

A Needs Analysis of Reading Media to Support Reading Engagement and Partnerships for the Goals in Early Childhood Education

Annisa Dextraliani Pertiwi^{1*}, Putu Kerti Nitiasih¹, Luh Gd Rahayu Budiarta¹

¹Universitas Pendidikan Ganesha

annisa.dextraliani@student.undiksha.ac.id*

ABSTRACT

This study investigates the need for reading media that support preschool children's reading engagement and integrate Sustainable Development Goal 17 (Partnerships for the Goals) into early childhood education. The study was motivated by the limited availability of developmentally appropriate English reading materials that can facilitate shared reading activities and simultaneously promote collaboration and partnership values among preschool learners. The research aimed to identify the characteristics of an English Big Book needed to enhance reading engagement and support the integration of SDG 17 at Singaraja Montessori School. This qualitative study involved preschool students aged four to six years and a preschool teacher. Data were collected through classroom observations and semi-structured interviews and analyzed using the interactive model of Miles and Huberman. The findings revealed that existing reading materials were limited in terms of visual accessibility, vocabulary suitability, and the incorporation of partnership values. Although shared reading activities had been implemented effectively, the available media did not fully support students' engagement. Therefore, there is a strong need for an interactive and visually accessible appropriate Big Book that integrates SDG 17 values to foster both literacy and social awareness in early childhood education.

This is an open access article under [CC-BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) license.



ARTICLE INFO

Keywords:

Big Book;
Preschool Education;
Reading Engagement;
Shared Reading;
Sustainable Development Goal 17

Article History:

Received: 4 August 2026
Revised: 16 August 2026
Accepted: 22 August 2026
Published: 24 August 2026

How to Cite in APA Style:

Pertiwi, A. D., Nitiasih, P. K., & Budiarta, L. G. R. (2026). A Needs Analysis of Reading Media to Support Reading Engagement and Partnerships for the Goals in Early Childhood Education. *Lexeme: Journal of Linguistics and Applied Linguistics*, 8(2), 505–516.
<https://doi.org/10.32493/ljlal.v8i2.63317>

INTRODUCTION

Early literacy development plays a fundamental role in shaping children's future academic achievement and lifelong learning. Seong and So (2024) argue that early reading engagement significantly contributes to children's linguistic and cognitive development, which subsequently affects their academic success. Similarly, longitudinal studies have shown that literacy experiences in early childhood influence children's future educational attainment and socio-emotional development (Abidin, 2015). These findings indicate that promoting reading engagement among preschool children should become a major concern in early childhood education. Despite its importance, fostering reading engagement among preschool children remains a significant challenge. According to Tiari et al. (2026), preschool aged children show a strong interest in interactive and visual learning resources, especially those with simple vocabulary, repeated language patterns, and vibrant images. In the digital era, children are

increasingly exposed to multimedia technology, which influences their cognitive and social development in both positive and negative ways (Indriani & Suteja, 2023). According to Yanti et al. (2026), students' attention and participation during reading activities were restricted, and their reading engagement was low and variable when using traditional, small-sized reading materials. Educational researchers have emphasized that young learners benefit from literacy activities that integrate visual representations, interaction, and collaborative experiences (Mahayanti & Suantari, 2017).

In addition to engaging instructional media, environmental support also plays a crucial role in promoting children's reading interest. Parents who regularly read with their children and discuss story content contribute positively to children's language development and reading habits (Mahayanti et al., 2017). Likewise, educators are responsible for creating literacy rich environments that encourage children to interact with texts and develop positive attitudes toward reading (Nalantha et al., 2018). Contemporary educational frameworks emphasize that education should not only develop children's academic competencies but also cultivate social responsibility and collaborative skills. One of the key global frameworks supporting this perspective is the Sustainable Development Goals (SDGs), established by the United Nations. Among the seventeen goals, Sustainable Development Goal 17 (Partnerships for the Goals) emphasizes the importance of cooperation, mutual support, and collective action in achieving sustainable development. For preschool children, these values can be translated into age appropriate concepts such as helping others, sharing responsibilities, working together, and respecting differences.

Previous studies have confirmed the strategic role of education in promoting sustainability values from an early age. Astawa et al. (2024) demonstrated that educational practices significantly contribute to the development of social, economic, and environmental awareness among children. Furthermore, Ljubetic et al. (2016) emphasized that collaborative interactions within educational settings strengthen children's social competence and participation, while Alverson et al. (2019) highlighted that preschool education provides an essential foundation for developing children's understanding of cooperation and shared responsibility. One instructional approach that effectively supports both literacy development and social interaction is shared reading. Shared reading refers to an interactive reading activity in which teachers and children jointly participate in story reading through discussion, questioning, and visual exploration (Schapira & Grazzani, 2025). Research has shown that the effectiveness of shared reading depends not only on children's exposure to books but also on the quality of teacher-child interactions during the reading process (Schapira & Grazzani, 2025).

According to Jayendra et al. (2018), shared reading activities should provide equal opportunities for all children to access textual and visual information. However, classroom realities often differ from these expectations. In many preschool classrooms, shared reading is conducted using standard sized picture books, which limit children's visual access, particularly for those sitting farther away from the teacher. As a result, children's participation and engagement decrease because they cannot clearly observe the text and illustrations. Preliminary observations conducted at Montessori School Singaraja revealed several additional challenges in implementing shared reading activities. The school provides only a limited collection of English books, most of which are standard sized picture books containing vocabulary and sentence structures that are more suitable for elementary students than preschool learners. Furthermore, no available reading materials explicitly integrate Sustainable Development Goal 17 into literacy activities. These conditions indicate a discrepancy between the ideal implementation of shared reading and the actual learning environment experienced by preschool students.

To address these challenges, educational media that are visually accessible, interactive, and developmentally appropriate are required like Big Book. According to USAID (2014), Big Books contain enlarged text, colorful illustrations, and concise language that enable all children in the classroom to clearly observe and engage with the story. Cahyani and Megawati (2024) also said that the combination of large illustrations and simple text supports children's comprehension and

enhances their participation in reading activities. Moreover, Big Books support joint attention during shared reading because all students can simultaneously observe the text and illustrations. Previous studies have investigated the effectiveness of Big Books in language learning contexts. Dayu and Haryanto (2019) found that Big Book media effectively improved elementary students' essay writing skills, while Dayu and Setyaningsih (2022) reported that Big Books significantly enhanced fifth grade students' reading literacy. Nevertheless, these studies mainly focused on cognitive literacy outcomes at the elementary school level and did not address preschool learners or the integration of broader social values, particularly those related to sustainable development. Existing research has primarily examined Big Books as tools for improving reading and writing skills, leaving their potential role in fostering reading engagement and introducing Sustainable Development Goals largely unexplored.

Based on the literature and field observations, several research gaps can be identified. First, there is a lack of English Big Books specifically designed for shared reading activities in preschool contexts. Second, developmentally appropriate literacy media that support children's visual engagement remain limited. Third, the integration of SDG 17 values into early childhood literacy learning has received minimal scholarly attention. These gaps demonstrate the need for innovative instructional media that combine literacy development with social value education. Therefore, the present study aims to identify the needs of reading media regarding a Big Book as shared reading media to support preschoolers' reading engagement and integrate SDG 17 at Singaraja Montessori School. The novelty of this study lies in the integration of partnership values from SDG 17 into an English Big Book specifically designed for preschool shared reading activities. Unlike previous studies that focused primarily on literacy achievement, this study combines early literacy development, shared reading practices, and sustainability education in a single instructional medium. Thus, our research question is:

1. What are the needs of Big Book as shared reading media to support preschoolers' reading engagement and integrate SDG 17 at Singaraja Montessori School?

METHOD

This qualitative research, which was conducted at Singaraja Montessori School, located in Banjar Dinas Lebahsiung, Panji Anom Village, Sukasada District, Buleleng Regency, Bali. The school was selected because it regularly implements shared reading activities and applies a child centered approach emphasizing independence, interaction, and experiential learning. However, the school lacks developmentally appropriate English Big Books that integrate Sustainable Development Goal values into classroom activities. The participants of this study consisted of preschool students aged 4-6 years and the preschool teacher at Singaraja Montessori School. The students participated in the needs analysis and the limited classroom implementation, while the teacher contributed information during interviews. The object of the study was an SDG 17 based Big Book as shared reading media.

Qualitative data were used to describe classroom conditions, students' responses, and teachers' needs. The data obtained from classroom observations and teacher interviews, were analyzed using the interactive model proposed by Miles and Huberman (1994), which consists of three stages such as data reduction, data display, and conclusion drawing. During the data reduction stage, the researcher selected and organized relevant information according to the research objectives. The data were then presented in descriptive form to facilitate interpretation. Finally, conclusions were drawn based on the patterns and findings that emerged from the analysis. Observation was conducted during both the needs analysis and implementation stages to investigate classroom conditions and students' behavioral engagement during shared reading activities. The observation focused on students' attention, participation, persistence, and interaction with the reading media. During the limited trial, observations were also conducted to examine how students responded to the developed Big Book. Semi-structured interviews were conducted with the preschool teacher to gather information regarding students' characteristics,

existing reading activities, available reading materials, and the teacher's expectations for effective shared reading media. The interviews also explored challenges encountered during reading activities, including vocabulary suitability, book size, and students' concentration.

The instruments that employed in this study such as observation sheet and interview guide. observation sheet used to investigate classroom conditions, teaching strategies, available reading media, and students' behavioral reading engagement, including attention, participation, and interest. Meanwhile, interview guide used to obtain information regarding classroom practices, students' characteristics, instructional challenges, and teachers' expectations concerning the development of the Big Book.

FINDINGS AND DISCUSSION

Findings

Classroom Observation Finding

Classroom observations were conducted to investigate the existing reading media, the implementation of shared reading activities, and preschool students' reading engagement at Singaraja Montessori School. The observations focused on three major aspects: reading media, shared reading practices, and students' behavioral engagement during literacy activities. The findings are summarized in Table 1.

Table 1. Classroom Observation Findings

Aspect	Indicator	Findings
Reading Media	Accessibility of reading materials for shared reading	There was a reading nook in the classroom with a small selection of English picture books. The majority of the books were picture books of a typical size intended for solitary reading.
	Vocabulary, font size, pictures, and tale content appropriateness	Numerous novels included vocabulary and sentence structures that were beyond the verbal skills of preschoolers. For group reading, the text and graphics were not very large.
	Visual accessibility when reading aloud together	Students who were seated further away from the instructor had trouble clearly reading the text and pictures.
	SDG 17 values incorporated into reading materials	There are no English language storybooks that specifically present partnership ideals as the main focus of the narrative.
Shared Reading Practices	The use of collaborative reading techniques by teachers	The teacher applied read aloud techniques, pointed to texts and illustrations, used expressive intonation and gestures, and encouraged interaction through questioning and discussion.
Students' Reading Engagement	Students' focus during reading exercises	Students generally paid attention at the beginning of the activity, however, as the session went on, some people progressively lost focus.
	Students' participation in classroom interaction	Students participated by answering questions, identifying illustrations, repeating vocabulary, and reading familiar words aloud.
	Persistent participation in the activity	Engagement remained high when colorful illustrations and interactive questioning were emphasized.
	Challenges during shared reading	Some students experienced difficulties because of limited visual access and unfamiliar vocabulary.
	Emotional responses	During storytelling exercises, students displayed excitement, curiosity, delight, and passion.
	Interest in stories and illustrations	Students' interest more in stories with vibrant visuals and well-known settings.
	Interest in reading activities that are interactive and visually accessible	Students showed stronger enthusiasm when reading activities focused on visual interaction and active teacher-student engagement.

Table 1 shows the results of classroom observations regarding reading media, shared reading practices, and students' reading engagement. The observation revealed that the classroom had incorporated literacy activities into the daily learning routine through a reading corner containing English storybooks. However, the available books were limited in number and were primarily designed for individual reading rather than shared reading sessions. In addition, many books contained vocabulary, sentence structures, and visual presentations that were not fully appropriate for preschool learners. The absence of reading materials integrating Sustainable Development Goal 17 (Partnerships for the Goals) also indicated that the existing media had not yet supported the integration of global values into early childhood literacy instruction. Another issue identified during the observation concerned the visual accessibility of the reading materials. Because the books were relatively small, students sitting farther away from the teacher had difficulty seeing the illustrations and printed text clearly. This limitation reduced opportunities for children to participate equally in the shared reading process and weakened the collective interaction between students and the story.

The findings showed that shared reading had been routinely implemented as part of classroom literacy activities. The teacher facilitated the sessions by reading stories aloud, pointing to illustrations, using expressive gestures and intonation, and encouraging students to participate through questions and discussions. These instructional strategies created an interactive learning atmosphere and enabled students to actively engage with the stories being read. Although the implementation reflected several principles of shared reading, the effectiveness of the activity was constrained by the limitations of the existing reading materials. The use of standard sized books restricted students' visual access and reduced the potential of shared reading to promote joint attention and active participation among all children in the classroom.

The classroom observations demonstrated that students generally showed positive behavioral engagement during shared reading activities. Children participated enthusiastically in classroom interactions and responded actively to the teacher's questions and prompts. Interactive storytelling, colorful illustrations, and opportunities to participate verbally appeared to enhance students' interest and emotional involvement in the reading sessions. Nevertheless, the observations also identified several challenges affecting students' engagement. Some children gradually lost concentration as the activity progressed, particularly when they could not clearly observe the illustrations or encountered unfamiliar English vocabulary. Students' engagement tended to increase when the teacher emphasized visual interaction and encouraged active participation. These findings suggest that preschool students require developmentally appropriate reading media that support both visual accessibility and interactive learning experiences. Thus, the observation findings indicate that shared reading practices had already been implemented effectively in terms of instructional strategies; however, the available reading materials were insufficient to fully support students' behavioral engagement and the integration of partnership values. These findings provide a strong foundation for developing an SDG 17 based Big Book that is visually accessible, interactive, and suitable for preschool shared reading activities.

Teacher Interview Finding

Teacher interviews were conducted to gain a deeper understanding of the implementation of shared reading activities, the challenges encountered during literacy instruction, and the teacher's expectations regarding the development of appropriate reading media for preschool learners. The interview also explored the need to integrate Sustainable Development Goal 17 (Partnerships for the Goals) into classroom literacy practices. The results of the interview are summarized in Table 2.

Table 2. Teacher Interview Findings

Aspect	Findings
Shared Reading Techniques Used Now	Teachers held read aloud sessions on a regular basis to facilitate shared reading. The instructor read aloud from storybooks, displayed visuals, posed straightforward queries, promoted dialogue, and asked students to watch and react to the narrative.
Reading Media's Role	Students' understanding of the narrative was aided by reading media, which also promoted their involvement in shared reading activities.
Students' Engagement in Reading	Most students engaged in class discussions, actively listened to the story, studied the illustrations, and responded to the teacher's questions.
Students' Challenges	Some students had short attention spans, were easily distracted, and lost interest in stories with long texts, strange vocabulary, or unappealing visuals.
Teacher' Challenges	It was difficult to keep the students' interest during the reading period. In addition to simplifying language and encouraging engagement through debate and questions, the teacher regularly offered more explanations.
Restrictions of Current Reading Materials	The English storybooks that were offered were less appropriate for preschoolers and required the teacher to reduce the material during shared reading because of their lengthy texts, foreign terminology, and uninteresting graphics.
Big Book Expectations	By grabbing students' attention, promoting active engagement, and enhancing story understanding, a Big Book was supposed to promote shared reading.
Preferred Big Book Features	The ideal Big Book should have a large format, concise sentences, clear language, bright and appealing drawings, and a straightforward style suitable for preschoolers.
SDG 17 Values Integration	It was anticipated that storybooks would present partnerships for the objectives through straightforward narratives related to children's everyday lives.

Table 2 presents the summary of the teacher interview findings regarding shared reading practices, instructional challenges, and the expected characteristics of the developed Big Book. The interview results indicated that shared reading had become an integral part of literacy instruction at Singaraja Montessori School. The teacher regularly conducted interactive read aloud activities in which students were encouraged to listen to stories, observe illustrations, answer questions, and participate in classroom discussions. Through these activities, students were given opportunities to interact with both the teacher and the story, creating a collaborative learning atmosphere during literacy sessions. Furthermore, the teacher emphasized the important role of reading media in supporting children's comprehension and participation. Appropriate instructional media not only helped students understand the story content but also encouraged them to become actively involved in shared reading activities.

The interview findings demonstrated that preschool students generally showed positive engagement during shared reading sessions. Students actively listened to stories, observed the visual elements, and responded to the teacher's prompts and questions. These findings suggest that interactive storytelling practices can effectively promote children's participation in literacy activities. Despite students' positive participation, several challenges were identified. According to the teacher, maintaining children's engagement throughout the reading session remained difficult because preschool learners tend to have relatively short attention spans. Students also encountered difficulties when stories contained unfamiliar vocabulary or lengthy texts, which reduced their interest and concentration. Consequently, the teacher often needed to provide additional explanations and simplify the language used in the stories to ensure students' understanding. The interview also revealed that the limitations of the existing reading materials contributed to these challenges. Most English storybooks available in the classroom were not fully aligned with preschool students' developmental characteristics, requiring teachers to adapt the content before using it in shared reading activities.

Regarding the development of new instructional media, the teacher expressed the need for a Big Book specifically designed to facilitate shared reading activities in preschool classrooms. The teacher expected the Big Book to create a more interactive reading experience by increasing

students' attention, encouraging participation, and supporting their understanding of the story. In terms of design, the teacher highlighted several important characteristics that should be incorporated into the Big Book, including large and colorful illustrations, readable typography, short and simple sentences, and an age-appropriate layout. These features were considered essential to ensure that all students could clearly observe the story and actively participate in classroom interactions. Additionally, the teacher emphasized the importance of integrating Sustainable Development Goal 17 into children's storybooks. According to the interview, partnership values should be introduced through simple and meaningful stories connected to children's everyday experiences. Such integration is expected to help preschool learners develop not only reading engagement but also an early understanding of cooperation, collaboration, and shared responsibility. Thus, the teacher interview findings confirmed the necessity of developing a Big Book that accommodates the characteristics of preschool learners and supports the implementation of shared reading activities. The findings suggest that the proposed media should combine attractive visual elements, developmentally appropriate language, interactive features, and the integration of SDG 17 values. These aspects served as the primary foundation for determining the content, design, and instructional features of the Big Book developed in this study.

Discussion

The findings from the classroom observations and teacher interviews indicate that the existing English reading materials at Singaraja Montessori School have not fully supported the implementation of effective shared reading activities in preschool classrooms. Most of the available books were designed for individual reading and contained relatively complex vocabulary, lengthy texts, and illustrations that were not sufficiently visible during group reading sessions. Consequently, children experienced difficulties engaging collectively with the stories, particularly those seated farther from the teacher. These findings suggest that the effectiveness of shared reading is strongly influenced not only by instructional strategies but also by the suitability of the learning media used in the classroom.

Shared reading activities require instructional media that allow children to jointly focus on texts and illustrations while actively participating in the learning process. The limitations of the existing books demonstrate a discrepancy between the ideal characteristics of shared reading media and the actual learning conditions in the classroom. These findings support the argument proposed by Rahmasari (2022), who emphasizes that Big Books function as effective instructional media because their large format, readable typography, and attractive illustrations facilitate children's comprehension and participation. Similarly, Mahayanti et al. (2017) found that enlarged visual presentations and accessible texts significantly improve students' understanding and engagement during reading activities.

The findings also revealed that shared reading had been consistently implemented through teacher-led read aloud sessions accompanied by questioning, discussions, and picture exploration. During shared reading sessions, teachers act as facilitators who scaffold children's understanding through dialogue and interaction. Through questioning and collaborative discussions, children are encouraged to construct meaning from the stories and actively participate in literacy activities. However, despite the use of interactive instructional strategies, maintaining children's engagement throughout the reading session remained challenging because preschool learners generally have short attention spans and require continuous stimulation. This finding indicates that instructional interaction alone is insufficient to sustain children's attention if it is not supported by appropriate learning media. The result is consistent with the findings of Jannah and Nuraini (2025), who concluded that Big Books create more engaging and enjoyable learning experiences by encouraging children's active participation throughout reading activities. Likewise, Schapira and Grazzani (2025) argue that shared reading becomes more effective when teachers actively involve children through dialogue, visual exploration, and interactive questioning. Therefore, children's engagement during literacy activities depends on the

combination of effective teaching strategies and visually accessible instructional materials.

Another important aspect highlighted by the findings concerns children's behavioral reading engagement. The observations and interviews demonstrated that children responded positively when teachers employed expressive storytelling techniques, attractive illustrations, and interactive questioning. In contrast, students' engagement tended to decline when they encountered unfamiliar vocabulary, lengthy texts, or visually unappealing materials. These findings imply that preschool children's reading engagement is a multidimensional construct influenced by cognitive, emotional, and behavioral factors. According to the theory of behavioral engagement proposed by Mahayanti et al. (2017), children's participation in literacy activities is reflected in their attention, effort, persistence, and active involvement during the learning process. The present findings support this perspective by demonstrating that children's engagement increases when literacy activities provide opportunities for interaction and visual stimulation. Dicaldo and Roch (2022) similarly found that active participation during shared reading significantly contributes to children's vocabulary acquisition and language comprehension. Furthermore, Oktaviana et al. (2021) reported that Big Books effectively promote early literacy development because they encourage children to interact with stories through colorful illustrations and collaborative reading experiences. Consequently, reading engagement among preschool learners should be understood not merely as students' willingness to listen to stories but also as their ability to maintain attention, interact with others, and actively participate throughout the literacy activity.

The teacher interview findings further revealed the necessity of developing reading media specifically designed for preschool shared reading activities. The teacher expected the instructional media to incorporate large illustrations, simple vocabulary, short sentences, and interactive story elements appropriate for children's developmental characteristics. These expectations reflect the fundamental principles of early childhood pedagogy, which emphasize the importance of age-appropriate learning experiences that accommodate children's cognitive and linguistic abilities. The desired characteristics identified by the teacher are consistent with the theoretical framework of effective Big Book design proposed in previous studies. Rahmasari (2022), Novitasari and Nurfiqih (2021), and Susanti (2020) argue that effective Big Books should incorporate interactive material, readable writing, and eye-catching graphic designs to increase children's motivation and participation in literacy activities. Therefore, the development of a Big Book should consider not only its physical appearance but also children's language proficiency, developmental needs, and opportunities for collaborative learning.

An equally important finding concerns the integration of Sustainable Development Goal 17 (Partnerships for the Goals) into early childhood literacy materials. The study found that although values such as helping others and cooperation were occasionally introduced through classroom interaction, no existing English storybooks explicitly integrated these concepts into meaningful narratives for preschool learners. This finding indicates a gap between the broader educational objectives of sustainable development and the instructional resources currently available in early childhood classrooms. The absence of literacy materials integrating SDG 17 values highlights the strategic role of education in promoting sustainability awareness from an early age. Astawa et al. (2024) emphasize that educational practices contribute significantly to children's understanding of social responsibility, cooperation, and sustainable development. Furthermore, storytelling has been recognized as an effective pedagogical tool for introducing complex social concepts to young learners because stories provide meaningful and relatable contexts for learning (Loo, 2025; Styliaras et al., 2020). Through narratives, children can gradually develop an understanding of cooperation, mutual support, and collective responsibility in ways that align with their developmental stage.

CONCLUSIONS

The findings demonstrate that, although shared reading activities have been regularly implemented at Singaraja Montessori School through interactive read aloud practices, the existing English reading materials have not fully accommodated the characteristics and learning needs of preschool learners. Limitations related to vocabulary complexity, visual accessibility, and the absence of partnership values in story content reduced children's opportunities to participate actively and engage collectively during shared reading sessions. Moreover, the study further reveals that reading engagement among preschool children is influenced by the interaction between instructional strategies and the suitability of the learning media.

Despite these contributions, this study has several limitations such as the research was conducted in a single preschool setting, which may limit the generalizability of the findings to other educational contexts. And also, the focus of the study is restricted to examining students' reading engagement during shared reading activities and teachers' responses toward the developed Big Book. Based on these limitations, future researchers are encouraged to develop and implement the proposed SDG 17 based Big Book in broader educational settings and examine its effectiveness through experimental or longitudinal research designs. They may also investigate the perspectives of parents, teachers, and children simultaneously to obtain more comprehensive insights into literacy development. Furthermore, educators and curriculum developers are recommended to integrate sustainability values into literacy materials to promote not only children's language development but also their social awareness and collaborative skills from an early age.

REFERENCES

- Abidin, Y. (2015). *Pembelajaran multiliterasi*. Refika Aditama.
- Alverson, R., Ginn, L., & Gilbert, J. (2019). Sustaining collaborative preschool partnerships and the challenges of educating the whole child. *International Journal of Child Care and Education Policy*, 13, Article 9. <https://doi.org/10.1186/s40723-019-0065-6>
- Astawa, N. L. P. N. S. P., Santosa, M. H., Artini, L. P., & Nitiasih, P. K. (2024). Sustainable development goals in EFL students' learning: A systematic review. *Pegem Journal of Education and Instruction*, 14(2), 1–11. <https://doi.org/10.47750/pegegog.14.02.01>
- Cahyani, C. R., & Megawati, F. (2024). Big book: Students' perception of its benefits to reading skill. *Premise: Journal of English Education and Applied Linguistics*, 13(2), 530–544. <https://doi.org/10.24127/pj.v13i2.8922>
- Dayu, D. P. K., & Haryanto. (2019). Bigbook writing based brainwriting learning at the primary school. *Journal of Physics: Conference Series*, 1254(1), 012041. <https://doi.org/10.1088/1742-6596/1254/1/012041>
- Dayu, D. P. K., & Setyaningsih, N. D. (2022). Big book to increase 5th grade students' reading literacy. *Jurnal Prima Edukasia*, 10(1), 1–8. <https://doi.org/10.21831/jpe.v10i1.41115>
- Dicataldo, R., & Roch, M. (2022). How does toddlers' engagement in literacy activities influence their language abilities? *International Journal of Environmental Research and Public Health*, 19(1), 526. <https://doi.org/10.3390/ijerph19010526>
- Indriani, S., & Suteja, H. (2023). Fostering reading interest through digital storytelling for young learners in the early childhood. *Journal of Education and Learning (EduLearn)*, 17(2), 301–306. <https://doi.org/10.11591/edulearn.v17i2.18372>
- Jannah, N., & Nuraini, K. (2025). Using big books to foster English reading comprehension for children. *JELP: Journal of English Language and Pedagogy*, 4(1), 26–30. <https://doi.org/10.58518/jelp.v4i1.3360>
- Jayendra, I. M. S., Nitiasih, P. K., & Mahayanti, N. W. S. (2018). The effect of big books as teaching media on the second grade students' reading comprehension in South Bali.

- International Journal of Language and Literature*, 2(2), 82–89. <https://doi.org/10.23887/ijll.v2i2.16097>
- Loo, F. L. (2025). Sustainable early childhood education: Integrating education for sustainable development (ESD) in Malaysian preschools. *Muallim Journal of Social Sciences and Humanities*, 9(S1), 40–51. <https://doi.org/10.33306/mjssh/330>
- Ljubetic, M., Reic Ercegovac, I., & Koludrovic, M. (2016). Quality partnership as a contextual prerequisite of successful learning of young and preschool-aged children. *Journal of Education and Learning*, 5(1), 78–86. <https://doi.org/10.5539/jel.v5n1p78>
- Mahayanti, N. W. S., Artini, L. P., & Nur Jannah, I. A. (2017). The effect of big book as media on students' reading comprehension at fifth grade of elementary school. *International Journal of Language and Literature*, 1(3), 142–148. <https://doi.org/10.23887/ijll.v1i3.12544>
- Mahayanti, N. W. S., & Suantari, N. L. P. M. (2017). Developing big book as a media for teaching English at sixth grade students of elementary school at SD Lab UNDIKSHA Singaraja. *Journal of Education Research and Evaluation*, 1(3), 128–136. <https://doi.org/10.23887/jere.v1i3.9511>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.
- Nalantha, I. M. D., Artini, L. P., & Mahayanti, N. W. S. (2018). The effect of big books as teaching media on the third grade students' reading comprehension in South Bali. *International Journal of Language and Literature*, 2(2), 72–81. <https://doi.org/10.23887/ijll.v2i2.16096>
- Novitasari, N. F., & Nurfiqih, D. (2021). Big books: Big, bold, and beautiful with impacts. *KnE Social Sciences*, 5(3), 250–257. <https://doi.org/10.18502/kss.v5i3.8547>
- Oktaviana, W., Warmansyah, J., & Trimelia Utami, W. (2021). The effectiveness of using big book media on early reading skills in 5–6 years old. *Al-Athfal: Jurnal Pendidikan Anak*, 7(2), 157–166. <https://doi.org/10.14421/al-athfal.2021.72-06>
- Rahmasari, B. S. (2022). Big book: An attractive way to comprehend reading text for young learners. *Journal of Teaching and Learning in Elementary Education (JTLEE)*, 5(1), 48–55. <https://doi.org/10.33578/jtlee.v5i1.7905>
- Schapira, R., & Grazzani, I. (2025). Shared book reading and promoting social and emotional competences in educational settings: A narrative review. *Frontiers in Psychology*, 16, 1622536. <https://doi.org/10.3389/fpsyg.2025.1622536>
- Seong, J., & So, Y. (2024). A case study of three Korean elementary school students' English reading experiences assisted by hyperlinked resources. *The Journal of Asia TEFL*, 21(3), 536–552. <https://doi.org/10.18823/asiatefl.2024.21.3.2.536>
- Styliaras, G., Tzima, S., Bassounas, A., & Tzima, M. (2020). Harnessing the potential of storytelling and mobile technology in intangible cultural heritage: A case study in early childhood education in sustainability. *Sustainability*, 12(22), 9416. <https://doi.org/10.3390/su12229416>
- Susanti, E. R. (2020). Using big books to promote the elementary school students' participation in English classes. *PANYONARA: Journal of English Education*, 2(2), 97–108. <https://doi.org/10.19105/panyonara.v2i2.3620>
- Tiari, N. P. E. I., Nitiasih, P. K., & Rismadewi, N. W. M. (2026). Need analysis for developing an SDG 15 (Life on Land) big book to support preschoolers' English learning through shared reading. *Abdi Cendekia: Jurnal Pengabdian Masyarakat*, 5(2), 1547–1554. <https://doi.org/10.61253/abdicendekia.v5i2.757>
- USAID. (2014). *Buku sumber untuk dosen LPTK: Pembelajaran literasi kelas awal di LPTK*. https://ierc-publicfiles.s3.amazonaws.com/public/resources/Buku_Sumber_untuk_Dosen_LPTK_-_Pembelajaran_Literasi_di_Kelas_Awal_di_LPTK.pdf

Yanti, N. P. D., Budiarta, L. G. R., & Adnyayanti, N. L. P. E. (2026). A need analysis of reading media to support reading engagement and gender equality in early childhood education. *STRATEGY: Jurnal Inovasi Strategi dan Model Pembelajaran*, 6(2), 397–407. <https://doi.org/10.51878/strategi.v6i2.9757>

