

The Effectiveness of Audio-Visual Learning Media in Visual Arts Subjects: A Literature Review

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ABSTRACT

The appropriate use of learning media can significantly influence students' motivation and learning outcomes. However, in the process of teaching visual arts, several issues often arise, such as: (1) students easily become bored because the learning media used are still conventional, such as black-and-white textbooks; (2) the delivery of material by teachers is less effective, resulting in students not fully understanding the material taught; (3) limited time for delivering both theoretical and practical aspects of art-making; and (4) a lack of innovation in the use of learning media by teachers. Therefore, selecting appropriate learning media is crucial to support the success of the teaching and learning process. This study aims to complement previous research that has been limited in reviewing literature related to the effectiveness of audio-visual learning media, particularly in visual arts subjects focusing on decorative motifs and the application of media in creative work. This research uses a literature review method by searching for scientific articles published between 2016 and 2024 via Google Scholar. The analysis in this study applies the PRISMA framework, which includes title, abstract, introduction, method, results, discussion, and conclusion. The findings of this study show that audio-visual media successfully increase students' motivation and learning outcomes, attract their interest in learning, and provide new experiences in the learning process, especially considering that they were previously more accustomed to conventional media such as textbooks. The author discovered alternative media for creating decorative motif artworks using the batik technique, including dried banana leaves, lantung bark, teak wood, sengon wood, munggur wood, and klepu wood. This paper is expected to contribute new knowledge for teachers by offering references for creating decorative motif artworks through other creative media.

KEYWORDS

Learning Media, Audio-Visual, Ornamental, Design, Review

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INTRODUCTION

Engaging learning media for students is essential in the learning process, as it plays a significant role in enhancing the effectiveness, efficiency, and quality of education. Learning media serve as teaching aids that can influence the learning atmosphere and environment created by the teacher (Nurwidayanti & Mukminan, 2018). Learning media also play an important role in students' academic achievement (Pratiwi & Meilani, 2018). In the learning process, especially in visual arts, there are various types of media commonly used, including: visual media (textbooks, modules, posters), audio-visual media (tutorial videos, animations, educational videos), digital media (PowerPoint, Prezi), interactive media (e-learning platforms, educational games), traditional media (art tools, art models), and environmental media (museums, art galleries). In its application, the author identified several issues regarding the use of learning media in visual arts subjects, particularly

in the topic of decorative motifs, such as: (1) the delivery of material and the practice of creating decorative motifs is suboptimal due to limited instructional hours; (2) students easily become bored due to a lack of adequate learning media and facilities (Farida & Ratyaningrum, 2022); (3) the material is often presented only through printed modules with black-and-white images, making it difficult for students to grasp the concept and causing boredom (Sakinah et al., 2024); (4) the lecture method using textbooks is less effective because it consumes a lot of time and energy, especially when teachers have to teach multiple classes (Rizani & Patria, 2016); (5) a lack of teacher innovation in utilizing technology for learning media, especially in teaching decorative motifs (Rahmawati & Ange, 2021). The topic of decorative motifs involves both theoretical and practical components, thus requiring appropriate learning media to support successful learning outcomes. However, this paper focuses specifically on the effectiveness of audio-visual learning media in visual arts education, particularly in the subject of decorative motifs.

Studies on the use of audio-visual learning media for teaching decorative motif material have been widely conducted. Most of these studies focus on the design and development of audio-visual learning media, such as instructional videos, tutorials, and animations (Farida & Ratyaningrum, 2022); (Aprizia & Sandra, 2022); (Machsun, 2023); (Kurniawan & Pratiwinindya, 2022); (Sakinah et al., 2024); (Mardikaningrum, 2019); (Rizani & Patria, 2016); (Suryani et al., 2018); (Rahmawati & Ange, 2021). There are also literature studies that discuss art education videos in general (Jusmita & Awrus, 2020). However, there is still a lack of research that specifically explores literature reviews related to the teaching of traditional Indonesian decorative motifs (ragam hias nusantara). On the other hand, conducting a literature review on learning media for decorative motif materials is important to provide educators with specific insights into the effectiveness of the media being used in the learning process, as well as to explore suitable media for implementing decorative motif art projects.

This study aims to complement previous research, which has not extensively discussed literature reviews on the effectiveness of audio-visual learning media and the application of media in creating decorative motif artworks in visual arts subjects. Specifically, it seeks to examine whether audio-visual media are effective and to identify alternative media for creating decorative motif artworks. This paper focuses on two key points: (1) How effective is audio-visual media as a learning tool for students in the topic of decorative motifs? (2) What types of media can be used to create decorative motif artworks? The discussion of these two points is expected to provide insights into the effectiveness of audio-visual learning media and offer alternative media solutions that can be applied in decorative motif learning. In addition, this study highlights the important role of learning media particularly audio-visual media and media used in creative applications of decorative motifs in enhancing students' motivation and improving their learning outcomes. These two aspects will be elaborated in detail in the results and discussion chapters.

This article is based on the argument regarding the effectiveness of audio-visual learning media in enhancing students' learning motivation and improving their academic achievement. A learning process is considered successful when the majority of students actively participate physically, mentally, and socially in the learning activities (Wijaya et al., 2021). Therefore, one of the key factors in the success of learning media in improving student outcomes lies in the teacher's ability to select appropriate media for the learning process. Through this literature review, it is hoped that teachers can broaden their understanding of various learning media that can be used to offer more variety and reduce student boredom, while also encouraging students to be more enthusiastic and engaged in their learning.

METHOD

This research is a literature study that analyzes relevant scientific articles through searches conducted on Google Scholar. The study follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (as cited in Citradevi, 2023), which consists of the following components: title, abstract, introduction, method, results and discussion, and conclusion. (1) The title of this study is *"The Effectiveness of Audio-Visual Learning Media in Visual Arts Education: A Literature Review"*. (2) The abstract is composed of the background, objectives,

methods, results, and conclusion. (3) The introduction outlines the urgency of conducting this research, how it complements previous studies, and its objectives namely, to examine how effective audio-visual and creative media are as learning tools for students in the topic of decorative motifs, and to identify alternative media used in the creation of decorative motif artworks. (4) The method section explains the literature review process, including the sources, criteria, and number of articles obtained. Scientific articles were searched through Google Scholar using the following keywords: (a) audio-visual learning media on decorative motif material, (b) video-based learning media on decorative motif material, (c) literature review on video learning media in decorative motif material. The search focused on articles published between 2016 and 2024. A total of 31 articles were initially found; however, after analysis, only 8 journals met the criteria for inclusion in this study. (5) The results and discussion present the findings and analysis of the articles, focusing on whether audio-visual learning media are effective and what alternative media can be used in creating decorative motifs. (6) The conclusion provides a concise summary of the research findings.

RESULT AND DISCUSSION

The following is a table of search results for articles that meet the research criteria, with 8 selected articles from 2016 to 2024.

Table 1. Table of article search results

No	Author	Method	Type of media	Research result
1.	Syafi'I (Syafi'i, 2018)	Quantitative with a causal design	Video tutorial	Video tutorials can improve motivation and learning outcomes
2.	Farida & Ratyaningrum (Farida & Ratyaningrum, 2022)	Research and Development (R&D)	Video tutorials on the TikTok and IbisPaint X applications	Video tutorials and the IbisPaint X application can enhance both theoretical and practical learning outcomes
3.	Aprizia & Sandra (Aprizia & Sandra, 2022)	Research and Development (R&D)	Prezi-based video	Prezi-based videos can improve learning outcomes.
4.	Kurniawan & Pratiwinindya (Kurniawan & Pratiwinindya, 2022)	Research and Development (R&D)	Video based on the Sparkol VideoScribe application.	Videos based on the Sparkol VideoScribe application can enhance students' interest in learning decorative art
5.	Sakinah dkk (Sakinah et al., 2024)	Research and Development (R&D)	2D animated video	2D animated videos can increase students' interest and understanding of decorative pattern material
6.	Rizani & Patria (Rizani & Patria, 2016)	Research and Development (R&D)	Instructional video and stop-motion animation	Videos can enhance students' creativity
7.	Suryani dkk (Suryani et al., 2018)	Quasi- experiment	Sparkol Videoscribe	Sparkol VideoScribe has an impact on improving learning outcomes

8. Rahmawati & Angge (Rahmawati & Angge, 2021) Research and Development (R&D) media Instructional video and aluminum improve both theoretical and practical learning outcomes

Based on a literature review analysis of eight scientific articles, the overall findings indicate that most audiovisual learning media used in teaching decorative pattern materials are effective in enhancing students' motivation and learning outcomes. Audiovisual media integrates both sound and visual elements, such as recorded videos, various types of films, sound slides, and more (Romadonah & Maharani, 2019). A study conducted by Syafi'i (Syafi'i, 2018) revealed that students' motivation and learning outcomes showed greater improvement when using video tutorial media compared to conventional media (textbooks). This study was prompted by the issue that only 45% of students were able to achieve scores above the minimum competency standard. In addition to improving learning outcomes, video tutorial media also facilitates students' understanding of the material, as they can replay the tutorials repeatedly and at any time until the content is fully understood. In her research, Farida (Farida & Ratyaningrum, 2022) identified several issues, including: (1) limited time allocation for teaching decorative pattern materials and practical activities, and (2) students' tendency to become easily bored due to the lack of proper facilities and quality learning media. The use of video tutorial media makes it easier for students to comprehend the material more effectively.



Name	Pre-test	Post-test
Anggun		

Figure 1. Research findings by Farida (Farida & Ratyaningrum, 2022): a student's artwork created using video tutorial media via the TikTok application and IbisPaint X

The next study by Aprizia and Sandra (Aprizia & Sandra, 2022) utilized Prezi-based video media, which stemmed from the issue that teachers did not effectively deliver theoretical content, relying instead on practice sessions to reinforce theory. As a result, students had difficulty understanding the topic of decorative patterns. In this study, the use of Prezi-based video media was shown to improve learning outcomes, as indicated by increased test scores after using the media. Another study by Kurniawan and Pratiwinindya (Kurniawan & Pratiwinindya, 2022) found that learning videos created using the Sparkol Videoscribe application were able to engage students effectively, with 96% of them reporting interest in the media. This research emerged during the pandemic, which necessitated both online and offline learning. The video learning media allowed students to easily understand the material, as they could watch the videos repeatedly at any time and from any location, without being limited by time or place.



Figure 2. Research findings by Sakinah (Sakinah et al., 2024) using 2D animation video media

A study by Sakinah (Sakinah et al., 2024) developed a 2D animation-based learning media for teaching decorative pattern materials. This research was motivated by the issue that teachers only used printed modules containing black-and-white images, which made it difficult for students to understand the material and led to boredom. The results of the media development showed that students were highly interested and enthusiastic about the 2D animated video learning media, and it also helped them better understand the content being delivered. Another study by Rizani and Patria (Rizani & Patria, 2016) involved the development of video-based learning media, arising from the ineffectiveness of lecture-based methods using textbooks, which required significant time and effort to explain the process of drawing decorative patterns especially when the same explanations had to be repeated for multiple classes. The developed video learning media successfully enhanced students' creativity in drawing decorative patterns and made the teaching process more efficient.

Another study by Suryani (Suryani et al., 2018) aimed to determine the effect of Sparkol Videoscribe media on student learning. The research was motivated by students' lack of enthusiasm during lessons that relied on textbooks, along with a significant number of students failing to understand the decorative pattern material, as evidenced by daily test scores falling below the standard. The results showed that the use of Sparkol Videoscribe media positively influenced students' learning outcomes, as demonstrated by improvements from pre-test to post-test scores. A subsequent study by Rahmawati and Angge (Rahmawati & Angge, 2021) focused on the development of video-based learning media, addressing the issue of limited innovation among teachers in utilizing technology-based learning tools, particularly for decorative pattern material. The findings indicated an improvement in both students' theoretical understanding and practical work on decorative patterns, as well as a positive response from students based on a questionnaire regarding their interest in the applied learning media.



Figure 3. Research findings by Rahmawati and Angge (Rahmawati & Angge, 2021) a student's artwork created using video-based learning media on aluminum

Based on the studies discussed, additional advantages of audiovisual-based media include: (1) the ability to present learning objects in a realistic manner, which significantly enhances the learning experience; (2) unique appeal that can motivate students to learn; (3) strong support in achieving psychomotor learning objectives and reducing learning fatigue, especially when combined with teaching approaches such as discussions and projected lectures; and (4) improved memory retention of the learning material, with the added benefit of being easily distributed and portable (Sanaky H., 2011). On the other hand, the use of technology-based media plays a crucial role in today's digital era, particularly in education, as it increases the effectiveness of the learning process by offering various conveniences for students. Therefore, the integration of learning media that can be accessed and revisited repeatedly is highly beneficial (Oktriana, 2024). However, the analysis also highlights several disadvantages of using audiovisual media in learning, including: (1) when accessed online, students are required to have smartphones and internet access; (2) in cases where video tutorials are displayed via projector, schools must provide the necessary equipment; and (3) the video production process can be time-consuming and more costly compared to conventional media. Consequently, teachers must have a thorough understanding of which learning media best suit their students' needs in order to effectively achieve the intended learning outcomes.

In addition to audiovisual learning media used by teachers to deliver instructional content and demonstrate techniques for creating decorative patterns, there is also a need for creative media to support the practical application of decorative pattern artwork. Typically, the application of decorative pattern material is carried out on textile or fabric media specifically *mori* cloth commonly referred to as batik. As discussed in previous studies, most of the creative work has been done using fabric media, with limited exploration of alternative materials. This should present a challenge for educators to explore the use of other creative media for producing decorative patterns using the batik technique. In this discussion, the author proposes an alternative medium for creating decorative patterns with the batik technique, based on personal experience as well as references from previous research.

The first medium that can be used for creating decorative patterns through the batik technique is dry banana leaves. Banana leaves are the outer part of the banana stalk that has dried, and they are rarely utilized, often becoming agricultural waste. Despite this, some artisans or artists have used banana leaves for craft purposes, such as making banana fiber ropes, pencil case linings, and paintings from banana leaves. Although there are existing works, few artists have used banana leaves as a medium for batik. According to research by Saufika and Tristiyono (Saufika & Tristiyono, 2021), banana leaves can be dyed using natural dyes, which suggests that the batik technique (resisting dye with hot wax) can be applied to this medium. This was also tested by the author in batik artwork, and the results showed that banana leaves can indeed be batiked using synthetic dyes (naphthol).

The next medium is lantung tree bark, which comes in the form of sheet-like bark fibers. The process of making lantung tree bark sheets begins with selecting tree types such as rubber trees, *ibuh*, and *terap*. After the tree is felled and the bark is harvested, the bark is beaten several times until it peels off from the trunk, resulting in a dense sheet-like form. The author has observed that lantung tree bark has not been fully utilized, even though this material is a prominent commodity in Bengkulu City, typically used for crafts such as bags, wallets, hats, and clothing. However, in its processing into products, there has not been much creativity applied to transform the lantung bark into something unique, even though its texture would make it an excellent material for craft art. Many of the craft products still retain the original color of the bark, while those that are colored typically use painting techniques. Therefore, the author attempted to apply the batik technique to this material, and the results showed that it can indeed be batiked using synthetic dyes (naphthol).

The next medium is batik on wood. Batik on wood is an innovative development of batik media, apart from *mori* cloth, with a process similar to that used for batik on fabric. Wood batik originated from Dusun Krebet, Sendangsari, Pajangan, Bantul, Yogyakarta. The practice of wood batik began as an experiment with batiking on wooden puppets and masks (Sukaya & Eskak, 2018). This wood medium can serve as an alternative for teachers to apply in the creation of decorative patterns, especially using the batik technique, as not many teachers have explored this medium for decorative pattern work. The types of wood that can be used include teak wood, sengon wood, munggur wood, and klepu wood. Teachers can also experiment with other types of wood or even wood waste as an alternative medium for batik creation.

CONCLUSION

Audiovisual learning media are media that combine sound and images, either still or moving. Examples of audiovisual learning media commonly used in teaching decorative pattern materials include tutorial videos, educational videos, animations, Prezi-based videos, and Sparkol Videoscribe application-based videos. From the studies that used various types of audiovisual media on decorative pattern materials, which have been analyzed in this research, the majority showed success in improving student motivation and learning outcomes. Audiovisual media can attract students' interest in learning by providing a new experience in the learning process. Students are typically accustomed to using conventional learning media (textbooks), whereas audiovisual media present engaging visual and auditory elements for learning. Furthermore, audiovisual media can be accessed both online and offline, allowing for independent learning or teacher-guided learning anytime and anywhere, and it can be repeated until the students understand the material. However, audiovisual learning media also have drawbacks, such as: (1) requiring smartphones and internet access for

independent learning, and if watched together in schools, a laptop and projector screen are necessary; (2) it incurs high costs; (3) it requires a long time for production. In this study, the author also offers alternative media for applying decorative pattern work based on a literature review of previous research and personal experience with batik techniques. The media that can be used in applying decorative pattern artwork include: (1) dry banana leaves, a medium that is easy to find around the house or garden; (2) lantung tree bark, a medium made from processed bark in sheet form, which can be found in traditional markets or online stores; (3) teak wood, sengon wood, munggur wood, and klepu wood. This literature study is expected to contribute new knowledge for teachers by offering appropriate learning media to enhance student motivation and learning outcomes. The use of alternative media in decorative pattern artwork can be an alternative to existing media in teaching decorative patterns, as previous studies have not extensively discussed the use of media in creating decorative patterns. This article still needs further development, including completing the research that has been conducted.

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