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The Edutech Platform's Design: "Grand Huda" with a Positive Psychological Approach of the Perma Model

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ABSTRACT
This research aims to design and develop the edutech platform "Grand Huda" as a medium for children's drawing and coloring, grounded in the positive psychology approach of Martin Seligman's PERMA model (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment). The study employs the Research and Development (R&D) method with the DDD-E model, which consists of the stages: decide, design, develop, and evaluate. A qualitative approach is used to explore user needs and to design learning programs aligned with the characteristics of elementary school students. The subject of the study was a 3rd grade student who participated in an online drawing and coloring program. Data collection techniques included in-depth interviews, observations, focus group discussions, and documentation. Data analysis was conducted using content analysis, involving data reduction, presentation, verification, and conclusion drawing. The findings indicate that the "Grand Huda" platform was successfully designed as an art learning ecosystem integrated with PERMA elements. The program was structured progressively through color gradation exercises, thematic drawing activities, and practice-based projects, supported by digital media such as modules, worksheets, video tutorials, and interactive online classes. Evaluation results revealed improvements in students' drawing and coloring skills, with grades rising from sufficient to advanced categories. Beyond technical progress, students demonstrated increased motivation, confidence, and engagement in learning. Therefore, the "Grand Huda" edutech platform based on the PERMA model offers an innovative alternative for digital art education that is more humanistic, interactive, and supportive of students' psychological well-being.

KEYWORDS

Edutech Platform, Positive Psychology, PERMA, Grand Huda

INTRODUCTION

The advancement of digital technology in the world of education has encouraged the birth of various learning media innovations, one of which is through online learning platforms. This learning transformation accelerates the adoption of online learning methods for various fields, including arts education (Rahayu et al. 2025; Yasa, Hardiman, and Suartini 2022). However, art education, especially drawing and coloring for children, often still faces serious challenges in the digital world

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because of its characteristics that are highly visual, practical, and closely related to hands-on experience (Iriaji et al. 2024). Learning the art of drawing and coloring for children is not only about technically copying the shape of objects, but also involves emotional aspects, perceptions, and appreciative approaches to the process and work (Kriswati, Aji, and Suyami 2022). Therefore, the design of children's drawing and coloring learning media that is adaptive to positive psychological approaches is important in supporting the success of learning in the digital era (Lestari, Wulansari, and Khasanah 2021).

One of the innovative approaches that can be used to overcome the problem of motivation and emotional involvement in learning art is the *Positive Psychology approach*, especially through the PERMA model developed by Martin Seligman. The PERMA model consists of five main elements of psychological well-being: Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment (Turner et al. 2023; Afiah, Dayu, and Istiq'faraoh 2025; Seligman 2018; Or and Mano 2019). Conceptually, the following is an in-depth explanation of the PERMA model.

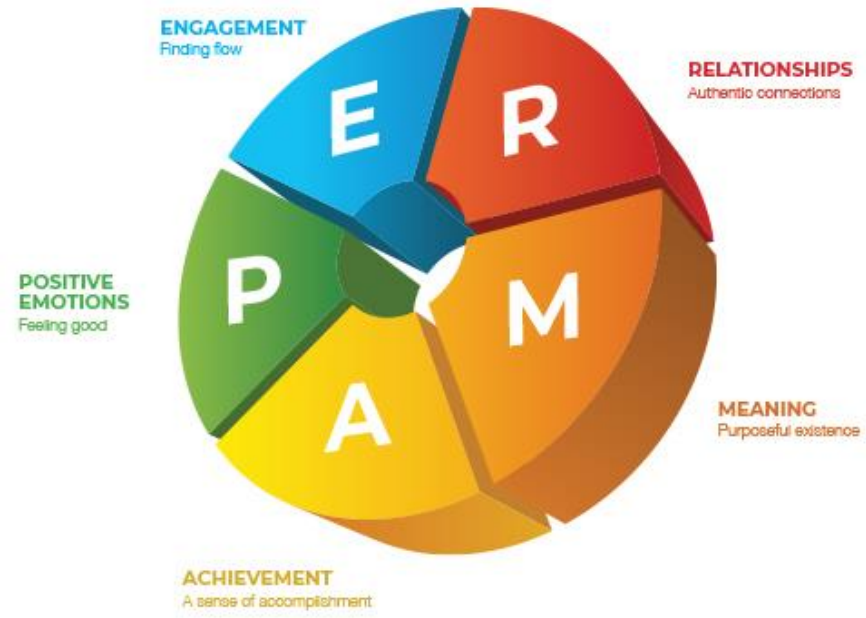

Figure 1 PERMA Model
(Source: Declan Noone, 2017)

Table 1. PERMA Model

Model	Dimensions	Description	Example
P	Positive Emotion	The ability to feel happiness, gratitude, optimism, love, and hope (Alhail, Fathiyah, et al. 2025).	Being grateful for your health, feeling happy when you hear your favorite music, or optimistic about a test.
E	Engagement	A state of "flow", fully dissolved in challenging and meaningful activities (Alhail, Fathiyah, et al. 2025).	A student is engrossed in drawing until he forgets time, or an athlete is fully focused while competing.
R	Relationships	Have warm, supportive and trusting social relationships (Alhail, Fathiyah, et al. 2025).	Spend time with family, share stories with close friends, or work together in the office.
M	Meaning	Feeling that life has a purpose and is part of something bigger than yourself (Alhail, Fathiyah, et al. 2025).	Engaging in social activities, performing worship solemnly, or working for the welfare of others.
A	Accomplishment	Achieve targets, achieve success, and feel competent (Alhail, Fathiyah, et al. 2025).	Complete a thesis, win a competition, or successfully achieve personal sports goals.

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In the context of art learning, these five elements have a big role in fostering students' enthusiasm, perseverance, and self-satisfaction with the learning process they are undergoing. Unfortunately, so far the PERMA approach has not been widely used in the design of digital drawing and coloring learning programs for children (Kern et al. 2015). The phenomenon that occurs in the field shows that many students or learners feel insecure, easily discouraged, or lack emotional involvement in children's learning to draw and color, especially when the process is done online (Boyle 2018). The downside of many online learning programs today is that they focus too much on the technical or cognitive aspects alone, without paying attention to the affective and psychological aspects of the students. This has an impact on low motivation to learn, lack of engagement, and lack of ownership of the work. In fact, in the art of drawing and coloring children, the psychological aspect has an important role because it is related to the perception of shapes, aesthetic sensitivity, and self-expression (Dewaele et al. 2019).

Various previous studies have discussed the effectiveness of digital learning media in art education. Research by Raharjo (2020) and Sari & Prasetyo (2021), for example, emphasizes the importance of using interactive visual and multimedia technologies in fine arts learning. However, very few studies have integrated positive psychology approaches, especially the PERMA model, into the design framework of children's online drawing and coloring art learning. Most studies have focused only on learning outcomes from the cognitive side and technical skills, without examining learners' emotional engagement, personal satisfaction, and intrinsic motivation as success factors (Duan, Chen, and Ho 2020; Pavlou 2024; Maharani et al. 2024). In other words, there is a significant gap or research gap related to the integration of psychological well-being aspects into digital-based art learning models (Azis et al. 2024).

The "Grand Huda" program as a learning medium for children's drawing and coloring is an initiative that tries to answer these challenges. "Grand Huda" is not just an ordinary online learning platform, but is systematically designed by applying the principles of positive psychology through the PERMA model in each of its learning components. The content presented in "Grand Huda" not only provides technical drawing materials (composition, proportions, perspective, and lighting), but is also designed to trigger positive emotions, deep involvement, social connections through interactive features, the search for meaning in the process of creation, and the achievement of results that can be proud of. This approach makes "Grand Huda" a relatively new model and has not been widely developed in the realm of art learning in Indonesia.

The main contribution of this research is to design a digital-based children's drawing and coloring arts learning program that is integrated with the positive psychology approach of PERMA, which has not been widely explored in the context of art education. The novelty of this research lies not only in the technology of learning media, but also in its learning design framework that is holistic, humanistic, and centered on the psychological well-being of students. This research is also expected to make a theoretical contribution to the development of a positive psychology-based art curriculum as well as a practical contribution in the form of a prototype of the "Grand Huda" learning platform that can be implemented in various art education institutions. How to design the "Grand Huda" online learning program for children's drawing and coloring based on the positive psychology approach of the PERMA model to increase student involvement, motivation, and well-being in the learning process?

The purpose of this study is to design and develop the online learning program "Grand Huda" of children's drawing and coloring art that is integrated with the positive psychology approach of the PERMA model, as well as to analyze its impact on student involvement, motivation, and learning well-being. This research contributes to the development of interdisciplinary studies between art education and positive psychology, especially in the application of the PERMA model in the context of online children's drawing and coloring learning.

The results of this research can be a practical reference for teachers, lecturers, or art facilitators in designing learning that is more humanistic and emotionally empowering students. This research supports the creation of an inclusive and fun online learning ecosystem, so that it is able to overcome the challenges of disengagement and declining interest in learning art among the digital generation.

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METHOD

This research uses research and development (R&D) methods. Research and development is a process or steps to develop a new product or program, improve an existing product or program (Alhail, Suharto, et al. 2025). R&D research has several development models, but what is used in this study is the DDD-E Model, which is one of the learning program development models that focuses on active student involvement and flexibility in the learning process. This model was developed by Roger Schank to support project-based learning and problem-solving which consists of 4 stages: 1) Decide, create program goals and design, 2) Design, create program structure, 3) Develop, produce media elements and create multimedia displays, 4) Evaluate, check the entire design and development process. The following is the flow of research and development procedures carried out using the DDD-E model.

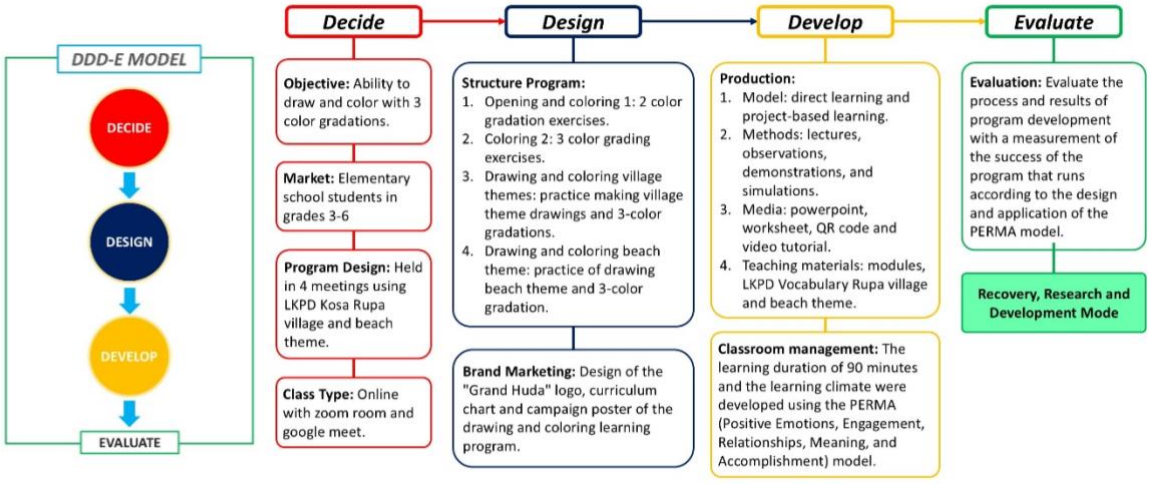

Figure 2. DDD-E Model Research and Development Procedure Flow Chart
(Source: Hadi Alhail Design, 2025)

The approach used in this research method is qualitative that focuses on understanding a deeper context related to user needs, identifying unstructured user needs and preferences, and helping to develop solutions that are more in line with user needs. Research and development was carried out in Dolok Masihul Week, Dolok Masihul District, Serdang Bedagai Regency, North Sumatra.

The test subjects in the development of the drawing and coloring art online learning program were grade 3 elementary school students. The validation subjects in this study consisted of experts in children's drawing and coloring materials and experts in positive psychology programs. The object of this development is an online learning program of drawing and coloring arts. The development research period was carried out for 2 months, from July 6, 2023 to September 06, 2023 which consisted of 5 agendas, namely problem and obstacle research, idea design with the DDD-E development model, curriculum product creation, program promotion, and program implementation.

The data collection techniques used in this study were in-depth interviews, FGDs, observations, and documentation. The data analysis technique used in this research and development is content analysis, which is a technique used to analyze text, images, or videos to identify themes, patterns, or meanings with the Miles and Huberman procedure, namely: 1) Data reduction, which is the process of selection, focus, and simplification of the collected data, 2) Data presentation, which is the process of systematizing data, 3) Data verification, is a process of re-confirming the analyzed data, and 4) Drawing conclusions on the data that has been analyzed (Maharani et al. 2024).

RESULT AND DISCUSSION

1. Overview

Grand Huda is an *edutech platform* that provides learning through digital media with *online* classes. Grand Huda contributes and focuses on developing drawing and coloring skills for children in grades 3 to 6 by offering easy access and flexibility in the learning process. Grand Huda is designed to answer the needs of children's potential with an interdisciplinary approach, which is a combination

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of 3 disciplines, including disciplines, educational curriculum, fine arts education, and positive psychology. The following is the brand logo of the Grand Huda edutech platform.

Figure 3 Grand Huda Logo
(Source: Hadi Alhail Design, 2023)

2. Decide

The *decide* stage focuses on determining needs, learning objectives, user goals, and an initial overview of the program to be developed. In this study, the decide stage was carried out by identifying the needs of art learning for elementary school students in grades 3–6, especially in drawing and coloring skills using the three-color gradation technique. Needs analysis shows that many students at this level still need structured guidance in understanding the elements of color and their application in simple drawing works. Therefore, the goal of the program was set, namely to train drawing skills while improving understanding of color gradation through systematic learning media. Based on the characteristics of the students and the context of distance learning, the program is designed in four meetings using the village-themed LKPD Kosa Rupa as a visual training medium that is close to the students' daily experiences (Alhail 2024). In addition, it was decided that learning would be carried out online using a video conferencing platform in order to reach students flexibly and remain interactive.

Operationally on the Grand Huda edutech platform, the decide stage is carried out through several systematic initial steps. First, the development team identifies the learning needs of students who are the target users of the platform, especially in the category of fine arts classes for elementary school students in grades 3–6. Second, the team set the main learning objectives in the modules to be developed at Grand Huda, namely drawing and coloring skills with the three-color gradation technique as the basic competencies to be achieved. Third, the structure of the learning program in the Grand Huda online classroom system was determined, which included four meeting sessions with gradual material using LKPD Kosa Rupa with the theme of villages and beaches. Fourth, the team determines the form of class implementation through online class features that are integrated with Zoom and Google Meet on the Grand Huda platform so that the learning process can take place in sync. Finally, at this stage, the participant profile, implementation schedule, and the need for digital learning tools to be used in the next design stage are also determined. Thus, the decide stage on the Grand Huda platform serves as a basis for strategic decision-making before the development of learning programs is carried out.

3. Design

In the design stage, the researcher designed the structure of the drawing and coloring learning program that will be developed on the Grand Huda edutech platform. This design is focused on the preparation of a systematic, gradual, and in accordance with the goal of improving basic fine arts skills, especially color gradation techniques and the ability to draw simple themes. The program structure is arranged starting from the opening activities to the core activities that are oriented towards technical exercises and students' creativity.

The initial activity was designed in the form of simple coloring exercises with two-color gradations to introduce the basic concepts of color mixing and transitioning. Furthermore, the level of difficulty is increased through three-color gradation exercises so that students are able to understand color variations more complexly. After the participants understood the basic techniques, the program continued with drawing and coloring activities with environmental themes that are close to children's lives, namely the village theme and the beach theme. At this stage, students not only practice the three-color gradation technique, but also begin to develop the ability to draw objects and image composition creatively.

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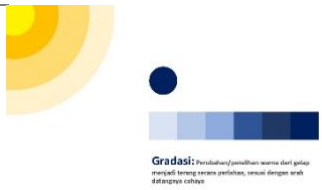
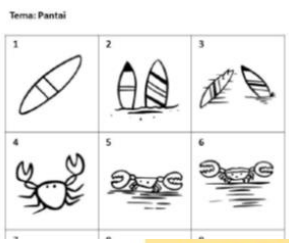
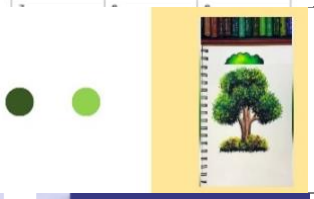
In addition to learning design, the design stage also includes aspects of program identity and program dissemination strategies through brand marketing activities. In this case, the "Grand Huda" program logo, learning curriculum chart, and poster of the drawing and coloring learning program campaign poster will be used as promotional and information media on the edutech platform.

Operationally, the design stage on the Grand Huda edutech platform is carried out through several program design steps as follows:

Table 2. Operational Design

No	Procedure	Image	Operational
1	Learning Structure Planning		The researcher compiled a flow of learning activities consisting of openings, basic coloring technique exercises, to thematic drawing activities. This structure is made in stages so that students can learn progressively from basic abilities to more complex abilities.
2	Coloring Training Material Planning		The first material is designed in the form of two-color grading exercises to practice hand coordination and basic understanding of colors. Furthermore, a three-color gradation exercise was developed as a stage to improve the ability of coloring techniques.
3	Designing Thematic Drawing Activities		At this stage, a drawing learning design with the theme of the village and the beach was prepared. The theme was chosen because it is contextual, easy for children to understand, and allows the exploration of various objects such as houses, trees, the sea, and the sky. This activity also continues to integrate the three-color gradation technique.
4	Digital Learning Media Planning		The researcher designed the format of the material to be displayed on the platform, such as drawing step guides, illustration examples, and coloring practice instructions that are easy for students to follow.
5	Identity Design and Brand Marketing Program Strategy		To support the implementation of the program on the edutech platform, the design of the "Grand Huda" logo, the preparation of drawing and coloring learning curriculum charts, and the creation of program campaign posters were carried out. The goal is to strengthen the program's identity while facilitating the dissemination of information to prospective students.
6	Designing Implementation Flows on the Platform		All materials that have been designed are then mapped into digital learning modules on the Grand Huda edutech platform, so that users can follow the program in a structured manner starting from the initial material to the advanced material.

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4. Development

At the development stage, the main focus is to realize the design that has been made at the design stage into a learning product that is ready to be used and tested. At this stage, all learning components begin to be developed systematically, starting from learning models, methods, media, teaching materials, to classroom management. The product developed combines direct learning and project-based learning models so that students gain a direct understanding of concepts while having the opportunity to develop skills through projects. The learning methods used include lectures to strengthen basic concepts, observations to train visual sensitivity and analysis, demonstrations to provide concrete examples of the work process, and simulations to provide a learning experience that is close to real practice. The learning media developed is in the form of powerpoint as a presentation of the main material, worksheets as a guide for learning activities, QR codes that direct students to digital learning resources, and video tutorials to clarify the process of making works. In addition, the teaching materials prepared are in the form of modules and LKPD Kosa Rupa with the theme of villages and beaches that are designed contextually with students' visual experiences (Alhail 2024). In this development stage, classroom management with a learning duration of 90 minutes and a learning climate built using the PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment) approach is also designed so that the learning process not only focuses on cognitive, but also on psychological well-being and student involvement (Dewaele et al. 2019).

Figure 4 Development Stages
(Source: Hadi Alhail Design, 2026)

Operationally, the development stage is carried out through the development of learning on the Grand Huda edutech platform which is used as a space for integrating materials, activities, and learning interactions. The process begins by providing modules, LKPD, and learning media such as powerpoints and video tutorials into the digital learning system. Furthermore, at the beginning of learning, the teacher opens the class with activities that bring out positive emotions, for example through a visual introduction to the atmosphere of the village and the beach displayed on the platform, so that students feel interested and comfortable participating in learning [OB-02-033-2024]. The next stage is focused on engagement, where students are directed to make visual observations through digital worksheets that can be accessed through QR codes on the platform, then take part in teacher demonstrations and try to simulate creative activities in stages [OB-02-034-2024]. During this process, interaction between students and teachers as well as between students is facilitated through discussion or collaboration features on the platform to build positive relationships in the classroom [OB-02-035-2024]. Furthermore, the element of meaning is developed by associating the Kosa Rupa material with the environment around students, especially village life and coastal areas, so that students understand the relevance of learning to real life [OB-02-036-2024]. In the final stage, students complete a simple project-based learning project that is uploaded back to the platform as a form of accomplishment, so that teachers can provide feedback and reflection on

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learning [OB-02-037-2024]. Feedback from students was also highlighted through the interview stage and it was revealed that students felt satisfied and happy while studying at grand huda, here is an excerpt of the coding data.

> "*I like and am happy when I learn to draw and color in grand huda, because the teacher is friendly, the learning is enjoyable, the teacher wants to give examples before starting to work and also wants to guide with full attention* [ZL interview, July 26, 2024]."

Based on the data findings, the PERMA model has been successfully realized in the development of art learning components in grand huda by covering aspects of teaching materials, models, and teaching methods managed by teachers. Thus, the develop stage not only produces ready-to-use learning tools, but also creates a digital learning ecosystem that is structured, interactive, and supports meaningful learning experiences (Lou and Xu 2022).

5. Evaluate

The Evaluate stage is a systematic assessment process of the implementation process and the results of program development that has gone through the decide, design, and develop stages. At this stage, the researcher assesses the extent to which the developed program runs in accordance with the initial design, as well as measures the effectiveness of the program in achieving the goals that have been set. Evaluation is carried out using structured assessment instruments or rubrics so that the data obtained can describe the quality of program implementation objectively.

In the context of R&D research, the evaluate stage not only serves to assess the final results of the product or program, but also to identify advantages, shortcomings, and aspects that need to be improved in the implementation of the program. Thus, the results of the evaluation can be the basis for revising or improving the program to make it more effective, relevant, and in accordance with the needs of users. The following is a table of results and evaluation of students' work from the process of implementing the Grand Huda edutech platform class program.

Table 3. Evaluation of Work

No	Work and Evaluation
1	Lembar Evaluasi Tugas Praktik 1  Status: Remedial Jadwal: Sabtu, 9 September 2023, Pukul: 19.00-20.00 WIB Komentar Zalfa, kesalahannya ada 2: 1. Pada penggabungan warna yang tidak menyatu, perhatikan pada daun di pohonnya, terlihat hijau tua dan mudanya berbatas. 2. Pemilihan dan penggunaan warna Zalfa masih pudar. Solusinya rajin latihan dengan menggunakan banyak warna dan saat mewarnai tekan saja, tak perlu takut. Untuk langit, dinding rumah, tanah dan pagar sudah bagus. Mr suka. Arah Cahaya: 32 Poin Gradasi Warna: 40 Poin Total Nilai: 72 Poin C
2	Remedial Tugas Praktik 1  Status: Mahir! (Berhasil) Komentar Zalfa, kesalahannya hanya 1: 1. Warna pada awan dengan langit tidak memiliki keselarasan. Mr, kebingungan untuk melihat karya Zalfa ini suasananya pagi hari atau sore hari. Disebabkan oleh pemilihan warna awan yang kurang tepat. Untuk lainnya, semua sudah cakep! Arah Cahaya: 34 Poin Gradasi Warna: 57 Poin Total Nilai: 91 Poin A

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3

Lembar Evaluasi Tugas Praktik 2

Status: Mahir! (Berhasil)

Komentar

Zalfa, kesalahannya ada 3:

1. Keberanian dalam memainkan warna itu bagus. Lalu kebenaran dan kesesuaian warna jauh lebih penting. Terhatikan pada warna daun tebunya. Mister belum pernah lihat ada warna pink pada daun tebu.
2. Cara Zalfa dalam mewarnai sawahnya salah. Seharusnya menggunakan arsiran searah, dimulai dari bawah ke atas dan arsirnya satu-satu.
3. Daun dan bunga dibawah warnanya pudar.

Arah Cahaya: 35 Poin	Gradasi Warna: 53 Poin	Total Nilai: 88 Poin	Mahir!	B

4

Lembar Evaluasi Tugas Praktik 3

Status: Mahir! (Berhasil)

Komentar

Zalfa, kesalahannya ada 3:

1. Perspektif pada sungainya salah. Zalfa membuatnya terlalu miring ke arah bawah, sehingga jika diperhatikan sungainya sedang mendaki naik ke atas lalu mengalir lagi kebawah.
2. Zalfa, ngerjainnya pelan-pelan saja, sambil meniru youtube juga boleh. Perhatikan pada warna gunungnya, kurang maksimal sekali.
3. Warna awannya Zalfa masih pudar sekali. Ingat! Tetap digradasi dan perbanyak melihat serta meniru di youtube untuk mewarnai awan.

Komposisi: 35 Poin	Perspektif: 30 Poin	Warna: 21 Poin	Total Nilai: 86 Poin	Mahir!	B

5

FINAL TEST (UJIAN AKHIR)

Status: Mahir! (Berhasil)

Komentar

Zalfa, kesalahannya ada 2:

1. Perspektif pada sampannya kurang kecil.
2. Gradasi warna langit dengan pasir pantainya masih belum maksimal Zalfa.

Untuk lainnya, sudah cakep banget. Zalfa sudah mahir menggunakan komposisi dan perspektifnya. Mr senang melihat kemajuan karyanya.

Komposisi: 35 Poin	Perspektif: 32 Poin	Warna: 18 Poin	Total Nilai: 85 Poin	Mahir!	B

6

PEROLEHAN SCORE

Indikator	Kategori	Nilai	Rata-Rata	Grade
Mewarnai	Praktik 1	91	89.5	B
	Praktik 2	88		
Menggambar	Kosa Rupa (Desa)	86	85.5	B
	Kosa Rupa (Pantai)	85		

Based on the Practice Evaluation Sheet on the Grand Huda edutech platform, it can be seen that the development of student learning outcomes shows a significant increase from the initial process to the final evaluation. In the early stages of learning, the scores obtained by students were still in category C (72 points) with several improvement notes, especially in the aspect of color gradation and color unity in the image object. This shows that in the initial phase, students are still in the stage of engineering exploration and have not fully mastered basic skills in coloring.

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However, after remedial and follow-up exercises, there was a fairly clear improvement, where students managed to achieve an A grade (91 points) in the next practice. This improvement shows that the learning process implemented is able to help students correct previous mistakes, especially in the aspects of color gradation, light direction, and the courage to use colors. In the following practices, students' scores were in the range of 85–88 points (category B, Proficient), which indicates that students' abilities have developed well even though there are still some technical aspects that need to be improved, such as object perspective, color accuracy, and gradation strengthening.

Overall, based on the results of the final evaluation, the average student score was in category B (around 85–89) which indicates that students have achieved a good level of skill in learning digital art as well as drawing practice on the Grand Huda platform. This development also shows that practice-based learning methods, direct feedback, and directed remedial are able to gradually improve the quality of students' work.

In addition to student learning outcomes, positive responses also came from parents of students who saw changes in their children after participating in learning on the Grand Huda platform. Parents said that children became more confident in drawing, practiced more diligently, and began to show greater interest in art activities [OB-02-048-2024]. In fact, parents observed that children began to take time independently to practice drawing at home and try out the various coloring techniques learned during the program. This was reviewed based on interview data with the parents of students who told that:

> "*Sir, do you know, my son when she took a drawing class at this grand huda as far as these 2 meetings that have taken place, Zalfanya is increasingly fond of drawing, even when she is at home she continues to make works independently without me telling her, and sometimes she borrows my cellphone to open youtube, because he wants to draw again. I wondered, what did her teacher make, why Zalfa suddenly liked to draw more, different and far from her usual rhythm. I know that Zalfa has an interest and talent for drawing, but if I tell her to still have a lazy side to study, it's very different that in this grand huda, everything feels like Zalfa's passion for learning to draw and color it* [PZ interview, September 04, 2024]"

Based on the excerpt of the interview, this shows that the learning that is designed not only has an impact on improving technical skills, but also on the development of children's learning attitudes and motivation. If analyzed using the PERMA (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment) approach, the learning process on the Grand Huda platform can be explained as follows. In the Positive Emotion aspect, students show a sense of joy and satisfaction when they see the development of their work getting better after receiving guidance and feedback from teachers. This can be seen from the success of students passing the remedial stage and reaching the proficient category in the next assignments.

In the Engagement aspect, students are seen actively participating in each practical task given, as well as trying to correct mistakes that have been identified previously. The process of repeated practice and exploration of drawing techniques shows a fairly high level of learning engagement. Furthermore, in the Relationships aspect, the interaction between teachers and students can be seen through evaluative comments that are constructive and provide clear directions for improvement of the work. This learning relationship is also strengthened by the support of parents who also motivate children to continue learning and practicing at home. In the Meaning aspect, art learning on the Grand Huda platform provides a meaningful experience for students, because it not only produces works, but also builds confidence and interest in the field of visual arts. This learning helps students understand that the learning process is a journey that requires practice, patience, and continuous evaluation.

Finally, in the Accomplishment aspect, students managed to achieve a real improvement in learning outcomes, as shown by the increase in grades from the sufficient category to the advanced category and the success of completing all practical tasks with good results. This achievement shows that the learning program developed in the Grand Huda edutech platform is running effectively and in accordance with the program development objectives.

Thus, the evaluation stage in this R&D research shows that the implementation of learning programs on the Grand Huda platform not only succeeds in improving the quality of students' work,

but also has a positive impact on learning motivation, student involvement, and support for the wider learning environment, including from families. The results of this evaluation can be the basis for further improvement of the learning program to be more optimal in developing students' potential in the field of art.

CONCLUSION

This research resulted in the design of the edutech platform "Grand Huda" as an online learning program for children's drawing and coloring art that is integrated with the positive psychology approach of the PERMA model. Development is carried out using the R&D method with the DDD-E model which includes the decide, design, develop, and evaluate stages to produce a learning system that is structured, interactive, and in accordance with the needs of elementary school students.

The results of the implementation show that the integration of PERMA elements in the learning process is able to increase student involvement, learning motivation, and confidence in work. The program is designed not only to focus on mastering drawing and coloring techniques, but also to pay attention to emotional aspects, social relationships, the meaning of learning, and the achievement of students' work. The evaluation of the students' work shows that there is a gradual improvement in ability, marked by an increase in grades from the sufficient to proficient category and the consistency of results in the good category.

In addition, the positive response from parents shows that this program also has an impact on students' learning habits at home and increased interest in art activities. Thus, the "Grand Huda" edutech platform based on the PERMA model can become an innovative, humanistic, and oriented digital art learning model for students' psychological well-being, and has the potential to be developed and applied to various art education institutions in the future.

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