

## Design of Exemplary Storybook 5 Apostles Ulul Azmi by Cikal Aksara for Children Aged 10-12 Years Old

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### ABSTRACT

Five Apostles are stand out among 25 Prophets of Islam for their extraordinary forbearance and perseverance in carrying out their responsibilities, and they are recognized with the honorific title of Ulul Azmi. Among these holy people are Noah, Moses, Abraham, Isa, and Muhammad. Children are usually introduced to these Prophets and Apostles through storytelling, storybooks are a popular medium for this purpose. Using a qualitative approach, this project highlights the significance of preserving a pleasing harmony between text, pictures, and colors. The goal of the design project is to produce an appropriate children's storybook called "Cerita Teladan 5 Rasul Ulul Azmi," while adhering to recognized criteria for an engaging illustration storybook. The project takes influence from Cikal Aksara's previous storybook.

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## **INTRODUCTION**

In the teachings of Islam, we are obliged to know and recognise 25 Prophets and Messengers. Among the 25 Prophets and Messengers, there are 5 Messengers who received a special title, namely the title *Ulul Azmi*. The story of the Apostles can be used as motivation and learning for strong character building. Ibn Kathir in his tafsir mentions that the 5 Apostles are: Prophet Noah, Prophet Musa, Prophet Ibrahim, Prophet Isa, and Prophet Muhammad.

Children learn best through storytelling because it stimulates their imagination and helps them develop their character by having them imitate positive role models. (Sandrock, 2003). The story of the 5 Apostles *Ulul Azmi* teaches about patience, wisdom and determination towards God. In addition, this story also tells about examples of deviant behaviour, such as in the story of Noah, there are people who worship idols and the son of Noah who disbelieves.

Islamic-themed stories are one of the most common storybook themes in Indonesia, especially in Bandung. Apart from the exemplary value contained, another factor is also due to the fact that Indonesia has a majority Muslim population. Based on data from the Directorate General of Population and Civil Registration (Dukcapil) of the Ministry of Home Affairs in June 2021, 236.53 million people (86.88%) of Indonesia's population are Muslim. This is the reason why storybooks with Islamic story themes can be very popular and also needed as a learning medium for children.

As for the Islamic-themed children's storybooks that have been published by Cikal Aksara, entitled '25 Exemplary Stories of Prophets and Messengers'. From the results of the author's interview with the editorial team of Cikal Aksara, this book is text-dominant also has an old layout design and illustrations. This book is also equipped with practice questions at the end of each story of the Apostles, so it is suitable for teachers and students, especially for elementary school children. (Interviewee: Fitri Nurul Aulia, part of the editorial team of Cikal Aksara).

According to Walker (2012), an interesting book for children is a book that has a suitable context and illustrations. The appropriate context of the book is that it can give pleasure to its readers, namely children. In addition, the thing that must be considered is to find a balance between text and images. Based on the results of the author's survey of 30 respondents, it is known that the most important consideration for parents in choosing books for children aged 10-12 years is in terms of stories that contain moral / moral messages (46.7%).

The main factor that makes children enthusiastic when reading books is the presence of interesting pictures/illustrations (53.3%). The presentation of storybooks about the stories of Prophets and Apostles that are most suitable for children aged 7-12 years is to tell several stories of the most interesting Prophets and Apostles in one book (50%). Then, children aged 7-12 years are more interested in storybooks with pictures and colours (96.7%), have illustrations in the form of cartoons (73.3%), prefer books with a page thickness of 70-150 sheets (50%), like pictures with bright and bright colours (60%), and prefer

display designs where each sheet is filled with illustrations and the text is in one unit (56.7%).

According to the results of observations and data acquisition by the author, it can be concluded that the book *Tales of 25 Prophets and Messengers* by Cikal Aksara still does not have contextual suitability such as the problem of balance between text and images, presentation of illustrations and colours, suitability of the number of pages, and layout design suitable for children aged 10-12 years. Thus, this book will be updated in terms of visuals and reduced to 5 Ulul Azmi Apostle Stories consisting of the stories of Prophet Noah, Prophet Musa, Prophet Ibrahim, Prophet Isa, and Prophet Muhammad. The goal is that the content and wisdom of the story can be better understood and remembered by children, compared to presenting 25 stories of Prophets and Messengers at once in one book without colours and pictures. The presentation of the book certainly applies the suitability of the context and rules of children's books based on the theory mentioned.

Through the design of a storybook with the title "Story of 5 Apostles Ulul Azmi", it is hoped that this book can be an educational media that is favoured by children and is useful in general for parents, and especially for the children themselves as an enhancer of knowledge, development of moral values, character building and role models and good morals.

## **LITERATURE REVIEW**

### ***Design***

Design comes from the root word *rancang*. The verb of designing is *desain* which means as an activity to organise everything before acting, doing or doing something. Designing can also be interpreted as planning something. According to Deddy Ackbar Rianto, et al (2015: 296), design in general can be interpreted as planning the manufacture of a product or work that involves various components so that it will produce a product that is in accordance with the results of the analysis stage. So it can be concluded that design is the activity of planning and organising everything before making a product or work so as to produce work in accordance with the results of the analysis.

### ***Educational Media***

Nunu Mahnun (2012) states that media comes from the Latin *medium* which means medium or introducer. Media is a means of channeling messages or learning information to be conveyed by the source of the message to the target or recipient of the message. The definition of education in general is an effort to change the attitudes and behaviour of a person or group in the form of maturation through a training process or through a learning process. In short, education is an effort to develop oneself through the process of education or learning.

According to Steffi Adam and Muhammad Taufik Syastra (2015), educational media is everything both physical and technical in the learning process that can help facilitate the delivery of messages to recipients so as to

facilitate the achievement of learning objectives that have been formulated. So it can be concluded that the definition of educational media is an intermediary tool that can be used as a messenger so that it can be received by the target audience effectively and efficiently.

### ***Visual Communication Design***

According to Kusrianto (2007: 2) Visual Communication Design is a discipline that aims to study communication concepts and creative expressions through various media to convey messages and ideas visually by managing graphic elements in the form of shapes and images, letter arrangements, as well as colour composition and layout. The main purpose of Visual Communication Design is to process messages effectively, informatively and communicatively so that the idea can be accepted by the person or group who is the target recipient of the message.

### ***Illustration***

Illustration comes from the Latin *illustrare* which means to switch on, make light, illuminate. Illuminating is meant as "something that explains or explains". In KBBI, illustration is defined as pictures (photos, paintings) to help clarify the contents of books, essays, and so on. Illustrations can also be defined as pictures, diagrams, or maps used to explain or decorate something, especially the written part of a printed work such as a book.

According to Fleishmen (2004), it is said that illustration is a picture that is able to explain a purpose, whether it is a picture made by hand (hand drawn) or a picture in the form of a photo (photography). As for the opinion according to Drs. Harry Wobowo, said that illustration is an image that enlivens, decorates, as well as clarifies a written text that is reproduced by printing techniques in black and white or colour with the form of hand-drawn images, photos, diagrams or graphics. In addition, Dwi Koendara (2010) mentions that illustration is a decoration of an event both in the form of words and pictures. Thus, illustration also carries aesthetic values.

### **Children's Story Book**

According to Mitchell (in Nurgiyantoro, 2005: 153) children's storybooks are books that feature images and text and both are intertwined with each other. Both images and text need each other to complement and complement each other. Meanwhile, according to Rothkei and Mainbach (in Aprianti, 2013: 90-92) children's storybooks are books that contain messages through illustrations and written text.

Children's storybooks can be segmented for pre-school age children and students. Azwar (1993, in Iriaji 2006) suggests that the presence of illustrations in textbooks will be more meaningful and strategic in value, when placed in the frame of education at the elementary school level. Based on this definition, it can be concluded that children's storybooks are books that contain stories and pictures for children that are written based on certain activities or events according to the child's point of view so that they can attract their reading interest.

Illustration is used as an image to give an explanation of a particular purpose or purpose that is visually presented. When associated with communication, the illustration is a translation of the text. Illustrations must be able to function as a means of communication of a message with a visual form. With the illustration, the message in the form of text will be more memorable and easier to remember.

In children's storybooks, illustrations are not only a complement to the writing, but also an integral part of the story. Martin Salisbury (in Kartaatmadja, 2015: 148) reveals that illustrations are the first means for children to understand the world that they have not fully experienced. In addition, according to Yassin (2013: 2) illustrations help and stimulate children's imagination to imagine a story more deeply so that children will better understand the content of the story because a picture can be worth a thousand words.

### ***Stories of Prophet and Messengers***

Every story of the Prophet's struggle has a moral message and wisdom that can be learnt and applied to everyday life. The moral messages that can be taken from the story of Rasul Ulul Azmi include the story of Prophet Noah who teaches about fortitude, patience, and determination in worshiping God. In addition, it proves that all of God's promises are true and only his pious people will be saved.

The story of Prophet Moses, teaches wisdom, empathy, firmness in upholding God's religion and always asking and asking for help only from God. The story of Prophet Ibrahim teaches sacrifice to get closer to God, teaches a democratic attitude in delivering messages or revelations from God, teaches politeness and tolerance towards others, and teaches patience in the face of failure and continues to try seriously.

The story of Prophet Isa, teaches the attitude of being persistent or hardworking in fighting for religion, always maintaining friendly relations with others, not having a grudge, always being patient in facing various trials, being wise, and having strong faith in God. The story of the Prophet Muhammad who taught about honesty, trustworthiness or trustworthiness, taught to be an intelligent person, and always conveyed the revelations entrusted to him for his people without hiding or reducing anything.

### ***Child Development Psychology***

Child development is related to change. Child development is different at every age, including the learning process. Piaget (Benson, 2012: 266-267) divides the stages of children's cognitive development into four, namely: (1) Sensorimotor stage, (2) Pre-operational stage, (3) Concrete operational stage, and (4) Formal operational stage. The concrete operational stage occurs at the age of 7-12 years, where at this time children are able to think logically even though only on concrete objects. At this stage children still have problems in abstract thinking. Piaget (2012) says, in relation to picture books, children aged

7-12 years are considered to be able to understand and be able to capture the content of picture storybook stories.

Children aged 7-12 years are familiar with various forms of literary works, whether written (letters, numbers, pictures) or oral. Children's language skills at this age have improved. Children aged 7-12 years are also able to read and understand 45-60 page texts.

## **METHODOLOGY**

In this design, the author uses qualitative methods to obtain the data needed during the research. According to Mohamed, Abdul Majid & Ahmad (2010), qualitative research is a method that focuses on human elements, objects, and institutions, as well as the relationship or interaction between these elements, in an effort to understand an event, behaviour, or phenomenon with descriptive explanations. The data collection techniques used are:

a. Primary Data

Primary data is data that the author directly obtained through observation techniques, interviews and questionnaires distributed to parents who have children aged 10-12 years in Bandung City.

b. Secondary Data

Secondary data is supporting data obtained through documents, books, electronic journals and other sources similar to the research topic of this design.

## **RESULT AND DISCUSSION**

### ***Communication Strategy***

This design applies the AISAS (Attention, Interest, Search, Action, Share) marketing strategy model. This AISAS model is the result of the development of consumer behaviour patterns along with the development of communication and information technology, namely the internet. AISAS capital explains that currently consumers are more active in finding information about products on the internet (Search) and the act of sharing experiences on products used to the public on the internet (Share).

### ***Creative Strategy***

The creative strategy carried out in this design is to present supporting media such as Instagram feeds that function to convey information about new book publications to the target audience, then note books and tote bags as merchandise that also have practical functions.

### ***Design Strategy***

1. Book Printing Technique

The following is the design strategy of the main media specifications produced:

- a) Type of book category: Illustrated book
- b) Book size: 21x27 cm
- c) Book orientation: Portrait
- d) Cover type: Hard cover

- e) Paper type: Art paper
- f) Number of pages: 40 sheets



The printing technique used is digital printing technique, and the binding will use perfect binding technique.

## 2. Book Title and Theme

The main media produced from this design is an illustration book entitled "Story of 5 Apostles Ulul Azmi", which is guided by the previous book entitled Story of 25 Prophets and Messengers. The content of the story in this latest design book has been reduced to only five stories, namely the story of Prophet Noah, Prophet Moses, Prophet Ibrahim, Prophet Isa and Prophet Muhammad. This latest design book is illustrated and coloured throughout its pages.

## 3. Design Process



Figure 1. Sketching, line art, colouring, rendering, layout process of book cover.

#### 4. Layout

Layout design can also be referred to as shape and space management. The main purpose of layout is to display image and text elements to be communicative in a way that can make it easier for readers to receive information (Surianto Rustan, Layout, Basics & Application).

In this design, the book layout is designed using a spread design, which is a layout design that spreads throughout the page. The book layout is made harmonious between illustrations and text on each page of the book. Because this book has more text weight and is targeted at children who are already fluent in reading, the presentation of text remains the main element, but of course illustrations are still presented on each page as support.



Figure 2. Book Layout Page 3 – 4

#### 5. Typography

According to the observation and questionnaire results, this design will use two types of fonts. The font for the title and headline of the book uses the Hey Comic font with a size of 64 pt. This font has the characteristics of childish, cheerful and fun. In addition, its thick shape and excellent readability are also suitable for use in the title of the book.



Figure 3. Hey Comic Font

As for the content of the book using the Short Stack font, this font has a shape like children's writing, besides that it has relaxed and fun characteristics. This font is also not too thick or thin so it does not make the eyes tired quickly when reading. The font size used is 14 pt with line spacing 30pt in Adobe Photoshop.



Figure 4. Short Stack Font



## 6. Colour

Based on the results of observations and questionnaires to the target audience, the colours used in this design are bright colours such as blue, yellow, red, and green. These bright colours will give a fun and vibrant impression that suits the character of children.



Figure 5. Main Media Colour Palette

### *Media Implementation*

This design is a departure from a pre-existing product. Based on the author's observations and interviews with the editorial team of Cikal Aksara, the problems with the previous book included an old layout design, a book that was still designed in black and white, and a ratio of text and images that was not appropriate for children's book design. This is not in accordance with the theory put forward by Walker (2012) that the appropriate context for children's books is to give pleasure to readers by paying attention to the balance between text, colours and images. In addition, the renewal of the visual aspect is intended to keep up with the times so that the book can still compete in the realm of the children's book market.

Illustration style, especially children's illustration has changed over time, this can be a good opportunity to apply the current trend of illustration style in children's books. In addition to the purpose of improving quality and more effective function, of course, it can increase the level of sales or market demand. In the book "Writing with Pictures" by Watson Guptil (1985), explains that children's storybooks are divided into two types, namely Picture Book and Storybook. This book belongs to the type of storybook because the text can be understood without having to be presented with illustrations because the text itself has presented a clear story.

The results of this design are implemented in the form of main media and supporting media. The main media produced from this design is an illustration book entitled Exemplary Stories of 5 Apostles Ulul Azmi, which consists of the story of Prophet Noah, Prophet Musa, Prophet Ibrahim, Prophet Isa and Prophet Muhammad. The following is a display of the contents of the book created:

#### 1. Front Book Cover



Figure 6. Front Cover of the Book

## 2. Table of Contents



Figure 7. Table of Contents

## 3. The Story of Prophet Nuh A.S.



Figure 8. Story of Prophet Nuh A.S.

## 4. The Conclusion of Prophet Nuh A.S. Story



Figure 9. Conclusion of Prophet Nuh A.S. Story

## 5. The Story of Prophet Musa A.S.



Figure 10. The Story of Prophet Musa A.S.

### 6. The Conclusion of Prophet Musa A.S. Story



Figure 11. The Conclusion of Prophet Nuh A.S. Story

### 7. The Story of Prophet Ibrahim A.S.



Figure 12. The Story of Prophet Ibrahim A.S.

### 8. The Conclusion of Prophet Ibrahim A.S. Story And Prophet Isa A.S



Figure 13. The Conclusion of Prophet Ibrahim A.S. Story.

### 9. The Conclusion of Prophet Isa A.S. Story



Figure 14. The Conclusion of Prophet Isa A.S. Story

### 10. The Story of Prophet Muhammad S.A.W.



Figure 15. The Story of Prophet Muhammad S.A.W.

### 11. The Conclusion of Prophet Muhammad S.A.W. Story



Figure 16. The Conclusion of Prophet Muhammad S.A.W. Story

### 12. About The Author



Figure 17. About the Author

### Supporting Media Implementation

In this design, supporting media is created as a marketing instrument of the latest book to be published. The following are the supporting media produced:

#### 1. Instagram Feeds



Figure 18. Instagram Feeds

## 2. Notebook

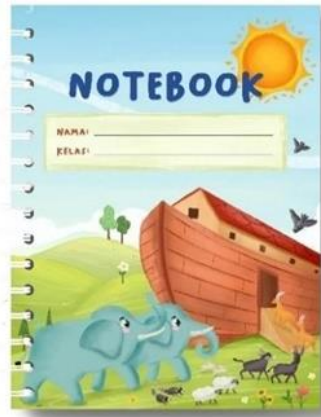


Figure 19. Notebook

## 3. Totebag



Figure 20. Totebag

## CONCLUSIONS AND RECOMMENDATIONS

The book design entitled *Cerita Teladan 5 Rasul Ulul Azmi* by Cikal Aksara is a design that departs from the previous published book. In accordance with Walker's theory (2012), the context of an appropriate children's book is that it can give pleasure to the reader by paying attention to the balance between text, colour and image. The book published by Cikal Aksara with the title *The Story of 25 Prophets and Messengers* has not applied the context and rules of children's books in accordance with the theory mentioned.

Significant modifications have been made to the new book design, including a reduction in text and an increased emphasis on full-color images. The illustration style that was employed complies with the data that was collected and examined before to the book's finalization. In addition, this design is also expected to expand and increase the target market, increase sales, and as it should be able to provide maximum benefits to children's growth and development in learning.

By doing this design, it is also hoped that children, especially children aged 10-12 years or children aged 4-6 elementary school, can be more enthusiastic and feel happy reading books.

## **ADVANCED RESEARCH**

In this design, there were several findings and obstacles encountered. This is certainly very valuable for similar designs that will be carried out in the future. Armed with the conclusions of this design, the author hopes to make similar designs and research in order to sharpen the results and conclusions in the future. In more specific cases, this design is expected to help deliver information and education for children with attractive and representative visuals.

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