

ENGLISH EDUCATION STUDENTS ATTITUDES TOWARD ART BASED LEARNING MEDIA IN THE ART AND ETHICS COURSE

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INFORMASI ARTIKEL

Submitted : 2026-4-30
Review : 2026-4-30
Accepted : 2026-4-30
Published : 2026-4-30

KEYWORDS

Students Attitudes, Art-Based Learning Media, Art And Ethics, English Education, Learning Media.

A B S T R A C T

This study investigates English Education students' attitudes toward the use of art-based learning media in the Art and Ethics course. The integration of creative and artistic elements in higher education has been increasingly recognized as an effective approach to enhance student engagement, particularly in courses involving abstract concepts such as ethics. This research is grounded in the Theory of Planned Behavior proposed by Icek Ajzen (1991), which examines attitudes through three main components: attitude toward behavior, subjective norms, and perceived behavioral control. A quantitative descriptive research design was employed, using a survey method to collect data from 20 English Education students at Universitas Negeri Medan. The data were gathered through a structured questionnaire consisting of 10 items measured on a five-point Likert scale. The collected data were analyzed using descriptive statistics by calculating the mean scores for each item. The findings reveal that students generally demonstrate positive attitudes toward the use of art-based learning media, as indicated by all mean scores exceeding 4.00. Students reported that art-based media make the learning process more engaging, improve their understanding of course material, and increase their motivation to participate. Social support from lecturers and peers was also found to influence students' positive perceptions. However, a small number of students indicated minor challenges related to confidence in engaging with creative tasks. Overall, this study suggests that art-based learning media can create a more interactive and meaningful learning environment in higher education. It is recommended that educators integrate creative approaches while providing sufficient guidance to support all learners.

INTRODUCTION

In recent years, the use of innovative and creative learning media has gained increasing attention in higher education. Traditional teaching methods that mainly focus on lectures are often seen as less effective in engaging students, especially in courses that involve abstract concepts such as ethics. As a result, many educators have started to adopt more student-centered approaches that encourage active participation and meaningful learning. One approach that has been widely discussed is the use of art-based learning media.

Art-based learning media refer to the use of artistic elements such as drawings, visual representations, and creative projects as part of the learning process. In the context of English Language Teaching (ELT), these media are not only used to support language development but also to help students' express ideas, emotions, and values in a more creative way. This approach is particularly relevant in courses like Art and Ethics, where students are expected to understand moral concepts while also developing creativity and critical thinking skills.

To better understand how students respond to this approach, this study uses the Theory of Planned Behavior (TPB) proposed by Icek Ajzen (1991) as the main theoretical framework. According to Ajzen (1991), human behavior is influenced by three main components: attitude toward behavior, subjective norms, and perceived behavioral control. In the context of learning, students' attitudes toward art-based media, the influence of their lecturers and peers, and their confidence in participating in creative activities can shape their overall learning experience. This theory is relevant for analyzing how students perceive and respond to the use of art-based learning media in the classroom.

Several previous studies have highlighted the positive impact of creative and art-based learning media in education. For example, Sari and Nugroho (2021) found that integrating visual and artistic elements into classroom activities can significantly increase student engagement and motivation. Similarly, Pratiwi et al. (2022) reported that the use of visual media in language learning helps students understand complex concepts more easily and improves their participation during the learning process. These findings suggest that art-based approaches can make learning more accessible and meaningful for students.

In addition, Rahman (2023) emphasized that creative teaching strategies play an important role in increasing students' motivation and classroom participation. When lecturers use interactive and innovative methods, students tend to become more active and interested in the lesson. This idea is supported by Putri and Hidayat (2024), who found that although students generally respond positively to creative learning activities, some of them may still experience challenges such as low confidence or lack of experience in artistic tasks. This indicates that while art-based learning has many

benefits, teachers also need to provide proper guidance and support.

More recent studies have also reinforced the importance of creative learning media in higher education. Lestari et al. (2025) highlighted that innovative learning media are essential for creating student-centered classrooms and improving overall learning experiences. Furthermore, Prajapati and Pachauri (2025) explained that art-integrated learning not only enhances academic understanding but also supports students' emotional development and well-being. These findings show that art-based learning is not only about creativity, but also about building a more engaging and supportive learning environment.

Despite these benefits, there are still some challenges that need to be considered. Not all students feel confident in their artistic abilities, and some may feel uncomfortable when asked to participate in creative tasks. In addition, differences in students' backgrounds and experiences can influence how they respond to art-based learning activities. Therefore, it is important to examine students' attitudes in order to better understand how this approach can be effectively implemented.

Based on these considerations, this study aims to explore English Education students' attitudes toward the use of art-based learning media in the Art and Ethics course. By using the Theory of Planned Behavior (Ajzen, 1991) as the analytical framework, this research seeks to provide a deeper understanding of how students perceive creative learning media and how these perceptions influence their learning experiences in higher education.

METHOD

Research Design

This study employed a quantitative descriptive research design to examine English Education students' attitudes toward the use of art-based learning media in the Art and Ethics course. A quantitative approach was considered appropriate as it enables the researchers to systematically measure and analyze students' perceptions using numerical data. The study adopted a survey method, which is widely used in educational research to collect data on participants' opinions, attitudes, and experiences in a structured manner.

Participants

The participants of this study consisted of 20 undergraduate students from the English Education program at Universitas Negeri Medan who were enrolled in the Art and Ethics course. The participants were selected using a purposive sampling technique, as they had direct experience with the implementation of art-based learning media in the classroom.

Instrument of collecting data

The primary data collection instrument was a self-administered questionnaire consisting of 10 items. The questionnaire was developed based on the Theory of Planned Behavior (TPB) proposed by Icek Ajzen (1991), which includes three core constructs:

1. Attitude toward behavior
2. Subjective norms
3. Perceived behavioral control

In addition, one item was included to measure behavioral intention, reflecting students' willingness to support the continued use of art-based learning media. All items were measured using a five-point Likert scale, ranging from: 1 (Strongly Disagree) to 5 (Strongly Agree).

Technique of Data Collection

Data were collected using an online questionnaire distributed via Google Forms. The participants were informed about the purpose of the study and were asked to respond voluntarily based on their learning experiences in the Art and Ethics course. Ethical considerations were also taken into account by ensuring participants' anonymity and confidentiality, and all responses were used solely for research purposes.

Technique of Data Analysis

The collected data were analyzed using descriptive statistical techniques. The researchers calculated the mean scores for each questionnaire item to identify the overall trend of students' attitudes. To interpret the results, the following criteria were used:

- 1.00 – 2.49 = Negative attitude
- 2.50 – 3.49 = Neutral attitude
- 3.50 – 5.00 = Positive attitude

The findings were presented in tables and figures to provide a clear and systematic representation of the data.

FINDINGS AND DISCUSSION

This section presents the findings of the study regarding English Education students' attitudes toward the use of art-based learning media in the Art and Ethics course. The data were collected through a questionnaire distributed to 20 English Education students that takes Art and Ethics course in 6th semester using Google Forms.

The questionnaire consisted of ten statements developed based on the three components of the Theory of Planned Behavior: attitude toward behavior, subjective norms, and perceived behavioral control. Students responded to each statement using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The collected responses were analyzed using descriptive statistics by calculating the mean score of each item. The results are presented in the table below.

Table 1. Students' Attitudes toward Art-Based Learning Media

No	Statement	Mean Score
Q1	Art-based learning media make the learning process more interesting	4.30
Q2	Art-based learning media help me understand the course material better	4.25
Q3	I enjoy learning activities that involve art-based media	4.35
Q4	My classmates support the use of art-based learning media in class	4.20
Q5	My lecturer encourages the use of art-based learning media during learning activities	4.10
Q6	I feel motivated when art-based learning media are used in the classroom	4.25
Q7	I feel confident participating in activities that involve art-based media	4.15

Q8	I find it easy to participate in learning activities using art-based media	4.05
Q9	I am able to follow the instructions when art-based learning media are used	4.25
Q10	I would like art-based learning media to be used more often in the course	4.40

Based on Table above, all questionnaire items obtained mean scores above 4.00, indicating that students generally have positive attitudes toward the use of art-based learning media in the Art and Ethics course. The highest score was found in Question 10 (Mean = 4.40), which reflects students’ strong interest in the continued use of art-based learning media. Meanwhile, the lowest score appeared in Question 8 (Mean = 4.05), although it still indicates that students generally feel comfortable participating in art-based learning activities.

Overall, these results suggest that art-based learning media can create a more engaging learning environment and may contribute to improving students’ motivation and learning experiences in higher education.

A. Section 1: Attitude toward Behavior (Questions 1–3)

The first section of the questionnaire focuses on students’ attitudes toward the use of art-based learning media in the classroom. This section includes three questions that examine how students perceive the usefulness and enjoyment of art-based media in the learning process.

The results show that Question 1 obtained a mean score of 4.30, indicating that most students agree that art-based learning media make the learning process more interesting. This result suggests that visual and creative learning materials can attract students’ attention and make the classroom atmosphere more engaging compared to traditional lecture-based learning. When learning activities involve artistic elements such as images, drawings, or other creative media, students may feel more stimulated to participate in the lesson.

Question 2 received a mean score of 4.25, which shows that students generally believe that art-based learning media help them understand the course material better. This result indicates that artistic elements may function as supportive learning tools that simplify complex concepts. In the context of the Art and Ethics course, the use of artistic media may help students connect theoretical ideas with more concrete or visual representations.

Meanwhile, Question 3 obtained a mean score of 4.35, which is slightly higher than the previous two items. This finding suggests that students tend to enjoy learning activities that involve art-based media. The relatively high score indicates that students respond positively to learning environments that allow them to engage with creative elements during the learning process. Overall, the results of this section indicate that students generally have positive attitudes toward the use of art-based learning media in the classroom. This finding aligns with the concept of attitude toward behavior in the Theory of Planned Behavior, which explains that individuals are more likely to support or engage in a behavior when they perceive it as enjoyable and beneficial.

B. Section 2: Subjective Norms (Questions 4–6)

The second section of the questionnaire explores subjective norms, which refer to the influence of social factors such as classmates and lecturers on students’ attitudes toward art-based learning media.

Question 4 obtained a mean score of 4.20, indicating that students generally feel that their classmates support the use of art-based learning media during classroom

activities. This result suggests that students perceive a positive social environment in which the use of creative learning media is accepted and appreciated among peers. Social support from classmates may encourage students to participate more actively in these learning activities.

Question 5 received a mean score of 4.10, which shows that students agree that their lecturer encourages the use of art-based learning media in the learning process. Although the score is slightly lower compared to other items, it still indicates that students perceive lecturers as supportive of creative learning approaches.

Question 6 obtained a mean score of 4.25, suggesting that students feel motivated when art-based learning media are used in the classroom. This finding indicates that the presence of supportive learning conditions, including encouragement from lecturers and peers, can increase students' motivation during learning activities.

Overall, the results in this section demonstrate that social influence plays an important role in shaping students' attitudes toward art-based learning media. When students feel that their classmates and lecturers support the use of such media, they tend to develop more positive responses toward the learning process.

C. Section 3: Perceived Behavioral Control (Questions 7–9)

The third section focuses on perceived behavioral control, which refers to students' perceptions of how easy or difficult it is for them to participate in learning activities involving art-based media. Question 7 obtained a mean score of 4.15, indicating that most students feel confident when participating in activities that involve art-based learning media. This result suggests that students generally feel capable of engaging in creative learning activities without experiencing significant difficulties.

Question 8 received a mean score of 4.05, which is the lowest among all questionnaire items. Although the score is still above four, it indicates that some students may feel slightly less comfortable or less confident when participating in activities involving artistic elements. This may occur because not all students feel equally skilled in creative or artistic tasks.

Question 9 obtained a mean score of 4.25, suggesting that students generally find it easy to follow instructions when art-based learning media are used in class. This result indicates that the learning activities involving artistic media are still manageable for students and do not create confusion during the learning process.

Overall, the results of this section suggest that students generally feel capable of participating in art-based learning activities, although some students may still need additional guidance or support during certain activities.

D. Section 4: Behavioral Intention (Question 10)

The final question in the questionnaire examines students' future intention regarding the use of art-based learning media.

Question 10 obtained the highest mean score in the table, 4.40, indicating that most students strongly agree that art-based learning media should be used more often in the Art and Ethics course. This result suggests that students not only respond positively to the current use of art-based learning media but also expect these media to be integrated more frequently in future learning activities. This finding highlights that art-based learning media are perceived as beneficial and enjoyable by students, which increases their willingness to support the continued use of such media in the learning process.

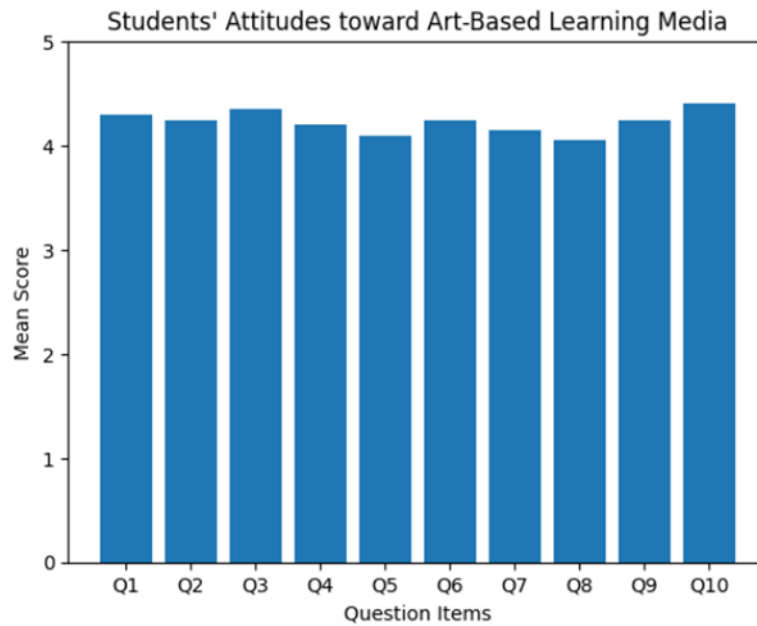


Figure 1. Students' Attitudes toward Art-Based Learning Media

The bar chart presented in Figure 1 illustrates the mean scores for each questionnaire item related to students' attitudes toward art-based learning media. As shown in the graph, all items demonstrate relatively high mean scores, ranging from 4.05 to 4.40, which indicates consistently positive responses from the participants.

The highest bar in the chart corresponds to Question 10, which reflects students' intention to see art-based learning media used more frequently in the course. This suggests that students perceive such media as beneficial and engaging within the learning process. Meanwhile, the slightly lower bar representing Question 8 indicates that although students generally find it easy to participate in art-based learning activities, some students may still require additional support or guidance when engaging in creative tasks.

Overall, the graph visually reinforces the findings presented in the table. The consistent pattern of high mean scores across all items indicates that English Education students show generally positive attitudes toward the integration of art-based learning media in the Art and Ethics course.

Discussion

In this following section, the writers compare the findings of this study with several previous studies in order to gain a broader understanding of students' attitudes toward the use of art-based learning media in higher education. This study is based on the Theory of Planned Behavior proposed by Icek Ajzen, which explains that human behavior is influenced by three main components: attitude toward behavior, subjective norms, and perceived behavioral control. Through this framework, the researchers analyzed how English Education students perceive the use of art-based learning media in the Art and Ethics course. The findings of this study indicate that students generally show positive attitudes toward the use of art-based learning media, as reflected by the mean scores of all questionnaire items which are above 4.00. These results suggest that students perceive art-based learning media as engaging, helpful for understanding the material, and supportive of their learning experience.

Sari and Nugroho (2021) conducted a study on the use of creative learning media in university classrooms and found that the integration of visual and artistic

elements in learning activities can significantly increase students' engagement and motivation during the learning process. The study showed that students tend to respond positively to learning activities that allow them to interact with creative materials. This finding is similar to the results of the present study, where most students agreed that art-based learning media make the learning process more interesting and enjoyable.

A similar result was also reported by Pratiwi et al. (2022) who investigated students' perceptions of visual and artistic media in language learning. Their study revealed that art-based activities, such as drawing, visual interpretation, and creative presentations, can help students better understand abstract concepts and improve their participation in classroom discussions. In this study, the researchers also found that students believed art-based learning media helped them understand the course material more easily. This similarity indicates that artistic media can serve as an effective support tool in the learning process.

Furthermore, Rahman (2023) examined the influence of creative learning strategies on students' motivation in higher education. The study found that when lecturers encourage the use of innovative and interactive learning methods, students tend to show higher levels of motivation and classroom participation. This finding is also reflected in the present study, particularly in the section related to subjective norms, where students indicated that both lecturers and classmates support the use of art-based learning media. Social support from lecturers and peers may strengthen students' positive attitudes toward creative learning activities.

Another study conducted by Putri and Hidayat (2024) explored students' perceptions of interactive learning media in English language education. The results showed that students generally feel confident and comfortable when participating in creative learning activities, although some students may initially feel unsure about their artistic abilities. This result is comparable to the findings of the present study, where the lowest mean score appeared in the item related to students' ease in participating in art-based activities. Although the score remained positive, it suggests that some students may still require additional guidance when engaging in creative learning tasks.

More recent research by Lestari et al. (2025) highlighted the importance of incorporating innovative learning media in higher education to support student-centered learning. Their study concluded that creative learning media, including art-based approaches, can improve students' learning experiences by creating a more interactive and meaningful classroom environment. This finding supports the results of the present study, which show that students not only respond positively to the use of art-based learning media but also express a desire for such media to be used more frequently in the course.

Overall, the comparison with previous studies shows that the findings of this research are generally consistent with earlier research on creative and interactive learning media. The results confirm that art-based learning media can contribute to improving students' engagement, motivation, and learning experiences in higher education. In addition, the findings also support the relevance of Ajzen's Theory of Planned Behavior, as students' attitudes, social influences, and perceptions of their ability to participate all play important roles in shaping their responses toward the use of art-based learning media in the Art and Ethics course.

CONCLUSION

Based on the findings, the use of art-based learning media in the Art and Ethics course received generally positive responses from English Education students. Most students reported that incorporating artistic elements made the learning process more engaging and helped them understand the material more easily. Social influences, such as support from lecturers and peers, also contributed to students' positive attitudes, aligning with Ajzen's Theory of Planned Behavior, which emphasizes the role of attitudes, social influence, and perceived control in shaping responses. However, some students still felt slightly uncertain during certain creative activities, indicating a need for clear guidance and structured instructions. Carefully designed art-based media that accommodate different learning preferences can help maximize participation and confidence. Integrating creative learning approaches in university courses, supported by institutional resources and student-centered strategies, can enhance engagement, learning outcomes, and the development of creativity in higher education.

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