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The Role of Learning Media on Student Learning Outcomes in Fine Arts Subjects Two-Dimensional and Three-Dimensional Fine Art Materials for Grade IV SD Negeri Salamsari

Dwina Widyaning Lestari*, Deni Setiawan

Universitas Negeri Semarang, Indonesia

*Corresponding Author: dwinawidyaning@students.unnes.ac.id

Abstract

This study aims to describe the role of learning media in improving students' learning outcomes in Art Education, particularly on two-dimensional and three-dimensional art materials for fourth-grade students at SD Negeri Salamsari. This research employed a qualitative approach using a case study design. The research subjects consisted of a fourth-grade teacher and 24 fourth-grade students. Data were collected through interviews, observations, and documentation using triangulation techniques. The results indicate that the use of varied learning media, including concrete media, digital media, and teacher-made media, plays a significant role in enhancing students' learning outcomes across cognitive, psychomotor, and affective domains. Learning media help students understand abstract art concepts more concretely, improve artistic skills, and increase learning motivation and appreciation of art. Supporting factors in the implementation of learning media include the availability of school facilities, institutional support, and students' enthusiasm, while inhibiting factors include technical constraints, limited learning tools, time management issues, and teachers' administrative workload. Therefore, learning media are essential in improving the quality of art learning in elementary schools.

Keywords: learning media, learning outcomes, art education, two-dimensional and three-dimensional artworks, elementary school

INTRODUCTION

Education plays an important role in the progress of a country's life. Education in a broad sense is any learning experience that lasts throughout life in a variety of environments and situations, exerting a positive influence on the growth and development of the individual, often referred to as lifelong education. Education is also known as lifelong education. Meanwhile, in a narrow sense, education is a structured effort by educational institutions to equip students with cognitive, social, and understanding skills on societal issues, so that they can contribute effectively. According to Law Number 20 of 2003 concerning the National Education System (UU Sisdiknas), education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, including religious spiritual strength, self-control, personality, intelligence, noble morals, and skills necessary for oneself, society, nation, and state (Ministry of Education and Culture, 2023). Based on this understanding, education can be understood as a form of holistic learning experience that lasts throughout life, both in formal, informal, and non-formal environments, with the main goal of developing individual potential and equipping them with competencies that are relevant to personal, social, and national life. (Nurisma, 2021) (Pristiwanti et al., 2022)

National education must be based on applicable laws and regulations, including efforts to improve

the quality of learning at the elementary school (SD) level. Fine arts education in elementary schools in Indonesia has a strong legal basis as an integral part of the national curriculum, aiming to develop students' creativity, aesthetics, and sensitivity from an early age. Based on Permendikbudristek No. 12 of 2024, fine arts materials are included in learning outcomes that include the basics of fine arts, drawing, sketching, and design works, with an emphasis on Pancasila as the foundation of ideology (Ministry of Education, Culture, Research, and Technology, 2024). At the elementary level, fine arts education is organized in the content of cultural arts and crafts, including two-dimensional (such as painting) and three-dimensional (such as sculpture) works, to foster students' imagination, artistic discipline, and critical attitude in accordance with a culture-based curriculum (Educational Standards, Curriculum, and Assessment Agency, 2025). This phenomenon reflects the state's commitment to holistic education, although in practice, as in various elementary schools, implementation is often constrained by the lack of appropriate learning media, which can hinder the achievement of basic competencies as stipulated in the regulation.

The rapid development of technology and information has brought significant changes in the world of education, including in the learning of fine arts in elementary schools. So that it can encourage teachers to be more creative in choosing and developing learning media that suits the needs of students. Research conducted (Leong, 2024) with the title "*Fostering Creative Thinking Using Immersive Virtual Reality in Education*" shows that the use of *Virtual Reality* media significantly encourages and improves students' creative thinking skills. Learning media is an important part of the learning process so that the learning process is successful and runs smoothly. According to , learning media can be defined as a learning aid, which is anything that can be used to stimulate students' thoughts, emotions, attention, skills, or abilities to improve the learning process. The role of learning media in fine arts education is based on the concept that media functions as an effective information delivery tool to transform abstract materials, such as the concept of two-dimensional and three-dimensional artworks, into more concrete, visual, and engaging for elementary school students. Research conducted by learning media has a strategic role in optimizing student learning outcomes, namely playing a role in assisting teachers' tasks in delivering material and increasing students' learning motivation to achieve the basic competencies that have been determined. Another research conducted by Powtoon animation video-based learning media developed for SBdP material for regional art works (Batik Pekalongan) class V is feasible and effective to be used to facilitate students in receiving learning and can improve student learning outcomes.(Putri et al., 2022)(Kandia et al., 2023)(Setiawan & Soniya, 2023)

One of the challenges that is often faced is the low activity and learning outcomes of students due to learning media that are less varied and less interesting. The use of the right learning media can be a solution to create a more fun and interactive learning atmosphere. Interactive and innovative learning media can help students understand abstract art concepts to be more concrete and easy to understand.

The use of innovative learning media significantly improves student learning outcomes at the elementary school level. Research conducted by , learning fine arts using music media can improve student learning outcomes. This can be seen in the results of the pretest of class V A students (Experimental Class) where 19 students answered correctly from 21 students. In addition, a research conducted by , entitled "THE EFFECT OF THE USE OF PULP ON STUDENTS' CREATIVITY IN ELEMENTARY SCHOOL". Based on the results of the study, students who used pulp media in the experimental class and students who used conventional learning in the control class showed significant final results. Students who used pulp media showed higher scores after treatment compared to students who studied conventionally.(Irawan et al., 2024)(Hayati et al., 2023)

A special problem was identified at SD Negeri Salamsari, where the learning outcomes of grade IV students in the fine arts subject showed suboptimal achievements. Mid-Semester Test Data shows that 65% of students have not reached the Minimum Completeness Criteria (KKM), especially in the competence to understand elements of fine arts such as colors, lines, and composition. The results of initial observations revealed that only 20% of learning meetings used learning media, while the other 80% still relied on conventional lecture and assignment methods. Teachers admit the difficulty in presenting abstract concepts of fine art without adequate visual aids.

The urgency of this research is based on three main aspects. First, there is an urgent need to improve the quality of fine arts learning at SD Negeri Salamsari. Second, the importance of implementing learning

media that is in accordance with the characteristics of students and the availability of school resources. Third, the demands of the Independent Curriculum which require creative and contextual learning. This research is expected to provide practical solutions through the implementation of measurable learning media and have a direct impact on improving student learning outcomes.

Based on the description above, it is important for teachers to utilize various learning media, especially in the art learning process. Innovation in the use of learning media can be the key to improving the quality of fine arts education and overall student learning outcomes. This is supported by the results of research conducted by , research shows that the learning outcomes of grade VI students in the subject of advertising art have increased. Blogs have the potential to improve student learning outcomes. Another research conducted by , learning fine arts using music media can improve student learning outcomes. This can be seen in the results of the pretest of class V A students (Experimental Class) where 19 students answered correctly from 21 students.(Handayani & Andaryani, 2024)(Irawan et al., 2024)

Therefore, this research is relevant to be carried out at SD Negeri Salamsari to find out the extent of the role of learning media in improving the learning outcomes of art for grade IV students.

METHOD

This study uses a qualitative approach (case study). According to , qualitative research is a method used to examine objects in their natural state, without treatment or manipulation from the researcher. In this study, researchers are the main tool that collects and analyzes data directly in the field. Data collection techniques are carried out in combination or triangulation, such as through interviews, observations, and documentation. Data analysis is carried out inductively, meaning based on facts in the field, not based on existing theories. (Scott, 2023)

This study aims to provide an overview of the role of art learning media in grade IV, the learning outcomes obtained, and the supporting and inhibiting factors of the role of learning media in the art learning outcomes of grade IV SD Negeri Salamsari in the form of words or sentences in the form of structured writing.

This research was conducted at SD Negeri Salamsari with 24 students in grade IV and grade IV students.

RESULTS AND DISCUSSION

Utilization of Fine Arts Learning Media in Grade IV of SD Negeri Salamsari

The use of learning media in the subject of Fine Arts in grade IV of SD Negeri Salamsari shows pedagogical practices that are adaptive, contextual, and oriented to the learning needs of elementary school students. Based on the results of interviews and observations, teachers do not only rely on one type of media, but combine concrete media and digital media as a unit of learning strategies. This approach is in line with the characteristics of elementary school students who are still in the concrete operational stage, where the learning process will be more effective if it involves direct experience, real visualization, and motor activities.

Theoretically, the concrete operational stage as proposed by Piaget, children understand concepts more easily when presented through real objects and direct experience. The findings of the study show that teachers consistently use concrete objects such as vases, drinking bottles, and pencil boxes as props to explain the concept of three-dimensional works of art. The use of this concrete media serves as a bridge between abstract concepts of fine art and students' real experiences, so that the process of knowledge construction can take place optimally.(Handayani Isna et al., 2025)

Concrete media is the main foundation in the delivery of art concepts, especially in two-dimensional and three-dimensional work materials. Teachers consistently present real objects such as vases, drinking bottles, pencil boxes, and objects around the classroom as props. The presence of real objects allows students to understand the concepts of volume, space, and form more comprehensively. Students not only see, but also touch, rotate, and observe objects from various points of view, thus forming a more complete spatial understanding. This reduces the chance of misconceptions that often arise when learning only relies on pictures or verbal explanations.

This finding was reinforced by the statement of students who felt that it was easier to understand the material when the teacher used props in the form of real objects. Concrete media also serves as a bridge between abstract concepts and students' real experiences. In the context of fine art, where the concepts of dimension, texture, and volume are often difficult to understand theoretically, the use of real objects becomes an effective and relevant solution. This is in line with Edgar Dale's Cone of Experience theory which states that direct purposeful experiences provide a higher level of understanding than verbal or symbolic learning experiences. Thus, the use of concrete media in fine arts learning has a strong theoretical foundation and is relevant to students' learning needs.(Ambarwati, 2023)

On the other hand, teachers also utilize digital technology-based media, such as learning videos from YouTube and the use of LCD projectors. Digital media has the advantage of presenting moving visuals that attract students' attention and are able to display the process of working in stages and details. Video tutorials allow students to see firsthand the stages of creating artwork, from the preparation of tools and materials to the finishing techniques. This provides a clear and systematic overview, so that students have a strong visual reference before starting the practice.

Interestingly, the use of digital media is not dominant or replaces the role of concrete media, but rather functions as a complement. Teachers show a reflective attitude and are flexible in their use. If digital media is considered less effective for some students, teachers immediately replace it with live demonstrations or using objects around the classroom. This flexibility reflects the pedagogic competence of teachers in adapting learning strategies to student responses and needs, rather than simply following rigid learning plans.

In addition to concrete and digital media, teachers' creativity is also reflected in the use of homemade media. Media such as dioramas from used cardboard, building miniatures, or examples of works from simple materials provide an implicit message to students that artwork does not always require expensive materials. This approach fosters awareness that creativity can grow from the use of the surrounding environment and second-hand items. Indirectly, learning fine arts also contributes to the formation of an attitude of caring for the environment and the ability to think creatively.

The use of the school environment as a learning medium also enriches the learning experience of students. Teachers use the school garden as a sketch object and the school wall as a medium for mural appreciation. Learning done outside the classroom provides a new, fresher atmosphere and encourages students to be more sensitive to the visual beauty around them. This activity also trains students' observation skills and critical skills on shapes, colors, and compositions in the real environment.

The diversity of media used has proven to be able to trigger students' curiosity. This can be seen from the emergence of exploratory questions related to optical illusions, dimensional differences, and techniques for creating works. Thus, learning media not only functions as a tool for delivering material, but also as a spark for dialogue and students' critical thinking processes.

The Role of Learning Media in Improving Student Learning Outcomes

The role of learning media in improving the learning outcomes of grade IV students of SD Negeri Salamsari can be analyzed through three main domains, namely cognitive, psychomotor, and affective. These three domains are interrelated and form a complete learning experience.

In the cognitive realm, learning media has proven to be effective in minimizing student misconceptions. Before the use of varied media, some students experienced misconceptions, such as considering photos as three-dimensional works because of their realistic visual appearance. Through a direct comparison between two-dimensional media and real three-dimensional objects, students begin to understand that two-dimensional works have no volume and can only be seen from one side. This learning process that involves hands-on observation and discussion helps students build a more accurate conceptual understanding.

According to Bruner, effective learning involves three stages of representation, namely enactive, iconic, and symbolic. The use of concrete media allows students to be at an enactive and iconic stage before heading towards symbolic understanding. Thus, learning media plays a role in facilitating students' thinking process gradually and systematically. The increase in daily test scores obtained by students is an indicator that students' cognitive understanding has improved after the use of varied learning media.(Safari & Inayah, 2024)

The results of the interviews show that all students are now able to distinguish between the types of two-dimensional and three-dimensional works of art precisely. This understanding is also reflected in the increase in daily repeat scores. Compared to the lecture method alone, the use of media makes the learning process more meaningful because students are actively involved in constructing their own knowledge.

In the psychomotor realm, learning media acts as a concrete and precise technical guide. According to Bandura's social learning theory, the process of imitating (modeling) is one of the effective ways to learn new skills. Video tutorials and live demonstrations provide clear examples of work steps, so that students have a reference in their work. Techniques that were previously considered difficult, such as collage, montage, or color processing, have become easier to understand and practice. Students can imitate, modify, and develop exemplified techniques according to their respective creativity. (Amsari et al., 2024)

The students' work shows an improvement in quality, both in terms of neatness, proportion, and aesthetics. Visual media helps students understand basic concepts before practicing, so that the process of creating becomes more directed. Students' confidence also increases because they feel they have enough knowledge and skills to produce artwork.

In the affective realm, learning media functions as a stimulant of motivation and positive attitudes towards art learning. Students no longer view art subjects as a burden, but rather as a fun and anticipated activity. Attractive visual media, bright colors, and interactive media that can be touched directly foster students' enthusiasm and curiosity.

Learning media also encourages creativity and the courage to experiment. Students do not dwell on examples in books, but rather start creating works with more varied themes and forms, such as robots or imaginative animals. In addition, an appreciative attitude towards works of art is also beginning to develop. Students become more sensitive to the existence of artworks in the surrounding environment and are able to appreciate the process and work of their friends.

Supporting and Inhibiting Factors for the Utilization of Learning Media

The use of learning media at SD Negeri Salamsari is inseparable from various supporting and inhibiting factors that affect each other. The main supporting factors come from the availability of basic facilities and infrastructure, such as LCD projectors, active speakers, and school Wi-Fi networks. This facility allows teachers to access and display digital media optimally. School policy support is also an important factor. The principal provides space for teachers to innovate and support media procurement through the allocation of BOS funds.

In addition, the existence of the Teacher Working Group (KKG) makes a significant contribution to improving teacher competence. Through KKG, teachers receive training in digital media creation, such as the use of Canva and the creation of simple learning videos. This collaboration between teachers creates a culture of sharing good practices and creative ideas in learning.

From the student side, enthusiasm and active participation are no less important supporting factors. The willingness of students to bring practical materials from home or use used items indicates emotional involvement in learning. Display cabinets of students' works also serve as an inspiring visual learning resource for other students.

However, there are a number of inhibiting factors that need to be considered. Technical constraints such as cable damage, audio interference, or power outages often interfere with the smooth flow of digital-based learning. This condition can reduce the effective time of learning and requires teachers to quickly adapt to alternative media.

The ratio of the number of teaching aids to the number of students who are not ideal is also an obstacle. Students have to take turns using certain tools, so that the practice time becomes less optimal. Space limitations, especially the absence of dedicated art studios, make students' three-dimensional works vulnerable to being damaged or lost due to lack of adequate storage.

The time management factor is also a significant obstacle. Fine Arts lesson hours that are often cut off by other school activities make the practice process rushed. In addition, the administrative burden of teachers is quite heavy and has an impact on the limited time and energy in designing innovative learning media in a sustainable manner.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that learning media has a very important role in improving the learning outcomes of grade IV students in the subject of Fine Arts, two-dimensional and three-dimensional art works of art at SD Negeri Salamsari. The use of varied learning media, including concrete media, digital media, and homemade media, is able to help students understand abstract art concepts to be more concrete and easy to understand.

The use of learning media also has a positive impact on improving student learning outcomes in the cognitive, psychomotor, and affective domains. Students show a better understanding of concepts, improved creative skills, and higher motivation and appreciative attitude towards art learning. In addition, the diversity of learning media is able to create a more active, interesting, and meaningful learning atmosphere.

Supporting factors in the use of learning media include the availability of school facilities and infrastructure, school policy support, teacher competence and creativity, and student enthusiasm in participating in learning. Meanwhile, the inhibiting factors encountered include technical obstacles, limited number of learning media, limited learning time, and administrative burden of teachers. Nevertheless, overall learning media has proven to contribute positively to improving the quality of fine arts learning in elementary schools.

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