

Fostering Interest and Engagement in Painting Education: A Pedagogical Perspective

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ABSTRACT

This study explores strategies to enhance student interest and engagement in painting education among secondary school students. Despite the recognized cognitive and emotional benefits of art education, many students remain disengaged in painting classes due to traditional, teacher-centered approaches and limited exposure to creative pedagogies. To address this issue, an innovative art module was developed using the ADDIE instructional design model, incorporating interactive materials such as QR-coded tutorials, painting kits, and flashcards to encourage active learning and creativity. A quantitative research approach involving 62 students was employed to evaluate the module's usability. Findings revealed a notable increase in student motivation and participation, with 82% of respondents reporting greater interest in painting, 78.7% feeling more creative, and 75.4% preferring the module's activities over conventional lessons. The study demonstrates that incorporating interactive, technology-supported, and student-centered resources can significantly enhance learning outcomes in art education. The results provide valuable insights for educators and curriculum designers seeking to revitalize art instruction through contemporary pedagogical frameworks. This research contributes to the growing body of evidence supporting innovative and experiential learning approaches in fostering creativity, engagement, and appreciation for the visual arts.

Keywords: Art education, student engagement, painting module, creative pedagogy, visual arts.

INTRODUCTION

In the field of education, student engagement and interest in a subject are critical components of a successful learning experience. Intrinsic motivation mediates the relationship between extrinsic motivation and academic performance (Shuai et al., 2024). When students feel personally connected to what they are learning, they are more likely to participate actively, achieve better outcomes, and find joy in the learning process. Conversely, when educational content lacks relevance or stimulation, students may perceive it as monotonous or unimportant, resulting in disengagement.

This issue is particularly evident in the context of painting classes within the broader field of art education. Despite being undervalued in many mainstream curricula, art education plays a pivotal role in nurturing creative thinking, cognitive development, and emotional intelligence. Painting provides students with a powerful avenue for personal expression, the development of visual literacy, and the cultivation of critical thinking skills. Beyond technical proficiency, art education fosters a deeper appreciation of cultural history and human experience, underscoring its interdisciplinary value in holistic education.

Recent studies further affirm these contributions. Lukaka (2023) highlighted that art education significantly enhances creativity and critical thinking by engaging students in expressive and cognitive processes. Similarly, Smith (2023) emphasized the role of arts-based learning in fostering emotional intelligence, empathy, resilience, and cultural competence. Liu (2023) demonstrated how participation in arts education promotes cognitive growth and academic performance, while Su and Mokmin (2024) revealed that the integration of technology in visual arts particularly painting enhances accessibility, engagement, and creative development among learners.

Despite these benefits, many secondary school students demonstrate low levels of engagement in painting classes. This lack of interest can be attributed to multiple factors, including limited exposure to diverse artistic practices, inadequate pedagogical strategies, and insufficient access to resources or materials.

Therefore, the purpose of this study is to investigate the underlying causes of student disengagement in painting classes and to evaluate the usability of the developed module in increasing student engagement and interest in painting classes among secondary schools. By addressing these challenges, the study seeks to contribute practical insights that may significantly improve learner outcomes and enrich the educational experience in visual arts.

LITERATURE REVIEW

Recent studies on student engagement in creative activities such as painting have drawn attention to the importance of adapting teaching strategies to accommodate the changing interests of secondary students. These findings show that although art classes offer good opportunities for self-expression and creative development, low levels of participation still persist. The result of student's view of art as not related to their academic or professional goals (Egana, 2023).

An interactive and well-organized art innovative module can be a key tool in addressing engagement issues. To create a feeling of excitement and ownership, such modules should include a variety of practical exercises and group projects, according to (Bautista, 2016). According to research, innovative modules that combine technology and aspects of students' lives with tailored training may result in higher levels of engagement.

Developing a nurturing classroom environment that reduces external pressures and encourages student independence also increases intrinsic motivation. According to (Zou, Huang, 2024), when students are given flexibility in their learning choices, they are more resilient and creative because they do not feel bound by strict expectations. Furthermore, consistent feedback that changes to meet the changing needs of students ensures that modules remain interesting and useful over time. The module is kept current and promotes individualized learning paths through updates based on student input, which keeps students interested and fosters a sense of ownership of their work.

This approach, which combines student-driven activities, flexible steps and continuous adjustment, is essential to make art education more interesting, dynamic and aligned with students' personal interests, so automatically they will engage in painting class.

The art module designed for Form 2 to Form 5 students serves as a strategic tool to address the persistent challenge of low student engagement in painting classes. Leveraging the structured ADDIE model framework, this innovative module integrates innovative teaching methods, practical tools, and engaging content to make art education more interactive, accessible, and meaningful for secondary school student's modules (Mohammad, Shaharom, 2022). The module not only focuses on enhancing students' technical skills in painting but also aims to foster creativity, critical thinking, and an appreciation for the visual arts.

Design/methodology/approach

A quantitative research approach was employed to examine students' engagement, creativity, and comprehension following the implementation of an innovative painting module. The study adopted the ADDIE instructional design model, focusing exclusively on the Implementation and Evaluation phases to systematically apply and assess the usability of the developed module. During the Implementation phase, the module was introduced to a group of 62 secondary school students, providing them with structured, interactive learning experiences. The module featured a combination of QR-coded video tutorials, art history timelines, creative project kits, and flashcards, designed to enhance both theoretical understanding and practical engagement in painting classes.

The Evaluation phase involved the collection of quantitative data through structured surveys to measure students' perceptions of the module's impact on their motivation, creativity, and learning experience. Descriptive statistical analysis was used to interpret the data, focusing on mean scores and standard deviations to determine

the overall effectiveness of the module. This systematic approach provided measurable insights into how the implementation of the module influenced student engagement and learning outcomes in painting education.

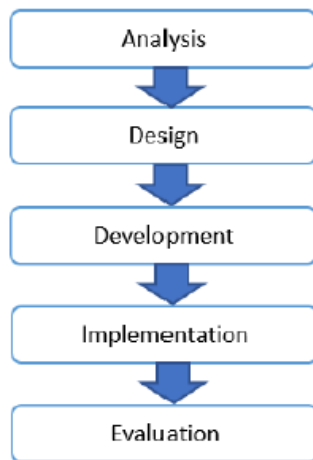


Figure 1: ADDIE instructional design model

Findings

The researcher will describe the data and findings gathered from a survey of students intended to assess the efficacy of a specially created art education module, namely in *catan* (painting) lessons. By evaluating the module's perceived utility, usability, and impact on students' interest about art, the analysis seeks to determine how the module affected their educational experience. This chapter examines the main findings and shows how the module improves student engagement and interest in learning goals.

Item	N	Mean	Standard deviation
(B1) This module made me more interested in studying in painting classes.	61	4.05	0.42
(B2) After using this module, my motivation to attend painting classes has increased.	61	3.91	0.60
(B3) This module's exercises improve my ability to concentrate.	61	3.97	0.51
(B4) This module has increased my motivation to produce art.	61	3.88	0.57
(B5) I enjoy following this module's directions.	61	3.97	0.48
(B6) Painting classes become more interesting with this module.	61	3.95	0.53
(B7) This module has given me the confidence to attempt new painting methods.	61	3.88	0.56
(B8) Having used this module, I feel more creative.	61	3.83	0.42
(B9) The video tutorials in this module that were accessible through the QR code were interesting to watch.	61	3.93	0.65
(B10) Compared to traditional teaching approaches, I like the activities in the modules better.	61	3.95	0.49

(B11) This module has improved my understanding of painting techniques.	61	3.90	0.62
(B12) This module makes it simpler for me to study and comprehend painting.	61	3.90	0.50
(B13) This module has improved my knowledge of art supplies and equipment.	61	3.93	0.51
(B14) After using the flashcards and this exercise, I am better with art tools.	61	3.90	0.67

Descriptive Statistics of Usability

The descriptive analysis of students' responses revealed a generally high level of agreement toward the usability of the innovative painting module. Across all fourteen items, mean scores ranged from 3.83 to 4.05, indicating positive perceptions among the 61 respondents. Standard deviations between 0.42 and 0.67 suggest that students' opinions were consistent, reflecting a shared appreciation for the module's design and learning impact.

The highest-rated statement, *"This module made me more interested in studying in painting classes"* (Mean = 4.05, SD = 0.42), indicates that the module successfully enhanced students' overall interest in painting. Similarly, high mean values were observed for items related to motivation and engagement, such as *"Painting classes become more interesting with this module"* (Mean = 3.95, SD = 0.53) and *"After using this module, my motivation to attend painting classes has increased"* (Mean = 3.91, SD = 0.60). These findings demonstrate that the module effectively stimulated enthusiasm and participation among students.

Items focusing on learning and comprehension, including *"This module has improved my understanding of painting techniques"* (Mean = 3.90, SD = 0.62) and *"This module makes it simpler for me to study and comprehend painting"* (Mean = 3.90, SD = 0.50), further show that students perceived the module as an effective learning tool. The inclusion of QR-coded video tutorials, painting kits, and flashcards was particularly noted for enhancing understanding of painting materials and techniques, as seen in *"This module has improved my knowledge of art supplies and equipment"* (Mean = 3.93, SD = 0.51).

Although all indicators scored positively, creativity-related items such as *"Having used this module, I feel more creative"* (Mean = 3.83, SD = 0.42) and *"This module has given me the confidence to attempt new painting methods"* (Mean = 3.88, SD = 0.56) recorded slightly lower mean values compared to motivation-based items. This suggests that while the module enhanced creative confidence, there remains potential to incorporate more exploratory and open-ended learning activities to strengthen creativity.

Overall, the average mean score of 3.93 across all items confirms that students strongly agreed on the module's positive influence on their engagement, understanding, and motivation in painting education. The low variability in responses highlights a consistent consensus among participants that the innovative art module successfully transformed traditional painting classes into more interactive, enjoyable, and student-centered learning experiences.

The findings align closely with the study's primary objective of enhancing student engagement and motivation in painting education through innovative pedagogical strategies. The positive responses confirm that the use of interactive and resource-rich tools—such as QR-coded tutorials, painting kits, and flashcards—effectively supported student-centered learning and increased enthusiasm toward art education. These results reinforce prior research by Bautista (2016) and Zou & Huang (2024), who emphasized that interactive and flexible learning environments contribute significantly to intrinsic motivation and creative development. Moreover, the study supports the argument by Kyomugisha (2024) that art-based learning fosters creativity, critical thinking, and emotional intelligence. While creativity scores were slightly lower compared to engagement and comprehension indicators, this outcome highlights an opportunity to expand future module designs to include more open-ended creative exploration. Overall, the results validate the effectiveness of the developed module in addressing the

challenges of student disengagement in painting classes and demonstrate its potential as a sustainable pedagogical tool for secondary art education.

Research Limitations and Implications

This study was conducted with a limited sample of 62 secondary school students from a specific educational setting, which may restrict the generalizability of the findings. The results, while promising, primarily reflect perceptions within the Malaysian secondary education context and may differ across schools with varying resources, student demographics, or curricular priorities. Furthermore, the study employed a quantitative approach, which provided valuable statistical insights but did not capture the depth of students' emotional or creative experiences. Future research could benefit from a mixed-method or longitudinal design to examine how sustained exposure to the module influences students' creative confidence, artistic growth, and academic performance over time.

Despite these limitations, the implications of this research are substantial for art education and curriculum innovation. The study demonstrates that incorporating interactive learning tools and student-centered strategies can significantly enhance engagement, motivation, and comprehension in painting education. It suggests that art educators should move beyond traditional teacher-centered methods and adopt modern pedagogical approaches that integrate technology, collaboration, and experiential learning. This shift could lead to more meaningful and enjoyable learning experiences that foster creativity, self-expression, and critical thinking among students.

CONCLUSION

The findings of this study highlight the success of an innovative painting module designed using the ADDIE instructional design framework in revitalizing students' interest and participation in painting classes. The module effectively enhanced engagement, motivation, and understanding through a combination of interactive materials, hands-on projects, and digital learning tools. Students reported higher levels of enjoyment, confidence, and comprehension, while teachers found the module practical and adaptable to diverse classroom needs. These outcomes are consistent with Yin and Gulnaz's (2025) study, *Enhancing Teaching Effectiveness in Ancient Architecture Colour Painting through Blended Design: An ADDIE Model Application in Vocational Education*, which demonstrated that applying the ADDIE model in painting courses can significantly improve learner engagement, creative thinking, and practical skills through blended instructional design.

Overall, the results emphasize that well-structured, interactive modules can transform painting classes into vibrant, learner-centered environments that nurture both technical and creative competencies. By merging traditional art instruction with modern teaching tools and approaches, the module demonstrated its potential to make art education more relevant, engaging, and impactful. This finding aligns with Pavlou's (2024) study, *Bringing the Studio Home: Fostering Socially Engaged Arts Education and Sustainability in Online Learning*, which highlights how well-designed interactive modules such as the "Arts-in-a-Box" approach can create dynamic, studio-based learning experiences that blend hands-on artmaking with contemporary pedagogical tools. Collectively, these insights contribute to the growing body of research advocating for pedagogical innovation in the arts and reinforcing the value of creativity as a key component of holistic education.

RECOMMENDATIONS

Based on the results and conclusions, several recommendations are proposed to enhance the usability and reach of similar educational initiatives:

1. **Expand Implementation:** Educational institutions should adopt the innovative painting module across various grade levels and art subjects to ensure consistent engagement and learning outcomes.
2. **Enhance Teacher Training:** Art educators should receive continuous professional development on creative pedagogy, digital integration, and adaptive learning methods to maximize the impact of such modules.
3. **Increase Resource Accessibility:** Schools should ensure that students have access to art materials, digital tools, and flexible learning resources to support inclusive and hands-on learning experiences.

4. Encourage Creative Autonomy: Future versions of the module should incorporate more open-ended projects and student-led activities to further strengthen creative expression and innovation.
5. Conduct Longitudinal Research: Future studies should explore the long-term effects of module-based learning on students' creativity, motivation, and academic performance, as well as compare results across different cultural and educational contexts.

By implementing these recommendations, educators and policymakers can continue to advance art education through engaging, student-centered, and innovation-driven teaching practices that foster lifelong creativity and appreciation for the visual arts.

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