructure within the elementary school setting plays a crucial role in enhancing teachers' digital literacy. Essential infrastructure components, such as reliable internet access, computers or laptops, LCD projectors, and digital learning resources, serve as the foundation that enables teachers to access, manage, and integrate technology effectively into classroom practices (Taufik & Udhmah, 2021). Yusuf et al., (2023) emphasizes that without adequate technological infrastructure, teachers face significant limitations in their ability to design innovative, technology-based learning experiences. Similarly, Nugroho et al., (2022) assert that digital learning facilities should not be regarded merely as supplementary tools, but as fundamental prerequisites for fostering creative and adaptive 21st-century education.

This is consistent with the findings Sari et al., (2021) which demonstrate that the availability of adequate technological infrastructure has a direct influence on increasing teachers' utilization of digital media within the learning process. Similarly, research by Hanannika & Sukartono, (2022) highlights that access to ICT facilities within schools motivates teachers to adopt more creative and interactive instructional approaches. pranoto et al., (2021) further emphasize that digital literacy training for

teachers will only be effective if supported by sufficient and appropriate technological resources. In line with this, Kardika et al., (2023) assert that the provision of reliable technological infrastructure is a critical factor in advancing digital literacy and simultaneously fostering greater creativity among elementary school teachers.

The findings of this study also indicate that teachers with access to digital infrastructure within the school environment tend to demonstrate higher levels of creativity in developing technology-based instructional media. Research by Oktaladi et al., (2022) revealed that teachers are capable of utilizing devices and internet connectivity to design learning materials, including interactive videos, infographics, and digital quizzes that are adapted to students' individual characteristics. Furthermore, Taufik et al., (2023) found that teachers exhibit increased confidence in independently accessing and adapting various digital learning resources. Thus, the availability of adequate digital infrastructure not only facilitates the integration of technology into classroom practices but also serves as a key factor in empowering teachers and fostering the development of their creativity in instructional design.

b. *Teacher competence in managing digital media creatively*

According to Huda, (2020) these competencies encompass the effective use of various digital platforms, including Canva, Google Slides, instructional videos, and interactive tools such as Quizizz and Wordwall. When utilized creatively, these resources can significantly enhance student engagement and promote deeper understanding of the subject matter.

These findings are consistent with the research of (Rahmawati & Suharyati, 2022) which demonstrates that individuals with a

high level of digital literacy are more capable of producing innovative and contextually relevant teaching materials. This argument is further supported by Amilia et al., (2022) who emphasize that teachers' ability to effectively utilize technology is strongly associated with their capacity to design diverse and engaging instructional strategies. Furthermore, Febriyanti et al., (2021) highlight that teachers' creativity in managing digital media has a positive impact on increasing students' active participation, both in online and face-to-face learning environments. Consequently, a functional mastery of digital literacy serves as a fundamental prerequisite for teachers to design effective, innovative, and student-centered learning experiences that promote active engagement.

The results of this study also indicate that teachers with strong digital literacy skills tend to exhibit greater confidence in integrating various forms of digital media into their instructional practices. Some teachers have independently developed teaching resources, including educational videos, thematic infographics, and interactive presentations, which are specifically designed to align with the classroom learning context. Chalimi, (2023) further emphasize the importance of teachers demonstrating initiative in adapting online learning resources to better suit students' characteristics and needs. Therefore, teachers' creativity in managing digital media is not solely dependent on the availability of technological infrastructure but is also shaped by factors such as experience, professional training, and the existence of a school environment that fosters exploration and innovation (Amelia, 2023).

c. Challenges in the Implementation of Digital Literacy

The findings from interviews conducted by the author reveal several challenges in implementing digital literacy at SDN 1 Kekait, most notably limited internet connectivity and the difficulties experienced by some teachers in effectively integrating digital media into the learning process. These results align with the study by Panjaitan et al., (2024) which identified limited technological proficiency among teachers and inadequate internet infrastructure as key barriers to optimizing digital literacy in primary education. Similarly,, CHAIRY et al., (2024) reported that a significant number of teachers continue to rely on traditional instructional methods due to insufficient digital competencies and a lack of confidence in applying technology-based innovations. In addition, Wulandari et al., (2022) highlighted that the uneven distribution of digital literacy training contributes to the low integration of technology in fostering creative and effective learning. Therefore, the successful implementation of digital literacy in elementary schools is not solely dependent on the availability of technological resources but is also strongly influenced by teacher competence, motivation, and institutional support.

To address the various challenges associated with implementing digital literacy, the principal of SDN 1 Kekait has undertaken several strategic initiatives. One of the tangible efforts includes the provision of additional devices, such as Wi-Fi receivers, to ensure stable and uninterrupted internet access in all classrooms. The availability of reliable internet connectivity is expected to facilitate the seamless integration of digital technology into the teaching and learning process. Moreover, the principal has established a Learning

Community (KOMBEL), which serves as a platform for teachers to exchange knowledge and experiences, particularly in enhancing digital literacy skills and developing instructional practices that are responsive to students' needs and characteristics. These initiatives align with the findings of Nofrianti & Arifmiboy, (2021) who emphasized that equitable access to a stable internet network within the school environment significantly contributes to the effective integration of technology into learning. This is further supported by Wijaya, (2023) whose research demonstrates that teacher learning communities are effective mechanisms for strengthening digital literacy, promoting instructional innovation, and enhancing teachers' ability to adapt technological tools to meet students' diverse needs, ultimately fostering greater teaching creativity.

2. Teacher teaching creativity

a. *Development of interesting and innovative teaching materials*

The development of digital-based instructional materials reflects teachers' creativity in designing learning experiences that are more diverse, interactive, and aligned with students' characteristics (Rahmatika & Nadlir, 2023). The integration of media such as infographics, educational videos, and other visual elements is widely recognized for its ability to enhance student engagement and comprehension while fostering a more enjoyable learning environment (Islami et al., 2023). Similarly, Vandayo dan Hilmi, (2020) argue that the use of technology-based visual media significantly increases the appeal of learning, particularly when addressing abstract concepts. Kardika et al., (2023) further emphasize that teachers who demonstrate creativity in developing digital teaching resources tend to exhibit greater

proficiency in managing varied and dynamic learning processes. In addition, Resti et al., (2024) highlight that innovative, technology-driven instructional materials not only promote higher levels of student participation but also contribute to more effective and efficient content delivery.



Figure 1. platform quizz



Figure 2. platform wordwall

The results of observations conducted by the author indicate that teachers at SDN 1 Kekait have incorporated digital media as part of their efforts to enhance creativity in the learning process. As illustrated in Figure 1, teachers utilize the Quizizz platform, which is projected onto a screen to present interactive questions, allowing students to actively participate and engage in answering them. In addition, Figure 2 demonstrates the use of the Wordwall platform, which features quizzes and educational games designed to increase student engagement and facilitate their comprehension of the lesson content. The integration of these two digital

platforms contributes to creating a more diverse, interactive, and enjoyable learning experience for students.

These findings are consistent with the research conducted by Aini, (2024) which highlights that the use of visual and interactive media, such as digital quizzes, enhances the effectiveness of delivering instructional content, particularly when introducing open-ended materials. Similarly, a study by Jainiyah et al., (2023) found that teachers who creatively integrate digital platforms into their instructional practices are more successful in cultivating an engaging learning environment and boosting student motivation. Furthermore, research by Prasetyo & Zulherman, (2023) demonstrated that technology-based educational applications, including platforms like Wordwall and Quizizz, have been shown to significantly increase students' active participation while fostering more innovative and meaningful learning experiences.

b. Students' Motivation and Active Participation towards digital media

The integration of digital media into the learning process has been shown to enhance both student motivation and active participation at the elementary school level (Setiawan & Martin, 2023). Interactive tools such as Quizizz and Wordwall, when combined with engaging visual and audio content, create a more stimulating learning environment that fosters greater student involvement (Heriady & Sobarna, 2022). The application of these technologies not only contributes to a more enjoyable classroom atmosphere but also increases students' interest and enthusiasm for participating in lessons (Intaniasari et al., 2022). These findings are consistent with the research by Wahidar et al., (2023) which demonstrated that the incorporation of

digital media has a positive and significant impact on enhancing student learning motivation. Similarly, Sahara et al., (2023) reported that the use of interactive platforms contributes to higher levels of student engagement in learning activities. Moreover, Ilmi et al., (2020) emphasized that teacher creativity in effectively managing digital media plays a crucial role in promoting student activeness and facilitating deeper understanding of the learning material.



Figure 1. Students' Enthusiasm



Figure 2. Students' Active Participation

Observations and interviews conducted by the author at SDN 1 Kekait reveal that teachers have integrated digital platforms such as Quizizz and Wordwall to enhance students' motivation and active participation in the learning process. During lessons where these digital tools were employed, students demonstrated greater enthusiasm, actively responded to questions, and engaged in classroom discussions. These findings are consistent with the research of Launin et al., (2022) which

showed that the implementation of educational platforms such as Quizizz and Wordwall effectively increases student engagement. Similarly, Aisyah et al., (2024) reported that active student participation in digital learning environments is strongly correlated with improved understanding of lesson content. Furthermore, Perdana et al., (2020) emphasized that student participation levels are significantly influenced by teachers' creativity in selecting and managing technology-based learning resources. Therefore, it can be concluded that teacher creativity in utilizing digital media is a key factor in fostering student motivation and active involvement, ultimately contributing to the development of a more effective, interactive, and meaningful learning environment (Azizah & Widiyati, 2023).

CONCLUSION

The findings of this study demonstrate that digital literacy plays a significant role in improving teachers' instructional creativity at the primary school level. Teachers with sufficient digital literacy competencies are better equipped to design learning experiences that are more innovative, interactive, and effective in fostering student motivation and active participation. Despite its potential, the integration of digital literacy into instructional practice remains challenged by several factors, including inadequate technological infrastructure, differences in teachers' technological proficiency, and unequal access to ongoing professional development opportunities. Furthermore, given that this study was limited to fourth- and fifth-grade teachers at SDN 1 Kekait, the generalizability of the results to schools with different conditions remains constrained. Based on these outcomes, this study recommends enhancing access to digital learning resources,

implementing sustained and practice-oriented digital literacy training programs, establishing professional learning communities to facilitate knowledge exchange and collaborative reflection, and formulating educational policies that ensure equitable access to technology and support continuous teacher capacity building. Future research is encouraged to involve a broader range of school settings, examine the effects of digital literacy across multiple dimensions of student learning outcomes, employ longitudinal research designs to track the progression of teachers' digital literacy over time, and explore contextual variables such as school culture and leadership that may influence the successful integration of digital literacy in instructional practice.

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