

BRANDING DESIGN ABOUT BIODIVERSITY SEHATI PROGRAM BAPPEDA TANGERANG REGENCY

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Abstract

Environmental issues have become a major issue in the destruction of biodiversity in Tangerang Regency due to the lack of public awareness that causes biodiversity to become extinct. Therefore, BAPPEDA Tangerang District planned the SEHATI Program or Biodiversity School Program to educate students about biodiversity and shape children's character into environmentalists as a first step in public awareness. Although it has been running smoothly for four years, the SEHATI Program does not yet have a logo to represent it, so some schools that do not know about the program cannot easily recognize it. The author decided to design Branding in the form of a Graphic Standard Manual. The research methods used are interviews, observation, and online questionnaire distribution. Then, the research data will be processed through Alina Wheeler's design method from a book entitled Designing Brand Identity which consists of five design stages. From this design method, the author designed the SEHATI Program Graphic Standard Manual which contains a description of the logo, logo elements, logo meaning, and secondary media that will be used by BAPPEDA Tangerang Regency and shown to schools during SEHATI Program activities.

Keywords: Branding; Biodiversity; SEHATI Program; Education, School.

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Introduction

Environmental issues have become a priority issue in Tangerang Regency, causing severe damage to biodiversity. Those have proven in MetroTV articles in 2024 indicates that illegal littering increasing slightly in Tangerang in 2024 which led people no choice to live along with mountainous trash around them. Also in dry season, people burn fields and forests illegally to open new agricultural fields and develop properties for profit. According to Tempo Article in 2020, 25 areas in Tangerang decreased around 80 hectare from 180 hectare to build properties and agricultural fields which led to severe natural disaster. There is a high likelihood that biodiversity that is continuously degraded will show that certain species are becoming extinct at a rapid rate, and thus biodiversity is at a great disadvantage (Abidin *et al*, 2020; Simarmata *et al*, 2021). In addition, the people of Tangerang Regency have little interest and attention to biodiversity, so they are not aware of the issue of environmental degradation. Public ignorance about the importance of biodiversity for human life is also a factor in the high threat to biodiversity (Siahaan *et al*, 2019). Therefore, the Tangerang Regency Government initiated the SEHATI Program (School of Biodiversity). The SEHATI

program is a program initiated by the Tangerang Regency government BAPPEDA and implemented by Tangerang Regency in 2020 with the aim of educating students to utilize the school environment as a means of education regarding the development of biodiversity with the aim of creating a green and beautiful school, making schools an indication of good and bad school environments, and making schools a biodiversity laboratory and shaping children's characters into individuals who love the environment in accordance with Clean and Healthy Living Behavior (PHBS). BAPPEDA created the 2021 SEHATI Program Technical Guidelines so that schools can implement the SEHATI Program.

The SEHATI Program has been running smoothly in several selected schools such as SDN Badak Anom in 2020, SMPN 1 Curug in 2021, SDN Sukatani 1 in 2022, SMPN 3 Teluk Naga in 2023, and SMPN 2 Cikupa in 2024 for four years because the SEHATI Program is a pilot project of two Tangerang Regency BAPPEDA programs, namely the SANISEK Program (“*Sanitasi Berbasis Sekolah*” or Sanitation Based in School), a program since 2013 that runs to educate children about sanitary and cleanliness; and the KURASSAKI Program

(“*Kurangi Sampah Sekolah Kita*” or Reducing Trash in Our School), a program since 2016 with purpose to reduce trash in school environment and educate children to not make litter in their school, which are PHBS programs also initiated by the Tangerang Regency government and implemented by the Tangerang Regency BAPPEDA so that the schools selected as active schools when running the SEHATI Program are schools that have implemented the two programs and can be responsible for environmental problems because they have established communication through the program socialization system. However, this is different from schools that have not implemented the two programs because they first heard about the SEHATI Program. It is not enough for them to remember the SEHATI Program directly because the SEHATI Program does not have a visually clear characteristic image to remember. An identity in branding is required so that the value and uniqueness of a brand can be easily recognized and clearly understood by the target design and differentiate between competitors by communicating the vision and mission, uniqueness, and quality of the brand (Wheeler, 2018).

In addition, schools that have implemented the program seem to have no recognition in the SEHATI Program because they cannot accompany evidence in the form of certificates, plaques, badges, and other official evidence as a clue that the school has participated in the SEHATI Program. For them, the media is a form of evidence and school pride as a manifestation that the school has participated in environmental conservation efforts so that without Branding, schools do not have strong ties between schools in the SEHATI Program. In this case, Branding is needed in order to create awareness, recognition, convey characteristics and uniqueness, and provide effective communication in differentiating competitors (Wheeler *et al.*, 2014).

Therefore, the author designed a GSM (Graphic Standard Manual) which consists of designing a logo, Brand Story, Typography, Supergraphics, Mascot, and various secondary media for the SEHATI Program so that schools that have heard about the SEHATI Program can apply it easily. Also, schools that do not know about the SEHATI Program can recognize and remember it easily.

Based on the background above, the problem formulation can be arranged as follows:

1. The SEHATI program does not yet have a logo as an identity in Branding because it does not have a visual description of the characteristics of the program.
2. Without an identity in Branding, schools that do not know the SEHATI Program have difficulty remembering and understanding the program easily. Meanwhile, those who have participated in the SEHATI Program do not have strong recognition and unity ties between schools in the SEHATI Program.

This research seeks to answer the following questions:

1. How to create branding design of the SEHATI Program of BAPPEDA Tangerang Regency?

Methodology

The method of collecting data by the author using qualitative research methods and quantitative research methods. Qualitative research methods are conducted through interviews, observations, and reference studies. The interview was carried out to

collect data on the background, vision and mission, objectives, activities, experience stories, innovations, and evaluation of the SEHATI Program for 4 years. There were five interviewees, namely Imam Sutopo, M. Syahfruddin Tuan Kotta, M. Nabawi, Titin Suprihadin, and Wiwik Dwi Harjanti. Imam Sutopo is a facilitator of SEHATI Program whose interviewed to get the information and data about SEHATI Program from background, system, and its history; M. Syahfruddin Tuan Kotta is an expert of agriculture and the man who in charge of SEHATI Program which interviewed to obtain the information how SEHATI Program works and how it runs for 4 years; M. Nabawi is a functional developer of INPRASWIL (Development and Infrastructure Area) BAPPEDA which had interviewed to obtain information about local government's perspective about SEHATI Program; Titin Suprihadin Hadiani is a school principal of SMPN 1 Pasar Kemis whose interviewed as witness of SEHATI Program as she had host the program in 2023; Wiwik Dwi Harjanti is a teacher and one of a person in charge of SEHATI Program in SMPN 1 Pasar Kemis to obtain the information about the research in SEHATI Program activity along with observational research in the school area.

From the results of the interview, it is known that SEHATI Program wants to have a logo as an official identity so that schools that do not know the SEHATI Program can easily recognize the program.

The author made observations by visiting SMP Negeri 1 Pasar Kemis school because they are the best school in SEHATI Program activities by developing greatest innovation for nature and citizen such as *Eco Enzyme*, a fertilizer and water neutralizer from fermented leftover fruits and vegetable. SMPN 1 Pasar Kemis is also one of the schools that has carried out SEHATI Program activities accompanied by Wiwik Dwi Harjanti. The results of these observations were collected as reference data for the formation of identity in the SEHATI Program.

The quantitative method used by the author is a questionnaire method by distributing questionnaires online via BAPPEDA Staff *Whatsapp Group* regarding the problems that have been written using Google Form with SMP Negeri 1 Pasar Kemis as the respondents. The online questionnaire was conducted using the Non-Random Sampling method, which specifically used the Purposive Sampling method. Then, the respondents' answers will be collected and described through Pie Chart and Bar Chart.

Result

The author carries out a strategy in designing the SEHATI Program Branding through the strategy of Alina Wheeler (2018) with a book entitled "Designing Brand Identity". In the book it is written that the design consists of five design stages from Conducting Research, Clarifying Strategy, Designing Identity, Creating Touchpoints, and Managing Assets. With these stages, the author can build good and clear picture for the SEHATI Program so that it gets a new identity.

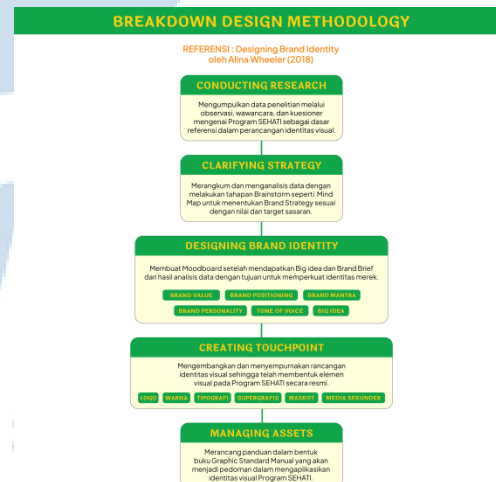


Figure 1: Design Methodology.

The keywords that will be used as clues in determining the Brand Value of the SEHATI Program. The keywords chosen as Brand Value are Education, Technology, and Science.

In the Point of Parity to determine the brand positioning of SEHATI Program, there is a similarity in the objectives achieved, which is concerned with educating students about nature conservation and biodiversity in it and making schools green with a variety of existing plants. In Point of Difference, the SEHATI Program is an intense program in carrying out its activities in accordance. In Point of Reference, the SEHATI Program is a program that aims to preserve the environment as a form of concern for nature and overcome climate change.

The SEHATI program has a Brand Mantra with Knowledge as a Brand Function, Diversity as Descriptive Modifier in the SEHATI Program, and Teamwork as an Emotional Modifier. The Brand Personality of the SEHATI Program is Child-friendly, Creative, Innovate, and Self-evaluate.

The predetermined Tone of Voice for SEHATI Program are Informative, Supportive, Passionate, and Conversational. The Big Idea of the Branding design of the SEHATI Program along with the concept as the meaning of the Big Idea, namely "One in Nature Diversity and Scientific Development" which is a description of the SEHATI Program and also the activities it carries out.

Through the big idea that has been obtained, the writer then continues the design stage by creating a logo on the SEHATI Program with the following Pictorial Mark along with its Logotype:



Figure 2: SEHATI Program Logo.

The next step is to create several logo configurations that can be used in various media so that the author makes three types of configurations, namely Horizontal, Vertical, and Logotype. Most of what is used in the media is the primary logo, while Vertical is used in secondary media and Logotype is used as an emblem or mark in the award.



Figure 3: Logo Configuration.

After that, the author began designing characters and key visuals that would be applied to the Graphic Standard Manual media. The character that the author created

a character from a mythical reference named "Mahija" which means "Son of the Earth".

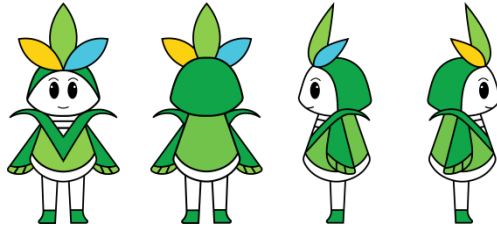


Figure 4: SEHATI Program Mascot.

The author decided to use Typeface Plus Jakarta Sans created by Gumpita Rahayu, Tokotype in 2020 as a secondary typeface in the Tagline writing because of the impression of modern San Serif characteristics and coincidentally the SEHATI Program was formed and implemented in the Tangerang Regency area which is the South Jakarta area which is the representation of the Typeface.

Tipografi Sekunder

Plus Jakarta Sans

Plus Jakarta Sans adalah Typeface Sans Serif geometris yang dirancang oleh Gumpita Rahayu dari Tokotype. Plus Jakarta Sans diambil dari inspirasi Neuzett Grotesk, Futura, dan Sans Serif Grotesk tahun 1920-an dengan kontur yang sangat monolinear dan lekukan lancip. Keunikan dari Font ini adalah pada beberapa jenis hurufnya memiliki keragaman dan ciri khas tersendiri dari berbagai ekspresi bentuk yang memperkaya ekspresi dan cerita yang hidup berdampingan sehingga Font ini cocok digunakan pada Tagline SEHATI, yaitu Pembaharuan, Keragaman, dan Gemilang.

Light SemiBold
Regular Bold
Medium ExtraBold
ABCDEFGHIJJKL
NOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789?!,.,

Figure 5: Secondary Typography.

The author uses Laila Typeface in SEHATI writing as the primary typeface because Laila is designed by Hitesh Malaviya and Jonny Pinhorn in Indian Typeface in 2014 because it has natural and traditional painting calligraphy characteristics.

Tipografi Primer

Laila

Laila adalah Typeface jenis Sans Serif informal yang dirancang oleh Indian Type Foundry dengan bentuk seperti goresan kuas kaligraf. Laila memiliki penempatan yang kontemporer pada abad ke-21. Sekali pada Laila beresifat santai dan bersahabat sehingga cocok digunakan dalam Logotype SEHATI.

Light SemiBold
Regular Bold
Medium
ABCDEFGHIJJKL
NOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789?!,.,

Figure 6: Primary Typography.

Then, the author designs Supergraphics as supporting the identity of the SEHATI Program which will be used in various supporting media by using all the elements in the Logo Mark and Logotype, namely the crown of leaves, circle, "V" shape, crescent circle, and wax leaf elements as the concept of plants and children doing activities.



Figure 7: Supergraphic.

In the Creating Touchpoints process, the author applies the design to 15 secondary media that will be used by the SEHATI Program in accordance with the Graphic Standard Manual.

1. Business cards

Business cards are designed to convey information about the SEHATI Program

through a contact liaison as a reminder when making formal introductions.



Figure 8: Business Cards.

2. Letterheads

Letterheads are used for the purposes of identifying, making proposals, announcements, and granting funds as well as promotional media.



Figure 9: Letterheads.

3. Envelope

Envelopes serve as an important requirement in the correspondence of the SEHATI Program by physical delivery of official letters.



Figure 10: Envelope.

4. Folder

Folders serve as a storage medium for files and important documents to be submitted to clients or agencies involved in the SEHATI Program. Folders also function as a medium of introduction just like envelopes, business cards, and letterheads.



Figure 11: Folder.

5. Stamp

The stamp serves as a sign that states evidence of a certain promise in the SEHATI Program document.



Figure 12: Stamp.

6. Vest

The SEHATI Program wears a vest as an identity to those who carry out SEHATI Program activities. In addition, the vest shows that the SEHATI Program is a program under the auspices of the local government with professional work.

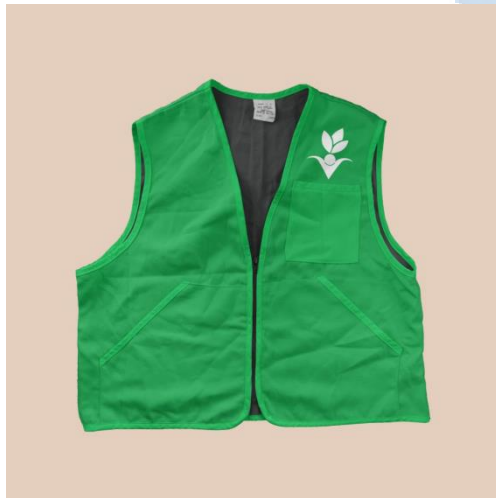


Figure 13: Vest.

7. Instagram

Instagram is an identity media and also an effective information media for the SEHATI Program because the program activities create memories and successes in creating good innovations.

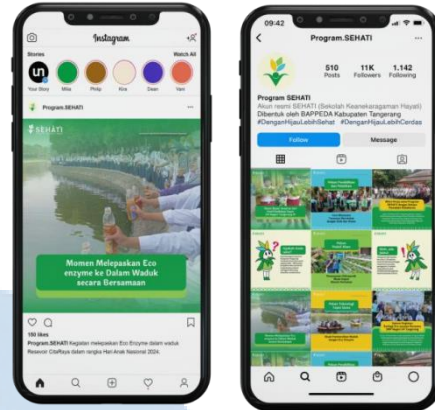


Figure 14: Instagram.

8. Poster

The poster is designed as an announcement of the SEHATI Program to students involved in SEHATI Program activities and the flow of implementation activities as well as notifications for schools that will conduct internal meetings between teacher and the SEHATI Program.



Figure 15: Poster.

9. Banner

Banners function to convey information about announcements and activities carried out by the SEHATI Program as well as a warm welcome media to schools on certain special days.



Figure 16: Banner.

10. X-banner

X-banners have the same function as Banners, which is to convey information about the SEHATI Program and the activities it will carry out to the audience who will be involved in participating in the program.



Figure 17: X-Banner.

11. Tote Bag

Tote Bag for SEHATI Program measuring 35 x 42 cm printed on Canvas material.



Figure 18: Tote Bag.

12. Enamel Mug

The mug design is seen in the background color using light yellow. Then include the primary logo in white because of the colored background configuration, includes Supergraphics.



Figure 19: Enamel Mug.

13. Tumbler

Tumblers are media that are often carried by people as a substitute for disposable plastic drinking bottles because tumblers are the main alternative to reduce plastic waste and disposable media.



Figure 20: Tumbler.

14. Lunchbox

Just like a tumbler, a lunchbox serves as an alternative to single-use dining media such as styrofoam, cardboard, paper, and plastic. SEHATI Program meal boxes are provided so that students are taught to get used to buying food with box as a food placement and diligently bring lunch.



Figure 21: Lunch Box.

15. Handkerchief

Handkerchief measuring 25 x 25 cm with cotton cloth material that functions as a mouth wipe and a dirty or sweaty face wipe.



Figure 22: Handkerchief.

The author begins to divide into five chapters, from Brand Strategy, logo & Identity System, Stationary, Marketing Collateral, and Merchandise using standard size media, which is 29.7 x 21 (A4) horizontally or landscape orientation. The cover is designed with a white background on the front cover with the addition of Logo Mark and vertical and horizontal primary Supergraphics. The sub-cover on the page of each chapter uses a different color background with the purpose of grouping the chapters. Background with a different color background with the aim of grouping chapters can be distinguished easily.



Figure 23: Elemen Media GSM.

Discussion

The author uses the Beta Test to the participant of SEHATI Program as the User Test through a Google Form questionnaire regarding logo design and GSM design in PDF form. Most of their response said that the design element of SEHATI Program logo its great and usable. In addition, the Graphic Standard Manual for SEHATI Program was perfect to be view.

Conclusion

The SEHATI program is a pilot project established by BAPPEDA Tangerang Regency 2020. Although it has been implemented four years, the SEHATI Program does not yet have a logo, making it difficult to introduce the program to schools that are not familiar with the SEHATI Program and a proof or recognition for schools that have implemented the SEHATI Program.

Without Branding on the SEHATI Program, schools that have carried out the SEHATI Program do not have a strong bond because for them, the logo is proof and pride of schools that have participated in environmental action. The author designs the SEHATI Program Branding using the theory of Wheeler (2018) with a book entitled Designing Brand Identity. The author uses other reference books that will be the basis for applying graphic design elements, designing Branding on logo, colors, Grids, and guidebooks regarding the SEHATI Program.

According to the results of the research methods of interviews, observations, and questionnaires, the author gained insight into the SEHATI Program regarding what media is needed in the Branding design. The research data is then processed into a design

strategy as a design guideline through Brand Value, namely "Technology, Education, and Science" and Big Idea "One in Diversity and Scientific Development". Then, the author entered into the process of designing a logo in the form of Pictorial Mark along with designing supergraphics and mascots. After that, the author designed secondary media that have been determined in GSM as an application of the logo design results from Stationery, Identification, Marketing Collateral, and Merchandise.

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