

TEACHER AND STUDENT NEEDS ANALYSIS FOR DEVELOPING AN SDG 10-BASED BIG BOOK TO PROMOTE PRESCHOOL STUDENTS' BEHAVIORAL READING ENGAGEMENT

Kadek Citra Gotra Jaya¹, Luh Gd Rahayu Budiarta², Ni Wayan Monik Rismadewi³

Universitas Pendidikan Ganesha^{1,2,3}

e-mail: citra.gotra@student.undiksha.ac.id¹, rahayu.budiarta@undiksha.ac.id²,
monik.rismadewi@undiksha.ac.id³

Diterima: 4/7/2026; Direvisi: 15/7/2026; Diterbitkan: 27/7/2026

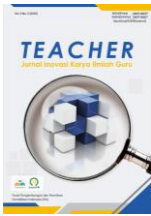
ABSTRAK

Behavioral reading engagement menjadi salah satu aspek penting dalam membangun pengalaman literasi siswa prasekolah, namun keberhasilannya dipengaruhi oleh kesesuaian media yang digunakan selama kegiatan *shared reading*. Kondisi tersebut mendorong penelitian ini untuk mengidentifikasi kebutuhan guru dan siswa sebagai dasar pengembangan *Big Book* berbasis SDG 10 pada pembelajaran *English shared reading*. Penelitian menggunakan pendekatan deskriptif kualitatif yang melibatkan seorang guru *English* dan siswa prasekolah di Girikarnika Montessori Preschool, Bali. Data diperoleh melalui observasi kelas dan wawancara semi-terstruktur, kemudian dianalisis menggunakan analisis tematik Braun dan Clarke. Analisis menunjukkan bahwa pelaksanaan *shared reading* telah mampu mendorong perhatian, partisipasi, dan interaksi siswa, tetapi efektivitasnya masih dibatasi oleh media bacaan yang kurang sesuai dengan karakteristik siswa prasekolah serta belum mengintegrasikan nilai-nilai kesetaraan, inklusi, dan penghargaan terhadap keberagaman. Temuan tersebut mengindikasikan perlunya pengembangan *Big Book* dengan ilustrasi yang menarik, bahasa yang sederhana, serta cerita yang kontekstual dan memuat nilai-nilai SDG 10 agar keterlibatan siswa selama membaca dapat dipertahankan. Dengan demikian, analisis kebutuhan ini memberikan landasan empiris bagi pengembangan media literasi yang tidak hanya mendukung peningkatan behavioral reading engagement siswa prasekolah, tetapi juga memperkuat penanaman nilai-nilai inklusif dalam pembelajaran *English* sejak usia dini.

Kata kunci: *Behavioral Reading Engagement, Big Book, Pendidikan Anak Usia Dini, SDG 10, Shared Reading*

ABSTRACT

Behavioral reading engagement plays an important role in fostering preschool students' literacy experiences; however, its effectiveness is influenced by the suitability of the instructional media used during shared reading activities. This study was conducted to identify teachers' and students' needs as the basis for developing an SDG 10-based Big Book for English shared reading instruction. A qualitative descriptive approach was employed involving one English teacher and preschool students at Girikarnika Montessori Preschool, Bali. Data were collected through classroom observations and semi-structured interviews and subsequently analyzed using Braun and Clarke's thematic analysis. The findings indicate that although shared reading has successfully promoted students' attention, participation, and interaction, its effectiveness remains constrained by reading materials that are not fully aligned with the characteristics of preschool students and have yet to incorporate the values of equality, inclusion, and respect for diversity. These findings highlight the need to develop a Big Book featuring engaging



illustrations, simple language, and contextually relevant stories that integrate SDG 10 values in order to sustain students' engagement throughout reading activities. Overall, this needs analysis provides an empirical foundation for the development of literacy media that not only enhances preschool students' behavioral reading engagement but also strengthens the integration of inclusive values into English learning from an early age.

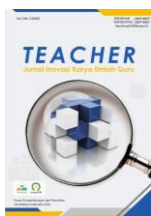
Keywords: *Behavioral Reading Engagement, Big Book, Preschool Education, SDG 10, Shared Reading*

INTRODUCTION

Early literacy learning in preschool classrooms is expected to cultivate not only children's ability to recognize language but also their willingness to remain actively engaged throughout the learning process. In practice, meaningful literacy experiences emerge when children sustain attention, respond to teachers' prompts, interact with peers, and participate consistently during reading activities rather than merely listening to stories. Such behavioral participation becomes increasingly important in English learning because children develop vocabulary, oral language, and communication skills through repeated social interaction embedded in literacy experiences. For this reason, creating classroom environments that encourage sustained engagement has become an important concern in early childhood education, particularly in efforts to strengthen children's English literacy from an early age (Harahap, 2024; Nurhillal et al., 2025).

Within this context, shared reading has increasingly been adopted because it creates opportunities for teachers and children to construct meaning collaboratively instead of positioning children as passive listeners. The effectiveness of this activity, however, is closely associated with children's ability to maintain behavioral engagement throughout the reading session, since active participation determines the quality of interaction that occurs during literacy instruction. A recent systematic review conducted by Clinton-Lisell et al. (2024) demonstrates that children's engagement during shared reading is influenced less by whether books are printed or digital than by the interaction facilitated throughout the reading experience. Likewise, regular shared storybook reading has been shown to strengthen children's literacy experiences by encouraging continuous communication between teachers and learners, thereby supporting the development of vocabulary, language skills, and positive reading habits from an early age (Nurhillal et al., 2025).

Because preschool children rely heavily on visual stimuli and concrete representations, the characteristics of instructional media inevitably shape the quality of classroom interaction during shared reading. Among various literacy resources, the Big Book has attracted considerable attention because its large format enables every child to observe illustrations and printed text simultaneously while interacting with the teacher. Nevertheless, existing studies have approached its educational benefits from different perspectives. Antariani et al. (2021), Alawiyah et al. (2024), Astikah (2025), Zhafira (2025), and Niasari and Budiarti (2025) consistently reported improvements in beginning reading ability and early literacy development among young children through the use of Big Book. In another educational context, Canuto et al. (2024) found that repeated reading supported by Big Books enhanced elementary students' oral reading fluency. Collectively, these findings confirm the instructional potential of Big Book, while simultaneously indicating that existing evidence has predominantly emphasized literacy outcomes rather than examining how the medium supports children's observable behavioral engagement throughout shared reading.

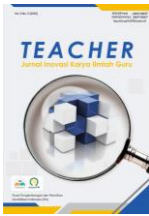


Contemporary literacy instruction also carries expectations that extend beyond language acquisition alone. Storybooks increasingly function as media through which children encounter values that shape their social understanding, including fairness, inclusion, respect for diversity, and appreciation of differences. Integrating these principles into literacy learning is particularly relevant to SDG 10 (Reduced Inequalities), as stories provide authentic situations that enable young learners to interpret social relationships in ways appropriate to their developmental stage. Reading materials that combine language learning with meaningful social values are also more likely to stimulate children's curiosity and willingness to participate because the stories become personally relevant rather than merely introducing isolated vocabulary items. Similar observations regarding the importance of meaningful reading experiences for nurturing children's interest in reading have also been highlighted by Fitriani and Harjanty (2023).

Despite the growing body of literature surrounding Big Book, important issues remain insufficiently addressed. Research conducted by Antariani et al. (2021), Alawiyah et al. (2024), Astikah (2025), Zhafira (2025), Niasari and Budiarti (2025), and Canuto et al. (2024) largely concentrated on literacy achievement, beginning reading competence, early literacy, or oral reading fluency. Meanwhile, studies concerning shared reading have primarily emphasized literacy experiences and children's participation during reading activities (Clinton-Lisell et al., 2024; Nurhillal et al., 2025). Consequently, limited evidence explains how an SDG 10-based Big Book can be specifically designed to sustain preschool children's behavioral reading engagement during English shared reading. Moreover, empirical investigations examining both teachers' and students' needs prior to developing such instructional media remain relatively scarce, leaving a gap between existing classroom demands and the instructional resources currently available.

Understanding those classroom demands requires systematic exploration before instructional media are developed so that educational products originate from authentic learning conditions rather than assumptions. Recent educational development studies have emphasized that identifying users' needs contributes substantially to producing learning media that correspond with learners' characteristics and classroom contexts (Maisarah et al., 2025). In line with this perspective, preliminary classroom observations and semi-structured interviews conducted at Girikarnika Montessori Preschool revealed that shared reading had become a routine component of English instruction and generally encouraged children to listen attentively, repeat vocabulary, and answer teachers' questions. Nevertheless, several children gradually lost attention before reading sessions concluded, while the available storybooks were relatively small, limiting collective visibility of illustrations and text. The existing reading materials also remained centered on familiar vocabulary themes and had not incorporated stories promoting equality, inclusion, respect for diversity, or anti-discrimination. Teachers therefore expressed the need for a Big Book featuring larger illustrations, readable text, interactive storylines, simple language, and meaningful narratives integrating SDG 10 values to support both literacy learning and children's behavioral engagement.

Unlike previous investigations that primarily evaluated learning outcomes after implementing Big Book, the present study positions behavioral reading engagement as the principal foundation for instructional media development. Its novelty lies in integrating three dimensions that have rarely been examined simultaneously, namely preschool English shared reading, SDG 10 values, and a systematic needs analysis involving both teachers and students before instructional media are designed. This perspective extends previous studies by emphasizing that effective literacy media should emerge from authentic classroom needs while



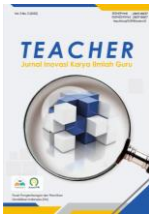
simultaneously addressing children's engagement and inclusive value formation. Accordingly, this study aims to analyze teachers' and students' needs for developing an SDG 10-based Big Book to promote preschool students' behavioral reading engagement during English shared reading activities. Specifically, the study examines the current implementation of shared reading, identifies limitations of existing reading media, explores children's observable behavioral engagement during classroom reading sessions, and investigates teachers' expectations regarding the characteristics of an effective Big Book. The findings are expected to provide an empirical foundation for developing instructional media that integrates early English literacy with equality, inclusion, and respect for diversity in preschool education.

RESEARCH METHOD

The study was conducted at Girikarnika Montessori Preschool, Bali, Indonesia, where *English shared reading* is routinely implemented as part of classroom literacy activities. A qualitative descriptive design was employed to explore classroom conditions as the basis for developing an SDG 10-based *Big Book* to promote preschool students' *behavioral reading engagement*. The participants consisted of one English teacher as the primary informant and preschool students aged 4–6 years who participated in the observed classroom. Data collection began by documenting the implementation of *shared reading* to obtain an authentic understanding of existing classroom practices before identifying instructional needs related to the development of the learning media.

Data were collected through two consecutive techniques, namely classroom observation and semi-structured interviews. Observation was conducted using a structured observation sheet that focused on four aspects: the implementation of *shared reading*, the characteristics of the instructional media, preschool students' *behavioral reading engagement*, and the integration of SDG 10 values during classroom learning. Students' engagement was observed through several behavioral indicators, including maintaining attention during reading activities, responding to the teacher's questions, participating in classroom interactions, following instructions, and remaining actively involved throughout the learning session. The findings obtained from the observation were subsequently explored further through semi-structured interviews with the English teacher to clarify classroom conditions, identify the limitations of the existing reading materials, and explore expectations regarding the characteristics of an SDG 10-based *Big Book* that could better support literacy learning.

The collected data were analyzed thematically through an iterative process. Observation records and interview transcripts were first examined separately to identify recurring patterns within each data source. The initial codes were then organized into broader categories before being compared across both datasets. Data triangulation was carried out by examining the consistency between classroom observations and the teacher's interview responses. Findings that were supported by both sources were retained as confirmed themes, whereas differences were re-examined by reviewing the original observation notes and interview transcripts until coherent interpretations were obtained. The final themes described the implementation of *shared reading*, preschool students' *behavioral reading engagement*, the characteristics and limitations of the existing instructional media, and teachers' instructional needs. These themes subsequently served as the empirical basis for formulating the design requirements of an SDG 10-based *Big Book* for preschool English literacy learning.



RESULT AND DISCUSSION

Result

a. Existing Shared Reading Practices and Preschool Students' Behavioral Reading Engagement

The classroom observation was conducted to capture the actual implementation of English shared reading and to document students' observable responses during literacy activities. Attention was directed toward the learning process, the instructional media used by the teacher, students' participation, classroom interaction, and the presence of SDG 10 values within the reading materials. This initial observation provided an overview of how shared reading was implemented under authentic classroom conditions. A synthesis of these observational findings is presented in Table 1.

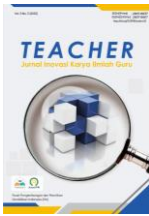
Table 1. Classroom Observation Findings on Shared Reading Implementation

Observation Aspect	Findings
Implementation of shared reading	Conducted collectively by the teacher and students during English learning
Reading media	Printed storybooks and supporting media were used
Reading media size	Storybooks were relatively small, limiting simultaneous visibility of text and illustrations for the whole class
Reading content	Focused primarily on basic vocabulary themes
Students' attention	Most students remained attentive during reading activities
Students' participation	Students listened, answered questions, and repeated vocabulary actively
Behavioral reading engagement	Most students remained engaged throughout the activity, although several gradually lost attention before the session ended
Teacher–student interaction	Classroom interaction was facilitated through questioning and discussion
SDG 10 values	Themes related to fairness, inclusion, respect for diversity, and anti-discrimination were not identified in the existing reading materials

The information summarized in Table 1 portrays a classroom environment in which shared reading had become an established instructional practice. Active participation was reflected through students' willingness to listen, respond to questions, and engage in teacher-guided interaction during reading activities. At the same time, the observation documented several aspects that had not yet fully supported sustained engagement, particularly the limited size of the storybooks and the absence of broader thematic content beyond vocabulary learning. These classroom conditions provided the initial context for exploring teachers' perspectives regarding the instructional media currently used in English literacy learning.

b. Teachers' and Students' Needs for Appropriate Shared Reading Media

To obtain a deeper understanding of the classroom conditions observed previously, a semi-structured interview was conducted with the English teacher. The interview focused on



the implementation of shared reading, the suitability of the existing instructional media, students' learning behaviors, and the characteristics expected from future reading materials. It also explored the teacher's perspective on incorporating SDG 10 values into literacy instruction. A summary of the interview findings is presented in Table 2.

Table 2. Teacher Interview Findings on Instructional Needs

Interview Aspect	Findings
English reading practice	Conducted once a week using printed storybooks, digital stories, and flashcards
Existing instructional media	Small printed storybooks; limited flashcards; linguistically demanding digital stories
Students' classroom behavior	Most students participated actively, although some gradually lost attention before the activity ended
Expected Big Book characteristics	Large format, attractive illustrations, simple language, age-appropriate stories, manageable story length
SDG 10 integration	Considered essential for introducing fairness, inclusion, respect for diversity, and anti-discrimination

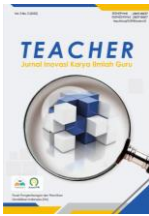
The synthesis presented in Table 2 complements the observational evidence by explaining the reasons underlying several classroom conditions. While the available instructional media supported vocabulary learning, their physical characteristics and content were considered less suitable for whole-class shared reading. The teacher emphasized the importance of reading materials that remain visually accessible, linguistically appropriate, and sufficiently engaging throughout the learning session. Equal attention was also given to meaningful story themes that could introduce positive social values alongside language development.

c. Synthesized Needs for Developing an SDG 10-Based Big Book

The findings generated through classroom observation and teacher interview were subsequently examined together to identify the essential characteristics required for future instructional media. Combining evidence from both sources enabled similarities between the observed classroom conditions and the teacher's expectations to be identified more clearly. Rather than treating each finding separately, the synthesis highlights how the existing learning context shaped the instructional needs that emerged during the study. These integrated findings are summarized in Table 3.

Table 3. Synthesized Needs for Developing an SDG 10-Based Big Book

Existing Classroom Condition	Identified Need	Expected Characteristics
Shared reading has been routinely implemented.	A medium that better supports sustained student engagement.	A Big Book designed specifically for whole-class shared reading.



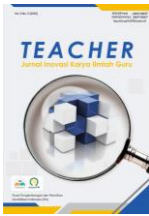
Existing Classroom Condition	Identified Need	Expected Characteristics
Storybooks are relatively small.	Greater visibility of text and illustrations.	Large-format pages easily viewed by all students simultaneously.
Reading materials emphasize basic vocabulary.	More meaningful and varied story themes.	Stories extending beyond vocabulary learning.
Digital stories exceed preschool students' language level.	Language appropriate to children's developmental stage.	Simple and age-appropriate English.
Existing materials do not include SDG 10 values.	Reading materials promoting equality, inclusion, and respect for diversity.	Stories integrating fairness, inclusion, respect for diversity, and anti-discrimination.

The integrated evidence summarized in Table 3 demonstrates that the identified needs extend across several interconnected aspects of classroom learning. The expected improvements involve not only the physical appearance of the reading materials but also their linguistic suitability, thematic richness, and social content. Observation findings and teacher perspectives consistently point toward similar priorities, indicating a shared expectation for instructional media that better reflects the characteristics of preschool learners. Collectively, these findings define the essential characteristics expected from an SDG 10-based Big Book as derived from the classroom needs identified during this study.

Discussion

English shared reading demonstrates that children's participation is shaped through reciprocal interactions among teachers, peers, and reading materials rather than through exposure to printed texts alone. In this context, behavioral reading engagement reflects children's willingness to listen, respond, communicate ideas, and remain actively involved throughout the literacy activity. This pattern suggests that literacy learning becomes more meaningful when children construct understanding collaboratively within an interactive classroom environment. Similar conclusions have been reported by Fakhriya (2022), Utami and Kurniawati (2022), and Nan and Tian (2025), who emphasized that shared reading strengthens reading interest, encourages active participation, and supports early literacy development through meaningful social interaction.

Sustaining children's engagement, however, depends not only on instructional interaction but also on the quality of the learning media used during reading activities. Media that are difficult to observe collectively or are not aligned with children's developmental characteristics may reduce attention and limit classroom participation. Consequently, children's declining engagement should be interpreted as an indication that instructional resources need to better accommodate preschool learners' visual and cognitive needs rather than as a limitation of the shared reading approach itself. This interpretation is supported by Kusumawati et al. (2022), Zuziah and Hasni (2025), and Jannah et al. (2025), who found that visually accessible and interactive literacy media promote sustained participation and strengthen early literacy learning.



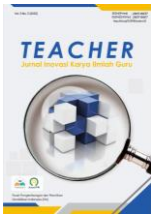
The instructional needs identified in this study indicate that an effective *Big Book* should integrate large illustrations, age-appropriate language, engaging stories, and opportunities for active classroom interaction. These characteristics are directly associated with strengthening preschool students' *behavioral reading engagement*. Large illustrations and oversized pages enable all students to observe the text and images simultaneously, thereby helping them maintain attention throughout the reading session. The use of simple, age-appropriate language facilitates story comprehension and encourages students to respond more confidently to teachers' questions and participate actively in classroom discussions. Meanwhile, engaging and contextually relevant stories stimulate students' curiosity and sustain their involvement during *shared reading* activities. Consequently, the educational value of a *Big Book* extends beyond its physical format because its design supports the key dimensions of *behavioral reading engagement*, including sustained attention, active participation, responsiveness, and continuous involvement during literacy learning. Previous studies similarly demonstrate that developmentally appropriate literacy media enrich classroom communication while supporting children's literacy growth and active learning experiences (Amelia et al., 2025; Kusumawati et al., 2022; Jannah et al., 2025).

The expectation that future Big Book media should incorporate SDG 10 values further indicates that literacy instruction can simultaneously foster language development and social awareness. Through inclusive stories, children are introduced to cooperation, empathy, equality, and respect for diversity in ways that are meaningful and appropriate for their developmental stage. Integrating these values into literacy activities allows reading experiences to function not only as language learning opportunities but also as contexts for developing positive social attitudes. This perspective is consistent with Rizki et al. (2025) and Rasmani et al. (2025), who highlighted the importance of embedding Sustainable Development Goals within learning activities, while Kaptiningrum and Sasha (2025) emphasized that English literacy becomes more meaningful when connected with authentic social experiences.

The findings also highlight the importance of conducting a comprehensive needs analysis before developing instructional media. While previous studies have largely focused on evaluating the effectiveness of Big Book after implementation, limited attention has been given to identifying the instructional characteristics required by teachers and learners before the media are designed. By integrating classroom observations with teachers' perspectives, this study provides empirical evidence that media development should be grounded in authentic classroom conditions to ensure greater instructional relevance. Such an approach strengthens the alignment between educational media, learner characteristics, and classroom practice.

From a pedagogical perspective, these findings provide practical guidance for teachers in designing English shared reading activities that are more inclusive and engaging. Selecting literacy media should involve not only consideration of reading content but also children's developmental readiness, classroom interaction patterns, and opportunities to integrate meaningful social values. Instructional media designed around these considerations are more likely to sustain behavioral reading engagement while creating literacy experiences that are interactive and accessible for all children. Consequently, the development of Big Book media should be viewed as part of a broader instructional strategy aimed at improving both literacy learning and children's active participation.

Overall, this study contributes to the growing literature by positioning needs analysis as the foundation for developing an SDG 10-based Big Book rather than merely evaluating its effectiveness after classroom implementation. The convergence of classroom observations,



teachers' expectations, and previous empirical evidence demonstrates that effective literacy media should integrate interactive learning, children's developmental characteristics, and inclusive educational values within a single instructional resource. These findings provide an empirical basis for developing Big Book media that support behavioral reading engagement while promoting meaningful English literacy learning for preschool children. Consequently, this study offers a practical and conceptual contribution to the design of inclusive literacy media that respond to authentic classroom needs.

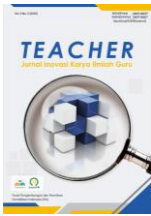
CONCLUSION

This study demonstrates that identifying teachers' and students' instructional needs is a fundamental step in developing an SDG 10-based Big Book that is relevant to preschool students' learning characteristics during English shared reading activities. The findings reveal that the development of the Big Book should prioritize large-format pages that enable all students to view illustrations and text simultaneously, simple and age-appropriate language that facilitates comprehension, contextually relevant and engaging stories that encourage active participation, and the integration of SDG 10 values through themes of equality, inclusion, and respect for diversity. These identified needs provide the essential design requirements for supporting preschool students' behavioral reading engagement by promoting sustained attention, active participation, and meaningful interaction during literacy activities. Accordingly, the study confirms that effective literacy media should be designed based on authentic classroom needs while simultaneously supporting both early English literacy and the development of positive social attitudes.

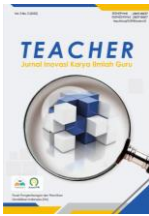
Beyond establishing the need for an inclusive literacy medium, this study provides an empirical basis for designing instructional resources that are responsive to authentic classroom conditions and applicable to preschool education. The identified design characteristics may serve as practical guidelines for teachers, curriculum developers, and educational material designers in developing Big Book media that foster active participation while promoting equality, inclusion, and respect for diversity. These findings also extend current knowledge by positioning needs analysis as an essential foundation for instructional media development before implementation and effectiveness evaluation are undertaken. Future research is therefore encouraged to continue the development process through expert validation, classroom implementation, and effectiveness testing across diverse educational settings to examine the contribution of the developed Big Book to children's behavioral reading engagement, early English literacy, and understanding of inclusive values.

REFERENCES

- Alawiyah, S. A., Gunawan, D., Nurkamilah, S., & Nuriyanti, R. (2024). Pengaruh media *big book* terhadap kemampuan membaca permulaan siswa kelas 1 SDN 1 Mekarsari. *CaXra: Jurnal Pendidikan Sekolah Dasar*, 4(2), 158–166. <https://doi.org/10.31980/caxra.v4i2.2071>
- Amelia, Z., Suwardi, S., Rahmadani, A., Nisa, A. F., & Lestari, A. (2025). Pengembangan media pembelajaran SUMA (Seri Untuk Membaca Anak) dalam meningkatkan membaca permulaan anak usia 5–6 tahun. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 5(1), 118–134. <https://doi.org/10.53299/jppi.v5i1.873>



- Antariani, K. M., Gading, I. K., & Antara, P. A. (2021). *Big book* untuk meningkatkan kemampuan membaca permulaan anak usia dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(3), 467–475. <https://doi.org/10.23887/paud.v9i3.40594>
- Astikah, S. (2025). Peningkatan kemampuan literasi anak melalui metode bercerita menggunakan media *big book* pada kelompok B. *PAUD Teratai*, 14(03). <https://ejournal.unesa.ac.id/index.php/paud-teratai/article/view/67526>
- Canuto, P. P., Lumidao, Y., Ballagan, A., Calya-en Jr, P., Laoyan, R. K., & Oplas, A. (2024). Enhancing elementary students' oral reading fluency through repeated reading and *big books*. *SSRN Electronic Journal*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4945470
- Clinton-Lisell, V., Strouse, G., & Langowski, A. M. (2024). Children's engagement during *shared reading* of ebooks and paper books: A systematic review. *International Journal of Child-Computer Interaction*, 39, 100632. <https://www.sciencedirect.com/science/article/abs/pii/S2212868923000697>
- Fakhriya, S. D. (2022). Penerapan metode *shared reading* untuk meningkatkan minat baca. *Indonesian Journal of Behavioral Studies*, 2(2), 89–96. <https://doi.org/10.19109/ijobs.v2i2.14511>
- Fitriani, L., & Harjanty, R. (2023). Peran perpustakaan dalam meningkatkan minat baca anak usia dini. *NUSRA: Jurnal Penelitian dan Ilmu Pendidikan*, 4(2), 213–224. <https://doi.org/10.55681/nusra.v4i2.844>
- Harahap, A. H. (2024). Pengembangan literasi bahasa Inggris anak usia dini. *Jurnal Ilmiah IPS dan Humaniora (JIH)*, 2(3), 84–89. <https://doi.org/10.61116/jiuh.v2i3.461>
- Jannah, M., Muthmainnah, M., Cristianti, M., & Hayati, N. (2025). *Big book* media: Enhancing speaking and listening skills in early childhood education. *JPUD-Jurnal Pendidikan Usia Dini*, 19(1), 82–90. <https://doi.org/10.21009/jpud.v19i1.50819>
- Kaptiningrum, P., & Sasha, V. A. (2025). Pengenalan bahasa Inggris melalui literasi digital untuk anak usia dini: Introduction to English through digital literacy for early childhood. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 5(01), 158–168. <https://doi.org/10.47709/educendikia.v5i01.5726>
- Kusumawati, N., Palupi, W., & Nurjanah, N. E. (2022). Kemampuan membaca permulaan melalui media *big book* pada anak usia 5–6 tahun. *Kumara Cendekia*, 10(4), 352–363. <https://jurnal.uns.ac.id/kumara/article/view/59013>
- Maisarah, M., Prasetya, C., & Sari, C. K. (2025). Analisis kebutuhan media pembelajaran berbasis TPACK pada kognitif sains anak. *Jurnal Raudhah*, 13(1), 117–125. <http://dx.doi.org/10.30829/raudhah.v13i1.4640>
- Nan, J., & Tian, Y. (2025). Parent–child *shared book reading* challenges and facilitators: A systematic review and meta synthesis. *Frontiers in Psychology*, 16, 1635956. <https://doi.org/10.3389/fpsyg.2025.1635956>
- Niasari, A., & Budiarti, E. (2025). *Big book* media development with See Think Wonder approach to increase early literacy of early childhood. *Journal of Scientific Research, Education, and Technology (JSRET)*, 4(3), 1654–1663. <https://doi.org/10.58526/jsret.v4i3.856>
- Nurhillal, Z., Utami, F. B., Valentin, A. D., & Ningsih, T. I. (2025). Enhancing early childhood literacy through the habit of *shared storybook reading* at TK Mutiara Hati Tangerang. *Community Empowerment*, 10(8), 1653–1660. <https://journal.unimma.ac.id/index.php/ce/article/view/13834>



- Rasmani, U. E. E., Suryandari, K. C., & Pambudi, N. A. (2025). Integrasi energi terbarukan untuk pembelajaran kemandirian anak *Autism Spectrum Disorder* berbasis SDGs. *Kumara Cendekia*, 13(4), 717–731. <https://jurnal.uns.ac.id/kumara/article/view/110908>
- Rizki, M., Soe'aidy, M. D., & Firmansyah, W. (2025). Pendidikan karakter dalam buku cerita anak Islami *Akhlak Sehari-Hari* karya Erna Fitri. *Didaktik Global: Jurnal Ilmu Kependidikan*, 2(4), 377–383. <https://www.didaktikglobal.web.id/index.php/adri/article/view/75>
- Utami, N. R., & Kurniawati, F. (2022). Keterlibatan orang tua dalam mengembangkan minat membaca anak usia prasekolah. *VISI: Jurnal Ilmiah PTK PNF*, 17(1), 61–78. <https://garuda.kemdiktisaintek.go.id/documents/detail/3217180>
- Zhafira, M. (2025). Peningkatan kemampuan membaca anak melalui media *big book* di taman kanak-kanak. *Jurnal Inovasi Pembelajaran*, 1(1), 15–36. <https://journal.ycn.or.id/inobel/article/view/5>
- Zuziah, E. F., & Hasni, U. (2025). Pengembangan media pembelajaran *big book* dalam meningkatkan kemampuan keaksaraan awal anak usia 4–5 tahun. *Childhood Education: Jurnal Pendidikan Anak Usia Dini*, 6(2), 306–315. <https://ejournal.kopertais4.or.id/tapalkuda/index.php/CEJ/article/view/6675>