

FINAL PROJECT

**DESIGNING CHILDREN'S STORYBOOKS AS CAMPAIGN MEDIA
AGAINST BULLYING AMONG EARLY CHILDHOOD**

To Fulfill Partial Requirements for Obtaining Bachelor's degree (S-1)



By:

Clara Oktavia Firdaus

21052010079

Supervisor 1:

Bayu Setiawan, S.Sn., M.Sn.

Supervisor 2:

Masnuna S.T., M.Sn

STUDY PROGRAM VISUAL COMMUNICATION DESIGN

FACULTY OF ARCHITECTURE AND DESIGN

UNIVERSITAS PEMBANGUNAN NASIONAL "VETERAN" JAWA TIMUR

2025/2026

APPROVAL PAGE

DESIGNING CHILDREN'S STORYBOOKS AS CAMPAIGN MEDIA AGAINST
BULLYING AMONG EARLY CHILDHOOD

Compiled By:

Clara Oktavia Firdaus

21052010079

Has been defended in front of the Examiner Team

On the date: April 20, 2026

Supervisor I



Bavu Setiawan, S.Sn., M.Sn.

NIP. 19910728 202203 1004

Supervisor II



Masnuna, S.T., M.Sn.

NIPPPK. 19840512 202121 2004

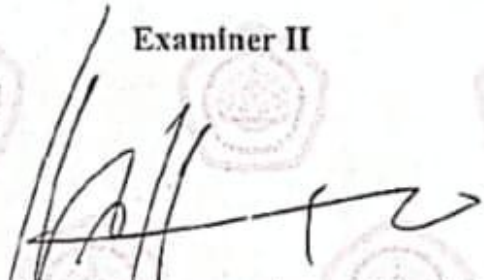
Examiner I



Aditva Rahman Yani, S.T., M.Med.Kom.

NIPPPK. 19810929 202121 1002

Examiner II



Alfian Candra Ayuswantana, S.T., M.Ds.

NIP. 19880505 201903 1018

This Final Project has been accepted as one of the requirements
to obtain a Bachelor of Design (S-1)

Dean of the Faculty of Architecture and Design



Ibnu Sholichin, S.T., M.T.

NIPPPK. 19710916 202121 1004

AGREEMENT PAGE

**DESIGNING CHILDREN'S STORYBOOKS AS CAMPAIGN MEDIA AGAINST
BULLYING AMONG EARLY CHILDHOOD**

Compiled By:

Clara Oktavia Firdaus

21052010079

Has been defended in front of the Examiner Team

On : April 20, 2026

Supervisor I



Bayu Setiawan, S.Sn., M.Sn.

NIP. 19910728 202203 1004

Supervisor II



Masnuna, S.T., M.Sn.

NIPPPK. 19840512 202121 2004

**This Final Project has been accepted as one of the requirements
to obtain a Bachelor of Design (S-1)**

Head of the Visual Communication Design Study Program



Masnuna, S.T., M.Sn.

NIPPPK. 19840512 202121 2004

PLAGIARISM FREE STATEMENT LETTER

I, the undersigned:

Number : Clara Oktavia Firdaus
NPM : 21052010079
Program : Bachelor (S1)
Study Program : Visual Communication Design
Faculty : Faculty of Architecture and Design

I declare that in this scientific document of Final Project, there is no parts of other scientific works that has been submitted to obtain an academic degree at a Higher Education Institution, and there is also no work or opinion that has been written or published by another person/Institutions, except those that are writtenly cited in this document and stated in full in the Bibliography.

And I declare that this scientific document is free from elements plagiarism. If in the future there is an indication of plagiarism in this Final Project, I am willing to accept sanctions in accordance with applicable laws and regulations.

Thus, I make this statement letter truthfully without any coercion from anyone and to be used as it should be.

Surabaya, May 20, 2026

Who Made the Statement



Clara Oktavia Firdaus

NPM: 21052010079

ABSTRACT

Bullying is a widespread problem in Indonesia. It often occurs among teenagers, but bullying has also started to affect early childhood (0-7 years old). Early childhood is a golden period when a child's character begins to form. The increase in bullying cases that never seem to end is caused by many parents who still do not understand the importance of teaching children to be brave in expressing their feelings or to stand up against bullying. This study aims to design educational media in a fun and easily understandable form by using a children's storybook. This children's storybook presents an example of bullying that occurs in early childhood. Thus, children will feel more relevant and understand it more easily. Besides being an educational medium, the children's storybook can also serve as a bonding tool between parents and children.

The research method used is qualitative. Data were collected through interviews with stakeholders, parents who have young children, and child psychologists. Additionally, questionnaires were conducted to understand the perspectives of bullying victims or perpetrators and the impact of bullying on their current lives, including the role of their parents in dealing with it. Meanwhile, supporting or secondary data were obtained from books, journals, mass-media articles, and social media. All collected data were then analyzed using a descriptive approach and the 5W+1H method.

The design results show that children's storybooks can serve as an attractive, non-preachy educational campaign medium. This finding is strengthened by validation results from stakeholders and audiences, who responded positively to the book. By using Instagram as a distribution platform for the e-book, it is hoped that the campaign message can reach a wide audience and target market, thereby driving change and reducing bullying in Indonesia.

Keyword: Children's Storybook, Bullying, Early Childhood, Courage, Parent

FOREWORD

Praise be to God Almighty, who has granted His grace and blessings, allowing me to successfully complete this Final Project, titled "Designing Children's Storybooks as Campaign Media Against Bullying Among Early Childhood." I am grateful for the many individuals who contributed to this project, and I extend my deepest thanks to:

1. To Allah SWT, who always grants health and strength, enabling this report to be completed.
2. To my parents, who have always offered steadfast support and their prayers.
3. To my siblings, sister-in-law, brother-in-law, and nephews, who have inspired me to create this Final Project.
4. To my supervisor, Mr. Bayu Setiawan S.Sn, M.Sn., who has been patient with me for four semesters. All of Mr. Uyab's guidance and patience, along with suggestions and input on all processes in designing my Final Project.
5. To all the DKV Lecturers at UPN "Veteran" Jawa Timur who have provided a wealth of knowledge and experience that will be useful for my future.
6. To the stakeholders and other resource persons who have taken the time to provide very important information for this design.
7. To my dearest friends from college, Aliv, Caca, and Bitu, who are my best friends, I feel incredibly lucky to know them. I hope BiCaRa's future journey expands beyond Bali into a wider, more welcoming world.
8. To my partner, Osfred, who has supported and encouraged me from afar. All the gifts, food, and flowers are truly meaningful. Looking forward to seeing you in Australia.
9. To my friends from junior high and high school: Dita, Rajwa, Zahrin, Chaca, Bebek, Rara, Ais, Aul, Celi, and Dinda.
10. Thank you to Mrs. Xera for giving me the opportunity to join the International Office Volunteer team, along with Mr. Indrawan, Mr. Hasan, Ms. Itak, and my fellow volunteers.
11. To all my friends from DKV Class 21, whose names I cannot mention one by one.

12. To Theo James, Tom Hardy, Henry Cavill, Chris Evans, One Direction, Shawn Mendes, Stray Kids, Sofia Vergara, Matt Smith, and all my idols whom I can't name individually. I hope to meet you someday. Thank you for lifting my spirits when I'm feeling down.

Surabaya, April 28, 2026

A handwritten signature in black ink, appearing to read 'Clara'.

Clara Oktavia Firdaus

TABLE OF CONTENTS

TABLE OF CONTENTS.....	v
LIST OF FIGURES	xi
LIST OF TABLES	xv
LIST OF APPENDIX	xvi
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Background.....	1
1.2. Identification of problems	7
1.3. Problem Formulation.....	8
1.4. Problem Limitations	8
1.5. Planning Purpose.....	8
1.6. Benefits of Planning	8
1.7. Framework of thinking.....	10
CHAPTER II	11
LITERATURE REVIEW AND EXISTING.....	11
2.1. Operational Definition of Title.....	11
2.1.1. Definition of Book.....	11
2.1.2. Definition of Story	11
2.1.3. Definition of Children	11
2.1.4. Definition of Media.....	11
2.1.5. Definition of Campaign.....	12
2.1.7. Definition of Bullying	12
2.1.8. Definition of Among	12
2.1.9. Definition of Early Childhood	12
2.2. Theoretical basis.....	12
2.2.1. Picture Story Book	12
2.2.2. Book Deal Review.....	13
2.2.3. Illustrations for Children.....	15
2.2.4. Layout.....	16
2.2.5. Campaign Overview.....	16
2.2.6. Types of Campaigns	17
2.2.7. Campaign Communication Objectives.....	17
2.2.8. Campaign Media	18
2.2.9. Campaign Stages	18

2.2.10.	An Overview of the Importance of Parents' Role in Early Childhood.....	19
2.2.11.	Review of Bullying.....	19
2.2.12.	Types Bullying	20
2.2.13.	Causative factor Bullying	20
2.2.14.	Impact Bullying	22
2.2.15.	Parental Efforts in Prevention Bullying.....	22
2.2.16.	Board Review.....	23
2.2.17.	Overview of Visual Communication Design Theory	25
2.2.18.	Definition of Visual Communication Design.....	25
2.2.19.	Design Elements.....	26
2.2.20.	Design Principles	27
2.2.21.	Color in Visual Communication Design.....	28
2.2.22.	Typography in Visual Communication Design.....	29
2.3.1.	Existing Study.....	29
2.3.2.	Comparative Study	35
BAB III	43
DESIGN METHODOLOGY	43
3.1.	Design Method	43
3.2.	Planning Object	43
3.3.1.	Data Primer	43
3.3.2.	Data Seconds.....	49
3.3.3.	Target Audience	51
3.4.	Data Analysis Techniques.....	52
2.4.1.	Questionnaire Data Analysis	52
2.4.2.	Interview Data Analysis.....	67
2.4.2.1.	Data Analysis of Ditemen.in Founder Interviews.....	67
2.4.2.2.	Child Psychologist Interview Data Analysis	68
2.4.2.3.	Early Childhood Parent Interview Data Analysis.....	70
2.4.3.	5W+1H Data Analysis.....	71
2.4.4.	Consumer Insight Analysis.....	77
2.4.5.	Analisis Consumer Analysis	77
3.4.	Data Synthesis.....	84
3.5.	USP (Unique Selling Propotion).....	85
Chapter IV	86
CONCEPT AND DESIGN IMPLEMENTATION DESIGN	86

4.1.	Keyword Formulation.....	86
4.1.1.	Keyword Definition	86
4.1.2.	Denotative Meaning	86
4.1.3.	Connotative Meaning.....	87
4.1.4.	What to Say.....	87
4.1.5.	How to Say	87
4.2.	Verbal Concept.....	88
4.2.1.	Campaign Title.....	88
4.2.2.	Campaign Tagline	88
4.2.3.	Language Style.....	88
4.2.4.	Book title	88
4.2.5.	Anatomy of a Book.....	89
4.2.6.	Storyline	90
i.	Story Synopsis.....	91
ii.	Campaign Content and Materials on Instagram Feed	91
b.	Visual Concept.....	94
i.	Illustration	94
ii.	Logo	95
iii.	Color	95
iv.	Design	96
v.	Typography.....	96
vi.	Layout.....	97
c.	Media Concept.....	97
i.	IAISAS Strategy	97
ii.	Media Determination	100
iii.	Design Planning Process	102
1.	Logo	102
2.	Children's Story Book.....	106
a.	Character Study	106
b.	Rough Sketch of Character Design (Rough Design)	110
c.	Comprehensive Design.....	115
d.	Design Validation	118
iv.	Implementation of Supporting Media Design.....	124
a.	Logo	124
b.	Instagram.....	124

c. Merchandise Design	127
4.2.7. Draft Budget	133
Chapter V	134
CONCLUSION	134
5.1. Conclusion	134
5.2. Suggestion	134
BIBLIOGRAPHY	135
APPENDIX	138

LIST OF FIGURES

Figure 1. 1. Questionnaire when bullying happened in 2024	2
Figure 1. 2. Impact questionnaire on the bullying victim, 2024	3
Figure 1. 3. Milestone Ditemen.in, 2024	5
Figure 2. 1. Book Grading Classification	13
Figure 2. 2. Book Hierarchy Matrix	15
Figure 2. 3. Logo of Ditemen.in NGO, 2024	23
Figure 2. 4. Some examples of Instagram content of NGO Ditemen.in, 2024	24
Figure 2. 5. Milestone NGO Ditemen.in, 2024	25
Figure 2. 6. Color Combinations, 2024	28
Figure 2. 7. Instagram account Ditemen.in, 2025	29
Figure 2. 8. The book "Sorry", 2024	35
Figure 2. 9. The book "Tiffany and Her Magic Words ", 2025	39
Figure 3. 1. Interview with the Founder of NGO Ditemen.in, 2025	44
Figure 3. 2. Interview with Child Psychologist, 2024	46
Figure 3. 3. Interview with Parents of Early Childhood Children, 2024	48
Figure 3. 4. Interview with Parents of Early Childhood Children, 2025	48
Figure 3. 5. Gender Questionnaire Results, 2024	52
Figure 3. 6. Age Category Questionnaire Results, 2024	53
Figure 3. 7. Results of Respondents' Domicile Questionnaire, 2024	53
Figure 3. 8. Questionnaire Results on Having Been Involved in Bullying Incidents, 2024	53
Figure 3. 9. Results of the Incident Occurrence Questionnaire, 2024	54
Figure 3. 10. Results of the Bullying Forms Questionnaire, 2024	54
Figure 3. 11. Results of the Questionnaire on the Frequency of Experiencing Bullying, 2024	55
Figure 3. 12. Results of the Bullying Impact Questionnaire, 2024	55
Figure 3. 13. Questionnaire Results: Ever Told Parents, 2024	56
Figure 3. 14. Results of the Parental Reaction Questionnaire, 2024	56
Figure 3. 15. Questionnaire Results: Have Parents Provided Sufficient Support?, 2024	57
Figure 3. 16. Results of the What Parents Can Do Questionnaire, 2024	57
Figure 3. 17. Results of the Questionnaire on When to Take Action: Bullying, 2024	58
Figure 3. 18. Results of the Reasons for Doing Questionnaire: Bullying, 2024	58
Figure 3. 19. Results of the Feelings Questionnaire After Doing Bullying, 2024	59

Figure 3. 20. Results of the Questionnaire on People's Opinions of Others Who Are Bullied, 2024	59
Figure 3. 21. Results of the Perpetrator's Opinion Questionnaire Regarding the Victim's Feelings, 2024	60
Figure 3. 22. Questionnaire Results: Do the Perpetrator's Parents Know About His Actions?, 2024	60
Figure 3. 23. Results of the Questionnaire on Parents' Opinions about Whether They Bully, 2024	61
Figure 3. 24. Results of the Parental Supervision Questionnaire, 2024	61
Figure 3. 25. Results of the Questionnaire on the Perpetrator's Opinion Regarding Parents' Actions, 2024	62
Figure 3. 26. Questionnaire Results: How Much Influence Parents Have on Social Behavior, 2024	63
Figure 3. 27. Questionnaire Results: What Parents Feel When They Talk About Bullying, 2024	63
Figure 3. 28. Questionnaire Results: How Important is the Role of Parents in Preventing Bullying, 2024	64
Figure 3. 29. Results of the Respondents' Opinion Questionnaire on What Parents Can Do to Prevent Bullying	64
Figure 3. 30. Questionnaire Results: Have Respondents Seen a Campaign to Educate Parents to Be More Active in Preventing Bullying, 2024	65
Figure 3. 31. Questionnaire Results: How Effective Would It Be If Parents Were More Involved, 2024	66
Figure 3. 32. Questionnaire Results: Do Respondents Want Parents to Be More Involved in Supporting Overcoming Bullying, 2024	66
Figure 3. 33. Questionnaire Results: Is Social Media Suitable as a Campaign Medium, 2024	67
Figure 3. 34. Questionnaire Results, Which Social Media is Most Suitable?	67
Figure 3. 35. Consumer Journey Tagor, 2025	77
Figure 3. 36. Eiichiro's Consumer Journey, 2025	79
Figure 3. 37. Consumer Journey Alfiyatus, 2025	81
Figure 3. 38. Consumer Journey of Nazra's, 2025	82
Figure 4. 1. Illustration Style Reference	94
Figure 4. 2. Example of logo	95
Figure 4. 3. Color palette to be used, 2025	95
Figure 4. 4. Design Style Reference	96
Figure 4. 5. Chunko Bold 2025 Font	96

Figure 4. 6. Handineat, 2025.....	97
Figure 4. 7. Interactive storybook layout, 2025	97
Figure 4. 8. Logo Brainstorming.....	103
Figure 4. 9. Rough Sketch of the Logo	103
Figure 4. 10. Logo Color	104
Figure 4. 11. Comprehensive Logo	104
Figure 4. 12. Selected Logo Design	104
Figure 4. 13. Validation of Supervising Lecturer	105
Figure 4. 14. Logo Validation Stakeholder	105
Figure 4. 15. Logo Meaning.....	106
Figure 4. 16. Kayla Character Visual Reference, 2025	107
Figure 4. 17. Kael Visual References, 2025	108
Figure 4. 18. Visual Reference of Rian's Character, 2025	108
Figure 4. 19. Visual Reference of Mama Character, 2025.....	109
Figure 4. 20. Visual Reference of Papa Character, 2025	109
Figure 4. 21. Visual Reference of the Teacher, 2025	110
Figure 4. 22. Rough Sketch of Kayla's Character	110
Figure 4. 23. Rough Sketch of Kael's Character	111
Figure 4. 24. Rough Sketch of Rian's Character	111
Figure 4. 25. Rough Sketch of Mama and Papa Characters	111
Figure 4. 26. Rough Sketch of the Teacher's Character	112
Figure 4. 27. Title Typography	112
Figure 4. 28. Alternative Book Cover Sketch	113
Figure 4. 29. Contents Page Sketch	114
Figure 4. 30. Comprehensive Character Design of Kayla	115
Figure 4. 31. Comprehensive Kael Character Design	115
Figure 4. 32. Comprehensive Character Design of Rian	116
Figure 4. 33. Comprehensive Character Design of Mama Papa	116
Figure 4. 34. Comprehensive Character Design of Teacher.....	117
Figure 4. 35. Comprehensive Title Typography	117
Figure 4. 36. Comprehensive Cover	118
Figure 4. 37. Kayla's chosen character	118

Figure 4. 38. Kael's character selected with hair revision	119
Figure 4. 39. The selected Rian character with revised hair	119
Figure 4. 40. The selected characters of Mama and Papa	120
Figure 4. 41. Character of the selected teacher	120
Figure 4. 42. Validation Evidence to Stakeholders and Supervising Lecturers	121
Figure 4. 43. Selected Book Covers	121
Figure 4. 44. Final Contents Page	122
Figure 4. 45. Validation of Children's Story Books to Dospem and Stakeholders	123
Figure 4. 46. Instagram Reference	124
Figure 4. 47. Alternative Feed Design	124
Figure 4. 48. Selected Feed Design	126
Figure 4. 49. Campaign Account	127
Figure 4. 50. Hand Puppet Design	127
Figure 4. 51. Packaging Box Design	128
Figure 4. 52. Drink Tumblr Design	128
Figure 4. 53. Lunchbox Design	129
Figure 4. 54. Keychain Design	129
Figure 4. 55. Totebag Design	130
Figure 4. 56. Sticker Design	130
Figure 4. 57. Hat Design	131
Figure 4. 58. T-shirt Design	131
Figure 4. 59. Pin Design	132
Figure 4. 60. Diary Book Design	132

LIST OF TABLES

Table 2. 1. Existing Study Analysis Table	30
Table 2. 2. Comparative study analysis table of the book "Sorry".....	35
Table 2. 3. Comparative study analysis of the book "Tiffany and Her Magic Words"	39
Table 4. 1. Storyline of the Book "Call Me Kayla!"	90
Table 4. 2. Campaign Content Feed.....	91
Table 4. 3. AISAS Strategy.....	98
Table 4. 4. Draft Cost Budget	133

LIST OF APPENDIX

Appendix 1. Questionnaire Results.....	138
Appendix 2. Interview with NGO Ditemen. in	149
Appendix 3. Interview with Ms. Amira, Child Psychologist	152
Appendix 4. Interview with Early Childhood Parents.....	157
Appendix 5. Assistance Form	159