



## Animated Films as Creativity Stimulus Media to Draw Illustrations for Class III Students of Semesta Bilingual Elementary School

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### Abstract

The plethora of emerging technology or the rapid development of civilization will require for readiness of the human resources which are more creative in every aspect. Hence creative environmental conditions and the availability of opportunities to carry out various creative activities for children need to be utilized to develop their culture of creativity. This study aims to analyze the creativity of students as a result of utilizing animated films in drawing illustrations. This is a qualitative research with controlled observation. The research location is in the Semesta Bilingual Elementary School with the third grade students as the subjects. Data collection techniques used are observation, interview, documentation, and test which are validated by using data triangulation. Data analysis techniques are carried out qualitatively and quantitatively by using aesthetic and creativity theories. The results of the study show that based on aesthetic aspects on controlled observation 1, most of the students (50%) got the score 75-80 of fair category; while on the controlled observation 2, most of the students (43.75%) got a score range 81-85 of good category. Meanwhile, based on the creativity aspect of the 16 students of Class III B, five students (31.25%) choose the S-01 scene, two students (12.5%) choose the S-02 scene, four students (25%) choose the S-03 scene, three students (18.75%) choose the S-04 scene, and two students (12.5%) choose the S-05 scene as a reference to draw the illustration of Finding Nemo. The creativity analysis shows that students start by taking the references from the scenes, developing ideas in creating the works by adding fish figures and other objects, as well as beautifying the background with gradation coloring technique. The final results obtained indicate an improvement in students' creativity. Animated films can attract students' attention, optimize students' ability, and stimulate students' creativity in creating works. This study is expected to be able to develop the students' potential to think and be creative in facing the rapid development of technology.

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## INTRODUCTION

Today's society is always dealing with the problem of globalization. The globalization happens is a process of developing all of the social, economic, political and cultural life among others, so that an image or film can easily spread out through the sophisticated technology in this millennial generation. Millennial generation is a generation born in the 2000s and has three main characters, namely creative, confidence, and connected (Ali and Purwandi, 2017). Reflecting on the problems occurred; it is believed that the efforts to develop creativity, especially in terms of culture by utilizing the characteristics of millennial generation should be made.

Society also often deals with great challenges in various contexts, especially education. The first important challenge to be faced is globalization with its various products or the fellow spirit which include science, technology, information, media, economics, and incoming political forces; they are tightly attributed to various aspects of the society's life. The second important challenge for the society which has a long history, which also consists of various ethnic and national communities, a variety of cultural inheritance, and at the same time become the basic strategy for developing life, is finding and forming their own identity as a means to achieve goals and dreams. Both challenges are interrelated in reality, and even in some cases, one dominates the others which can affect the preservation, improvement, and decline in the quality and quantity of the environment (Rohidi, 2014: 10).

The role and function of art education according to Pitaloka (2018:356) are, "that art has a very important function as a vehicle to develop aesthetic awareness or sensitivity, to develop the power of creation or creativity, and to be a way for a child to express themselves and their environment". This means that art has very important function as a way to develop the power of awareness or sensitivity, to develop the power of creation or creativity, and to be a way for children to express themselves and their

environment. The role and function of art education is to build a personal figure as a whole, a person with the balanced development of logic, aesthetics, and ethics (Sobandi, 2007: 80). Beauty as a basic element of art used in art education as a means of increasing intellectual and catharsis (purification of the soul) (Sunarto, 2017: 5). Based on this, relevant art education can be used as a stimulus in developing children's creativity.

Art education in the current formal education environment, Elementary School (SD), is commonly known as Cultural Art and Craft learning (SBdP). There are four kinds of branches of art learned in the SBdP including fine arts, music, dance, and theater art. One function of art is as a medium of expression, just as the fine arts. Through fine arts activity, students can express their ideas, experiences, and stories. This is relevant to that expressed by Syakir (2018: 94) that creative expression is self-actualization "self-actualizing person" which involves the power of imagination, inspiration, and creation. Drawing is the most expressive media since children can directly express their imagination in the form of expression of ideas from within themselves (Jaya, 2017: 276). Every stroke of the image opens up the horizon of thinking, which also freed the soul. As the opinion of Muharrar (2003: 3) that the subject depicted in an illustration (objects, atmosphere, events, or ideas) in addition to being inspired from a text, it can also be derived from the creative expression of the illustrators, in this case the students.

Illustration is an image formed to clarify information by giving visual representation (Witabora, 2012: 660). Illustrated images are found in story books, novels, romances, magazines, short stories, comics, etc. or can stand alone as an art work. Poon (2016: 188-207) in his research has found that in the world of children, cognitive development and children's literacy cannot be ignored. Illustrations have proven to be able to support increased literacy, raise children's imagination, and develop patterns of cultural understanding of the younger generation, understand and

evaluate children's thinking and their common sense about the world, about others, and most importantly about themselves.

Hasibuan and Moedjiono (1995: 64) reveal that stimulus is the teacher's action in the context of the teaching and learning process which aims to overcome students' boredom, so that in the learning process students always show perseverance, attention, enthusiasm, and actively participate in teaching and learning activities. The development of human creativity should be done since early. Creative environmental conditions and the availability of opportunities for various creative activities for children will be very helpful in developing a culture of creativity. It needs to be kept in mind that the world of children is the beginning of the development of creativity. This is in line with Nelson's opinion (2016: 44) which states that creativity is the ability of a person to create something new and develop things that already exist in order to provide some knowledge.

Animated film media is usually used to fulfill a general need, namely communicating an idea, message or reality. Because of its dimension uniqueness and the nature of its entertainment, animated films have been accepted as one of the most popular audio-visual media. Utami (2011: 44-52) in her research has suggested that in order to be able to learn effectively with animation, students should have enough time and mental resources to receive and comprehend functional relationships between the system components. The user-centered design also has an important role in building effective learning animations, namely the location of buttons and consistent sliders to reduce cognitive load. In conclusion, animation is an instructional tool, as with other tools, its use depends on the expected results.

Apriyani (2017: 563) in her research noted that the supporting factors for the successful use of animated films in illustrated images were the students' enjoyment in drawing and watching animated films, a conducive classroom atmosphere, and the availability of media supporting tools such as laptop, in-focus screen and speaker. So far animation has been used in

learning media for two reasons. First is to attract students' attention and strengthen motivation. This type of animation is usually in the form of writing or moving images, funny, weird animations that would attract students' attention. The second function is as a means to provide students with understanding of the material to be given. This research focuses more on the first function.

Animation can be used for various needs. Animation can be developed as entertainment, but it is believed to have the potential to be optimized in other fields that require a communication medium related to the transfer of messages and ideas (Ardiansyah, 2012: 669). Animated film is chosen as a learning media since it fits the characteristics of millennial generation, in this case the Class III students of Semesta Bilingual Elementary School. That is, many students prefer to play with gadgets and students are more interested in seeing pictures or watching movies on YouTube than reading a text. Therefore, in this learning, animated films are presented to foster students' curiosity, and provide an overview of the themes that can stimulate the idea of work to be made. The visualization process is done by creating simple sketches and then developed by processing elements of points, lines, shapes, and colors based on imagination, exploration, expression, and sensitivity of students in filling in blank fields so that aesthetic works are realized. Therefore, illustration images can facilitate creative expression and appreciation of students, provide visual explanations to students, attract attention and motivate students to be able to create aesthetically pleasing work by stimulating ideas, imagination, and creative characters. According to Jazuli (2008) competence of creation / expression can be measured through the art work that is created by focusing on indicators that represent competencies that are being observed.

The researcher is interested in choosing Semesta Bilingual Elementary School as a research background since this school has special attention to current technological advances, namely by the presence of computer

facilities in each room and the availability of internet networks, so that it allows teachers and students to be able to access material that can facilitate the teaching and learning process. In addition, each classroom in this school has a Projector Liquid Crystal Display (LCD) to display slides, and a smartboard in the form of a monitor with a size of approximately 3m x 2m that serves as a whiteboard and can display images or films just like television.

This study aims to analyze the creativity of students from the results of the use of animated films as creativity stimulus media to draw illustrations. Therefore, this research is useful to develop the potential of students to be able to think and be creative in dealing with increasingly rapid technological advancements.

## **METHOD**

This research is a qualitative research with controlled observation. Sukmadinata (2005: 60), qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals, both individually or in groups. While the controlled observation method mentioned is that an object that will be examined is firstly selected with the condition / atmosphere in the space or place of the target activity is observed and controlled by the researcher (Kasnodihardjo, 1992: 19).

The location of the study is in Semesta Bilingual Elementary School with research subjects namely Class III B students. Data collection techniques used are observation, interview, documentation, and test. Observation is used to get an overview of the location of the study, the learning process, and the learning outcomes. Interviews are conducted by researcher with several informants including the Principal, Cultural Art and Craft Teacher, and Class III students. Documentation technique is used to obtain information about the location and state of the school, the state of Class III students, and the state of the teachers and employees of the Semesta Bilingual Elementary School. The test is used to measure the level of

creativity of students in the form of work test in drawing illustrations. Validation of data in this study uses data triangulation. The various sources obtained are then categorized, described, and analyzed to draw a conclusion. The results of the study are analyzed by using aesthetic and creativity theories. From the results of the creative activities in learning, students will get the work of drawing illustrations, which will then be analyzed by using aesthetic theory (the communication effectiveness, artistry of form, and presentation) and creativity (personal, support, process, and product).

## **RESULT AND DISCUSSION**

### **Overview of Research Sites**

Semesta Bilingual Elementary School is one of the primary schools located on Jalan Setiabudi No 116 Srondol Sub-District, Banyumanik District, Semarang City. Semesta Bilingual Elementary School is located on Jalan Setiabudi which is a National Highway. Being in an urban environment that is not densely populated makes the access to this school can be easily reached by using private vehicles in the form of motorbikes or cars or even public transportation.

Based on school profile data, this school was established in 2010 standing on government land with an area of 5,000 m<sup>2</sup> with a building area of 2,500 m<sup>2</sup> and a yard area of 2,500 m<sup>2</sup>, with a leasing status. Semesta Bilingual Elementary School is an A-accredited school. The school originally had three groups, namely two groups of Class 1 and one group of Class 2. Now, this school has six classes with two groups for each class.

### **Animated Film Learning as a Stimulus of Creativity in Drawing Illustration for Class III Students of Semesta Bilingual Elementary School**

In the preliminary activity, the teacher began learning by saying greetings, asking for help from the class leader to lead the prayer, followed by the teacher checking the attendance of the students. The preliminary activity was

carried out by the teacher by initiating the learning activities by reviewing previous material to the students with a question and answer method lasting approximately 5 minutes, so that students can be motivated and become more enthusiastic in learning. The question and answer method is expected to boost students' ability to recall previously taught materials. Furthermore, the teacher also informed the learning objectives of the use of animated films as a stimulus for creativity in drawing illustrations of Class III students of Semesta Bilingual Elementary School, and instructed all students to pay attention and be actively involved in participating in learning. The material between the first and second meetings is the same, namely underwater life, but at the second meeting, the object that was appreciated was the "Finding Nemo" animated film.



**Figure 1.** Students are Listening to the Teacher's Explanation  
(Resources: Researcher's Documentation)

Next on the core activities, in accordance with the scientific approach, when learning takes place there are activities of observing, asking, trying, reasoning, and communicating. Here is the explanation. At the beginning of the core activity, the teacher prepared an animated film "Finding Nemo" for students to observe in learning. Students were given instructions to observe the film being played. Furthermore, the teacher gave the opportunity for students to ask questions related to the animated film that the teacher presented. The teacher answered the questions delivered by students and explained them as information to carry out creative

activities. Next, the teacher invited students to try to draw illustrations with the theme "Finding Nemo" on a piece of drawing paper that the teacher had prepared. After 45 minutes students did the creative activities, it was then followed by reasoning activities, namely students processed information obtained by comparing information obtained from observations with information provided by the teacher. The teacher gave the opportunity for students to present their work starting with students who are ready first. The teacher gave instructions to students to listen to their friends' presentations and prepare questions to be asked as responses from student presentations.



**Figure 2.** Students Activity of Drawing the "Finding Nemo"  
(Resources: Researcher's Documentation)

In the closing activity, the teacher gave instructions to students to immediately end the learning by submitting the results of the illustration on the teacher's desk. After the students returned to their respective seats, the teacher together with the students concluded the learning that had been done. Next the teacher appointed one student to lead the prayer. Learning ends with the teacher greeting.

### **Results of the Use of Animated Films as a Creativity Stimulus Media for Illustration Drawing for Class III Students of Semesta Bilingual Elementary School**

The results of the evaluation of illustration drawing skills of Class III B students from controlled observation 1 and controlled

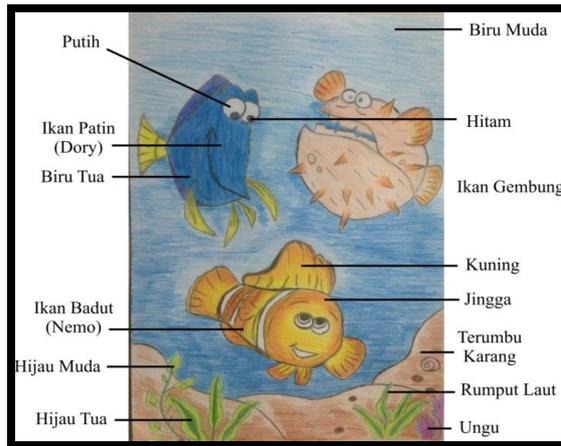
observation 2 show an average score of 80.4 in the good category. The evaluation results show that Class III B students in the illustration skill test on controlled observation 1 reached a total score of 1229 with an average score of 76.81 in the fair category. Of the 16 students who took the test, there is one student or 6.25% who scored in excellent category with a score range of 86-100, two students or 12.5% scored in a good category with a range of 81-85, eight students or 50% obtained scores in fair category with score range of 75-80, and five students or 31.25% scored in poor category with score range <75. In controlled observation 2, the results reached a total score of 1343 with an average score of 83.93 in the good category. Of the 16 students who took the test, there are six students or 37.5% who scored in excellent category with score range of 86-100, seven students or 43.75% scored in good category with score range of 81-85, three students or 18.75% get scores in the fair category with score range of 75, and there are no students included in the poor category with score range of <75.

The results of other studies conducted by Hapsari (2015: 1-9) in his research entitled "The Use of Audio Visual Media to Enhance Creativity in Drawing Illustration" have found that the use of audio-visual media can increase creativity in drawing illustrations in class II semester II students of Mojosoongo Elementary School III No. 235 Surakarta of 2015/2016 school year. This is proven in the initial conditions before the action, in which the illustration drawing creativity average score of the students is 60.04 with a percentage of classical completeness of 33.33%, in the first cycle the average score of students is 71.44 with the percentage of classical completeness of 70.37%, and in the second cycle the average score increased to 77.67 with the percentage of classical completeness of 85.19%. It can be seen that by applying audio visual media, there is an increase in both the average score and completeness of students in each cycle.

### **Student Creativity from Results of Using Animated Film as a Creativity Media Stimulus in Drawing Illustration for Class III Students of Semesta Bilingual Elementary School**

The results of creativity analysis show that students take references from the scenes and then develop ideas in making works by adding other fish figures. In addition, students beautify the background by adding coral and seaweed with gradation coloring technique. Of the 16 Class III B students, there are five students or 31.25% choose the "Marlin giving advice to Nemo" scene (code S-01) as a reference for drawing Finding Nemo illustrations, two students or 12.5% choose scenes when stingrays picked up their students (code S-02) as a reference for drawing Finding Nemo illustrations, four students or 25% choose the scene when Marlin met Dory (code S-03) as a reference for drawing Finding Nemo illustrations, three students or 18.75% choose the scene when Nemo was arrested in the aquarium (code S-04) as a reference for drawing illustrations of Finding Nemo, and two students or 12.5% choose the scene when Marlin can finally find Nemo (code S-05) as a reference for drawing an illustration of Finding Nemo.

Of the 16 students of Class III B, there are six students or 37.5% who scored in excellent category with score range of 86-100, one of them is Ingrid Nadyra Bintan Ashila who scored 86. The following are the results of the images.



**Figure 3.** The Work of Ingrid Nadyra Bintan Ashila

(Resources: Researcher's Document)

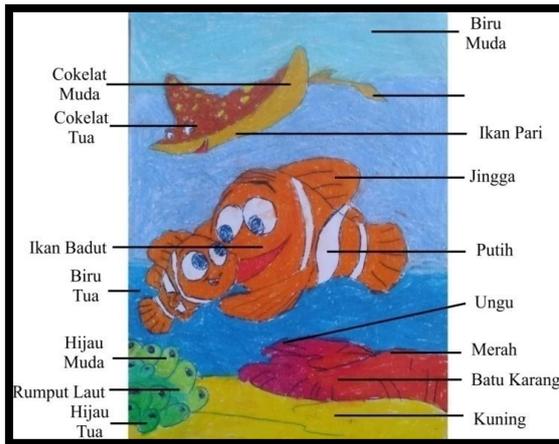
According to Figure 3, it can be analyzed based on the aspect of communication effectiveness. This is related to the delivery of messages through illustrative works (Salam, 2017: 228). The communication effectiveness is reflected in the delivery of the message to the appreciator and the ability of the message to touch the heart to make it inspired, tempted, jerked, provoked, or satisfied by the message. From the aspect of communication effectiveness, student has been able to develop stories about underwater life in the Finding Nemo animated film which is characterized by a picture of clown fish (nemo), catfish (dory), puffy fish, seaweed, bubbles, and coral reefs.

Furthermore, from the aspect of the artistry of form this is reflected in the "beauty" that emanates from the work, so that the appreciator is fascinated by it. The beauty referred to here is the quality that causes inner satisfaction (Salam, 2017: 229). There are elements of lines and dots on the images made by the student. Student can describe clown fish (nemo), catfish (dory), puffy fish, seaweed, bubbles and coral reefs. The colors shown are orange, white, yellow, black, light blue, dark blue, light green, dark green, light brown, and purple. The image object is placed thoroughly filling in the image area. The media used are colored pencils.

Next is based on the aspect of presentation. In addition, if the illustrated works appreciated are specifically packaged to be presented (for instance they are framed for exhibition purposes), presentation packages can be included as additional criteria (Salam, 2017: 229). In learning illustrated images in the classroom, an assessment of the presentation's accuracy is done by the way student describe or communicate their works in front of the class. Student has presented her work in front of the class by explaining the types of fish and other drawing objects. In addition, student also explains the colors contained in the picture. Student has explained the storyline described, but she has not explained the moral message of an animated film that is used as an object image.

Regarding the analysis of creativity, student takes references from the scene with the S-03 code. Student carries out development in the making of the work by adding a figure of puffy fish. In addition, student beautifies the background by adding coral and seaweed by maximum gradation coloring technique. Student describes clown fish (nemo), catfish (dory), puffy fish, seaweed, bubbles, and coral reefs with the right proportions. The colors chosen by students are quite varied, namely orange, white, yellow, black, light blue, dark blue, light green, dark green, light brown, and purple. The color element is dominated by light blue as a visualization of sea water object. There are orange shades on fish, blue shades on sea water, green shades on seaweed, and brown shades on rocks. The image object is placed thoroughly filling in the image area.

Furthermore, in controlled observation 2 there are seven students or 43.75% got scores in good category with score range of 81-85, one of them is Kaindra Maschun who obtained score 82. The followings are the results of the drawings.



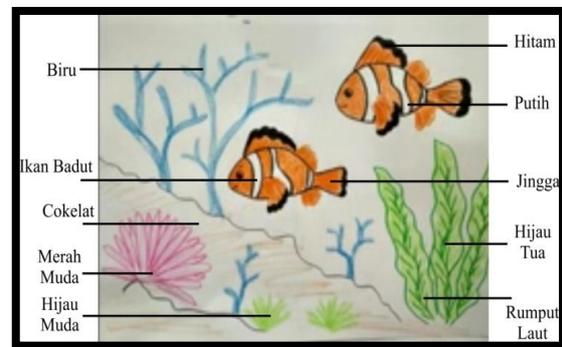
**Figure 4.** The Work of Kaindra Maschun  
(Resources: Researcher's Document)

Based on Figure 4, it can be analyzed that from the aspect of communication effectiveness, students has been able to develop stories about underwater life in the finding nemo animated film which is characterized by a picture of clown fish (nemo and nemo father), stingrays, seaweed, and coral reefs. Furthermore, from the aspect of the artistry of form, there are elements of lines and dots on the images made by students. Student can describe clown fish (nemo and nemo father), stingrays, seaweed, and coral reefs. The colors displayed are orange, white, light blue, dark blue, dark green, light green, yellow, red, light brown, and light brown. The image object is placed thoroughly filling in the image area. The media used is crayons. Then based on the aspect of the presentation, student has presented their work in front of the class by explaining the types of fish and other drawing objects. In addition, students also explain the colors contained in the picture. Student explains the storyline described. However, he has not explained the moral message of an animated film that is used as an image object.

From the analysis results of creativity, student takes references from the scene with S-02 code. Student tries to make some improvements in making works by adding clown fish figures (Marlin and Nemo). In addition, student beautifies the background with additional bubbles, coral, and seaweed. Student describes various image objects, namely clown fish

(Marlin and Nemo), stingrays, seaweed, and coral reefs in the right proportions. Color choices also vary, namely orange, white, light blue, dark blue, dark green, light green, yellow, red, light brown, and light brown. Color is dominated by blue as a visualization of graded sea water object. The image object is placed thoroughly filling in the image area.

Furthermore, in controlled observation 2 there are three students or 18.75% got scores in fair category with score range of 75-80, one of them is Muhammad Fateen Ghazan who gets score 80. The followings are the results of his work.



**Figure 5.** The Work of Muhammad Fateen Ghazan  
(Resources: Researcher's Document)

Based on Figure 5, it can be analyzed that from the aspect of communication effectiveness, student has been able to develop stories about underwater life in the finding nemo animated film which is characterized by a picture of clown fish (nemo and nemo father), seaweed, and coral reefs. Furthermore, from the aspect of the artistry of form, there are elements of the line in the picture that the student makes. Student can describe clown fish (nemo and nemo father), seaweed, and coral reefs. The colors shown are orange, white, black, dark blue, pink, dark brown, dark green, and light green. The image object is placed thoroughly filling in the image area. The media used are colored pencils. Then based on the aspects of the presentation's presentation, student has presented his work in front of the class by explaining the types of fish and other drawing objects. In addition, student

also explains the colors contained in the picture. Student has not explained the illustrated storyline and moral messages from animated films that are used as drawing objects.

Analysis of creativity obtained, student takes references from the scene with the S-01 code. Student does a little development in making the work by adding coral background and seaweed. Student describes several drawing objects between clown fish (nemo and nemo father), seaweed, and coral reefs in the right proportions. The colors chosen by the student are less varied, namely orange, white, black, dark blue, pink, dark brown, dark green, and light green. Color elements are dominated by orange as a visualization of clown fish objects. There is no use of gradation techniques in coloring. The image object is placed thoroughly filling in the image area. The drawing idea was made by looking at one scene in finding nemo, but student developed it a little. The media used in the form of color pencils with sloping shading technique.

## CONCLUSION

Students observe animated films with full concentration and enthusiasm, so that students can understand the content of the film and visualize it in a work from the observation and understanding of the image object's character. In controlled observation 1, most of the students (50%) got evaluation score in a range of 75 -80 with fair category, while in controlled observation 2 most of the students (43.75%) got evaluation score in the range of 81-85 with good category. Of the 16 students in Class III B, there were five students (31.25%) who chose the scene with code S-01, two students (12.5%) chose the scene with code S-02, four students (25%) chose the scene with the code S-03, three students (18.75%) chose the scene with code S-04, and two students (12.5%) chose the scene with code S-05 as a reference for drawing an illustration of Finding Nemo. The analysis results of creativity showed students took references from the scenes and then developed ideas in making works by adding other fish figures. In addition, they

beautified the background by adding coral and seaweed with gradation coloring technique. The final results showed that the use of animated films in learning shows an improvement in students' learning outcomes, and animated films can attract students' attention, optimize students' abilities, and stimulate students' creativity in creating art works.

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