STUDENT RESPONSES TO THE USE OF PICTORY.AI IN DEVELOPING CREATIVITY TO PRACTICE PANCASILA HUMAN VALUES

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Abstract. *This study aims to explore learners' responses to the use of Pictory.AI to develop learning creativity in practicing the humanitarian value of Pancasila. The Pictory.AI platform uses artificial intelligence to convert text into illustrations and videos, creating video visualizations created by learners so that the video results can be understood and understood by everyone. The research method used is a descriptive technique with a mixed research approach (mixed method). The data collection techniques used are observation, interviews, documentation, questionnaires, and combined/triangulation. The results showed that Pictory.AI provides a learning experience that is both fun and effective. Other indicators that also recorded high average scores were Expressing Human Values (3.35) and Understanding Human Values (3.27). This shows that Pictory.AI not only supports the development of students' creativity but also facilitates their understanding and expression of the humanitarian value of Pancasila. Students not only understand the human value of Pancasila better and are able to express it through creative media. Technology-based learning also supports the development of 21st century skills, such as creativity, collaboration, and technology utilization. However, to maximize the benefits of this technology, additional assistance is needed for students who face technical obstacles or are less familiar with multimedia technology. Therefore, it is recommended to train teachers on the use of AI technology in education and develop technological infrastructure to support it in the educational environment. This joint effort will support the achievement of creative learning objectives in practicing the human values of Pancasila.*

Keywords: *Creativity, Pancasila Human Values, Pictory.AI.*

1. INTRODUCTION

Education is very important for the growth of a nation and human resources. Nandika (2007) says that since 1972, UNESCO, the United Nations Educational, Scientific and Cultural Organization, has stated that education is the cornerstone of national development. The educational process can provide creative and inventive ideas in today's progress. Thus, education can increase human potential, including Pancasila Education, which aims to form smart and broad-minded citizens who adhere to Indonesian values.

Article 3 of Law No. 20 of 2003 states that the purpose of national education is to develop, improve, and shape human civilization into a human being who is faithful and devoted to God Almighty, noble, knowledgeable, capable, creative, independent, healthy, and a democratic and responsible citizen. The development of national education goals is the embodiment of the ideals of Pancasila, therefore Pancasila education has a very important role in realizing better Indonesian people and advancing the country. Therefore, to maximize human potential, education is a fundamental need. Creativity is human potential. Today's technological advances have made creative qualities important for human growth. This is so that the creative power of the Indonesian people can advance the nation.

According to Munandar (2002), Indonesia as a developing country, is in dire need of creative professionals who can enrich its cultural heritage, art, science and technology for the benefit of all its citizens. Therefore, in this era of digital technology, children need to learn to think creatively in order to improve their skills in the future.

However, based on research conducted by Worldtop20.org, Indonesia's national education system in 2023 is ranked 67th out of 203 countries with a position below Singapore, Malaysia and Vietnam when viewed from ASEAN countries. This shows that the education system in Indonesia still cannot be said to be perfect or has succeeded in producing an educated human civilization. Then in the results of research conducted by Miftah Khoerudin et al (2023) showed that students in learning Pancasila Education continue to experience difficulties in improving their creative thinking skills. Of course this happens because teachers fail to choose the right learning approach and cannot answer diverse questions.

Furthermore, it is reaffirmed in research conducted by Putri Deviana (2019) at Tembilahan High School in Economics subjects, stating that the obstacles of students in creativity are in the stagnant way of thinking of students who are reluctant to try to find or create ideas and original thinking ideas in order to have a psychological effect on students to bring up new things or modify existing ideas or ideas. This is also emphasized by research conducted by Winata (2021) at SMAN 1 Majalengka in Civics learning, it appears that students tend to be passive, lack of curiosity, lack of questions and answers in learning and lack of students' imagination. This was also felt by researchers in real conditions at SMP Daarut Tauhid Boarding School Bandung when learning Pancasila Education, the lack of response from students, the lack of curiosity of students, and still fixated on reading book teaching materials even though knowledge can now be explored further. In addition, the low creativity of students is due to the unavailability of appropriate learning media, the difficulty of students in understanding learning materials, and the lack of habituation of students in solving problems. This is because every boarding school is characterized by learning that rarely uses digital technology such as cellphones, laptops or computers. This is an extraordinary challenge for teachers to improve digital literacy in boarding schools, because everything that smells of digital technology is limited in use, both gadgets, laptops, and even computers. Therefore, teachers with the presence of independent learning in the independent curriculum and the challenges of 21st century learning in boarding schools must be able to maintain the quality of students in addition to good character, they can also have the creativity skills needed in every era (Jufriadi et al., 2022).

While the thought process of creativity according to Rhodes (1961) that creativity is a phenomenon where a person (person) produces a new idea or concept (product), which results from a mental process (process) in generating ideas, as an effort to meet needs (press) influenced by ecological pressure.

From the above statement related to creativity thinking, in relation to learning in the classroom, the research studied by researchers is more in line with Rhodes' opinion because students are required to bring out their natural creativity assisted by Pictory.Ai media so that they can bring out high creativity and can produce an idea/product in meeting learning needs, namely the practice of Pancasila values.

The creative thinking process of students can be developed by the teacher, so the teacher has a very significant role in bringing up the idea of creativity of students through various approaches such as technology-based media in learning activities by the teacher to stimulate the stimulus of students to be more active, collaborative and varied. Of course, lately the development of technology is very rapid and has undergone several revolutions. Industrial revolution 5.0 technology emphasizes the sophistication of AI, IoT, and robot technology to solve human problems. In particular, the industrial revolution 5.0 increases production efficiency and provides benefits for industrial workers, educators, and society. According to Holmes & Tuomi, (2022) that much of the artificial intelligence (AI) produced focuses on education called the intelligent Tutoring System

(ITS) which functions to provide an automated, adaptive, and individualized teaching platform.

With the variety of artificial intelligence (AI) technologies available, there is one type of AI that can be utilized in learning, Pictory.Ai. Pictory AI is a novel website that belongs to a type of artificial intelligence (AI) technology that focuses on creating videos with only text, sound, and article links. This of course makes it easy for every human being, especially teachers, to increase creativity in their learning. According to Suryani (2023) Pictory AI is a program that can help in making movies, especially learning videos, by utilizing AI technology. In the world of education, this platform can be used to create interesting videos so that the power can bring out the creative power of students because there are video edits, music, time, and other features that can bring learning to life. According to Kibari (2023), his research proves that learning movies are well made; a total of 52 learners obtained an N-Gain score of 0.74 which indicates a significant increase in learning outcomes. It is crucial to customize the teaching materials to the unique needs of each learner and the course content to ensure effective learning in this study. In addition, he said the platform utilizes AI to understand the context and meaning of text to generate related visual materials, such as images and videos. The objective of this project is to improve the learning outcomes of students in the Cooperative and MSME Management course in the Economics Education Study Program of FKIP ULM Banjarmasin by creating animated films using Pictory.Ai.

According to Savitri & Dewi (2021) from the results of their research, they see that today's generation has forgotten the values of Pancasila and even prefers outside culture compared to their own culture. This is the effect of globalization, so that the ideology of Pancasila as the nation's guide to life is starting to lose and be replaced by foreign cultures. Whereas Pancasila consists of values derived from the culture and customs of the Indonesian people. Even though Pancasila Education learning is a compulsory learning that must be taught from elementary school to college level, it still cannot produce a generation that can implement the values of Pancasila. This can be indicated from the learning process that has not animated each Panacsila value so that it cannot be implemented in everyday life. The lack of concern from a teacher to students who still do not understand every value of Pancasila and without further embrace has an extraordinary influence that can forget the ideology of Pancasila. In addition, the results of observations in the field (SMP Daarut Tauhiid Boarding School Putra) are a lot of violations of human values committed by students such as ghosob (the act of taking people's goods without permission), bullying between students that are rampant, doing ghodin, and there is a behavior against the teacher. According to the Deputy School Principal, Riswan, bulying and ghosob behavior often occurs in the last month there were 20 cases of students committing bullying and ghosob. These actions are carried out by students because there are sudden activities so they do ghosob and there is competition between generations so they do bulying.

Therefore, researchers have an interest in using digital technology to analyze the creativity of students in practicing Pancasila values that can be implemented in everyday life. Digital technology of the artificial intelligence (AI) type can be utilized in learning Pancasila Education, especially in understanding the humanitarian value of Pancasila which requires critical thinking due to the idealism of these values. Therefore, the birth of digital media can help students in understanding the value of Pancasila so that it can be implemented in everyday life. This research was conducted in class VIII of SMP Daarut Tauhiid Boarding School Bandung which was outlined through the title "Students' response to the utilization of Pictory.AI in Developing Learning Creativity to Practice the Humanitarian Value of Pancasila".

2. LITERATURE REVIEW
2.1 Kreativitas

One place where creativity can flourish is in classrooms and universities. The ideal place for children to hone their creative and critical thinking skills is at school. According to research conducted by Munandar (2002, p. 12), teaching style has a strong correlation with the best approach for students to improve their creative thinking skills. Creativity, according to Rhodes (1961), is the mental process by which a person generates new ideas in response to external pressures, which ultimately leads to the production of new concepts. environmentally friendly.

The interaction between humans and their environment is the root cause of creativity, as claimed in Professor Munandar's book (2002, p. 15). Therefore, it can be said that everyone's creativity is inhibited or stimulated by the surrounding environment. This certainly suggests that schools can enhance students' creative capacity. The researcher concluded that students need to be creative to succeed in school because creativity is the ability to think independently of the surrounding environment and produce new ideas (products) that have never been thought of by others before.

In Rhodes' theory, there are 4 dimensions of creativity or called "The Four P's of Creativity" (4P) after analyzing 40 definitions of creativity and concluding them into 4 of them: Person, Process, Product, Press.

The freedom of creativity in learning is the key to the success of learning itself. Based on the humanitarian theory, learning is an educational approach that focuses on the importance of understanding and appreciating all abilities, potential, uniqueness, skills and talents possessed by students (Suhandri et al., 2021). The aim of the theory is to develop learners' self-awareness, self-confidence, and social-emotional abilities. According to (Rosmalah, 2020), the main goal of educators in the humanization theory of learning is to help students maximize their potential by helping students to know themselves as unique creatures of God in realizing their dreams and hopes.

2.2 Pictory A.I Aplication

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The variety of artificial intelligence (AI) technologies available, there is one type of artificial intelligence that can be utilized in learning, namely Pictory AI. Pictory AI is a novel website that belongs to a type of artificial intelligence (AI) technology that focuses on creating videos with only text, sound, and article links. This of course makes it easy for every human being, especially teachers, to increase creativity in their learning. According to Suryani 2023, suggests that pictory AI is an application that can assist in making a video, especially educational videos using AI technology.

Kibari (2023) stated that his research proved that the learning movie was well made; a total of 52 students obtained an N-Gain score of 0.74 which indicated a significant increase in learning outcomes. It is crucial to customize the teaching materials to each student's unique needs and course content to ensure effective learning in this study. In addition, he said the platform utilizes AI to understand the context and meaning of text to generate related visual materials, such as images and videos. The goal of this project is to improve the learning outcomes of students taking the Cooperative and MSME Management course in the Economics Education Study Program of FKIP ULM Banjarmasin by creating animated films using Pictory.AI.

2.3 Implementation of Pancasila Humanity Value

Pancasila can be interpreted as the five precepts that form the basis of the state and guidelines for national life. For the Indonesian people, Pancasila is used as the basis of state and national life guidelines to regulate state administration. The whole principle of Pancasila cannot be implemented separately, because Pancasila is a whole and interrelated unit.

Pancasila is the basic philosophy of Indonesian government. Being a good Indonesian citizen means obeying the rules contained in Pancasila and the 1945 Constitution. Therefore, Pancasila is a valuable resource in making decisions. One that must be in accordance with the values of Pancasila is the field of education. According to Sastraprateja (2013), education must make humans as whole beings, develop and be able to maximize the potential that exists in humans. Education does not only transfer knowledge, but must be able to build all the abilities that exist in him so that he becomes a perfect human being. The view that students are human beings as the initial milestone of education gives freedom to students in the course of learning. Teachers should not view that students must always be obedient and obedient so that they have a sense of rigidity in themselves, but it must be seen that students have the freedom to prove their potential so that they bring up various kinds of creativity they have. As a result, the class becomes crowded with creations displayed by students. This is in accordance with the human values of Pancasila which must be treated humanely with adab as the initial milestone so that it has akhlakul karimah in the national education system.

The formation of human values in education must be encouraged. This is because character education is the main key in building good citizens. especially in boarding schools the formation of morals becomes number one compared to knowledge. although in the process of formation there are many characters that deviate from human values.

Based on the theory of symbolic interactionism coined by George Herbert Mead and Herbert Blumer which discusses the use of symbols in social interaction, so that the formation of self (self-concept) of each individual will be born from society interaction. According to West Turner (2008) defines self-concept as a component that exists within the individual such as emotions, empathy, mindset, and values that exist within him.

The essence of symbolic interaction theory according to Mulyana (2006) is any activity that is characterized by communication, the exchange of symbols that have meaning. Thus in this theory it can be concluded that the individual paradigm is used as the main character in social reality (Ahmad, 2008). In addition, according to (Derung, 2019) human behavior is also determined by symbols given by others, and the behavior of that person. This is because giving symbols gives rise to social interactions and communication patterns that are built between humans so as to create characters, behaviors and roles in an organization. Then according to (Derung, 2019) Interaction between individuals develops through the symbols they create. These symbols include gestures, among others; voice or vocals, physical movements, body expressions or body language, which are done consciously.

According to (Shintaviana & Yudarwati, 2020) There are three themes of George Herbert Mead's concept of thought that underlie symbolic interaction theory, including:
1. The importance of value for human behavior
2. The importance of the concept of knowing oneself
3. The relationship between individuals and society

Based on the above statement, it can be concluded that self-formation is due to the provision of symbols that give rise to social interactions and communication patterns built between humans so as to create character, behavior and roles in an organization. Usually, when character deviations occur, sanctions are given in the form of sanctions so that they can realize again and get better.

When analyzed from the republican citizenship theory according to (Sastrawan Manik, 2021) argues that society as a political community is the center of political life. That is, the core of the bonds built in this theory emphasizes civic ties rather than individual or group ties or interests. This is because Winda Roselina Effendi (2018) republican theory views individuals as a group whose associations are active and good in political life. According to Richmond & Dagger, (2002), citizens in republican theory uphold ethical status as one of the dimensions of law, so that all citizens must submit and obey everything that is regulated by law, whether their actions as individuals or

groups. According to Prabowo & Syahuri, (2022) states that republican citizenship emphasizes the importance of the concepts of legal order and public virtue (Civic Virtue). Therefore, the existence of this ethic can realize good and bad citizens and public affairs at least not on the focus of citizen comfort but so that there is no deviation that can be caused by citizens.

3. RESEARCH METHODS
Research Approach
The research approach used is a mixed methods approach between qualitative and quantitative. Creswell (Sugiyono, 2011, p. 18) argues that "a mixed research approach is a research approach that combines qualitative and quantitative research in a study". A mixed approach is a combination of qualitative and quantitative. According to Mamik (2015 p. 2) In qualitative research, the focus is on seeing the world in actual form, not ideal form, to gain a better understanding of social reality. According to Nasution (2023), narratives, expressions, and data presented in the form of words or phrases are examples of qualitative research data.

To complement the results obtained from qualitative research so that the data is more valid, the researcher uses a quantitative research approach. According to Muijs Daniel (Suharsaputra, 2012, p. 48) states that "a quantitative approach is research that emphasizes data in the form of numbers, tabulations, populations and calculations that are more mathematical for the results, before making decisions from the data obtained." Based on the statement above, it can be concluded that quantitative research is research that has characteristics in the process of processing data such as numbers, tabulations and calculations as a basis for determining the conclusions drawn.

Participants
Samples or participants in qualitative research are called informants or research subjects, namely people selected to be interviewed or observed according to the research objectives. The subjects in this study were:
a) PPKn Class VIII teachers at SMP Daarut Tauhid Boarding School Putra.
b) Class VIII students at SMP Daarut Tauhid Boarding School Putra.

Research location
The researcher chose SMP Daarut Tauhid Boarding School Putra on Jl. Cigugur Girang No. 33 Kp. Pangsor, Cigugur Girang, District. Parongpong, West Bandung Regency. West Java as the research location. The researcher chose the school because it is a boarding school and the learning process is short due to time constraints, making it difficult for teachers and students to develop creativity.

Data Collection
The purpose of the research is to collect information, therefore the data collection method is the most important part of the research process. The data collection techniques used include observation, interviews, documentation, questionnaires, and combination / triangulation. Thus, the data obtained in research using the triangulation / combination approach will be consistent, comprehensive, and certain.

Data Analysis
After the data is collected, the data analysis technique used so that the research results are relevant is to use qualitative data collection techniques, then in the data analysis technique it also uses qualitative analysis techniques. In this study, the qualitative analysis model used is an interactive model that has three (3) components including data reduction, data presentation and drawing conclusions. Drawing conclusions or verifying existing results is the last step in the qualitative data analysis methodology, with the aim of obtaining new discoveries that do not yet exist.

4. RESULTS AND DISCUSSION

Table 4.1 presents information on the level of success of the implementation of project-based learning using Pictory.AI in supporting the practice of Pancasila values. This level of implementation includes various important aspects in the learning process.

Table 4.1 Percentage of Learning Implementation using Pictory.AI in Practicing Pancasila Values through the PJBL Model

No	Syntax Type	Implementability (%)
1	Prepare important questions related to a topic of material to be learned	100
2	Develop a project plan	100
3	Making a schedule	100
4	Monitor the implementation of project-based learning	100
5	Testing and grading the project	100
6	Evaluate project-based learning.	100
	Total score	100

The results of the analysis show that the implementation of Project-Based Learning using Pictory.AI to practice the humanitarian value of Pancasila has run optimally. Based on the data obtained, the level of implementation of each stage of learning reached 100%, starting from the preparation of important questions, preparation of project plans, to evaluation of work results. Teachers actively guide learners to understand and internalize the humanitarian values of Pancasila, such as justice, compassion, and gotong royong, in the projects they work on.

This learning process is also supported by observations that show that teachers are able to utilize Pictory.AI technology to the fullest. Mrs. Tomah Ayuningtias emphasized the importance of conveying the human values of Pancasila concretely through creative projects, such as a video illustrating the practice of gotong royong in daily life. Meanwhile, Ms. Kamilah Kurnia Nurlaeli uses an approach that integrates local culture and Daarut Tauhid values, so that learning becomes relevant and contextual for students.

The teacher challenged the students to illustrate real issues that often arise in the school environment, such as ghosob (taking things without permission), bullying, and the lack of a culture of mutual cooperation. One of the students visualizes in his video the scene of corruption committed by Mr. RT, accompanied by a narration about the importance of honesty and responsibility. The teacher said:

"Through this project, students learn that ghosob not only harms others, but also goes against the values of justice and humanity in Pancasila. They began to understand the importance of maintaining trust and integrity".

Observations showed that after the project, students became more aware and careful in using friends' belongings. One of the teachers noted that students began to remind each other to respect the property rights of others, which became one of the indicators of learning success. This is also reinforced by the visualization of the concept of ghosob in the video project, where students describe a story about the misuse of social assistance funds by an RT head for personal interests, such as buying a new bicycle. The narrative provides a moral message to students that ghosob does not only harm individuals directly, but also includes the abuse of trust and responsibility for common property. The teacher emphasizes that actions such as corruption are a bigger and more far-reaching form of ghosob, and go against the values of justice and humanity in Pancasila. After understanding this concept, students not only learn to respect their friends' property rights directly, but also become more critical of the importance of integrity and honesty in social life.

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Videos produced by students through project-based learning using Pictory.AI showed significant creativity in depicting the practice of Pancasila values. One example is an image capture from a video showing the action of gotong royong through visual narration, where students illustrate cooperation in helping others. In one of the scenes, there is a visual handshake with text explaining the importance of helping and sympathizing with others, especially Indonesian citizens. This reflects the internalization of the value of Fair and Civilized Humanity visually and narratively.

Figure 4.1 Image Capture from Video of Student Creativity Results on the 2nd Precept Theme

Other creativity can be seen in the image capture from the video on the theme of Indonesian Unity, where students show cultural diversity and cooperation through joint activities, such as planting and caring for a flower garden. In the scene, the visual of a beautiful garden with collaborative narration shows how the value of unity is applied in everyday life. Students successfully illustrate that unity can be realized through simple yet meaningful activities, which are relevant to the values of Pancasila.

Picture 4. 2 Capture of Video of Student Creativity Theme of the 3rd Precept

Capture images from other videos of students illustrating the practice of Pancasila values of the 2nd precept (Fair and Civilized Humanity) and the 4th precept (Democracy Led by Wisdom in Consultation/Representation) through the theme of a soccer match.

Visuals of a large, majestic stadium are used to show the importance of sportsmanship, fairness and respect for differences. The video narration emphasizes how the match is not only a competition, but also a symbol of solidarity and tolerance between individuals. In addition, cooperation between players and respect for the rules of the game reflect the value of deliberation and adherence to collective agreements, making this video a creative example of connecting sports with the values of Pancasila.
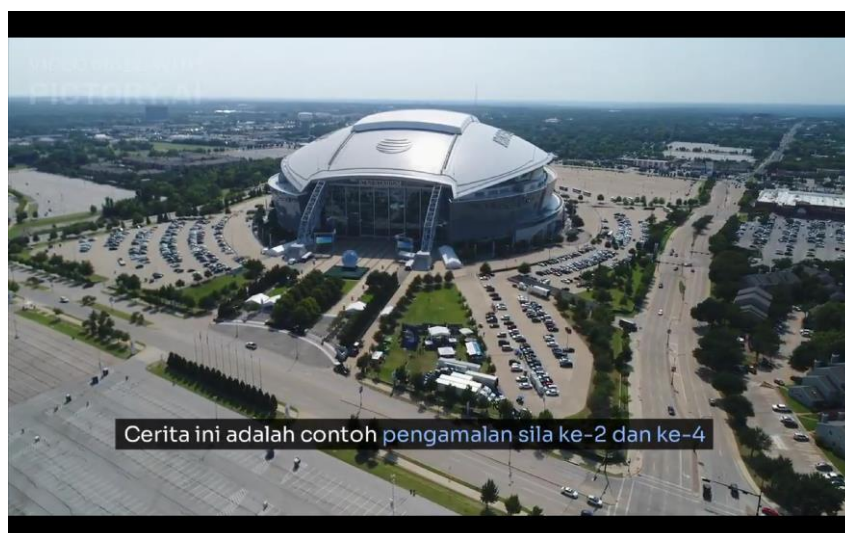

Figure 4.3 Screenshots from the Video of Students' Creativity on the Theme of Principles 2 and 4

The screenshots from this video illustrate the practice of the values of Pancasila principle 2 (Just and Civilized Humanity) through a story that raises the issue of ghosob in the context of community life. In the scene, the visual of the new bicycle owned by the RT head becomes a symbol of the results of dishonest actions, namely the use of social assistance funds for personal gain. The video narration explains how local residents investigate the action until finally revealing that the funds that should have been used to help the community were actually misused.

This video emphasizes that ghosob, both in the form of taking goods directly and misusing funds, is an action that harms others and is contrary to the values of justice and humanity. In addition, this video also shows how the community plays an active role in upholding justice through deliberation that reflects the values of the people. The moral message conveyed is the importance of maintaining trust, acting honestly, and avoiding behavior that harms others, making this video a creative example of integrating the concept of ghosob with the values of Pancasila.

Student's responses to the use of Pictory.AI in project-based learning show various tendencies that can be analyzed based on the results of the questionnaire. Table 4.2 below presents data related to students' perceptions of aspects of interest, creativity, understanding, and expression of human values, as well as the ability to think creatively with technology.

Table 4.2 Student Responses to the Use of Pictory.AI in Learning

Rating Scale	The number of student responses				
	Interested in using Pictory.AI	Increase Creativity	Understand human values	Express human values	Think creatively with technology
4 (Strongly	3	9	9	13	12

agree)					
3 (Agree)	22	12	15	9	13
2 (Don't agree)	1	5	2	4	1
1 (Strongly disagree)	0	0	0	0	0
Average score	**3,07** (Agree Interested in using Pictory.AI)	**3,15** (Agree Pictory.AI Increase Creativity)	**3,27** (Agree can understand the value of humanity)	**3,35** (Agree can express human values)	**3,42** (Agree that you can think creatively with technology)

The questionnaire results presented in Table 4.2 show that the majority of students gave a positive response to the use of Pictory.AI in project-based learning. Most students gave scores on a scale of 3 (agree) and 4 (strongly agree) for all statements, with the highest average score being on the Creative Thinking with Technology indicator (3.42). This shows that Pictory.AI makes a significant contribution in helping students integrate technology to convey their creative ideas. This finding is consistent with research by Saputra et al. (2024), which shows that AI-based technology can improve students' critical and creative thinking skills in project-based learning. Other indicators that also recorded high average scores were Expressing Human Values (3.35) and Understanding Human Values (3.27). This shows that Pictory.AI not only supports the development of students' creativity but also facilitates their understanding and expression of the humanitarian values of Pancasila. Salsabila's (2024) research also supports that technology-based interactive media can help students understand abstract concepts such as moral values better through visual and narrative elements. However, there are a small number of students who give low scores (disagree) on indicators such as Increasing Creativity (average score 3.15) and Thinking Creatively with Technology. This shows that there are still challenges in adapting new technology for learning. Prasetyo and Wijaya's (2023) research identified that this obstacle often occurs in students who are less familiar with technology or need more time to master the application features.

The students' responses to the Interested in Using Pictory.AI indicator (3.07) show that although this application is interesting, the level of students' interest is slightly lower than other indicators. This may be related to the limited features in the free version of Pictory.AI, such as the limited number of clips and background music, which affect the students' experience in developing their creative work. However, the average score is still in the positive category (agree), which indicates that students still appreciate the benefits of this application in learning. Overall, these findings indicate that Pictory.AI provides a fun and effective learning experience. Students not only understand the values of Pancasila better, but are also able to express them through creative media. This technology-based learning also supports the development of 21st century skills, such as creativity, collaboration, and the use of technology. However, to maximize the benefits of this technology, additional assistance is needed for students who face technical obstacles or are less familiar with multimedia technology.

CONCLUSION
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This study reveals a positive response from students to the use of Pictory AI in developing creativity in practicing Pancasila values. The results show that the majority

of students gave a positive response to the use of Pictory.AI in project-based learning. Most students gave scores on a scale of 3 (agree) and 4 (strongly agree) for all statements, with the highest average score being on the Creative Thinking with Technology indicator (3.42). This shows that Pictory.AI makes a significant contribution in helping students integrate technology to convey their creative ideas. This finding is consistent with the research of Saputra et al. (2024), which shows that AI-based technology can improve students' critical and creative thinking skills in project-based learning.

Therefore, the results of this study show that Pictory.AI provides a fun and effective learning experience. Students not only understand the values of Pancasila better, but are also able to express them through creative media. This technology-based learning also supports the development of 21st century skills, such as creativity, collaboration, and utilization of technology. However, to maximize the benefits of this technology, additional assistance is needed for students who face technical difficulties or are less familiar with multimedia technology.

Suggestions

Based on the research results and conclusions drawn, the suggestions that can be submitted include the need for further research to understand more deeply the factors that influence students' responses to the use of Pictory.AI in developing creativity in practicing Pancasila values. There needs to be development and improvement of the Pictory.AI application to make it easier and in accordance with the needs of students in classroom learning. Then, it is hoped that there will be training and education for educators and education staff on the use of AI technology such as Pictory.AI in learning, so that teachers have the knowledge to apply Pictory.AI to students in developing creativity so that learning is fun and adapts to the times.

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