

## **FINAL PROJECT**

# **DESIGNING AN INTERACTIVE VISUAL BOOK FOR INTRODUCING HUMAN BODY AND SENSES BASED ON STEM LEARNING FOR CHILDREN AGED 5-6**

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



By:

**Tarisha Oisina Putri**

**22052010012**

Supervisor 1:

**Widyasari, S.T., M.T**

Supervisor 2:

**Restu Ismoyo Aji, S.Sn., M.A**

**STUDY PROGRAM OF VISUAL COMMUNICATION DESIGN**

**FACULTY OF ARCHITECTURE AND DESIGN**

**UNIVERSITAS PEMBANGUNAN NASIONAL "VETERAN" JAWA TIMUR**

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**APPROVAL PAGE**

**DESIGNING AN INTERACTIVE VISUAL BOOK FOR INTRODUCING HUMAN  
BODY AND SENSES BASED ON STEM LEARNING FOR CHILDREN AGED 5-6**

Compiled by :

**TARISHA OISINA PUTRI**

**22052010012**

**Has been defended in front of the Examiner Team**

**On : 20 April 2026**

**Supervisor I**



**Widvasari, S.T., M.T**

**NPT. 182 198909 2007 5**


**Supervisor II**



**Restu Ismovo Aji, S.Sn., M.A.**

**NIPPPK. 19850106 202521 1046**

**Examiner I**



**Aditya Rahman Yani, S.T., M.Med.Kom.**

**NIPPPK. 19810929 202121 1092**

**Examiner II**



**Dr. Aris Sutejo, S.Sn., M.Sn.**

**NIP. 19851106 201903 1002**

**This final project has been accepted as one of the requirement**

**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 AN INTERACTIVE VISUAL BOOK FOR INTRODUCTION HUMAN  
BODY AND SENSES BASED ON STEM LEARNING FOR CHILDREN AGED 5-6**

**Compiled by:  
TARISHA OISINA PUTRI  
22052010012**

**Has been defended in front of the Examiner Team  
On : 20 April 2026**

**Supervisor 1**



**Widvasari, S.T., M.T.  
NPT. 182 198909 2007 5**

**Supervisor 2**



**Restu Ismoyo Aji, S.Sn., M.A.  
NIPPPK. 19850106 202521 1046**

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

**Head of Visual Communication Design Program**



**Masnuna, S.T., M.Sn.  
NIPPPK. 19840512 202121 2004**

## STATEMENT OF FREE PLAGIARISM

I, the undersigned:

Name : Tarisha Oisina Putri  
NPM : 22052010012  
Program : Bachelor (S1)  
Study Program : Visual Communication Design  
Faculty : Architecture and Design

I declare that in this scientific document of Final Project there is no part of another scientific work 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/institution, 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 of 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, 20 May 2026

The Undersign  
  
Tarisha Oisina Putri  
NPM 22052010012



## ABSTRACT

The design of this STEM (Science, Technology, Engineering, and Mathematics)-based interactive visual book is motivated by the importance of learning materials that can develop logical thinking skills, fine motor skills, and curiosity in early childhood. Based on observations at TK Negeri IV in Bekasi and TK Al-Wahyu in Surabaya, it was found that the interactive books used in schools are still limited, both in terms of content and the nature of interaction. Most of the available books focus only on storytelling and have not fully integrated the STEM approach. This situation highlights the need to develop interactive books that can support children's logical thinking and fine motor skills through a STEM approach.

The method used in this design is the Research & Development (R&D) method using the ADDIE model with a qualitative descriptive approach. Data were collected through observations, interviews, and Focus Conversation Group (FCG) with teachers, parents, and children aged 5–6 years. Observations were conducted to understand how children learn, respond to books, and interact with visual media; interviews were conducted to determine appropriate content for the book; and FCG were used to explore children's preferences regarding colors, illustrations, and activity formats.

The design concept adopts an interdisciplinary STEM education approach that integrates elements of science, technology, engineering, and mathematics with the theme of exploring the body and the senses. This book is categorized as Level A according to the guidelines issued by the Pusat Perbukuan BSKAP (2022), taking into account its design elements such as expressive illustrations, bright colors, easy-to-read typography, a well-organized layout, and interactive activities tailored for children aged 5–6 years.

The result of this STEM-based interactive visual book design can serve as a learning medium for early childhood education. Through interactive activities, children can learn while solving simple problems. This design is expected to serve as an alternative educational medium that is not only visually appealing but also plays a role in fostering logical thinking and fine motor skills, as well as enhancing children's focus on learning from an early age.

**Keywords: Visual Books, STEM, Children's Logic, Fine Motor Skills, Early Childhood**

## **FOREWORD**

The author offers praise and thanks to Allah SWT, the One and Only God, for all His mercy, blessings, and guidance, which have granted the author the health, strength, and opportunity to successfully complete this Final Project Report titled "Designing an Interactive Visual Book For Introducing Human Body and Senses Based on STEM Learning For Children Aged 5-6." The process of compiling this report is part of the final stage of the author's education in the Visual Communication Design Program, Faculty of Architecture and Design, Universitas Pembangunan Nasional "Veteran" Jawa Timur.

The completion of this report would not have been possible without the support, assistance, and prayers from various sides. Therefore, on this occasion, the author would like to express his deepest gratitude to:

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12. Saarah, Dian, Riris and fellow students who provided support, camaraderie, and encouragement throughout the process of completing this final project.

The author acknowledges that this report is far from perfect. Therefore, the author welcomes constructive criticism and suggestions for future improvements. May this final project report provide benefits and contribute, particularly to the development of learning materials for early childhood education.

Surabaya, 27 April 2026



Tarisha Oisina Putri

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