

## Feasibility Test of Picture Book Recognizing the Dangers of Smoking as a Media for Educating Children about The Dangers of Smoking

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### ABSTRACT

**Background:** The picture book media 'Recognizing the Threat of Smoking' as education about the dangers of smoking for children. The theme used in the picture book media is the danger of smoking, which was appropriately given to children, especially those in grades 4-6 of elementary school, with an age range of 10-12 years old. **Objective:** The general aim of this research was to test the feasibility of the picture book as a media for educating children about the dangers of smoking. **Methods:** This research was a research and development study with a qualitative approach conducted in January 2021 in Jember Regency. Data collection was done through interviews, observations, and documentation. Data analysis used Thematic Content Analysis. **Results:** This picture book consists of 18 pages, created through four stages: starting from the synopsis made directly by the researcher, creating a storyline also done directly by the researcher. Followed by a colleague as an illustrator for creating digital images, and a digital book is also done by the illustrator, then the final stage is printing done by the researcher. **Conclusion:** The material presented in the picture storybook about the dangers of smoking to children was suitable for children to read, but there were suggestions regarding the exposure of information on the health effects of smoking, which was considered insufficient. It was feared that if the health effects of smoking were only limited to a few diseases, the educational message would be less effective for children, who might think that smoking only causes minor health issues.

**Keywords:** Cigarettes, Media, Pictures, Storybooks, Threats.

### INTRODUCTION

There are 25 types of diseases caused by smoking habits such as emphysema, lung cancer, chronic bronchitis, and other lung diseases. Other impacts include coronary heart disease, increased blood cholesterol, low birth weight (LBW) in babies of smoking mothers, miscarriage, and stillbirths. Active smokers inhaled cigarette smoke through the mainstream smoke channels containing filters. The cigarette filter was able to reduce up to 70% of harmful substances, so only about 30% of the harmful substances were absorbed by the body of the active smoker (Fitriyano, *et al.* 2016:56).

Indonesia is the third largest country in the world for cigarette consumption, after China and India. Tobacco consumption in Indonesia has increased significantly, due to the increase in household income, population

growth, low cigarette prices, and mechanization of the clove cigarette industry (Tobacco Control Support Centre-IAKMI, 2015). The number of smokers in Indonesia has shown a progressive increase from 2007 to 2018, including among the population aged 10-18 years. According to Basic Health Research in 2018, smokers in East Java amounted to 23.91% of 39,292,972 people, which is about 11,752,527 people in East Java are smokers. On this provincial scale, the Jember Regency contributed the largest percentage of smokers by 35% (Risksedas, 2018:55).

Based on the records of the Indonesian Child Protection Commission (KPAI), throughout 2019 out of 70 million children in Indonesia, 37% or 25.9 million of them smoked. Then, as many as 43 million children aged up to 18 years are at risk of deadly diseases. 74.2% of children smoking is due to the presence of signs or cigarette advertisements in stores selling

cigarettes. The government, together with the Minister of Health and the Minister of Home Affairs No. 7/2011 Article 3, has clearly stated that the family environment is a playground for children and is categorized as a Smoke-Free Area (KTR).

Children as secondary or tertiary smokers are at greater risk than primary smokers because there is a mechanism of sidestream smoke, namely when harmful substances enter the child's body without filtration (Kusumawardani et al., 2015:2). Harmful substances enter the body of passive smokers without filtration. If harmful substances enter and accumulate in the lungs, they will cause respiratory system disorders. The small size of particles can also allow entry of these harmful substances directly into the bloodstream, which can then disrupt the body's health, if accumulated over a long period, it can even cause other chronic diseases (Gema & Syamsudin, 2016).

The effort of conveying information on media selection is very important and needs to be considered because correct selection and delivery will provide maximum results in information dissemination (Rokmah, et al., 2012). Various communities and campaigns from society have tried to provide education about the dangers of smoking to smokers and parents. Previously, the media used to suppress cigarette cases in children was the S.A.D.A.R campaign which aims to make smokers, especially those who already have children, not smoke near children and know the ethics of smoking when dealing with children in various places, both in public places and private places. However, this campaign is still not effective in suppressing cigarette cases in children (Perdana & Waspada, 2016:7).

Based on these problems, researchers took the initiative to develop a picture storybook media "Know the Threat of Cigarettes" as education about the dangers of smoking for children. Picture stories are imaginary stories, fictional stories, or fictions that do not happen (Hana, 2011:14). Storybooks are things that are usually liked by children. Children tend to like children's books and magazines that emphasize adventure stories (Hurlock, 1992:162). The age of children is the age of learning through what they see and hear, therefore one effective medium in moral education for

children is through picture stories. At the age of 10-12 years, children enter pre-adolescent development, both physically and psychologically at this time they are looking forward to puberty.

Seeing the facts of the threat of cigarettes to children in the family environment, it is very important to provide appropriate media to maximize the cohesion between the material of cigarette danger education and children as the main target (Depkes RI, 2012; Rokhmah et al., 2012). Children aged 9-10 years or equivalent to grade 4 of elementary school generally can analyze a text and the ability to make conclusions. Entering the age of 11-12 and above or grade 6 of elementary school, children's thinking patterns are more critical and able to understand the concept of cause and effect even synthesizing their knowledge through the environment and objects studied (Bujuri, 2018:46-47). This means that picture stories become relevant media to explain the dangers of cigarettes to children because they can maximize the literacy skills as well as fantasies of children in grades 4-6 of elementary school.

Through picture storybooks, moral values that can be emulated by children in everyday life are embedded. In addition, the method of picture storytelling has advantages compared to other media, namely, it can sharpen children's imagination and memory, attract children's attention to listen to what is conveyed, and picture stories are media that can help convey messages easily (Musfiqon, 2016:11-12). In the long run, it is hoped that this picture storybook can become one of the media used by child health promoters to convey the dangers of smoking. In line with the results of that research, Farenda (2018:15-20) found that picture stories can support science learning in fourth-grade students of SDN 46/V Rantau Jaya in terms of material relevance, language, and practicality. Meanwhile, picture stories with regional nuances have a positive impact on character formation in sixth-grade students of SDN Pengangsalan because learning becomes effective and students' competencies are further explored (Sriati, 2015:180).

The picture storybook media "Know the Threat of Cigarettes" themed on the dangers of smoking in children needs

media suitability assessment. Researchers used media experts, child psychologists, and public health experts as media assessors because they understand the creation of good and appropriate media, both in terms of the content of picture stories, the composition of picture storybooks, and the influence of media on the knowledge and attitudes of the target audience. Suggestions from experts are aimed at developing the content of picture stories, the composition of picture storybooks, and the influence of media on the knowledge and attitudes of the target audience. The overall assessment is based on the ABC Behavior Change Theory, which explains that consequences have more influence on the continuity of behavior implementation than the influence given by an environmental event. This theory is useful for designing interventions that can improve the behavior of individuals, groups, and organizations (Kholid, 2014:65).

## METHODS

The type of research conducted is research and development with a qualitative approach that will result in descriptive data in the form of words. According to Borg and Gall (Sugiyono, 2015:4), research and development (R&D) is a research method used to develop and validate products used in education and learning. This research tests a product and assesses its effectiveness in society.

The research was conducted in the Jember Regency. The research sites are scattered throughout Jember Regency, but one of the research sites used Zoom meetings due to the distance amid this pandemic. The researchers began the research by interviewing primary informants and additional informants, which was conducted from January 2021 to February 2021.

The targets of this research are media experts, child psychologists, and public health experts, with a total of 3 primary informants, supplemented by additional informants, namely elementary school students in grades 4-6 and elementary school teachers, totaling 4 additional informants. The primary informants in this research are media experts, one of whom is a lecturer at a state university in Jember Regency; child

psychologists, a lecturer and practicing psychologist currently pursuing a Ph.D. at one of the leading universities in East Java; and public health experts, an activist working in an NGO focused on child preventive measures. The additional informants in this research are children who receive education through picture storybooks and class teachers as mediators of information delivery. Additional informants will be interviewed about their opinions regarding the suitability of the media created by the researcher.

The illustrated storybook that had been tested for feasibility would be tested on students to see whether they understood the dangers of smoking based on the content of the illustrated stories. Then, the students' understanding was checked with their homeroom teachers at their school. As a result, the data analyzed by the researchers led to a conclusion.

## RESULTS AND DISCUSSION

Based on the criteria formulated by the researcher, the primary informants consisted of three individuals: IU1, IU2, and IU3. The researcher conducted a credibility test aimed at testing the accuracy of the data in qualitative research. The credibility test was conducted using source triangulation, where the researcher interviewed the additional informants (primary school students) and technique triangulation with the homeroom teacher in providing education to the students. The research was conducted with in-depth interviews with primary and additional informants starting on January 14, 2021. The final interview was conducted on January 20, 2021.

### Characteristics of Informants

#### a. Primary Informants (PI)

The primary informants in this study were media experts, public health experts, and psychology experts. There were three primary informants in this study with characteristics including age, gender, education level, place of residence, and expertise in their respective fields as specified (2022).

**Table 1.** Characteristics of Key Informants

Primary Informants	Age (Year)	Gender	Education Level	Residence	Position
1.	39	Man	Master's Degree at the Indonesian Art Institute Yogyakarta	Wirolegi, Jember Regency	Lecturer
2.	26	Man	Bachelor's Degree Tompotika Luwuk Banggai University	Jatinegara, East Jakarta	Member of the Children's Lantern
3.	44	Man	Master's Degree from Airlangga University	Jl. Semeru, Jember Regency	ecturer and psychologist

1. Primary Informant 1 (PI1)

PI1 was a 39-year-old male born in Yogyakarta. He has been working as a lecturer at the Faculty of Cultural Sciences, specifically in the Television and Film Study Program, for eleven years, from 2010 to the present.

2. Primary Informant 2 (PI2)

PI2 was a 26-year-old male. He was a graduate of the FKM University of Tompotika Luwuk Banggai and was actively involved in anti-smoking activities with the Laskar Anak Community.

3. Primary Informant 3 (PI3)

PI3 was a 44-year-old male. He was a psychologist, evidenced by his Professional Certification Letter (SPP) from the Indonesian Psychological Association. He has been working as a child psychologist for approximately 17 years, from 2004 to the present.

b. Additional Informants (AI)

The additional informants in this study consisted of a homeroom teacher and students from grades 4-6 of an elementary school. The information provided by the additional informants was used by the researcher as a consideration for information.

**Table 2.** Characteristics of Additional Informants

Additional Informants	Gender	Age (Year)	Position
1.	Woman	54	Teacher
2.	Man	10	4 <sup>th</sup> grade student
3.	Man	11	5 <sup>th</sup> grade student
4.	Man	12	6 <sup>th</sup> grade student

1. Additional Informant 1 (AI1)

AI1 was a 54-year-old female. She lived in Wirolegi and worked as a homeroom teacher for grade 4 at an elementary school.

2. Additional Informant 2 (AI2)

AI2 was a 10-year-old boy. He was currently in grade 4 of elementary school. AI2's family environment included a smoker, and AI2 aspired to become a smoker when he grew up.

3. Additional Informant 3 (AI3)

AI3 was an 11-year-old boy. He was currently in grade 5 of elementary school. AI3's family environment included a smoker, and AI3 had even tried smoking.

4. Additional Informant 4 (AI4)

AI4 was a 12-year-old boy. He was currently in grade 6 of elementary school. AI4's family environment

included a smoker, and AI4 had also tried smoking together with AI3.

**Description of the Process of Creating the Picture Book Recognize the Threat of Cigarettes**

**a. The Process of Writing the Story Synopsis**

The researcher began the picture book creation process by writing the story synopsis for the picture book "Recognize the Threat of Cigarettes." The story synopsis was the initial stage in the creation process. The theme was the foundational basis for determining the content of the picture book. The theme of the picture book created by the researcher was "The Importance of Knowledge About the Dangers of Smoking." The time setting in the picture book created by the researcher was the present, and the places used as settings included the family room, the yard, the street, and the classroom.

**b. Process of Creating the Storyline**

The storyline helps in identifying the story on each page by specifying the desired angles and image sizes and facilitating the sketching process (Yudistira, 2014:4). The storyline created by the researcher consisted of two columns: narrative and desired illustrations.





The completed storyline was then communicated with the illustrator to be translated into the desired cartoon visuals. The storyline was made in a general form, with the illustrator heavily involved in imagining the visual representation for each page of the book. However, the overall concept and color

schemes were based on the researcher's ideas.

**c. Process of Creating Verbal and Visual Character Descriptions**

The initial step was to create verbal character descriptions, followed by visual character designs made by the illustrator, Muhammad Wahyu Ansori, from the Visual Communication Design department. The verbal character descriptions detailed the characters textually, including their names, genders, ages, physical features, and traits shown in the story. Below is the depiction of verbal and visual character descriptions in the picture book "Recognize the Threat of Cigarettes":

**Table 3.** Verbal and Visual Character Descriptions

No.	Name	Character	Characteristics	Attributes
1	Keni		a. Boy b. Black hair c. Bangs in the middle d. Olive skin	Keni was a cheerful, friendly, brave, and polite boy. Besides being handsome, he was one of the smartest students in his class.
2	Mother		a. Wore a hijab b. Wore an inner hijab c. Olive skin	Her mother was Keni's biological mother. She was loving, gentle, and patient.
3	Father		a. Black hair b. Neatly trimmed hair c. Had a mustache d. Wore a wristwatch e. Dressed neatly	Father was Keni's biological father. He was loving, hardworking, and wise.
4	Homeroom teacher		a. Curly hair b. Homeroom teacher c. Male	The teacher in this story was the homeroom teacher. He was young, and able to explain the material well, making it easy for the students to understand. He was a creative teacher.

**d. Process of Creating the Digital Picture Book**

After character depiction, the next step was creating the picture book. The software used for creating the picture book was graphic software on a computer/laptop. The first step involved sketching based on the previously created storyline. The verbal descriptions on each page were visualized with illustrations

and accompanied by the narrative text (Yudistira, 2014:5).

The completed illustration sketches were inked using drawing pens, brushes, or other tools. After inking, the remaining pencil sketches were erased, and the sketches were digitized. The next step involved coloring the characters and settings on each page, followed by adding the narrative text to each illustrated page. The fonts used in the picture book

included Chalk Marks® and Times New Roman®. This entire process was assisted by the illustrator, following the author's previously developed concepts.

After creating the book's content, the next step was creating the cover. The cover needs to be attractive to represent and support the book's competitiveness (Yudistira, 2018:5). The picture book's size was A5 (14.8 x 21.0 cm), using 150 gr Art Paper for the cover and 100 gr Art Paper for the pages.

### Assessment of the Elements of the Picture Book KEN AROK

#### a. Theme

The theme is the meaning contained in a picture book about the dangers of smoking. The media expert informant (PI1) stated that the theme of the dangers of smoking used in the picture book medium was appropriate for children, especially those in grades 4-6, as indicated by the following quote:

"...for a theme targeting elementary school children, I think it is appropriate, especially for those in grade 4, maybe, grade 4 or grade 5... perhaps from an early age." (PI1)

The chosen theme in the picture book KEN AROK was about the dangers of smoking. According to Aditama in Ambarwati et al. (2014: 2), even though some people know the dangers of smoking through cigarette ads, the habit of smoking is still widespread. This aligns with the public health expert (PI2) who stated:

"I agree, smoking is a significant issue. Making smoking the theme of a storybook like this is very beneficial." (PI2)

The research results showed that all primary and additional informants agreed that the theme used in the picture book was appropriate for children. Additionally, education about the dangers of smoking is seldom provided to children. It is hoped that the appropriateness of this picture book's theme will be well-received, especially among children in grades 4-6 of elementary school.

#### b. Characters

The media expert informant stated that the depiction of characters in the picture book was quite good, considering the expressions adjusted to each condition in the story. This aligns with Sugiarti (2013: 10), who stated that characters in a story have traits that match the roles they play. This is reflected in the quotes from the primary media expert informant (PI1) and the psychologist expert (PI3):

"...the father's character, the mother's character, is adequate..." (PI1)

"Complete characters include the roles of parents and teachers, which is good. It makes the story more alive and realistic." (PI3)

Based on the quotes from the primary informants, characters play an essential role in the flow of the story. Children tend to idolize characters in a story. This is explained in the research by Salawati, T., and Nuke, I. (2016: 98) titled "Analysis of Needs to Design Children's Comics 'ASETAR' (I Will Stay Healthy Without Cigarette Smoke)," which states that children prefer characters in stories that are of their age group, as they can relate to the experiences of the characters.

#### c. Plot

The plot used in this picture book is progressive, making it easy for children to understand. The media expert informant (PI1) stated that the plot used in the picture book was appropriate, as indicated by the following quote:

"...the storyline itself is acceptable." (PI1)

Royasa et al. (2017: 2) mentioned that readers can create or interpret the story's plot through its sequence. This was also conveyed by the primary informants, a public health expert (PI2) and a psychologist (PI3):

"The plot starts when the child first sees his father smoking, sees a smoking-related disease on TV, and realizes his father is a smoker. Then he

gets education at school about the dangers of smoking." (PI2)

"The plot is clear, starting with the advertisement, leading to the idea of how to get his father to quit smoking, and eventually succeeding." (PI3)

Royasa et al. (2017: 5) stated that problems and conflicts in a story must be within the children's intellectual and emotional reasoning. This consideration ensures that children with simple reasoning abilities can follow the story, ending with a family hero who successfully educates his father about the dangers of smoking.

#### d. Background

The background serves as a reinforcement of the content of a story. This is in line with the opinion of Muhardi and Hasanudin in Puspitasari (2017: 4), stating that the background aims to clarify the atmosphere of the place and time of the events in the story. The main informant, a media expert, and a psychologist stated that the background used in the illustrated storybook media is appropriate, and the accuracy in using the background, both in terms of place and time, is following the following quotes:

"The background here is clear, at home, at school, on the street, the timing is already appropriate" (IU1)

"The depiction of the background is good, it matches the story being built" (IU2)

Based on the above quotes, the background in the illustrated storybook appears realistic, resembling real life. According to Jubaedi (2016: 87), the appropriate story background for children is the environment around them, such as home and school. In contrast to the opinions of the media expert and public health expert, the psychologist stated that there is a depiction of the background that is not quite right. Here is a quote from the interview with the psychologist:

"Right now, there's something wrong with the background, in the TV show there should be some writing like

the effects or impacts of smoking or something like that" (IU3)

Based on the quote above, the psychologist stated that the lack of additional text on television as a background presents the dangers of smoking. This is in line with Puspitasari's research (2017: 4), stating that the success of a background in a story is determined by the suitability and clear depiction of a place, time, and atmosphere in building a story so that the impression of where, when, and how the situation occurred can be depicted well to children.

#### e. Point of View

Storybooks are generally narrated directly by their authors, but authors can also use characters in the story to narrate the stories they write. The illustrated storybook "Know the Dangers of Smoking" uses a third-person point of view; it is from this perspective that readers follow the course of the story. According to the primary informant, a public health expert, and a psychologist, the point of view used in the illustrated storybook is appropriate. Here are excerpts from their interviews:

"It's third-person, this perspective from the story. It's good, clear." (IU2)

"The point of view isn't an issue, it's pretty much third-person." (IU3)

Choosing the right point of view will influence readers' ability to understand the content of the story. This is in line with Koasih's opinion in Puspitasari (2017: 5) that a writer's position in presenting a story consists of two kinds: direct involvement as a first-person narrator or as a character, either the main character or supporting characters visible in the story, usually, authors use "I" or "me"; while some play the role of a third person or observer, here the author only narrates between characters, typically using names.

#### f. Style

The primary media informant, public health expert, and psychologist stated that the style used in the illustrated storybook is appropriate for children to read, using a cartoon block

style can captivate children's interest in reading, as per the following quotes:

"The right style will also increase children's enthusiasm for reading because it's quite interesting... in many aspects, style selection is indeed a characteristic of a product." (IU1)

"In many aspects, style selection is indeed a characteristic of a product." (IU1)

"This cartoon style, yes, means... very child-friendly, yes, they'll surely be very happy to see it made like this, very attractive." (IU2)

"... the cartoon style is nice, suitable for the target audience of 4th-6th-grade students." (IU3)

The above quotes confirm that children and cartoons are inseparable. Almost all children like cartoons. According to Jubaedi (2016:87), the cartoon block style can captivate children for reading because it presents cartoon forms with bright and attractive colors.

#### g. Moral

Morals and illustrated storybooks are inseparable. A storybook is inherently filled with the meaning or moral messages it intends to convey to its readers. The primary media informant (IU1) and public health expert (IU2) stated that the moral used in the illustrated storybook is appropriate. A storybook always contains a message to be conveyed. This is in line with Oentardjo et al.'s research (2013: 10) that books are one of the right moral improvements, this is also supported by stories with good morals. Here are excerpts from interviews with the primary media informant (IU1) and public health expert (IU2).

"... all stories must have moral messages conveyed and it has been successfully included in this book." (IU1)

"If related to morals, this illustrated storybook is good." (IU2)

Writers are free to express how they want to convey the moral of the story they write. Chaeruddin (2016: 254)

writes that storytelling methods are very effective in instilling moral values in elementary school-aged children. Therefore, the author of the illustrated storybook "Know the Dangers of Smoking" also writes the ending story with a reward, in this case, to be memorable by the readers, especially children. Children will be more interested in the rewards they will receive after doing something.

#### h. Overall Appearance

The illustrated storybook "Know the Dangers of Smoking" was printed in A5 size, namely 14.8cm x 21.0cm, using 210 GSM Art Paper for the cover and 150 GSM Art Paper. Primary media experts, public health experts, as well as psychologists, have stated that the overall appearance of the illustrated storybook is suitable for children to read. Because overall, it has made children interested in reading it. The cartoon animation appearance is in line with children's characters as stated in the following quotes:

"It's good overall, it's quite good, bringing a child who becomes a hero in his family." (IU1)

"... cool, it's really good, turns out I just knew KEN-AROK is, know the dangers of smoking, hehe, it's good, really good." (IU2)

"Overall, it's very child-friendly, especially from the aspect of images and colors." (IU3)

Additional informants, students from grades 4-6 in elementary school, stated that the overall illustrated storybook is attractive, as per their quotes:

"Good, bright, colorful, so enjoyable to look at..." (T2) "... exciting to read because the drawings are all good, interesting..." (T3)

"Not easily bored because it's funny, the cartoons are cute." (T4)

According to Nendya (2015:68), the appearance of a storybook is better at depicting the condition of children and also reflects children's daily activities. Storybooks can use cartoon appearances, which are attractive for children's



education. Then, the appearance of facial expressions in animations makes characters more interesting and lively.

#### i. Suggestions

The illustrated storybook "Know the Dangers of Smoking" is not without errors; therefore, the author asked for suggestions from all primary media experts, public health experts, and psychologists. The primary media expert gave some suggestions overall in the preparation of the book "Know the Dangers of Smoking," including the following quotes:

"Yesterday I also read and found some typos." (IU1)

"Maybe there's information here about the age limit segment for this book for what, for educational book support." (IU1)

Based on the quote from the primary media expert, there are some errors in writing. Additionally, the media expert suggests adding an age limit segment to support children's educational books in elementary schools, which can be included in the cover. Of course, the suggestions from the primary media expert will enhance the illustrated storybook "Know the Dangers of Smoking."

In contrast, the primary public health experts and media experts suggest increasing the chat box or conversation balloons; this is because children might get bored reading paragraph texts. Here are the quotes:

"Just increase the chat box because the A5 size is already big enough, and it's a shame if the content is just pictures." (IU2)

"So, children at that age are more interested in comics than novels." (IU3)

"... increase conversation balloons, don't increase paragraphs at the beginning, or if you have many paragraphs with many conversations at the beginning, it's better not to." (IU3)

Based on the above quotes, public health experts and media experts suggest that children are more interested in speech balloons in the form of comics to

prevent boredom while reading. Because if there is too much text and children get bored reading it, they won't easily accept the message conveyed. Therefore, there needs to be adjustments to the paragraphs to avoid appearing boring.

#### CONCLUSION

Of the three main informants, most are men dominated by lecturers, one of whom also holds a position as a psychologist with an average of postgraduate qualifications in their field, while another informant is an activist in the field of anti-smoking in children with a bachelor's degree from one university in Sulawesi.

The illustrated storybook "Know the Threat of Smoking to Children" consists of 18 pages through 4 stages, namely synopsis making, storyline making, digital image making, and digital bookmaking, which were assisted by colleagues from the visual communication design department.

The theme used in the illustrated storybook media, the danger of smoking, is already appropriate for children, especially grades 4-6 in elementary school. The characters in the illustrated storybook are already quite good by paying attention to expressions that are adjusted to each condition in the story. The plot has adhered to the rules by using a progressive plot, making it quite easily accepted by children. Accuracy in the use of backgrounds, both in place and time. The perspective is eye level using a cartoon block style that can capture children's interest in reading. Thus, the overall appearance of the illustrated storybook is already suitable for children to read. The use of color on the cover of the illustrated storybook is already appropriate, using the basic color blue to symbolize intelligence, combined with highlighting the main character icon that represents the content of the illustrated storybook created.

The material presented in the illustrated storybook about the dangers of smoking to children was already suitable for children to read, but there was some advice, especially regarding the presentation of information about the health effects of smoking that was considered lacking. It was feared that if only a few diseases caused by smoking

were highlighted, the educational message might not be effectively conveyed to children because they might perceive that smoking only poses minimal health disturbances to the body.

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