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CHAPTER I

INTRODUCTION

1.1. Background

Not all people carry out activities in the same way. People with disabilities run their daily life in different ways. One disability type is sensory disability. Persons with sensory disabilities are those who are deaf, speech impaired, and blind. Deaf and speech impaired people communicate using sign language and blind people read in braille and rely on their other senses to carry out activities (Kemenkes RI, 2017).

The number of people with sensory disabilities in Indonesia are 2.57% speech impaired, 2.93% low vision, 5.11% total blind, and 7.03% deaf (Kemenkes RI, 2019). Even with a large percentage of disabled people, they still receive discrimination and unfair treatment (Ika, 2015). One of the reasons is the different ways to do activities between disabled people and non-disabled people. Because of that, disabled people are often looked down upon and ridiculed. Over time, the teasing was normalized and considered as a joke. This statement was proven by one of the videos on Tik Tok. This user edited the sign language interpreter box and replaced it with a video of him dancing to the Tik Tok dance. The comment section is filled with unethical jokes.

Not only that, a similar incident happened to a deaf activist named Surya Sahetapy when he was young. Surya's friends called out for Surya but Surya cannot hear them. Because Surya did not turn around when they called him, his friends threw his shoes at Surya. This made Surya come to his friend and explain his deaf condition (Kustiani, 2019). This proves the flaw in early education regarding sensory disabilities. It was also noted in journals that society does not understand people who are considered 'different' (Widinarsih, 2019).

Based on these cases, it is necessary to familiarize people about sensory disabilities from a young age to form an inclusive mindset and get to know

sensory disabilities. To clarify, it's suitable for children ages 4-7 to learn about sensory disabilities because during that time, they are actively exploring the outside world, interacting with other people, and learning about differences (Kumparan, 2018). These things are needed because the said negative content on social media can be very harmful for children especially when they are in their early stage of learning about sensory disabilities.

Using storytelling to teach children is an effective way to convey knowledge. It is because stories can spark children's interest, creative mind, and interpersonal skills. By telling stories, it helps children's learn to hear others' thoughts which can expand their sense of empathy and understanding towards different perspectives (Kumon, 2016). One of the information media that use storytelling is children's storybooks. Storybooks contain illustrations that are appealing to children. This is because the human brain prefers to see images and colors (Detikhealth, 2010). Reading storybooks to children can prepare children to face new environments (Alodokter, 2019). However, from the author's observation, it is found that the stories about sensory disabilities for children are still lacking (United Nation, 2019).

From this information, the author wants to educate children about sensory disability with the title "Designing a Storybook About Sensory Disabilities for Children Age 4-7" so the children can understand people with sensory disabilities and build a sense of inclusion from an early age.

1.2. Problem

From these issues, the formulation question of the problem is:

How to design an illustrated storybook about sensory disabilities for children aged 4-7?

1.3. Problem Limitation

For the topic to stay on track, the author limits the variables to:

1. Variables

- Illustration of sensory disability in children's storybooks
- Suppressing discrimination of sensory disability to children
- Build inclusiveness through storybooks

2. Primary Target

The main target of the design are the non-disabled children. They are the one who will use this design.

- Demographic
 - Age 4-7
 - Male and Female
 - SES: B-A
 - Education: kindergarten - Grade 1 elementary school
 - Occupation: student
 - Religion: all religions
 - Ethnicity: all ethnicities
- Geographical
 - Domicile:
 - Jakarta
 - Bogor
 - Depok
 - Tangerang
 - Bekasi
- Psychographics
 - Enjoys new things
 - Has lots of questions
 - Likes listening to stories

3. Secondary Target

Secondary target are the parents of the child. They act as the buyer or the people who will buy this design for the primary target to read.

- Demographic
 - Age 25-44

- Male and Female
- SES B-A
- Education: Bachelor Degree >
- Occupation: Employee, Entrepreneur, Housewife
- Religion: All Religions
- Ethnicity: All Ethnicities
- Geographical
 - Domicile:
 - Jakarta
 - Bogor
 - Depok
 - Tangerang
 - Bekasi
- Psychographics
 - Maintain a good image in public
 - Care about their children's manners
 - Has a child who are quite curious and like to ask questions

1.4. Final Project Objectives

Purpose of this final project is to design an illustrated storybook about sensory disability for children aged 4-7.

1.5. Benefits of the Final Project

a. For Author

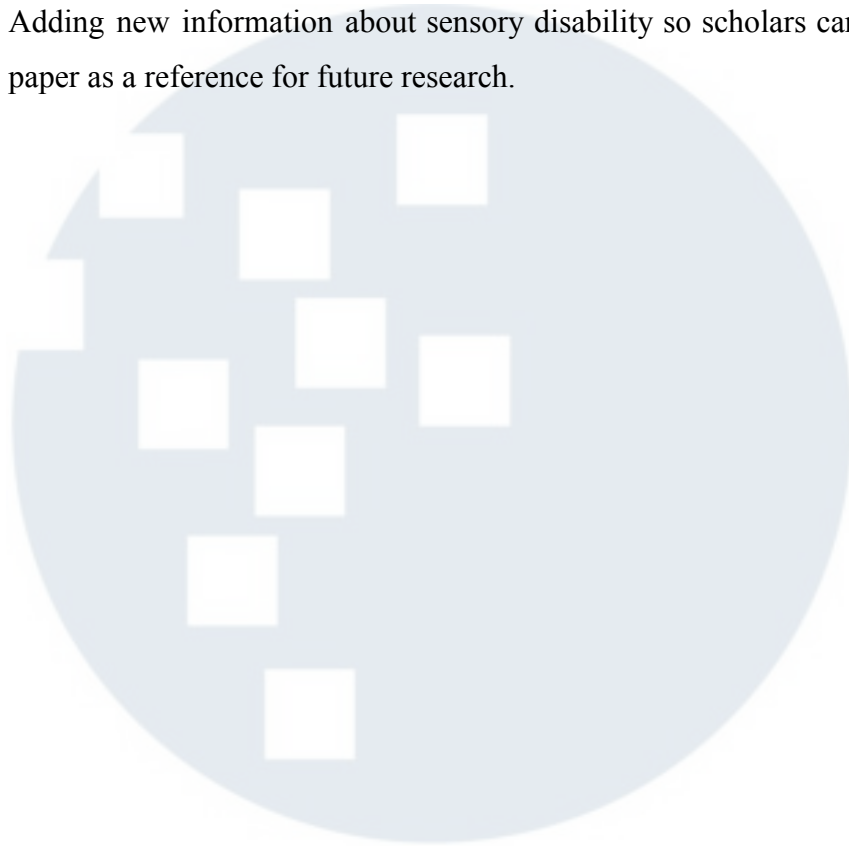
Understand the methods on how parents used to teach their children about sensory disability. Understand the process of making storybook. Learning more about sensory disabilities.

b. For Others

Increasing knowledge about sensory disability such as deaf, visually impaired, and speech impaired. Developing an inclusive mindset by reading the storybook.

c. For University

Adding new information about sensory disability so scholars can use this paper as a reference for future research.



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