Designing 'Aku yang Bersinar' Illustration Book as an Educational Media for Teenage Self-Confidence

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ABSTRACT

Adolescence is a transitional period from childhood to adulthood. Due to this condition, adolescent development is also followed by other developmental tasks. If adolescents fail to carry out their developmental tasks, it will have negative consequences in social life in the following phases. The role of parental care is very influential on the nature and behavior of adolescents, good parenting forms traits that are confident, take initiative, have ambition, have normal emotions, are responsible, and are able to carry out positive interpersonal ties. The lack of full parenting in the Child Social Welfare Institution (LKSA) makes adolescents have a negative self-concept, one of which is the low character of self-confidence. This design aims to create learning media in the form of illustration books that provide education on self-confidence in adolescents, learning to know the strengths and weaknesses of individuals so as to prepare LKSA adolescents to become part of society. The methods used in this design are quantitative and qualitative. The result of the design is a printed book entitled 'Aku yang Bersinar'.

Keywords: Illustration book, self-confidence, adolescents, orphanage

INTRODUCTION

Adolescence is a transitional period from childhood to adulthood. Because of this condition, adolescent development is also followed by other developmental tasks. To be able to socialize well, adolescents must carry out the developmental tasks at their age properly. If adolescents fail to carry out their developmental tasks, it will have negative consequences in social life in the following phases, causing unhappiness in the adolescents concerned, causing community rejection, and difficulties in completing the next developmental tasks (Saputro, 2018).

According to Saputro (2018) the developmental tasks of adolescence are as follows: 1. Accepting his own physicality and the diversity of its qualities, 2. Achieving emotional independence from parents or figures who have authority, 3. Developing interpersonal communication skills and getting along with peers, both individually and in groups, 4. Finding a human model that is used as his personal identity, 5. Accepting himself and having confidence in his own abilities, 6. Strengthening self-control (ability to control himself) on the basis of a scale of values, principles, or philosophy of life *(weltanschauung)*, 7. Able to leave childish reactions and adjustments (attitudes / behaviors). So that in fulfilling developmental tasks and emotional maturity cannot be separated from parental parenting. Parental parenting has a huge influence on children's resilient personalities so that children grow up to be individuals who are confident, take initiative, have ambition, have normal emotions, are responsible, and are able to carry out positive interpersonal ties (Basuni et al., 2021).

However, in reality, many adolescents do not live under the same roof with their biological parents and one of them lives in a Child Social Welfare Institution (LKSA) or orphanage. The role of parents who are replaced by caregivers results in emotional development needs that are not fully met (Haryanti et al., 2016). Most adolescents have not received enough attention from caregivers because the number of caregivers who act as parents is not proportional to the number of adolescents being cared for (Kawitri et al., 2019). Based on research (Oktafia, 2015) adolescents who live in LKSA tend to have a negative self-concept, have a higher risk of mental emotional development problems than adolescents who live at home. The mental emotional development of adolescents living in the home environment is better than adolescents living in LKSA.

In Permensos number 30 of 2011 LKSA plays a role in supporting childcare and providing services for children who need alternative care. Placement of children in the Child Social Welfare Institution is the last resort of alternative care services for children who cannot be cared for in the nuclear family, extended family, relatives or substitute families. Childcare by the Child Care Institution / LKSA is carried out with the following requirements: 1. The parents are unable to ensure the child's

proper growth and development physically, mentally, spiritually, and socially, 2. The parents are deprived of their parental authority based on a court decision; and/or, 3. Children who need special protection.

According to Rahayu, (2017) the principles of social services to children are preventive, curative and rehabilitative, and developmental. In the last point, this development principle means that LKSA provides services to explore the abilities and talents of children as much as possible.

In general, LKSA functions to accommodate children who have social difficulties such as lack of financial resources or the absence of one or both parents. LKSA has the responsibility to provide social welfare services to children by providing assistance and alleviation of neglected children, providing replacement services for parents / guardians of children in meeting physical, mental and social needs to foster children. Most of the causes of adolescents living in LKSA are the inability of biological parents in parenting and economics so that they cannot meet the needs of adolescents (Octaviani, 2022).

The difference in parenting patterns between living with biological parents at home and living in LKSA then becomes one of the factors for low self-esteem in adolescents which affects their self-confidence. According to Felker in (Hayuningtias, 2019) the components of self-esteem include:
1. Feeling of Belonging

    It is an individual's feeling that he or she is part of a group and that he or she is accepted and valued like other group members.
2. Feeling of Competence

    An individual's feeling and belief in their own ability to achieve an expected outcome.
3. Feeling of Worth

    A feeling where the individual feels they are worthwhile or not.

Self-confidence is the belief in one's own ability to do everything one wants and feel satisfied with oneself. If they fail, the individual does not feel discouraged and will

still try (Hayuningtias, 2019). According to (Skeen & Skeen, 2023) self-confidence is influenced by each individual's beliefs, these beliefs are in the form of positive and negative beliefs. Beliefs or *beliefs* are usually formed through interactions with the surrounding environment. When having healthy interactions, then beliefs grow positively and vice versa. Self-confidence is one of the essential requirements for individuals to develop activity and creativity as an effort to achieve achievement. According to Lauster in (Riyanti & Darwis, 2020) some aspects of self-confidence include:

1. Self-confidence, which is a positive attitude about oneself that one truly understands what one is doing.
2. Optimistic, facing everything with a good view of self, having hope and ability.
3. Objective, looking at problems or things according to the truth, not according to one's own truth.
   Responsible, a person's willingness to bear the consequences or risks of an action.
4. Rational, able to analyze a problem, a matter with a rotation that is acceptable to common sense and in accordance with reality.

However, self-confidence does not grow by itself. Self-confidence grows from a healthy interaction process in the individual's social environment and takes place continuously and continuously. (Riyanti & Darwis, 2020). This problem of low self-confidence will hinder: 1. development in socializing, 2. developing their potential, 3. knowing themselves and 4. other developmental tasks.

Based on these problems, adolescents are required to be able to adapt to environmental changes and face challenges that will be experienced throughout life, so it is necessary to have educational media to build self-confidence so that adolescents can learn independently and become resilient individuals. This design aims to educate the importance of teenage self-confidence, provide an understanding of self-awareness and self-esteem so that teenagers are able to know their strengths and weaknesses and prepare themselves to be part of society in the future.

Therefore, the designer is interested in making illustration books as educational media. Illustration book is one type of printed visual media that has advantages: 1. Can be read repeatedly, 2. Contains a more in-depth analysis to make readers think more specifically about the content of the writing, 3. Able to explain complex things better (Suyasa & Sedana, 2020). The existence of illustrations facilitates the process of communicating messages quickly, precisely and makes an idea as if it were real and forms an atmosphere full of emotions (Maharsi, 2016). According to (Male, 2017) the role of illustration consists of the following:

1. Documentation, reference and instruction. Illustrations become a medium of documentation, reference and instruction Information can be digested more easily when delivered visually. The use of creative and innovative illustrations in learning and research activities, whether in an educational, professional or entertainment context provides a more enjoyable experience of obtaining information.

2. Commentary, illustration is a visual commentary. In this case, illustrations can be a medium to criticize ongoing issues or problems in human life.

3. Storytelling. Storytelling is closely related to visual narrative. Illustrations play a role in describing the story. In this case the right balance between words and images is important.

4. Persuasion. Illustration plays a role to influence the audience, for example in a campaign or advertisement. Illustrations will use whatever style is needed to convey the right message.

5. Identity. Illustrations also play a role in providing identity in branding, packaging, to book and music covers.

The process of making illustrations goes through the following stages (Male, 2017) :

1. Developing the brief. An illustration brief at an advanced level must have 3 clear aspects, among others, The Rationale, The Aim and The Objectives. The Rationale contains the rationale of why an illustration is created. The Aim is the purpose of creating the illustration and states what results will be achieved, The Objectives contains what things/objects will be illustrated.

2. Answering the brief. Analyzing the content of the brief such as understanding the context and audience that the illustration will be aimed at.

3. The conceptual process Includes Brainstorming and Creative Processing and Completion. In Brainstorming and Creative Processing, the method used is writing or visual note taking. Exploration of ideas can use diagrams, lists or simple sketches. Meanwhile, Completion is an evaluation of the idea concept that has been made.

4. Research Conduct research so that the illustration is representative of the topic /in accordance with the brief.

5. Drawing. The drawing process is the main part of the illustration. The drawing must distinguish between important details and unnecessary things, and use the right visual language to represent the subject matter.

Illustration is very much related to color. Each color has different characters and properties that can affect the depiction of an image, mood, and impression presented in the design. So it is important to pay attention to what impression will be created to the audience in the design. In this book, the colors used should depict the sense of optimism and confidence that will be discussed in this book, so the colors used are a combination of warm colors. This warm color is inspired by the hue of the sun. The sun is a sign of the changing of the day which as long as the day continues to roll optimistic people will see the new day as an opportunity to continue to grow and encourage self-confidence.

Book media was chosen because it is the most suitable media in consideration of choosing learning media for LKSA adolescents according to the *ACTION* acronym. (Mustika, 2015) : 1). *Access,* easy access for teenagers to printed books, in this case every school-age teenager must be able to read, write and use books correctly, 2). *Cost,* book printing is cheaper than purchasing electronic/digital media, 3).

Technology, books are relevant media until now and are still used by school-age adolescents, 4). *Interactivity,* printed books are physical, can be held and written as a learning medium. 5). *Organization,* the selection of book media has been approved and supported by *stakeholders* and, 6). *Novelty,* the novelty brought by the book in the form of illustrations that can improve the delivery of information and *worksheet* pages as writing & drawing activities to facilitate learning teen ageself-confidence.

RESEARCH METHOD

The research method used is a combination of quantitative and qualitative research. In the quantitative method, data collection is done with a questionnaire. A questionnaire is a list of questions about something or a field, which must be filled in in writing by the respondent, the person who responds to the question. In principle, questionnaires are a way to obtain data in a relatively short time because many people can be contacted at once (Soewardikoen, 2021). This questionnaire is intended to determine the extent to which adolescents understand the character of self-confidence.

While in the qualitative method, data collection was carried out by observation at LKSA Muhammadiyah Sumur Bandung, as well as interviews with expert sources. Interview is a technique used to obtain information about events that cannot be observed directly by researchers, because researchers are not present at the scene, or actions or events that occurred in the past. The interview is a channel for transferring knowledge from the interviewee to the interviewer (Soewardikoen, 2021). The expert sources in this design are Farhanah Fitria Mustari who works as the Chairperson of the Teman Saling Berbagi Foundation to explore information about the development of adolescent self-confidence in LKSA and Aulia Hanifah Abdillah who works as an illustrator and *graphic designer* to get data on how to work on adolescent illustration books and write good content.

The population of this design is adolescent boys and girls who live in LKSA in West Java. The sample taken amounted to 50 adolescent boys and girls aged 13-18 years who lived in LKSA in Bandung City.

RESULT AND DISCUSSION

a. Data Analysis Results

Based on the results of questionnaires, observations, and interviews, the results of data analysis are as follows:

1. It is important for adolescents to have self-confidence because it has a big impact on the development of personality in life, because with this confidence adolescents can show their potential, which in the long run is also related to finance.
2. Media design in the form of illustration books was chosen because it is the most accessible and familiar media for LKSA adolescents.
3. Illustration design and script writing are made as close as possible to the experience or daily life of teenagers so that teenagers can easily understand the contents of the book.
4. The content will cover *self-awareness,* learning to know oneself, beliefs about oneself, self-acceptance, *self-compassion* and gratitude.
5. There are supporting media to increase interest in reading books such as notebooks, pens, bookmarks, game cards, and stickers.

b. Design Results

The results of the data analysis are then translated into keywords, verbal concepts and visual concepts. The keyword of the book design is Optimistic Develop Self. This keyword can be interpreted that self-confidence is something that can be trained and developed along with adolescent growth. Confident character is a form of optimism. To achieve self-confidence, adolescents need to understand self-awareness and see themselves positively to fulfill adolescent developmental tasks. The verbal concept in the book is in the form of book title, language style and story synopsis. The title of the book in this design is 'Aku Yang Bersinar', which means that every person must have their own special abilities, which if continued to be cultivated will make them more valuable and shine in their own way. The language style used in the book is non-formal Indonesian. The choice of non-formal and less standard language is to suit the target audience who are teenagers. The synopsis of the story in this book tells about the journey of Asa, a 13-year-old teenager who

lives in LKSA. 13-year-old Asa has an insecure nature and always doubts himself. 13-year-old Asa then suddenly meets 23-year-old adult Asa who appears confident and cool. Adult Asa will help 13-year-old Asa's self-development journey to form his confident character. Asa's journey is also accompanied by his classmates, Dara and Rakka.

The visual concept of the keywords resulted in character design illustrations, book *cover* illustrations and typography choices. The visual concept of the keywords resulted in character design illustrations, book *cover* illustrations and typography choices.

1. Character design illustration

   Before illustrating the characters, the concept of the nature and appearance of each character is made as follows:

   a. Asa 13 years old: brown-orange curly hair, light brown skin color, a bit short for her age, *insecure,* self-doubting.

   b. Asa 23 years old: brown-orange curly hair with a neater *haircut*, dresses in bright colors, has a confident, cheerful, motivating nature.

   c. Dara : dark-haired, smart, popular among schoolmates, pretty, a little selfish, disciplined, not open with friends.

   d. Rakka: gray-brown hair, messy appearance, friendly, good at sports, has many friends, and empathetic.

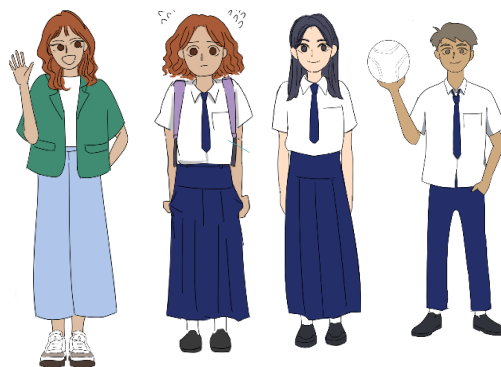   The concept was then translated into the visuals below

Figure 1. Characters Rakka, Dara, Asa 13 years old and Asa 23 years old
Source: author's documentation

2. Color Palette

The main color combinations used include orange, yellow, brown and blue. Yellow portrays cheerful and optimistic emotions. Orange symbolizes happiness and energy. Brown represents a calm and stable soul. Blue symbolizes ideals and hope (Rustan, 2009).

Figure 2. Color palette of the book Aku Yang Bersinar
Source: author's documentation

3. Cover illustration

The book *cover* concept features 13-year-old Asa and 23-year-old Asa, the main characters, standing side by side in a sunny sunflower garden. The sunflowers that grow tall and always point to the sunlight represent a strong will and positive action to grow, while the sky and clouds represent high ideals and vast opportunities.

Figure 3. *Cover of the* book Aku Yang Bersinar
Source: author's documentation

4. Typography

Typography uses *handwriting* type because it looks like handwriting so it is familiar to the audience who are school-age teenagers. The book title *font* uses Jingle Star, while the book content *font* uses Caveat.
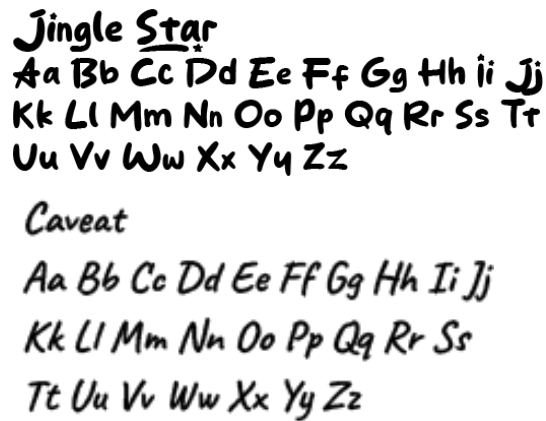
Figure 4. Jingle Star and Caveat *fonts*
Source: Google Fonts (2023)

Figure 5. Typography in the book
Source: author's documentation

CONCLUSION

The design of the Illustration Book 'Aku yang Bersinar' aims as an educational medium for learning self-confidence for teenagers. The existence of illustrations that are able to improve the delivery of information, attract the attention of readers, and display the emotional atmosphere of the storyline and characters. The characters designed are adapted to the target audience who are school teenagers so that teenagers quickly grasp the problem, readers feel connected to the characters, and can feel the same thing experienced by the

characters (*relatable)*. From this process, teenagers can learn and reflect themselves with the problems they experience in real life, resulting in positive behavioral changes. Illustrated books can be used as an alternative learning media so that school-age adolescents are interested and quickly understand the material.

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