

# Digital Promotion Training on Making Animated Stickers for Students and Teachers of the Visual Communication Design Department at SMKN 1 Surabaya

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## ABSTRACT

*In the digital era, promotional skills through visual media are becoming increasingly important, especially for students and teachers in the field of Visual Communication Design (VCD). This community service activity aims to improve the digital promotion competence of students and teachers majoring in VCD at SMKN 1 Surabaya through training in making animated stickers. The method used in this community service is qualitative descriptive community service, with the participation of 17 students and 9 VCD's teachers. This method focuses on describing and interpreting phenomena as they occur naturally. It aims to provide a detailed, contextualized understanding of the experiences and perspectives of the participants (students and teachers). This training involves several stages, starting from an introduction to the basics of making animated stickers, manufacturing practices, to implementation in digital promotional strategies. The community service results show that this training was successful in improving students' and teachers' skills in creating effective animated stickers for digital promotions. Apart from that, training participants also showed an increased understanding of the importance of using animated stickers in more creative and attractive promotional campaigns. Community serviceers may also analyse teaching materials, lesson plans, or student portfolios to understand the instructional strategies and learning outcomes within the VCD program. Thus, this training can be used as a model for developing other digital promotion skills in vocational education institutions.*

**Keywords:** *Animated stickers, Digital promotion, Visual Communication Design, training*

## 1. INTRODUCTION

In the industrial era 4.0, the development of digital technology has changed almost all aspects of life, including the way companies and individuals promote their products and services

**(Wafa et al., 2024)**. The ability to master digital skills is now a basic need, especially in the world of creative industries which increasingly rely on technology as the main tool for innovation and communication. Digital skills, such as graphic design, animation, and digital marketing, are considered important assets for students and teachers in the field of Visual Communication Design (VCD) to remain relevant and competitive in the job market **(Kurniawan & Prasetyo, 2021)**.

One element that is becoming increasingly popular in digital promotions is the use of animated stickers. Animated sticker not only serve as decorative elements, but also as an effective tool to increase engagement and visual appeal in promotional campaigns. Community service shows that animated stickers can increase user engagement up to 50% higher compared to static visual media **(Munoz & Towner, 2020)**. In the context of digital promotions, the ability to design and implement attractive and effective animated stickers becomes a highly valuable skill for practitioners in the creative industries.

However, although the importance of these skills is increasingly recognized, there is still a significant gap in technology mastery among VCD students and teachers. Many of them do not yet have a deep understanding of how to utilize digital technology effectively in promotions. Therefore, training focused on making animated stickers is very important to strengthen the competence of students and teachers. This kind of training will not only improve their technical skills, but also enable them to be more creative and innovative in designing promotional media that is in line with current industry trends. Figure 1 shows discussion process with SMKN 1 Surabaya to find training needs.



**Figure 1. FGD with Team of SMKN 1 Surabaya About Training Needs**

Even though the development of digital technology has provided many new opportunities in various sectors, including in the field of Visual Communication Design (VCD), there are still many challenges faced by students and teachers in mastering relevant skills. One of the main challenges is the lack of knowledge and skills in creating animated stickers, which are an important element in modern digital promotions. Animated stickers have great potential to increase interaction and engagement in marketing campaigns, but not all students and teachers have the technical skills to create them effectively **(Chaffey & Ellis-Chadwick, 2019)**.

Studies show that many vocational education institutions, including VCD departments, have not fully incorporated animation and digital promotion skills into their curriculum **(Abdu Zikrillah et al., 2022)**. This causes a gap between industry needs and the competencies possessed by graduates. Students and teachers often have difficulty keeping up with rapid technological developments, especially in terms of software and animation techniques that continue to develop.

To answer this challenge, a practical approach is needed that can improve the technical skills of students and teachers in this field. One solution is through intensive training that focuses on creating animated stickers and implementing them in digital promotional strategies. It is hoped that this training will provide them with an in-depth understanding of the process of making animated stickers and how to use them effectively in digital promotional campaigns. Thus, this training not only aims to close the skills gap, but also to prepare students and teachers to be better prepared to face challenges in the increasingly competitive creative industries.

This community service aims to provide practical training on making animated stickers to students and teachers majoring in Visual Communication Design (VCD) at SMKN 1 Surabaya. This training is designed to fill existing skills gaps, with a focus on improving technical and creative abilities in producing animated stickers that can be used in various digital promotional strategies. Given the importance of interactive visuals in modern digital marketing campaigns, this training is expected to equip students and teachers with relevant skills needed by the industry.

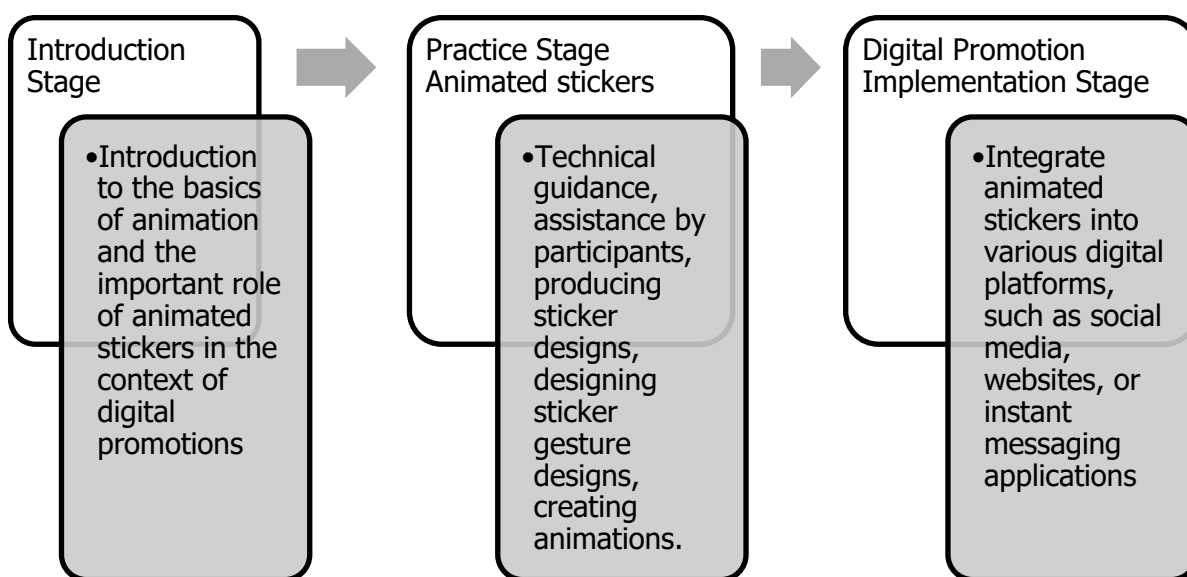
In addition, another aim of this community service is to improve the digital promotion capabilities of students and teachers through a better understanding of the application of animated stickers in a marketing context (**Rahina, 2014**). This training is expected to not only improve their technical skills, but also broaden their horizons on how animated stickers can be used to attract audience attention and increase the effectiveness of promotional campaigns. With these new skills, students and teachers are expected to be more confident and competent in designing creative and impactful promotional materials.

The benefits of this community service can be seen from two main perspectives, namely for students and teachers and for the school institution itself. For students and teachers, this training offers an opportunity to improve their skills in digital design and promotion. With better abilities in creating animated stickers, students and teachers can be better prepared to face challenges in the world of work which increasingly demands digital skills and high creativity. These skills are also expected to increase students' career opportunities after graduation, as well as improve the quality of teacher teaching in the classroom. On the other hand, for schools, this community service contributes to strengthening the VCD curriculum with the latest skills that are relevant to industrial developments. By including training in making animated stickers into the curriculum, SMKN 1 Surabaya can ensure that its graduates have competencies that suit the needs of today's creative industries. This can also improve the school's reputation as an educational institution that is proactive in adopting the latest technology and learning methods.

The training should emphasize how animated stickers can enhance the creativity and appeal of promotional campaigns, making them more engaging and effective in the digital marketplace. The training requires accessible and user-friendly software that supports animated sticker design, such as Adobe Illustrator, Adobe Photoshop, Procreate, and alternative free tools like GIPHY's sticker maker. Both students and teachers need access to computers or tablets capable of handling graphic design software. Given that many vocational students might have limited access to high-performance devices, this need should be addressed. The training should adopt active learning techniques, where students engage in hands-on practice, receive feedback, and work collaboratively to foster creativity and problem-solving skills. Students need to create a portfolio of animated sticker designs, showcasing their skills and creativity. The training program should be designed so that it can be replicated and scaled to other vocational schools or education institutions, creating a broader impact in the field of digital promotion within vocational education.

## 2. COMMUNITY SERVICE METHODS

This community service uses a descriptive design with a qualitative approach. A descriptive design was chosen because the main aim of this community service was to provide an in-depth and detailed description of the training process for making animated stickers for students and teachers majoring in Visual Communication Design (VCD) at SMKN 1 Surabaya. This design allows us to observe, document, and analyze how the training is implemented as well as how participants (students and teachers) respond and apply the skills they acquire. The subjects of this community service consist of teachers, because their role is crucial in guiding and directing students during the learning process. Teachers' participation in this training will not only improve their own skills, but will also influence the way they teach and integrate digital skills into the VCD curriculum. The number of subjects involved in this community service were 17 students and 9 teachers who were selected using purposive sampling. The data analysis process begins with transcription of observation results and forum group discussions (*FGD*) (Miles et al., 2014). The results of the data analysis are then arranged in narrative form which provides an overview of how training in making animated stickers can improve students' and teachers' digital promotion skills in the form of the availability of digital training modules used as teaching materials and tests in the form of assignments given at the end of the community service session. The community service procedure on this figure 2 below consists of three main stages: introduction, practice of making animated stickers, and application in digital promotion which is explained in the community service flow as follows.



**Figure 1** Community Service Procedure

Based on the explanation in the chart above This introductory stage also includes a discussion about the importance of interactive visuals in digital marketing strategies and how animated stickers can increase interaction with the audience. Furthermore, at the practical stage the resource person provided guidance during the practical session, helping participants overcome technical difficulties and optimizing their creativity in designing attractive animated stickers. And in the final stage, participants are given insight into strategies for using animated stickers to increase engagement with the audience and achieve specific marketing goals.

If observation is part of the community service, it allows community serviceers to capture how students and teachers interact in real-world educational settings, adding depth to the understanding of classroom dynamics, teaching methods, and student engagement. Teachers

require well-structured lesson plans that provide step-by-step guidance on creating animated stickers, incorporating design theory, technical execution, and digital marketing strategies. The training should adopt active learning techniques, where students engage in hands-on practice, receive feedback, and work collaboratively to foster creativity and problem-solving skills. Both students and teachers need periodic evaluations to assess their progress in learning new skills. This could include reviewing their animated sticker designs, providing constructive feedback, and identifying areas for improvement.

### **3. RESULTS AND DISCUSSION**

#### **3.1 Introduction Stage**

The first stage of training is an introduction to the basics of animation and the role of animated stickers in digital promotion. In this session, participants were introduced to the basic concepts of animation, the tools used, and techniques for making animated stickers. This introduction includes theory about animation principles such as timing, easing, and visual design, as well as practical applications in the context of digital promotions. An explanation of how animated stickers can increase engagement and visibility in digital marketing campaigns provides a strong foundation for participants before they enter the practical phase **(Wafa et al., 2024)**.

Implementation of community service activities in the form of socialization on making animated stickers was carried out in two separate sessions on 19 February 2024 and 26 February 2024. In the first session, the focus of the activity was designing digital stickers. This activity involves understanding basic graphic design concepts for stickers, including design elements such as color, typography, and visual composition. Participants are introduced to fundamental design principles as well as relevant software tools, such as *Adobe Illustrator* or *CorelDRAW* **(Harsari et al., 2024)**. In this session, participants learn how to create attractive and effective sticker designs for various needs, such as branding and promotions *Adobe Illustrator* or *CorelDRAW* software. Participants are taught to apply design principles in creating mascot design illustrations that will be used as a basis for making animated stickers. Participants are given instructions on how to use *Adobe Illustrator* or *CorelDRAW* to create mascot design illustrations. This process involves understanding vector tools, using layers, and arranging visual elements in a design. The interviewee also explained the importance of consistency in the use of color, shape and typography to create stickers that are not only aesthetic but also functional.

At this stage, participants are also focused on applying design principles such as balance, contrast, unity and rhythm in their mascot design illustrations. The application of these principles aims to ensure that the mascot sticker design created is not only visually attractive, but also effective in conveying the desired message or characteristic **(Esi Saputri, 2024)**.



**Figure 2. Implementation of Community Service Activities Introduction to the Basics of Animated Stickers**

This introductory stage proved effective in providing participants with a strong foundation in creating digital stickers and animations. The first session on the figure 3 above introduces participants to important design principles, while the second session allows them to practice their new skills in the context of animation and digital marketing. Carrying out this activity shows that participants not only understand theory but can also apply it in practice, as can be seen from the sticker designs and animations they create. This introductory stage shows that participants have succeeded in mastering the basics of designing animated stickers using vector design software. The application of design principles in the design process has been proven to have a positive impact on the visual quality of the resulting design. The mascot designs created by participants have great potential to be developed into attractive and effective animated stickers. By understanding and mastering these skills to improve their competence and apply the knowledge gained during training. As many as 26 participants took part in this training, the detailed list of participant can be seen in table 1.

**Table 1**List of Training Participants

Student Name		
Anggun Kusuma Ningrum	Risky Nanda Pratama	Aisyah Risani JA
Dewi Kusuma Ayu	Aditya Rangga Ardiansyah	Andiny Asyifa RS
Nadia Alicia Zahwa	Kaori Cahya A.	Habibie Wicaksono
Giacinia Raissa DL	Rizki Dwi Prastio	Moch. Iqbal Saiful Islam
Ibrahim Putra Nurhuda	Nabilla Nur Hidayah	Shalomita Berlia Kenede
Retno Ayu M.	Aura Patricia Nur	
Teacher's Name		
Rohib al Faisal Sutopo, ST	Siti Nurkhasanah, S.Pd.	Eko Septiawan, S.Pd.
Al Lukman Arif Prayoga, S.Ds.	Farahma Yuanita, S.Si., S.St.	Iqbal Hakam Syah Pahlevi, S.Ds.
Yose Auliandi, S.ST.	Andina Witaning Sari, S.Pd.	Aminatul Muklisyah, ST, Gr.

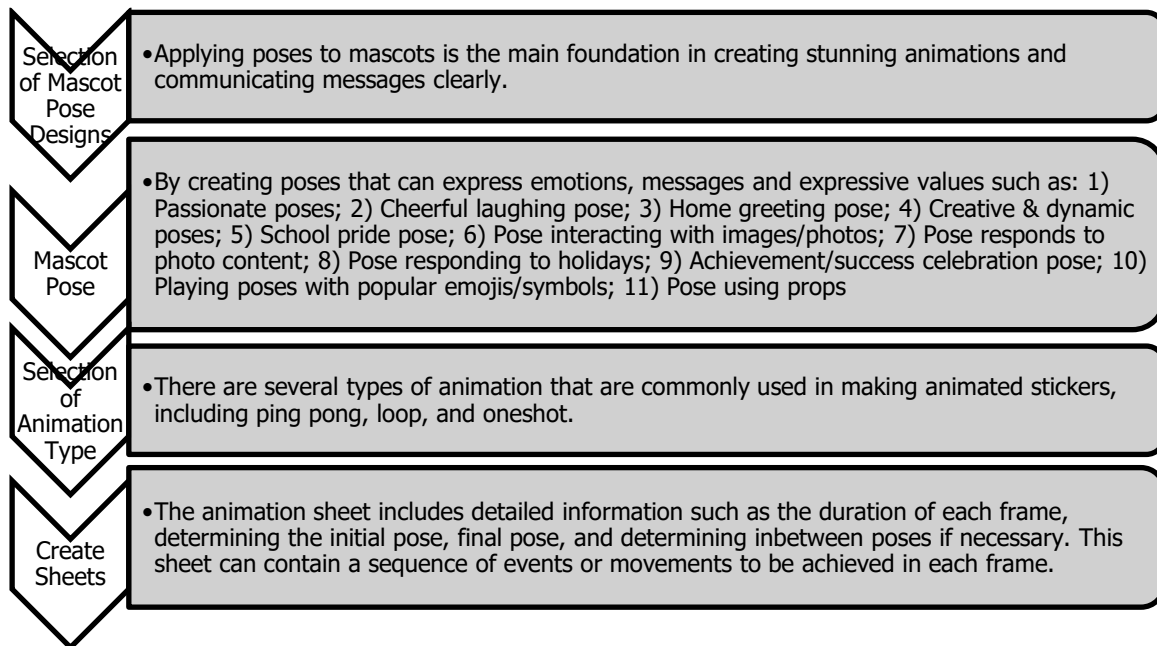
Participants demonstrated varying abilities in using vector design software. Most participants were able to produce mascot sticker designs that were creative and in accordance with the design principles taught. The resulting designs demonstrate a good understanding of visual composition, use of color, and visual hierarchy. Some participants were able to explore advanced techniques, such as the use of *gradients* and shadow effects, to increase depth and detail in their designs (**Harsari et al., 2024**). This shows that the participants have succeeded in applying the theory taught into practice.

The resulting mascot design demonstrates a strong understanding of design principles. Participants who successfully apply these principles are able to produce a balanced design, with enough contrast to attract attention, and unity that maintains the overall visual consistency of the design. Analysis of the designs created shows that the use of these principles helps participants create animated stickers that have a strong and clear visual identity. The importance of mastering design software and applying design principles in the early stages of design emphasizes that a deep understanding of design elements is crucial in creating competitive visual products in the digital era. The skills acquired at this stage will become a strong basis for participants to proceed to the next stage, namely making animated stickers.

### 3.2 Practical Stage for Making Animation Stickers

In the practical stage, participants are directly involved in making animated stickers using the software that has been introduced. They are given a step-by-step guide and practice creating animated stickers with various tools and techniques. During the practical session, participants faced various challenges, such as arranging animation frames and transitions, as well as ensuring the visual quality of the resulting stickers. Resource persons provide ongoing

feedback and guidance to help participants solve problems encountered and improve their skills in animation design. Figure 4 shows flow of making animated stickers.



**Figure 3**Flow of Making Animated Stickers

The second session focused on creating animated stickers and marketing strategies through the GIPHY platform. Participants are given training on basic animation techniques, including *frame-by-frame animation* and use of animation tools such as *Adobe After Effects*. In addition, participants also learned how to upload and market their animated stickers on GIPHY accounts, which is a popular platform for sharing and promoting animations. Based on the chart image above, it can be explained that from the results of the animation poses that have been designed with creativity, the next step is to determine the number of frames that will form the animation. The process of determining the number of frames has a crucial role in determining the smoothness and detail of the movement that will be produced. After the number of frames has been determined, the next stage is to create the final *frame pose*. This final frame has a central role as the peak or closing of the animation, determining the climactic moment and determining the overall duration of the animation. After successfully creating an attractive final frame pose, the next step in the animation process is creating an in between pose which fills the space between the initial and final poses. The more frames or in between used, the smoother and more natural the resulting animation movement. In this process, it is necessary to carefully consider the application of the 12 principles of animation to ensure the animation reaches the desired level of smoothness and clarity.

Creating an in between pose is not just about connecting two main poses, but rather paying special attention to the flow of movement, proportions and expressions of the character. Animation principles such as "*timing*," "*anticipation*," and "*follow through*" can guide participants in creating in-between frames that provide the impression of natural and interesting transitions. After all the frames according to the plan have been successfully created, the next stage is to see the results through the preview process (**Harsari et al., 2024**). The preview allows participants to examine the extent to which the animation is successful in communicating the desired message and emotion. This also provides an opportunity to see whether the animation lives up to the initial creative vision, as well as allowing for any necessary adjustments or improvements. Participants are trained in basic animation techniques, including frame-by-frame animation and the use of software such as

Adobe After Effects. During this session, participants learn how to create smooth and interesting animations by understanding animation principles such as easing, timing, and transitions. This training includes practical steps, from designing the animation concept to the final production of animated stickers.

### 3.3 Digital Promotion Implementation Stage



**Figure 5. Digital Promotion Implementation Training**

The final stage of the training involves the application of animated stickers in the context of digital promotions as seen in figure 5. Participants learn how to integrate animated stickers into various digital platforms, such as social media, websites, and instant messaging applications (**Firmansyah & Wicaksono, 2022**). They also explore strategies for utilizing animated stickers in marketing campaigns to achieve specific communication goals, such as increasing brand awareness and engagement with audiences. In this session, participants are asked to design and launch a promotional campaign using the animated stickers they have created, with guidance from the resource person to ensure an effective and creative strategy. Apart from technical skills, participants also learn how to upload and market animated stickers on the GIPHY platform. This training includes steps to create a GIPHY account, upload animated stickers, and use the platform's features to promote stickers. Participants were provided with information about marketing strategies, such as selecting relevant tags and how to promote animated stickers via social media and other marketing channels.

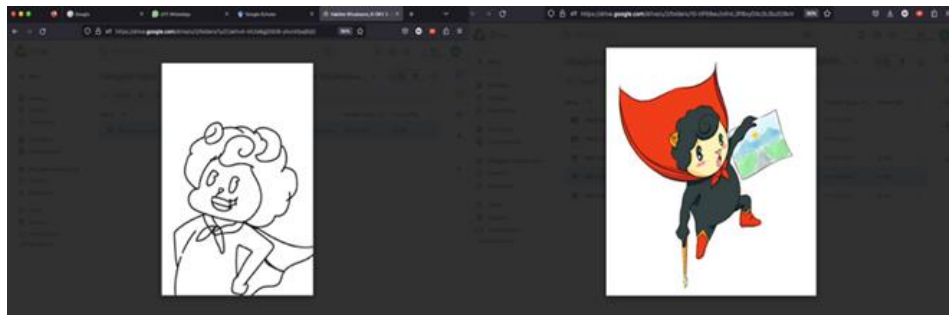
Participants successfully uploaded their animated stickers to their GIPHY account and started promoting them. Some participants developed effective marketing strategies by using relevant tags and leveraging social media to increase the visibility of their stickers. Observations showed that participants who carefully followed the marketing suggestions were able to see an increase in the number of views and interactions with their animated stickers on the GIPHY platform. However, some participants faced challenges in promoting their stickers effectively and needed additional help to optimize their marketing strategies. The practical stages of making animated stickers provide mixed results in terms of animation quality and marketing effectiveness. The technical skills acquired during the training enable participants to produce creative and innovative animated stickers, although there are differences in the level of technical proficiency between participants. The learning process on figure 6 below also showed that understanding how to market animated stickers on the GIPHY platform is critical to achieving greater visibility and engagement with the audience.



**Figure 6. Flow of Making Animated Stickers on Digital Platforms**



Based on the explanation above, the steps learned by training participants in the digital promotion implementation stage are uploading sticker files that have been adjusted to the image extensions required by the GIPHY platform. This process allows the *animated stickers* to be more easily accessible and can be shared widely via various social media platforms. However, keep in mind that the upload process to GIPHY can take some time, especially due to the longer verification process. After completing the upload process, users are usually asked to provide a description, tags, and perhaps a specific category so that *animated stickers* can be easily found by other GIPHY users like on figure 7 below. While the time required for verification can vary, this process is an important step in ensuring that the content is correct uploaded complies with the platform's guidelines and policies.



**Figure 7. Participant Task Result**

After passing the verification process, the animated sticker will become public and can be used or shared by other GIPHY users. This training underscores the importance of integrating technical skills with effective marketing strategies to achieve optimal results. The application of animation and marketing techniques on digital platforms such as GIPHY shows on table 2 below that this training has succeeded in increasing participants' competence in creating and promoting animated stickers professionally.

**Table 2. Participant Task Progress**

No.	Student Name	Module Access	Sticker Design Prototype	Sticker Animation Design	Submitting On GIPHY's Online Sticker
1.	Risky Nanda Pratama	V	V	V	V
2.	Aditya Rangga Ardiansyah	V	V	-	-
3.	Aisyah Risani JA	V	-	-	-
4.	Andiny Asyifa RS	V	V	-	-
5.	Habibie Wicaksono	V	V	V	-
6.	Moch. Iqbal Saiful Islam	V	V	-	-
7.	Shalomita Berlia Kenede	V	-	V	-
8.	Aura Patricia Nur	V	V	-	-
9.	Anggun Kusuma Ningrum	V	-	-	-
10.	Dewi Kusuma Ayu	V	V	-	-
11.	Nadia Alicia Zahwa	V	-	-	-
12.	Giacinia Raissa DL	V	V	V	-
13.	Ibrahim Putra Nurhuda	V	-	-	-
14.	Kaori Cahya A.	V	V	-	-
15.	Rizki Dwi Prastio	V	V	V	V
16.	Nabilla Nur Hidayah	V	-	-	-
17.	Retno Ayu M.	V	V	-	-
	<b>Teacher's Name</b>				
18.	Rohib al Faisal Sutopo, ST	V	-	-	-

19.	Al Lukman Arif Prayoga, S.Ds.	V	V	-	-
20.	Yose Auliandi, S.ST.	V	-	-	-
21.	Siti Nurkhasanah, S.Pd.	V	-	-	-
22.	Farahma Yuanita, S.Si., S.St.	V	-	-	-
23.	Eko Septiawan, S.Pd.	V	V	V	V
24.	Iqbal Hakam Syah Pahlevi, S.Ds.	V	-	-	-
25.	Andina Witaning Sari, S.Pd.	V	V	-	-
26.	Aminatul Muklisyah, ST, Gr.	V	-	-	-

The community service involves both students and teachers participating in a training program to improve their skills in creating animated stickers and submitting them on GIPHY's platform. The data in table 2 shows the participants' progress through four key phases: Module Access, Sticker Design Prototype, Sticker Animation Design, and Submitting on GIPHY. All 17 students and 9 teachers accessed the learning modules, indicating full engagement in the initial phase of the training. This suggests that the training materials were well-distributed, and participants were motivated to begin the learning process. 10 students from 17 students (59%) successfully completed the sticker design prototype phase. This indicates that over half of the students were able to apply the knowledge from the modules to create their initial sticker designs. Among the 9 teachers, 4 teachers (44%) completed the sticker design prototype, showing a similar engagement rate as the students. Only 4 students from 17 students (24%) successfully created animated versions of their sticker designs. This drop-off indicates that the animation phase was a significant hurdle for most students. The transition from static to animated design may have required additional skills or technical competency that not all students possessed. 1 teacher from 9 teachers (11%), Eko Septiawan, successfully completed the animation phase. Only 2 students (12%), Risky Nanda Pratama and Rizki Dwi Prastio, completed all the stages and submitted their animated stickers to GIPHY. This very low submission rate indicates that the process of uploading to an online platform posed additional challenges, whether technical (internet issues, platform complexity) or motivational. Only 1 teacher from 9 teachers (11%), Eko Septiawan, successfully submitted his animated stickers to GIPHY. This analysis reflects that while the program showed promising engagement in the early phases, there are critical areas that require enhancement to ensure that more participants can successfully complete all stages of the training and achieve the desired outcomes.

#### 4. CONCLUSIONS

During the training, participants are able to master basic graphic design and animation techniques using software such as Adobe Illustrator, Adobe Photoshop and Adobe After Effects. Participants also succeeded in applying design principles in the sticker design process, which resulted in visually attractive products that had high aesthetic value. Additionally, participants demonstrated increased ability to market their animated stickers through digital platforms such as GIPHY, which provided practical insight into digital promotional strategies. This training not only has a positive impact on developing participants' technical skills, but also strengthens the VCD curriculum at SMKN 1 Surabaya by adding the latest skills that are relevant to the current needs of the creative industry. Thus, this training plays an important role in preparing students and teachers to face the challenges of the digital era and industry 4.0, where the ability to produce and promote innovative visual content is becoming increasingly important.

Full module access shows strong commitment from all participants, laying a solid foundation for skill development in the subsequent stages of the training. The completion rate for the

sticker design prototype is moderate. Some participants, both students and teachers, may have faced challenges with translating the theoretical knowledge into practical design output. This phase posed the greatest challenge for participants. Low completion rates for animation suggest a need for additional support, such as more detailed tutorials, extended practice time, or easier-to-use animation tools. The low number of submissions on GIPHY reveals a need for better support and guidance during the final stage of the training. Technical hurdles related to online submission may have been underestimated. The fact that all participants accessed the modules demonstrates initial enthusiasm and readiness to engage with the content. The significant drop in participation from the design prototype stage to the animation phase suggests that animation requires more advanced skills or confidence, which were not fully developed in many participants. The difficulty in reaching the final stage, particularly the GIPHY submission, indicates potential technical and approval stage from GIPHY during procedure on this web, so most of participant couldn't complete on these stages. Overall, this training has proven that educational interventions that focus on practical skills and the application of digital technology can make a significant contribution to increasing the competency and competitiveness of students and teachers in the field of visual communication design.

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