

CHAPTER I

INTRODUCTION

1.1 Background

Unhealthy meal consumption has been one of the main concerns in many countries all over the world for all age groups, especially in middle-to-lower income countries like Indonesia. One of the reasons is perhaps the lack of exposure to educative books that those people are getting when they were young. However, the main problem could be due to the way of life and the ways that those children were being raised by their family. Family meals were shown to be one of the most impactful in children's daily meal habits as they provide a significant control when interacting with their children (Mahmood, Flores-Barrantes, Moreno, Manios, & Gonzalez-Gil, 2021). This shows that even when there are unlimited number of food choices out there, homemade food is still the easiest access in the children's daily meal habits. Economical factor often forces families to have cheaper, calorie-dense food over nutritious food, which continues their poor daily meal consumption. Implementing nutrition education through the use of educational book could provide a structured environment for children to develop their healthy eating patterns in the future.

The author's expertise for this project is by creating educational book using mixed media, including illustrations and photography. A good illustration book is one that applies a visual approach that is suitable to the child's age and imagination, in accordance with cognitive and socio-emotional aspects (Apsari & Putra, 2021). Moreover, the designer thinks that this is the perfect media to use for guiding those 6-to-12-year-olds in choosing healthier food options as children tend to be interested more in reading books that contains pictures. Additionally, books with pictures often had various word types than lengthy, child-directed talks (Montag, Jones, & Smith, 2015). As a result of this, children would be more motivated to read the educative book and learn about what they should eat and what should not be eaten. The usage of interactive elements such as quiz further engages children, allowing them to actively participate in the learning process. This method can potentially enhance the reading comprehension of the children as well. Moreover, different interactive media within

the book can also gradually change their daily food choices in the future.

The "triple burden of malnutrition" refers to the growing issue of overweight and obesity in middle-income countries (LMICs), often coexisting with undernutrition and micronutrient deficiencies. Indonesia, for instance, is experiencing a severe case of Type B depression and a sharp increase in overweight and obese individuals, particularly in lower-class households (Ijazah, 2019). This suggests that unhealthy meal has led to overweight and obesity for the citizens of middle-income countries like Indonesia, especially those who are in middle-to-lower-class households. Therefore, promoting behavioral change such as delivering messages about why and how to adopt a healthy diet is important. Messages may also inspire food manufacturers and marketers to create and promote healthier goods, thus making it less difficult for customers to make healthier dietary choices (Guthrie, Mancino, & Lin, 2015). Experiencing educational campaign about the importance of nutritional meals are crucial to improve healthy eating habits and ensure long-term public awareness. Moreover, collaboration between the government, schools, and food stakeholders is important to create changes that support healthier food environments and accessibility.

There are various reasons why those children are lacking exposure to healthier foods. One of the reasons is the lack of options available to them in their environment including school and homes. According to the writer's observation on the schools of Dayeuhkolot, Bandung, such as SD Negeri Lengkong, SD Negeri Cipagalo 03, SD Negeri 01, and SD Negeri Sukapura 02, the schools are surrounded by street foods that are usually rich in oil or sugar. There are usually so many streets food sellers in front of the school premises, in which students usually go there to buy snacks during their break time or after school before going back home. This poor environment makes it difficult for children to consume healthy foods consistently. This is also because children are in fact intentionally or unintentionally become more individualistic through their lifestyle habits (Elmanisa, 2012). Disallowing street food sellers to be around schools could help improve children's dietary habits. Additionally, parents can prepare some homemade meals for their children to bring to school to encourage better eating behaviors.

1.2 Problem Identification

The main problem identifications are as follows:

1. The lack of introduction to nutritional information to children since the young age due to the lack of educational materials available due to several factors such as cultural, social, and economical resources.

1.3 Problem Formulation

1. How to educate primary school students aged 6-to-12-years about healthy foods?
2. Designing educational book about unhealthy foods for primary school students aged 6-to-12-years.

1.4 Scope of Research

1.4.1 What?

A book with a theme of healthy and unhealthy food options that provides information on healthy and unhealthy foods with mixed media illustrations for children.

1.4.2 When?

The study will be conducted during my study in the 7th and 8th semester, from September 2024 to June 2025.

1.4.3 Where?

Data collection will be done around Telkom University, Dayeuhkolot, Bandung.

1.4.4 Who?

For primary school children aged 6-12-year who came from middle-to-low-income families living in Bojongsoang, Bandung who are known to have poor daily dietary, but also has quite rapid development of understanding and comprehension in reading and speaking.

1.4.5 Why?

Many children are still unaware of the consequences of consuming unhealthy meals daily and they are also unsure about why the meals they consume are unhealthy.

1.4.6 How?

By designing an educational book that discusses healthy and unhealthy foods as a tool to distribute information, as well as the use of supporting media as one of the contents of the book.

1.5 Research Goals

Designing an educational book for children with a theme of healthy and unhealthy meals for children through the uses of several design elements such as illustrations, texts, and quizzes in order to be as exciting and informative as possible and can easily be understood by children.

1.6 Research Method and Data Analysis

Qualitative research is a study that investigates and offers a more profound understanding of real-life issues. Rather than gathering numerical data points or applying treatments like quantitative research, qualitative research aids in generating hypotheses to further explore and comprehend quantitative data. Qualitative research uses several techniques, including interviews, analysis on similar projects, and observation. Interviews may be unstructured, with open-ended questions on a topic, and the interviewer adapts to the responses (Tenny , Brannan, & Brannan, 2022). Some advantages of using qualitative research method include providing in-depth understanding, large amounts of data can be gained, ability to give the researcher new ideas, and more interaction between the researcher and participant. This is important because it can make the data being collected more reliable and the researcher can actually experience the topic itself before executing the main project.

1.6.1 Data Collection Method

A. Observation

The use of observation for data collection method will be through investigating and observing the local shops and restaurants around Telkom University. The reason for this is to see what kind of foods children buys during their school hours or maybe what their parents buys their children after school around the school premises. Therefore, the designer would get an insight of what foods do those children like to eat and perhaps the designer could give some suggestions to other alternative foods.

Another way could be by visiting primary schools around Sukapura and Sukabirus, Bandung such as SD Negeri Lengkong, SD Negeri Cipagalo 03, SD Negeri 01, and SD Negeri Sukapura 02. This is because by observing different schools, it can help the author gather enough information to see the conditions that those children are currently living in. Therefore, it is more crucial for the author to adapt to the children's environment than the children adapting to the new environment. As a result, through reading this book, the children could start to change their daily food consumptions using ingredients that are already familiar to their tongue.

In addition, the reason why the target age group is between 6-to-12-year-olds is because children in those age groups are usually exposed to many sources of unhealthy foods, including street foods in their school premises or even the environment around their houses. Therefore, these are the times when they are far from their parents, hence they get no attention at all regarding what they consume.

B. Literature Review

The next method is through the use of references from books, journals, scholarly articles and many more, that focuses on information about healthy foods, design elements including illustration, photography, colors, fonts, and many more in order to strengthen the quality of information that is being written by the author.

C. Interviews with Primary School Teacher, Street Food Seller, and Children Nutritionist

The last method is through interviews. The designer will get some insights regarding information about what a children's meal should look like, how to guide children into positive eating habits, the daily meal activities of children during school hours and many more, through interviews with a children nutritionist, primary school teacher, and street food seller.

1.6.2 Data Analysis Method

The data analysis method being used is qualitative, in which collected data will be analyzed and collected in order to determine the design elements being used to create the educational book including the ideas, storyline, design concepts, as well as the chosen words that discusses nutritional facts of healthy and unhealthy food choices.

The reason for this is because it is flexible as it can be used for various types of data including interviews, observations, and data collected from the internet such as articles and journals. This type of data analysis also helps to design the concepts of the book according to the needs of the children.

The steps for analyzing the data include reading and analyzing transcripts of the interviews, results of observations, and data from the internet including articles and journals. Furthermore, these collected data can then be analyzed to determine the concepts and contents of the educational book that suits the needs of the children. The final results of the book will then be validated by other stakeholders.

1.7 Research Framework

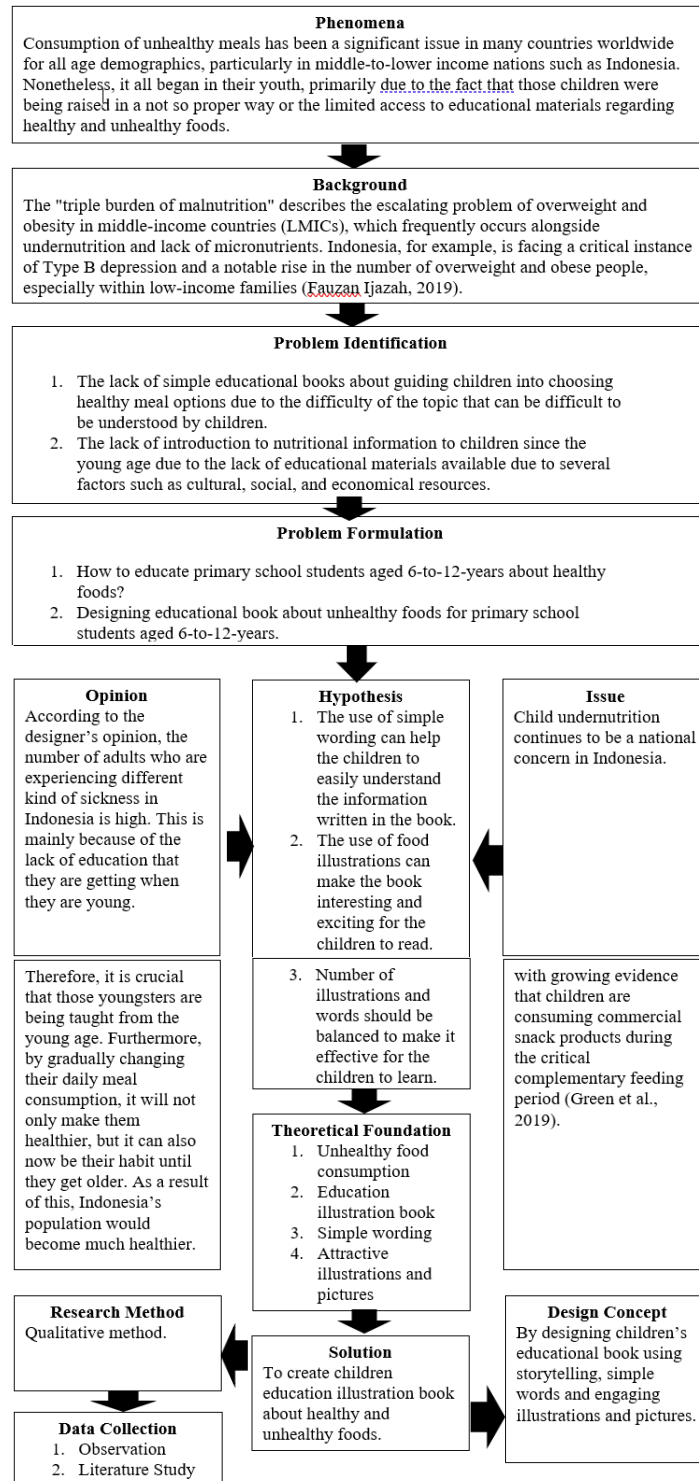


Image 1.7 Illustration of Research Framework

(Source: Personal Data)

1.8 Writing Systematic

The systematics of writing the study reports are as follows:

A. CHAPTER I: INTRODUCTION

This chapter discusses the background, problem identification, problem formulation, scope of research, design goals, benefits, research methods, data collection method, data analysis method, research framework and systematics of writing the study reports that relates to the topic.

B. CHAPTER II: THEORETICAL FOUNDATION

Discusses theories related to phenomena, media, audience, job desk, and methods used, written paraphrased and using quotation rules.

C. CHAPTER III: DATA AND ANALYSIS

Details the characteristics of the subject being analyzed, including poster, title, director, producer as well as cast, crew, length, whether there are any awards, along with a summary of the subject being examined.

D. CHAPTER IV: DESIGN CONCEPT AND RESULT

This chapter explores all the details and progresses of the final project, including the design concept, visual concept, message, design research, pre-production process, production process and the result of the research.

E. CHAPTER V: CONCLUSION AND SUGGESTIONS

This chapter provides a comprehensive overview of the researched problem as well as recommendations for parties involved in the project being researched, along with a disclosure of the challenges faced by researchers during the study, to serve as a basis for assessment for future studies.