

# Development of Learning Media Using Cartoon Picture Media in Improving Students' Interest in Learning and Pouring Out Ideas Class XII State Vocational School 1 Lolofitu MOI

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## Abstract

This study aims to examine the application of caricature drawing media in learning for Class XII students at SMK Negeri 1 Lolofitu Moi during the 2024–2025 academic year. The research focuses on (1) the feasibility of using caricature drawing media, (2) how to effectively implement it, and (3) whether it enables students to express their ideas more effectively. The study employs Classroom Action Research (PTK) conducted in cycles, including planning, implementation, observation, and reflection. Data collection was carried out using essay tests, and both qualitative and quantitative analysis techniques were applied. The results indicate an increase in student engagement in learning. In cycle I, 20.00% of students actively participated, which rose to 60.00% in cycle III. Furthermore, the students' ability to use caricature drawing media improved significantly. The average learning outcomes increased from 46.29 in cycle I to 75.43 in cycle II, a gain of 29.14 points, and further increased to 82.57 in cycle III, marking a total improvement of 36.29 points. These findings suggest that caricature drawing media is effective in enhancing student engagement and learning outcomes, making it a viable tool for creative and interactive learning.

**Keywords:** *ethics, education, morality*

## I. INTRODUCTION

Nowadays, language learning is only aimed at students' skills in using language according to its context or pragmatically. In fact, language has a central role in the intellectual, social, and emotional development of students, because it can support success in learning all fields of study. Therefore, language learning is expected to help students in knowing themselves, their culture, and the culture of others, expressing ideas and feelings, participating in society, and finding and using analytical and imaginative abilities that exist within themselves.

As a means of communication, language has an important role because with language humans can express themselves through linguistic activities in the form of conveying ideas, concepts or thoughts that can produce creative works to create a civilization that can change and enlighten the world.

In an effort to improve the quality of education, various ideas and plans are demands that must continue. Education must always accompany the development of human life that continues to experience changes towards perfection. Education is relied on to be a guide to progress. New education policies in making changes or improvements should always be based on the results of careful observations by experts and from research results. The emergence of problems in education is a symptom that shows a gap between educational outcomes and the demands of life. Talking about the problems of the teaching and learning process in education is something that really requires serious thought and attention for development, so that ideas and plans are needed that really require extra thought and energy for educators to think about them. One of them is the ability to express ideas in the form of caricatures.

The phenomenon that is still found in grade XII students of SMK Negeri 1 Lolofitu Moi in expressing ideas is that there are still some who are less responsive and understand about the use of caricature media. So that teacher creativity is still needed to determine the success of students in expressing ideas in caricature media.

We need to know in language skills that are received by someone in sequence. These skills are listening, speaking, reading, and writing skills. Among the four skills, writing is the highest skill possessed by someone. Writing skills are received by

someone after he is able to read. Writing is an activity of expressing one's thoughts, ideas and feelings expressed in written language. Writing is an activity to express thoughts, ideas and feelings in written form that is expected to be understood by the reader, and functions as a means of indirect communication.

In expressing ideas or thoughts to other people it is very necessary language. Language is used by humans to communicate. Language is a human tool to convey experiences, feelings and thoughts through a system of sound symbols produced by the human speech organs that contain meaning used to communicate. This is the main goal of teaching Indonesian in general.

The curriculum is a number of subjects that must be taken by students, is a curriculum concept that until now has colored many educational theories and practices. Hutchins stated that the curriculum should include grammar, reading, rhetoric and logic, the curriculum as a subject is essentially a curriculum that contains fields of study.

The 2013 curriculum program has been planned for a long time. Some schools in Indonesia have implemented the 2013 curriculum, but there are still several obstacles so that the 2013 curriculum does not run according to the program planned by the government. Some of these obstacles are, the lack of insight and knowledge of teachers about the 2013 curriculum, so that many teachers and students have difficulty in the teaching and learning process. The many aspects that must be assessed make it difficult for teachers. Not to mention the 2013 curriculum also uses technology, namely computerization, while not all teachers or students are capable and understand technology.

Learning media is a supporting tool in the process of delivering learning materials, with the aim that the material delivered can be received by students optimally. Learning media contains instructional materials among students that can stimulate them to learn. One of the learning processes is through reading activities, therefore attracting students' interest in reading needs to be done.

One of the media chosen to support learning achievement is by using a series of caricature images. The series of caricature images are images that are a series of activities or stories and are arranged or presented in an interesting and entertaining way for students. Researchers chose the caricature image media, namely the need for caricature image media as a guide or to help students develop their imagination to establish relationships between one event and another and the relationship between one image and another so that students can put them together into a story (Arikunto, 2006)

One of the interesting learning media for conveying ideas is caricatures. These media stimulate students' attention and interest, and are a tool to increase motivation and activity.

From the explanation above, the author had the idea to research ""Development of Learning Media Using Cartoon Image Media to Increase Learning Interest and Express Ideas of Class XII Students of SMK Negeri 1 Lolofitu Moi in the 2024-2025 Academic Year".

## II. METHODS

### *Research Design*

Classroom Action Research (CAR) Design according to Kemmis and mc.Taggart in Arikunto (2006:16) states that in general there are four stages that are passed through in carrying out Classroom Action Research (CAR), namely planning, implementation, observation and reflection (Arikunto, 2006).

The research procedure includes the implementation of Classroom Action Research (CAR) in the form of planning, implementing actions, observation, and reflection in each cycle to identify problems that occur in the classroom. Continued with the implementation of research for three cycles consisting of several stages

### *Data Collection*

The data collection techniques used in this research are as follows:

1. Researchers conducted direct observations at schools and asked permission from the principal to conduct research.
2. After the principal gave permission, the researcher began teaching using caricature images to improve students' ability to express ideas.
3. After the teaching and learning process is complete, the next step is to ask students to express their ideas in the form of caricatures that have previously been directed by the teacher.
4. Then the researcher examined the students' drawings based on the predetermined assessment aspects.
5. Giving scores on the aspects examined and in accordance with the scoring provisions that have been set. Then, the score obtained by each student is calculated as the student's ability value.
6. Summarize the assessment data obtained by students for each aspect studied.
7. Add up the scores obtained by students in each aspect studied, then find the average score and determine the students' overall completion.

### Data Analysis

Data analysis techniques are carried out both qualitatively and quantitatively. Qualitative data was obtained from non-test data, namely observation data, journals, questionnaires, interviews, and photo documentation. Data analysis was carried out by reviewing all the data obtained, arranging them into units, and categorizing them. This quantitative data is used to determine the increase in student learning activities and to determine the increase in students' abilities in expressing ideas in the form of caricatures.

According to Aqib (2010:103) the level of student completion in learning can be categorized into five levels, namely very good, good, sufficient, lacking and very lacking. So it is more clearly explained in the table below:

Table 1. Percentage of Grades Gained

No.	Mark	Category
1.	86-100%	Very good
2.	76-85%	Good
3.	60-75%	Enough
4.	55-59%	Not enough
5.	≤ 54%	Not enough

According to Aqib (2010:221), he stated that: "based on the learning completion criteria, if it is seen that 85% of students have achieved a learning outcome assessment percentage of  $\geq 70$ , then classical learning completion has been achieved." (Aqib, 2010)

## III. RESULTS AND DISCUSSION

### A. Cycle I

This research was conducted on students in class XII State Vocational School 1 Lolofitu Moi 2024-2025 academic year on the material of using caricature media to express students' ideas consisting of three cycles. The implementation of this research was carried out in collaboration with observations (Indonesian language teachers) who helped during the research. Implementation of action I by implementing learning according to the scenario that has been prepared, where the researcher acts as a teacher. The researcher carries out learning as has been prepared in the RPP. The steps for learning using the caricature making method are as follows:

- 1) The teacher asked the class leader to lead the prayer.
- 2) Teachers hold attendance
- 3) The teacher prepares all learning tools, for example pictures, tools, props, student worksheets (LKS) and teaching materials.
- 4) Delivering the learning objectives to be achieved, namely creating caricatures based on image form, theme, emotional intelligence and image appreciation.
- 5) Asking questions that relate prior knowledge to the material to be learned (exploring prerequisite knowledge) with a series of questions:
  1. Example:
  2. Kids, who knows what a caricature is?
- 6) The teacher writes an example of an educational caricature picture, then the teacher asks students to state the meaning of the caricature picture.
- 7) The teacher explains the material about caricature images in writing.
- 8) The teacher asks students to form groups of 5-6 students each.
- 9) The teacher distributes numbers to each student in each group.
- 10) Then the teacher distributes worksheets containing several cartoon pictures, and then each group determines the meaning of the cartoon pictures in the worksheet.
- 11) Each group discusses the correct answer and ensures that each group member can do it.
- 12) The teacher goes around providing guidance to groups that need it.
- 13) The teacher draws a number for the group that will come forward to present their group's results.
- 14) The teacher draws the group numbers and other student numbers again.
- 15) The teacher asked each group to show the results of their work by presenting it in front of the class.
- 16) The teacher provides reinforcement by giving awards to the best group.
- 17) Then, the teacher asked the students to draw a caricature and use the words in the picture.

Research and observation, as well as mentors discuss the results of pre-action teaching. The contents of the discussion are: opening the internet for examples of caricature images. The core activities of the research team produced the following RPP.

The researcher taught based on the RPP observed by the class teacher and using media suggestions. The teacher carried out the teaching of caricature drawing media with active, creative, effective and fun learning methods. The assessment indicators for the use of caricature drawing media made by students are located in the RPP (attached)

1. The teacher explains the theme and learning objectives to be achieved in the lesson material on criticism and humor in public services.
2. The teacher stimulates students' interest in reading by giving additional assignments to read books about criticism and humor regarding public services.
3. Encourage curiosity and critical thinking, to find the structure of the anecdote that has been read.
4. The teacher conveys the learning objectives to be achieved.

Observers conducted observations of student activities. Students were waiting for the Indonesian language teacher, it turned out they saw the arrival of the researcher. The condition of the class did not show the readiness of students to receive lessons from the researcher. This student activity was carried out during the teaching and learning process.

Furthermore, the observation of a teacher during the research carried out the learning process with active, creative, effective and fun learning methods was carried out by Slameto. According to the results of the teacher's observations, the researcher who had carried out the learning process did not control the class well. This can be seen from the results of the observations obtained. In addition, it also shows that the teacher does not control the students, meaning that students are left to tell stories, there are also students who ask permission to go out or go to the toilet.

The results of observations of student activities in the active criteria, there are 7 students or 20.00% who are included in the very active category, 15 students or 42.86% who are included in the active category, 5 students or 14.29% who are included in the fairly active category and 8 students or 22.86% are included in the less active category.

The results of observations of student activities on the creative criteria, there are 7 students or 20.00% who are included in the very creative category, 9 students or 25.71% who are included in the creative category, 15 students or 42.86% who are included in the fairly creative category and 4 students or 11.43% are included in the less creative category.

The results of observations of student activities on the effective criteria, there are 7 students or 20.00% who are included in the very effective category, 8 students or 22.86% who are included in the effective category, 13 students or 37.14% who are included in the fairly effective category and 7 students or 20.00% are included in the less effective category.

The results of observations of student activities in the enjoyable criteria, there are 12 students or 34.29% who are included in the very enjoyable category, 15 students or 42.86% who are included in the enjoyable category, 6 students or 17.14% who are included in the quite enjoyable category and 2 students or 5.71% are included in the less enjoyable category.

Table 2. Summary of Student Activity Observation Results In Cycle I

No	Observed Activities	Category	Number of Students	Percentage
1	Active	Very Active	7	20.00
		Active	15	42.86
		Quite Active	5	14.29
		Less Active	8	22.86
2	Creative	Very Creative	7	20.00
		Creative	9	25.71
		Quite Creative	15	42.86
		Lack of creativity	4	11.43
3	Effective	Very Effective	7	20.00
		Effective	8	22.86
		Quite Effective	13	37.14
		Less Effective	7	20.00
4	Pleasant	Very pleasant	12	34.29
		Pleasant	15	42.86
		Pretty fun	6	17.14
		Less Fun	2	5.71

To find out the ability to use caricature media for students through active, creative, effective and enjoyable learning methods, a test was given at the end of cycle I. This test was conducted for 30 minutes in the last hour. During the implementation of the cycle I test, 35 students attended the test. XII State Vocational School 1 Lolofitu Moi 2024-2025 academic year, and no students were absent.

the total score obtained by students as a whole is 1620 with an average of 46.29 and the highest score is 90 while the lowest score is 10. The ability to use caricature media in cycle I and classical learning completion can be seen in general in the table below:

Table 3. Students' Classical Completion in Cycle I

Mark	Number of Students	Percentage Score
≥70	7	20.00%
≤70	28	80.00%

Based on the table above shows that learning completion has reached 20.00%, namely 7 students have achieved a score of more than 70, while those who have not reached 70 are 28 students or 80.00%. The average learning outcomes I and student learning completion are still low, so it can be concluded that the ability to use caricature media in cycle I is still low and has not reached the expected criteria.

Judging from the students' answer sheets for the results of the cycle I learning test, it seems that students find it difficult to use caricature media where students are required to do imagination that they have not done before. This may be due to the lack of student participation when participating in learning activities using active, creative, effective and fun learning methods which cause students to find it difficult to use proverbs in cycle I.

At the beginning of the cycle implementations I, the class conditions are not yet conducive to learning, because of the students' habit of making caricature media even though the teacher is already in the class. In general, students do not understand how to learn well. After the teacher gives directions, the class conditions begin to be ready for learning. Then the teacher explains how to learn, socializes the tasks and activities carried out by students through active, creative, effective and fun learning methods, then the lesson begins using active, creative, effective and fun learning methods.

Learning by using the method this active, creative, effective and fun learning is not as easy as imagined. In addition to requiring a long time and good thinking power, researchers are also exhausted in controlling students to do good imagination. When implementing the active, creative, effective and fun learning method, researchers are very exhausted in organizing the class, because students compete to ask how to do good imagination, thus provoking a commotion in the class. This is realized by the researcher's teacher due to the lack of ability to control the class. This also causes learning to be unproductive. Researchers realize that there are many shortcomings of researchers, such as not being fully able to provide reinforcement to students, control the class, and understand student characteristics.

Thus, it can be assumed that every teacher who teaches using active, creative, effective and enjoyable learning methods will make students very active in participating in the learning process. Because the researcher was unable to use active, creative, effective and enjoyable learning methods in learning the use of caricature media, it was continued to cycle II by competent teachers who used active, creative, effective and enjoyable learning methods.

## B. Cycle II

Research and observation, as well as mentors discuss the results of pre-action teaching. The contents of the discussion are: opening the internet for examples of caricature images. The core activities of the research team produced the following RPP.

The researcher taught based on the RPP observed by the class teacher and using media suggestions. The teacher carried out the teaching of caricature drawing media with active, creative, effective and fun learning methods. The assessment indicators for the use of caricature drawing media made by students are located in the RPP (attached)

1. The teacher explains the theme and learning objectives to be achieved in the lesson material on criticism and humor in public services.
2. The teacher stimulates students' interest in reading by giving additional assignments to read books about criticism and humor regarding public services.
3. Encourage curiosity and critical thinking, to find the structure of the anecdote that has been read.
4. The teacher conveys the learning objectives to be achieved.

Observers conducted observations of student activities. Students were waiting for the Indonesian language teacher, it turned out they saw the arrival of the researcher. The condition of the class did not show the readiness of students to receive lessons from the researcher. This student activity was carried out during the teaching and learning process.



The results of observations of student activities in the active criteria, there are 21 students or 60.00% who are included in the very active category, 10 students or 28.57% who are included in the active category, 3 students or 8.57% who are included in the fairly active category and 1 student or 2.86% is included in the less active category.

The results of observations of student activities on the creative criteria, there are 14 students or 40.00% who are included in the very creative category, 15 students or 42.86% who are included in the creative category, 6 students or 17.14% who are included in the fairly creative category and there are no students who are included in the less creative category.

The results of observations of student activities on the effective criteria, there are 16 students or 45.71% who are included in the very effective category, 14 students or 40.00% who are included in the effective category, 5 students or 14.29% who are included in the fairly effective category and there are no students who are included in the less effective category.

The results of observations of student activities in the enjoyable criteria, there are 12 students or 34.29% who are included in the very enjoyable category, 15 students or 42.86% who are included in the enjoyable category, 6 students or 17.14% who are included in the quite enjoyable category and 2 students or 5.71% are included in the less enjoyable category.

Table 4. Summary of Student Activity Observation Results in Cycle II

No	Observed Activities	Category	Number of Students	Percentage
1	Active	Very Active	21	20.00
		Active	10	42.86
		Quite Active	3	14.29
		Less Active	1	22.86
2	Creative	Very Creative	14	20.00
		Creative	15	25.71
		Quite Creative	6	42.86
		Lack of creativity	0	11.43
3	Effective	Very Effective	16	20.00
		Effective	14	22.86
		Quite Effective	5	37.14
		Less Effective	0	20.00
4	Pleasant	Very pleasant	12	34.29
		Pleasant	15	42.86
		Pretty fun	6	17.14
		Less Fun	2	5.71

To find out the ability to use caricature media for students through active, creative, effective and enjoyable learning methods, a test was given at the end of cycle I. This test was conducted for 30 minutes in the last hour. During the implementation of the cycle II test, 35 students attended the test.XII State Vocational School 1 Lolofitu Moi 2024-2025 academic year, and no students were absent.

The total score obtained by students as a whole was 2640 with an average of 75.43 and the highest score was 100 while the lowest score is 50. The ability to use caricature media in cycle II and classical learning completion can be seen in general in the table below:

Table 5. Students' Classical Completion in Cycle II

Mark	Number of Students	Percentage Score
≥70	25	71.43
≤70	10	28.57

Based on the table above, it is known that learning completion reached 71.43%, namely there were 25 students who had achieved a score of more than 70, while those who had not reached 70 were 10 students or 28.57%. The average learning outcomes II and student learning completion were still low, so it can be concluded that the ability to use caricature media in cycle II was still low but had begun to reach the expected criteria even though it was not fully expected.

In cycle II The lowest score obtained by students was 50. This was because students considered it trivial when using caricature media and other limitations that made students feel that the score they would later get would not affect their score.

In this second cycle, the conditions of students in the class were conducive to learning, so that teachers/researchers have been helped in implementing learning. Many students have begun to respond when researchers ask students to draw. Then they are willing to express ideas that have been known, even though what they express is not entirely correct, but teachers/researchers always try to help direct their answers in the right direction. From these results, it can be seen that teachers always guide students during the teaching and learning process to direct students to open their thinking paradigms.

In this second cycle, it was obtained the activities of students who fall into the very active category are increasing, but not all of them have very good activities, this can be seen in every aspect of the activities observed.

Likewise, to see the level of success of learning by using active, creative, effective and enjoyable learning methods in improving abilities. Drawing caricatures can be seen from the score answers in cycle II, the students' answer scores increased by 71.43% for students who were active in participating in the teaching and learning process using active, creative, effective and enjoyable learning methods.

When viewed from the test using caricature media for cycle II, the number of students is 35 students with a score of 2640, so the average is 75.43. Meanwhile, student learning completion reached 71.43%, namely 25 students who had achieved a score of equal to or more than 70, and 10 students who had not completed it with a score percentage of 28.57%.

In implementing cycle II actions, difficulties were also found in drawing caricatures, among others, students are still dominated by only a few people. The time is short so that when scoring the time has run out. As a result, the researcher is increasingly busy correcting 35 students.

### C. Cycle III

Research and observation, as well as mentors discuss the results of pre-action teaching. The contents of the discussion are: opening the internet for examples of caricature images. The core activities of the research team produced the following RPP.

The researcher taught based on the RPP observed by the class teacher and using media suggestions. The teacher carried out the teaching of caricature drawing media with active, creative, effective and fun learning methods. The assessment indicators for the use of caricature drawing media made by students are located in the RPP (attached)

Observers conducted observations of student activities. Students were waiting for the Indonesian language teacher, it turned out they saw the arrival of the researcher. The condition of the class did not show the readiness of students to receive lessons from the researcher. This student activity was carried out during the teaching and learning process.

Furthermore, observations of a teacher during the research carried out the learning process using active, creative, effective and enjoyable learning methods were carried out by Slameto. According to the teacher's observation, the researcher who had carried out the learning process did not control the class well. This can be seen from the observation results obtained. In addition, it also shows that the teacher does not control the students, meaning that students are left to tell stories, there are also students who ask permission to go out or go to the toilet.

The results of observations of student activities in the active criteria, there are 21 students or 60.00% who are included in the very active category, 11 students or 31.34% who are included in the active category, 3 students or 8.57% who are included in the fairly active category and there are no students who are included in the less active category.

The results of observations of student activities on the creative criteria, there are 25 students or 71.43% who are included in the very creative category, 10 students or 28.57% who are included in the creative category, students who are included in the fairly creative category and students who are included in the less creative category are no longer there.

The results of observations of student activities on the effective criteria, there are 18 students or 51.43% who are included in the very effective category, 15 students or 42.86% who are included in the effective category, 2 students or 5.71% who are included in the fairly effective category and there are no students who are included in the less effective category.

The results of observations of student activities in the pleasant criteria, there are 19 students or 54.29% who are included in the very pleasant category, 15 students or 42.86% who are included in the pleasant category, 1 student or 2.86% who are included in the quite pleasant category and there are no students who are included in the less pleasant category.

Table 6. Summary of Student Activity Observation Results in Cycle III

No	Observed Activities	Category	Number of Students	Percentage
1	Active	Very Active	21	20.00
		Active	11	42.86
		Quite Active	3	14.29
		Less Active	0	22.86
		Very Creative	25	20.00
2	Creative	Creative	10	25.71
		Quite Creative	0	42.86
		Lack of creativity	0	11.43
		Very Effective	18	20.00
3	Effective	Effective	15	22.86
		Quite Effective	2	37.14
		Less Effective	0	20.00
		Very pleasant	19	34.29
4	Pleasant	Pleasant	15	42.86
		Pretty fun	1	17.14
		Less Fun	0	5.71

To find out the ability to use caricature media for students through active, creative, effective and enjoyable learning methods, a test was given at the end of cycle III. This test was conducted for 30 minutes in the last hour. During the implementation of the cycle III test, 35 students attended the test. XII State Vocational School 1 Lolofitu Moi 2024-2025 academic year, and no students were absent.

The total score obtained by students as a whole is 2890 with an average of 82.57 and the highest score is 100 while the lowest score is 60. The ability to use caricature media in cycle III and classical learning completion can be seen in general in the table below:

Table 7. Students' Classical Completion in Cycle III

Mark	Number of Students	Percentage Score
≥70	33	94.29
≤70	2	5.71

Based on the table above, it is known that learning completion reached 94.29%, namely there were 33 students who had achieved a score of more than 70, while those who had not reached 70 were 2 students or 5.71%. In this third cycle, the score of the ability to draw caricatures that were completed increased to 33 students. This shows that more than 94.39% of students are active and involved in the learning process. And this is also followed by the score of the results of the ability to use caricature drawing media for cycle III. The total number of student scores is 2890, so that the average score is 82.57. While the student's learning completion reached 94.29%, namely there were 33 students who had achieved a score of more than 70. Both the average value of student learning outcomes and student learning completion in this third cycle have achieved the expected results according to the specified criteria.

On cycle III, students are accustomed to doing active, creative, effective and fun learning methods, it's just that there are some students who don't care and are not actively involved in the learning process using active, creative, effective and fun learning methods, so there are some students who did not complete this study. Student activity has increased greatly, they are very responsive to the actions taken by the teacher. When the teacher explains the active, creative, effective and fun learning methods they are very quick to respond spontaneously. Students are no longer hesitant to ask for explanations from the teacher if they do not understand.

#### D. Discussion

Through active, creative, effective and enjoyable learning methods, there is an increase in the ability to use caricature media for class students XII State Vocational School 1 Lolofitu Moi 2024-2025 academic year seen based on the results of the ability test using cartoon image media consisting of learning outcome tests I, II and III. Then regarding the results of the



ability to use cartoon image media and the percentage of student learning completion can be seen in the following table and graph:

Table 8. Results of the Ability to Use Cartoon Media and Student Learning Completeness in Cycles I-II-III

Information	Cycle I	Cycle II	Cycle III
Average	46.29	75.43	82.57
Completeness	20.00%	71.43%	94.29%

From the table above, it is explained the increase in the ability to use caricature media and learning completeness from cycle I to cycle III, through the average ability to use caricature media, namely learning outcome tests I, II and III. From cycle I to cycle II the average ability to use caricature media increased from 46.29 to 75.43, an increase of 29.14, likewise from cycle II to cycle III the average ability to use caricature media increased from 74.43 to 82.57, an increase of 7.14. Logically from cycle I to cycle III it increased by 36.29.

Likewise, with the completeness of student learning in cycle I, students who completed learning were 20.00%, when compared to the criteria for the level of completeness of learning, it was in the very poor criteria. Then it increased to 71.43% in cycle II. In cycle III, the completeness of learning had reached 94.29%, when compared to the criteria for the level of completeness of learning, it was in the very good criteria. This condition has become the target in this study.

It is concluded that active, creative, effective and enjoyable learning methods can improve the ability to use cartoon media to express the ideas of class students XII State Vocational School 1 Lolofitu Moi 2024-2025 academic year, in other words, the hypothesis proposed can be accepted as true.

Increasing student activity on the material using cartoon image media to express ideas through active, creative, effective and fun learning methods in the classroom for students in grades XII State Vocational School 1 Lolofitu Moi 2024-2025 academic year seen based on the observation results. In cycle I, students who carried out activities on the active indicator were 7 (20.00%) then increased in cycles II and III increasing again to 21 (60.00%), this shows that student activity for each indicator has increased from cycle I to cycle III. The results of observations of student activity based on the observed student activity aspect indicators can be seen in the following table:

Table 9. Observation of Student Activities from Cycle I to Cycle III

No	Observed Activities	Category	Cycle I	Cycle II	Cycle III
1	Active	Very Active	7	21	22
		Active	15	10	11
		Quite Active	5	3	3
		Less Active	8	1	0
2	Creative	Very Creative	7	14	25
		Creative	9	15	10
		Quite Creative	15	6	0
		Lack of creativity	4	0	0
3	Effective	Very Effective	7	16	18
		Effective	8	14	15
		Quite Effective	13	5	2
		Less Effective	7	0	0
4	Pleasant	Very pleasant	12	12	19
		Pleasant	15	15	15
		Pretty fun	6	6	1
		Less Fun	2	2	0

From the table above, it can be seen the increase in student activity for each indicator. In the first indicator, there was an increase in the very active category, where in cycle I there were 7 students then increased to cycles II and III to 21 students. In other student activity indicators, the increase continued to occur in each cycle.

Mentor and the author made improvements to the RPP to be used in Cycle I, so the RPP has been used for learning to improve the ability to use caricature drawing media in expressing ideas accompanied by observers. This is useful for correcting errors or deficiencies in the implementation of the use of active, creative, effective and fun learning methods in learning to draw caricatures. Based on the state of student activity which actually increased from cycle I to cycle II and III,

it can be concluded that student activity in presenting material using caricature drawing media through active, creative, effective and fun learning methods in classXII State Vocational School 1 Lolofitu Moi 2024-2025 academic year can be improved. This shows the success of teachers who influence student activities in using active, creative, effective and enjoyable learning methods on the material on the ability to use caricature media in expressing ideas.

#### IV. CONCLUSIONS

From the results of the research and discussions that have been carried out, increasing student activity in learning materials using cartoon image media in expressing ideas through active, creative, effective and fun learning methods in the student class XII State Vocational School 1 Lolofitu Moiseen based on the observation results. In cycle I, students who carried out activities on the active indicator were 7 (20.00%) then increased in cycles II and III increasing again to 21 (60.00%), this shows that student activity for each indicator has increased from cycle I to cycle III. The improvement of the ability to use caricature media and learning completeness from cycle I to cycle III, through the average ability to use caricature media, namely learning outcome tests I, II and III. From cycle I to cycle II, the average ability to use caricature media increased from 46.29 to 75.43, an increase of 29.14, likewise from cycle II to cycle III, the average ability to use caricature media increased from 74.43 to 82.57, an increase of 7.14. Logically, from cycle I to cycle III, it increased by 36.29.

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