



A Needs Analysis for Developing an SDG 11 Integrated Reading Media to Support Reading Engagement in Kindergarten

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Abstrak

Rendahnya keterlibatan membaca (*reading engagement*) dapat memengaruhi kualitas pengalaman literasi anak usia dini. Meskipun kegiatan membaca bersama telah diterapkan di taman kanak-kanak, penggunaan media yang terbatas dan kurang kontekstual masih menjadi tantangan dalam mempertahankan perhatian dan partisipasi siswa selama kegiatan literasi. Penelitian ini bertujuan untuk mengidentifikasi kebutuhan guru dan siswa terhadap pengembangan reading media terintegrasi SDG 11 untuk mendukung keterlibatan membaca di taman kanak-kanak. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode analisis kebutuhan yang dilakukan di TK Lab Undiksha. Data diperoleh melalui observasi kelas dan wawancara semi-terstruktur dengan guru Bahasa Inggris, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa siswa menunjukkan minat pada awal kegiatan membaca, namun keterlibatan mereka cenderung menurun seiring berjalannya kegiatan. Keterbatasan media membaca, baik dari segi variasi, ukuran, maupun daya tarik visual, menjadi salah satu faktor yang memengaruhi kondisi tersebut. Selain itu, kegiatan *shared reading* belum dilaksanakan secara rutin dan belum tersedia media membaca yang mengintegrasikan tema SDG 11. Guru juga mengungkapkan perlunya media yang lebih menarik, interaktif, dan sesuai dengan karakteristik perkembangan anak. Temuan ini menunjukkan bahwa pengembangan media membaca terintegrasi SDG 11 diperlukan untuk mendukung keterlibatan membaca sekaligus memperkenalkan konsep kota dan komunitas berkelanjutan kepada anak usia dini.

Kata kunci: *Anak Usia Dini, Keterlibatan Membaca, Reading Media, SGD, Shared Reading.*

Abstract

Low reading engagement can affect the quality of young children's literacy experiences. Although literacy activities have been implemented in kindergarten classrooms, limitations in reading media and the lack of contextual learning materials remain challenges in sustaining children's attention and participation during reading activities. This study aimed to analyze teachers' and students' needs regarding the development of SDG 11 integrated reading media to support reading engagement in kindergarten. The study employed a qualitative descriptive design and was conducted in Class B1 at Undiksha Kindergarten Lab School. Data were collected through classroom observations and semi-structured interviews with the English teacher and were analyzed using thematic analysis. The findings revealed that students showed interest at the beginning of reading activities, however, their engagement, attention, and participation tended to decline as the activities progressed. The limited availability and variety of reading materials, the small size of existing storybooks, and difficulties in understanding unfamiliar vocabulary were identified as factors influencing

students' reading engagement. The findings also showed that shared reading activities were conducted but had not yet been implemented regularly, while reading materials integrating SDG 11 themes were not available in the classroom. Furthermore, the teacher expressed the need for visually appealing, interactive, and developmentally appropriate reading media to support literacy learning. These findings indicate the need to develop SDG 11 integrated reading media that can support shared reading activities, enhance reading engagement, and introduce sustainable cities and communities concepts to young children.

Keywords: Early Childhood, Reading Engagement, Reading Media, SGD, Shared Reading.

INTRODUCTION

Early literacy development plays a crucial role in shaping children's academic and social growth. Early exposure to language and literacy experiences provides a strong foundation for future reading development and helps foster children's interest in reading, which is closely related to their reading engagement (Piasta et al., 2020). Children experience various forms of literacy activities that introduce them to the literate world. However, children from vulnerable backgrounds tend to have more limited and less diverse literacy experiences (Chansa-kabali, 2017). This condition indicates a gap in children's early literacy experiences. On the other hand, global assessments continue to highlight challenges in literacy achievement. According to OECD, (2023), the PISA 2022 results indicate a decline in students' reading performance, emphasizing the urgency of strengthening literacy development from an early age, particularly during preschool when children are highly receptive to language and literacy experiences. However, the success of early literacy development is not only determined by exposure to literacy itself, but also by the extent to which children are actively engaged in reading activities.

In early childhood education, reading engagement is a key factor that influences the effectiveness of early literacy experiences. Reading engagement refers to children's active involvement in reading activities, including their interest, motivation, and participation (Guthrie et al., 2007). Although engagement is widely recognized as important for children's learning and development, defining the concept precisely remains a challenge in research (Ritoša et al., 2023). Therefore, as a multidimensional construct, reading engagement includes behavioral, emotional, and cognitive aspects (Fredricks et al., 2004). In early childhood settings, engagement can be observed through children's attention, verbal responses, and participation during reading activities. Therefore, creating meaningful and engaging reading experiences is essential to support children's literacy development.

To support such engagement, the use of appropriate learning media is essential. Young children require visual, attractive, and easily understandable materials to maintain their attention during reading activities. The use of visual media in early childhood education has been shown to enhance children's comprehension, improve memory retention, foster creativity, and support language development (Herawati & Rahmansyah, 2023). Additionally, the use of visual elements such as engaging illustrations, large fonts, and content that is relevant to children's daily lives also plays an important role in enhancing comprehension and learning engagement (Amallia et al., 2025). One type of media that is considered suitable for early childhood education is the Big Book, which is designed in a large format with clear text and attractive illustrations (Rofiah et al., 2021). Big Books support shared reading activities, where children can actively participate by observing, responding, and interacting with the text. Such interactive reading experiences have been found to improve children's language development and engagement (Prawiyogi et al., 2021);(Altamimi et al., 2023). Furthermore, recent research in preschool contexts shows that shared book reading strategies play a significant role in enhancing children's language development and participation in literacy activities (Yang et al., 2026).

Beyond supporting reading skills and engagement, reading media can also serve as a medium for introducing values and concepts that are relevant to children's daily lives. One meaningful approach is the integration of Sustainable Development Goals (SDGs), particularly SDG 11, which focuses on sustainable cities and communities. Integrating SDG 11 into early childhood literacy can introduce children to essential values such as cleanliness, safety, public spaces, environmental care, and social responsibility through familiar contexts such as home, school, and community. This approach aligns with the principles of Education for Sustainable Development, which emphasizes building awareness and responsible habits from an early age. Introducing SDG 11 through reading media can therefore help children simultaneously develop literacy skills and awareness of sustainable living in ways that are meaningful and age appropriate. Based on preliminary observations conducted at Undiksha Kindergarten Lab School, revealed that reading activities had not yet been implemented as a regular part of classroom literacy learning process, and the use of interactive reading approaches remained limited. In addition, the availability of appropriate reading media, particularly those integrating broader themes such as SDG 11, was still insufficient. These conditions indicate that existing reading practices have not fully supported students' engagement during reading activities.

Considering these conditions, it is important to identify the actual needs of teachers and students regarding reading media used in the classroom. Understanding these needs can provide a clearer picture of existing challenges and expectations for more engaging and meaningful learning materials. Therefore, this study aims to analyze the needs of teachers and students for developing SDG 11 integrated reading media to support reading engagement in kindergarten.

METHOD

This study employed a qualitative descriptive design to identify teachers' needs and classroom learning conditions related to the development of SDG 11 integrated reading media to support reading engagement in early childhood education. The research was conducted in Class B1 at Undiksha Kindergarten Lab School, involving one English teacher as the participant, while students served as observational subjects during literacy activities.

Data were collected through classroom observation and semi-structured interviews. Classroom observation was conducted during literacy learning sessions to identify classroom literacy practices, the use of reading media, the implementation of shared reading, students' reading engagement, and the presence of SDG 11 related contextual themes in ongoing literacy activities. Semi structured interviews with the teacher were conducted to explore current teaching practices, challenges encountered, and teachers' needs and expectations regarding the development of more effective, engaging, and contextual reading media.

The data were analyzed using thematic analysis to identify patterns related to student engagement in reading and teachers' needs for reading materials. The analysis began with a repeated review of classroom observation data and interviews to identify relevant information. The data were then organized into themes aligned with the research focus, including student engagement in reading, literacy practices, characteristics of reading materials, the implementation of shared reading activities, and the integration of Sustainable Development Goal (SDG) 11 themes. Observation and interview data were analyzed in an integrated manner to provide a comprehensive understanding of literacy conditions in the classroom and developmental needs. To enhance the credibility of the findings, data triangulation was conducted by comparing information obtained from classroom observations and teacher interviews. These findings served as the basis for formulating recommendations for the development of SDG 11 integrated reading media to support reading engagement in kindergarten.

RESULTS AND DISCUSSION

Results

Finding From Classroom Observation

This study was conducted through classroom observation and a semi structured interview with the English teacher of Class B1 at Undiksha Kindergarten Lab School. The classroom observation was conducted to identify students' reading engagement during literacy activities and to examine the reading media used in the classroom.

The observation findings provide an overview of current literacy practices and the conditions that support students' participation in reading activities. A summary of the classroom observation results is presented in Table 1.

Table 1. Classroom Observation Results on
Reading Activities and Students' Reading Engagement

No	Observation Aspect	Indicator	Findings
1	Literacy Media Availability	Adequacy and variety of reading media	Picture storybooks were used during reading activities, but the quantity and variety of reading media were still limited.
2	Physical Characteristics of the Media.	Visual clarity and readability	The books used were relatively small in size, making the text and illustrations less visible to all students during shared reading activities.
3	Initial Student Interest	Students' early response to reading activities.	Students showed enthusiasm at the beginning of the reading activity, especially when the teacher used attractive illustrations and storytelling techniques.
4	Sustained Reading Engagement.	Consistency of attention and interest.	Students' attention and interest tended to decline in the middle to the end of the reading activity.
5	Student Participation	Active involvement in responding to the story.	Only some students actively answered questions and responded to the story content.
6	Verbal Response and Comprehension.	Understanding vocabulary and expressing responses.	Some students had difficulty understanding certain vocabulary and providing verbal responses to the story.
7	Shared Reading Implementation.	Frequency and consistency of shared reading.	Shared reading activities were conducted during reading sessions, they had not yet been implemented regularly as part of classroom literacy instruction.
8	Teacher Instructional Strategies.	Use of interactive shared reading techniques.	During shared reading activities, the teacher read stories aloud, pointed to the text and illustrations, asked guiding questions, and encouraged students to retell parts of the story to promote participation and comprehension.
9	Big Book Availability.	Availability and use of Big Book media.	Big Book media were not available and had never been used in reading activities.
10	SDG 11 Integration.	Inclusion of Sustainable Development Goal 11 themes.	No reading media integrated SDG 11 themes related to sustainable cities and communities.

11	Overall Reading Engagement.	General level of students' reading engagement.	Students' reading engagement was not yet optimal. Although students showed interest at the beginning of the activity, their attention, participation, and verbal responses remained limited throughout the reading session.
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The classroom observations revealed that students' reading engagement had not developed consistently during literacy activities. Although picture storybooks were used as the main reading materials, the available resources were limited in both number and variety. In addition, the books were relatively small, making it difficult for all students to clearly see the printed text and illustrations during group reading sessions.

At the beginning of the reading activity, most students appeared interested and attentive, particularly when the teacher introduced the story using expressive storytelling and colorful pictures. However, their attention and interest tended to decline during the middle and final stages of the activity. Several students became distracted and showed reduced interest in the story. Student participation was also limited. Only a few children responded actively to the teacher's questions or commented on the story, while the majority participated minimally. Some students encountered difficulty understanding unfamiliar words and were hesitant to express their ideas verbally. These patterns suggest that students' engagement was evident at a basic level but had not yet been sustained throughout the reading process.

Shared reading practices were conducted in the classroom, and the teacher applied interactive strategies such as reading aloud, pointing to the text and illustrations, asking guiding questions, and encouraging students to retell parts of the story. However, these activities had not yet been implemented regularly as part of classroom literacy instruction. While these strategies helped stimulate participation, most student responses remained brief and limited. The observation further showed that Big Book media were not available in the classroom. In addition, the reading materials had not incorporated themes related to Sustainable Development Goal (SDG) 11, such as maintaining a clean environment, public spaces, and community life. Taken together, these findings suggest that the existing literacy materials and practices have not fully supported students' reading engagement. Therefore, the development of an SDG 11 integrated reading media is needed to provide more visually accessible, meaningful, and engaging reading experiences for kindergarten students.

Teacher Interview Results

A semi-structured interview was conducted with the English teacher to explore literacy practices, students' reading engagement, challenges encountered during reading activities, and the teacher's expectations for reading media. A summary of the interview findings is presented in Table 2.

Table 2. Summary of Teacher Interview Results

No	Indicator	Findings
1	Implementation of literacy activities.	Literacy activities are conducted based on the school curriculum and adapted to students' learning needs in classroom practice.
2	Level of students' attention and participation.	During shared reading activities, students demonstrate interest at the beginning of the session, but their engagement, attention, and active participation are not consistently maintained throughout the reading process.
3	Techniques used to maintain students' interest.	The teacher uses expressive intonation, gestures, interesting storytelling, and simple discussions to maintain students' engagement.
4	Difficulties	Students experience difficulties in understanding unfamiliar

	encountered during reading activities.	vocabulary and often require teacher guidance to comprehend the story.
5	Types and accessibility of reading materials.	The classroom mainly relies on printed picture storybooks as the primary reading resource.
6	Suitability and effectiveness of current media.	Current storybooks support learning but are limited in variation and contextual relevance to lesson themes.
7	Expected characteristics of effective reading media.	Teacher expect more engaging, visually rich, and interactive reading materials to enhance student participation.
8	Inclusion of sustainability-related content.	No literacy materials currently include sustainability or SDG 11 related themes.
9	Approaches used during reading instruction.	The teachers implement shared reading practices supported by storytelling techniques, expressive reading, gestures, and simple discussions to encourage students' participation and engagement during reading activities
10	Availability and perceived necessity of Big Book.	Big Book media are not available, and the teacher expressed the need for large-format reading materials to support shared reading activities.

Interviews with the classroom teacher supported the findings from the classroom observation. As presented in Table 2, literacy activities are implemented in accordance with the school curriculum, and students generally show interest at the beginning of reading activities. However, their attention and participation tend to decrease as the activity progresses. To maintain students' engagement, the teacher reported using expressive intonation, gestures, storytelling techniques, and simple discussions during shared reading activities. Despite these efforts, students' engagement was not consistently sustained throughout the reading session. The teacher explained that this is influenced by students' limited vocabulary and the use of reading materials that are still limited in variation and contextual relevance. The teacher also stated that the classroom mainly relies on printed picture storybooks as the primary reading resource. Although these materials support literacy instruction, they are considered less effective in maintaining students' engagement throughout the reading session. To address this issue, the teacher emphasized the need for reading materials that are visually appealing, interactive, and developmentally appropriate, such as Big Books with large illustrations, simple language, and engaging story content.

Furthermore, the interview revealed that Big Book media had not yet been used in the classroom and that existing reading materials did not integrate themes related to Sustainable Development Goal (SDG) 11. The teacher considered the inclusion of contextual themes important to help children connect reading activities with their everyday experiences. These findings indicate the need to develop an SDG 11 integrated reading media to support more meaningful literacy learning and enhance students' reading engagement.

Discussion

The results of this study indicate that the reading engagement of young children in Class B1 at TK Lab Undiksha was still not optimal and lacked consistency. Although the students showed initial interest and enthusiasm during the storytelling activity, this engagement was not sustained throughout the entire session. Their attention and participation tended to decline as the reading activity progressed. The decline in students' attention, participation, and verbal responses indicates that their reading engagement was

not maintained consistently throughout the literacy activity. These findings suggest that reading engagement in early childhood is strongly influenced by the quality of visual stimuli and the interactions that occur during the reading process, rather than by the reading activity itself (Schunk & Dibenedetto, 2020). This finding is consistent with Son et al., (2023), who reported that children's engagement in shared reading activities is reflected in their attention, behavioral involvement, and enjoyment throughout the reading process.

One factor that may have contributed to the students' low reading engagement was the limitation of the reading media used during the shared reading sessions. Classroom observations showed that although the teacher used picture storybooks, the relatively small size of the books restricted the visibility of the text and illustrations for all students. As a result, not all children were able to follow the story optimally. Kucirkova, (2024) explains that reading is a sensory experience involving multiple senses, and that multisensory stimulation can increase children's attention, learning, and memory. Similarly, Gacumo, (2026) argues that early literacy is multimodal, sensory, and relational, with children constructing meaning through a combination of text, images, movement, touch, and spatial arrangement. In addition Cárdenas et al., (2020) found that the quality of teacher mediation and the visual materials used during shared reading play an important role in supporting children's participation and communicative development. In this study, the storybooks used were relatively small, making it difficult for all students to clearly see the text and illustrations during the reading activity. This condition limited the visibility of the text and illustrations during the reading activity, which may have affected students' attention and participation. Therefore, reading media that are rich in illustrations, appropriately sized, and visually accessible are likely to be more effective in helping young children maintain attention, comprehend the story, and actively participate in shared reading activities.

Classroom observations also indicated that shared reading were conducted in the classroom, although they had not yet been implemented regularly as part of classroom literacy instruction. Nevertheless, the teacher applied several interactive strategies, such as reading aloud, pointing to the text and illustrations, using expressive intonation, asking guiding questions, and encouraging students to retell the story. These strategies are consistent with the principles of shared reading, which emphasize active interaction among the teacher, students, and the text. Noble et al., (2020) explain that interactive shared reading can enhance children's language development, story comprehension, and reading engagement. Similarly, Son et al., (2023) found that children's verbal participation increases when teachers actively involve them in discussions about the story content. However, the findings of this study suggest that these practices had not yet fully supported sustained reading engagement throughout the literacy activity.

The interview results with the teacher support the classroom observation findings that students often experience difficulties in understanding new vocabulary and require guidance to comprehend story content. The teacher also stated that the reading materials used in the classroom are still limited to picture storybooks with minimal variation, which does not fully support students' reading engagement. This condition indicates that limited learning media can affect young children's engagement and comprehension in early literacy activities. To improve students' engagement, the teacher expects reading media that are more visually attractive, interactive, and appropriate for children's developmental levels, as developmentally appropriate instructional materials have been shown to enhance children's attention and participation in early literacy learning (Piasta et al., 2020). Specifically, the teacher mentioned that Big Book media is not yet available in the classroom but is highly needed for shared reading activities because its large format allows all students to clearly see the text and illustrations. In line with this, Rofiah et al., (2021) state that Big Book media is effective in early childhood education as it can increase children's attention, participation, and comprehension during reading activities.

Another finding revealed that the reading materials used in the classroom had not integrated Sustainable Development Goal (SDG) 11 related to sustainable cities and communities. In fact, themes such as environmental cleanliness, home, school, and public facilities are closely connected to children's everyday experiences. Integrating contextual themes into reading materials can help children connect reading activities with their everyday experiences while fostering social and environmental values from an early age. Sustainability education in early childhood should be introduced through meaningful learning experiences that are relevant to children's daily lives, enabling them to develop an understanding of social and environmental issues in a more concrete and age-appropriate manner (Pramling & Eunhye, 2017). In addition, early childhood education plays a crucial role in developing children's knowledge, interests, and values that support a more sustainable future (Samuelsson, 2019). Therefore, literacy activities not only support language development but also broaden children's understanding of community life and environmental awareness from an early age.

The results of the observations and interviews indicate a need to develop an SDG 11 integrated reading media that is appropriate for early childhood characteristics. This media is expected to include large sized text, attractive illustrations, simple language, and themes that are relevant to children's everyday experiences. The proposed reading media, particularly in the form of a Big Book, has the potential to enhance students' attention, participation, and sustained reading engagement during literacy activities. This finding is in line with Herawati & Rahmansyah, (2023), who state that visually designed and contextually relevant learning media can improve children's engagement and create more meaningful learning experiences.

CONCLUSION

This study highlights the importance of needs analysis as a foundation for developing appropriate reading media in early childhood education. The findings show that students' reading engagement is not yet optimal and tends to decrease during literacy activities, even though teachers have applied interactive strategies such as read aloud, storytelling, questioning, and retelling. However, these efforts are not fully supported by adequate reading media. Students require visually attractive and developmentally appropriate reading materials to maintain their attention and participation during shared reading activities, while teachers need media that are more engaging and suitable for children's characteristics.

These findings indicate that reading media should not only support basic literacy development, but also help sustain students' engagement and interaction during the learning process. Therefore, the use of visually rich and large-format media, particularly Big Books is considered necessary to support more effective shared reading activities in the classroom. In addition, integrating contextual themes such as SDG 11 into reading materials is important to connect literacy learning with children's real-life experiences and social environment. Based on the findings, the development of SDG 11 integrated reading media is expected to enhance students' attention, participation, and sustained reading engagement in early childhood literacy learning.

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