

VISUAL COMMUNICATION DESIGN FOR ANIMAL ILLUSTRATION BOOK PUBLICATION AS EDUCATIONAL MEDIA

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Abstract

This research aims to design books as an educational medium. The illustration book was chosen because it is considered quite effective and easy for learning, especially for children of 10-15 years old. The concept of designing this illustrated book uses a descriptive method with a qualitative approach. The object of this study is protected animals in East Kalimantan, while the subject is teenagers. The data collection technique uses surveys and literature studies. Next, a SWOT analysis was carried out. The results of the study showed that the results of a questionnaire from 51 students of SMPN 18 Balikpapan showed that the majority of respondents were 15 years old (54.9%), knew enough about protected animals (86.3%), and obtained information about animals in East Kalimantan from the internet (70.6%). Most students liked illustrated books, with 74.5% having read illustrated books and 58.8% interested in reading books about East Kalimantan animals. Respondents prefer books with soft covers and merchandise in the form of keychains. An illustrated book entitled "Animal Footprints: 15 Endemic Animals of East Kalimantan" is designed as an effective educational medium to increase public awareness of the importance of preserving endemic animals. The book discusses 15 species of protected animals such as sun bears, estuarine crocodiles, and Bornean orangutans, based on data from Bappenas.

Keywords: Designing, Illustrating Book, Protected Animals, Educational Medium

Abstrak

Penelitian ini bertujuan merancang buku sebagai media edukasi. Buku ilustrasi dipilih karena dirasa cukup efektif dan mudah untuk dipelajari anak usia 10-15 tahun. Konsep perancangan buku ilustrasi ini menggunakan metode deskriptif dengan pendekatan kualitatif. Objek dalam penelitian ini adalah satwa-satwa yang dilindungi di Kalimantan Timur, sedangkan subjeknya adalah remaja. Teknik pengumpulan data menggunakan survei dan studi kepustakaan. Selanjutnya dilakukan analisis SWOT. Hasil penelitian menunjukkan hasil kuesioner dari 51 siswa SMPN 18 Balikpapan menunjukkan mayoritas responden berusia 15 tahun (54,9%), cukup mengetahui satwa yang dilindungi (86,3%), dan memperoleh informasi tentang satwa di Kalimantan Timur dari internet (70,6%). Sebagian besar siswa menyukai buku ilustrasi, dengan 74,5% pernah membaca buku ilustrasi dan 58,8% tertarik membaca buku tentang satwa Kalimantan Timur. Responden lebih memilih buku dengan soft cover dan merchandise berupa gantungan kunci. Buku ilustrasi berjudul "Jejak Satwa: 15 Satwa Endemik Kalimantan Timur" dirancang sebagai media edukasi yang efektif untuk meningkatkan kesadaran masyarakat akan pentingnya pelestarian satwa endemik. Buku ini membahas 15 spesies satwa dilindungi seperti beruang madu, buaya muara, dan orangutan Kalimantan, berdasarkan data dari Bappenas.

Kata Kunci: Desain, Buku Ilustrasi, Hewan yang Dilindungi, Media Pendidikan



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INTRODUCTION

Indonesia has a diverse range of animal species and their classifications. Indonesia is one of the megacenters of biodiversity,¹ because it has very high biodiversity, including endemic species. And, according to Husin² Indonesia ranks third in the world in terms of natural wealth and diversity of biological resources, with an abundance of wildlife. Although Indonesia covers only 1.3 percent of the earth's surface, it is home to 10% of the world's flowering plant species; 12% of the world's mammal species; 16% of all reptile and amphibian species; 17% of the world's bird species; and 25% or more of the world's fish species.³

One of the islands with a large and diverse range of biodiversity is Kalimantan. According to Susandarini et al.,⁴ Kalimantan is considered the largest island in the world and boasts a unique fauna. Almost all of Kalimantan's fauna is Asian or Oriental, resulting in unique endemic species. A study of the Wehea-Kelay Landscape found over 500 wildlife species identified in Kalimantan, comprising 35% mammals, 41% birds, 20% reptiles, and 46% amphibians.

According to the Tropical Forest Journal, Kalimantan currently has 222 mammal species, 44 of which are endemic. These endemic primates include the Bornean orangutan (*Pongo pygmaeus*), gibbon (*Hylobates agilis*), and proboscis monkey (*Nasalis larvatus*). Large mammals such as the gibbon (*Hylobates albibarbis*), the gibbons (*Presbytis baricunda*), the wild boar (*Sus barbatus*), and the sun bear (*Helarctos malayanus*) were found in one of the locations that still supports the existence of these primates, namely in the UPT. Sebangau Peat Forest Natural Laboratory (LAHG) area. The Bukit Soeharto Tahura area also contains 46 mammal and other animal species, most of which are protected species.⁵

Nowadays, discussions about endemic animals that are threatened with extinction are rarely discussed in the media.⁶ In some cases, there is even illegal exploitation and animal husbandry that

¹ Eko Setiawan, "Konservasi Taman Nasional Alas Purwo Berbasis Kearifan Lokal Dalam Perspektif Sosiologi Agama," *Jurnal JINNSA (Jurnal Interdipliner Sosiologi Agama)* 2, no. 2 (2022): 90–100, <https://doi.org/10.30984/jinnsa.v2i2.445>.

² Zaimah Husin, "Dampak Negatif Praktek Tebang Bakar Hutan Untuk Membuka Lahan Pertanian Baru," *Jurnal Thengkyang* 7, no. 1 (2022): 13–25.

³ Fadhil Fadhil Raid and Fitra Arya Dwi Nugraha, "Inventory of Reptile Species in the Anai Valley Nature Reserve Area, Tanah Datar Regency, West Sumatra," *Jurnal Serambi Biologi* 7, no. 4 (2022): 301–5, <https://doi.org/10.24036/srmb.v7i4.61>.

⁴ Ratna Susandarini et al., *Flora Dan Fauna Kalimantan: Dokumentasi Hasil Tim Peneliti Ekspedisi Khatulistiwa* (Fakultas Biologi Universitas Gadjah Mada, 2012).

⁵ Dadang Jainal Mutaqin et al., "Analisis Konsep Forest City Dalam Rencana Pembangunan Ibu Kota Negara," *Bappenas Working Papers* 4, no. 1 (2021): 13–29, <https://doi.org/10.47266/bwp.v4i1.87>.

⁶ Fathur Razaq Azhima et al., "Desain Karakter Adaptasi Gijinka Yang Mengangkat Hewan Endemik Samarinda," <https://Openlibrarypublications.Telkomuniversity.Ac.Id/Index.Php/Artdesign/Article/View/16740>, 2021; Arjuna Bangsawan et al., "Perancangan Buku Ilustrasi Sebagai Media Pengenalan Binatang Langka Dan Dilindungi Di Pulau Jawa Kepada Anak-Anak Usia 7 - 9 Tahun," *Artika*, ahead of print, 2022, <https://doi.org/10.34148/artika.v6i2.561>.

has almost been normalized for content purposes only. However, it is important for us to know that these animals should not be kept and used as content material for public consumption and personal gain, as regulated in Article 302 of the Criminal Code (KUHP) regarding animal abuse and the explanation of Law Number 5 of 1990 concerning the Conservation of Biological Natural Resources and their Ecosystems which states: "Biological natural resources and their ecosystems are the most important part of natural resources consisting of animal nature, plant nature or in the form of natural phenomena, both individually and together, have functions and benefits as elements that form the environment, whose presence cannot be replaced."

Based on the above issues, the author is interested in designing an illustrated book about animals in East Kalimantan, aimed at young adolescents, particularly those aged 10-15, as an introduction. The illustrated book was chosen because it is considered quite effective and easy to understand for the public, especially teenagers. This work is expected to help adolescents better understand and increase their awareness of the endangered endemic animals in East Kalimantan.

RESEARCH METHODS

The design concept for this illustrated book uses a research method with a qualitative approach with a descriptive method.⁷ The object of this research is protected animals in East Kalimantan. The subjects are the community, especially teenagers (students). Data collection techniques in qualitative research include surveys and literature studies.⁸

Data analysis in qualitative research is conducted throughout the research process, namely before the research begins, during the observation process, and after the research is completed. The data analysis process involves grouping data, defining data into specific units, analyzing significant data, compiling or presenting data relevant to the research problem in the form of a report, and drawing easily understandable conclusions. The analysis used next is a SWOT analysis, which stands for Strengths, Weaknesses, Opportunities, and Threats. According to Siregar & Hasanah⁹ SWOT analysis is the identification of various factors to formulate a company's strategy. SWOT compares strengths, weaknesses, opportunities, and threats.

⁷ Rosdiana Rosdiana et al., "Desain Metode Casework dalam Penanganan Gangguan Kecemasan Klien H Penyandang Cerebral Palsy di Panti Asuhan Bhakti Luhur ALMA Bandung," *Jurnal Ilmiah Kebijakan Dan Pelayanan Pekerjaan Sosial (Biyon)*, ahead of print, 2021, <https://doi.org/10.31595/biyon.v3i1.384>.

⁸ Izza Khoirin Nida et al., "Pengembangan Comic Math dengan Pendekatan Etnomatematika pada Materi Kubus dan Balok di SMP," *AKSIOMA*, ahead of print, 2017, <https://doi.org/10.26877/aks.v8i1.1531>; Dwi Rachmadani, Indah et al., "Perancangan Desain Kemasan untuk Produk Dimsum pada UKM Warung Jajanan," *Abdi Wina Jurnal Pengabdian Kepada Masyarakat*, 2022.

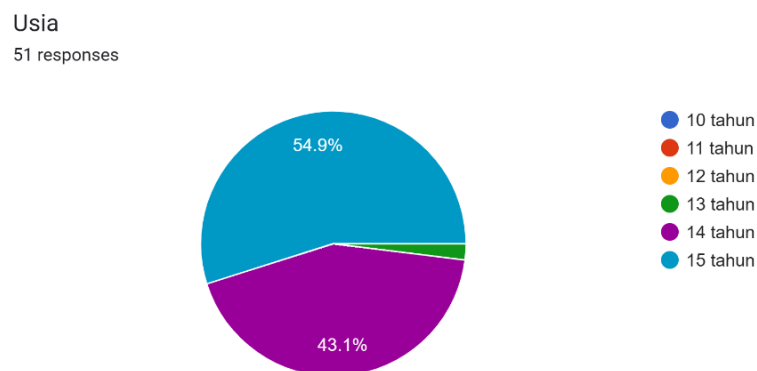
⁹ Rini Wahyuni Siregar and Uswatun Hasanah, "Analisis SWOT Dalam Lembaga Pendidikan," in *Manajemen Mutu Terpadu Pendidikan*, ed. Syafaruddin and Makmur Syukri (CV. Pusdikra Mitra Jaya, 2022).

RESULTS AND DISCUSSION

Design Object Data

Needs Analysis Questionnaire

The needs analysis was conducted using a questionnaire via Google Form distributed to students of SMPN 18 Balikpapan. The number of students for the needs analysis was 51 respondents. The needs analysis for making this book included 1) students' knowledge about protected animal species in general, 2) students' knowledge about protected animal species specifically in East Kalimantan, 3) students' knowledge about the number of protected animals specifically in East Kalimantan, 4) sources of information about protected animals in East Kalimantan, 5) students' perceptions about the importance of knowing protected animals in East Kalimantan, 6) Respondents' Knowledge of Illustrated/Pictured Books, 7) How Often Respondents Read Illustrated/Pictured Books, 8) How Often Respondents Read Illustrated/Pictured Books about Animals in East Kalimantan, 9) Respondents' Interest in Reading Illustrated/Pictured Books about Animals in East Kalimantan, 10) Respondents' Preferred Book Cover Materials, 11) Respondents' Reasons for Choosing Cover Materials.



Picture1. Respondent Age Questionnaire Diagram

Based on the survey results obtained, data was taken from respondents with a percentage of 54.9% of students aged 15 years, 43.1% of students aged 14 years, and 2% aged 13 years. Based on the results of the student needs analysis, it can be seen in the following table summary:

Summary Table of Needs Analysis Results

No	Needs analysis indicators	Research result
1	students' knowledge about the types of protected animals in general,	A total of 86.3% of students were somewhat knowledgeable, 7.8% were unaware, and 5.9% were very knowledgeable about protected animals. It can be concluded that almost all

No	Needs analysis indicators	Research result
		students are quite familiar with the existence of protected animals.
2	students' knowledge about protected animal species, especially in East Kalimantan,	As many as 90.2% of students knew quite a bit, 5.9% knew a lot, and 3.9% did not know about protected animals in East Kalimantan.
3	students' knowledge about the number of protected animals, especially in East Kalimantan,	The data shows that 68.6% of students know between 5-10 species of protected animals in East Kalimantan, 15.7% know more than 10 species, and 15.7% know less than 5 species.
4	sources of information on protected animals in East Kalimantan,	Data shows that 70.6% of students get information from the internet, 13.7% from books, and 13.7% from parents/teachers.
5	students' perceptions about the importance of knowing protected animals in East Kalimantan,	The data shows that 70.6% of students considered it very important to learn about protected animals in East Kalimantan, 25.5% considered it somewhat important, and 3.9% considered it unimportant. Therefore, it can be concluded that almost all respondents care about protected animals in East Kalimantan.
6	students' knowledge of illustrated/picture books,	The data shows that 66.7% of students are quite familiar with illustrated books, 27.5% are very familiar, and 5.8% do not know.
7	How Often Do Respondents Read Illustrated/Picture Books?	The data shows that 74.5% of students have read illustrated books, 15.7% frequently, and 9.8% never. Therefore, it can be concluded that almost all respondents have read illustrated books and are familiar with them.
8	How Often Do Respondents Read Illustrated/Picture Books about Animals in East Kalimantan?	Data shows that 60.8% of students have read illustrated books about animals in East Kalimantan, 35.3% have never read them, and 3.9% have read them often.
9	Respondents' Interest in Reading Illustrated/Picture Books about Animals in East Kalimantan,	The data shows that 58.8% of students are quite interested in reading illustrated books about animals in East Kalimantan, 27.5% are very interested, and 13.7% are not interested.
10	Respondents' Preferred Book Cover Materials,	Data shows that 62.7% of students chose soft cover.
11	Reasons Respondents Choose Cover Material.	As many as 51% said it was light and durable, 47.1% said it was not easily bent, and 45.1% said it was thick.

Source: 2024 research results

Based on the results of the needs analysis, it was found that students in East Kalimantan have a fairly good understanding of the existence of protected animals, both generally and specifically in their region. However, there is still a limitation in terms of specific knowledge regarding the number of protected animal species, with most students only knowing about 5 to 10 species. This condition indicates great potential to broaden students' horizons through more engaging and informative educational media. According to Makmur et al.,¹⁰ students need to be given knowledge to maintain the sustainability of nature, protect biodiversity such as flora and fauna and 4 key animals in the Leuser ecosystem area

Most students obtain information about protected animals from the internet, while only a small proportion obtain information from books and teachers. This fact suggests that picture books can play a significant role in expanding interactive and long-lasting sources of information. Marchini & Macdonald¹¹ In their research, they emphasized that illustration-based educational materials were able to encourage increased student understanding of the importance of wildlife conservation and influence their environmental perceptions.

Student interest in illustrated books was quite high, with the majority of respondents being familiar with and having read similar books. In fact, more than half of the students expressed particular interest in illustrated books containing information about animals in East Kalimantan. Huxham et al.,¹² stated that illustrated books can effectively increase students' absorption of information related to the environment and wildlife because of their ability to convey concepts visually and easily remembered.

In addition, students' preference for books with soft cover materials that are light and not easily bent shows the need to consider aspects of comfort and practicality in designing this book. Azeez & Oyekanmi and Dolins et al.,¹³ also emphasized that packaging educational content that is attractive and easy for students to use will increase the effectiveness of conservation education programs.

¹⁰ Ali Makmur et al., "Sosialisasi Dan Edukasi Perlindungan Keanekaragaman Hayati Ekosistem Leuser Pada Siswa Sma N 1 Blangkejeren Kabupaten Gayo Lues," *Repong Damar: Jurnal Pengabdian Kehutanan Dan Lingkungan*, ahead of print, 2023, <https://doi.org/10.23960/rdj.v2i2.7791>.

¹¹ Silvio Marchini and David W. Macdonald, "Can School Children Influence Adults' Behavior toward Jaguars? Evidence of Intergenerational Learning in Education for Conservation," *Ambio*, ahead of print, 2020, <https://doi.org/10.1007/s13280-019-01230-w>.

¹² Mark Huxham et al., "Factors Influencing Primary School Children's Knowledge of Wildlife," *Journal of Biological Education*, ahead of print, 2006, <https://doi.org/10.1080/00219266.2006.9656050>.

¹³ Ismail Olabisi AZEEZ and Temitope Tolulope Oyekanmi, "Farmers' Knowledge and Perception of Climate Change Impact on Crop Production in Akinyele Local Government Area, Southwestern Nigeria," *Journal of Advanced Agriculture & Horticulture Research*, ahead of print, 2021, <https://doi.org/10.55124/jahr.v1i1.64>; Francine L. Dolins et al., "Conservation Education in Madagascar: Three Case Studies in the Biologically Diverse Island-Continent," *American Journal of Primatology*, ahead of print, 2010, <https://doi.org/10.1002/ajp.20779>.

By integrating informative visual content and a design tailored to student preferences, this picture book about protected wildlife in East Kalimantan is expected to be an effective learning tool. This book can enhance students' knowledge, foster environmental awareness, and encourage them to play a role in preserving local ecosystems.

Based on previous research, the use of picture books as an educational medium is gaining increasing attention in teaching environmental and wildlife conservation. The results of research conducted by Unger et al.,¹⁴ studies have shown that illustrations in educational textbooks can help students understand and raise awareness of endangered species. In addition to serving as an effective visual learning tool, illustrated textbooks also encourage creativity and student engagement in conservation activities.

Similar research by Walker-Bolton¹⁵ noted that illustrated book-based educational programs implemented in schools were able to improve students' understanding and raise awareness of the importance of nature conservation and biodiversity. This book-based approach not only facilitates access to information but also instills sustainable environmental ethics.

Christie & Carcamo-Ulloa¹⁶ highlights the importance of linking visual content in textbooks to local identity, which can significantly enhance students' understanding of wildlife and their habitats in specific regions. This is relevant to the needs of students in East Kalimantan, most of whom are familiar with protected animals but still have limited understanding of specific local species.

These references strengthen the argument that developing illustrated books about protected animals in East Kalimantan can be a strategic step in increasing environmental literacy, encouraging students' awareness of conservation issues, and creating interactive and enjoyable learning.

¹⁴ Shem Unger et al., "Coloring for Conservation: Outreach Science for Eastern Hellbender Salamanders," *International Journal of Academic Studies in Technology and Education*, ahead of print, 2023, <https://doi.org/10.55549/ijaste.6>.

¹⁵ Amber D. Walker-Bolton, "Nine Years of the Red Book Challenge Conservation Education in Southern Madagascar: What We Have Learned," *American Journal of Primatology*, ahead of print, 2023, <https://doi.org/10.1002/ajp.23459>.

¹⁶ Carla Christie and Luis Cárcamo-Ulloa, "How Is the Ocean Represented in School Textbooks in Chile? An Analysis of Curricular Content and Images of Marine Fauna," *Ocean and Coastal Research*, ahead of print, 2023, <https://doi.org/10.1590/2675-2824071.22113cc>.

Illustration Style Options



Picture2. Option 1 Illustration Style



Picture3. Choice of 2 illustration styles

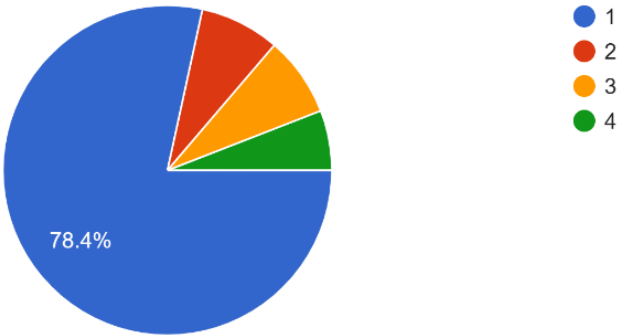


Picture4. Choice of 3 illustration styles



Picture5. Choice of 4 illustration styles

Style ilustrasi seperti apa yang kamu sukai?
51 responses



Picture6. Diagram of Respondents' Preferred Illustration Style Choices

Respondents were presented with four illustration style options, with their preferences displayed in a pie chart. Figure 13: An illustration style with a realistic touch but still has soft artistic elements. Figure 14: A bird illustration with a simple, naturalistic background. Figure 15: A cartoon illustration of a brightly colored animal character with an imaginative style. Figure 16: A cardinal illustration with contrasting, bold colors in a semi-flat style. The pie chart shows that 78.4% of respondents preferred illustration option number 1, which has natural and realistic artistic characteristics. This indicates that visuals that are close to real-life representations of nature and animals are more appealing to respondents. The high preference for the first option (78.4%) can be

an important consideration in the design process of illustrated books. This indicates that students prefer displays that resemble real-life animal forms, compared to cartoon or abstract illustrations.



Picture7. Diagram of Types of Merchandise Preferred by Respondents

Data shows that 74.5% of students like key chains, followed by stickers and pin buttons.

Protected Animals in East Kalimantan

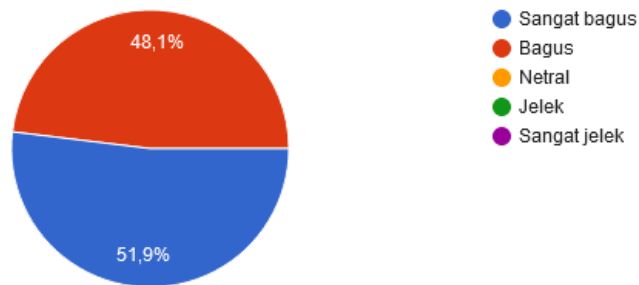
Based on data released from Bappenas Working Papers Volume 4 No 1,¹⁷ here is a list of 15 names of protected species in Production Forest Areas, Protected Forest Areas around the IKN region, and Nature Conservation Areas in East Kalimantan which will be discussed in this illustrated book, including: Sun Bear (*Helarctos malayanus*), Estuarine Crocodile (*Crocodylus porosus*), Hornbill (*Buceros rhinoceros*), Golden Hornbill (*Rhyticeros undulatus*), Black-crested Hornbill (*Rhabdotorrhinus corrugatus*), Black-rumped Shama (*Anthracoceros malayanus*), Yellow-bellied Deer (*Muntiacus atherodes*), Marbled Cat (*Pardofelis marmorata*), Bornean Red Cat (*Catopuma badia*), Gray Langur (*Trachypithecus cristatus*), Red-rumped Langur (*Presbytis rubicunda*), Clouded Leopard (*Neofelis diardi*), Bornean Orangutan (*Pongo pygmaeus morio*), Mahakam Irrawaddy Dolphin (*Orcaella brevirostris*), and Serndit/Sempidan Kalimantan (*Lophura bulweri*).

¹⁷ Mutaqin et al., “Analisis Konsep Forest City Dalam Rencana Pembangunan Ibu Kota Negara.”

Book Response Questionnaire“Animal Tracks”

Apakah layout buku "Jejak Satwa" menarik?

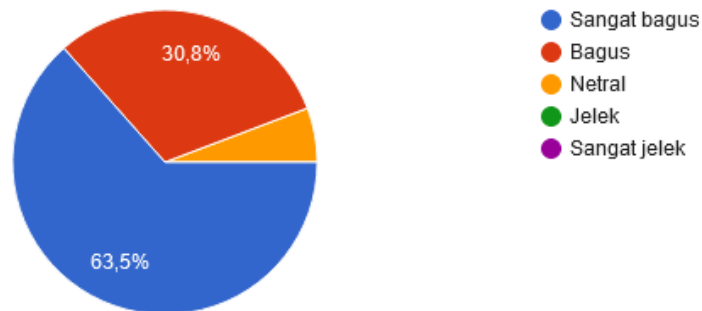
52 jawaban



1. Of the 52 students, 51.9% stated that the layout of the book "Jejak Satwa" was interesting and 48.1% stated that the layout of the book "Jejak Satwa" was interesting and good.

Apakah pemilihan warna pada buku "Jejak Satwa" menarik?

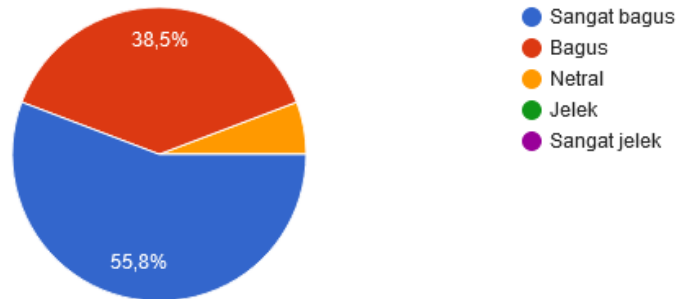
52 jawaban



2. Of the 52 students, 63.5% stated that the statement that the color selection in the book "Jejak Satwa" was interesting was very good and 30.8% stated that the statement that the color selection in the book "Jejak Satwa" was interesting was good.

Apakah gambar ilustrasi pada buku "Jejak Satwa" bagus dan mudah dipahami?

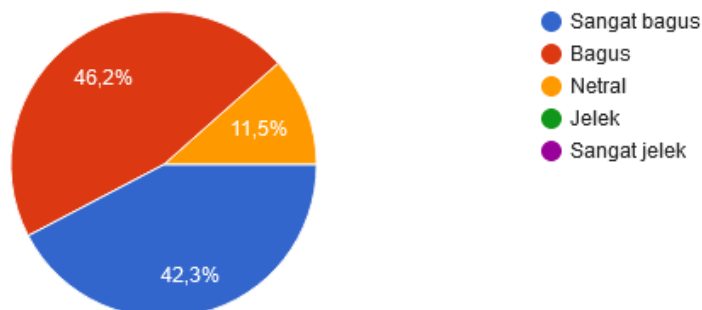
52 jawaban



3. Of the 52 students, 55.8% stated that the statement that the illustrations in the book "Jejak Satwa" were good and easy to understand was very good, and 38.5% stated that the statement that the illustrations in the book "Jejak Satwa" were good and easy to understand was good, and a small portion stated that they were neutral regarding the statement that the illustrations in the book "Jejak Satwa" were good and easy to understand.

Apakah keterbacaan teks dan isi buku "Jejak Satwa" mudah dimengerti?

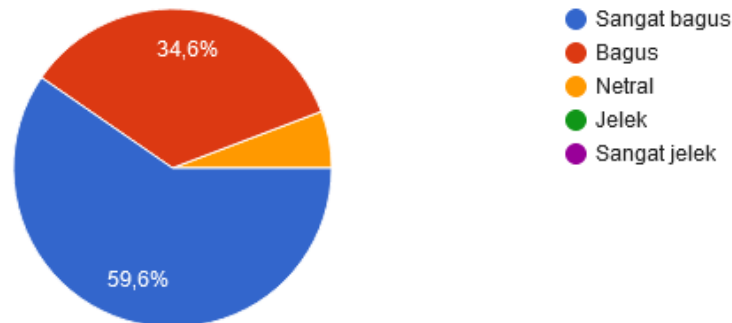
52 jawaban



4. Of the 52 students, 46.2% stated that the readability statement and the contents of the book "Jejak Satwa" were good and easy to understand, and 42.3% stated that the readability statement and the contents of the book "Jejak Satwa" were very good, and 11.5% stated that the readability statement and the contents of the book "Jejak Satwa" were easy to understand were neutral.

Apakah buku ini menarik dan layak sebagai media pengenalan satwa endemik di Kalimantan Timur?

52 jawaban



5. Of the 52 students, 59.6% stated that it was very good that this book was interesting and suitable as a medium for introducing endemic animals in East Kalimantan and 34.6% stated that it was good that this book was interesting and suitable as a medium for introducing endemic animals in East Kalimantan.

Target Market

This illustrated book about protected animals in East Kalimantan has a targeted and strategic market segmentation. Demographically, the primary target audience is children and adolescents aged 10 to 15, both boys and girls, who are currently studying at elementary and junior high school levels. This age group is considered ideal because they are in an active cognitive development phase and have a high curiosity about their surroundings. The book also targets groups from the middle to upper social classes, who generally have better access to educational books and visual literacy media.

Geographically, this book is focused on distribution in East Kalimantan. This segment selection aligns with the needs of local communities to better understand protected animals in their own environment. Furthermore, this geographic focus can support efforts to preserve and conserve East Kalimantan's unique wildlife through a visual literacy-based educational approach.

From a psychographic perspective, this book is designed to appeal to teenagers who enjoy picture books or illustrations and are motivated to expand their knowledge about protected animals. The desired readership is characterized by those who not only seek visually appealing information but also demonstrate sensitivity and concern for environmental conservation issues. Therefore, this book serves not only as an informative learning tool but also as an inspirational tool for fostering environmental awareness from an early age.

Comparison

1. Our Animal Friends

a. General Description

- 1) Title : Our Animal Friends
- 2) Author : Ngurah Pandu & Himawan Nugroho
- 3) Illustrator : Rusyan Yasin
- 4) Publisher : Bitread Digital Publishing
- 5) Publication Year : 2021
- 6) Number of pages : 32
- 7) Book Description :

An illustrated book containing 12 types of animals in Indonesia with interesting facts about these animals.

b. Target Audience

1) Demographic Segmentation

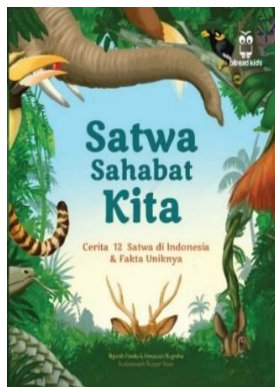
- a) Age : 8-12 years
- b) Gender : Male and Female
- c) Language : Indonesian

2) Geographic Segmentation, the book "Our Animal Friends" covers all of Indonesia.

c. Distribution

This book is distributed through offline stores (bookstores) and online (Gramedia Digital, Shopee, Blibli, Tokopedia, Bukalapak).

d. Visual Display



Picture8. Our Animal Friends Book

2. Mini Encyclopedia of Indonesian Fauna

a. General Description

- 1) Title : Mini Encyclopedia of Indonesian Fauna
- 2) Author : Fajriatun Nur

- 3) Illustrator : Bayu Aryo
- 4) Publisher : The Three Musketeers of Independent Library
- 5) Publication Year : 2018
- 6) Number of pages : 76
- 7) Book Description :

An illustrated book containing 34 types of animals in Indonesia with descriptions and interesting facts about these animals.

b. Target Audience

1) Demographic Segmentation

- a) Age : 8-12 years
- b) Gender : Male and Female
- c) Language : Indonesian

2) Geographic Segmentation

The geographical segmentation of the book “Mini Encyclopedia of Indonesian Fauna” covers all of Indonesia.

c. Distribution

This book is distributed through online store sites (Shopee, Tokopedia, Lazada, Siplah Toko Ladang, Adipura Books).

d. Visual Display



Picture9. Mini Encyclopedia of Indonesian Fauna

SWOT Analysis

Table 2. SWOT analysis

SWOT Analysis	Our Animal Friends	Mini Encyclopedia of Indonesian Fauna	Animal Tracks
<i>Strengths</i>	1. Using attractive full illustrations on every page 2. Sold offline and online	1. There is a description of the animal 2. Affordable prices	1. Not many books use this theme 2. Attractive layout and illustrations
<i>Weaknesses</i>	1. The number of animals mentioned is small 2. The price is quite expensive	1. The page is dominated by descriptive text. 2. A little illustration	1. Prices are less affordable 2. The discussion is only about animals from East Kalimantan
<i>Opportunities</i>	1. Used to introduce animals with interesting illustrations	1. Used as a medium for teaching materials in schools	1. Used to introduce various types of animals that focus on East Kalimantan
<i>Threats</i>	1. There are many other books that are more interesting	1. There are many other books that are more interesting	1. Many books have appeared with similar themes.

Visual Standards

In designing this illustrated book, there are visual standards that can be determined, namely:

1. Illustrated Books as Primary Media

- a. Visual Verbal Strategy
 - 1) Book cover

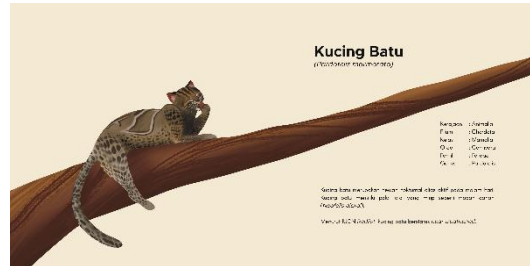
The book's cover features the title and subtitle, along with illustrations of animal silhouettes. "Animal Footprints" serves as the title and headline, followed by the subtitle "15 Endemic Animals of East Kalimantan" below.



Picture10. Book Cover

2) Contents of the book

This book contains 15 illustrations of protected animals in East Kalimantan. In addition to the illustrations, the animals' names, Latin names, classifications, and brief descriptions are provided.



Picture11. Book Contents

b. Visual Nonverbal Strategies

1) Animal Illustrations

The illustrations in this book use digital painting techniques. The application used is Procreate.

2) Typography

Typography uses the Arcon Regular and Metropolis Bold typefaces.

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
0123456789 (!@#\$%&.,?;:)

(under license)SIL Open Font License (OFL))

Picture12.*Arcon Regular Typeface*

Metropolis Bold
Metropolis Bold
Metropolis Bold
Metropolis Bold
Metropolis Bold
Metropolis Bold
Metropolis |

(under license)SIL Open Font License (OFL))

Picture13.*Metropolis Bold Typeface*

3) Color

The colors that will be used are a color palette with bright and warm tones.

4) Layout

The layout will vary on each page, not just using 1 type of layout.

Media Selection and Placement

Main Works

The primary medium for this design is an illustrated book. This book presents 15 illustrations of protected animals in East Kalimantan. In addition to the illustrations, the animals' names, Latin names, classifications, and brief descriptions are provided. The specifications of this illustrated book are as follows:

- a. Type of book : illustrated book
- b. Size : 20 x 20 cm
- c. Number of pages : 34 pages
- d. Cover paper : *soft cover*
- e. Content paper : *art paper*
- f. Finishing : *laminatematte*
- g. Initial print run : 50 books

Illustration Supporting Media

Supporting media for illustrations to support the main work of illustrated books include:



Picture14. Poster



Picture15. Key chain



Picture16. Sticker



Picture17. Calendar



Picture18.Tumbler



Picture19.Bookmark

Cost Prediction

Table 3. Cost Prediction

No	Media	Amount	Unit price	Total
1	Book	50	Rp. 50,000.00	Rp2,500,000.00
2	Poster	1	Rp. 5,000.00	Rp. 5,000.00
3	Key chain	50	Rp. 7,900.00	Rp. 395,000.00
4	Sticker	150	Rp1,275.00	Rp191,250.00
5	Calendar	15	Rp. 26,000.00	Rp. 390,000.00
6	Tumbler	15	Rp. 65,000.00	Rp975,000.00
7	Bookmark	50	Rp. 850.00	Rp. 42,500.00
8	Design services (illustration, design, layout)	1	Rp. 3,500,000.00	Rp. 3,500,000.00
9	Total			Rp7,998,750.00

CONCLUSION

The design of the illustrated book “Animal Tracks” is aimed at teenagers aged 10-15 years. The design of this book was taken through research and questionnaire data that was filled out by 51 respondents. The results of the questionnaire survey showed that the majority of respondents were 15 years old (54.9%), had some knowledge of protected animals (86.3%), and obtained information about animals in East Kalimantan from the internet (70.6%). Most students preferred illustrated books, with 74.5% having read illustrated books and 58.8% interested in reading books about East Kalimantan animals. Respondents preferred softcover books because they were lightweight and durable. Furthermore, respondents preferred keychains as merchandise.

The illustrated book entitled “Jejak Satwa: 15 Satwa Endemic Kalimantan Timur” is designed as an effective educational medium to raise public awareness of the importance of

preserving endemic animals. This book discusses 20 protected animal species such as sun bears, estuarine crocodiles, and Bornean orangutans, based on data from Bappenas. With a size specification of 20 x 20 cm, 34 pages, and using digital painting techniques through the Procreate application, this book displays aesthetic illustrations with bright and warm colors, and is equipped with information on the name, Latin name, classification, and a brief description of each animal. Supported by additional promotional media such as posters, stickers, and bookmarks, this book combines attractive visual and verbal elements with a total initial production cost of Rp7,998,750.00. It is hoped that this book will be an effective tool to introduce and encourage teenagers to care more about these animals.

Suggestion and Recommendations

Given that the majority of respondents preferred semi-realistic illustrations, it is recommended to adopt an illustration style that closely resembles the animal's true form while still incorporating artistic elements. This can help students better understand the characteristics of protected animals in an accurate and engaging manner. Include concise but meaningful information about each protected animal in East Kalimantan, such as its habitat, conservation status, and ecological role. Interactive content such as puzzles or quizzes can increase reader engagement. Given the importance of recognizing local wildlife, the recommended primary content in the book is species endemic to and unique to East Kalimantan. Emphasizing the importance of conservation and preservation of animal habitats can be an added educational value. If possible, integrating AR technology can be an innovative feature that attracts the attention of younger generations. They can scan specific pages to see animated animals in 3D, enriching their reading experience.

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