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Copywriting Strategy in the Plastic Waste Management Campaign Message for Early Childhood at Bunda Ganesa Kindergarten Bandung

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Abstract. *This study extends a design research project on a plastic-waste-management infographic campaign for early childhood at Bunda Ganesa Kindergarten, Bandung, by examining its copywriting dimension. It analyzes how the campaign's verbal message the tagline "Aku Selamatkan Bumi" ("I Save the Earth"), infographic captions, and supporting text was constructed for children aged 4–6, mediated by teachers, even though the parent project focused on visual design. Using a qualitative descriptive case-study method, campaign documentation, interview transcripts, and pre/post-campaign evaluation data were reanalyzed through the Attention-Interest-Desire-Action (AIDA) framework and early-childhood readability principles. The campaign content uses short declarative phrases, a first-person point of view, concrete action verbs, and repetition that align conceptually with the AIDA stages and readability principles. Evaluation data reported in the earlier study showed improvement in children's knowledge, attitude, and skills after the campaign; because copywriting, visual elements, and teacher mediation were delivered as a single medium, this improvement cannot be attributed to copywriting alone, and the findings should be read as evidence of message suitability rather than isolated copywriting effectiveness. The study contributes a copywriting-specific perspective to visual-design research on early-childhood social campaigns.*

Keywords: *copywriting; campaign message; early childhood; plastic waste infographic; verbal-visual design*

INTRODUCTION

Plastic waste remains a significant environmental challenge in Indonesia, particularly due to its increasing contribution to the national waste stream. According to the National Waste Management Information System (SIPSN), Indonesia generated approximately 27.74 million tons of waste in 2024 across 274 reporting regencies and municipalities. The proportion of plastic waste increased from 15.88% in 2019 to 19.65% in 2024 (Tempo.co, 2025), reaching 20.49% of total reported waste generation in 2025 (GoodStats, 2025). Household activities also accounted for a substantial proportion of national waste generation (Yonatan, 2025), highlighting the importance of addressing waste-related practices within everyday environments. Beyond improvements in waste management infrastructure, environmental education can play a complementary role by introducing responsible consumption and waste management practices from an early age.

Early childhood represents an important stage for introducing environmental awareness and developing everyday behavioral routines. Children aged 4–6 gradually develop the ability to understand simple instructions, recognize familiar objects, and engage in learning through observation, repetition, and direct experience (Azizah et al., 2023; Fitriana & Yusuf, 2024). A systematic review by Ardoin and Bowers (2020) further highlights the role of early-childhood environmental education in supporting

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environmental literacy and children's cognitive, social, and emotional development. Their review emphasizes the relevance of play-based learning, social interaction, and developmentally appropriate activities, providing a broader educational context for designing environmental communication materials for young children. Environmental messages intended for this age group therefore require communication approaches that accommodate their developing language and cognitive abilities. In visual communication design, illustrated educational media offer opportunities to present environmental concepts through familiar situations and sequential narratives. However, the accessibility of such messages depends not only on their visual presentation but also on how verbal information is structured, expressed, and communicated to children.

Within this context, copywriting serves as an important component of campaign communication by translating educational objectives into concise, comprehensible, and persuasive messages. Although commonly associated with commercial advertising, copywriting principles are also applicable to social campaigns and educational communication, where messages seek to encourage awareness, understanding, and behavioral engagement (Adinugroho et al., 2023; Supriatna et al., 2022). The Attention, Interest, Desire, and Action (AIDA) framework provides a conceptual basis for examining how persuasive messages are organized to attract attention, sustain interest, encourage motivation, and communicate intended actions (Apriandi et al., 2023; Ramadhan et al., 2024). Nevertheless, applying this framework to early-childhood audiences requires consideration of age-appropriate vocabulary, sentence structures, narrative progression, and the interaction between verbal messages and visual elements.

A previous study by Nugraheni (2025) developed a plastic waste management campaign at Bunda Ganesa Kindergarten, Bandung, using illustrated infographics and a picture-puzzle activity to introduce waste management practices through ecobrick making. The campaign incorporated six sequential narrative segments and the central tagline "Aku Selamatkan Bumi" ("I Save the Earth"), supported by illustrations, typography, and teacher-mediated communication. The original study primarily examined the campaign from a visual communication design perspective, emphasizing its visual characteristics and implementation as an educational medium. Its evaluation also reported positive changes in children's knowledge, attitudes, and practical skills following the campaign. However, the linguistic construction and persuasive organization of the campaign's verbal messages were not examined as a distinct analytical focus.

Existing studies on copywriting and persuasive campaign communication have predominantly addressed commercial advertising, digital marketing, and social media campaigns targeting older audiences (Wahidah et al., 2022; Pranajaya & Rachman, 2022; Ramadhan et al., 2024). Although these studies provide insights into persuasive message construction, their application to illustrated environmental campaigns for early-childhood audiences remains insufficiently explored. In particular,

limited attention has been given to how copywriting strategies can be identified within sequential visual narratives, how their linguistic features correspond to children's language-development characteristics, and how verbal messages operate alongside illustrations and teacher mediation. This indicates a need for a more focused examination of copywriting as an integral component of visual communication design for early-childhood environmental education.

To address this gap, the present study reexamines the verbal components of the "Aku Selamatkan Bumi" campaign through the AIDA framework and early-childhood language-readability principles. Using a qualitative descriptive case-study approach based on existing campaign documentation, interview transcripts, and evaluation records, the analysis focuses on the tagline and six illustrated narrative segments. Specifically, this study aims to (1) identify the copywriting structure and persuasive strategies embedded in the campaign message; (2) examine their alignment with the AIDA framework and age-appropriate linguistic characteristics; and (3) interpret the relationship between the message's verbal organization, its visual presentation, and the previously reported campaign evaluation outcomes. As the campaign combined verbal messages, illustrations, and teacher mediation within a single intervention, the analysis does not seek to establish the independent causal effectiveness of copywriting.

The contribution of this study lies in extending copywriting analysis to teacher-mediated, infographic-based environmental communication for children aged 4–6. By examining the relationship between persuasive narrative structure, linguistic simplicity, and verbal–visual correspondence, the study provides an analytical perspective that complements the visual-design findings of the original research. The findings are expected to inform the development of age-appropriate campaign messages and offer practical considerations for graphic designers, copywriters, and early-childhood educators when integrating verbal and visual communication strategies into environmental education media.

LITERATURE REVIEW

A. Copywriting in Social and Educational Campaigns

Copywriting refers to the strategic construction of verbal messages intended to communicate information, influence audience perceptions, and encourage particular responses through the selection and organization of words (Nabilah, 2023). Although traditionally associated with commercial advertising, copywriting has increasingly been applied to educational communication and social campaigns, where persuasive language is used to communicate social values, promote awareness, and encourage behavioral engagement (Adinugroho et al., 2023; Supriatna et al., 2022). In these contexts, the communicative purpose extends beyond promoting products or services to making particular ideas and recommended actions accessible and meaningful to the intended audience.

The effectiveness of persuasive message construction depends partly on the relationship between communication objectives, linguistic choices, and audience characteristics. Previous studies

have examined copywriting strategies in digital advertising, social media communication, and cultural content marketing, emphasizing the role of message clarity, audience relevance, and persuasive organization (Pranajaya & Rachman, 2022; Ramadhan et al., 2024). Research on environmental campaigns, such as the #KerenTanpaNyampah campaign examined by Wahidah et al. (2022), further illustrates the application of persuasive messages in communicating environmental concerns. However, much of this literature addresses audiences and communication environments that differ from those involved in early-childhood educational settings.

When copywriting is incorporated into educational media for young children, linguistic accessibility becomes an essential design consideration. Rather than relying on complex persuasive arguments, verbal messages need to communicate ideas through familiar expressions, recognizable situations, and actions that children can understand. One relevant component is the campaign tagline, which condenses a central message into a brief and memorable verbal expression. In illustrated educational media, a tagline can function as a recurring thematic statement that connects individual narrative segments to the campaign's overall communication objective. Its potential communicative value, however, depends on how its vocabulary, structure, and placement correspond to the characteristics of the intended audience.

B. The AIDA Framework in Persuasive Message Design

The Attention, Interest, Desire, and Action (AIDA) framework provides a systematic approach to understanding the organization of persuasive communication. The framework describes four related communicative functions: attracting audience attention, sustaining interest in the message, encouraging motivation toward a proposed idea or response, and directing the audience toward an intended action (Apriandi et al., 2023). In copywriting research, AIDA has been used to examine how persuasive messages progress from an initial stimulus to a concluding action-oriented statement.

The applicability of AIDA across different communication contexts has also been examined critically. Wijaya (2012) argues that traditional hierarchy-of-effects models require reconsideration as communication practices and audience interactions evolve. This perspective suggests that AIDA should not be treated as a universally fixed sequence of audience responses, but may be examined in relation to the communication objectives and characteristics of the medium under investigation. In the present study, this consideration supports the use of AIDA as an interpretative framework for analyzing the organization of persuasive messages within an illustrated educational narrative.

Ramadhan et al. (2024) demonstrate the relevance of AIDA in analyzing advertising language, particularly the ways in which message content and linguistic expressions are organized to attract attention, maintain interest, and communicate desired responses. Similarly, Pranajaya and Rachman (2022) discuss persuasive message strategies within digital content communication, illustrating the importance of aligning verbal expression with the characteristics of the medium and its intended

audience. These studies provide a conceptual foundation for examining persuasive message organization, although their communication contexts differ from illustrated educational campaigns for young children.

In early-childhood educational communication, the AIDA framework may be interpreted through a simplified and sequential narrative structure rather than through direct commercial persuasion. Attention can be represented by introducing familiar everyday situations or recognizable problems, while Interest may be developed through the introduction of possible solutions and opportunities for participation. Desire can be interpreted in relation to the presentation of achievable, goal-directed activities, whereas Action may be communicated through the depiction of completed outcomes and concise statements encouraging similar behavior. This interpretation treats AIDA as an analytical framework for examining the communicative functions of narrative segments rather than as evidence that children necessarily experience each persuasive stage in a fixed psychological sequence.

Such an interpretation is particularly relevant to illustrated campaign media, in which verbal messages operate alongside images and sequential storytelling. The AIDA framework can therefore support an examination of how individual captions and closing statements contribute to the progression of a campaign message. Nevertheless, identifying AIDA elements within a designed artifact does not, by itself, establish the effectiveness of that message in changing audience attitudes or behavior.

C. Early-Childhood Language Development and Message Readability

The construction of verbal messages for children requires consideration of their developing receptive and expressive language abilities. Children aged 4–6 generally demonstrate increasing capacities to understand simple sentences, follow short instructions, and recognize familiar linguistic patterns (Azizah et al., 2023). These developmental characteristics have implications for educational communication, particularly when messages introduce concepts that may not yet be familiar to children.

Fitriana and Yusuf (2024) identify environmental influences, parenting practices, and verbal interaction as important factors in early-childhood language development. Similarly, Fajarrini and Diana (2024) emphasize the relationship between children's everyday environments and their receptive language abilities. Together, these perspectives highlight the importance of communication contexts in which language is connected to familiar experiences and supported through interaction. For educational campaigns, this suggests that message construction should consider not only the linguistic form of the text but also the circumstances in which children encounter and interpret it.

Several linguistic characteristics are particularly relevant to the design of verbal messages for early-childhood audiences. Short sentences can reduce syntactic complexity, while concrete verbs help connect verbal expressions to observable activities. Repeated words or sentence patterns may support the recognition of key information, particularly when verbal messages are presented alongside corresponding illustrations. First-person expressions, such as "aku" ("I") and "kami" ("we"), can also position the child or narrative character as an active participant in the communicated activity. These

characteristics provide useful criteria for assessing whether campaign copy is linguistically appropriate for its intended audience, although their comparative effects on comprehension or behavioral responses require direct empirical examination.

The importance of adult-mediated verbal interaction is further supported by Mol et al. (2008), whose meta-analysis examined the contribution of dialogic parent–child book reading to children's vocabulary development. Their findings indicate that interactive reading practices can support expressive vocabulary development, although the magnitude of the effect varies across age groups and participant characteristics. While dialogic reading differs from infographic-based environmental communication, this evidence highlights the relevance of considering adult–child interaction when designing verbal educational materials for children whose independent reading abilities are still developing.

In teacher-mediated educational settings, message readability should also be understood beyond children's independent reading abilities. Printed captions may function as verbal scripts communicated orally by teachers, allowing children to engage with the message through listening, illustration-based interpretation, and repeated interaction. Accordingly, the linguistic suitability of campaign copy can be examined through sentence simplicity, vocabulary concreteness, narrative perspective, and structural repetition, together with the ways in which these features support oral communication.

D. Verbal–Visual Integration in Children's Educational Media

Visual communication design involves the coordination of multiple meaning-making resources, including written language, images, layout, color, and typography. From a multimodal perspective, verbal and visual elements contribute jointly to the construction of meaning rather than operating as entirely separate communication channels (Kress & van Leeuwen, 2006). This perspective is particularly relevant to illustrated educational materials, where images may provide contextual information that supports the interpretation of accompanying verbal messages.

From a semiotic perspective, Sipe (1998) conceptualizes the relationship between written language and illustrations as an interaction between distinct but interconnected systems of meaning. This perspective emphasizes that textual and pictorial elements contribute to the interpretation of a narrative through their relationships rather than through isolated representations. Applied to illustrated educational campaigns, this approach provides a theoretical basis for examining how narrative captions and corresponding visual elements collectively communicate situations, actions, and intended messages.

Mayer's (2009) cognitive theory of multimedia learning provides a complementary explanation of how corresponding verbal and pictorial information can support learning when the elements are meaningfully coordinated. In children's illustrated media, the relationship between text and image is therefore an important design consideration. Takacs and Bus (2016) found that close correspondence between illustrations and accompanying narration supported comprehension among children aged 4–6.

More recently, Sun et al. (2025) identified the importance of children's attention to the relationship between textual and visual information in picture-book comprehension. Al Farisi et al. (2024) also examined the interaction of verbal and visual elements in children's picture books, further demonstrating that meaning construction depends on how these resources are organized within the medium.

Shimek (2021) further demonstrates that kindergarten children's engagement with illustrated nonfiction materials involves multiple communicative resources, including language, gesture, gaze, and social interaction. The study suggests that meaning-making in early-childhood reading contexts extends beyond the written text and images themselves to include children's interactions with the material and with one another. This finding provides an additional perspective for considering teacher-mediated communication in illustrated educational campaigns, although the present study does not directly observe children's multimodal responses.

These perspectives suggest that the communicative role of copywriting in illustrated campaigns cannot be fully understood through linguistic analysis alone. Captions, narrative statements, and taglines need to be considered in relation to the illustrations they accompany and the sequence in which information is presented. A caption describing a concrete activity, for example, may provide verbal identification of an action simultaneously represented through illustration. This correspondence can support the coherence of the overall message, although its actual influence on comprehension depends on how the medium is experienced by its audience.

For early-childhood educational campaigns, teacher mediation adds another dimension to verbal–visual communication. Teachers may read, explain, repeat, or contextualize written messages while directing children's attention to the accompanying illustrations. The resulting communication process involves the interaction of designed text, visual representation, and oral delivery. Consequently, copywriting analysis in this context should examine how verbal messages are integrated into the visual narrative and how their linguistic characteristics accommodate mediated communication.

E. Conceptual Synthesis and Analytical Framework

The literature reviewed above establishes three complementary perspectives for examining copywriting in early-childhood environmental campaigns. First, copywriting and the AIDA framework provide a basis for identifying the persuasive organization and communicative functions of campaign messages (Apriandi et al., 2023; Ramadhan et al., 2024). Second, early-childhood language-development research provides criteria for examining linguistic suitability, particularly sentence simplicity, concrete vocabulary, narrative perspective, and repetition (Azizah et al., 2023; Fitriana & Yusuf, 2024; Fajarrini & Diana, 2024). Third, multimodal communication and multimedia-learning perspectives emphasize the relationship between verbal messages, illustrations, and their presentation within a coordinated educational medium (Kress & van Leeuwen, 2006; Mayer, 2009).

Integrating these perspectives provides an analytical framework for examining copywriting as both a persuasive and a visual-communication component. Within this framework, the AIDA model is

used to classify the primary communicative function of each narrative segment; early-childhood language principles are used to assess the linguistic characteristics of the campaign text; and verbal–visual integration is examined through the correspondence between captions, illustrations, and narrative progression. Teacher mediation is considered as part of the communication context in which the designed message is delivered.

This integrated framework guides the analysis of the "Aku Selamatkan Bumi" campaign at Bunda Ganesa Kindergarten. Rather than measuring the independent effectiveness of copywriting, it enables a structured examination of how persuasive organization, age-appropriate language, and visual correspondence are combined within an existing educational campaign. The framework also provides a basis for interpreting the campaign's previously reported evaluation outcomes without attributing changes in children's knowledge, attitudes, or skills to the verbal component alone.

METHODS

A. Research Design and Approach

This study employed a qualitative descriptive approach using a single-case study design to examine the copywriting strategy of the "Aku Selamatkan Bumi" plastic waste management campaign developed for children aged 4–6 at Bunda Ganesa Kindergarten, Bandung, Indonesia. The research was conducted as a secondary analysis of data collected in an earlier visual communication design study by Nugraheni (2025). While the previous study primarily addressed the development and evaluation of visual campaign media, the present research focuses specifically on the linguistic construction, persuasive organization, and verbal–visual integration of the campaign messages.

A qualitative approach was selected because the research seeks to interpret the communicative characteristics of an existing campaign artifact rather than to measure the independent effectiveness of its verbal elements. The campaign was examined as a bounded case comprising an illustrated infographic, its accompanying verbal narrative, and the educational context in which the message was delivered. This approach enables a contextual examination of how copywriting principles were incorporated into visual communication materials intended for early-childhood environmental education.

B. Data Sources and Units of Analysis

The study utilized three categories of secondary data obtained from the original research by Nugraheni (2025). The primary data consisted of campaign documentation, particularly the finalized infographic containing the main tagline "Aku Selamatkan Bumi" ("I Save the Earth") and six sequential illustrated narrative segments describing plastic waste management through ecobrick making. Supporting documentation included the picture-puzzle activity and other campaign materials used during implementation.

The second data source comprised interview transcripts involving representatives of the Gemricik Forum, early-childhood education (PAUD) teachers, and the kindergarten foundation chair. These interviews provided contextual information concerning environmental education, children's communication characteristics, and the delivery of the campaign messages. The third source consisted of pre- and post-campaign evaluation records from the original study involving 50 children aged 4–6. These records documented qualitative observations relating to children's knowledge, attitudes, and practical skills before and after campaign implementation. The principal units of analysis were the six narrative captions and the main campaign tagline. Each narrative caption was examined in relation to its communicative function, linguistic characteristics, and corresponding illustration. The tagline was examined as a central verbal element connecting the campaign's environmental message to its concluding narrative. Interview transcripts and evaluation records were treated as contextual and supplementary sources rather than as independent measurements of copywriting effectiveness.

C. Analytical Framework and Coding Procedure

The analysis employed qualitative content analysis guided by three complementary dimensions derived from the literature review: persuasive message structure, linguistic suitability for early-childhood audiences, and verbal–visual integration. First, the persuasive structure of the campaign was examined using the Attention, Interest, Desire, and Action (AIDA) framework (Apriandi et al., 2023; Ramadhan et al., 2024). Each of the six narrative segments was assigned to one primary AIDA category according to its dominant communicative function. Attention referred to the introduction of familiar situations or environmental problems; Interest concerned the presentation of potential solutions or invitations to participate; Desire referred to the depiction of goal-directed activities in progress; and Action represented the completed outcome accompanied by a concluding persuasive statement. These categories were employed as operational tools for interpreting the narrative sequence rather than as direct measures of children's psychological responses.

To maintain consistency when assigning AIDA categories, each narrative segment was classified according to its primary function within the complete infographic sequence. Where a segment exhibited characteristics of two adjacent stages, classification followed the most advanced narrative function represented in the segment. Particular attention was given to distinguishing Interest, which introduces prospective participation, from Desire, which depicts the proposed activity being performed. The coding therefore considered both the verbal expression and its position within the illustrated narrative.

Second, the linguistic characteristics of the campaign copy were examined using indicators derived from early-childhood language-development research (Azizah et al., 2023; Fitriana & Yusuf, 2024; Fajarrini & Diana, 2024). These indicators included sentence simplicity, the use of concrete and observable action verbs, first-person narrative perspective, and repetition of linguistic patterns. Each textual unit was assessed descriptively to identify features consistent with the receptive-language

characteristics of children aged 4–6. Linguistic suitability was interpreted in the context of teacher-mediated communication rather than as a standardized assessment of children's independent reading ability.

Third, verbal–visual integration was examined by considering the correspondence between each narrative caption and its accompanying illustration. Drawing on multimodal communication and multimedia-learning perspectives (Kress & van Leeuwen, 2006; Mayer, 2009), the analysis considered whether verbal and visual components represented corresponding situations, actions, and narrative developments. This dimension provided a contextual interpretation of how written messages operated within the infographic rather than independently from its visual elements.

The coding process followed four stages. Initially, the campaign's verbal content was identified and organized into discrete analytical units comprising the six narrative captions and the tagline. Subsequently, the narrative units were classified according to the AIDA categories, while the linguistic characteristics of each relevant text unit were examined using the established indicators. The corresponding author conducted the initial coding, which was independently reviewed by a second research team member. Differences in interpretation were resolved through discussion and reexamination of the verbal content in relation to the illustrated sequence until consensus was reached.

Following the coding review, the identified persuasive and linguistic features were interpreted alongside the corresponding visual elements. The resulting analysis was then considered in relation to the original interview and campaign evaluation records to provide contextual understanding of message delivery and the reported educational outcomes. The operational definitions and illustrative examples used in the analysis are summarized in Table 1.

As shown in Table 1, the analytical framework distinguishes the persuasive functions of the narrative from its linguistic characteristics and verbal–visual relationships. The AIDA indicators were used to classify the primary communicative function of each narrative segment, whereas the linguistic indicators were applied to examine the characteristics of the campaign text. Verbal–visual indicators supported the interpretation of how captions and illustrations jointly communicated the intended message. This distinction enabled the analysis to address copywriting as an integrated component of visual communication design while maintaining a clear separation between textual characteristics and the contextual outcomes reported in the original campaign evaluation.

Table 1. Analytical Dimensions and Operational Indicators for Campaign Copywriting Analysis

Analytical Dimension	Indicator	Operational Definition
Persuasive message structure (AIDA)	Attention	Introduction of a familiar situation or environmental problem to establish the narrative context.
	Interest	Presentation of a possible solution or invitation to participate in an environmentally responsible activity.

	Desire	Representation of a goal-directed activity being performed within the narrative sequence.
	Action	Depiction of a completed outcome accompanied by a concluding persuasive statement.
Linguistic suitability	Sentence simplicity	Use of short and syntactically uncomplicated sentences appropriate for teacher-mediated communication with children aged 4–6.
	Concrete action verbs	Use of verbs describing observable and directly imitable physical activities.
	First-person perspective	Use of first-person pronouns, such as aku (I) and kami (we), to position the narrative character as an active participant.
	Linguistic repetition	Recurrence of words, expressions, or sentence patterns across narrative segments.
Verbal–visual integration	Caption–illustration correspondence	Consistency between verbally described situations or actions and their accompanying illustrations.
	Narrative continuity	Sequential correspondence between verbal messages and visual representations throughout the campaign narrative.

Source: Developed by the authors based on Apriandi et al. (2023), Ramadhan et al. (2024), Azizah et al. (2023), Fitriana and Yusuf (2024), Fajarrini and Diana (2024), Kress and van Leeuwen (2006), and Mayer (2009).

D. Data Triangulation and Interpretation

Data triangulation was conducted by comparing three sources: the campaign documentation, interview transcripts, and evaluation records. The campaign documentation served as the primary evidence for identifying copywriting features, whereas interview data provided contextual perspectives on language accessibility and teacher-mediated communication. The pre- and post-campaign evaluation records were used to describe the educational outcomes reported in the earlier study and to contextualize the interpretation of the campaign's verbal message structure.

The interpretation proceeded by examining convergence between the textual characteristics identified through content analysis, the visual organization of the campaign, and the observations documented during the original implementation. Particular attention was given to the correspondence between narrative progression and the reported changes in children's knowledge, attitudes, and practical skills. However, these relationships were treated as descriptive contextual associations rather than evidence of causality. Because the original campaign combined copywriting, illustrations, interactive activities, and teacher mediation within the same educational intervention, the available data did not allow the independent contribution of each component to be isolated. Furthermore, the evaluation findings were reported as qualitative observations rather than standardized numerical measurements. Accordingly, the present study did not conduct statistical significance testing or make causal claims regarding the effectiveness of copywriting alone. Its analytical conclusions were limited to the characteristics, theoretical alignment, and contextual suitability of the campaign's verbal messages.

E. Ethical Considerations

The secondary data analyzed in this study originated from the earlier research conducted by Nugraheni (2025) at Bunda Ganesa Kindergarten, Bandung, under the academic supervision of Telkom University. As reported in the original research documentation, institutional permission was obtained from the participating kindergarten and relevant educational stakeholders before the campaign activities

were implemented. Written parental or guardian consent was also obtained for children's participation in the original evaluation activities. The present study did not involve additional data collection from children, teachers, or other participants. Its analysis was restricted to the existing campaign documentation, interview transcripts, and evaluation records collected during the previous research. Information concerning individual children was treated confidentially, and the findings are presented in aggregate or de-identified form without disclosing personally identifiable information. The reuse of these materials was limited to examining the communication characteristics of the previously implemented campaign.

RESULTS

A. Structure of the Campaign Message

The analysis of the campaign documentation identified a sequential verbal narrative consisting of six illustrated segments and the central tagline "Aku Selamatkan Bumi" ("I Save the Earth"). As presented in Figure 1, the infographic organizes the environmental message through a series of everyday situations and activities related to plastic waste management. Each segment combines a short verbal caption with an accompanying illustration, forming a continuous narrative that introduces a problem, presents a potential solution, depicts practical activities, and concludes with an environmental statement.



Figure 1. Plastic waste management campaign infographic developed for Bunda Ganesa Kindergarten. Source: Campaign documentation (Nugraheni, 2025).

The first segment introduces a familiar activity through the caption "Aku minum air dari botol plastik. Segarnya!" ("I drink water from a plastic bottle. How refreshing!"). The second segment presents a waste-related problem, depicting the character encountering accumulated plastic waste when attempting to dispose of a bottle. The third segment introduces ecobrick making as a possible response, followed by the fourth segment, which describes collective participation in gathering plastic waste. The

fifth segment presents the practical activity of inserting plastic waste into a bottle, while the sixth segment depicts the completed ecobrick and concludes with the environmental message "Aku selamatkan bumi dari plastik" ("I save the Earth from plastic").

These six segments demonstrate a sequential organization in which the verbal message progresses from an everyday activity to environmental problem recognition, solution identification, collective participation, practical implementation, and a concluding statement. The main tagline reinforces the final narrative by condensing the campaign's environmental theme into a short first-person expression. This structure provides the basis for examining the persuasive functions of the individual narrative segments through the AIDA framework.

B. AIDA-Based Analysis of the Campaign Narrative

The classification of the six narrative segments identified four communicative functions corresponding to the AIDA framework. As summarized in Table 2, the first two segments were categorized as Attention, the third and fourth as Interest, the fifth as Desire, and the sixth as Action. This classification was based on the primary narrative function of each segment, following the operational definitions established in the Methods section.

Table 2. AIDA-Based Classification of the Campaign Narrative Segments

Narrative Unit	**AIDA Stage**	**Visual Steps in the Infographic**	Verbal Evidence	Verbal Evidence
1	Attention	Figure 1 No 1	"Aku minum air dari botol plastik. Segarnya!"	Introduces a familiar everyday activity
2	Attention	Figure 1 No 2	"Waktunya buang sampah pada tempatnya, tapi.. wah, banyak sekali sampah plastik di sini!"	Establishes the environmental problem
3	Interest	Figure 1 No 3	"Hmm, aku tahu! Sampah plastik bisa dibuat jadi ecobrick. Seru dan berguna!"	Introduces a potential solution
4	Interest	Figure 1 No 4	"Aku dan teman-temanku mengumpulkan sampah bersama-sama. Ayo kita buat ecobrick!"	Represents collective engagement and an invitation to participate
5	Desire	Figure 1 No 5	"Kami memasukkan sampah plastik ke dalam botol sampai penuh."	Demonstrates the goal-directed activity
6	Action	Figure 1 No 6	"Hore! Ecobrick kami sudah jadi. Aku selamatkan bumi dari plastik. Hebat, kan?"	Presents the completed outcome and reinforces the environmental message

Source: Authors' analysis of the campaign documentation (Nugraheni, 2025), using the operational AIDA categories defined in Table 1.

The Attention stage is represented by the first two segments. The opening caption, "Aku minum air dari botol plastik. Segarnya!", introduces an everyday activity involving a plastic bottle, establishing a recognizable context for the subsequent message. The second caption, "Waktunya buang sampah pada tempatnya, tapi.. wah, banyak sekali sampah plastik di sini!", introduces a problem by depicting accumulated plastic waste. Together, these segments establish the narrative situation and present an environmental issue without immediately introducing its solution. The Interest stage is identified in the

third and fourth segments. The third caption, "Hmm, aku tahu! Sampah plastik bisa dibuat jadi ecobrick. Seru dan berguna!", introduces ecobrick making as a possible response to plastic waste. The fourth caption, "Aku dan teman-temanku mengumpulkan sampah bersama-sama. Ayo kita buat ecobrick!", extends this idea through collective participation and an invitation to engage in the activity. Under the study's operational classification, these segments primarily communicate a proposed response and encourage participation rather than depict the technical completion of the ecobrick-making process.

The Desire stage is represented by the fifth segment, which states, "Kami memasukkan sampah plastik ke dalam botol sampai penuh." This segment depicts a specific goal-directed activity already being performed. Its narrative function differs from the preceding segments because it demonstrates the practical implementation of the proposed solution rather than merely introducing or inviting participation in it. The Action stage is identified in the final segment: "Hore! Ecobrick kami sudah jadi. Aku selamatkan bumi dari plastik. Hebat, kan?" The completed ecobrick provides a visible narrative outcome, while the accompanying environmental statement reinforces the intended action-oriented message. The closing statement is also directly associated with the campaign's central tagline, connecting the completed activity to the broader environmental theme.

C. Linguistic Characteristics of the Campaign Copy

The linguistic analysis identified several features relevant to the campaign's intended early-childhood audience, particularly short sentence structures, concrete action verbs, first-person expressions, and recurring vocabulary. These characteristics were evident across the narrative captions and the main tagline, although their distribution and communicative functions differed among individual segments. First, the campaign uses short declarative statements and brief expressions to communicate everyday situations and practical activities. Examples include "Aku minum air dari botol plastik" and "Kami memasukkan sampah plastik ke dalam botol sampai penuh." The grammatical structures express identifiable subjects and actions without relying on extended subordinate clauses. Other captions incorporate short exclamatory expressions, such as "Segarnya!", "Hmm, aku tahu!", and "Hore!", to mark transitions between narrative situations.

Second, several captions employ action verbs referring to observable activities. The expressions "minum" (drinking), "mengumpulkan" (collecting), and "memasukkan" (putting into) describe physical actions that can be represented visually and demonstrated within an educational activity. In contrast, the verb "selamatkan" (save) in the tagline communicates a broader environmental purpose. Its abstract outcome is contextualized through the preceding illustrations and the completed ecobrick-making process.

Third, the use of first-person pronouns is evident throughout the narrative. The pronoun "aku" (I) appears in segments describing individual experiences and decisions, whereas "kami" (we) is used to represent shared activities and accomplishments. The expression "aku dan teman-temanku" (my

friends and I) similarly establishes participation involving the main character and other children. This variation creates a progression from individual experience to collective activity within the campaign narrative. Fourth, the captions repeatedly refer to "sampah plastik" (plastic waste), "botol" (bottle), and "ecobrick" across different narrative stages. These recurring terms maintain continuity between the environmental problem and the proposed activity. Rather than relying on an identical sentence repeated across all segments, the campaign primarily uses lexical recurrence to connect its successive messages.

The central tagline, "Aku Selamatkan Bumi", further illustrates the campaign's use of a concise first-person statement. As shown in Figure 2, the tagline consists of three words organized around a first-person subject, an active verb, and a direct object. Its brevity and grammatical structure distinguish it from the longer narrative captions and allow it to function as the campaign's principal concluding expression. However, the available documentation does not establish whether children independently understood the meaning of each word or whether this wording was more comprehensible than alternative expressions.



Figure 2. Main tagline "Aku Selamatkan Bumi" in the campaign infographic. Source: Campaign documentation (Nugraheni, 2025).

D. Verbal–Visual Correspondence in the Infographic

The examination of verbal–visual integration identified direct relationships between the narrative captions and their accompanying illustrations. Throughout the six segments, the visual sequence depicts the situations and activities described in the verbal text, allowing the campaign message to develop through coordinated verbal and pictorial information. In the opening segments, the illustrations establish the setting through the representation of bottled-water consumption and accumulated plastic waste. These visual elements correspond to the captions introducing an everyday activity and the subsequent environmental problem. In the following segments, the verbal introduction of ecobrick making and collaborative waste collection is accompanied by illustrations depicting the proposed activity and the participation of multiple characters.

A particularly direct relationship is observed in the fifth segment, where the caption "Kami memasukkan sampah plastik ke dalam botol sampai penuh" corresponds to an illustration showing plastic waste being inserted into a bottle. The visual representation depicts the physical process named in the caption, creating an observable relationship between the described action and its illustrated form. The final segment similarly combines a visual representation of the completed ecobrick with a verbal statement indicating task completion. The caption then extends the specific activity into the broader environmental message expressed through the tagline. This progression establishes a relationship

between the concrete activity represented in the illustration and the more general environmental purpose communicated verbally.

Across the infographic, the correspondence between captions and illustrations follows the narrative sequence from problem identification to practical resolution. These observations indicate that the copywriting is embedded within the infographic's visual organization rather than presented as a separate block of instructional information. Nevertheless, the analysis identifies design characteristics of the artifact and does not directly measure how children distributed their attention between verbal and visual elements.

E. Contextual Findings from Interviews and Campaign Evaluation

The interview transcripts and evaluation records from the original study provided contextual information concerning the delivery of the campaign messages and the educational outcomes observed following implementation. The interview with the Gemricik Forum representative emphasized the importance of presenting environmental information in a simple form for early-childhood audiences. This observation is consistent with the campaign's use of brief captions and familiar activity-based expressions. Interviews with PAUD teachers also highlighted the usefulness of illustrations in communicating educational messages to young children, particularly because illustrated materials allow explanations to be revisited during learning activities. These findings provide contextual support for examining the campaign as a teacher-mediated verbal–visual communication medium.

The original campaign evaluation records reported changes in three educational dimensions: knowledge, attitudes, and practical skills. In the knowledge dimension, children who had previously experienced difficulty distinguishing types of waste were subsequently described as being able to differentiate plastic and non-plastic materials. In the attitude dimension, children who initially required teacher guidance when sorting waste were later observed performing sorting and bottle-filling activities more independently. In the skills dimension, children who were initially unfamiliar with waste management techniques were subsequently reported to be able to explain the stages of ecobrick making in sequence.

These findings represent qualitative before-and-after observations documented in the earlier study rather than outcomes derived from an independent evaluation conducted for the present research. The available records do not provide standardized numerical scores or statistical tests that would establish the magnitude or statistical significance of the reported changes. The observed changes occurred following implementation of a campaign that combined verbal narratives, illustrations, interactive learning activities, and teacher-mediated explanation. Consequently, the evaluation findings provide contextual information about the campaign as an integrated educational intervention. They do not establish a direct causal relationship between the identified copywriting characteristics and the reported changes in children's knowledge, attitudes, or practical skills.

DISCUSSION

A. Adapting the AIDA Framework to Early-Childhood Campaign Communication

The findings demonstrate that the persuasive organization of the "Aku Selamatkan Bumi" campaign can be interpreted through the AIDA framework when its stages are considered within a sequential, illustrated narrative. Unlike conventional advertising copy, which frequently employs direct persuasive appeals, the campaign introduces its environmental message through a familiar situation, a recognizable problem, a proposed solution, and a sequence of practical activities. This narrative organization suggests that persuasive message structures can be adapted to educational communication by embedding their communicative functions within situations and actions represented through visual storytelling.

Previous studies have examined AIDA primarily in commercial advertising and digital communication, emphasizing the progression from audience attention to intended behavioral responses (Apriandi et al., 2023; Ramadhan et al., 2024). The present study extends the application of this framework to a different communication context: an illustrated environmental campaign designed for children aged 4–6 and delivered with teacher mediation. Rather than interpreting AIDA as a sequence of psychological responses experienced by individual children, this study applies the framework to identify the dominant communicative function of each narrative segment. This distinction is important because the presence of AIDA-related features in campaign content does not necessarily demonstrate that the intended audience experienced the corresponding persuasive responses.

The distinction between Interest, Desire, and Action is particularly relevant to this adaptation. Within the analyzed infographic, Interest is associated with introducing a solution and inviting participation, whereas Desire is operationally represented through the depiction of an activity being performed. The final Action stage is identified through the completed ecobrick and its accompanying environmental statement. This interpretation differs from conventional applications of AIDA, in which Desire generally refers to motivation or preference preceding behavioral action. Accordingly, the classification should be understood as a narrative adaptation of the framework rather than a direct representation of its psychological stages.

This conceptual distinction is also relevant to broader critiques of hierarchy-of-effects models. Barry and Howard (1990) questioned the assumptions underlying sequential models of advertising response, particularly the expectation that cognitive, affective, and behavioral processes necessarily follow a predetermined order. Considered alongside Wijaya's (2012) discussion of developments in persuasive communication models, this critique reinforces the importance of distinguishing the narrative organization identified in the present study from actual psychological responses among children. Accordingly, the AIDA classification should be regarded as an interpretative analysis of campaign message structure rather than empirical confirmation of a sequential persuasion process.

The analytical value of this adaptation lies in its ability to describe how a persuasive message progresses across interconnected narrative segments. For visual communication designers, AIDA may therefore serve as a tool for organizing campaign narratives while allowing flexibility in how persuasive functions are communicated to different audiences. However, the suitability of this adaptation requires further examination in other early-childhood campaigns, particularly where audience responses can be assessed independently of the designed message structure.

B. Linguistic Suitability and Child-Centered Message Construction

The linguistic characteristics identified in the campaign highlight the importance of adapting persuasive messages to the language-development characteristics of young audiences. The use of relatively short sentences, observable action verbs, first-person expressions, and recurring vocabulary reflects a message construction approach that emphasizes familiar activities and concrete narrative situations. These characteristics are consistent with early-childhood language-development literature, which emphasizes simple linguistic structures, repeated verbal interaction, and communication grounded in children's everyday environments (Azizah et al., 2023; Fitriana & Yusuf, 2024; Fajarrini & Diana, 2024).

The campaign's use of concrete action verbs is particularly significant because it connects environmental concepts with activities that can be represented and demonstrated. Expressions describing drinking, collecting plastic waste, and inserting waste into bottles communicate actions more directly observable than abstract environmental concepts. This distinction is relevant to early-childhood environmental communication, in which broader ideas about environmental responsibility may require contextualization through familiar activities. In the analyzed campaign, the sequential narrative provides this context before introducing the concluding statement about saving the Earth.

The first-person narrative perspective provides another notable characteristic. The recurring use of "aku" ("I") positions the main character as an active participant in the environmental narrative, while expressions involving "kami" ("we") and "aku dan teman-temanku" ("my friends and I") introduce collective participation. This progression enables the message to represent environmental action as both an individual and a shared activity. The closing tagline, "Aku Selamatkan Bumi", further condenses the campaign's central message into a short first-person statement that links the narrative's completed activity to a broader environmental purpose.

Compared with environmental campaigns primarily targeting older audiences through social media, such as the campaign examined by Wahidah et al. (2022), the present case emphasizes action-oriented storytelling within an illustrated educational medium. However, this comparison concerns differences in communication context and message design rather than demonstrating the superiority of one linguistic perspective over another. Although first-person expressions may offer a useful strategy for positioning children as participants in a campaign narrative, the available data do not establish

whether such expressions produce greater comprehension, identification, or motivation than alternative linguistic constructions.

These findings suggest that linguistic suitability in early-childhood copywriting should be understood as more than sentence brevity. It also involves the relationship between vocabulary, narrative context, observable actions, and the conditions under which the message is communicated. In this case, the combination of concrete expressions and a sequential narrative provides an identifiable basis for evaluating the appropriateness of the campaign text, although direct comprehension testing would be required to determine how individual children interpreted its vocabulary and intended meaning.

C. Verbal–Visual Integration and Teacher-Mediated Communication

The correspondence between narrative captions and illustrations indicates that the campaign's verbal elements function as part of an integrated visual communication system. The captions identify situations and activities represented in the accompanying illustrations, while the visual sequence provides contextual information for interpreting the verbal narrative. This relationship reflects the multimodal perspective proposed by Kress and van Leeuwen (2006), in which meaning emerges through the interaction of different communicative resources rather than through verbal or visual elements independently.

The findings are also consistent with Mayer's (2009) multimedia-learning perspective, particularly the importance of coordinating verbal and pictorial information. Previous research on children's illustrated media has emphasized the relevance of text–image relationships for comprehension. Takacs and Bus (2016) reported benefits associated with close correspondence between illustrations and narration, while Sun et al. (2025) highlighted the relationship between children's attention to textual and visual information and story comprehension. Similarly, Al Farisi et al. (2024) examined the contribution of verbal–visual relationships to meaning construction in children's picture books.

Within the "Aku Selamatkan Bumi" campaign, this correspondence is particularly evident in the caption describing the insertion of plastic waste into a bottle and the accompanying illustration depicting that activity. The verbal message identifies the action, while the illustration presents its physical representation. The final segment similarly relates the completed ecobrick to a concluding environmental statement. These relationships illustrate how copywriting can support the continuity of a visual narrative by connecting individual actions to the campaign's overarching communication objective.

Nevertheless, the present findings identify correspondence within the designed artifact rather than directly measuring its effects on children's comprehension. The eye-tracking and comprehension studies discussed above provide relevant comparative evidence, but their findings cannot be assumed to apply identically to the children participating in this campaign. The contribution of the present analysis is therefore to identify specific verbal–visual relationships that are theoretically relevant to educational

message design. Teacher mediation further distinguishes the campaign from forms of persuasive communication intended for independent reading. For children whose reading abilities are still developing, written captions may be encountered primarily through oral explanation, repetition, and interaction with illustrations. The original teacher interviews emphasized the usefulness of illustrated materials that could be revisited during classroom activities. In this context, copywriting serves not only as printed text but also as a potential verbal script supporting teacher-mediated communication.

The significance of mediated communication can be further considered in relation to previous research on interactive reading and multimodal meaning-making. Mol et al. (2008) provide evidence that adult–child interaction during shared reading can contribute to vocabulary development, while Shimek (2021) illustrates how kindergarten children draw on linguistic, visual, gestural, and social resources when engaging with illustrated nonfiction materials. Although these studies employ different media and research designs, they reinforce the importance of considering the communication context in which educational messages are delivered. In the present campaign, teacher mediation represents a relevant contextual component through which the relationship between written captions and illustrations may be explained and revisited during learning activities.

This interpretation suggests that copywriting for early-childhood visual campaigns should be developed in relation to both its visual context and its intended mode of delivery. Rather than treating written content as a final addition to an illustrated design, the verbal narrative can be considered during the development of the visual sequence so that the two components communicate corresponding situations and actions.

D. Interpreting Campaign Outcomes and Implications for Visual Communication Design

The original campaign evaluation reported changes in children's knowledge, attitudes, and practical skills following the implementation of the infographic-based educational activities (Nugraheni, 2025). These changes provide contextual information about the campaign as a whole and are consistent with its educational objectives. However, their relationship to the copywriting characteristics identified in the present study requires careful interpretation. The narrative progression from plastic waste recognition to ecobrick making corresponds conceptually to the educational activities described in the evaluation records. For example, the campaign's emphasis on identifying plastic waste and demonstrating the stages of ecobrick making is reflected in the reported improvements in waste identification and children's ability to explain the activity sequence. This correspondence indicates that the verbal narrative addressed the knowledge and practical activities targeted by the campaign. It does not, however, establish that the copywriting independently produced the reported changes.

A related methodological issue has been identified in research on persuasive interventions for children. Bootsma and Ciocarlan (2023), for example, examined a storytelling-based intervention involving multiple persuasive and interactive components. Their findings provide a useful comparison

for understanding how educational outcomes may be observed following a combined intervention without isolating the contribution of each design element. Similarly, the "Aku Selamatkan Bumi" campaign integrated verbal messages, illustrations, interactive activities, and teacher-mediated explanation. Consequently, the previously reported outcomes cannot be attributed to any single communication component. The principal contribution of the present study is therefore analytical rather than causal. By examining the campaign through persuasive message organization, linguistic suitability, and verbal–visual correspondence, the study identifies how its copywriting was structured within an existing educational communication design. This perspective complements the original visual-design research by demonstrating that the campaign's communicative organization can also be examined through the construction and placement of its verbal messages.

From a practical perspective, the findings indicate several considerations for designing environmental campaigns for early-childhood audiences. Persuasive messages can be organized through sequential narratives grounded in recognizable situations; verbal expressions can emphasize observable activities and accessible sentence structures; and captions can be developed in close correspondence with their accompanying illustrations. The intended delivery context is also important, particularly when teachers or other adults mediate children's engagement with written information.

These considerations should be understood as design implications derived from the analysis of a single campaign rather than universally established principles. Nevertheless, they highlight the value of integrating copywriting decisions into the early stages of visual communication design. By treating verbal and visual elements as complementary components of a unified educational message, designers and educators may develop campaign materials that are more systematically aligned with the communication objectives and developmental characteristics of their intended audiences.

Theoretical Contribution

This study contributes to the literature on copywriting and visual communication design by extending the analytical application of the AIDA framework to an illustrated environmental campaign intended for early-childhood audiences. While previous studies have predominantly examined persuasive message structures in commercial advertising and digital communication, the present analysis demonstrates how AIDA can be operationally interpreted within a sequential, teacher-mediated educational narrative. The study also integrates persuasive message analysis with early-childhood linguistic suitability and verbal–visual correspondence, providing a complementary perspective on how copywriting functions within illustrated campaign media. Rather than proposing a new persuasive communication model, this integrated approach offers a context-specific analytical perspective for examining the relationship between verbal message construction, visual narrative organization, and developmental considerations in communication design for young children.

Practical Implications

The findings provide several practical considerations for graphic designers, copywriters, and early-childhood educators developing environmental communication materials for young audiences. First, persuasive messages may be organized through sequential narratives that introduce familiar situations, identify problems, and present observable activities rather than relying exclusively on direct persuasive instructions. Second, copywriting should consider children's developing language abilities through relatively simple sentence structures, concrete action verbs, familiar vocabulary, and appropriate narrative perspectives. Third, verbal messages should be developed in close correspondence with their accompanying illustrations to maintain continuity between the written narrative and visual representation. Finally, when educational materials are intended for teacher-mediated delivery, captions and taglines should also accommodate oral explanation and repetition during classroom activities. These considerations emphasize the importance of integrating verbal and visual communication strategies during the design process rather than treating copywriting as a supplementary element added after the visual components have been developed.

Limitations And Future Research

This study has several limitations that should be considered when interpreting its findings. First, the analysis was based on secondary data from a single environmental campaign implemented at Bunda Ganesa Kindergarten, limiting the transferability of the findings to other educational settings, age groups, and campaign contexts. Second, the study examined a relatively small set of verbal materials consisting of six narrative segments and one central tagline. Although the analysis employed predefined indicators and a two-coder review process, the classification of persuasive functions, particularly the distinction between adjacent AIDA stages, remains interpretative. Third, the original campaign integrated copywriting, illustrations, interactive activities, and teacher mediation within a single intervention. Consequently, the available evaluation records cannot establish the independent contribution of copywriting to the reported changes in children's knowledge, attitudes, and practical skills. Furthermore, the evaluation data consisted of qualitative before-and-after observations without standardized quantitative measurements or long-term follow-up assessments, limiting conclusions regarding the magnitude and sustainability of the reported outcomes.

Future research could address these limitations through comparative and experimental research designs involving different versions of campaign messages. For example, studies could systematically vary narrative perspectives, vocabulary complexity, tagline formulations, or persuasive structures while maintaining comparable visual elements and delivery conditions. Such comparisons would help clarify how specific copywriting characteristics relate to children's message comprehension, recall, and behavioral responses. Further studies could also examine verbal–visual correspondence and teacher mediation as distinct dimensions of educational communication, including how different modes of message delivery influence children's engagement with campaign materials. Longitudinal evaluations

incorporating clearly defined outcome indicators would provide additional evidence regarding message retention and potential behavioral changes over time. Research across diverse educational contexts would further support assessment of the transferability of the analytical approach proposed in this study.

CONCLUSION

This study examined the copywriting strategy of the "Aku Selamatkan Bumi" plastic waste management campaign for children aged 4–6 at Bunda Ganesa Kindergarten, Bandung, through a qualitative reanalysis of campaign documentation, interview transcripts, and evaluation records. The findings indicate that the campaign's six illustrated narrative segments can be interpreted through an adapted AIDA framework, progressing from the introduction of an environmental problem to the presentation of a solution, practical activities, and a concluding persuasive message. The campaign's verbal content also incorporates relatively simple sentence structures, concrete action verbs, first-person expressions, and recurring vocabulary that are consistent with selected principles of early-childhood linguistic suitability. These characteristics operate in conjunction with the infographic's visual narrative and teacher-mediated communication rather than as independent persuasive elements. Although the previously reported educational outcomes provide contextual support for the campaign's overall communication objectives, they do not establish the isolated effectiveness of copywriting. The study contributes an integrated analytical perspective for examining persuasive narrative structure, linguistic suitability, and verbal–visual correspondence in early-childhood environmental campaign design, while highlighting the need for further empirical investigation of their relationships with children's comprehension and behavioral responses.

DECLARATIONS

Data Availability Statement

The campaign documentation (infographic text and images) analyzed in this study is presented within the article. The underlying interview transcripts and pre/post-campaign evaluation records originate from Nugraheni's (2025) thesis research and are held by the corresponding author. Because they contain information relating to identifiable minors, they are not publicly deposited; de-identified excerpts are available from the corresponding author upon reasonable request, subject to the institutional and parental/guardian permissions described in the Ethical Considerations section.

AI Usage Declaration

No generative artificial intelligence tool was used in the conceptualization of the research questions, the collection or coding of data, or the analysis and interpretation of findings reported in this article. A generative AI writing assistant was used during manuscript preparation to support language editing and formatting text; all AI-assisted language edits were reviewed, verified, and approved by the authors, who take full responsibility for the accuracy and integrity of the content.

CRediT Author Contribution Statement

A. Magfirah Nugraheni contributed to conceptualization, methodology, formal analysis, Investigation, Writing original draft, writing (review & editing), Supervision. Fia Izzah Maylinda contributed to formal analysis, validation (coding review), writing (review & editing). Nora Hafildah contributed to investigation, data curation, writing (review & editing). Wulan Madani Aisyiyah contributed to literature review, writing (review & editing). Anggo Ahmad Saputra contributed to visualization, writing (review & editing).

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