THEMATIC-BASED STORY ILLUSTRATION PICTURE AS A CREATIVITY STIMULUS FOR THE FIRST-GRADE ELEMENTARY STUDENTS

Yofita Sari[1]*, Aldin Syahdan[3]

[1,2] Universitas Negeri Jakarta, Jakarta, Indonesia
[1]*yofita.sari@unj.ac.id* , [2]*aldinsyahdan_1107619008@mhs.unj.ac.id*

GAMBAR ILUSTRASI CERITA BERBASIS TEMATIK SEBAGAI STIMULUS KREATIVITAS SISWA KELAS SATU SEKOLAH DASAR

ARTICLE HISTORY	ABSTRACT
	Abstract: *The abundance of emerging technologies in a civilization demands the readiness of the people as human resources to be more creative in all aspects. In terms of the research objectives, the researchers would like to develop a thematic-based story illustration picture as a creativity encouragement for first-grade elementary students. The research is a Research and Development (R&D) with the ADDIE model. The research sample is based on the purposive sampling technique. The sample consisted of 29 male students and 47 female students at the first-grade level. As a result, the average score in the pretest was 7.59. After applying to this program, it increased to 9.3 with an increase of 1.71. The minimum pretest score of 6.68 increased to 8.00, and the maximum post-test score of 8.50 initially increased to 9.8. It shows a significant increase in students' creativity. Based on the value of t-test = 9.01 with t-table (a = 0.05:110) at 1.658, there is a significant difference between the pretest and post-test scores. The research in this paper can be an appropriate innovation for the creativity program development for elementary students. It is because, in general, creativity programs are still theoretical and do not teach awareness and creative skills yet.*
	Keywords: story illustration picture, thematic, students' creativity ***Abstrak:*** *Banyaknya teknologi yang muncul dalam peradaban menuntut kesiapan manusia sebagai sumber daya manusia untuk lebih kreatif dalam segala hal. Dari segi tujuan penelitian, peneliti ingin mengembangkan ilustrasi cerita berbasis tematik sebagai pendorong kreativitas Siswa Kelas Satu sekolah dasar. Penelitian adalah Research and Development (RND) dengan metode ADDIE. Sampel penelitian didasarkan pada teknik purposive sampling. Sampel terdiri dari 29 siswa laki-laki dan 47 siswa perempuan kelas satu. Hasilnya, nilai rata-rata pretest adalah 7,59. Setelah menggunakan program ini, meningkat menjadi 9,3, adanya peningkatan 1,71. Skor pretest minimum 6,68 meningkat menjadi 8,00, dan skor posttest maksimum 8,50 meningkat menjadi 9,8. Ini menunjukkan peningkatan yang signifikan dari kreatifitas siswa. Dari nilai t-test = 9,01 dengan t-tabel (a = 0,05:110) sebesar 1,658, terdapat perbedaan yang signifikan antara skor pretest dan posttest. Penelitian pada artikel ini dapat dijadikan sebagai inovasi yang tepat untuk pengembangan program kreativitas siswa sekolah dasar. Hal ini karena pada umumnya program kreativitas masih bersifat teoritis dan tidak mengajarkan kesadaran dan keterampilan kreatif.*
	Kata Kunci: gambar ilustrasi cerita, tematik, kreatifitas siswa

INTRODUCTION

Today's people's lives often face major challenges, including in the field of education. Globalization, which appears in various sectors such as science, technology, information, media, the economy, and political forces that enter, is the first challenge faced. Globalization is like an octopus winding that binds various aspects of people's lives. The long history of diverse cultures is also a challenge. Past experiences and ancestral heritage can be a basic strategy for developing a life. Achieving ideals and goals in the future can be done by finding and forming one's identity. The two challenges in real life are interrelated, and in many cases one often dominates the other, which has an impact on preserving, increasing, and decreasing the quality and quantity of the environment (Rohidi, 2014). The same thing was also stated by Syakir (2014), namely the younger generation must be able to face developments that are challenges.

In the realm of education, it is increasingly felt how important it is to do so. The number of emerging technologies or the rapid pace of civilization that demands the readiness of human resources to be more creative in all respects is one of the causes. The field of education is one of the priorities needed to prepare human resources to meet the demands of the times. The preparation of human resources in the field of education must be carried out starting from elementary, secondary, and higher education. Currently, creativity and innovation are important keywords to ensure Indonesia's sustainable development. In this fast-paced era, universities must respond appropriately and carefully. Learning transformation is needed to equip and prepare graduates of higher education to become a superior generation.

Generations that are responsive and ready to face the challenges of their time, without being uprooted from their nation's cultural roots. Students who are currently studying at tertiary institutions must be prepared to become true learners who are skilled, flexible, and tenacious (Sari, 2019).

Art education is a multifunctional education, namely the ability to work skillfully. Not only developing aspects of attitude and knowledge. Art education must lead to the most basic things about basic human needs in developing themselves both naturally and scientifically based on the competence of each individual. Art education is basically the most effective medium for the development of creativity. The role and function of art education are to build a personal figure as a whole, a balanced personality, through the development of logic, aesthetics, and ethics. Based on this, art education is relevant to be used as a stimulus in developing children's creativity (Jazuli, 2005; Syafi'i, 2006; Sobandi, 2007).

Stimulus is the teacher's actions in the context of the teaching and learning process that aim to overcome student boredom so that in the learning process students always show perseverance, attention, enthusiasm, and play an active role in teaching and learning activities (Hasibuan & Moedjiono, 1995). One learning model that is believed to be able to stimulate students' skills, attitudes, and knowledge is the project-based learning model, which is abbreviated as PBL or known as project-based learning. The PBL model is a learning model that uses projects or project-based activities as the core of learning. In these activities, students explore, assess, interpret, and synthesize information to obtain various learning outcomes in the form of knowledge, skills,

and attitudes (Masitoh, 2008; Moerdiyanto, 2012; Rati, 2017).

In this case, the researcher will develop a theme-based story for the thematic lesson, which is packaged in an illustration. This illustrative image is made to be able to attract students' attention in reading, which is not only in the form of writing but also in seeing pictures that can explain the contents of the story. Students who visually experience learning with the help of illustrated books show significant progress in understanding stories (Gilang et al., 2017). The illustration image medium will be made in card form with A4 size, namely 2129 cm (Ana Savitri and Setiawan, 2018a; Candrastuti, 2015; Seragih and Azis, 2021). The images in this medium are a series of messages presented with descriptions (Chen and Chan, 2019; Chien, 2015).

A story has its own charm for listeners and readers, including children. Through the medium of illustrated picture cards, researchers integrate the values from the themes with students so that they can easily understand and apply them in their daily lives. Of course, it is very good to be guided by parents and teachers during the learning period at home, as currently implemented. Therefore, as academics, researchers want to develop a thematic-based story illustration as a stimulus for the creativity for First-Grade elementary school students.

METHOD

The research method that will be used in this study is the ADDIE model Research And Development Method. The definition of ADDIE is also a stage in this development model. The ADDIE model consists of five stages, namely: (1) analysis, which needs analysis to determine the right problems and solutions to determine student competencies; (2) design, which determines specific competencies, methods, teaching materials, and learning strategies; (3) development, which produces programs and teaching materials that will be used in learning programs; (4) implementation, which carries out learning programs by implementing learning program designs or specifications; and (5) evaluation, which evaluates learning programs and learning outcomes.

The research sample is based on the purposive sampling technique. This research will be conducted in elementary schools in Songgom Lor, Songgom District, and Brebes Regency. The sample consisted of 29 male students and 47 female students of first-grade.

Quantitative research tools such as questionnaires were used to collect data. This questionnaire was distributed by making personal visits to selected schools. The instrument used to collect data is a questionnaire designed to determine the effectiveness of using story illustration drawing media on students' creativity and healthy life literacy. The validity of the instruments used to prepare this research instrument is content validity and construct validity. Content variation indicates how the research instrument reflects the desired content. In this study, content validity was carried out by consulting the device with several parties considered experts in the material. In contrast, construct validity was carried out by calculating the validity test using the Product Moment correlation technique.

The data used are quantitative and qualitative. Qualitative data was obtained from needs analysis, material expert test questionnaire, and design expert test. At the same time, quantitative data is obtained from product testing results, namely field tests. The research design used was a one-

group pretest-posttest design. In this design, students will be given a pretest before being given treatment, and at the end of learning, students will be given a posttest. This design is used to determine the effectiveness of the product made.

RESULTS
Illustrations

Etymologically, the term illustration is taken from the English word illustrate, with its working form illustrate, derived from the Latin illustrare, which means to make clear. Adisasmito (2018) explains that illustration is a reflection of a situation and its cultural effects. The essence of illustration is thought—the ideas and concepts that underlie what the image wants to communicate. Animating or giving a visual form to a piece of writing is the role of the illustrator. Combine analytical thinking and practical skills to create a visual form that has a message. Mayer (1990) describes illustrative images as images that can facilitate students understanding of a text.

In line with this opinion, Ollerenshaw et al. (1997) understand that illustrated images are images that can help students understand the contents of a story text. Ross (1963) expressly does not limit the form of illustrations to mere images by saying that illustration art is in the form of pictures or other forms of pictorial representation intended to clarify or beautify. Painting and illustration developed along the same paths in history; in many ways, they are the same. Traditionally, both took inspiration from literary works, except that paintings were made to decorate texts, help explain stories, or record events (Thoma, 1982). Drawing illustrations is a drawing activity with the aim of completing a story, text, or visual explanation of a part of writing; there are also illustrations that stand alone without writing (Tocharman, 2006).

Based on the explanation above, drawing illustrations can be interpreted as an activity to visually tell stories, events, ideas, or objects based on text or personal experience, with the aim of explaining and decorating by combining lines and colors using pencils in certain mediums. Salam (2017) argues that the graphic and artistic depictions carried out by illustrators in making illustrative works of art are intended to achieve certain goals. Achieving these goals is seen as a function of illustration art. The following is a description of the illustration function:

1) The function of explaining or clarifying ideas contained in texts is the traditional function of illustration, whether manifested in a naturalist or realistic style or in the form of schematic or diagrammatic images.
2) The function of educating is carried out by illustration art, which is made to convey various educational messages that are expected to raise awareness in a person so that the person becomes a good and responsible person.
3) The function of telling is clearly seen in the illustration art in the form of comic strips or comics that tell an event, fairy tale, or romance in the form of a series of pictures with text as an explanation.
4) The function of promoting or propagating an idea, event, service, or product
5) The entertaining function is carried out by the art of illustration in the form of humorous cartoons that present humor lifted from everyday life, both in print and in animated form.
6) The function of conveying opinions or views on an issue or theme carried by an editorial illustration

7) The function of commemorating an event is carried out by illustration art on stamps with the theme of historical days.

8) The art of illustration on postage stamps (and possibly other types of illustration) has the function of ennobling by presenting various figures who played a role in the history of mankind, both in international, national, and local scopes.

9) The function of conveying sympathy with regard to pleasant and happy events, conveying a sense of empathy, or befalling sad events as carried out by the art of illustration in the form of various greeting cards

10) The function of recording events, namely illustrative works of art made in order to document important events

According to Garha (1980), drawing illustrations is more directed at the formation of themed pictures or pictures of scenes that describe part of the picture of an event. The main function of illustrations is to provide clarity to a written statement. The detailed illustrated image function is a method that aims to:

1. To describe a scene or character in the story
2. Describing events or events that are somewhat impossible
3. Trying to describe an abstract idea
4. Clarify the meaning contained in the story.
5. Draw something in detail, for example, an illustration to describe the setting and circumstances in the story.
6. Use a certain style in an article that describes the era at the time the writing was made (Muhararr, 2003).

Thematic Learning

Integrated learning is an approach that aims to make learning more comprehensive and is based on a holistic learning paradigm (Brazee & Capelluti, 1993). Integrated learning is a learning model that aims to familiarize students with seeing things from various perspectives, or, in other words, train them to think more systemically. According to Chiarotto (2011), there are various benefits of integrated learning, including: (a) a deeper understanding of the objectives of studying certain fields; (b) an understanding of the application of the fields studied in various contexts; (c) a deeper understanding of an issue or topic by looking at it from various perspectives; and (d) increasing understanding in thinking systematically. While the scope of the interdisciplinary or integrated curriculum includes: (a) combinations of subjects; (b) emphasis on programs; (c) interrelationships between concepts; (d) flexible schedules; and (e) thematic units as organizational principles,

Currently, the integrated thematic method is applied at the elementary school level. In elementary school learning for low grades, this method is the main learning model that must be developed by educators to implement the 2013 curriculum. Themes act as a unifier for learning activities with several subjects at once. In the 2013 curriculum for elementary schools, each class will be provided with many themes. Generally, each grade level has eight different themes. The selected theme must be completed within one academic year. In the delivery, the educator will choose the teaching technique as well as the duration of learning for one theme. One theme chosen by educators can be integrated into six predetermined compulsory subjects, namely: religion, civics, mathematics, Indonesian language, arts and culture, physical education, and health. The 2013 curriculum emphasizes cognitive, affective, and psychomotor aspects through test-based and portfolio-based assessments that will complement each other (Indriastuti, 2014).

The integrated thematic learning model implemented in the 2013 curriculum has several benefits, according to the Center for Curriculum and Books, Balitbang Kemendikbud (2014), namely: (1) By combining several basic competencies from various subjects, there will be savings. This is caused by the overlapping of competencies and material, which can be reduced or even eliminated; (2) students are able to see meaningful relationships because basic competencies and learning materials act more as a means or tool than the ultimate goal; (3) learning becomes intact so that students will get an understanding during the process and the material is not divided; (4) With guidance between subjects, mastery of concepts will get better and increase. (5) a comfortable and pleasant class atmosphere, (6) use cooperative groups, collaborations, group learning, and conflict-solving strategies that encourage students to solve problems; and (7) optimize the learning environment as the key to a brain-friendly classroom.

Creativity

Creativity comes from the wordcreative, which comes from the English word creat, which means to create or create. Creativity is related to creativity, namely the ability of a person to create works or ideas that are new or have never existed before. This idea is realized in real life, so it doesn't become an empty fantasy. Apart from creating something completely new, creativity can also be interpreted as the ability to make something new (Destiani et al., 2016).

Creativity can be interpreted as: 1) the ability to respond, respond, and provide solutions to all existing solutions; 2) the ability to involve oneself in the discovery process for problems; 3) intelligence ability, cognitive style, and personality or motivation; 4) the ability to produce or create something new. Therefore, this creativity is based on flexibility, fluency, skill, and intelligence. Creativity is being able to discover novelty and overcome problems brilliantly. It is in this creativity that one's personality always thinks positively about discovering new things by creating processes (systems) and products. All of this will later find a creative concept or mind in someone (Sunarto, 2018).

Creativity is any action, idea, or product that transforms an existing domain or that transforms an existing domain into a new domain. What is important in the concept of creativity is what "novelty" is produced in human activity. Thus, it can be simplified to say that creativity contains elements of novelty. The novelty in question can mean that it is completely new, different from the others, or that it is also modifying existing ones so that they look newer (Sugiarto, 2019).

Things that can be taken into account in developing creativity include providing mental stimulation, creating a conducive environment, the role of teachers in developing creativity, and the role of parents in developing student creativity (Sari, 2019). That is, creativity can arise through the creation of conditions that support someone's expression of their creative ideas. The development of student creativity is best done at elementary school age because, at that age, children have very high sensitivity and are able to make things that adults sometimes cannot imagine. In this sensitive period, students should be given the opportunity to develop their potential optimally so that this potential can help them in their future lives.

From the definition presented by the experts, it can be concluded that the notion of creativity is the ability and method used by someone who is used to solve problems

in the form of ideas, new works or works that have existed and then been updated, information, and other existing elements whose results can be described as fluency, flexibility, and originality in thinking and expressing opinions, as well as the ability to combine (develop, detail, and enrich) an idea.

Story Illustration Image Development Activities

In accordance with the ADDIE development model, the research steps are explained as follows:

Stage Analyze

At this stage, activities are carried out with indicators of achievement, namely (1) identifying student creativity and (2) developing creativity instruments. The result of this activity is to get the theme concept into the thematic and creativity instruments.

Design Stage

At this stage, the activity is to look at the format and content of the program and develop a draft of a story illustration as an indicator of its achievement. The resulting output is the initial design of the story illustration.

Stage Develop

The activities at this stage are conducting expert assessments followed by revisions, conducting development trials, and testing the effectiveness of story illustrations. The result is to obtain a validated instrument design and an improved instrument design.

Implementation Stage (Implementation)

Achievement indicators at this stage are conducting user analysis, determining strategies and themes, choosing the time, and selecting the media to be used. The results to be obtained are the existence of target users, making strategies and dissemination themes, choosing the right time to carry out product promotions, and using the right media for product promotion.

Evaluation Stage

Activities at this stage include conducting product evaluations, improving products, and publishing scientific articles in national journals. The resulting outputs are products that have been evaluated as well as published articles in national journals.

DISCUSSIONS

A total of 87 questionnaires were distributed to students, but after two weeks, only 76 were received. This shows a response rate of around 87.35 percent. The respondents to this study consisted of 29 male students and 47 female students. The descriptive statistics of the respondents are presented in Table 1.

Table 1. Descriptive Statistics

Gender	Respondents	Percentage
Male	29	38,16 %
Female	47	61,84 %
Total	76	100 %

Of course, this product can be used as a medium to increase creativity and literacy as a means of healthy living for elementary school students, especially in this new normal era. Before designing the product, the researcher conducted a needs analysis to find the right illustrative information to be developed in accordance with the existing learning themes in Grade I elementary schools. After that, the researcher compiled product prototypes that were designed according to the themes that had been formulated. The

illustrated images collected come from the sub-themes of each theme in Class I Thematic learning so they are ready to be created and developed. After this illustration image is

developed, it is followed by validation by material and media experts. The results of the validation assessment by material experts can be seen in Table 2.

Table 2. Assessment Results by Material Experts

Aspect	Average
Eligibility Content	3.75
Content Development	3.90
Final score	3,825

The results of the material expert assessment on the feasibility aspect of teaching materials had a score of 3.75, and the content development aspect achieved a score of 3.90 with the "very good" criterion. So that the final score of the product reaches a score of 3,825.

This shows that the story illustrations can be said to be appropriate to use based on the assessment of material experts. Furthermore, the illustrations for this story have been assessed by media experts. The results of media expert validation can be seen in Table 3.

Table 3. Assessment Results by Media Experts

Aspect	Average
Eligibility Content	3.87
Accuracy Matter	3.80
Display Ratings	3.97
Legibility	3.85
Total	3,873

The validation results of media experts show that the content feasibility aspect has an average score of 3.87 for the content aspect, 3.80 for accuracy, 3.97 for display rating, and 3.85 for readability. So that the final score of the feasibility of teaching materials reached a score of 3.873 in the "very good" category. Thus, it can be said that the development of story illustrations in elementary schools

deserves to be a development innovation to increase students' creativity and literacy for healthy living.

After being validated by media experts, a small group trial of ten people was then carried out, involving first-grade elementary school students. The results of the small group try-out trial can be seen in Table 4.

Table 4. Trial Try-Out Small Group

Aspect	Average
Likes	4.00
Understanding	3.90
display cards	3.80
The final result	3.95

Based on the results of small group trials, the average result for similar aspects has a value of 4.00 with very good criteria. In the understanding aspect, it has an average value of 3.90 with the "very good" criterion. In the aspect of book display, it has an average value of 3.80 with very good criteria. So that the

final score of the small group trial reached a score of 3.95, which means that the thematic-based story illustration products are appropriate for use in small groups. The final test, after going through the stages of expert validation, small group trials, and improvements, was then conducted in field

tests with 76 students. The results of this trial are presented in the table.

Table 5. Test Field Try-Out

Aspect	Average
Likes	3.98
understanding	3.87
display cards	3.95
The final result	3.93

Based on the results of field tests, the average result for the like aspect has a value of 3.98 with very good criteria. In the understanding aspect, it has an average value of 3.87 with the "very good" criterion. In the aspect of appearance, it has an average value of 3.95 with very good criteria. So, the final field test score was 3.93, which means that the thematic-based story illustrations are suitable for large groups. Field trials were conducted to determine the effectiveness of the products developed on students' creativity and literacy skills and to analyze scores during the pretest and posttest. The following are the results obtained by the average post-test scores:

Table 5. Test Effectiveness Assessment

	Pretest	Posttest
Minimum Value	6.68	8.8
Maximum Value	8.50	9.8
Mean	7.59	9.3
Improvement	1.71	

In the pretest score, the average value was 7.59; after using this program, it increased to 9.3, an increase of 1.71. The minimum pretest score of 6.68 increased to 8.00, and the maximum posttest score of 8.50 initially increased to 9.8. This shows a significant increase in students' creativity. In the significance test using the two-sample t-test related to the pretest and posttest, the value of t-test = 9.01 consulted with a t-table (a = 0.05:110) of 1.658 indicates that there is a significant difference between the pretest and posttest scores. In addition, the researcher also identified scores of thematic-based story illustrations based on their aspects. This score shows the conditions experienced by students before and after using this media.

CONCLUSIONS AND RECOMMENDATIONS

Drawing illustrations can be interpreted as an activity to tell stories visually through text or personal experience, with the aim of explaining or decorating by combining lines and colors using pencils in certain media.

The integrated thematic method is applied at the elementary school level. In elementary school learning for low grades, this method is the main learning model that must be developed by educators to implement the 2013 curriculum. Themes act as a unifier for learning activities with several subjects at once.

Creativity is the ability that a person uses to solve problems through ideas. Ideas that have existed are then updated to produce a smooth, flexible, and original depiction of thinking and expressing opinions. This research can be used as an appropriate innovation for the development of creativity programs for elementary school students. This is because, in general, creativity programs are still theoretical, not showing awareness and creative skills. Therefore, it is necessary to develop a thematic-based story illustration as a stimulus for the creativity of Class I elementary school students. This research can contribute to scientific development in the field of literacy in elementary schools. With this research, literacy and creativity become

important components to be developed to create creative and innovative characters.

REFERENCE

Adisasmito, Nuning Damayanti. (2018). The Reflection of Society Culture in Visual Art Illustration of Javanese Manuscript. *MUDRA Journal of Art and Culture*, 33 (3), 374-382. DOI: https://doi.org/10.31091/mudra.v33i3.528

Afriyeni, Y., (2018). Pembentukan Karakter Anak untuk Peduli Lingkungan yang Ada di Sekolah Adiwiyata Mandiri SDN 6 Pekanbaru. Lectura: Jurnal Pendidikan Anak Usia Dini, 1, 123–133. DOI: https://doi.org/10.31849/paudlectura.v1i2.1171

Al-Anwari, A.M., (2014). Strategi Pembentukan Karakter Peduli Lingkungan di Sekolah Adiwiyata Mandiri. *Ta'dib,* 3 (2), 227-251. DOI https://doi.org/10.19109/td.v19i02.16

Ana Savitri, F., Setiawan, D., (2018). Pengembangan Buku Menggambar Ilustrasi. *Jurnal Kreatif*. 9. 58. DOI: https://doi.org/10.15294/kreatif.v9i1.16507

Azizah, Nur. (2018). Optimalisasi Inovasi Project Based Learning Guna Meningkatkan Life Skills, Entrepreneurship dan Mengelola Online Shops. *Inovasi Pendidikan, 5*(1), 152-158. DOI: https://doi.org/10.31869/ip.v5i1.811

Balaman, S., (2018). Digital Storytelling: A Multimodal Narrative Writing Genre. *Journal of Language and Linguistic Studies*. 14 (3), 202–212. http://www.jlls.org/index.php/jlls/article/view/996

Candrastuti, R., (2015). Peran Gambar Ilustrasi dalam Cerita Pendek Studi Kasus: Cerpen Harian Kompas Minggu. *Jurnal Dimensi Seni Rupa dan Desain.*

12 (2), 227–240. DOI:10.25105/dim.v12i2.43

Chiarotto, Lorraine. (2011). *Natural Curiocity: Building Children's Understanding of the World through Environmental Inquiry.* A Resource for Teachers.Canada: Maracle Press Ltd

Chen, R.W., Chan, K.K., (2019). Using Augmented Reality Flashcards to Learn Vocabulary in Early Childhood Education. *Journal of Educational Computing Research,* 57 (7), 1812–1831. DOI:https://doi.org/10.1177/0735633119854028

Chien, C.W., (2015). Analysis the effectiveness of three online vocabulary flashcard websites on l2 learners' level of lexical knowledge. *English Language Teaching,* 8 (5), 111–121. DOI:10.5539/elt.v8n5p111

Destiani, Ardita. (2016). Upaya Peningkatan Kreativitas Seni Rupa Siswa melalui Teknik Pencetakan dengan Bantuan Media Asli. *Jurnal Ilmiah Potensia*, 1(1), 7-14. DOI: https://doi.org/10.33369/jip.1.1.7-14

Dewi dan Zulfitria. (2019). Outdoor Learning Method with Visual Art Maestro for Children's Art Performance. *Proceedings of the 2nd International Conference on Arts and Design Education (ICADE 2019).* 153-155. DOI:10.2991/assehr.k.200321.036

Garha, Oho. (1980). Pendidikan Kesenian Seni Rupa Program Spesialisasi II. Jakarta: Gramedia.

Gilang, L., Sihombing, R.M., Sari, N., (2017). Kesesuaian Konteks dan Ilustrasi pada Buku Bergambar untuk Mendidik Karakter Anak Usia Dini. *Jurnal Pendidikan Karakter.* 8 (2), 158–169. DOI: https://doi.org/10.21831/jpk.v7i2.15799

Hasibuan, J.J., dan Mudjiono. (1995). *Proses Belajar Mengajar.* Bandung: PT Remaja Rosdakarya.

Indriastuti, F. (2014). Peran Media Audio dalam Implementasi Kurikulum 2013

melalui Pembelajaran Tema Terpadu di Sekolah Dasar. *Jurnal Kwangsan*, *2*(2), 92–107. DOI: https://doi.org/10.31800/jtp.kw.v2n2.p92--107

Jazuli, Muhammad. (2005). Mandala Pendidikan Seni. *Harmonia: Jurnal Pengetahuan dan Pemikiran Seni, VI* (3), 1-10. DOI: 10.15294/harmonia.v6i3.808

Kementerian Pendidikan dan Kebudayaan. (2012). *Implementasi Kurikulum 2013*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Lestari, Y., Hidayati, (2018). Penanaman Nilai Peduli Lingkungan dalam Pembelajaran Ilmu Pengetahuan Alam. *Trihayu: Jurnal Pendidikan Ke-SD-an*. 4, 332–337. DOI: 10.30738/trihayu.v4i2.2238

Mariani, L., Abdullah, M.H., (2012). Meningkatkan Keterampilan Menulis Puisi Menggunakan Media Gambar pada Tema Hiburan Siswa Kelas III SDN Pohkecik Dlanggu Mojokerto. *Jurnal Pendidikan Guru Sekolah Dasar,* 2 (3), 1–14. https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/12198

Masitoh, dkk. (2008). Strategi Pembelajaran TK. Jakarta: UT

Masruroh. (2018). Membentuk Karakter Peduli Lingkungan dengan Pendidikan. Gea: *Jurnal Pendidikan Geografi,* 18 (2), 130–134. DOI: https://doi.org/10.17509/gea.v18i2.13461

Mayer, R. E., & Gallini, J. K. (1990). When Illustration Worh Ten Thousand Words?. *Journal Education of Psychology,* 82 (4), 715-726. DOI:10.1037/0022-0663.82.4.715

Muharrar, Syakir. (2003). Tinjauan Seni Ilustrasi. Semarang: Universitas Negeri Semarang.

Nopianty dan Indihadi. (2021). Penggunaan Media Gambar untuk Meningkatkan Kemampuan Menulis Puisi Peserta Didik Kelas IV Sekolah Dasar. *Pedadidaktika,* 8 (3), 713-726. DOI: https://doi.org/10.17509/pedadidaktika.v8i3.39242

Ollerenshaw, A., Aidman, E., & Kidd G.. (1997). Is an Illustration Always Worth Ten Thousand Words? Effects of Prior Knowledge, Learning Style, and Multimedia Illustration on Text Comprehension. *International Journal Instruction Media*, 24, 227-238.

Oktavia, R.D. (2012). Penggunaan Media Gambar Tiga Dimensi untuk Peningkatan Keterampilan Menulis Puisi Bebas pada Siswa Sekolah Dasar , *Jurnal Penelitian Pendidikan Sekolah Dasar*. 1 (2), 1–10.

Putra, A.D.C., Mukidi, M., (2013). Penggunaan Media Gambar Grafis untuk Meningkatkan Keterampilan Menulis Puisi pada Siswa Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar,* 1, 1–8.

Rati, dkk. (2017). Model Pembelajaran Berbasis Proyek, Kreativitas dan Hasil Belajar Mahasiswa. *Jurnal Pendidikan Indonesia,* 6 (1), 60-71. DOI:https://doi.org/10.23887/jpi-undiksha.v6i1.9059

Rohidi, Tjetjep Rohendi. (2014). Pengembangan Media Pembelajaran Pendidikan Seni Budaya Berbasis Kearifan Lokal: Wayang sebagai Sumber Gagasan. *Imajinasi*, 7 (1), 1-8. DOI: https://doi.org/10.15294/imajinasi.v7i1.7284

Ross, Robert. (1963). Illustration Today. Scranton, Pennsylvania: International Textbook Company.

Salam, Sofyan. (2017). Seni Ilustrasi: Esensi, Sang Ilustrator, Lintasan, Penilaian. Yogyakarta: Percetakan Sunrise

Sari, Yofita. dkk. (2019). Animated Films as Creativity Stimulus Media to Draw Illustrations for Class III Students of Semesta Bilingual Elementary School. *Catharsis*. 8 (1), 103 – 112. DOI: https://doi.org/10.15294/catharsis.v8i1.31080

Seragih, Y.G., Azis, A.C.K., (2021). Tinjauan Hasil Gambar Ilustrasi Kartun dengan Objek Binatang. *Jurnal Ekspresi Seni,* 23, 302–318. DOI: http://dx.doi.org/10.26887/ekspresi.v23i2.1595

Sobandi, Bandi. (2007). *Model Pembelajaran Kritik dan Apresiasi Seni Rupa*. Solo: Maulana Offset.

Sugiarto, Eko. (2019). Kreativitas, Seni, dan Pembelajarannya. Yogyakarta: LkiS.

Sunarto. (2018). Pengembangan Kreativitas-Inovatif dalam Pendidikan Seni melalui Pembelajaran MUKIDI. *Jurnal Refleksi Edukatika*, 8(2), 107-113. DOI: https://doi.org/10.24176/re.v8i2.2348

Syafi'i, dkk. (2006). *Materi dan Pembelajaran Kertangkes SD*. Jakarta: Universitas Terbuka.

Syakir. (2014). Mading Dokumenter Seni Rupa Berbasis Internet dan Keefektifan Pemanfaatannya sebagai Media Informasi dan Apresiasi bagi Mahasiswa Jurusan Seni Rupa FBS Unnes. *Imajinasi*, *3*(1), 81-90. DOI: https://doi.org/10.15294/imajinasi.v7i2.8868

Thoma, Marta. (1982). Graphic Illustration. New Jersey: Prentice Hall.

Tocharman, Maman. 2006. Pendidikan Seni Rupa. Bandung: UPI Press.

Winarno, R.A., Yermiandhoko, Y., (2018). Pemanfaatan Media Audio Visual Guna Meningkatkan Keterampilan Menyimak Cerita Siswa Kelas III Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar,* 6 (6), 881–89.