

# **Bridging Technology and Morality: Faith-based Digital Creativity Model for Sustainable Vocational Education**

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**Abstract:** The advancement of digital technology has transformed learning in vocational education, encouraging students to express creativity through various platforms. Yet, technological innovation must align with faith-based and moral values to ensure that creativity contributes to ethical and sustainable learning outcomes. This study aims to explore how digital technology can be integrated with faith-based values to foster digital creativity and moral character among vocational students. Employing a mixed-method design, the research combined quantitative and qualitative approaches to capture both behavioral patterns and moral insights in students' creative processes. The study involved 177 accounting students who produced digital projects such as multimedia presentations, videos, and graphic designs. Quantitative data were collected through documentation of these projects, while qualitative data were obtained through in-depth interviews with five students and two accounting teachers to understand how faith-based and moral values were embedded in digital creativity. Quantitative data were analyzed using descriptive statistics, and qualitative data were examined thematically using the Miles and Huberman interactive model. The findings revealed that Canva (139 students) and CapCut (142 students) were the most used applications, reflecting students' preference for visual and multimedia-based creativity. Interviews indicated that values of responsibility, honesty, collaboration, and perseverance shaped their creative attitudes. An integrated analysis produced a four-component conceptual model: Input (digital technology), Process (project-based learning with faith values), Output (innovative products), and Outcome (creative, ethical, and sustainability-oriented learners). This study highlights how faith-driven digital creativity can balance technological mastery with moral integrity in achieving sustainable education.

**Keywords:** digital creativity, vocational education, faith-base learning, mixed-method, sustainability.

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## **Introduction**

The rapid advancement of digital technology has profoundly transformed the landscape of education, especially within vocational institutions. Digital tools such as multimedia design platforms, artificial intelligence applications, and online collaboration systems have become essential in developing students' creativity and technical competencies (Bereczki & Kárpáti, 2021; Cojocariu & Boghian, 2024; Habib et al., 2024; Vieriu & Petrea, 2025; Wang et al., 2024). In the era of Industry 4.0 and beyond, creative and digitally literate graduates are essential to meet global labor market demands and sustain innovation across sectors. Vocational education, therefore, plays a strategic role in preparing students not only as

skilled workers but also as creative problem solvers who can adapt to technological disruption.

However, despite the growing integration of digital technologies in learning, longitudinal evidence shows that moral disengagement mediates the influence of peer pressure on negative behaviors in digital spaces, while exposure to risky online content similarly increases moral disengagement associated with cyberaggression; together, these findings underscore that digital interactions can encourage learning behaviors that become morally detached from the values that should guide them (Hu et al., 2025; Lee & Jun, 2024). Technological innovation, if not grounded in ethical and spiritual awareness, may lead to creativity without conscience, resulting in

plagiarism, misuse of technology, or lack of social responsibility. This imbalance between technical skill and moral integrity has become a critical challenge in contemporary education. Faith-based learning, which emphasizes moral reasoning, integrity, and responsibility, offers a potential framework to balance technological advancement with ethical development.

In Indonesia, vocational education (*Sekolah Menengah Kejuruan* or SMK) has increasingly adopted digital-based project learning to foster creativity and entrepreneurship. Yet, the moral and spiritual dimensions of this digital creativity are rarely explored in empirical studies. While students actively use platforms such as Canva, CapCut, and AI tools to create innovative works (Antón-Sancho et al., 2021; Bahroun et al., 2023; Ruiz-Rojas et al., 2023; Sari et al., 2023), little is known about how faith-based or moral values influence their creative processes. Bridging this gap is essential to ensure that digital transformation in education contributes to the formation of ethical, reflective, and socially responsible learners.

This concern is particularly significant in accounting education, where moral integrity is a non-negotiable element of professional competence (Mardawi et al., 2021; Shaharuddin et al., 2022). Accounting students are trained to manage financial data and make ethical decisions related to reporting, auditing, and transparency. Therefore, their education must not only focus on mastering digital tools and accounting software but also on cultivating moral responsibility and honesty (Kwarteng & Servoh, 2024). In practice-based courses such as Accounting Practicum, students frequently handle simulated transactions, financial statements, and decision-making processes that mirror real-world accounting environments. These learning activities demand a high level of ethical awareness to prevent misconduct, manipulation, or misrepresentation of financial information. The current research by (Sari et al., 2023) which developed and validated a digital creativity rubric for accounting students, similarly found that among the creativity indicators, “ethical and sustainable learning” ranked the highest while “convincingness” ranked the lowest, reflecting students’ strong moral orientation yet limited

persuasive digital expression. Consequently, integrating faith-based values, such as honesty, responsibility, and accountability into digital learning environments can help ensure that technological proficiency in accounting education is always accompanied by moral integrity.

This study, therefore, aims to explore how digital technology can be integrated with faith-based values to enhance digital creativity and moral character among vocational students. By employing a mixed-method design, the research combines quantitative analysis of students’ digital projects with qualitative insights from in-depth interviews with teachers and students. The study further develops a faith-based digital creativity model that conceptualizes the interrelation between technological input, project-based learning processes, creative outputs, and ethical outcomes.

The novelty of this study lies in its attempt to synthesize three domains: digital creativity, faith-based education, and vocational learning sustainability into a single conceptual framework. While previous research has examined moral education or digital literacy separately, few studies have integrated both within the context of vocational schools, particularly in accounting education. Moreover, this research contributes a unique model that illustrates how faith-based values can guide students’ creative engagement with technology, resulting in ethically grounded innovation. The combination of quantitative evidence and qualitative reflection offers a comprehensive perspective on how moral values can shape creative digital behavior, bridging the gap between technology and morality in vocational education.

The significance of this research lies in its contribution to the discourse on faith-driven innovation in education. It bridges the theoretical gap between technology-enhanced learning and moral pedagogy by proposing an integrative framework for sustainable vocational education. Practically, the study provides educators with a model that aligns digital literacy and creative skills with moral and spiritual development, ensuring that technological proficiency is accompanied by integrity, empathy, and responsibility. Such

integration supports the broader vision of education for sustainable development (ESD), where learning empowers students to innovate ethically and contribute to a just and sustainable future.

## Methods

### Research Design

This study employed a mixed-method design with a sequential explanatory approach to explore how digital technology can be integrated with faith-based values to foster digital creativity and moral character among vocational students. The quantitative phase was conducted first to describe students' use of digital tools, identify patterns of students' engagement with digital tools and types of creative outputs. The results of this phase provided a descriptive overview of how digital technology was utilized in project-based learning. These descriptive findings were then used to guide the qualitative inquiry, helping to select participants and formulate interview questions that explored the moral and faith-based dimensions behind students' digital creativity. The subsequent qualitative phase was intended to deepen the understanding of how faith-based and moral values were embedded in students' creative processes. The combination of quantitative and qualitative data provided a comprehensive picture of the relationship between digital engagement and ethical awareness in vocational education.

### Participant and Context

The research was conducted at a vocational high school (SMK) specializing in accounting education. The participants consisted of 177 accounting students who were enrolled in digital-based learning courses that incorporated project-based assignments. These students were selected purposively because they had completed creative digital projects, such as multimedia presentations, animated videos, and digital financial content related to accounting concepts. For the qualitative phase, 10 students and 2 accounting teachers were selected using purposive sampling to provide deeper insights. The selection criteria included: (1)

students who actively participated in digital project creation and (2) teachers who supervised project-based learning and accounting practicum activities. This combination of perspectives ensured that the findings captured both student experiences and teacher reflections on faith-based digital creativity.

### Data Collection

Two types of data were collected. Quantitative data were obtained from the documentation of students' digital projects. Each project was analyzed based on content type, use of digital tools, and thematic orientation toward creativity and ethics. These data were summarized in descriptive tables showing the frequency and percentage of tool usage (e.g., Canva, CapCut, Prezi, and PowerPoint). Qualitative data were gathered through in-depth, semi-structured interviews with ten students and two accounting teachers. The interviews focused on three key dimensions: (1) students' perceptions of digital technology in learning, (2) moral and faith-based values applied during project creation, and (3) challenges and reflections in maintaining ethical standards during digital practices. Each interview lasted approximately 30–45 minutes and was conducted face-to-face and online, depending on participants' availability.

### Data Analysis

Quantitative data were analyzed using descriptive statistical analysis, focusing on the frequency and percentage distribution of software tools used and the types of creative digital content produced. These data were then interpreted to identify dominant patterns of technological engagement among students.

Qualitative data were analyzed using the Miles and Huberman interactive model (Miles et al., 2014), which involves three cyclical steps: (1) data reduction, (2) data display, and (3) conclusion drawing. In the data reduction stage, transcripts were coded to identify recurring themes related to moral awareness, creativity, and faith-based learning. The codes were then categorized into broader themes such as responsibility, honesty, collaboration, and perseverance. The integration of both quantitative and qualitative findings was

carried out in the discussion phase to develop the Faith-Based Digital Creativity Model (FBDCM), consisting of four interrelated components: Input (digital technology), Process (faith-integrated project-based learning), Output (creative products), and Outcome (ethical and sustainable learners).

### Validity and Ethical Consideration

To ensure the trustworthiness of qualitative findings, data triangulation was applied through multiple sources (students and teachers) and data types (project documentation and interviews). Member checking was performed by returning key themes to participants for confirmation and validation. The study also adhered to ethical

research standards, including informed consent, confidentiality, and voluntary participation. All participants were informed that their data would be used solely for academic purposes, and pseudonyms were applied in reporting interview excerpts

## Results And Discussion

### Students' Use of Digital Tools

The results obtained include the type of content, application or software used by accounting students and the quantity of applications used by each student (Table 1).

**Table 1.** The Type of Content

| The Type of Content      | Number of Accounting Student | %      |
|--------------------------|------------------------------|--------|
| Presentations            | 8                            | 4,52%  |
| Videos:                  |                              |        |
| 1. Video animation       | 4                            | 2,26%  |
| 2. Mixed media           | 134                          | 75,71% |
| 3. Screen recorded video | 2                            | 1,13%  |
| 4. Video interactive     | 29                           | 16,38% |

Source: Author compilation, 2024

**Table 2.** Application or Software Each Accounting Student Used to produce content

| No | Application          | Total |
|----|----------------------|-------|
| 1  | Canva                | 139   |
| 2  | Capcut               | 142   |
| 3  | Powtoon              | 3     |
| 4  | Prezi                | 6     |
| 5  | Inshot               | 2     |
| 6  | Videoscribe          | 1     |
| 7  | Moviemaker           | 1     |
| 8  | Alight motion        | 1     |
| 9  | Flipaclip            | 1     |
| 10 | VN                   | 10    |
| 11 | Voice recording      | 17    |
| 12 | Microsoft powerpoint | 53    |
| 13 | Microsoft word       | 12    |

Source: Author compilation, 20224

**Table 3.** Number of Applications or Software Each Accounting Student Used to produce content

| Amounts of Applications | 1  | 2  | 3  | 4  | 5 | 6 |
|-------------------------|----|----|----|----|---|---|
| Total students          | 43 | 88 | 22 | 18 | 5 | 1 |

Source: Author compilation, 2024

The quantity of outputs shown in Table 1 indicates that students produced 177 content items, demonstrating their inventiveness with technology. The majority of the content's productions were presentations and films that covered a range of topics, including petty cash, cash recording and accrual systems, service company financial reports, and strategies for acquiring lucrative fixed assets for business owners. Presentations (n = 8) were among the outputs that were usually created with the use of programs like PowerPoint and Prezi. Interestingly, the study found a significant number of video outputs, indicating that students responded well to the assignment, especially when it came to the video format (Suhana & Purwadi, 2023). The videos created by students exhibited diversity in their formats, including video animation (n = 4), mixed media presentations (n = 134), screen-recorded videos (n = 2), and interactive videos (n = 29). Compared to presentations alone, these videos offered a thorough explanation of the material, enhanced by sound, background music, moving images, and more to convey more complex information.

With 142 students using the platform, Capcut was found to be the most popular application among accounting students for content creation. The Capcut app is a useful tool that supports at-home education and fosters kids' digital creativity (Pahmi & Syafwin, 2022; Wulandari, 2023). Its use is associated with various educational benefits, including improved learning outcomes (Holisah et al., 2023; Syamsuddin et al., 2023), enhanced students' learning motivation (Matitu & Santiago, 2023; Ratnasari et al., 2022), and enrich learning resources (Vergara-Barberán et al., 2023). In conclusion, Capcut has shown itself to be an essential tool for enabling students to produce innovative digital products.

### **The Embedding of Faith-Based and Moral Values in Digital Creativity**

The qualitative phase explored how faith-based and moral values were internalized in students' digital creative processes, particularly in developing digital content about accounting cases. Through thematic analysis using the Miles and

Huberman interactive model (Miles et al., 2014), five central themes emerged: (1) responsibility in digital creation, (2) honesty and authenticity, (3) prudence and accountability in decision-making, (4) collaboration and empathy, and (5) perseverance and reflective faith.

#### *Theme 1: Responsibility in Digital Creation*

Students demonstrated a strong sense of responsibility in planning and executing their digital projects. They perceived technology not only as a creative tool but also as a moral space requiring self-discipline. Student A reflected,

*"We were taught that creating digital work is a trust. If we misuse the tools or copy others' work, it means we are not being responsible."*

Another student B expressed,

*"This in a more casual and relatable way: 'If we just take things from the internet or do it carelessly, it feels like we're not serious. It's embarrassing because the work is something we have to be accountable for.'"*

Similarly, student E who working on an accounting case commented,

*"Miss, if we input something wrong or choose the wrong recording method, it affects everything. So we really have to be careful — we can't just pick anything."*

A teacher also emphasized the same idea, saying,

*"When I check their digital projects, I always remind them that accuracy and honesty go together. I tell them, 'You're not just clicking buttons; you're learning to take responsibility for every decision you make.'"*

Teachers emphasized that this moral awareness emerged naturally when students understood their projects as a form of accountability (*amanah*) to both God and others. Moral responsibility as the foundation of character education, suggesting that technological literacy in vocational learning must coexist with ethical awareness (Andriani et al., 2025; Fresyam, 2024).

#### *Theme 2: Honesty and Authenticity in Creative Work*

Honesty appeared as a central moral value across most interviews. Students associated digital honesty with producing original work and

acknowledging sources properly. Several students mentioned that the availability of online materials made it tempting to copy, but they consciously avoided it. One student shared,

*"Sometimes it's easy to just copy a template or take something from Google, but it doesn't feel right. Even when I use CapCut templates, I always change the colors, fonts, transitions, or layout so it really becomes my own work, not just a copy."*

Another student echoed this sentiment, saying,

*"Using AI helps, but if we rely too much on it, it's not really our work anymore."*

Teachers reinforced this perspective by emphasizing authenticity over convenience. Teacher A remarked,

*"Students realized that true creativity is not about copying but about transforming ideas ethically." Another teacher added, "I always tell them, 'If you want to work in accounting later, honesty isn't optional. It starts from small things, like being honest in your digital projects.'"*

This finding supports previous research emphasizing authenticity as a moral dimension of digital learning. In the context of accounting education, honesty also relates to professional integrity, mirroring ethical standards expected in real-world financial reporting. Thus, practicing honesty in digital creation becomes an early moral training ground for ethical decision-making in their future careers (Nawaah et al., 2024; Shaharuddin et al., 2022; Sitorus et al., 2019).

### *Theme 3: Collaboration and Empathy in Digital Projects*

Students frequently described teamwork as an opportunity to practice empathy and respect. Group-based digital projects required negotiation, patience, and mutual understanding. Student C explained,

*"When we worked in groups, we had to listen to others and help those who were less skilled in technology."*

Another student added a more casual reflection, *"Sometimes our ideas don't match, but we try to talk it out. If someone is stuck, we don't leave them... we finish it together."*

From the teachers' perspective, collaboration also revealed students' growth in social and moral sensitivity. Teacher B noted,

*"In group projects, I can really see who steps up to support their friends. Some students patiently guide others, even if it slows them down. That's empathy in action."*

Another teacher explained,

*"They learn that teamwork isn't just dividing tasks—it's about being fair, listening, and respecting each member of the group."*

Teachers observed that these collaborative experiences nurtured social ethics such as humility, fairness, and compassion as core components of faith-based learning. This theme echoes (Freire, 1970) view that education grounded in dialogue and mutual respect fosters both intellectual and moral growth. Collaboration in digital spaces, therefore, serves as an avenue to cultivate empathy and shared responsibility in the learning process (Chara Papoutsis, 2023; Kauuman et al., 2025; Sugiyanto et al., 2024).

### *Theme 4: Perseverance and Reflective Faith*

Perseverance (*istiqamah*) emerged as another key moral value. Many students described how they encountered technical failures, such as software crashes or design errors, yet persisted by linking their effort to personal faith. Student G explained,

*"When the project didn't work, we reminded ourselves to be patient and keep trying because learning is also part of worship."*

Another student expressed it more casually,

*"Sometimes CapCut suddenly freezes or the file won't save, and it's really frustrating. But we keep going—like, 'Okay, take a breath, try again.' We don't want to give up halfway."*

Teachers also noted this pattern during the project cycles. One teacher commented,

*"When students face errors or failed exports, I tell them that challenges are normal, and how they respond is what builds their character."*

Another teacher added,

*"I see that some students get stressed, but they remind each other to stay calm and finish it"*

*together. That's where their faith and perseverance really show."*

Integrating structured reflective discussions at the end of each digital project, inviting students to talk through the difficulties they faced, the strategies they used, and the values they tried to uphold in the process (Rukajat & Krisnayansyah, 2023) can change the mindset of students. These guided reflections helped students reinterpret technical setbacks or group tensions not as failures, but as chances to practice virtues such as honesty, perseverance, and responsibility in line with the school's character education goals (Lorenzo Moledo et al., 2021). In a faith-based context, teachers also encouraged students to connect their learning experiences with religious teachings about patience, sincerity, and trust in God, so that creative work became a space to deepen both character and faith commitments (Edara et al., 2021). This approach resonates with the notion of faith-driven resilience, where religious belief and moral identity provide inner motivation to persist, regulate emotions, and keep striving for solutions when problems become complex or frustrating. In this sense, practicing honesty and responsibility in digital creation projects functions as an early moral training ground: students learn to carry their faith-informed values into concrete decisions about effort, collaboration, and ethical problem-solving that will be essential in their future professional lives.

Four themes that illustrate faith-based and moral values are followed.

1. Responsibility in Digital Creation: A faith-based sense of responsibility that guides students to complete digital tasks with care, integrity, and accountability, recognizing that creative work is a trust (amanah) that must be handled ethically and with self-discipline.
2. Honesty and Authenticity in Creative Work: The commitment to producing original, truthful, and ethically sourced digital products, where students avoid plagiarism, acknowledge

sources, and ensure their creations genuinely reflect their own ideas and efforts.

3. Collaboration and Empathy in Digital Projects: A moral orientation toward working respectfully and cooperatively with peers, demonstrating empathy, fairness, and humility while supporting group members and valuing diverse abilities within collaborative digital tasks.
4. Perseverance and Reflective Faith: A spiritually grounded persistence that motivates students to endure technical challenges, remain patient, and continue improving their work, viewing obstacles as opportunities for character growth and deeper faith-driven resilience.

### **Integration of Findings and Conceptual Interpretation**

The four themes collectively illustrate that faith-based and moral values were not taught explicitly but embedded organically through reflective digital practice. Students learned to see creativity as both a technical and ethical act, where using technology responsibly, producing original work, collaborating with empathy, and persevering through obstacles became manifestations of faith. Based on the findings of this study, ethics must be systematically embedded in the curriculum, as students view ethical behavior as essential to their professionalism and responsibility in accounting practice, requiring institutions and instructors to intentionally integrate ethical dimensions into their teaching (Iqbal et al., 2019). These findings support the proposed Faith-Based Digital Creativity Model (FBDCM), where:

1. Input: digital technology becomes a tool of moral expression,
2. Process: project-based learning is infused with ethical reflection,
3. Output: creative products represent authentic and responsible innovation, and
4. Outcome: students develop ethical sensitivity, digital integrity, and sustainable learning attitudes.

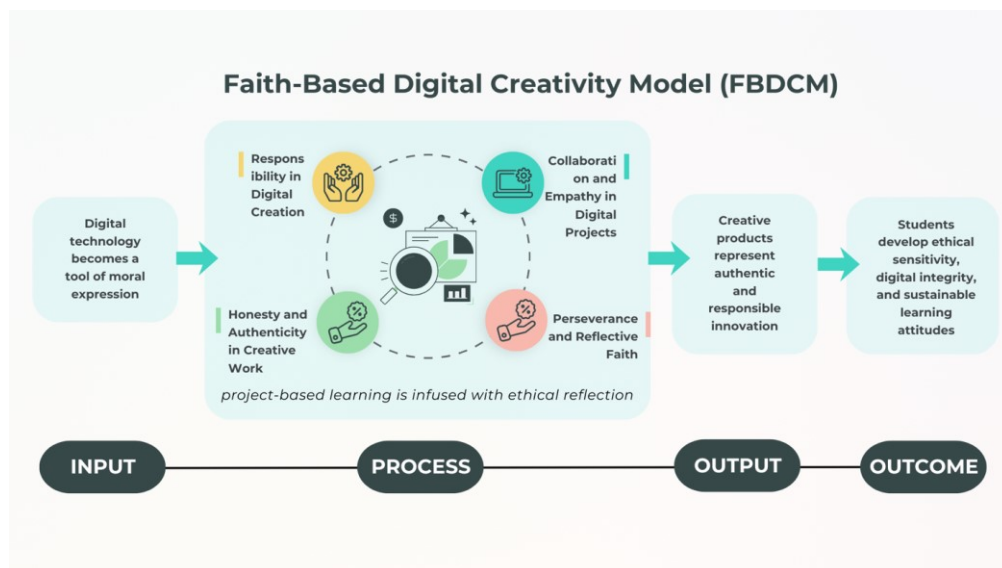


Figure 1. Faith-Based Digital Creativity Model (FBDCM)

## Conclusions

This study investigated how faith-based and moral values are embedded in digital creativity within vocational education, particularly in the context of accounting learning. Using a mixed-method design, the study first identified patterns of students' engagement with digital tools and creative outputs, followed by qualitative exploration of their moral and spiritual reflections through in-depth interviews. The findings revealed that students' use of technology, especially in developing digital content on accounting cases was not limited to technical skills but intertwined with ethical awareness and faith-driven responsibility. Quantitative analysis showed that most students preferred visual and multimedia platforms such as Canva and CapCut, reflecting a shift toward creative and interactive learning. However, the qualitative phase provided deeper insights into the moral dimension of this creativity. Students demonstrated responsibility, honesty, prudence, collaboration, and perseverance as core values guiding their digital projects. When working on accounting case content, they practiced moral judgment and accountability by exercising prudence (hikmah) in selecting recording methods and ensuring fairness and accuracy in financial representation. This process strengthened their moral reasoning and ethical sensitivity, qualities essential in accounting professionalism.

The integration of both findings resulted in the Faith-Based Digital Creativity Model (FBDCM), illustrating that digital technology can serve as both a creative and ethical medium. Project-based learning infused with faith-based reflection produces outputs that are innovative, responsible, and ethically grounded, leading to learners who are not only digitally competent but also morally conscious. Theoretically, this study contributes to bridging the gap between digital innovation and moral pedagogy by proposing a model that unites technology, creativity, and spirituality. Practically, it offers educators a framework for designing faith-integrated digital learning that nurtures ethical awareness, accountability, and sustainable values that preparing vocational students, especially in accounting, to become professionals of integrity in the digital era.

While this study provides an initial conceptual model for faith-integrated digital creativity, further research could expand its scope by involving multiple vocational disciplines beyond accounting, such as business, design, or information technology. Comparative studies across religious or cultural contexts could also enrich understanding of how faith-based learning influences creativity and ethical reasoning in diverse settings. Future studies may employ longitudinal or quasi-experimental designs to examine how the Faith-Based Digital Creativity Model affects students' ethical behavior and

decision-making over time. Additionally, integrating AI-supported digital tools with moral education frameworks could open new avenues for balancing automation and human values in the era of intelligent learning systems.

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