



The Existence of Cartooning Education in Semarang City

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Abstrak

Penelitian ini bertujuan untuk memahami potret edukasi dan pelatihan seni kartun di Kota Semarang. Seni menggambar kartun merupakan bagian dari ruang kreatif dalam memfasilitasi individu yang memiliki minat pada kreasi kartun. Keberadaan kelas kartun di Indonesia masih belum populer masih seperti di Negara Turki, Iran, dan Belgia. Namun, Yayasan Pensil Emas Indonesia merupakan ruang bagi seniman kartun di Indonesia, khususnya di Kota Semarang. Metode penelitian adalah kualitatif deskriptif. Instrumen penelitian mencakup pedoman wawancara terstruktur, pengamatan mendalam, dan dokumentasi. Hasil penelitian ini adalah gambaran komprehensif pendidikan menggambar kartun di Kota Semarang, terutama bagi siswa di bidang pendidikan dasar, SMP, dan SMA. Pendidikan kartun di Kota Semarang ini sebagai minat unik bagi sebagian siswa, karena mampu mengembangkan kreativitas dan minat mereka terhadap animasi.

Abstract

In particular, this research aimed to understand the educational portrait and training of cartoon art in the city of Semarang. Cartoon was part of a creative space that facilitates individuals who have an interest in cartoon creations. The existence of cartoon class in Indonesia is still not popular still like in Turkey, Iran, and Belgium. However, the Indonesian Gold Pencil Foundation is a space of cartoon artist in Indonesia, especially in Semarang city. This method applied of research qualitative. Research instruments included structured interview guidelines, deep observations, and documentation. The results of this study comprised the development of cartoon education in Semarang City is becoming new phenomenon, especially for students in elementary education, junior high school, and senior high school. The cartoon education in the city of Semarang was as a unique interest for some students, because it was able to develop their creativity and interest in animation.

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INTRODUCTION

The city of Semarang has a variety of unique characteristics in some aspects. One of the characteristics of the city of Semarang is the local culture and historical relics as icons. Lunpia and Milkfish Presto is one of the popular culinary icons among tourists. Lawang Sewu, Old Town, Tugu Muda, Chinatown area, and Sam Poo Kong Temple are the historic icons of the city. The new icon shape of Semarang city is a cartoon. The city of Semarang, known as the city of Lunpia, turns out to have diversity, especially in the educational world.

Art is a branch of science that closely relates to creativity. Many types of art, such as music, fine art, or dance art. However, many various activities or programs drawing cartoons have been held in Semarang. The art of drawing cartoons is so new in Semarang, even in Indonesia. The existence of the cartoon art of Semarang is currently undergoing progress. This proved there are some varieties of activities that had collaborated with cartoons. First, the understanding of cartoons according to Bruce Blitz (1991), was part of a simple art depicting a unique dieidea. Cartoon works also related to freedom in the expressions that often related to everyday life. As with other artworks, drawing cartoons was not unwrapped by standard or formal rules. Several core tools required in drawing cartoons, are pencils, paper, and erasers. The media used could be in the form of audio media, visual and audio visuals. Cartoons as part of visual media for example, could serve as a language. It made some students interested in following the learning and easier to understand, when teacher shared the materials. According to Supriatna (2008), the visual language that could be developed in learning existed from: (1) printed media images or paintings (2) photographic media and graphics (3) cartooning media, pamphlets, caricatures, animations (4) media live pictures of video footage (5) charts. Therefore, many forms of cartoon art with various fields of work.

Eventually, the art of cartooning could be applied in school education or learning. Visual media used in learning visual such as live images, cartoons, or pamphlets, could be more easily attracted to students' attention. The submission of material by writing in articles or books, did not always attract them, because it took time to read and think. Whereas delivery of teaching was only through expository or teacher assumption, would certainly take more time and energy

to listen for learners besides will quickly inflict boredom for learners in following the division. Yet, through language or visual media, teachers will be assisted to be more easily convey the message of culture, social, political, character value and can stimulate and develop the imagination of learners, so that the involvement of students in the learning process can take place (Supriatna, 2008).

There are several popular cartoon genres, such as cartoon gag, comic strips, and editorials. A cartoon gag is a type of cartoon that depicts funny things, without entering certain elements or values. The intention of the cartoon gag is cuteness. Another characteristic in the cartoon gag is having one images panel (picture). There are also some words within the balloon that are theme markers. Furthermore, the editorial cartoons are a type of cartoon often seen in newspapers or other broadcast media. The characteristic of cartoon editorial has one panel of stories or close with the meaning contained therein. There are certain objectives in the works of editorial cartoons, can be a satire or paradox and metaphor. More so, in an editorial cartoon can use a variety of characters to interpret something (persona). Another cartoon type is a comic strip cartoon.

This cartoon has the characteristics of a sequential panel, the words in the circle (words balloon), the order of the story, and the character. This type of cartoon is so popular, so many characters that appear till now. For example, The Walt Deasney, Spiderman, Batman, Superman, and Marvel characters (Fairrington, 2009). Inside of classroom, the role of media in teaching and learning process is becoming essential even because it not only serves as a tool for educators, but also useful for students' understanding due to the material provided by the teacher. Props can represent something that the teacher cannot convey through words or sentences (Patonah et al., 2019). Media is one of supporting learning in curriculum 2013, has become an important tool in every learning. The function of media becomes important while every learning takes place requires a theory application that can be easily known and does not cost teacher a lot. It is an excess of media when used in learning (Fathurohman, Nurcahyo, & Rondli, 2015).

Education is obtained by individuals both structured and unstructured. Structured education has certain curriculum as implementation guidelines, for example is in formal education. However, unstructured education does not have

a system as good as curriculum. Formal curriculum becomes a guide or a reference for instructors. The education unit needs to have a structured guideline to assist the objectives, processes, and desired outcomes. This has disparity from the concept of educationbased community activities that do not have a reference or structured guidelines, but it is not a problem because the expected goal can be achieved. However, surely the objectives that differ from formal education can be better with each other. The concept of education is as a provision to live life. The Government supports the assurance of education in Constitution of Indonesia (UUD) 1945 article 31 paragraph 1 and the National Education System Law No. 20 of 2003 (Sisdiknas). This form of certainty will ensure that every citizen gets a decent and appropriate education. Every human being has the potential to be brought from they born.

All these potentials need to be promoted and facilitated so that they can develop well. Furthermore, this potential development can help with the problems faced in everyday life. It is the duty of an educational implementing agency to facilitate the interests and talents of learners. Generally accepted that the presentation of the materials on each subject must be able to touch the inside heart also give positive effect to the participants in the students, so that the lessons obtained at school can be applied to be a skill and prowess in the daily life. Education, however, is rather a process of learning and growth that related skills through alternative ways, meant to be of relevance with students (Gill et al., 2019). Art of education was not only creating students who are experts in the arts but also fostering aesthetic and artistic sensitivity so as to form critical thinking to kinds of subjects. Art became the selfpart of human, to be closed with calmness and patience, (Shanie, 2020). Furthermore, it can be classified that education is as provision for individual live in their environment through the skills they got in school (Prehanto, 2019).

In addition, the activities related to cartoons are followed by many students, whether they are in elementary, junior high school, or senior high school. The contribution of the students in the city of Semarang in cartoons, is distinctive characteristic that cartoons need to get space like other areas. One of the foundations or educational institutions or cartoon training that actively carries out a cartoon drawing program is the Indonesian Gold Pencil Foundation. Gold Pencil contributes to developing the creativity of young generations in cartoon. One of the objec-

tives of this institution is facilitating the youth cartoonist within developing cartoon art, especially in Semarang. The problem in this study is identifying the space of Gold Pencil Foundation as a facility or facilities in developing the art of drawing cartoons that exist in the city of Semarang supporting the education of cartoons. Another form of Gold Pencil contribution is to design a cartoon class or training for junior and senior high school students. Thus, interest in cartoons by students is potentially potential. The purpose of this research is to understand the existence of educational drawing cartoons in Semarang.

METHOD

Qualitative research method of phenomenology is a way of knowing and understanding the phenomenon or evidence of certain subjects holistic through qualitative data (Moleong, 2001). The context on this research was about phenomenon in creative and critical education, where this institution moved as complementary skills of education. It became the focus of this research method, where cartooning class become a new education existence. In addition, this study has the statistical analysis procedure. Qualitative research becomes complex because the data is obtained naturally as well as holistic from interviewing dialog of some relevant participants related to cartooning. The data obtained from cartoonists art in Semarang City, the manager and teachers of Gold Pencil Cartoon Class, and the students. The students were studying in Junior High School and Senior High School in Semarang City.

This research procedure was collecting data, data analysis, reduction, and discussion. Instruments needed are interview guideline for analyzing the existence in cartooning class, documentation of learning materials, and literature reviews related to cartoon education. The collecting data was conducted, started from the first course began, 20th October 2019 until 1st February 2020. During that time, data gained were about documentation of process of studying and curriculum documents. The collection of data also was obtained through the study of literature reviews, documentation of documents relevant, social media, website, interviews on cartoonists in the city of Semarang, the manager of the Gold Pencil Foundation, and the students who participated in the class and the cartoon competition. Data analysis through data reduction, grouping data, synthesizing, and

Figure 1 Studying Activity

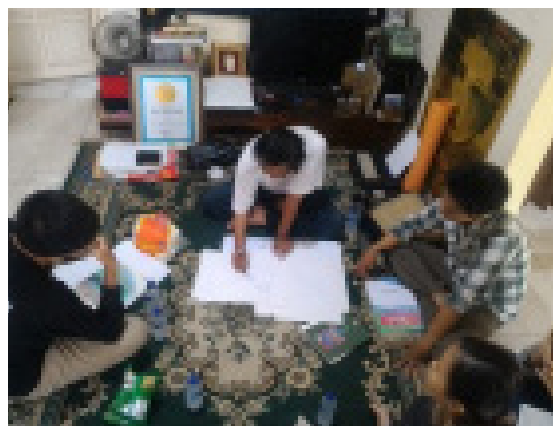


Figure 2 Workshop Of Cartooning



lastly, is to develop the hypothesis of the work (Moleong, 2001).

RESULT AND DISCUSSION

A. Gold Pencil Foundation Semarang as Creative Space cartoonist and student

The Gold Pencil Foundation is a creative space, a nonprofit organization for cartoonists in Semarang city. The foundation was founded by Jitet Kustana (senior cartoonist of Semarang) and some cartoonists in Semarang, on 21 April 2018. Abdul Arif is the chairman of the Gold Pencil Foundation that helps developing various sources and programs related to drawing cartoons. The development of Gold Foundation pencil included development on the website of goldpencil.id and social media as Instagram, Facebook, and YouTube. This development aimed to introducing and informing the various Gold Pencil Foundation programs. Various Gold Pencil Foundation programs include cooperation programs, social communities, and education. Cartoon art can collaborate with learning. Cartoon Art became the media or visual aids that

could be developed in learning, as the media of cartoon.

Nowadays, the development of learning media develops very rapidly and has become as an innovation in the world of education, included the development of graphical media. Graphic media becomes motivating, inspiratory, and innovation in building the new educational world. Cartooning is one of the types of graphic media. The function exists as a tool to clarify the material, creating a sense of more value in understanding the material, as a critical media. These pictures below, show some activities related to Gold Pencil Foundation contributed to Cartooning Education. By Figure. 1 showed that the instructor gave some lesson about cartooning. The instructor gave simulation directly about how to make a good cartoon.

Another in course activity done by Gold Pencil was conducting workshop for any audiences. The workshop was about practicing tutorials in creating a cartoon art, starting from creating a character, coloring, and finishing. The Figure.2, showed about the participants and Gold Pencil Members were joined together in workshop of cartoon art. The workshop was conducted on 27 July 2019 until 28 July 2019, in Semarang.

The Gold Pencil program includes international and national programs. In the international program, Gold Pencil Foundation already did some events such as cartoon Tobacco Competition (2017) and International Cartoon student of PAPB (Islamic Junior High School) (2019). For the national activities, there had been done by this foundation the cartoon of General Elections (2018), caricature Workshop of Culture (2018), Nggambar Kanthi Seneng (Happy Cartooning) (2019), the exhibition of the 11th ASEAN School Games Cartoons (2019), and Cartoons watch

over Governor Election (2020). In addition, the 2019 and 2020 Gold Pencil Foundation had done a cartoon camp followed by a variety of professional backgrounds, journalists, students, caricaturists, and teachers. The cartoon camp was one of the activities of senior and junior cartoonists, even those who are not cartoonists. This activity was an annual activity held for 2 days in different places. The themes still around cartoons are integrated in various fields.

In addition to contributions, Gold Pencil Foundation has an educational program called the Gold Pencil Cartoon class. The cartoon School of Gold Pencil was inaugurated on December 23, 2018, by having a firstclass student was six (6) people. This Program was first time implementation, consisting of 2 junior high school students and 4 senior high school students. This cartoon class was performed for 6 months which done 1 week once, on Sunday. Learning activities completed through a mobile basis activity, not only inside room or in class only. The School of Gold Pencil cartoon is located at Nakula Street No. 2 Semarang. Cartoon School Gold Pencil is under the responsibility of the Indonesian Gold Pencil Foundation. The supervisor of the school is Abdul Arif, who is also a chief of the Indonesian Gold Pencil Foundation. The activities of other education programs are still conducting extracurricular cooperation with some junior high school in Semarang.

Competency enrichment program completed through handson learning. The students were invited to study out of class, one of them to the Kota Lama of Semarang, where they were instructed to draw the activities, they were looking at the time. Other activities outside of class were drawing cartoons at home teachers. This related to bringing students' communication closer to the teachers. They were also introduced to the works of their teachers. Even, the students could also communicate directly with the cartoons about the problems faced. As part of the evaluation, four gold Pencil students became finalists in the international Cartoon Competition held by SMPIT PAPB (Junior High School) Semarang. Furthermore, there was one student who won the 1st place of the competition. The first winner of the regional competition was also obtained by one student of the cartoon class Gold Pencil when attending a race in Semarang. Another award also earned by the students in Gold Pencil became an international finalist of competition in the category of Turkish student's category. It is proud because the Gold Pencil

class still has its first generation.

The effort of students becoming champions it caused there were also experienced teachers who always promoted and helped behind them. The teachers had a great cartooning experience, and the background as won some competitions. One of the teachers, Jitet Kustana, is a cartoonist from Semarang who has an award from the Indonesian world record agency and as a cartoonist who has most champions of international cartoon competition. In addition, there are teachers with caricaturist backgrounds in the famous Indonesian newspapers and often have cartoon awards. There is also a teacher in junior high school, as a judge of cartoon competitions, and often has national and international cartoon champions. The Gold Pencil cartoon class has a lot of experienced resources. However, some of them do not yet have a background as a school multiplier. Besides experienced teachers, the Gold Pencil class had a guide for the students. Escorts or guide, who helps the learners when they got difficulties in learning cartoons or communication constraints. They were young cartoonists of Semarang who still in college. They were responsible for accompanying the participants to learn more about what to learn and overcome the problems of the students. Sometimes, they guided to teach because teachers were not able to attend for the class.

B. Classroom Management Gold Pencil Cartoon Class Semarang

Cartoon Class Gold Pencil is a part of communitybased learning activities, initiated by the cartoonist of the city of Semarang. The purpose of this program is developing of the students who get potential and interest in cartoons. The following will be described the concept and characteristic of the Gold Pencil cartoon School in accordance with educational standards, such as students output, materials study, strategy or learning process, team teaching management, facilities, management, admission fee, and evaluation.

Students Output that resulted in Gold Pencil class based on the need of competencies being a cartoonist. The standard of competency of graduates who want to be achieved by the school is becoming young cartoonists especially those who are in Semarang, with skills relevant to drawing cartoons. The Materials Study is one core aspect conducting a course or lesson in a class. The fulfillment of competencies as a youth

Table 1 The contents of the curriculum

Materials	Front Face time (Hour)	Number of meetings (times)
Introduction to Cartoon Art: Understanding, types of cartoons the history of its development, and the character	2	2
Sketch a cartoon character: part head	2	2
Sketch a cartoon character: body parts	2	2
The cartoon sketch	2	2
Head section Details	2	2
Body section Details	2	2
Anatomy of the Body	2	2
Clothing details	2	2
Cartoon characters	2	2
Clothing and folds	2	2
Composition and perspective	2	2
Development of Cartoon Ideas	2	2
Colouring Fundamentals (media: watercolour, oil paint, crayon, colour pencils and others)	3	3
Preparing exhibitions	2	1

cartoonist formulated into the content of the school curriculum of the Gold Pencil cartoon formulated some content or material in achieving the desired goals or graduates. The implementation of this cartoon learning would be completed for approximately 7 months and the exhibition of cartoon works.

Strategy or learning process that implemented by Gold Pencil Cartooning class based on the learner base competences. The study of cartoon drawing at the Gold Pencil School was done by demonstrating methods and assisted with the companion or escort. The goal of the escort is to allow the speech to be accepted and understood by students and help in solving the problems faced by pupils during the learning process. There are learning plans that have been structured in the form of a Lesson Plan.

Team teaching and management is supporting during the lesson in class. The number of educators at the Gold Pencil School of Cartoons is four (4) teachers. All teachers are ex-

Table 2 Teacher at Gold Pencil School

Teachers	Qualifications
Jitet Kustana	Award winner from MURI with top cartoon international competition champion
Suratno	Arts Teacher of SMP Negeri 17 Semarang and winner of various international competitions
Djoko Susilo	Caricature of Suara Merdeka Newspaper, a teacher of design and extracurricular cartoons in various schools
Danny	A teacher of fine art extracurricular and jury drawing competitions in Semarang

Table 3 Personnel at Gold Pencil Schools

Education Division	Position
Abdul Arif	Responsible
Dias Syafira	Administration
Rama sekar	Escort
Hanani	Escort

perts in the field of cartoons. The school has four (4) escorts in the learning process that can be looked at table 2. The school's managerial consists of responsible, administrative, and treasurer, that can be looked at table 3.

Supporting facilities and infrastructures are prepared to facilitate the students. Some facilities in Gold Pencil class were still limited as the standard in cartooning. Especially to prepare the standard class and equipment in drawing cartoon. The table 4 indicates the tools or facilities in Gold pencil Class, for facilitating students. The School of Gold Pencil cartoons are at the address of Nakula Street number 2. The learning place is done in the building as a class, with borrowed status. Learning support devices, among others.

Class Management in Gold Pencil foundation is deferent as in a formal school. There is not found a formal or fixed management in education, because this activity seems like non formal education. The vision of the Gold Pencil School is to be the initiator of the creative space in professional and positive cartoon drawing art in Semarang, by upholding spiritual, cultural, artistic, and humanitarian values. The school's missions are (1) conducting learning for professional, positive, and fun young cartoonists, (2) preparing young cartoonists who are able to adapt in the era of globalization, and (3) develop the creati-

Table 4 Supporting facilities and infrastructures

Device	Description
Study desks and chairs	2 pieces and seats 10 pieces
In-focus and screen	1 set
Laptop and speaker	1 set
Drawing Tools and Presentations:	3 Sets (3 sets of colored pencils, 3 markers, 1 eraser)
a.Stationery and drawings	1 set
b.Board	
Sketsel (exhibition equipment)	80 pieces

ity of young cartoonists to build business in the field of creative arts.

Admission fee for studying in Gold Pencil class is designed to support of any management aspect. To determine the admission fee, the division or management got a internal meeting for deciding the fee. The Gold Pencil cartoon School Financing is entirely from the funding of the Indonesian Gold Pencil Foundation. Details of registration to be a student of Gold Pencil cartoon School are as follows.

Evaluation aspect, especially in this class still has done by internal division. For learning aspect, the students, first submit 3 (three) pieces of the latest cartoon works with the aim of knowing each pupil's initial ability on cartoons. The next assessment is conducted through participating in the competitions conducted every month. Evaluation of the work done before the work was submitted. At the end of the learning of drawing cartoons, the disciples would do their own exhibitions by inviting some of the related parties. The overall appraisal process is an assessment of the live work shown through competition and exhibition results. The, for getting whole information about cartooning class, the education department or division conducted meeting with Gold Pencil Members Foundation. By the meeting, the evaluation got from sharing information with all members, students, and education officials.

The existence of cartooning class meant as the understanding of cartoon art beginning with the definition of cartoons (cartoon in English) came from the Italian language, cartooning, and meaning paper. According to A. S Hornby (Susilana & Riyana, 2008) explaining cartoons was a painting of daily events that had depicted in a

Table 5 The Gold Pencil cartoon School Financing

Use pay-ments	Amount	Description
Initial Registration	Rp. 500.000,-	Performed at registration and filling of forms
Monthly fee	Rp. 200.000,-	Performed each meeting month

fun and interesting projection or visualization. Supriatna (2008) explains that cartoons were depictions of paintings or caricatures about people, ideas or situations that intended to influence public opinion. Nevertheless, in the context of education, it revealed that cartoons were still depictions of paintings or caricatures about people, ideas or situations designed to form student opinions. The shape could be single or radiant cartoons.

According to Munadhi (2008) cartoons were one form of graphical communication, which had an interpretive image that used some symbols to convey a message quickly and concisely or an attitude towards certain people, situations, or events. It was great ability to attract of people attention, by affecting attitudes and behavior. As known, cartoons usually only captured the essence of the message that might be conveyed and showed it into a simple image, using symbols and characters to make easily recognized and understood quickly by the audiences. If cartoons became well received, the interpretation could be presented in a concise manner, and it will be long lasting. One of the functions of cartoon media was to support the learning process in the class certainly have certain reasons.

Supriatna (2008) and Sudjana (2010) stated that (1) cartoons had a direct visual effect, (2) cartoons favored by various ages, especially school age, (3) the message content could be immediately responded to by everyone based on their own personal interpretation, and this would certainly make learners active in thinking and engaging in learning, and (4) developed various interpretations to enrich learning materials. Moreover, the criteria of cartoons used as learning media was a cartoon that closed relationship with experience and environment relationships with students. The materials of drawing cartoon needed to be familiar and attracted by students. Furthermore, cartoons with a dialogue appropriated to the age or developing of students. Then, the cartoon chosen based on

to the learning material. The cartoon should not concern with the element of racism symbol and according to the teacher policy, based on the levels.

Deep understanding of education presented some aspects of education based on functions, comprised: education as integrated process of transforming cultures, education as a process of forming a character, education as the process of preparing citizens, and education as the process of preparation of labor (Tritarahardja & Sulo, 2005). This was also strengthened in the Law of Educational System of Indonesia No. 20 of 2003 on the National Education system. It stated that "education is a conscious and planned effort to create a learning and learning atmosphere, so that students are actively developing their own potential to have spiritual, self-control, noble knowledge, skills required by him, society, nation, and country". Gold Pencil Foundation was part of the Center for learning about community development in the field of cartoon drawing art. Community Learning Center (CbL), in Indonesia is known as Pusat Kegiatan Belajar Masyarakat (communitybased learning) being an alternative policy to help children got proper and best education (Suprpto, 2017). It was also strengthened through the research of Deli (2017) and Rahma (2019) which Communitybased Learning was identical with a regional institution, out of formal education, as a form of an educational system built by the certain community.

These conditions were relevant to Tritarahardja & Sulo (2005), Suprpto (2017), and Supriatna (2008) stated education as part of personal building. Cartooning is a part of education was needed for developing interest and art for children. Cartoon art was not only a part of self-factualization of interest, but also visually conveying and sharing information. The Cartoon class Gold pencil Indonesia became the place of creativity building and generated individual interest in drawing cartoons. Gold Pencil Cartoon class contributes to facilitate the students or individuals who are interested in drawing cartoon, especially in Semarang. Learning process is as key to reach the goals in education. Teacher or instructor teach based on their expertise and experience, with any method they understand (Syakur et al., 2020). Gold Pencil cartoon class gives good services in cartooning education by giving lesson for experts and relevant materials. The instructors in Gold Pencil Class have good and relevant competencies in drawing cartoon.

Experimental learning applied in this class, through direct interaction and allow students explore their creativity. It also developed by the comprehensive learning strategy, not only inside class, but also outside class.

CONCLUSION

The city of Semarang has a lot of potential in art, one of them is the art of drawing cartoons. Many of Semarang's cartoon artists contribute to developing this work, both internationally and nationally. Foundation of Gold Pencil Indonesia is one of the creative spaces in the city of Semarang, for those who have an interest in drawing cartoons. Overall, the arrangement or structure of the education in the cartoon Gold Pencil School has been well implemented because it contains of education standards. Implementation of education method with the companion is well done. The process of student evaluation or assessment conducted each month in the competition has been done well also. It was proved by four (4) students became finalists of the International Cartoon competition in Semarang.

In addition, some of the students became finalists that recorded in the International Cartoon Competition catalogue. This proved that Gold Pencil's cartoon class could provide appropriate learning and achieve the desired objectives. However, in the documentation process, education documents were only as a fulfillment of syllabus documents and learning plans. The cartoon Gold pencil drawing class needed to compose a cartoon art guideline or curriculum for high school and junior secondary students. The fulfillment of vision documents, missions, modules, assessment documents, educators and education, and financing did not yet appear in the management system.

Fulfillment of educational documents, especially, needed to be equipped with implementation objectives in accordance with education standards. Curriculum preparation needed to be done in a structured way, so that the learning process would be more directed in a good line with the purpose of learning. Gold pencil manager needed to set up a cartoon learning module, given the learning activities sometimes accompanied by teachers and not. Teachers needed to get information and directions on how to teach students. Teachers were advised to get directions, both communication and delivery, before they started direct instruction to students.

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