

IDENTIFYING TEACHERS' AND STUDENTS' NEEDS ON ZERO HUNGER-BASED BIG BOOK FOR SHARED READING ACTIVITIES

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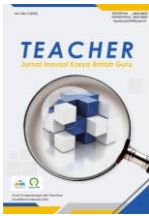
ABSTRAK

Kegiatan *shared reading* pada pendidikan anak usia dini belum sepenuhnya mampu mempertahankan *behavioral engagement* anak ketika media yang digunakan memiliki keterbatasan visual dan belum mengaitkan pengalaman membaca dengan nilai keberlanjutan. Situasi tersebut mendorong dilakukannya penelitian ini untuk memetakan kebutuhan guru dan anak prasekolah sebagai landasan pengembangan media *Big Book* berbasis *Zero Hunger* (SDG 2) di Girikarnika Montessori Preschool. Penelitian ini merupakan tahap analisis kebutuhan dalam penelitian *Design and Development (D&D)* yang dilaksanakan menggunakan pendekatan deskriptif kualitatif. Data diperoleh melalui observasi kelas, wawancara *semi-structured* terhadap dua guru, dokumentasi, dan catatan lapangan, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña melalui proses kondensasi data, penyajian data, serta penarikan kesimpulan yang diperkuat dengan triangulasi sumber. Temuan memperlihatkan bahwa keberlangsungan keterlibatan anak selama *shared reading* dipengaruhi oleh ukuran media, dominasi ilustrasi, kesederhanaan teks, peluang berinteraksi, dan kedekatan isi cerita dengan pengalaman sehari-hari. Guru juga mengharapkan media yang menghadirkan ilustrasi berukuran besar, kalimat singkat, aktivitas partisipatif, serta narasi yang menanamkan kebiasaan makan sehat melalui kolaborasi sekolah dan keluarga. Keseluruhan temuan tersebut menjadi dasar konseptual bagi pengembangan *Nutritional-Literacy Shared Engagement Framework (NLSE-Framework)* sebagai acuan perancangan media literasi yang mengintegrasikan penguatan literasi awal, *behavioral engagement*, dan nilai keberlanjutan sejak usia dini.

Kata Kunci: *Big Book, Keterlibatan Perilaku, Membaca Bersama*

ABSTRACT

Creating shared reading experiences that sustain preschool children's behavioral engagement remains challenging when literacy media do not adequately accommodate children's visual needs or integrate sustainability values into meaningful learning contexts. This study was therefore conducted to identify the needs of teachers and preschool children as the foundation for developing a Big Book based on Zero Hunger (SDG 2) at Girikarnika Montessori Preschool. The research represents the needs analysis stage of a Design and Development (D&D) study and was carried out using a descriptive qualitative approach. Data were gathered through classroom observations, semi-structured interviews with two teachers, documentation, and field notes, and subsequently analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing, supported by source triangulation to enhance credibility. The findings revealed that children's sustained engagement during shared reading was influenced by the size of the reading media, the dominance of visual



illustrations, the simplicity of the textual content, opportunities for interaction, and the relevance of the story to children's everyday experiences. Teachers also emphasized the need for instructional media featuring large illustrations, concise sentences, participatory learning activities, and narratives that promote healthy eating habits through collaborative partnerships between schools and families. These findings provide the conceptual foundation for developing the Nutritional-Literacy Shared Engagement Framework (NLSE-Framework) as a framework for designing literacy media that simultaneously strengthens early literacy, behavioral engagement, and sustainability values in early childhood education.

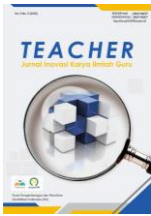
Keywords: *Big Book, Behavioral Engagement, Shared Reading*

INTRODUCTION

Experiences acquired during early childhood shared reading gradually shape the way children participate in literacy long before independent reading skills emerge. Children's willingness to observe illustrations, respond to questions, and remain engaged throughout storytelling is continuously negotiated through the interaction between classroom practices, learning environments, and the quality of literacy resources available to them. When these elements operate coherently, reading activities become opportunities for language growth while simultaneously encouraging social participation and value formation. Regular story-based literacy routines have likewise been associated with stronger reading interest and character development, indicating that early literacy can serve broader educational purposes than the acquisition of linguistic competence alone (Akhyar et al., 2025).

Within this learning process, instructional media influence not only how stories are presented but also how children access and construct meaning from them. Preschool learners rely predominantly on visual representations to interpret narratives, making the design of literacy materials inseparable from children's opportunities to participate during shared reading. Large-format Big Book media provide an inclusive reading experience by allowing illustrations and printed text to remain visible for all children, including those positioned farther from the teacher. Previous studies have linked the use of Big Book with improvements in beginning reading competence, literary appreciation, and classroom participation (Maharani et al., 2023; Rawian et al., 2022). At the same time, literacy development is sustained by the broader classroom ecosystem, where continuous access to reading materials through classroom reading corners strengthens everyday literacy practices beyond individual instructional sessions (Faza et al., 2024).

The effectiveness of a Big Book is determined less by its physical size than by the relationship among illustrations, textual density, and opportunities for interaction created during shared reading. Preschool children interpret stories by connecting visual and verbal information simultaneously, making balanced visual composition an instructional necessity rather than a matter of design preference. Rich illustrations encourage children to anticipate story events, relate spoken language to visual representations, and sustain attention despite their emerging decoding skills. This perspective is consistent with Lou (2024), who emphasized that interactive visual media improve language learning by presenting information in accessible formats, while Murodjonovna (2024) highlighted the contribution of visual supports to maintaining young learners' attention during classroom instruction. The value of visual design therefore becomes inseparable from children's capacity to remain cognitively and behaviorally engaged throughout literacy activities.

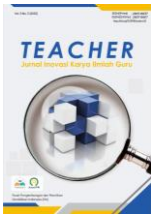


Equally influential is the quality of interaction that accompanies the reading experience. Storybooks become meaningful learning resources when teachers extend narratives through questioning, prediction, discussion, and connections with children's own experiences instead of limiting activities to reading the printed text. Such dialogic exchanges encourage children to participate actively in constructing meaning while simultaneously strengthening language development. Evidence reported by Boit et al. (2025) showed that shared reading enriches adult-child interaction and language-learning experiences, whereas Wu et al. (2025) demonstrated that purposeful teacher questioning increases children's responsiveness during classroom activities. Complementing these findings, Cipolletti et al. (2025) documented substantial vocabulary growth following structured shared reading interventions, suggesting that instructional dialogue and visually appropriate literacy media operate as complementary components of successful early childhood literacy rather than as separate instructional factors.

Recent discussions have also expanded the role of literacy by positioning story-based learning as a context for introducing broader social and environmental values from an early age. Integrating the Sustainable Development Goals (SDGs) into literacy activities enables children to encounter sustainability issues through narratives that remain closely connected to their everyday experiences rather than through abstract explanations. Within language education, such integration has been associated with the simultaneous development of communication skills and global citizenship competencies (Cordova, 2024), while sustainability-themed literary texts have also been shown to strengthen learners' awareness of social issues through contextualized reading experiences (Manurung et al., 2024). Among the seventeen SDGs, Zero Hunger offers a particularly relevant context for preschool classrooms because healthy eating habits, appreciation of food, and responsible consumption naturally emerge within children's daily routines and can therefore be embedded into story-based literacy activities.

Even so, the current body of literature has not yet connected these strands into a coherent instructional perspective. Studies on Big Book have primarily concentrated on early reading achievement, reading comprehension, or literary appreciation (Maharani et al., 2023; Rawian et al., 2022), whereas investigations addressing SDGs in language education have largely involved learners at primary, secondary, or higher education levels rather than preschool children (Cordova, 2024; Manurung et al., 2024). Likewise, research on shared reading continues to focus predominantly on vocabulary development, teacher-child interaction, and classroom communication (Boit et al., 2025; Wu et al., 2025; Cipolletti et al., 2025), leaving limited attention to literacy media intentionally designed to sustain children's behavioral engagement while introducing Zero Hunger values. Classroom observations conducted at Girikarnika Montessori Preschool reinforced this gap. Children initially participated enthusiastically during shared reading, yet their engagement gradually declined as stories progressed. Small illustrations and dense text reduced opportunities to follow both visual and printed information, while teachers explained that messages related to nutritious eating, finishing meals, and reducing food waste were generally conveyed incidentally rather than through literacy materials specifically designed around those themes. They further emphasized that strengthening these habits depended heavily on collaboration with families, revealing the need for literacy resources capable of connecting classroom experiences with everyday practices at home.

Against this background, the present study identifies the instructional needs of teachers and preschool children as the foundation for developing a Zero Hunger-based Big Book intended to strengthen children's behavioral engagement during shared reading. Rather than



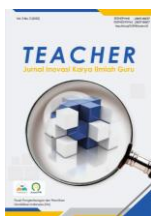
evaluating the effectiveness of an existing instructional medium, the study establishes the conceptual basis for the Nutritional-Literacy Shared Engagement Framework (NLSE-Framework), which integrates three complementary dimensions: macro-sized literacy media that improve collective visual accessibility, concise textual presentation that corresponds to preschool children's developmental characteristics, and contextual narratives that embed Zero Hunger values through sustained collaboration between schools and families. By bringing these dimensions into a single pedagogical framework, the study contributes both to the conceptual advancement of early childhood literacy research and to the design of instructional media that simultaneously address developmental needs and sustainability-oriented learning.

RESEARCH METHODS

The investigation was initiated by documenting how shared reading naturally unfolded in the daily learning routines at Girikarnika Montessori Preschool before any attempt was made to formulate the proposed instructional framework. Rather than observing isolated teaching events, attention was directed toward recurring classroom interactions that reflected children's responses to literacy activities and teachers' instructional practices. This orientation led to the adoption of a descriptive qualitative approach because the study sought to capture authentic educational needs instead of measuring predetermined variables. Girikarnika Montessori Preschool was intentionally selected since shared reading had been implemented consistently as part of the school's literacy program, allowing naturally occurring classroom practices to be examined. The participants comprised two kindergarten teachers together with all children enrolled in Kindergarten A who routinely participated in the classroom shared reading sessions. Their inclusion followed a purposive sampling strategy because both teachers and children possessed direct experience with the instructional context explored in this study. Throughout classroom observations, the researcher maintained the role of a non-participant observer so that learning activities could proceed without intervention while contextual information was simultaneously enriched through semi-structured interviews with the teachers.

Evidence was accumulated progressively from multiple sources rather than relying on a single technique. Classroom observations emphasized children's behavioral engagement, including sustained visual attention, verbal responses to stories, participation in following illustrations and printed text, responsiveness to teachers' prompts, and compliance with classroom routines during shared reading. Teacher interviews complemented these observations by exploring experiences in implementing literacy instruction, challenges encountered with existing reading materials, expectations regarding the visual and textual characteristics of the proposed Big Book, and possibilities for embedding Zero Hunger values into everyday literacy practices. Field notes were recorded continuously to preserve contextual details that could not be fully represented through observation sheets, while supporting documentation was gathered to strengthen the interpretation of classroom conditions. The observation checklist and interview protocol were designed to identify learners' target needs and learning needs and were reviewed by experts in Teaching English for Young Learners and Teaching English as a Foreign Language before being employed during data collection to ensure that the instruments adequately reflected the objectives of the study.

Interpretation of the collected information evolved through an iterative analytical process instead of being conducted only after all data had been completed. Observation records, interview transcripts, field notes, and documentation were first organized, transcribed, and coded before being compared repeatedly to identify recurring patterns concerning learners'



needs, teachers' expectations, classroom constraints, media specifications, and the integration of Zero Hunger values. The analytical procedures followed the interactive qualitative model consisting of data reduction, data display, and conclusion drawing, allowing provisional interpretations to be refined continuously as new evidence emerged. These interconnected analytical stages ultimately informed the formulation of the proposed Nutritional-Literacy Shared Engagement Framework (NLSE-Framework) as the conceptual outcome of the needs analysis. To reinforce the trustworthiness of the findings, source triangulation was undertaken by systematically comparing evidence obtained from classroom observations, teacher interviews, field notes, and supporting documentation so that the final interpretations remained firmly grounded in the actual learning context.

RESULTS AND DISCUSSION

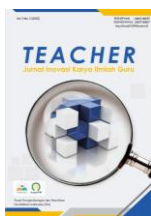
Results

A. Classroom Observation Findings

Classroom observations were carried out on two occasions to capture how shared reading was implemented in Kindergarten A while documenting children's participation and the characteristics of the literacy materials used during the activities. Attention was directed not only toward children's responses throughout the storytelling sessions but also toward classroom conditions that accompanied the learning process. Several recurring classroom situations appeared consistently across both observations, allowing common patterns to be documented without relying on isolated events. A concise summary of these observational records is presented in Table 1.

Table 1. Summary of Classroom Observation Findings

Observation Aspect	Observation Findings
Students' behavioral engagement	Students showed enthusiasm, attention, and active responses at the beginning of shared reading, but several students gradually lost concentration during longer storytelling sessions.
Reading media	Teachers used only one storybook during classroom activities. The book size was slightly larger than a regular book but was not classified as a Big Book.
Visual accessibility	Students sitting at the back experienced difficulty viewing the illustrations and printed text clearly. Several children moved closer to the teacher to obtain better visual access.
Reading content	Stories related to children's daily experiences generated positive responses and active participation during classroom interaction.
Story characteristics	The story contained relatively long text with limited illustration size, reducing students' sustained attention during the activity.
Zero Hunger integration	The values of Zero Hunger were not explicitly incorporated into the reading materials. Food-related concepts appeared only indirectly during one observation.
Classroom challenges	Teachers experienced difficulties maintaining students' attention throughout the entire storytelling session because of the limited reading media available.



The information compiled in Table 1 reflects several classroom conditions that appeared repeatedly during both observation sessions. Children's participation tended to fluctuate as the storytelling progressed, while the available reading materials presented similar visual limitations throughout the observations. Classroom interactions also illustrated that story topics closely connected with children's daily experiences attracted more immediate responses than other parts of the reading session. These documented observations subsequently became one source of evidence for exploring teachers' perspectives during the interview stage.

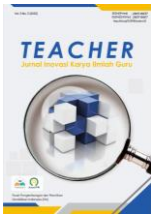
B. Teacher Interview Findings

Insights obtained from classroom observations were complemented through semi-structured interviews involving the two Kindergarten A teachers. The conversations focused on teachers' classroom experiences, their expectations regarding literacy materials, and practical considerations related to implementing shared reading in preschool settings. Although individual preferences varied on several design elements, many responses converged on similar instructional needs. The principal themes emerging from the interviews are summarized in Table 2.

Table 2. Summary of Teacher Interview Findings

Interview Theme	Summary of Findings
Students' literacy characteristics	Students are still developing early literacy skills and rely primarily on teacher-guided shared reading activities.
Preferred text composition	Teachers recommended short and simple sentences, with approximately five words on each page.
Illustration characteristics	Large, colorful illustrations should dominate each page to support students' understanding and maintain attention.
Story characters	One teacher preferred animal characters, while the other recommended human characters to increase children's personal connection with the story.
Interactive elements	Teachers suggested incorporating simple games or interactive activities into the Big Book.
Reading challenges	Students' concentration decreased during lengthy stories, and teachers experienced difficulty maintaining attention throughout the activity.
Zero Hunger values	Food-related themes had been introduced indirectly through classroom discussions but had not yet been systematically integrated into storybooks.
Family involvement	Teachers emphasized the importance of parents' participation in reinforcing healthy eating habits introduced at school.
Overall response to the proposed Big Book	Both teachers expressed positive support for developing a Zero Hunger-based Big Book for future classroom implementation.

The responses presented in Table 2 reveal several common expectations regarding the characteristics of literacy materials appropriate for preschool learners. Teachers consistently highlighted visual presentation, concise textual content, and opportunities for active



participation during shared reading activities. Additional information also emerged concerning the inclusion of Zero Hunger themes and the contribution of parents in reinforcing classroom learning. Together, these interview findings provide complementary evidence alongside the classroom observations without extending into further analytical interpretation.

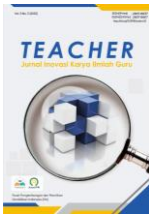
C. Synthesis of Needs Analysis

Information obtained from observations and teacher interviews was subsequently brought together to produce a unified description of the instructional needs identified during the study. Rather than presenting the two sources separately, the synthesis organizes recurring patterns into a single framework describing the expected characteristics of the proposed literacy media. This integrated presentation serves to consolidate the empirical evidence collected throughout the fieldwork while maintaining the distinction between data presentation and later interpretation. The complete synthesis is presented in Table 3.

Table 3. Summary of Needs Analysis for the Development of the Zero Hunger-Based Big Book

Identified Needs	Description
Book format	A macro-sized Big Book that can be clearly viewed by all students during shared reading.
Illustration design	Large, colorful, and dominant illustrations that visually represent the story content.
Text presentation	Short and simple sentences consisting of approximately five words per page.
Story content	Topics closely related to children's everyday experiences and routines.
Student interaction	Opportunities for questioning, answering, pointing to illustrations, repeating vocabulary, and participating in simple games.
Zero Hunger integration	Stories introducing healthy eating habits, food appreciation, sharing food, and avoiding food waste through age-appropriate contexts.
Home-school collaboration	Reading materials that encourage communication between teachers and parents regarding healthy eating practices.
Learning objective	Reading materials designed to support students' participation during shared reading while introducing basic sustainability values.

The synthesis displayed in Table 3 brings together the recurring needs identified across both sources of data into a consolidated description of the proposed instructional media. Each component represents information that appeared consistently throughout classroom observations and teacher interviews, allowing the needs to be organized into a coherent structure. The arrangement also provides a direct reference for the subsequent stage of framework development without introducing explanatory arguments that belong to the discussion section. Consequently, the synthesized findings establish the empirical foundation upon which the proposed Nutritional-Literacy Shared Engagement Framework (NLSE-Framework) is developed.



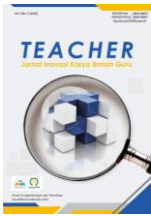
Discussion

Learning engagement observed during *shared reading* cannot be understood merely as children's ability to maintain attention throughout storytelling sessions. Instead, it reflects the dynamic interaction between instructional design, classroom conditions, and the accessibility of learning resources available to every child. The classroom observations revealed that children's participation gradually diminished as the storytelling progressed, suggesting that sustained engagement depended on more than the attractiveness of the story itself. Such a pattern indicates that maintaining children's involvement requires instructional conditions capable of continuously accommodating their developmental characteristics rather than relying solely on teacher facilitation. This perspective resonates with Gomes et al. (2023), who described *behavioral engagement* as a product of reciprocal interactions among instructional activities, classroom environments, and learning media that collectively sustain learners' active participation during educational experiences.

Viewing the classroom from a broader pedagogical perspective also highlights that equitable participation begins with equitable opportunities to access learning materials. Children seated farther from the teacher experienced greater difficulty following illustrations and printed text, creating unequal visual experiences despite participating in the same *shared reading* activity. Rather than functioning exclusively as a medium for presenting stories, instructional materials therefore become an important element in shaping inclusive classroom interaction. Within this context, the enlarged format offered by a *Big Book* represents more than a physical modification of conventional books because it reduces visual barriers that may otherwise limit collective participation during storytelling sessions. This interpretation extends the observations reported by Hidayat et al. (2023), who emphasized the contribution of *Big Book* to early language development, while simultaneously complementing the findings of Parwati et al. (2024), whose work demonstrated that visually attractive large-format instructional media encourage stronger classroom engagement among young learners.

The preference expressed by teachers for dominant illustrations accompanied by concise textual content further illustrates how preschool literacy differs fundamentally from literacy instruction at higher educational levels. At this developmental stage, children interpret stories through the continuous interaction between visual representations and limited written language rather than depending primarily upon textual information. Consequently, reducing textual complexity should not be interpreted as simplifying learning objectives but as aligning instructional design with children's cognitive processing capacity. This perspective is closely related to multimodal learning, in which meaning emerges from the integration of complementary sources of information instead of isolated verbal explanations. Teng (2022) demonstrated that combining visual and linguistic representations facilitates language comprehension through multiple channels of information processing, whereas Lou (2024) further explained that interactive visual media strengthen learners' attention, comprehension, and classroom participation by making information more accessible and cognitively manageable.

Another noteworthy aspect emerging from the present findings concerns the evolving role of literacy media within early childhood classrooms. Teachers no longer viewed the proposed *Big Book* solely as a resource for reading stories but expected it to become an interactive learning environment capable of stimulating discussion, encouraging prediction, inviting responses, and supporting collaborative classroom interaction. Such expectations illustrate an important pedagogical transition in which instructional media serve as facilitators

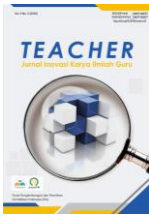


of reciprocal communication rather than passive transmitters of content. This broader educational function is consistent with Sheehy et al. (2024), who reported that *Sign Supported Big Books* expand opportunities for inclusive participation during *shared reading*, while Schapira and Grazzani (2025) similarly argued that interactive *shared book reading* contributes not only to literacy development but also to children's social-emotional growth through sustained dialogue and meaningful teacher-child interaction. Collectively, these perspectives suggest that the educational value of a *Big Book* lies not simply in its physical characteristics but in its capacity to create richer opportunities for active engagement throughout the reading experience.

Connecting literacy activities with children's everyday experiences emerged as another important dimension of the present study. Classroom interactions suggested that children responded more spontaneously when stories reflected situations that were already familiar within their daily routines, indicating that meaningful literacy experiences are closely related to contextual relevance rather than to narrative complexity. In this respect, introducing *Sustainable Development Goal (SDG) 2: Zero Hunger* through story-based learning creates opportunities for children to associate reading with habits they routinely encounter, such as selecting nutritious food, finishing meals, and appreciating the value of food. Positioning sustainability within familiar narratives also prevents abstract global issues from becoming conceptually distant for preschool learners. This interpretation complements Yu et al. (2024), who emphasized that language education provides an effective pathway for developing sustainability awareness when learning experiences remain contextual, while Juniarty et al. (2024) similarly argued that *SDGs-oriented* education becomes more meaningful when embedded within authentic situations closely related to children's everyday lives.

The interviews further revealed that literacy experiences introduced at school were perceived as only one part of a broader educational process extending beyond classroom boundaries. Teachers repeatedly highlighted that healthy eating habits could not be sustained through classroom instruction alone unless similar practices continued within children's family environments. Such perspectives illustrate that character formation associated with *Zero Hunger* develops through continuity across different learning contexts rather than through isolated educational interventions. Consequently, literacy media designed for preschool education should also function as a communication bridge connecting school practices with family routines instead of serving only as classroom teaching resources. This understanding is consistent with Nirmala and Hartono (2023), who demonstrated that parental involvement contributes substantially to children's language development and positive habit formation, and it is further reinforced by Huber et al. (2025), whose findings showed that reciprocal family engagement strengthens the continuity of learning experiences across home and school settings.

When the various classroom needs identified in this study are viewed collectively, the proposed *Big Book* represents a convergence of several educational functions rather than a single literacy resource. Visual accessibility, simplified language, interactive learning opportunities, sustainability values, and home-school collaboration appear as interconnected elements that influence children's participation during *shared reading*. Considering these components independently would provide only a partial response to the instructional challenges observed in preschool classrooms because children's engagement develops through the interaction of cognitive, social, and contextual factors simultaneously. This broader perspective expands previous discussions surrounding *shared reading*, which have frequently concentrated on literacy outcomes alone. The present findings therefore complement Nurhillal et al. (2025),



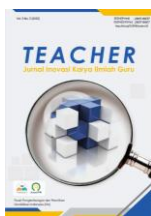
who associated routine storybook reading with the development of literacy culture, while extending the work of Schapira and Grazzani (2025) by illustrating how interactive reading experiences may simultaneously support literacy participation, social interaction, and sustainability-oriented character formation through an integrated instructional design.

Taken together, the evidence generated through classroom observations and teacher interviews provides the conceptual foundation for the development of the *Nutritional-Literacy Shared Engagement Framework (NLSE-Framework)* proposed in this study. Rather than positioning visual design, language simplification, interactive learning, and *Zero Hunger* education as separate instructional considerations, the framework conceptualizes these dimensions as mutually reinforcing components of a unified literacy experience for preschool children. Such an integrated perspective offers an additional contribution to existing literature because previous studies have generally examined *Big Book*, *shared reading*, or sustainability education as independent topics, whereas the present study connects these domains within a single pedagogical framework grounded in identified classroom needs. Accordingly, the proposed *NLSE-Framework* not only provides practical guidance for developing *Big Book* media appropriate for early childhood classrooms but also broadens current understanding of how literacy instruction can simultaneously foster children's *behavioral engagement*, early literacy development, and sustainability-oriented character education through coherent collaboration between schools and families.

CONCLUSION

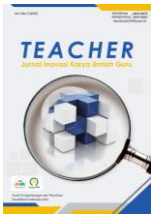
The present study demonstrates that designing a *Big Book* for preschool children requires a holistic perspective that extends beyond improving early literacy skills alone. The identified instructional needs emphasize the importance of combining visually accessible book formats, developmentally appropriate text, interactive learning opportunities, and contextual narratives that introduce *Zero Hunger* values within children's everyday experiences. These interconnected needs provide the conceptual basis for the proposed *Nutritional-Literacy Shared Engagement Framework (NLSE-Framework)*, which reconceptualizes *shared reading* as an integrated learning experience where literacy development, children's *behavioral engagement*, and sustainability-oriented character education are cultivated simultaneously. Rather than positioning these dimensions as separate instructional goals, the framework illustrates how they can operate as complementary components within early childhood learning environments, thereby offering a broader pedagogical perspective for literacy education.

The contribution of this study extends to both educational practice and future scholarly inquiry by providing a practical reference for teachers, curriculum developers, and instructional media designers seeking to integrate literacy instruction with *Education for Sustainable Development* in preschool settings. Equally important, the findings underline that meaningful literacy experiences are strengthened when classroom learning is continuously reinforced through collaboration between schools and families, allowing sustainability values to become part of children's daily habits rather than isolated classroom content. Future investigations are encouraged to transform the proposed framework into a prototype *Big Book* and examine its effectiveness across diverse educational contexts using experimental, *Classroom Action Research*, or mixed-method approaches. Such efforts would not only validate the applicability of the *NLSE-Framework* but also broaden current understanding of how integrated literacy media can foster children's engagement, early literacy achievement, and long-term awareness of responsible food consumption from an early age.



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