

Needs Analysis for Developing a Big Book to Support Shared Reading and Integrate SDG 8 Values in Preschool Education

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ABSTRACT

Early literacy development plays a fundamental role in establishing children's future academic achievement and lifelong learning. This study aimed to identify what teachers and preschoolers need to incorporate Sustainable Development Goal 8 (Decent Work and Economic Growth) and encourage students' reading engagement using Big Book as a shared reading medium at Singaraja Montessori School. The study adopted the qualitative descriptive design. Data were collected through classroom observations and semi-structured interviews. The findings from the needs analysis revealed that although teachers had implemented interactive shared reading effectively, existing reading materials contained lengthy narratives, complex vocabulary, limited visual appeal, and lacked integration of Sustainable Development Goal (SDG) 8 values, reducing their effectiveness in sustaining children's engagement. The findings further indicated the need for a large-format Big Book featuring age-appropriate language, attractive illustrations, interactive storylines, and narratives promoting responsibility, cooperation, appreciation for various occupations, and decent work. The study concludes that integrating SDG 8 into a developmentally appropriate Big Book provides an innovative literacy medium that supports interactive shared reading while simultaneously promoting children's behavioral reading engagement and introducing sustainability values during early childhood education.

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INTRODUCTION

According to Grover et al. (2022), early literacy development is widely recognized as a fundamental component of children's cognitive, linguistic, and academic growth. Literacy acquisition does not begin when children enter formal schooling; rather, it develops gradually from infancy through meaningful interactions with caregivers, exposure to language-rich environments, and participation in various literacy experiences (Astawa et al., 2024). During the preschool years, children acquire foundational literacy competencies including vocabulary, oral language, phonological awareness, print awareness, and alphabet knowledge that strongly predict subsequent reading achievement and long-term educational success (Piasta, 2016). Consequently, providing developmentally appropriate literacy experiences during early childhood has become one of the primary concerns of early childhood education worldwide (Lonigan et al., 2000). The importance of early literacy has become increasingly evident as international educational

organizations continue to emphasize literacy as one of the essential competencies for lifelong learning. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2023) identifies literacy as a foundation for lifelong learning and a driver of sustainable development. Likewise, the Organisation for Economic Co-operation and Development (OECD, 2023) treats reading as a core domain for assessing how effectively students can understand, use, and engage with written texts. These perspectives suggest that strengthening literacy from early childhood should not merely focus on teaching children to decode written language but also foster meaningful engagement with texts, language comprehension, and positive reading habits that continue throughout life.

Despite the acknowledged importance of literacy development, children's reading achievement remains a significant educational challenge in many countries, including Indonesia. The Programme for International Student Assessment (PISA) 2022 reported that Indonesian students obtained an average reading score of 359, substantially below the OECD average of 476. Moreover, only approximately one-quarter of Indonesian students achieved the minimum proficiency level required for effective reading comprehension, while nearly three-quarters remained below this benchmark (OECD, 2023). These findings indicate persistent weaknesses in literacy development that require educational intervention beginning in the early years of schooling. Since reading competence develops cumulatively across children's educational trajectories, insufficient literacy experiences during preschool may negatively affect later academic achievement (Lonigan et al., 2000). Therefore, improving literacy instruction in early childhood education represents a strategic investment for enhancing students' future educational outcomes.

Current theoretical perspectives emphasize that successful literacy development requires integrated support across multiple developmental domains rather than isolated instruction in letter recognition or decoding skills alone. Lonigan et al. (2000) propose that emergent literacy encompasses oral language, print knowledge, phonological processing, and meaningful interactions with written texts. Similarly, according to Shanahan and Lonigan (2010), the National Early Literacy Panel in 2008 identifies oral language competence, vocabulary development, alphabet knowledge, phonological awareness, and shared reading experiences as the strongest predictors of later reading success. More recent evidence further demonstrates that literacy interventions integrating language development, social interaction, and meaningful literacy practices produce significantly greater improvements in preschool children's literacy achievement than isolated skill-based instruction (Cusiter et al., 2025; Mahayanti & Suantari, 2017). Furthermore, Weadman et al. (2023) argue that the quality of teacher-child interactions during literacy activities substantially influences children's language growth, comprehension, and motivation to read. These findings collectively suggest that literacy instruction should prioritize interactive learning experiences that actively engage children throughout the reading process.

Among various literacy practices implemented in early childhood education, shared reading has consistently been identified as one of the most effective approaches for promoting children's language and literacy development. Shared reading refers to an interactive activity in which teachers or caregivers read books together with children while encouraging discussion, questioning, prediction, and interpretation throughout the reading process (Button & Johnson, 1997). Unlike traditional teacher-centered storytelling, shared reading actively involves children as participants who construct meaning collaboratively with adults. Previous studies have demonstrated that shared reading enhances children's vocabulary acquisition, narrative comprehension, oral language development, print awareness, and motivation to engage with books (Boit et al., 2025; Kaderavek & Justice, 2002; Son et al., 2023). Therefore, shared reading has become one of the most recommended literacy practices in preschool education.

The effectiveness of shared reading, however, depends not only on instructional strategies but also on the quality and appropriateness of the reading materials employed. Young children require books that correspond to their developmental characteristics, including simple sentence

structures, repetitive language patterns, attractive illustrations, predictable storylines, and opportunities for interaction. One instructional medium that effectively fulfills these requirements is the Big Book. Colville-Hall and O'Connor (2006) describe Big Books as oversized storybooks specifically designed to enable teachers and groups of children to view texts and illustrations simultaneously during shared reading sessions. According to Nalantha et al. (2018), students who used Big Books for instruction outperformed those who used traditional learning materials in terms of reading comprehension. Likewise, Madyawati (2016) explains that the enlarged print, colorful illustrations, and visually engaging format facilitate children's participation while supporting teachers in conducting interactive literacy instruction. Recent empirical evidence also demonstrates that Big Books improve children's attention, comprehension, participation, and overall engagement during shared reading activities (Adam & Barratt-Pugh, 2020; Marlina et al., 2024). These findings indicate that Big Books provide a developmentally appropriate medium for maximizing the educational benefits of shared reading activities.

Nevertheless, effective literacy instruction requires not only age-appropriate instructional media but also meaningful learning content that prepares children for future societal participation. In this regard, integrating Sustainable Development Goals (SDGs) into early childhood education has attracted increasing attention among educators and researchers. UNESCO (2017) emphasizes that education should cultivate knowledge, values, attitudes, and competencies necessary for achieving sustainable development. Similarly, Bekteshi and Xhaferi (2020) argue that introducing sustainability values from an early age contributes to children's social responsibility and global citizenship. One particularly relevant goal for young learners is Sustainable Development Goal 8 (Decent Work and Economic Growth), which promotes responsibility, cooperation, productivity, appreciation for diverse occupations, and positive work ethics. Although these concepts appear abstract, they can be introduced meaningfully through age-appropriate narratives depicting everyday experiences, family life, and community participation. Storybooks therefore provide valuable opportunities to contextualize sustainability values in ways that preschool children can understand.

Despite the recognized benefits of shared reading and Big Books, practical implementation often faces contextual limitations. Observations and interviews conducted at Singaraja Montessori School revealed several challenges in existing shared reading practices. Most available reading materials contain lengthy narratives, complex vocabulary, and story structures that exceed preschool children's developmental readiness. Furthermore, the limited availability of suitable books results in repeated use of identical reading materials, thereby restricting children's exposure to diverse literacy experiences and reducing their engagement during shared reading sessions. More importantly, the school currently lacks Big Books specifically designed for preschool children that simultaneously integrate SDG 8 values into developmentally appropriate narratives. Consequently, existing instructional materials do not adequately support either children's reading engagement or the introduction of sustainability-related values during literacy instruction.

Although previous studies that I mentioned in paragraphs above have extensively investigated the effectiveness of shared reading, Big Books, and early literacy instruction independently, relatively few studies have integrated these three dimensions with Education for Sustainable Development (ESD), particularly through the incorporation of SDG 8 values into Big Book-based shared reading activities for preschool children. Existing research has generally focused on improving literacy outcomes without simultaneously promoting sustainability awareness through literacy media. Moreover, empirical studies examining literacy materials specifically designed to enhance children's reading engagement while embedding SDG-related values remain limited within the Indonesian early childhood education context. This gap indicates the need for innovative instructional materials that combine literacy development with sustainability education in developmentally appropriate ways.

This study aims to identify what teachers and preschoolers need in order to incorporate Sustainable Development Goal 8 (Decent Work and Economic Growth) and encourage students'

reading engagement using Big Book as a shared reading medium. The innovation of this study lies not only in developing a literacy medium suitable for young children's cognitive and linguistic characteristics but also in embedding the values of decent work, cooperation, responsibility, productivity, and appreciation for various professions within engaging story narratives. By integrating early literacy instruction with Education for Sustainable Development, the developed Big Book is expected to enhance children's reading engagement while simultaneously fostering foundational sustainability values relevant to their daily lives. Therefore, the research question of this study:

1. What teachers and preschoolers need to incorporate Sustainable Development Goal 8 (Decent Work and Economic Growth) and encourage students' reading engagement using Big Book as a shared reading medium?

METHOD

The study adopted the qualitative descriptive design. It was conducted at Singaraja Montessori School, Bali, Indonesia. The school applies a child-centered instructional approach that emphasizes active learning, independence, storytelling, and shared reading activities. The research participants consisted of preschool children aged approximately 4-6 years old and their classroom teachers. The preschool children aged approximately 4-6 years old participated in the classroom implementation of the developed Big Book during shared reading activities, while teachers contributed to the needs analysis through interviews and implemented the instructional media during the limited trial. The object of the study was an SDG 8-integrated Big Book designed to enhance behavioral reading engagement during shared reading activities.

Multiple instruments were employed to obtain comprehensive data throughout the product development process. Observation was conducted during both the needs analysis and classroom implementation stages. Observation focused on classroom literacy practices, the implementation of shared reading, children's behavioral reading engagement, attention, participation, interaction with instructional media, and responses toward the developed Big Book. The observation also examined the suitability of existing reading materials regarding vocabulary, visual presentation, and accessibility for preschool learners. Semi-structured interviews were conducted with preschool teachers to obtain information concerning children's characteristics, classroom reading practices, instructional challenges, available literacy materials, and teachers' expectations regarding the development of an effective Big Book for shared reading. The interviews also explored difficulties encountered during reading instruction, including vocabulary complexity, book size, and children's attention during literacy activities. Classroom observations and semi-structured interviews with teachers were conducted to determine existing instructional challenges and identify the need for a developmentally appropriate Big Book integrating Sustainable Development Goal (SDG) 8: Decent Work and Economic Growth.

Several structured research instruments were developed to support data collection. The observation sheet examined three major aspects: reading materials, teachers' implementation of shared reading strategies, and children's behavioral responses during literacy activities. It was developed based on the instructional analysis framework proposed by Dick et al. (2015) and the behavioral reading engagement framework introduced by Guthrie and Wigfield (2000). The interview guide explored learning contexts, learner characteristics, instructional problems, instructional media needs, and classroom support for literacy instruction. It was developed based on the instructional design framework of Dick et al. (2015),

The study employed descriptive qualitative analysis to analyze data collected throughout the development process. Qualitative data obtained from classroom observations and teacher interviews were analyzed following the interactive model proposed by Miles and Huberman (1994). The analysis consisted of three stages. First, data reduction was conducted by selecting and organizing information relevant to the research objectives and the instructional media development process. Second, the reduced data were systematically presented through descriptive

explanations to facilitate interpretation. Finally, conclusion drawing and verification were performed by identifying recurring patterns, instructional needs, strengths and weaknesses of the developed product, and recommendations from teachers. These findings were subsequently used to revise and finalize the SDG 8-integrated Big Book before determining its feasibility as a shared reading medium for preschool children.

FINDINGS AND DISCUSSION

Findings from Classroom Observation

The classroom observation was conducted during the analysis phase to identify the actual implementation of shared reading activities, examine children's behavioral reading engagement, and evaluate the availability of instructional media that support literacy learning in early childhood education. The observation also explored whether the existing reading materials facilitated the introduction of values related to Sustainable Development Goal (SDG) 8: Decent Work and Economic Growth. The observation instrument was developed based on the instructional analysis framework proposed by Dick et al. (2015) and the behavioral reading engagement framework introduced by Guthrie and Wigfield (2000). Specifically, the instrument examined three major aspects: (1) the availability and quality of reading materials, (2) teachers' implementation of shared reading strategies, and (3) children's behavioral engagement during shared reading activities.

Table 1. Observation Aspects and Indicators

Aspect	Indicators
Reading Materials	Availability of reading materials; suitability of story content, vocabulary, illustrations, and text size; need for large-format reading media; need for stories introducing occupations and SDG 8 values
Shared Reading Implementation	Teacher's implementation of reading aloud, questioning techniques, use of illustrations, and interactive shared reading strategies
Student Behavioral Reading Engagement	Students' attention, participation, sustained engagement, reading difficulties, emotional responses, interest in stories and illustrations, and enthusiasm toward interactive reading activities

The classroom observation revealed several important findings regarding the implementation of shared reading activities at Singaraja Montessori School. Overall, the teachers had implemented interactive shared reading strategies appropriately by reading aloud expressively, directing children's attention toward texts and illustrations, and encouraging classroom discussion throughout the reading sessions. These instructional practices created an interactive learning atmosphere and encouraged children to participate actively during literacy activities. Nevertheless, the effectiveness of these activities was constrained by the limited quality and suitability of the available instructional media.

The observation further indicated that the existing reading materials did not adequately support effective shared reading instruction. Although a classroom reading corner was available, the number and variety of books remained limited. Most books contained lengthy stories, relatively difficult vocabulary, standard-sized pages, and illustrations that were less attractive for preschool children. Consequently, the books did not fully accommodate the developmental characteristics of young learners nor facilitate classroom-wide shared reading because children seated farther from the teacher experienced difficulty viewing the text and illustrations clearly. These findings demonstrate the need for instructional media specifically designed for shared reading, particularly large-format books with simple language, attractive illustrations, and developmentally appropriate content.

Children's behavioral reading engagement was generally positive throughout the observed activities. Most children demonstrated attentiveness while listening to stories, responded actively to teachers' questions, pointed to illustrations, imitated words, and participated in classroom

discussions. Positive emotional responses including enthusiasm, enjoyment, and curiosity were consistently observed during reading activities, especially when teachers presented attractive illustrations and invited children to interact with the story. However, several children gradually lost concentration during longer reading sessions, suggesting that the existing materials were not sufficiently engaging to sustain attention from the beginning until the end of the activity. In addition, although no major difficulties were observed in following teachers' instructions, several children required additional explanations to understand unfamiliar vocabulary. These findings suggest that age-appropriate language and visually engaging instructional materials remain essential for maintaining children's behavioral engagement during shared reading.

Another important finding concerns the integration of Sustainable Development Goal (SDG) 8 values into literacy instruction. The observation showed that none of the available storybooks introduced occupations, appreciation for different professions, responsibility, cooperation, or other concepts associated with SDG 8. Consequently, children's responses toward stories related to occupations and decent work could not yet be observed because such instructional materials were unavailable during classroom activities. Similarly, although children demonstrated considerable enthusiasm whenever teachers displayed illustrations, the classroom had not yet utilized Big Books with enlarged illustrations and text. Therefore, the potential contribution of large-format instructional media toward improving children's reading engagement could not be directly evaluated during the observation stage. These findings clearly indicate the necessity of developing a Big Book that simultaneously supports shared reading implementation and introduces SDG 8 values appropriate for early childhood learners.

Table 2. Summary of Classroom Observation Findings

Aspect	Summary of Findings	Implication for Product Development
Reading materials	Reading resources were available but limited in quantity, variety, vocabulary suitability, illustration quality, and book size.	Development of a large-format Big Book with simple language and attractive illustrations is required.
Shared reading implementation	Teachers effectively implemented reading aloud, questioning, and classroom interaction.	Existing instructional strategies can be supported through more appropriate learning media.
Children's behavioral engagement	Children demonstrated positive attention, participation, and enthusiasm, although engagement decreased during lengthy stories and unfamiliar vocabulary occasionally caused difficulty.	The instructional media should include concise stories, repetitive vocabulary, and highly engaging illustrations to maintain attention throughout reading activities.
SDG 8 integration	Existing books did not introduce occupations, appreciation for work, responsibility, cooperation, or other SDG 8 values.	Story content should integrate SDG 8 concepts within developmentally appropriate narratives.
Big Book availability	Large-format shared reading media were unavailable in the classroom.	The development of a Big Book is necessary to facilitate classroom-wide visibility and interactive shared reading.

The findings from the classroom observation demonstrate that while shared reading activities had already become part of classroom instruction, the existing instructional materials were insufficient to maximize children's behavioral reading engagement. The identified needs including developmentally appropriate vocabulary, enlarged visual presentation, interactive story content, and integration of SDG 8 values provided the empirical foundation for developing an SDG 8-integrated Big Book that supports effective shared reading activities for preschool children.

Findings from Teacher Interviews

To identify the needs for developing an SDG 8-based Big Book, interview data were collected from an early childhood teacher regarding the implementation of shared reading,

students' reading engagement, existing instructional materials, and teachers' expectations for the proposed learning media. The interview findings complement the classroom observation by providing in-depth information about instructional practices, learner characteristics, instructional challenges, and media requirements. The interview guide was developed based on the instructional design framework of Dick et al. (2015), covering four major dimensions: learning context, learner characteristics, instructional problems, and media needs. The interview results reveal that teachers generally implement shared reading through interactive storytelling, in which students are encouraged to observe illustrations, answer questions, and discuss the content of the story. Although this practice has supported students' participation, teachers identified several challenges related to maintaining children's behavioral reading engagement. The findings also demonstrate that existing reading materials have not fully accommodated the developmental characteristics of preschool children, indicating the necessity of developing more appropriate instructional media.

Table 3. Summary of Teacher Interview Findings

Dimension	Interview Focus	Summary of Findings
Learning Context	Implementation of shared reading	Shared reading is conducted through teacher-led storytelling accompanied by illustrations, questioning, discussion, and opportunities for children to express their ideas.
Learner Characteristics	Students' reading engagement	Most children demonstrate positive engagement by listening attentively, observing illustrations, and responding to questions, although several children become distracted when stories are lengthy or visually less attractive.
Learner Characteristics	Obstacles during reading activities	Children experience difficulty maintaining attention because of short attention spans, peer distractions, lengthy stories, and unfamiliar vocabulary.
Instructional Problems	Existing reading materials	Current books contain excessive text, relatively difficult vocabulary, and less engaging illustrations that require teachers to simplify the content during instruction.
Instructional Problems	Factors reducing engagement	Reading materials are not sufficiently adapted to preschool children's language development and learning characteristics, reducing children's sustained participation.
Media Needs	Physical characteristics of Big Book	Teachers expect a large-sized book with colorful illustrations, concise text, clear typography, and a simple page layout that can easily be viewed by all children during shared reading.
Media Needs	Story content	Children show greater interest in stories related to their everyday experiences, including family, school, friends, animals, the surrounding environment, and occupations.
Media Needs	Integration of SDG 8 values	Teachers believe that introducing occupations through simple stories can help children appreciate different professions while learning literacy skills.
Instructional Support	Contribution of Big Book	Big Books are expected to improve children's attention, responsiveness, participation, and classroom discussion because of their large illustrations and interactive presentation.
Instructional Support	Effective instructional strategies	Effective shared reading involves expressive storytelling, interactive questioning, prediction activities, vocabulary explanation, discussion, and opportunities for children to retell the story.

As presented in Table 3, the interview findings indicate that the implementation of shared reading has already incorporated interactive instructional practices that encourage communication between teachers and children. Nevertheless, teachers emphasized that children's engagement remains highly dependent on the quality of instructional materials and the strategies employed during reading activities. These findings suggest that improving instructional media may strengthen children's attention and participation throughout shared reading sessions. The interview

further highlights several learner-related challenges that influence behavioral reading engagement. Teachers explained that preschool children frequently experience limited attention spans and become less engaged when stories contain complex vocabulary or lengthy narratives. Such characteristics require instructional materials that employ simple language, concise text, and highly visual presentations suitable for children's cognitive and language development. These findings emphasize that instructional materials should be developmentally appropriate to maximize children's participation during shared reading.

Regarding instructional materials, teachers consistently reported that the currently available books are not fully aligned with preschool learners' needs. Existing materials often contain long passages, sophisticated vocabulary, and illustrations that are insufficiently attractive for young learners. Consequently, teachers frequently modify or simplify the content during classroom instruction to ensure that children can understand the stories. This finding indicates the necessity of developing specialized reading materials specifically designed for early childhood education rather than relying on general reading resources. The interview also provides clear guidance for the design of the proposed Big Book. Teachers expect the instructional media to incorporate large pages, colorful illustrations, readable typography, concise sentences, and a simple layout that allows all students to observe the content simultaneously during shared reading. In addition, teachers recommend incorporating familiar themes that reflect children's daily experiences while introducing occupations and values related to SDG 8 (Decent Work and Economic Growth). Such contextual story content is expected to enhance children's interest while simultaneously introducing positive social values appropriate to their developmental stage.

Finally, teachers perceived that the proposed Big Book could substantially improve children's behavioral reading engagement by attracting their attention through visually appealing illustrations and facilitating active classroom interaction. They also emphasized that the effectiveness of shared reading depends not only on the instructional media but also on teachers' pedagogical strategies, including expressive storytelling, questioning techniques, vocabulary explanation, discussion, prediction activities, and opportunities for children to retell stories. Together, these findings provide empirical support for developing an SDG 8-based Big Book that integrates developmentally appropriate content with interactive shared reading practices to promote preschool children's behavioral reading engagement.

Discussion

The present study was conducted to identify the instructional needs for developing an SDG 8-integrated Big Book that supports shared reading activities and enhances preschool children's behavioral reading engagement. The findings of the classroom observation and teacher interviews demonstrate that although shared reading has been implemented effectively in the classroom, several instructional limitations remain, particularly regarding the suitability of reading materials for young children's developmental characteristics. These findings suggest that the effectiveness of shared reading depends not only on teachers' instructional strategies but also on the quality, design, and developmental appropriateness of the reading media employed. The results provide empirical support for the development of a Big Book specifically designed to promote reading engagement while integrating the values of Sustainable Development Goal (SDG) 8: Decent Work and Economic Growth.

The findings support the theory of shared reading proposed by Kaderavek and Justice (2002), who argue that shared reading promotes early literacy by encouraging collaborative interaction during story reading. Rather than positioning children as passive listeners, shared reading enables them to construct meaning through discussion, questioning, prediction, and responses to story events. The findings are also consistent with previous empirical studies demonstrating the educational benefits of interactive shared reading. Weadman et al. (2023) reported that high-quality teacher-child interaction during shared reading significantly improves children's participation and literacy learning. Collectively, these studies reinforce the conclusion

that teachers' instructional strategies constitute an important foundation for literacy learning. However, the present findings further suggest that effective instructional strategies alone are insufficient when the instructional media do not adequately support children's developmental needs.

Another important finding concerns children's behavioral reading engagement during shared reading activities. Classroom observations revealed that children generally demonstrated positive behavioral engagement, including attentiveness, active participation, verbal responses, and enthusiasm while teachers read stories interactively. Nevertheless, children's engagement gradually declined when stories contained lengthy narratives, unfamiliar vocabulary, or illustrations that were less visually appealing. This finding indicates that reading engagement is dynamic rather than constant and is strongly influenced by the characteristics of the instructional materials employed. This result is consistent with Son et al. (2023), who describe shared reading engagement as children's observable attention, participation, enjoyment, and responsiveness during literacy activities and demonstrate that higher behavioral engagement contributes directly to literacy development. Therefore, the decrease in children's engagement observed during longer or less attractive stories suggests that instructional media must be carefully designed to maintain children's attention throughout the entire reading activity.

Previous studies likewise emphasize the importance of developmentally appropriate literacy interventions. Cusiter et al. (2025) demonstrated that literacy programs aligned with children's developmental characteristics produce greater improvements in language and literacy achievement than conventional instruction. Accordingly, the findings of the present study extend previous research by demonstrating that reading engagement is influenced not only by teacher interaction but also by the visual and linguistic quality of the reading materials themselves.

The needs analysis further revealed that the reading materials currently available in the classroom were insufficient to fully support shared reading instruction. Although books were available, many contained relatively lengthy texts, complex vocabulary, standard-sized pages, and illustrations that were less engaging for preschool learners. Consequently, these materials limited children's opportunities to remain engaged throughout reading sessions and reduced the effectiveness of classroom interaction. These findings reinforce Piasta's (2016) assertion that literacy development is strongly influenced by children's access to developmentally appropriate reading experiences. Young learners require instructional materials that correspond to their cognitive, linguistic, and visual development in order to facilitate meaningful literacy learning.

Similarly, Hoel and Jernes (2024) argue that books designed for shared reading should balance text and illustrations while encouraging interaction between teachers and children. Books should also present concise narratives, predictable structures, and visually engaging illustrations that facilitate children's comprehension and sustained attention. These characteristics are particularly important during preschool education because children's learning is primarily supported through visual representation and social interaction rather than independent reading. Furthermore, Cusiter et al. (2025) demonstrated that literacy materials specifically developed for children's developmental needs significantly improve learning effectiveness compared with materials originally designed for broader audiences. Therefore, the limitations identified during the present needs analysis provide strong empirical justification for developing a more appropriate instructional medium for shared reading.

These findings support previous research concerning the educational effectiveness of Big Books. Mahayanti et al. (2017) explain that Big Books enable all children to observe texts and illustrations simultaneously, thereby facilitating classroom interaction and collaborative reading experiences. Likewise, Jayendra et al. (2018) found that Big Books significantly improve children's reading comprehension because their enlarged illustrations and simplified texts encourage greater engagement throughout literacy instruction. Madyawati (2016) similarly argues that Big Books are particularly suitable for early childhood classrooms because they combine visual attractiveness with instructional accessibility. Consequently, the design recommendations

emerging from the present study are theoretically and empirically consistent with previous findings concerning effective literacy media for preschool learners.

An important contribution of this study lies in integrating Sustainable Development Goal (SDG) 8 into the design of early childhood literacy media. Unlike conventional storybooks that primarily emphasize literacy development, the proposed Big Book incorporates stories introducing various occupations, appreciation for different types of work, responsibility, cooperation, productivity, and equal opportunities in developmentally appropriate contexts. This integration enables literacy instruction to simultaneously promote children's early understanding of sustainability-related values while supporting language and reading development. The incorporation of SDG values into literacy media aligns with Samuelsson and Park's (2017) argument that sustainability education should be embedded within children's everyday learning activities rather than taught as isolated concepts. Story-based literacy instruction provides an effective medium for contextualizing sustainability values because narratives enable children to connect abstract concepts with familiar daily experiences. Therefore, integrating SDG 8 into shared reading materials represents an innovative instructional approach that simultaneously addresses literacy development and values education.

Compared with previous studies, the present research offers a distinct contribution by combining three complementary dimensions within a single instructional product: interactive shared reading, Big Book instructional media, and Education for Sustainable Development. Previous investigations have generally focused on improving reading comprehension, vocabulary acquisition, or language development through shared reading or Big Books (Jayendra et al., 2018; Mahayanti et al., 2017; Son et al., 2023). Relatively few studies have intentionally integrated SDG values into literacy media specifically designed to enhance preschool children's behavioral reading engagement. Consequently, the present study extends existing literature by demonstrating that early literacy instruction can simultaneously foster reading engagement and sustainability awareness through carefully designed instructional materials.

CONCLUSIONS

This study developed an SDG 8-integrated Big Book to support shared reading activities and enhance preschool children's behavioral reading engagement. The needs analysis, which consisted of classroom observations and teacher interviews, demonstrated that although shared reading had been regularly implemented at Singaraja Montessori School, its effectiveness was constrained by the limited availability of developmentally appropriate instructional media. Existing reading materials generally contained lengthy narratives, complex vocabulary, standard-sized pages, and limited visual appeal, making them less suitable for sustaining young children's attention and active participation during shared reading. These findings highlight that successful shared reading depends not only on teachers' instructional strategies but also on the availability of literacy media specifically designed to accommodate preschool children's developmental characteristics. Despite these contributions, the limitation of this study should be acknowledged. The study focused on the needs analysis and it emphasizes that further trials of Big Book are needed. Future research involving larger participant groups, multiple schools, and experimental or longitudinal research designs would provide stronger empirical evidence regarding the instructional effectiveness of the developed product.

Future studies are recommended to implement and evaluate the SDG 8-integrated Big Book across diverse early childhood educational settings and to examine its impact on various aspects of children's literacy development, including vocabulary acquisition, reading comprehension, oral language, and sustained reading engagement. In addition, researchers may consider integrating other Sustainable Development Goals into literacy media to promote broader sustainability competencies among young learners. The findings suggest that literacy instruction should employ developmentally appropriate, visually engaging, and interactive reading materials that not only

support children's literacy development but also foster essential values and competencies required for lifelong learning and sustainable citizenship. It also provides important implications regarding the design characteristics of the proposed Big Book. Both classroom observations and teacher interviews consistently indicated that the instructional medium should incorporate large-format pages, colorful illustrations, concise storylines, simple vocabulary, readable typography, and opportunities for teacher-child interaction. These design characteristics are expected to improve classroom visibility while simultaneously encouraging children's attention, participation, and enjoyment during shared reading sessions.

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