International Seminar on Student Research in Education, Science, and Technology
ISSN 3047-1532| Volume 2 April 2025, pp. 15-21

https://www.issrestec.id/
http://journal.ummat.ac.id/index.php/issrestec
Universitas Muhammadiyah Mataram, Indonesia

The Use of 3-Dimensional Visual Arts Video Learning Media to Enhance Learning Outcomes of Class XII-1 Students at SMAN 2 Padalarang

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Abstract: Learning media helps teachers in delivering materials so that they are easier for students to understand. The focus of this study discusses how to use video learning media in Fine Arts subjects with the main material of 3-dimensional fine arts to enhance student learning outcomes. The type of research in this study is classroom action research (CAR) through 2 learning cycles. The object of this study is video learning media for 3-dimensional fine arts material and the subjects of the study are 33 students of class XII-1 SMAN 2 Padalarang. The results of the study showed an increase in learning outcomes in each cycle using video learning media. This increase can be seen from the comparison of the values between the pretest and posttest between learning that only uses the lecture method and learning using video learning media and the achievement of learning objectives seen from the exceeding of the lesson objective completion criteria (KKTP) for all students, which is above 80. Based on the research data, it can be concluded that the use of video learning media has succeeded in enhance student learning outcomes for 3-dimensional fine arts material in class XII-1 SMAN 2 Padalarang.

Keywords: Video Learning Media , 3D Visual Art, Learning Outcome

Article History:
Received: 01-04-2025
Online : 23-04-2025

A. INTRODUCTION

3-Dimensional Fine Arts material is the main material in Fine Arts subjects at the high school level where the learning outcomes in phase F are that students understand, compare elements of appearance, design principles in the surrounding environment and in works of art and students skillfully use the types of tools, materials, and specific techniques chosen to create works of art. Based on these learning outcomes, the learning objectives (TP) for 3-Dimensional Fine Arts material include students being able to analyze concepts, principles and procedures in creating 3-Dimensional works of art. However, the problem in schools is the difficulty of art teachers in showing real examples of how the process of making 3-dimensional works of art is real, especially the process carried out by professional artists. Showing real processes to students is very important so that students can see directly how principles, techniques and procedures are applied in making a work. One alternative that can be done to overcome this problem is to use video as a learning medium. Through video, teachers can show students recordings of artists' activities in the process of creating works. In the video, artists can also convey the message they want to convey in teaching creative techniques without having to come to class.

Previous research related to videos in learning has been conducted by Rahman Sugianto (2023) entitled *Implementation of Youtube Videos "Pak Rahmat" as a Source of Mathematics Learning*

to Improve Learning Outcomes of High School Students and stated the results that there is an influence in the application of youtube videos as a source of learning for students where there is a significant difference in the experimental class that was given action compared to the control class that was not given action. This shows that the application of youtube videos can improve the learning outcomes of high school students. Another study conducted by Muhammad Abbassalam Kibari, Monry Fraick Nicky Gillian Ratumbuysang and Hamsi Mansur (2023) entitled *Development of Animation Video Media Based on Pictory.Ai in Cooperative and UMKM Management Courses to Improve Student Learning Outcomes in the Economic Education Study Program* stated that the results of the study were that the developed learning videos were effective and indicated a significant increase in learning outcomes. This study recommends the use of learning media that are in accordance with the characteristics of students and the material being studied and emphasizes the importance of using learning media that truly support the learning process.

Research on improving learning outcomes through video media has also been conducted by Lia Kurnia Asih, Cucu Atikah, and Lukman Nulhakim (2023) with the title *Development of Animated Video Learning Media Based on Animaker to Improve Elementary School Students' Learning Outcomes*. The research aims to produce a product in the form of animated videos developed through the Animaker application as an effort to improve student understanding. The results of the study showed that learning activities using Animaker videos were able to improve student learning outcomes because the media was interesting, interactive and easy to understand. However, from previous studies that have been done related to videos to improve learning, none have discussed the use of videos to improve learning outcomes in 3D art materials, even though this material is core material in art learning and is considered quite difficult because it is related to skills and practice.

Video is an audio-visual media. Audio-visual media is one of the media used in learning by involving the senses of hearing and sight in one activity (M et al., 2022). Video can be used as a learning medium to help teachers when delivering material in class. Learning media is a medium that can convey messages and provide stimulation for the thoughts, attention, feelings and desires of students who are learning so that a conscious, purposeful and controlled learning process is encouraged (Tiwi & Mellisa, 2023). According to Sukiman (2012: 188) video media has the advantage of being able to show processes quickly and can be viewed repeatedly. Video as a learning medium has benefits as expressed by Kusumahwardani et al. (2022) which states that student learning outcomes can be improved by implementing animated video learning media. The use of multimedia in learning is very important as written by Ardiani (2022) namely interactive multimedia can be used as a learning medium that plays a role in improving student understanding and has a positive effect on improving student learning outcomes because this media is equipped with a control device that can be operated by the user, so that they can choose something they want.

Nurita (2018) also said that learning media can increase students' motivation and interest in learning so that students can think about analyzing the subject matter given by educators well with a pleasant learning situation and students can understand the subject matter easily, which can improve learning outcomes with the presence of learning media. Based on the theories above, it can be understood that video as an interactive learning media can increase students' interest and motivation to learn. Fine art is a form of human work that is received with the sense of sight, and is broadly divided into pure art and applied art (Bahari, 2008:53). 3-dimensional or tri-dimensional fine art is a work of art that has dimensions of length, width and height or in other words has depth (volume/stockiness) in addition to length and width, so that its form can be enjoyed from various directions (Sofyan Salam et al., 2020:42).

Based on the background above, this study was conducted with the aim of finding out how the use of video learning media to improve the learning outcomes of class XII-1 students in 3-Dimensional Fine Arts material at SMAN 2 Padalarang. In order for this research to be clearer and more effective, this study focuses on the use of video learning media with 3-dimensional fine arts material and the analysis of learning outcomes in the use of the video learning media.

B. METHOD

The type of research in this study is classroom action research (CAR). CAR is an effort to observe student group learning activities by providing an action that is deliberately raised with the aim of improving the quality of learning in the classroom. The subjects in this study were 33 students of class XII-1 SMAN 2 Padalarang consisting of 10 male students and 23 female students. The object of the study was the use of video learning media for 3-dimensional art material. The time of this study was for 1 month, namely in February 2025, as many as 2 cycles (rounds). In one cycle consists of 2 face-to-face meetings in class and includes planning, implementation, observation and reflection.

C. RESULTS AND DISCUSSION

1. The Use of Video Media in Learning 3-D Fine Arts Material in Class XII-1

Research on the use of video learning media in learning the subject of 3-dimensional fine arts material in class XII-1 SMAN 2 through 2 learning cycles where each cycle consists of planning, implementation and evaluation of learning.

a. Planning

In the planning stage, the researcher prepares everything needed for the teaching and learning process in the classroom or is called learning tools. The learning tools prepared by the researcher are the Learning Objective Flow (ATP), Learning Objectives (TP) and teaching modules. The Learning Objective Flow (ATP) is a series of learning objectives that are systematically arranged based on learning achievements for one phase of learning. The ATP used in this study follows the ATP that has been prepared by the teacher at the beginning of the school year and the learning objectives (TP) follow one of the learning objectives contained in the ATP that is in accordance with this study. The learning objectives used in this study are 'students are able to analyze concepts, principles, techniques and procedures in making 3-dimensional works of art'. After that, the author compiled a teaching module for each cycle so that the teaching modules prepared amounted to 2 modules. The teaching module is a learning plan design that functions as a guideline for teachers in managing learning in the classroom. Each module is compiled for 2 meetings, namely a learning meeting only with the lecture method to see student learning outcomes without using video media and the second meeting is learning using video media to see student learning outcomes assisted by video learning media.

After preparing ATP, TP and teaching modules, the author prepared the video learning media used in this study. The video was taken from the YouTube channel with the video source https://www.youtube.com/watch?v=6dnyYu4Ff7U and https://www.youtube.com/watch?v=XkueS09XEFE downloaded from the savefrom.net site with 720 quality. In addition to preparing the video, the author also prepared the tools needed to show the video, namely a laptop, infocus and speakers. After that, the author prepared the assessment instruments needed for learning evaluation, namely pretest and posttest assessment sheets.

b. Implementation

The implementation of learning activities is carried out twice in 1 cycle. Teaching and learning activities (KBM) at the first meeting in accordance with the teaching module that has been made, namely consisting of apperception (opening of learning), pretest to determine students' initial knowledge related to 3-dimensional art material before the material is delivered by the teacher, presentation of material using the lecture method only where the art material discussed in cycle 1 is about the concept and principles in creating 3-dimensional art, posttest to see the results of students' capture related to the material delivered which only uses the lecture method and ends with a closing of learning.

The second teaching and learning activity was conducted the following week according to the Fine Arts subject schedule in the class and the learning steps taken were the same as the learning steps in the 1st meeting, but in this 2nd meeting the teacher showed a video that had been prepared to help in delivering the material on concepts and principles in creating 3-dimensional fine arts. After the teaching and learning activity was completed, the teacher evaluated the comparison of the pretest and posttest results between meetings 1 and 2, both meetings were cycle 1. Cycle 2 was held with the same steps as cycle 1 but the 3-dimensional fine arts material discussed was about techniques and procedures in creating 3-dimensional fine arts, this was to test the effectiveness of using video media in learning to improve learning outcomes.

Figure 1. Video screening of 3D art works

c. Learning Evaluation

Learning evaluation is an activity to measure the extent to which learning objectives are achieved and how students' learning outcomes are and to measure the level of student progress or development. Learning evaluation is carried out at the end of each cycle and after a series of learning for one learning objective is completed. So in this study, learning evaluation was carried out 3 times, namely after completing cycle 1 to determine the achievement of learning objectives in cycle 1, after completing cycle 2 to determine the level of achievement of learning objectives in cycle 2 and finally, the evaluation at the end of the study, namely to draw conclusions on the comparison between learning outcomes in cycle 1 and cycle 2 to see the results of the study.

2. Learning Outcomes of 3-Dimensional Fine Arts Material in Class XII-1 Using Video Learning Media

a. Cycle 1

The implementation of face-to-face teaching and learning activities in cycle 1 was carried out 2 times discussing the concepts and principles in creating 3-dimensional art. The flow of learning activities at each meeting was in accordance with the teaching module that had been created. In each meeting there were 2 written tests, namely pretest and posttest. The pretest was carried out before the teacher delivered the learning material to determine the students' initial understanding of the material, while the posttest was carried out after the learning was completed to determine the extent to which students understood the material presented.

Based on the pretest results at meeting 1, it was seen that all students lacked initial knowledge of the material on the concept and principles of 3-dimensional art with an average score of 31. From a number of questions given, students were only able to answer a few questions related to the material that were related to their daily experiences. After the teacher delivered the material using only the lecture method without using videos, based on the posttest results, there was an increase in student learning outcomes but it was not satisfactory because none of them achieved the learning objective completion criteria (KKTP) that had been determined, namely 80 and the average student score on the posttest was 67. While at the 2nd meeting with the same material, the students' pretest results only experienced a slight increase and still none of them achieved KKTP and the average student score was 69.6. After the teacher delivered the learning material assisted by a set of tools and video media that had been prepared, the students' learning outcomes based on the posttest results at the end of the learning process increased completely, exceeding KKTP with an average score of 93.

b. Cycle 2

In cycle 2, the 3-dimensional art material discussed was about the techniques and procedures in creating 3-dimensional art. In this study, the material focused on the realm of knowledge with the learning objective that students were able to analyze the techniques and procedures in creating 3-dimensional art. Based on the results of the pretest meeting 1, it was seen that all students had begun to have an initial understanding of 3-dimensional art, as seen from the average scores of 59.78788 or rounded up to 60. However, this score was still below the KKTP. After the teacher delivered material on the techniques and procedures for creating 3-dimensional art using the lecture method without using video media, students' scores increased to an average of 69.45455 rounded up to 70, but the results were still below the KKTP, which was 80, so that the learning in the first meeting in cycle 2 without using video media had not met the criteria for completing the learning objectives.

At the 2nd meeting with the same questions, the pretest results showed that there was no significant increase in student scores compared to the results at the previous meeting, where the average score only increased to 73.5, and after the pretest was conducted, the teacher delivered the same material, namely about techniques and procedures in creating fine arts but assisted by video learning media that had been prepared. The posttest results showed a significant increase after the teacher conducted learning using video learning media. This was indicated by the average student score of 95, of which 3 students got a score of 100 and no students got a score below 80 or did not meet the KKTP.

Table 1. Pretest and Posttest Results

No	Name	Cycle 1				Cycle 2			
		Pre 1	**Post 1**	**Pre 2**	**Post 2**	**Pre 1**	**Post 1**	**Pre 2**	**Post 2**
1	Akbar	22	70	72	90	50	65	65	95
2	Alya G	35	78	78	94	57	60	70	95
3	Alya I	35	65	70	90	60	70	70	92
4	Amelia	20	65	67	92	47	65	75	93
5	Bayu	40	72	75	97	65	70	78	100
6	Berta	30	68	70	95	55	68	75	96
7	Bunga	32	70	70	97	70	75	77	97
8	Elvareta	30	72	70	90	60	70	75	91
9	Faniya	22	65	67	87	50	65	70	90
10	Fikri	42	70	75	98	70	75	75	100
11	Firmanda	45	70	70	95	70	72	75	96
12	Firzy	32	62	65	95	62	70	70	95
13	Hana	27	78	78	92	60	70	72	92
14	Hasna	20	65	70	90	57	72	75	91
15	Marlena	35	70	72	95	60	70	75	97
16	M. Fauzi	30	59	65	95	60	78	78	95
17	M. Rasyid	22	70	72	92	52	67	70	93
18	Nathan	30	59	70	92	55	62	70	94
19	Nesya A	35	58	60	92	57	70	75	93
20	Nesya P	37	72	72	97	60	65	70	98
21	Novita	15	62	70	91	40	60	75	95
22	Raihan	40	72	75	95	67	70	72	96
23	Rani	37	65	65	93	65	70	75	95
24	Revi	45	70	72	97	70	75	77	98
25	Shabila	27	67	70	90	60	72	75	95
26	Syilva	30	58	60	90	65	72	77	92
27	Syafitri	22	58	62	94	55	68	70	95
28	Taufik	30	65	65	94	67	75	77	96
29	Tiara	35	72	75	95	60	70	75	97
30	Viona	35	75	75	93	60	72	75	95
31	Wanda	35	75	75	90	67	77	78	92
32	Yuda	27	60	62	94	55	60	65	100
33	Zahra	25	62	65	97	65	72	75	98

Based on the data seen in the test results in the two learning cycles above, it can be said that there is a significant difference in the results that occur in the teaching and learning activities of the Fine Arts subject related to 3-dimensional fine arts material in class XII-1 between learning outcomes without using video media and learning outcomes assisted by video media. The effectiveness of using videos to improve learning outcomes for 3-dimensional fine arts material is strengthened by the different focus of the material in each cycle. Based on the results of the analysis, it can be concluded that although the material presented is different, an increase in learning outcomes still occurs.

D. CONCLUSIONS AND SUGGESTIONS

Based on the research conducted in class XI-1 SMAN 2 Padalarang in the Fine Arts subject, the author can draw conclusions about the use of video learning media to improve student learning outcomes, namely as follows:

1. Video can be used as a learning media in Fine Arts subject phase F at SMAN 2 Padalarang as an effort to improve student learning outcomes through the stages of planning, implementation and evaluation. This is proven by the results of research conducted in class XII-1 SMAN 2 Padalarang where teaching and learning activities were successfully carried out assisted by a set of video learning media.
2. The results of research and learning in class XII-1 SMAN 2 Padalarang show that teaching and learning activities using video learning media are effective in helping students understand 3-dimensional art material better, this is proven by the comparison between posttest scores between teaching and learning activities that do not use video media and teaching and learning activities that use video media. Video learning media is also effective in helping students achieve the target criteria for achieving learning objectives (KKTP) so that all students are declared to have passed the learning objectives of the fine arts subject.

ACKNOWLEDGMENTS

The author would like to express his gratitude to all related parties who have contributed to assist in this research, including the supervisor, SMAN 2 Padalarang and all students of class XII-1 as subjects in this research whose names the author cannot mention one by one. Hopefully this research can be useful for many parties and become the basis for developing further larger research.

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