

CHAPTER I: INTRODUCTION

1.1 Background

Indonesia is a country rich in spices. There are many types of spices found in Indonesia. These spices give Indonesian cuisine a unique and distinct taste. This was one of the reasons why several European countries came to Indonesia during the colonial era. The diversity of spices and their growing regions gives Indonesia a great opportunity to become a global spice supplier, which can significantly contribute to Indonesia's economy (Fitriana, 2021).

Spices are parts of plants that come from the stems, leaves, bark, bulbs, rhizomes, roots, seeds, flowers, or other parts of plants (De Guzman and Siemonsma, 1999). Spices play a significant role in human life, especially in the field of food, and are often involved in daily activities such as cooking. Each spice has its benefits and functions, such as being used as seasoning, flavor enhancers, fragrances, and food preservatives used in limited quantities (FAO, 2005).

As times have progressed, everything has become more instant, causing the younger generation to rarely know spices (Rachman, 2020). It makes young people today are less interested in learning about and using Indonesian spices. This is because they are busy with their activities and think that knowing about herbs and spices is not useful anymore (Chelsea, 2024). Some spices have similar appearances, which can lead to confusion. For example, ginger looks similar to galangal, turmeric, and lesser galangal. According to Prof. Dr. Ir. Made Astawan, M.S., a lecturer and researcher at the Department of Food Science and Technology, Faculty of Agricultural Technology, Bogor Agricultural University, and the author of the book “Healthy with Spices and Kitchen Herbs,” the spices commonly found in Indonesia and easily available in markets or supermarkets have many health benefits. However, this information is not easily accessible.

Introducing spices to children is important in this millennial era, which is full of technology and easy access to information (Trisnawati, n.d.). Starting from the

early education level, namely Early Childhood Education (PAUD) to Elementary School (SD), spices need to be introduced to children from an early age. Children aged 4-6 years are highly curious and tend to ask many questions to satisfy their curiosity (Mutia & Sidabalok, 2017). Moreover, children aged 2-6 years can understand the narratives in storybooks being read to them. Specifically, those aged 4-6 years have begun to focus more on the sentences within the storybook. This developmental stage makes the ages of 4-6 an ideal period for introducing new concepts through storybook media, including the introduction of various spices as part of designing an educational illustration book.

However, spices are rich in benefits and good for children, so they need to be introduced early through direct involvement with children. Besides health benefits, introducing spices to children can also enhance their love for Indonesia, which is rich in natural resources (Azizah, 2021).

Illustrated books are an effective communication medium for introducing spices to children. Research by Moeslichatun (2004) shows that reading illustrated books can provide various benefits for children's development, including helping them learn about the world around them. Illustrated books are popular with children because they are attracted to colorful and picture-filled books. Books are a suitable medium because they can be stored, read repeatedly, do not require an internet connection, and do not strain the eyes from prolonged screen exposure. This is also confirmed by Garland, as reported by Time Healthland on Thursday (15/3/2012), who stated that reading from paper helps people understand information faster. Parents also play an essential role in encouraging children's interest by accompanying or reading illustrated books to them from an early age. Homes should be conditioned to encourage children to play with educational elements that stimulate their imagination and thinking.

Based on these issues, the author has designed an illustrated book as a medium for introducing spices found around us to children aged 4-6 years. This illustrated book is designed with an attractive approach to increase the interest of children

aged 4-6 years. This book can also be used by mothers to accompany and teach their children about spices.

1.2 Design Problem

on the issues presented, the identified problems that can serve as the foundation for this research are:

1. The declining knowledge among the younger generation about the types and benefits of Indonesian spices makes it crucial to introduce these spices from an early school age, specifically between 4-6 years old.
2. The current books available on the market do not specifically introduce spices to children. Most of the books found are limited to recipes or using spices for medicine and beauty for teenagers and adults.

1.3 Problem Formulation

How to design an illustrated book to effectively introduce children to spices around them through attractive visual illustrations?

1.4 Problem Scope

The problem was limited so that this research could be well-focused. The limitations of the problems in this research are as follows:

1. What

The introduction of spices commonly found around us should be related to the daily activities of children and parents at home.

2. Who

The target audience for designing an illustrated book about spices is children aged 4-6 years.

3. How

Designing an illustrated children's book to introduce local spices commonly found in the surroundings.

4. Where

The researcher wants to narrow the study to only focus on Bandung. This helps make the research more focused and detailed, allowing for more relevant local data collection. By limiting the area of study, the researcher can explore specific aspects of the spice routes in Bandung, leading to more specific and useful findings for that area.

5. When

The work is expected to be done in 2025.

1.5 Research Purpose

The purpose of this research is to explore effective methods for designing an engaging illustrated children's book that introduces various local spices. This includes creating captivating visual narratives and informative content tailored to children aged 4-6 years, aiming to enhance their understanding and appreciation of spices found in their surroundings.

1.6 Research Benefit

1. For Academic

- a. Provide references and insights on how to design visual history media as educational media about spices.

2. For Researcher

- a. Develop skills in research, design, and development of interactive content.
- b. One of the requirements for obtaining a bachelor's degree in visual communication design at Telkom University

3. For Readers

- a. Increase knowledge about spices, culture, and related values.
- b. Inspire interest in spices and their use in everyday life.
- c. Motivate active learning and cultural exploration.

1.7 Collecting Data and Analysis

The research method used is a qualitative method. The qualitative method is a method that focuses on collecting data and the results of direct analysis of objects and subjects in research (Rosyadah, A., Wahab, T., & Eridani, F. ,2022).

1) Observations

According to Sugiyono (2018), observation is a data collection technique that has specific characteristics compared to other techniques. Observation extends beyond humans to include other natural objects. In this research context, observation involves direct field observations to assess the condition of spice-related books available in the market. The aim is to understand the type of media needed by the target audience, observe various types of spices firsthand, and gather authentic information about spices to inform the design process.

The researcher conducts observational studies in relevant settings, such as community events, to observe audience interactions and reviews of similar books to be designed.

2) Interview

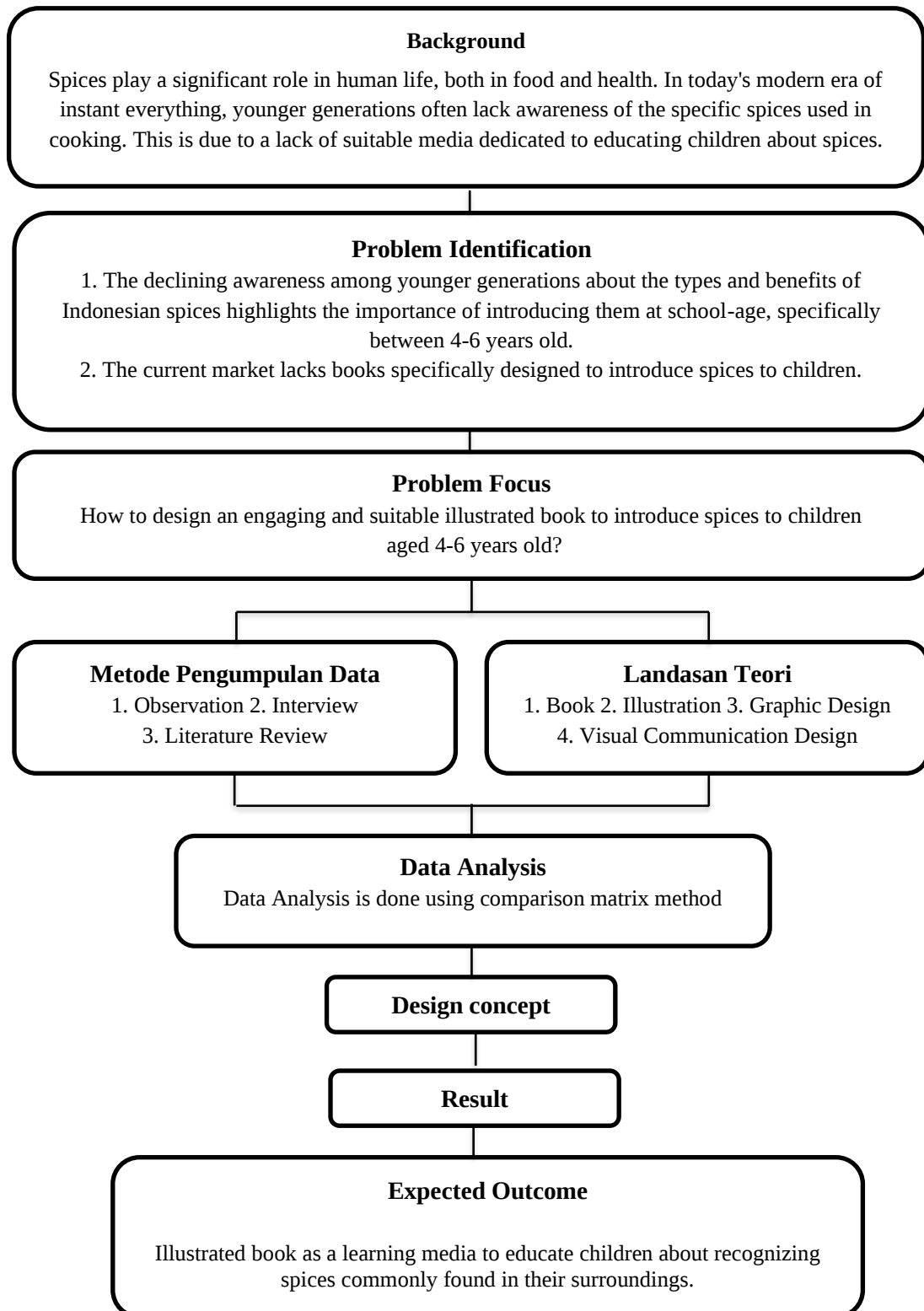
Interviewing is a two-way communication method used to gather information from relevant respondents. It can be described as a face-to-face conversation between the interviewer and the interviewee, where the interviewer asks direct questions about a pre-designed research topic. The type of interview chosen by the researcher is a semi-structured interview. According to Sugiyono (2018), this type of interview falls under the category of in-depth interviews, where semi-structured interviews involve asking open-ended questions compared to structured interviews, while still following a predefined interview guide. The primary respondents for this interview are parents who have children aged 4-6 years, conducted through direct conversations. The purpose of these interviews is to gather information for designing an illustrated children's book.

3) Literature Study

Data collection through literature review aims to gather pertinent information supported by expert theories for the research. Soewardikoen (2021) emphasizes

that reading enhances the researcher's perspective and expands their references. This method involves sourcing data from books, articles, and the internet, typically comprising photos, illustrations, and text relevant to spice design and book development.

1.8 Research Framework



1.9 Chaptering

CHAPTER I: Introduction

Contains information about the background of the problem that explains the topics discussed regarding teenagers studying Indonesian spices.

Based on this background, problem identification, problem formulation, scope, benefits, collection and analysis methods, and research framework are formulated. This chapter closes with a chapter that briefly explains the contents of each chapter.

CHAPTER II: Theoretical Foundations

This chapter will explain the subject matter of the research topic and will explore information from many resources. Drawing upon theories in Visual Communication Design, this chapter elucidates the principles underlying the creation of picture storybooks, emphasizing the role of illustration, color psychology, and typography in effectively conveying information.

CHAPTER III: Data Analysis and Problems

This chapter explains the research results, including data collection and analysis, following the research objectives. It uses qualitative analysis. Qualitative analysis examines non-numerical data to understand deeper meanings and themes. These methods provide a complete understanding of the research findings.

CHAPTER IV: Design Concept Results

This chapter explains the process of creating the illustrated book, from references to media selection. First, it details the sources of information such as literature and field research. Next, it covers storytelling to craft an engaging narrative about the spices. Storyboarding is used to plan the flow of the story and page visuals. Content development involves writing and editing the text to ensure accuracy. The visualization process includes creating illustrations, choosing the art style, and selecting the color palette. Finally, media selection is discussed to determine the appropriate publishing print format.

CHAPTER V: Closing

This chapter contains conclusions about the research topics in this report and suggestions.