

CHAPTER 1

INTRODUCTION

1.1. Background

On a planet where eight billion people coexist, it is nearly impossible for the human race not to have differences. Whether biologically or geographically, humans have been able to identify themselves and differentiate themselves from one another based on race. Throughout history, individuals and their races have been differentiated based on factors such as where they live, their cultures, ancestry, physical appearance, abilities, and personality (Glasgow et al., 2019). Despite the fact that the categorization of people according to their race is an essential aspect of human lives and identities and has played a significant role in the development of civilization and citizenship in nation states, this method of distinguishing between groups has created problems and negative norms, including racism.

In journal *What is Racism?*, racism is defined as "...a global hierarchy of superiority and inferiority along the line of the human that have been politically, culturally, and economically produced and reproduced for centuries." (Grosfoguel, 2016). Racism has been a major issue in the world for centuries; the nature of alienating people who are different and the stereotypes that follow are social maladies that have corrupted humanity and led to conflicts and crimes against humanity.

The world has long been plagued by atrocities that are tolerated because of racism; while much of the attention has been paid to the societal impact of things like hate crimes, genocide, and war, the impact on children has never been overlooked. "Any act which is seen as racist by the victim or any other person," the MacPherson Report defined racial bullying as in 1999. Racist insults, threats, or assaults, provocative badges worn, bringing racist material or flyers to school, urging others to behave racistly, racist graffiti, and refusal to cooperate with others are all examples (Macpherson, 1999).

Racism has not only plagued adult members of the society, but also young students as young as elementary school to as old as high school. As a result of globalization, children, preteens, and teenagers have unrestricted access to the internet, where they can learn about social issues such as prejudice. The result is that newer generations, particularly Generation Z, are now more aware and conscious of the issue at hand. According to BBC News Indonesia, the number of students temporarily expelled for racist behavior in UK primary schools has increased by more than 40%, from 350 students expelled in 2006-2007 to 496 students in 2017-2018 (McCamley, 2020). One of the common cases of racist behavior at school is racially motivated bullying. Racially motivated bullying happens where a student bullies another student because of their racial physical characteristics, ethnicity, language/culture and/or religion. Racial bullying has a very negative effects. Bullying has long-term effects on the bully, victim, and school community, it may produce long-term emotional, intellectual, and behavioral issues, and witnesses may do badly in class because they are focused on how to avoid being bullied rather than academic duties (Whitted & Dupper, 2005).

In the United States, black students face a disproportionate amount of racially motivated peer harassment at school. According to the most recent US Department of Education Office of Civil Rights data, Black children made up about 15% of the US public school population but 35.5 percent of those who reported being harassed or bullied on the basis of race, color, or national origin in the 2015-2016 school year; a similar disproportionality can also be observed among American Indian and Alaska Native youth, who are represented among those racially bullied or harassed (Department of Education & for Civil Rights, 2018).

According to new survey data from the Angus Reid Institute in collaboration with the University of British Columbia, 58% of Canadian teens have witnessed children being ridiculed, bullied, or ostracized at school because of their race or ethnicity. According to the report, 14% had suffered personal abuse,

with visible minority children three times more likely and Indigenous children twice as likely as white children to have experienced it. The research, which polled 872 Canadian children aged 12 to 17, is the third in a series co-created by the Angus Reid Institute and UBC (Fletcher Thandi, 2021).

In Indonesia itself, unfortunately, acts of racism and discrimination are common even today. In 2017, an elementary student from Pekayongan, East Jakarta experienced a bad racially motivated bullying from their fellow students, it was so bad that the local police had come to the SDN 16 Pekayongan to investigate about the matter. According to TribunNews, the third-grader has been subjected to not only verbal bullying, such as being called names based on his race as a Chinese-Indonesian, but also physical abuse, such as having sand poured into his clothes (Laturiuw, 2017).

From a young age on, racist and discriminatory attitudes about Papuans have been reinforced in Indonesian youngsters by the media's portrayal of Papuans. Stated in an article from The state indoctrinates pupils with racist views of Papuans through media including as movies, TV shows, and textbooks. As an example, the movie "Denias, Senandung di Atas Awan" offers a representative instance of a children's film that depicts the experiences of Papuan children. The movie portrays Papuan children exhibiting characteristics associated with primitiveness, backwardness, poverty, and a propensity for conflict. The youth drama series "Diam-Diam Suka" on a private television network identically exhibits such prejudices. The series portrays Papuans in a manner that characterizes them as intellectually challenged, culturally distinct, and socially underdeveloped.

Young children recognize distinctions between races at a young age and internalize social race norms throughout their childhood. Therefore, parental supervision and education about racism inside and outside of school beginning at a young age are crucial. The most effective strategies for preventing or minimizing bullying in schools involve a comprehensive, multidimensional strategy that targets bullies, victims, bystanders, families, and communities. As part of

strategies to prevent or reduce bullying in schools, school-level interventions designed to alter the school's complete ethos and atmosphere are required (Whitted & Dupper, 2005). The most effective method to prevent racially motivated bullying is to educate children about racism and bullying, preferably when they first enter elementary school. The objective is to instill in children from a young age the knowledge that prejudice is immoral and should not be tolerated.

Children can be educated with the help of illustration books. Unfortunately, there are not many illustrated publications about racism for children. Using illustrated books as a medium for communicating with children makes it less difficult and more pleasurable for them to comprehend the message. In order to prevent racially motivated aggression, it is appropriate to teach children about prejudice through the use of illustrated books.

1.2. Problem Identification

The author's research will focus on educating children about racism in order to reduce cases of racially motivated bullying on children both online and offline. The identification of the problems that develop is based on the description of the problem's context, thereof:

1. Racist beliefs and generalizations that have been passed down through the generations.
2. Lack of media that educates children about racism.

1.3. Research Question

1. How to design the message of the children illustration book about racism to educate and acknowledge diversity in community
2. How to design the visual of the children illustration book about racism to educate and acknowledge diversity in community

1.4. Research Scope

So that the problem does not expand, the authors limit the scope of the problem as follows:

1. What

Designing children's book illustration to educate children about racism, a prejudice and discrimination behavior against individuals on the basis of their racial or ethnic background (de Benoist, 1999).

2. Who

The target audience is children age 6 to 9.

3. Where

This research will be in Bandung, Indonesia.

4. When

This research will be conducted approximately in April to August 2023.

5. Why

This research was conducted to obtain data to find the best method to convey educational message about racism to kids and also affects aesthetical decisions on the artbook itself.

6. How

Designing the right artbook or children's book to educate children about racism and how to acknowledge multi-racial community.

1.5. Research Purpose

The objective of this illustrated book is to convey and educate children age 6 to 9 about racism and how to acknowledge diversity in the community by developing and illustrating information about racism that children ages 6 to 9 can easily comprehend and receive.

1.6. Research Benefit

This illustrated book serves as an educational tool for children between the ages of 6 and 9, aiming to give them knowledge about racism and promote

respectful engagement within a multiethnic society. Additionally, the book offers valuable lessons on the subject of racism. This would prevent racially motivated bullying against children and create a generation of children who are aware of race and can live adequately in a multiracial society.

1.7. Research Method

1.7.1 Data Collection

According to Sale et al. (2002), the use of the method is influenced by and reflects a paradigm that embodies the reality-based perspective. In addition, Kasinath (2013) suggests that there are three reasons for employing qualitative methods: the researcher's perspective on phenomena in the world, the nature of the research question, and practical reasons associated with the nature of qualitative methods. Qualitative research begins with a hypothesis formulated as research queries. The research queries will determine the data collection method and analysis strategy. Qualitative methods are dynamic, which means they are always susceptible to modifications, additions, and replacements during the analysis process (Srivastava, A., & Thomson, S.B., 2009).

1.7.2 Data Collection

a. Observation

According to Soegiono (2018: 229) There are distinguishing features of observation as a data gathering method compared to others. The scope of observation extends beyond mere human beings to encompass all of nature itself (Rizki et al., 2022). The observation was held on children age 6 to 9, observing their daily-life pattern to see how they spend their day and what types of books they read throughout the day.

b. Interview

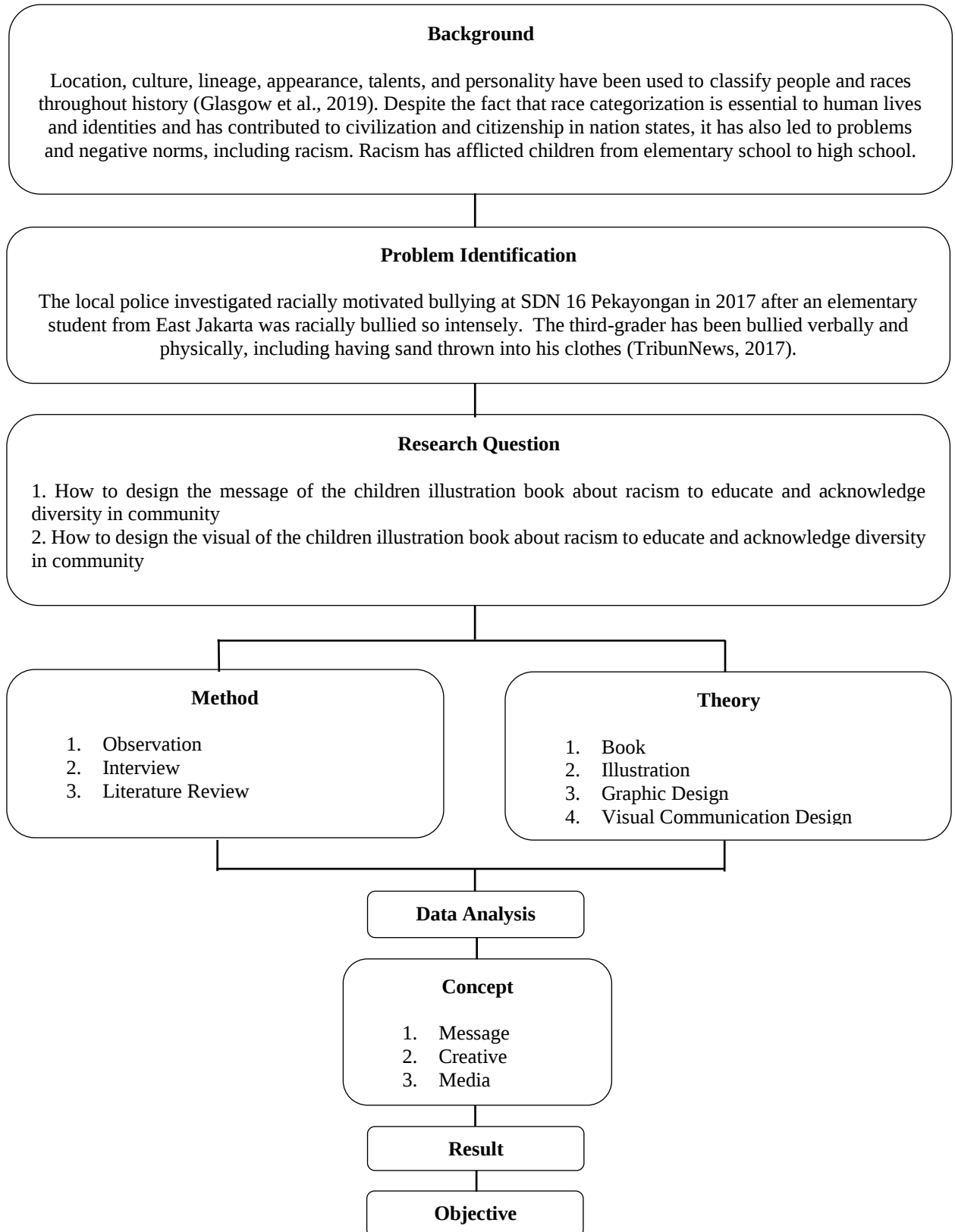
The author used Zoom app and Google Meet to conduct the interviews virtually with the KPAI commissioner, the victim of bullying driven

by race, and the children's book expert, in order to gain information from expert and experience from the victim. According to what Berger said (quoted in Kriyantono, 2020) interviews are discussions that are performed by researchers or persons who wish to gain information, and informants are people who are regarded to have essential knowledge about an issue (Rizkyawati, 2023).

c. Literature Review

Quoted from Zed (2003:3), the term "literature" or "literature study" can refer to a variety of tasks including library research such as data collecting, documenting sources, and analysis (Antar & Supriyadi, 2016). The information obtained by the author in the research came from various journals or papers, articles, either in printed or digital format

1.8 Design Framework



1.9 Writing Systematic

Chapter I Introduction

Explaining the background why the object was appointed to be the final project and explaining the identification and formulation of the problem and the methods used

CHAPTER II Literature Review

Describes some details of the theories used in the final project and the form of theory that will be applied in designing the final project

CHAPTER III Design Strategy

Explain and describe how the ideas and design mechanisms will be carried out through the results of observations and literature reviews.

CHAPTER IV Design Results

Describes how the final result of the design used.

CHAPTER V Closing

Describes the conclusions from the results of the final project which are based on the problem background from the introduction as well as suggestions regarding the research object under study.