DESIGN OF A LEARNING VIDEO ON DECORATIVE WORKS USING STILLATION TECHNIQUES FOR GRADE VIII F STUDENTS AT STATE MIDDLE SCHOOL 24, SEMARANG CITY

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Abstract. This study aims to develop a learning video media as an aid in delivering decorative work material using stylization techniques for eighth-grade students at SMP Negeri 24 Semarang City, as well as to test the feasibility of the developed media. The design of this media is motivated by the unavailability of learning media that supports learning to create decorative work using stylization techniques in stages and contextually, so that students tend to have difficulties when practicing the work. The design procedure was carried out using the Design Thinking approach, through the stages of empathize, define, ideate, prototype, and test. The final result of the media produced is a 34-minute learning video consisting of four main parts including the opening, presentation of the core material, demonstration of work, and closing. The objects used as inspiration for the work are objects from the surrounding environment and also the local potential of Semarang City. Based on the results of the feasibility test, a percentage score of 98 was obtained from material experts, and a score of 92 from media experts. Overall, the media developed in this study was declared "Very suitable" to be used as a learning medium.

1. Introduction

Fine arts learning is a learning process focused on visual arts, aiming to develop students' creativity and provide a space for them to express themselves through artwork. Fine arts learning plays a crucial role for students as a means of conveying ideas, feelings, and imagination through artwork. Furthermore, fine arts learning plays a role in shaping students' personalities by focusing on individual development, aiming to support balanced right-brain function, including the development of intrapersonal and naturalistic intelligence, creative thinking and expression, spiritual and moral skills, and emotional intelligence (Win et al., 2024). In fine arts learning, students are not only taught theoretical aspects but also various practical skills in creating fine arts.

The learning process requires various interrelated learning components, such as learning objectives, teaching materials, methods, media, evaluation, and teacher and student involvement (Adisel et al., 2022). However, before designing learning, teachers need to understand the characteristics of their students to ensure effective and efficient learning.

One of the most important components of learning is instructional media, which plays a vital role in supporting teaching and learning activities. Unfortunately, observations conducted by researchers on November 13, 2024, at SMP Negeri 24 Semarang City, revealed that instructional media were not being utilized optimally. This resulted in students having difficulty transforming the shapes of surrounding objects into decorative motifs using stylization techniques. Students appeared hesitant in the process of transforming shapes, even though this skill is crucial as a basis for developing regional batik designs.

Furthermore, students tended to focus on reference images when drawing decorative motifs, resulting in stiff and lacked variety. Teacher explanations when demonstrating decorative

patterns were also deemed suboptimal, leaving some students confused about creating patterns. The minimal use of instructional media also undermined the effectiveness of material delivery, resulting in a less than optimal learning process.

In essence, teachers are inseparable from the component of instructional media in carrying out learning activities. Instructional media are tools used by teachers to deliver material to students during learning activities, with the aim of creating an effective and enjoyable learning environment. Learning media is also defined as anything that can be used to convey messages from the sender to the recipient, which functions to stimulate the thoughts, feelings, attention, and interests of students to make them more interested in learning (Rahayuningsih et al., 2022).

Learning media plays an important role in the learning process. The use of learning media can increase students' interest in learning new things related to the material taught by the teacher, so that students can understand easily (Nurrita, 2018). This is also in line with research conducted by Amelia Putri Wulandari, Annisa Anastasia Salsabila, Karina Cahyani, Tsani Shofiah Nuazizah and Zakiah Ulfiah entitled "The Importance of Learning Media in the Teaching and Learning Process" which concluded that effective learning media can facilitate students in the teaching and learning process. The presence of this media also supports teachers in delivering material more clearly. Therefore, to overcome the problems at SMP Negeri 24 Semarang City, it is necessary to develop learning components in the form of learning media in the decorative work material for grade VIII. Teachers have the freedom to choose various types of learning media. With the existence of sophisticated technology, teachers can be more flexible in determining the learning media to be used in the learning process. The learning media used can be manual or digital. In this digital age, teachers can utilize technology to create various learning media containing a series of materials aligned with the desired competencies. Digital-based learning media comes in various forms, one of which is instructional videos. Video media is a set of components used to convey messages through visual and audio elements. Video, as an audiovisual medium complemented by movement, has the potential to increase students' attention and motivation in participating in the learning process (Riana et al., 2022).

This has been demonstrated through several previous studies. Research by Ulinnuha Musthofa and Murdani concluded that video tutorials effectively improved 3D drawing competencies in grade XII students at SMK Wisudha Karya Kudus. The lecture method combined with video tutorials was proven to support a more optimal learning process.

A similar study conducted by Annisa Pebriani and Zubaidah showed that the use of video tutorials in drawing animal deformation techniques significantly improved the learning outcomes and motivation of grade XI IPS 1 students at SMA Negeri 2 Rengat Barat. In the pre-cycle stage, the student learning completion rate was only 30%, increasing to 79% in cycle I, and reaching 100% in cycle II. Student motivation also increased from 40% in the pre-cycle to 75% in cycle I, and reaching 83% in cycle II.

2. Results and Discussion

2.1 Final Results of the Learning Video Design

The learning media developed in this research is a learning video containing material on creating decorative designs using the stylization technique. In the field of fine arts, stylization is a technique for composing a form by simplifying or complicating it while still maintaining its original form. Stylization generally produces decorative forms. This aligns with Rahmawati (2024), who explains that stylization is a technique for stylizing a natural object into a decorative form while maintaining the characteristics of the original form. Meanwhile, Mastura et al. (2021) defines stylization as the process of transforming a reference form into an ornamental or decorative form.

This learning video is intended for students, specifically grade VIII F students at SMP

Negeri 24 Semarang City, as a supporting media tool in the learning process of Arts and Culture. The video's design aims to present learning that is not merely theoretical but also showcases a real-life process that students can practice directly in learning activities. Furthermore, this video is flexible and can be used anywhere and anytime. In addition to its flexibility, the learning video developed by the researchers excels in its visual appeal. In the learning video, visual elements of lines, dots, and planes are dynamically and aesthetically combined, in keeping with the characteristics of decorative motifs. The decorative motif creation process is presented step by step, hopefully making it easier for students to understand the decorative motif creation process from start to finish.

In designing this learning media, the researchers referred to several relevant previous studies, including a study conducted by Erdin Kurniawan and Ratih Ayu Pratiwinindya in 2022 entitled "Development of Decorative Motif Learning Videos Based on the Sparkol Videoscribe Application for Grade VII Students of SMP Negeri 1 Bawen." This study aimed to develop a learning video for use in learning activities to understand the procedures for applying decorative motifs to natural materials. This research serves as an important reference in the researchers' media development, particularly in understanding good writing in describing the resulting media. Although the approaches used are different, this study provides an initial overview of the steps in media development and aspects that need to be considered.

Unlike previous research, in the media design process, the researchers used a Design Thinking approach because this approach was deemed most appropriate to the contextual needs in the field. Design thinking allows researchers to understand student and teacher difficulties through an empathetic process, formulate problems accurately, and design solutions and test their feasibility. Thus, the resulting media focuses not only on the final result but also on a needs-oriented development process.

This media design process consists of five steps, namely:
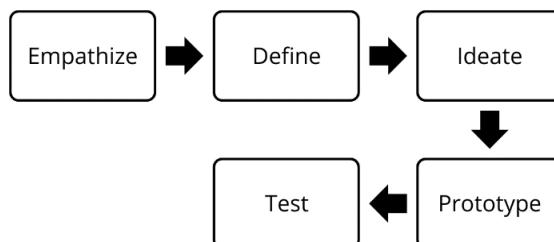
Figure 2.1 Media Design Flow

Source: (Mucjal et al., in Sulistio & Hidayat, 2023)

2.1.1 Empathize

The initial stage in the design thinking procedure is empathizing or understanding the user. In this case, the target is junior high school students, especially students of class VIII F of SMP Negeri 24 Semarang City. The researcher conducted the empathizing process by observing the arts and culture learning process in class VIII F of SMP Negeri 24 Semarang City, discussing with subject teachers, and document studies. From the observations made on November 13, 2024 in class VIII F of SMP Negeri 24 Semarang City, it was found that students still had difficulty understanding the concept of creating decorative motifs with stylization techniques taught conventionally and there was no learning media that supported learning. In addition, students showed interest when given visual examples. Therefore, it is important to understand the character of learning styles and needs in the learning process as a basis for designing or developing appropriate learning media.

2.1.2 Define

Based on the previous stage, the researcher formulated the main problem: the lack of learning media capable of explaining the step-by-step process of creating decorative motifs using stylization techniques. Therefore, learning media is needed that can combine conceptual explanations with visual demonstrations of practice.

2.1.3 Ideate

At this stage, the researcher began to develop ideas and design appropriate learning media concepts to address the formulated problems. The researcher decided to create a learning video consisting of two main parts: first, an introductory video in the form of slides explaining the meaning of decorative motifs, their functions and types, stylization techniques, stylization steps, and examples of their application. While in the second part, a video of the creative process that demonstrates the steps of drawing with the stylization technique using real objects. The idea arose from the need for learning media that not only explains the theory, but also shows the creative process directly. That way, students can more easily understand the concept of creating decorative motifs with the stylization technique and apply the steps. This video is designed with the most attractive visual aspects possible, using narratives and language styles that are easy to understand. In addition, this media also contains decorative motifs originating from the surrounding environment, including icons and potentials of the city of Semarang as a source of inspiration in creating works.

2.1.4 Prototype

At this stage, the researcher is realizing the previously designed idea. The researcher begins to develop the media design in the form of instructional videos with a series of technical stages. The process begins with the creation of a storyboard to determine the flow of content, the transformation of decorative forms, video capturing, visual design, material presentation, script, voiceover, narrative positioning in each video section, and editing.

Furthermore, the introductory material and transitions are designed using the Canva application, with visual designs that utilize pastel colors to create a soft and appealing impression. Visual elements such as icons and supporting decorations are available in the Canva application with free licenses. Then, for the script, it is composed using simple and communicative language, which is then used as a reference for the voiceover process. In the artwork process, the researcher captures video using a Redmi 13 pro mobile phone, and in the editing process, the researcher utilizes the Capcut digital application. Finally, the two videos are combined into a cohesive learning media.

2.1.5 Test

The final stage was to test the media's suitability through expert validation. In this case, the validation was carried out by material and media experts, who are lecturers in the Fine Arts Education study program at Semarang State University. The material and media experts provided suggestions for media improvement, including suggestions regarding variations in the visual characteristics of the video slides. Due to the researcher's limited time, these suggestions were considered as reference material for further media development in the future.

The resulting product of this research is a 34-minute 39-second video on creating decorative motifs using stylization techniques. It consists of four parts: an opening, a presentation of the material, a

demonstration of the creative process, and a closing. Each part plays a crucial role in shaping the overall flow of the video.

The techniques used in designing this video include:

1. Storyboarding

Video design begins with the creation of a storyboard. A storyboard is a planning stage that systematically depicts the flow of the media content to be created. In this storyboard, the researcher determines the necessary aspects, such as the sequence of material presentation, slide presentation, supporting visual elements, transitions, style, composition, audio, and typography to be used.

2. Modifying Decorative Patterns

In this stage, the researcher collaborated with the eighth-grade arts and culture teacher of SMP Negeri 24 Semarang City to create decorative motifs derived from the surrounding environment and icons of Semarang City as a conservation effort, which they hoped could be implemented as regional decorative designs. Twelve motifs were developed, including: Durian, Rambutan, Breadfruit, Avocado, Stink Bean, Parijoto Plant, Aloe Vera, Kepodang Bird, Gourami Fish, Monkey, Warak Ngendhog, and Tugu Muda. The selection of these motifs was one of the learning strategies implemented by the teacher to foster students' creativity so they weren't limited to drawing traditional decorative patterns.

The modification process began with a rough sketch using F4 buffalo paper and a pencil. The researcher then subdivided each section. The next stage, the researcher drew the original object on A4 paper, dividing it into two parts: the left side for the original object and the right side for the stylized motif. However, at this stage, the right side was left blank and would be drawn during the video recording process. After the original object was drawn, the researcher finished it using a ballpoint pen.

3. Video Shooting

The video was shot using a Redmi 13 Pro smartphone and enhanced with lighting effects to clearly demonstrate the creative process. The process began with drawing a durian fruit ornament. The researcher first identified the characteristics of the object to be modified, then transformed the shape as creatively as possible. The researcher drew the ornament step by step using a stylization technique. After the object was stylized, the researcher finished by thickening the previously created motif using a ballpoint pen. Next, the researcher drew other motifs using the same steps as before. Furthermore, the researcher also drew the repeating pattern of the ornament and its application in the ornamental design.

4. Visual Design

At this stage, the researcher designed the display of the learning media containing introductory material in the form of video slides using the Canva application. Pastel colors were used to create a cheerful and comfortable impression for students. The researcher also added various graphic elements available in the free Canva application, such as icons, illustrations, and decorative shapes, to enrich the media's display and support the visual delivery of the material.

5. Material Presentation

The material presented included apperception, the definition of decorative motifs, examples in everyday life, their functions and types, the definition and examples of stylization techniques, and their steps. This was packaged in a video template previously designed using the Canva application.

In creating this learning video media, the researcher utilized digital applications by collaborating with Canva and Capcut. The researcher used Canva to create the video design related to the introductory material, while Capcut used the researcher to design the decorative motif creation video. The two videos were then combined into a single whole using the Capcut application.

6. Script

In this stage, the script is compiled based on the flow of the content planned in the storyboard, including all material explanations and instructions to be read by the narrator. The script is written in communicative, simple language that is easy for students to understand.

7. Voiceover

In this stage, the voiceover is the stage where the script is read by the narrator and recorded and

then integrated into the video. This process is carried out by paying attention to intonation, speaking tempo, clarity of articulation, and emphasis on important parts of the narrative. The purpose of the voiceover is to help students understand the content through audio that supports the visuals displayed.

8. Editing

In this stage, all media components, including images, text, narration, and audio, are assembled into a unified video. The editing process is carried out using two main applications: Canva and CapCut. The introductory presentation section is designed in the form of slides and is given transition effects that can be applied automatically in the Canva application.

The video of the creative process was then edited using the CapCut application, combining the process video, narration, explanatory text, audio, and adjusting the video duration. The two video sections were then combined to form a single, final learning medium. The editing process was carried out meticulously to maintain continuity between sections, maintain visual style consistency, and ensure the appropriateness of the presentation, ensuring the resulting video is suitable for use in learning activities.

The specifications of the resulting work are as follows:

Title : Decorative Artwork Using Stylization Techniques
Media : MP4 Video
Aspect Ratio : 16:9
Resolution : 1920 × 1080
Technique : Manual and Digital
Year of Production : 2025

https://qr.me-qr.com/x3mZe3qB

Figure 2.2 Qr code Learning Video

The learning video is divided into 4 parts, including:

1. Opening (00:00-00:33 seconds)

This section is the beginning of the video, featuring an invitation to learn and an introduction to the topic to be covered. In this short duration, students are encouraged to prepare for learning and understand the main topic, namely decorative motifs.

Figure 2.3 Opening Section of the Creative Video
(Source: Researcher Documentation, 2025)

The visual aspect in this section consists of simply designed slides using pastel colors, which

convey a cheerful and soft feel. The graphic elements used for visual decoration also utilize harmonious colors for an appealing appearance. In this case, the researchers used free licensed graphic elements on the Canva platform.

2. Presentation of the core material (00:33-04:10 seconds)

This second section contains a core explanation of the decorative motif material, including the definition, function, types of decorative motifs, stylization techniques, examples of stylization, and the steps for stylizing objects. The explanation is delivered using a recorded voice-over, paying attention to clarity of articulation, intonation, and tempo to ensure the narrator's voice is easily understood by students. In this stage, visual elements such as slides and other graphics are taken from the free Canva app.
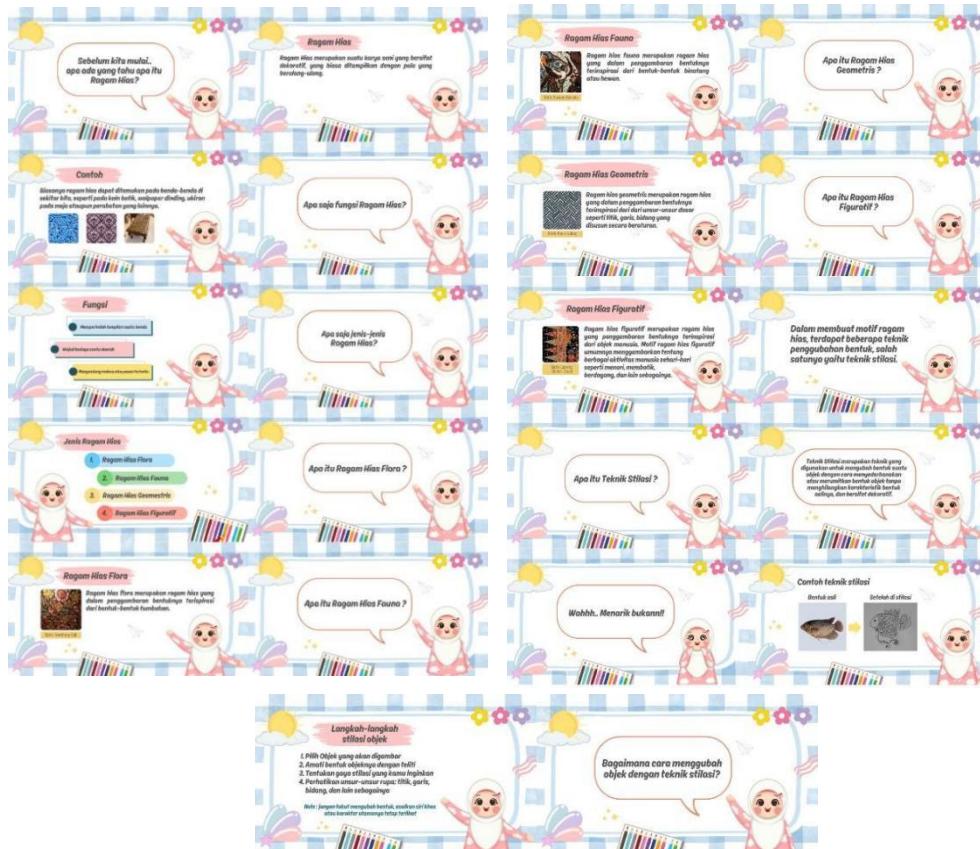
Figure 2.4 Presentation Section of the Video Work Material

Source: Researcher Documentation, 2025

3. Demonstration of the Creative Process (04:10-34:28 seconds)

This third section is the main part of this media. It displays the complete and step-by-step process of drawing decorative motifs using the stylization technique, starting from drawing the original shape, stylizing the original shape into a decorative motif, composing the repeating decorative pattern, and finally applying it to the final, complete design.

The entire demonstration process was recorded live using a Redmi 13 Pro mobile phone, then edited using the Capcut app. The editing process included removing unnecessary sections, speeding up sections that were too long or repetitive, adding title text at each motif drawing transition, adding background audio, adding transitions at each stage change for a smoother look, and adding a pre-prepared voiceover. This was used to combine the previous presentation with the demonstration video to create a unified whole.
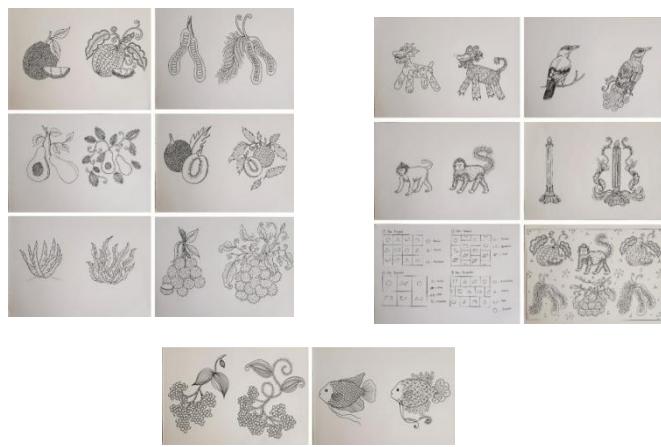
Figure 2.5 Decorative Stylization Practice Section
Source: Researcher Documentation, 2025

The objects used in the stylization process were inspired by the environment and local potential of Semarang City. Some objects from the fruit and plant category include durian, avocado, rambutan, petai, parijoto, and breadfruit, which are plants commonly found in Semarang. Aloe vera was chosen as an inspiration because it is one of the plants grown and utilized in the school environment. Furthermore, objects from the fauna and local potential of Semarang City include the kepodang bird, gourami fish, and monkeys, the latter of which is used to represent the Goa Kreo area. The warak ngendhog (a kind of stork) and tugu muda (young monument) are also used as icons of Semarang City.

In designing this media, the researcher collaborated with the arts and culture teacher. The researcher acted as a facilitator to implement the teacher's learning strategy and developed a video learning media that encompasses the material and demonstrations of the decorative motif creation process. This was due to the lack of learning media that specifically addresses this topic in designated visual forms. This media is designed to address the need for material delivery and provide a solution for students who previously struggled to understand and practice decorative motifs using stylization techniques. Through the visualizations in this video, students are not only introduced to the concept of decorative motifs but also able to observe the step-by-step process of creating them.

4. Closing (34.28-34.39 seconds)

At the end, the video invites students to try practicing decorative creations using objects in their surroundings as inspiration for their decorative creations.

Figure 2.6 Closing Section of the Creative Video
Source: Researcher Documentation, 2025)

1.1 Media Suitability Test Results

The feasibility test in this study aimed to determine the extent to which the developed instructional video design met the eligibility criteria as a learning medium for students. The eligibility criteria were assessed based on several aspects, including: the suitability of the material for the junior high school student's age range, the clarity and coherence of the material delivery, the use of grammar, and the quality of the visual elements and audio contained in the instructional video.

The feasibility test was conducted by two experts: a material expert and a media expert, both lecturers from the Fine Arts Education Study Program at Semarang State University. In conducting the

feasibility test, the researcher used a Likert scale to obtain assessments from the material and media experts.

Table 2.1 Assessment Criteria using the Likert Scale

Score	Criteria
5	Very Good
4	Good
3	Fair
2	Poor
1	Very Poor

Source: Saifudin in Khoirunnisa & Astuti, 2022

The data obtained by the researcher was then analyzed using the following product feasibility percentage formula:

$$NA = \frac{S}{SM} \times 100\%$$

Source: Riduwan in Harahap et al., 2022

Information:

NA   : Expected percentage final value

S   : Score obtained

SM   : Maximum score

In the feasibility test, the media developed received assessment scores from each material expert and media expert, as follows:

1. Material Expert Assessment

The material suitability assessment was conducted by Ms. Dwi Wahyuni Kurniawati, S.Pd., M.Sn., a lecturer in the Fine Arts Education Study Program at Semarang State University. The material expert completed an assessment instrument consisting of 10 statements regarding the quality of the material contained in the learning media. The detailed assessment results are as follows:

Number of statements: 10 butir

Maximum Score   : 10 X 5 = 50

Assessment results:

- 9 statements scored 5 categories (Very Good)

- 1 the statement received a score of 4 categories (Good). So, the final value (NA) obtained is:

$$NA = \frac{49}{50} \times 100$$
$$= 98$$

2. Media Expert Assessment

The media suitability assessment was conducted by Mr. Adi Kuntoro, M.Pd., a lecturer in the Fine Arts Education Study Program at Semarang State University. The media expert completed an assessment instrument consisting of 10 statements regarding the quality of the developed learning media. The detailed assessment results are as follows:

Number of statements: 10 items Maximum Score   : 10 X 5 = 50

- Assessment results:

- 6 statements scored 5 categories (Very Good)

- 4 statements scored 4 categories (Good)

So, the final value (NA) obtained is:

$$NA = \frac{46}{50} \times 100 = 92$$

The percentage value data obtained is then categorized based on the following criteria:

Table 2.2 Product Feasibility Assessment Criteria

Presentase	Kriteria
81%-100%	Sangat Layak
61%-80%	Layak
41%-60%	Cukup Layak
21%-40%	Kurang Layak
0%-20%	Tidak Layak

Source: Riduwan in Saski, N.H. & Tri, S., 2021

Based on the feasibility test results, the media received a score of 98 from the material expert and 92 from the media expert, both of which fall into the "Very Suitable" category for use as a learning medium. However, there was additional input or suggestions from the material expert for enrichment. The material expert stated that the material presented was generally good, but that the video slide characters could be varied to avoid monotony.

The media expert's suggestion stated that the media was generally very good, although there were a few notes regarding visual elements that could be improved to achieve more optimal results. Given that the suggestions provided were minor and did not affect the content or main structure of the media, and considering the researcher's time constraints, these input or suggestions could not be implemented. Nevertheless, all input and suggestions from both experts will be used as a reference for evaluation and important considerations in further media development. Overall, this learning video design is deemed suitable for use as a learning medium for junior high school students.

3. Conclusion

Based on the overall design process and feasibility testing of the learning media, it can be concluded that the learning video "Creating Decorative Varieties with Stylization Techniques" developed in this study is highly suitable for use as a learning medium. Through the feasibility test, this media received a score of 98 from the material expert and 92 from the media expert, both of which fall into the "Very Suitable" category. This assessment indicates that the material, presentation, and other technical aspects meet the criteria to support Arts and Culture learning, particularly for grade VIII F students at SMP Negeri 24 Semarang City.

This learning video consists of two main parts: the first, an introductory section presented through visual slides, and the second, a step-by-step demonstration of the process of drawing decorative varieties using the stylization technique. The entire video content was designed with students' learning needs in mind, as well as the involvement of teachers as collaborative partners in the development process. Through this medium, students not only understand the material conceptually but also practice and follow the visual creation process in a systematic manner.

The objects used for the distillation were selected from the surrounding environment and local potential of Semarang City. These objects include: durian, avocado, rambutan, breadfruit, stink bean, parijoto, aloe vera, monkey, oriole, gourami, warak ngendhog, and young monument. The selection of decorative objects is a teacher's strategy to ensure students are not tied to traditional decorative motifs.

Thus, this learning video not only meets the technical feasibility criteria but also addresses the need for contextual and practice-based learning. This media is expected to provide an engaging, meaningful, and in-depth learning experience for students.

Conflict of Interest Declaration

The author declares that there are no conflicts of interest related to the publication of this article.

Funding Information

None.

Acknowledgements

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