

APPENDICES

Appendix 1 Research Permission





KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 445/UN48.7.1/DT/2025

4 Februari 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Lab Undiksha
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Proposal Penelitian Skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Kadek Dian Nitami
NIM : 2212021071
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 Product Barcode



Appendix 3 Validation of Instrument from Expert 1



Validation of the Research Instrument for Observation Sheet

This validation sheet is used by expert validators to assess the relevance and clarity of each item in the research instrument for evaluating students' needs (Target Needs: Necessities, Lacks, Wants; and Learning Needs). Validators are asked to review each item carefully and determine whether the item is appropriate, relevant, and aligned with the intended construct.

Rating Criteria:

Score	Category
R (Relevant)	The item is appropriate, clearly stated, and accurately represents the intended aspect. No revision or only minor revision is needed.
NR (Not Relevant)	The item does not fit the intended aspect, is unclear, or requires major revision.

How to Validate the Items:

- Read each item thoroughly.
- Determine whether the item corresponds appropriately to the aspect being measured.
- Place a checkmark (✓) in either the R or NR column.
- Provide comments or recommended revisions in the Remarks column.
- Review all items systematically to ensure content validity.

No	Aspect	Indicator	R	NR	Remarks
1	Necessities	Is there availability of reading materials and exercises related to No Poverty (SDG-1)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Necessities	Do students need guidance to stay focused while reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Necessities	Do students need clear explanations of unfamiliar SDG-1 terms?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Necessities	Is the story length appropriate to avoid cognitive overload?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Necessities	Is the reading content aligned with students' cognitive level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Lack	Do students lack understanding of SDG-1 concepts?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

7	Lack	Do students lack strategies to interpret SDG-related content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Lack	Do students have limited prior knowledge to examples of No Poverty?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Lack	Do students struggle to connect between story content and real-world issues?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Lack	Do students show limited awareness of SDG-1 relevance to problem-solving?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Wants	Do students prefer stories with themes related to Waste reduction?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Wants	Do students prefer visually appealing reading materials?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Wants	Do students prefer characters that match their age or personality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Wants	Do students prefer stories connected to real-life situation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	Wants	Do students engage with reading materials?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16	Learning Needs	Do students need relatable characters to support engagement and comprehension?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17	Learning Needs	Do students need guided questions to stay engaged during reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
18	Learning Needs	Do students need visual elements to support understanding?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
19	Learning Needs	Do students prefer individual, pair, or group reading activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General Comment: -

Date: November, 20, 2025

Validator Instrument



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

198805172012122002

Validation of the Research Instrument for Interview Guide

This validation sheet is used by teachers to assess the clarity, relevance, and alignment of each item in the Interview Guide Instrument for SDG-1: Integration in Reading Lessons. Validators are expected to review each interview item carefully and determine whether it accurately represents the construct it is intended to measure (Necessities, Lacks, Wants, or Learning Needs).

Rating Criteria:

Score	Category
R (Relevant)	The item is appropriate, clearly stated, and accurately represents the intended aspect. No revision or only minor revision is needed.
NR (Not Relevant)	The item does not fit the intended aspect, is unclear, or requires major revision.

How to Validate the Items

1. Read each interview item thoroughly under the *Item/Indicator* column.
2. Determine whether the item aligns with the specific aspect being measured, such as Necessities, Lacks, Wants, Learning Preferences, Classroom Conditions, Teacher Support, or Material Requirements.
3. Place a checkmark (✓) in either the R (Relevant) or NR (Not Relevant) column.
4. If needed, provide comments, suggestions, or recommended revisions in the Remarks column.
5. Review all items consistently and systematically to help ensure the content validity and appropriateness of the interview instrument.

No	Category	Question /Items	R	NR	Remarks
20	Necessities	Do teachers understand the concept of Sustainable Development Goals (SDGs)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
21	Necessities	Do teachers know which SDG 1 topics grade 5 students can understand easily?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
22	Necessities	Can teachers identify SDG-1 topics that are relevant to students' daily life?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
23	Necessities	Can teachers prioritize which SDG-1 topic should be introduced first to grade 5 students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
24	Lacks	Do teachers understand their role in using the SDG-1 digital storybook in class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

25	Lacks	Can teachers identify possible challenges in using the SDG-1 digital storybook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
26	Lacks	Do teachers know what the best strategies to implement the SDG-1 digital storybook for student grade 5?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
27	Lacks	Do teachers know which aspects of SDG-1 are most difficult for students to understand?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
28	Wants	Do teachers know which SDG-1 subtopics are most suitable for English reading lessons?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
29	Wants	Do teachers understand whether students learn better individually or in groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
30	Wants	Do teachers understand which learning style such as individual or group is the best while implementing SDG-1 based digital storybook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
31	Learning Preferences	Can teachers identify factors that support students' comprehension of SDG-1?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
32	Learning Preferences	Do teachers know what support students need to identify cause-effect relationships, main ideas, and supporting details related to SDG-1?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
33	Learning Preferences	Do teachers know which teaching activities are most effective when integrating SDG-1?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
34	Learning Preferences	Do teachers know which reading activities best help students understand SDG-1 such as shared reading, guided reading, or group reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
35	Classroom Conditions	Can teachers predict how students respond to interactive reading activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
36	Classroom Conditions	Do teachers know which classroom conditions help students stay engaged when reading activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
37	Classroom Conditions	Can teachers identify students' preferred learning styles such as visual, auditory, or multimodal when reading SDG-1 stories?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
38	Teacher Support	Do teachers know what students benefit from supplementary aids such as pictures, audio, or animation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

39	Teacher Support	Do teachers know which types of feedback help students understand story sequences and waste reduction messages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
40	Teacher Support	Do teachers know how long the story is most suitable for teaching SDG-1 to grade 5 students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
41	Material Requirements	Do teachers know which types of characters are easiest for students to understand in SDG-1 stories?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
42	Material Requirements	Do teachers know which types of story content are most suitable for SDG-1 lessons?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
43	Material Requirements	Do teachers know what SDG-1 content can be effectively included in reading stories and how students respond to waste reduction themes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
44	Material Requirements	Do teachers know which SDG-1 themes are most engaging for grade 5 students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
45	Material Requirements	Do teachers know what support or resources are needed to help them teach SDG-1 effectively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General Comment: -

Date: November, 20, 2025

Validator Instrument



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
198805172012122002

Validation of the Research Instrument for the Criteria of the Digital Storybook Reading Content.

This validation sheet is used by expert validators to assess the relevance and clarity of each item in the research instrument for evaluating digital storybook reading content. Validators are asked to review each item carefully and determine whether the item is appropriate, relevant, and aligned with the intended construct.

Rating Criteria

Validators should mark one of the following options for each item:

Score	Category
R (Relevant)	The item is appropriate, clearly stated, and accurately represents the intended aspect. No revision or only minor revision is needed.
NR (Not Relevant)	The item does not fit the intended aspect, is unclear, or requires major revision.

How to Validate the Items

1. Read each item under the *Items* column thoroughly.
2. Determine whether the item corresponds appropriately to the aspect being measured (e.g., Purposeful, Sustained, Interactive).
3. Place a checkmark (✓) in **either** the **R** or **NR** column.
4. Provide comments, suggestions, or recommended revisions in the **Remarks** column if necessary.
5. Review all items systematically to ensure content validity of the instrument.

Notes for Validators

- Consider the clarity, relevance, and alignment of each item with the theoretical framework of digital storybook quality.
- Comments are highly encouraged, especially for items marked **NR**, to guide the improvement of the instrument.
- The overall feedback will be used to revise and refine the research instrument before implementation.

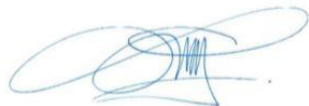
NO	Aspect	Items	R	NR	Remarks
1	Purposeful	The digital storybook has a clear learning goal and supports school-related learning content.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Purposeful	The digital storybook multimedia features such as images, sound, and animation is chosen to strengthen the content of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

3	Purposeful	The digital storybook content is presented concisely, not long, and does not require technical knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Sustained	The digital storybook story and features keep the children engaged while reading until the end.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Sustained	The digital storybook use cliffhangers, light conflicts, or curiosity that encourage children to continue reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Sustained	The digital storybook presents visual and narrative variation across pages that maintain children curiosity during reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Intercultural	The language, names, or expressions in the story reflect the cultural realities depicted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Intercultural	There is no character in digital storybook is depicted as inferior/superior based on cultural background.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Intercultural	The digital storybook story shows that cross-cultural cooperation strengthens shared values.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Interactive	In the digital storybook there are no excessive visual or audio elements to confuse the child.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Interactive	The digital storybook interaction helps children follow the story's progress gradually.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Interactive	The digital storybook provides interactive features such as pop up words to help children understand to the story content.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Child friendly	The digital storybook uses simple language that suits children's reading level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Child friendly	The amount of text per page is age-appropriate, and the narrative language is simple and child-friendly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	Child friendly	The visual elements in the digital storybook are not too crowded and there is no distracting music or sound.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16	Accessible	The digital storybook includes helpful features like audio.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17	Accessible	The digital storybook provides simple pop-up explanations for difficult words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
18	Accessible	The digital storybook uses clear and meaningful visual illustration that support children understanding of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
19	Personalizable	The digital storybook invites children to give a simple personal response at the end of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

20	Personalizable	The digital storybook asks children to choose which character they would like to be.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
21	Personalizable	The digital storybook asks children to choose their feelings about the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
22	Creative	The digital storybook uses imaginative visuals such as unique characters, settings, or objects	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
23	Creative	The digital storybook uses sound effects or music that match the situation in the story for example calm music in peaceful scenes, lively sounds in action scenes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
24	Creative	The digital storybook includes visual and sound elements that enhance children engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
25	Social	The digital storybook shows characters interacting in positive social ways for example helping and sharing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
26	Social	The digital storybook presents simple situations that illustrate social values such as empathy respect, or kindness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
27	Social	The digital storybook includes scenarios where characters work together to solve a problem, promoting teamwork and cooperation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General Comment:

Date: November, 20, 2025
Validator Instrument



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
198805172012122002



Validation of the Research Instrument for the Reading Behavioral Engagement based Reading Material

This validation sheet is used by expert validators to assess the relevance and clarity of each item in the research instrument for evaluating reading behavioral engagement-based reading material. Validators are asked to review each item carefully and determine whether the item is appropriate, relevant, and aligned with the intended construct.

Rating Criteria

Validators should mark one of the following options for each item:

Score	Category
R (Relevant)	The item is appropriate, clearly stated, and accurately represents the intended aspect. No revision or only minor revision is needed.
NR (Not Relevant)	The item does not fit the intended aspect, is unclear, or requires major revision.

How to Validate the Items

1. Read each item under the *Items* column thoroughly.
2. Determine whether the item corresponds appropriately to the aspect being measured (e.g., Purposeful, Sustained, Interactive).
3. Place a checkmark (✓) in **either** the **R** or **NR** column.
4. Provide comments, suggestions, or recommended revisions in the **Remarks** column if necessary.
5. Review all items systematically to ensure content validity of the instrument.

Notes for Validators

- Consider the clarity, relevance, and alignment of each item with the theoretical framework of digital storybook quality.
- Comments are highly encouraged, especially for items marked **NR**, to guide the improvement of the instrument.
- The overall feedback will be used to revise and refine the research instrument before implementation.

NO	Aspect	Items	R	NR	Remarks
1	Effort	The Digital Storybook is able to encourage students to keep reading even when the story is difficult.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

2	Effort	The Digital Storybook is able to motivate students to try harder in understanding the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Effort	The Digital Storybook is able to encourage students to reread parts of the story to improve their understanding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Persistence	The Digital Storybook is able to support students to finish the story until the end.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Persistence	The Digital Storybook is able to help students continue reading even when they encounter difficult words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Persistence	The Digital Storybook is able to help students return to the story and continue reading after short breaks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Attention	The Digital Storybook is able to maintain students' attention during reading activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Attention	The Digital Storybook is able to help students stay focused without being easily distracted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Attention	The Digital Storybook is able to keep students focused through features that maintain their engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Positive Conduct	The Digital Storybook is able to promote positive behavior during reading sessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Positive Conduct	The Digital Storybook is able to reduce disruptive behavior while students are reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Positive Conduct	The Digital Storybook is able to promote responsible use of digital tools during reading activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Active Participation	The Digital Storybook is able to encourage students to participate actively in shared reading activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Active Participation	The Digital Storybook is able to stimulate students to share their reading experiences with peers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	Active Participation	The Digital Storybook is able to motivate students to join discussions related to the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16	Reading Frequency	The Digital Storybook is able to increase how often students read storybooks at home or in school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17	Reading Frequency	The Digital Storybook is able to motivate students to borrow or choose more storybooks to read.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
18	Reading Frequency	The Digital Storybook is able to encourage students to read storybooks more regularly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
19	Interaction with Texts	The Digital Storybook is able to inspire students to explore more about the story they read.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20	Interaction with Texts	The Digital Storybook is able to help students connect the story to their own experiences or knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

21	Interaction with Texts	The Digital Storybook is able to motivate students to explore other stories with similar themes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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General Comment:-

Date: November, 20, 2025
Validator Instrument



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
198805172012122002



Validation of the Research Instrument Expert Validation Checklist on SDG-1 Based Content

This validation sheet is used by expert validators to assess the relevance and clarity of each item in the research instrument for evaluating digital storybook SDG-1 related content. Validators are asked to review each item carefully and determine whether the item is appropriate, relevant, and aligned with the intended construct.

Rating Criteria

Validators should mark one of the following options for each item:

Score	Category
R (Relevant)	The item is appropriate, clearly stated, and accurately represents the intended aspect. No revision or only minor revision is needed.
NR (Not Relevant)	The item does not fit the intended aspect, is unclear, or requires major revision.

How to Validate the Items

1. Read each item under the *Items* column thoroughly.
2. Determine whether the item corresponds appropriately to the aspect being measured (e.g., Purposeful, Sustained, Interactive).
3. Place a checkmark (✓) in **either** the **R** or **NR** column.
4. Provide comments, suggestions, or recommended revisions in the **Remarks** column if necessary.
5. Review all items systematically to ensure content validity of the instrument.

Notes for Validators

- Consider the clarity, relevance, and alignment of each item with the theoretical framework of digital storybook quality.
- Comments are highly encouraged, especially for items marked **NR**, to guide the improvement of the instrument.
- The overall feedback will be used to revise and refine the research instrument before implementation.

NO	Aspect	Items	1	2	Remarks
			R	NR	
1	Supporting fair access to basic needs	The digital storybook shows characters helping others access basic needs such as food, clothes, or safety.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

2	Supporting fair access to basic needs	The digital storybook encourages small actions that help make life fairer for others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Supporting fair access to basic needs	The digital storybook presents simple ways children can support people who have fewer resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Supporting social fairness and justice	The digital storybook shows characters treating others fairly regardless of background or economic status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Supporting social fairness and justice	The digital storybook avoids negative portrayals or stereotypes of people experiencing poverty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Supporting social fairness and justice	The digital storybook shows characters sharing responsibilities fairly to support their community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General Comment:-

Date: November, 20, 2025

Validator Instrument



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

198805172012122002



Appendix 4 Validation of Instrument from Expert 2



Validation of the Research Instrument for Observation Sheet

This validation sheet is used by expert validators to assess the relevance and clarity of each item in the research instrument for evaluating students' needs (Target Needs: Necessities, Lacks, Wants; and Learning Needs). Validators are asked to review each item carefully and determine whether the item is appropriate, relevant, and aligned with the intended construct.

Rating Criteria:

Score	Category
R (Relevant)	The item is appropriate, clearly stated, and accurately represents the intended aspect. No revision or only minor revision is needed.
NR (Not Relevant)	The item does not fit the intended aspect, is unclear, or requires major revision.

How to Validate the Items:

- Read each item thoroughly.
- Determine whether the item corresponds appropriately to the aspect being measured.
- Place a checkmark (✓) in either the R or NR column.
- Provide comments or recommended revisions in the Remarks column.
- Review all items systematically to ensure content validity.

No	Aspect	Indicator	R	NR	Remarks
1	Necessities	Is there availability of reading materials and exercises related to No Poverty (SDG-1)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Necessities	Do students need guidance to stay focused while reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Necessities	Do students need clear explanations of unfamiliar SDG-1 terms?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Necessities	Is the story length appropriate to avoid cognitive overload?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Necessities	Is the reading content aligned with students' cognitive level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Lack	Do students lack understanding of SDG-1 concepts?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

7	Lack	Do students lack strategies to interpret SDG-related content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Lack	Do students have limited prior knowledge to examples of No Poverty?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Lack	Do students struggle to connect between story content and real-world issues?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Lack	Do students show limited awareness of SDG-1 relevance to problem-solving?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Wants	Do students prefer stories with themes related to Waste reduction?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Wants	Do students prefer visually appealing reading materials?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Wants	Do students prefer characters that match their age or personality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Wants	Do students prefer stories connected to real-life situation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	Wants	Do students engage with reading materials?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16	Learning Needs	Do students need relatable characters to support engagement and comprehension?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17	Learning Needs	Do students need guided questions to stay engaged during reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
18	Learning Needs	Do students need visual elements to support understanding?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
19	Learning Needs	Do students prefer individual, pair, or group reading activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General Comment: Great. Clear statement for each point.

Date: November, 25, 2025

Validator Instrument



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP. 198904082023212043

Validation of the Research Instrument for Interview Guide

This validation sheet is used by teachers to assess the clarity, relevance, and alignment of each item in the Interview Guide Instrument for SDG-1: Integration in Reading Lessons. Validators are expected to review each interview item carefully and determine whether it accurately represents the construct it is intended to measure (Necessities, Lacks, Wants, or Learning Needs).

Rating Criteria:

Score	Category
R (Relevant)	The item is appropriate, clearly stated, and accurately represents the intended aspect. No revision or only minor revision is needed.
NR (Not Relevant)	The item does not fit the intended aspect, is unclear, or requires major revision.

How to Validate the Items

1. Read each interview item thoroughly under the *Item/Indicator* column.
2. Determine whether the item aligns with the specific aspect being measured, such as Necessities, Lacks, Wants, Learning Preferences, Classroom Conditions, Teacher Support, or Material Requirements.
3. Place a checkmark (✓) in either the R (Relevant) or NR (Not Relevant) column.
4. If needed, provide comments, suggestions, or recommended revisions in the Remarks column.
5. Review all items consistently and systematically to help ensure the content validity and appropriateness of the interview instrument.

No	Category	Question /Items	R	NR	Remarks
20	Necessities	Do teachers understand the concept of Sustainable Development Goals (SDGs)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
21	Necessities	Do teachers know which SDG 1 topics grade 5 students can understand easily?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
22	Necessities	Can teachers identify SDG-1 topics that are relevant to students' daily life?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
23	Necessities	Can teachers prioritize which SDG-1 topic should be introduced first to grade 5 students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
24	Lacks	Do teachers understand their role in using the SDG-1 digital storybook in class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

25	Lacks	Can teachers identify possible challenges in using the SDG-1 digital storybook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
26	Lacks	Do teachers know what the best strategies to implement the SDG-1 digital storybook for student grade 5?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
27	Lacks	Do teachers know which aspects of SDG-1 are most difficult for students to understand?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
28	Wants	Do teachers know which SDG-1 subtopics are most suitable for English reading lessons?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
29	Wants	Do teachers understand whether students learn better individually or in groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
30	Wants	Do teachers understand which learning style such as individual or group is the best while implementing SDG-1 based digital storybook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
31	Learning Preferences	Can teachers identify factors that support students' comprehension of SDG-1?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
32	Learning Preferences	Do teachers know what support students need to identify cause-effect relationships, main ideas, and supporting details related to SDG-1?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
33	Learning Preferences	Do teachers know which teaching activities are most effective when integrating SDG-1?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
34	Learning Preferences	Do teachers know which reading activities best help students understand SDG-1 such as shared reading, guided reading, or group reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
35	Classroom Conditions	Can teachers predict how students respond to interactive reading activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
36	Classroom Conditions	Do teachers know which classroom conditions help students stay engaged when reading activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
37	Classroom Conditions	Can teachers identify students' preferred learning styles such as visual, auditory, or multimodal when reading SDG-1 stories?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
38	Teacher Support	Do teachers know what students benefit from supplementary aids such as pictures, audio, or animation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

39	Teacher Support	Do teachers know which types of feedback help students understand story sequences and waste reduction messages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
40	Teacher Support	Do teachers know how long the story is most suitable for teaching SDG-1 to grade 5 students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
41	Material Requirements	Do teachers know which types of characters are easiest for students to understand in SDG-1 stories?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
42	Material Requirements	Do teachers know which types of story content are most suitable for SDG-1 lessons?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
43	Material Requirements	Do teachers know what SDG-1 content can be effectively included in reading stories and how students respond to waste reduction themes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
44	Material Requirements	Do teachers know which SDG-1 themes are most engaging for grade 5 students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
45	Material Requirements	Do teachers know what support or resources are needed to help them teach SDG-1 effectively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General Comment: Well done!

Date: November, 25, 2025

Validator Instrument



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP. 198904082023212043

Validation of the Research Instrument for the Criteria of the Digital Storybook Reading Content.

This validation sheet is used by expert validators to assess the relevance and clarity of each item in the research instrument for evaluating digital storybook reading content. Validators are asked to review each item carefully and determine whether the item is appropriate, relevant, and aligned with the intended construct.

Rating Criteria

Validators should mark one of the following options for each item:

Score	Category
R (Relevant)	The item is appropriate, clearly stated, and accurately represents the intended aspect. No revision or only minor revision is needed.
NR (Not Relevant)	The item does not fit the intended aspect, is unclear, or requires major revision.

How to Validate the Items

1. Read each item under the *Items* column thoroughly.
2. Determine whether the item corresponds appropriately to the aspect being measured (e.g., Purposeful, Sustained, Interactive).
3. Place a checkmark (✓) in **either** the **R** or **NR** column.
4. Provide comments, suggestions, or recommended revisions in the **Remarks** column if necessary.
5. Review all items systematically to ensure content validity of the instrument.

Notes for Validators

- Consider the clarity, relevance, and alignment of each item with the theoretical framework of digital storybook quality.
- Comments are highly encouraged, especially for items marked **NR**, to guide the improvement of the instrument.
- The overall feedback will be used to revise and refine the research instrument before implementation.

NO	Aspect	Items	R	NR	Remarks
1	Purposeful	The digital storybook has a clear learning goal and supports school-related learning content.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Purposeful	The digital storybook multimedia features such as images, sound, and animation is chosen to strengthen the content of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Purposeful	The digital storybook content is presented concisely, not long, and does not require technical knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Sustained	The digital storybook story and features keep the children engaged while reading until the end.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Sustained	The digital storybook use cliffhangers, light conflicts, or curiosity that encourage children to continue reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Sustained	The digital storybook presents visual and narrative variation across pages that maintain children curiosity during reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Intercultural	The language, names, or expressions in the story reflect the cultural realities depicted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Intercultural	There is no character in digital storybook is depicted as inferior/superior based on cultural background.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Intercultural	The digital storybook story shows that cross-cultural cooperation strengthens shared values.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Interactive	In the digital storybook there are no excessive visual or audio elements to confuse the child.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Interactive	The digital storybook interaction helps children follow the story's progress gradually.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Interactive	The digital storybook provides interactive features such as pop up words to help children understand to the story content.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Child friendly	The digital storybook uses simple language that suits children's reading level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Child friendly	The amount of text per page is age-appropriate, and the narrative language is simple and child-friendly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	Child friendly	The visual elements in the digital storybook are not too crowded and there is no distracting music or sound.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16	Accessible	The digital storybook includes helpful features like audio.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17	Accessible	The digital storybook provides simple pop-up explanations for difficult words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

18	Accessible	The digital storybook uses clear and meaningful visual illustration that support children understanding of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
19	Personalizable	The digital storybook invites children to give a simple personal response at the end of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20	Personalizable	The digital storybook asks children to choose which character they would like to be.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
21	Personalizable	The digital storybook asks children to choose their feelings about the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
22	Creative	The digital storybook uses imaginative visuals such as unique characters, settings, or objects	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
23	Creative	The digital storybook uses sound effects or music that match the situation in the story for example calm music in peaceful scenes, lively sounds in action scenes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
24	Creative	The digital storybook includes visual and sound elements that enhance children engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
25	Social	The digital storybook shows characters interacting in positive social ways for example helping and sharing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
26	Social	The digital storybook presents simple situations that illustrate social values such as empathy respect, or kindness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
27	Social	The digital storybook includes scenarios where characters work together to solve a problem, promoting teamwork and cooperation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General Comment:

Date: November, 25, 2025

Validator Instrument



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP. 198904082023212043

Validation of the Research Instrument for the Reading Behavioral Engagement based Reading Material

This validation sheet is used by expert validators to assess the relevance and clarity of each item in the research instrument for evaluating reading behavioral engagement-based reading material. Validators are asked to review each item carefully and determine whether the item is appropriate, relevant, and aligned with the intended construct.

Rating Criteria

Validators should mark one of the following options for each item:

Score	Category
R (Relevant)	The item is appropriate, clearly stated, and accurately represents the intended aspect. No revision or only minor revision is needed.
NR (Not Relevant)	The item does not fit the intended aspect, is unclear, or requires major revision.

How to Validate the Items

1. Read each item under the *Items* column thoroughly.
2. Determine whether the item corresponds appropriately to the aspect being measured (e.g., Purposeful, Sustained, Interactive).
3. Place a checkmark (✓) in **either** the **R** or **NR** column.
4. Provide comments, suggestions, or recommended revisions in the **Remarks** column if necessary.
5. Review all items systematically to ensure content validity of the instrument.

Notes for Validators

- Consider the clarity, relevance, and alignment of each item with the theoretical framework of digital storybook quality.
- Comments are highly encouraged, especially for items marked **NR**, to guide the improvement of the instrument.
- The overall feedback will be used to revise and refine the research instrument before implementation.

NO	Aspect	Items	R	NR	Remarks
1	Effort	The Digital Storybook is able to encourage students to keep reading even when the story is difficult.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

2	Effort	The Digital Storybook is able to motivate students to try harder in understanding the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Effort	The Digital Storybook is able to encourage students to reread parts of the story to improve their understanding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Persistence	The Digital Storybook is able to support students to finish the story until the end.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Persistence	The Digital Storybook is able to help students continue reading even when they encounter difficult words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Persistence	The Digital Storybook is able to help students return to the story and continue reading after short breaks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Attention	The Digital Storybook is able to maintain students' attention during reading activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Attention	The Digital Storybook is able to help students stay focused without being easily distracted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Attention	The Digital Storybook is able to keep students focused through features that maintain their engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Positive Conduct	The Digital Storybook is able to promote positive behavior during reading sessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Positive Conduct	The Digital Storybook is able to reduce disruptive behavior while students are reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Positive Conduct	The Digital Storybook is able to promote responsible use of digital tools during reading activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Active Participation	The Digital Storybook is able to encourage students to participate actively in shared reading activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Active Participation	The Digital Storybook is able to stimulate students to share their reading experiences with peers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	Active Participation	The Digital Storybook is able to motivate students to join discussions related to the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16	Reading Frequency	The Digital Storybook is able to increase how often students read storybooks at home or in school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17	Reading Frequency	The Digital Storybook is able to motivate students to borrow or choose more storybooks to read.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
18	Reading Frequency	The Digital Storybook is able to encourage students to read storybooks more regularly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
19	Interaction with Texts	The Digital Storybook is able to inspire students to explore more about the story they read.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20	Interaction with Texts	The Digital Storybook is able to help students connect the story to their own experiences or knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

21	Interaction with Texts	The Digital Storybook is able to motivate students to explore other stories with similar themes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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General Comment:

Date: November, 25, 2025
Validator Instrument



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
NIP. 198904082023212043



Validation of the Research Instrument Expert Validation Checklist on SDG-1 Based Content

This validation sheet is used by expert validators to assess the relevance and clarity of each item in the research instrument for evaluating digital storybook SDG-1 related content. Validators are asked to review each item carefully and determine whether the item is appropriate, relevant, and aligned with the intended construct.

Rating Criteria

Validators should mark one of the following options for each item:

Score	Category
R (Relevant)	The item is appropriate, clearly stated, and accurately represents the intended aspect. No revision or only minor revision is needed.
NR (Not Relevant)	The item does not fit the intended aspect, is unclear, or requires major revision.

How to Validate the Items

1. Read each item under the *Items* column thoroughly.
2. Determine whether the item corresponds appropriately to the aspect being measured (e.g., Purposeful, Sustained, Interactive).
3. Place a checkmark (✓) in **either** the **R** or **NR** column.
4. Provide comments, suggestions, or recommended revisions in the **Remarks** column if necessary.
5. Review all items systematically to ensure content validity of the instrument.

Notes for Validators

- Consider the clarity, relevance, and alignment of each item with the theoretical framework of digital storybook quality.
- Comments are highly encouraged, especially for items marked **NR**, to guide the improvement of the instrument.
- The overall feedback will be used to revise and refine the research instrument before implementation.

NO	Aspect	Items	1 R	2 NR	Remarks
1	Supporting fair access to basic needs	The digital storybook shows characters helping others access basic needs such as food, clothes, or safety.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

2	Supporting fair access to basic needs	The digital storybook encourages small actions that help make life fairer for others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Supporting fair access to basic needs	The digital storybook presents simple ways children can support people who have fewer resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Supporting social fairness and justice	The digital storybook shows characters treating others fairly regardless of background or economic status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Supporting social fairness and justice	The digital storybook avoids negative portrayals or stereotypes of people experiencing poverty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Supporting social fairness and justice	The digital storybook shows characters sharing responsibilities fairly to support their community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General Comment:

Date: November, 25, 2025

Validator Instrument



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP. 198904082023212043



Appendix 5 Observation Result

Instrument for Observation Sheet

Instruction for Completing the Learners' Needs Observation Sheet (SDG-Based Reading Material Development)

This observation sheet is designed to identify students' needs related to SDG-based reading materials, specifically focusing on No Poverty (SDG-1). The instrument evaluates several aspects categorized into Target Needs (Necessities, Lacks, Wants) and Learning Needs.

Please read each item carefully and observe actual conditions during reading activities.

Rating Scale

Score	Category
A (Available)	The information, practice, or condition mentioned in the item is present or applicable in your teaching context.
NA (Not Available)	The information, practice, or condition is not present or does not apply to your teaching context.

How to Complete the Observation Sheet

1. Read each item in the indicator column carefully.
2. Observe students' behavior, reading materials, and classroom conditions.
3. Place a checkmark (✓) in **A** if the item is observed, or **NA** if it is not observed.
4. Provide brief notes or explanations in the Remarks column if needed.

Important Notes

- Observations should be based only on visible and measurable evidence during reading activities.
- If an item appears partially, inconsistently, or unclearly, please specify details in the Remarks column.
- This instrument may be used for observing one class or comparing needs across multiple classes.
- The findings from this instrument will support the development of a digital SDG-based storybook aligned with students' needs.



Date: Thursday, 7, 14, and 21 August 2025

No	Aspect	Indicator	A	NA	Remarks
1	Necessities	Is there availability of reading materials and exercises related to No Poverty (SDG-1)?		✓	There are no reading materials specifically discussing SDG-1 in the English reading class.
2	Necessities	Do students need guidance to stay focused while reading?	✓		Several students lose focus during reading activities and require teacher guidance.
3	Necessities	Do students need clear explanations of unfamiliar SDG-1 terms?	✓		Students ask for clarification when encountering unfamiliar words or concepts.
4	Necessities	Is the story length appropriate to avoid cognitive overload?		✓	Some reading texts appear too long for students and reduce their focus.
5	Necessities	Is the reading content aligned with students' cognitive level?	✓		Most reading materials are understandable but still require support from the teacher.
6	Lack	Do students lack understanding of SDG-1 concepts?	✓		Students are not familiar with poverty-related concepts in English reading texts.
7	Lack	Do students lack strategies to interpret SDG-related content?	✓		Students tend to read the text without applying strategies to interpret deeper meaning.
8	Lack	Do students have limited prior knowledge to examples of No Poverty?	✓		Students have limited background knowledge about poverty issues.
9	Lack	Do students struggle to connect between story content and real-world issues?	✓		Students rarely relate the story to real-life situations without teacher explanation.
10	Lack	Do students show limited awareness of SDG-1 relevance to problem-solving?	✓		Students have not shown awareness of how reading topics relate to real-world problems.
11	Wants	Do students prefer stories with themes related to Waste reduction?		✓	Waste reduction is not commonly discussed in reading materials in this class.
12	Wants	Do students prefer visually appealing reading materials?	✓		Students show more interest when reading materials include illustrations.
13	Wants	Do students prefer characters that match their age or personality?	✓		Students respond more positively to characters similar to their age.

14	Wants	Do students prefer stories connected to real-life situations?	✓		Students appear more engaged when stories reflect real-life experiences.
15	Wants	Do students engage with reading materials?		✓	Some students appear passive during reading sessions.
16	Learning Needs	Do students need relatable characters to support engagement and comprehension?	✓		Relatable characters help students understand the story more easily.
17	Learning Needs	Do students need guided questions to stay engaged during reading?	✓		Guiding questions help students remain focused during reading activities.
18	Learning Needs	Do students need visual elements to support understanding?	✓		Visual elements such as illustrations support comprehension.
19	Learning Needs	Do students prefer individual, pair, or group reading activity?	✓		Students show better engagement during pair or group reading activities.



Appendix 6 Interview Result

INSTRUMENT OF INTERVIEW GUIDE

Instruction for completing the SDG-1 needs analysis instrument

This instrument is designed to gather information about teachers' perceptions, challenges, preferences, and needs related to integrating SDG-1: No Poverty into English reading lessons at the elementary school level. The instrument consists of several categories, including Necessities, Lacks, Wants, Learning Preferences, Classroom Learning Conditions, Teacher Support, and Material Requirements.

Please read each item carefully and observe actual conditions during reading activities.

Rating Scale

Score	Category
A (Available)	The information, practice, or condition mentioned in the item is present or applicable in your teaching context.
NA (Not Available)	The information, practice, or condition is not present or does not apply to your teaching context.

How to Complete the Observation Sheet

1. Read each item in the indicator column carefully.
2. Observe students' behavior, reading materials, and classroom conditions.
3. Place a checkmark (✓) in A if the item is observed, or NA if it is not observed.
4. Provide brief notes or explanations in the Remarks column if needed.

How to Complete the Instrument

1. Read each item thoroughly in the Item/Indicator column.
2. Decide whether the information or condition described is available or not in your classroom, teaching experience, or understanding of SDG-1.
3. Place a checkmark (✓) in either the A (Available) or NA (Not Available) column.
4. If needed, write additional explanations, examples, or notes in the Remarks column.
5. Continue until you have completed all items across all categories.

Important Notes: Your responses should be based on your real and actual classroom conditions.

Date: Tuesday, 26 August 2025

No	Category	Question/Items	A	NA	Remarks
20	Necessities	Do teachers understand the concept of Sustainable Development Goals (SDGs)?		✓	The teacher has heard about SDGs but does not have a comprehensive understanding of the concept.
21	Necessities	Do teachers know which SDG-1 topics grade 5 students can understand easily?	✓		The teacher mentioned simple concepts such as helping others and sharing resources.
22	Necessities	Can teachers identify SDG-1 topics that are relevant to students' daily life?	✓		Teacher suggested examples related to helping friends and community support.
23	Necessities	Can teachers prioritize which SDG-1 topic should be introduced first to grade 5 students?	✓		Teacher prefers introducing basic social awareness topics first.
24	Lacks	Do teachers understand their role in using the SDG-1 digital storybook in class?	✓		Teacher understands the role of guiding students during digital reading.
25	Lacks	Can teachers identify possible challenges in using the SDG-1 digital storybook?	✓		Teacher mentioned possible challenges such as students' attention span.
26	Lacks	Do teachers know what the best strategies to implement the SDG-1 digital storybook for student grade 5?		✓	Teacher stated that strategies still need to be explored.
27	Lacks	Do teachers know which aspects of SDG-1 are most difficult for students to understand?	✓		Teacher mentioned that abstract poverty concepts may be difficult.
28	Wants	Do teachers know which SDG-1 subtopics are most suitable for English reading lessons?	✓		Teacher suggested simple daily-life topics.
29	Wants	Do teachers understand whether students learn better individually or in groups?	✓		Teacher observed that students often engage better in group activities.
30	Wants	Do teachers understand which learning style such as individual or group is the best while implementing SDG-1 based digital storybook?	✓		Teacher prefers combining individual and group reading.
31	Learning Preferences	Can teachers identify factors that support students' comprehension of SDG-1?	✓		Visual support and simple explanations help comprehension.

32	Learning Preferences	Do teachers know what support students need to identify cause-effect relationships, main ideas, and supporting details related to SDG-1?	✓		Teacher mentioned guiding questions and discussion.
33	Learning Preferences	Do teachers know which teaching activities are most effective when integrating SDG-1?	✓		Teacher suggested storytelling and discussion activities.
34	Learning Preferences	Do teachers know which reading activities best help students understand SDG-1 such as shared reading, guided reading, or group reading?	✓		Teacher indicated guided reading works well.
35	Classroom Conditions	Can teachers predict how students respond to interactive reading activities?	✓		Teacher stated students usually respond positively.
36	Classroom Conditions	Do teachers know which classroom conditions help students stay engaged when reading activities?	✓		A supportive and interactive environment helps engagement.
37	Classroom Conditions	Can teachers identify students' preferred learning styles such as visual, auditory, or multimodal when reading SDG-1 stories?	✓		Teacher observed students respond well to visual materials.
38	Teacher Support	Do teachers know what students benefit from supplementary aids such as pictures, audio, or animation?	✓		Teacher believes visual and audio elements help engagement.
39	Teacher Support	Do teachers know which types of feedback help students understand story sequences and waste reduction messages?		✓	Teacher stated feedback strategies still need development.
40	Teacher Support	Do teachers know how long the story is most suitable for teaching SDG-1 to grade 5 students?	✓		Teacher suggested short stories are more effective.
41	Material Requirements	Do teachers know which types of characters are easiest for students to understand in SDG-1 stories?	✓		Teacher prefers characters similar to students' age.
42	Material Requirements	Do teachers know which types of story content are most suitable for SDG-1 lessons?	✓		Teacher recommended simple everyday situations.

43	Material Requirements	Do teachers know what SDG-1 content can be effectively included in reading stories and how students respond to waste reduction themes?		✓	Teacher stated SDG-1 integration in stories has not been widely implemented.
44	Material Requirements	Do teachers know which SDG-1 themes are most engaging for grade 5 students?	✓		Helping others and community care are considered engaging themes.
45	Material Requirements	Do teachers know what support or resources are needed to help them teach SDG-1 effectively?	✓		Teacher stated that digital storybooks and visual materials would help.



Appendix 7 Checklist result from Expert 1

1. Researcher Information

- a) Name : Kadek Dian Nitami
- b) NIM : 2212021071
- c) Study Program : English Language Education
- d) University : Universitas Pendidikan Ganesha
- e) Thesis Title : Development Of Digital Storybook on SDG-1 To Facilitate Reading Behavioural Engagement of Fifth Grade Students at Sd Lab Undiksha

2. Product Information

- a) Title of the Digital Storybook: Sharing is Caring
- b) Theme : SDG 1 No Poverty/ Sharing Food
- c) Target Grade Level : Grade 5 Elementary School
- d) School Name : SD Lab Undiksha Singaraja
- e) Product Format : Digital Link
- f) Product : <https://sharingiscaring-digital-storybook.netlify.app/>

3. Expert Information

- a) Full Name : Prof.Dr. Putu Kerti Nitiasih, M.A.
- b) Institution : Universitas Pendidikan Ganesha
- c) Date of Evaluation : February, 22, 2026

CRITERIA OF DIGITAL STORYBOOK

Research Objective:

To evaluate the quality of the developed SDG-1 digital storybook, as assessed by experts, in terms of content, design, and relevance to literacy and sustainability education.

INSTRUMENT DEVELOPMENT BASIS

The development of this digital storybook evaluation instrument is based on the quality criteria proposed by Vackova et al (2023) who identified nine key dimensions essential for ensuring meaningful, engaging, and developmentally appropriate digital reading material for young children. These dimensions include purposeful design, sustained engagement, intercultural representation, interactivity, and child-friendly usability, all of which reflect current theoretical and empirical understanding of effective digital literacy tools. Drawing on the literature on children's digital books, interactive multimodality, cognitive load theory, and inclusive design principles, each item in this instrument is structured to operationalize observable indicators that align with evidence-based characteristics of high-quality digital storybooks. The instrument aims to capture the pedagogical and experiential aspects of digital reading by assessing the clarity of learning objectives, the capacity to sustain children's attention, the cultural sensitivity of the content, the relevance of interactive features, and the appropriateness of the interface for young learners. Through this framework, the instrument ensures that digital storybook evaluation is systematic, reliable, and aligned with internationally recognized quality standards for children's digital media.

REFERENCES

- Vackova, P., Cermakova, A., & Kucirkova, N. (2023). Children's digital books: development, testing and dissemination of quality criteria. In *Children's Digital Books: Development, Testing and Dissemination of Quality Criteria* (first edition). University in Stavanger.
<https://doi.org/10.31265/usps.268>

Blue Print Criteria of Digital Storybook

Answer Scale: 4. VR= Very Relevant; 3. QR= Quite Relevant; 2. SR= Somewhat Relevant; 1. NR= Not Relevant

Category	Aspects	Items	No Item
Quality of Digital Storybook	Purposeful	<ul style="list-style-type: none"> - The Digital Storybook has a clear learning goal and supports school-related learning content. - Multimedia such as images, sound, animation is chosen to strengthen the content of the story. - The information is presented concisely, not long, and does not require technical knowledge. 	1-3
	Sustained	<ul style="list-style-type: none"> - The story and features of this digital storybook keep the children engaged in reading until the end. - Stories use cliffhangers, light conflicts, or curiosity that encourage children to continue reading. - The Digital Storybook present visual and narrative variations across pages that maintain children curiosity during reading 	4-6
	Intercultural	<ul style="list-style-type: none"> - The language, names, or expressions in the story reflect the cultural realities depicted. - No character is depicted as inferior/superior based on cultural background. - The story shows that cross-cultural cooperation strengthens shared values. 	7-9
	Interactive	<ul style="list-style-type: none"> - There are no excessive visual or audio elements to confuse the child. - Interaction helps children follow the story's progress gradually. - Activating features such as pop-up vocabulary provide additional information to support understanding. 	10-12
	Child friendly	<ul style="list-style-type: none"> - Use of simple and clear language appropriate for children's reading level - The amount of text per page is age-appropriate, and the narrative language is simple and child-friendly. - The visual elements are not too crowded and there is no distracting music or sound. 	13-15
	Accessible	<ul style="list-style-type: none"> - Availability of features that support children in reading like audio - Presence of simple explanations for difficult words 	16-18

		<ul style="list-style-type: none"> - Use of clear visual illustration that help children understand the story 	
	Personalizable	<ul style="list-style-type: none"> - Opportunities for children to give a simple personal response at the end of the story - Availability of options for children to choose preferred characters - Opportunities for children to express their feelings about the story 	19-21
	Creative	<ul style="list-style-type: none"> - Use of imaginative visuals that attract children attention for example, unique characters or settings - Presence of sound effects or music that match the events in the story - Use of visual and sound elements that enhance engagement. 	22-24
	Social	<ul style="list-style-type: none"> - Presence of character interactions that model positive social behavioural like helping, sharing or cooperating - Inclusion of scenarios that illustrate social values such as empathy, respect, or kindness - Opportunities for characters to work together to solve problems, promoting teamwork 	25-27



Instrument Criteria of Digital Storybook

Instruction For Completing the Digital Storybook Criteria Instrument

This instrument is designed to evaluate the quality of a digital storybook based on several aspects by Vackova et al (2023), including Purposeful, Sustained, Intercultural, Interactive, and Child-Friendly, Accessible, Personalizable, Creative, and Social. Please read each item carefully and assess how well the digital storybook meets the stated criteria.

Rating Scale

Use the following scale to indicate the level of relevance for each item:

Score	Category
4. VR (Very Relevant)	The item is highly relevant and fully aligns with the characteristics of the digital storybook.
3. QR (Quite Relevant)	The item is moderately relevant, though some elements may be less strong.
2. SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in the storybook.
1. NR (Not Relevant)	The item is not relevant or not observed in the digital storybook.

How to Complete the Instrument

1. Read each item in the *Items* column thoroughly.
2. Determine the extent to which the digital storybook fulfills the criterion.
3. Place a checkmark (✓) in **one** of the following columns: **VR, QR, SR, or NR**.
4. If needed, provide explanations or notes in the **Remarks** column.
5. Continue rating all items across all aspects.

Important Notes

- Evaluations should be based solely on observable features in the digital storybook.
- If an item is unclear, partially present, or difficult to assess, please include comments in the *Remarks* column.

This instrument may be used to evaluate a single digital storybook or for comparing multiple storybooks

NO	Aspect	Items	4	3	2	1	Remarks
			VR	QR	SR	NR	
1	Purposeful	The digital storybook has a clear learning goal and supports school-related learning content.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Purposeful	The digital storybook has multimedia features such as images, sound, and animation are chosen to strengthen the content of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Purposeful	The digital storybook content is presented concisely, not long, and does not require technical knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Sustained	The digital storybook story and features keep the children engaged while reading until the end.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Sustained	The digital storybook use cliffhangers, light conflicts, or curiosity that encourage children to continue reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Sustained	The digital storybook presents visual and narrative variation across pages that maintain children curiosity during reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Intercultural	The language, names, or expressions in the story reflect the cultural realities depicted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Intercultural	There is no character in digital storybook is depicted as inferior/superior based on cultural background.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Intercultural	The digital storybook story shows that cross-cultural cooperation strengthens shared values.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Interactive	In the digital storybook there are no excessive visual or audio elements to confuse the child.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11	Interactive	The digital storybook interaction helps children follow the story's progress gradually.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Interactive	The digital storybook provides interactive features such as pop-up words to help children understand to the story content.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Child friendly	The digital storybook uses simple language that suits children's reading level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Child friendly	The amount of text per page is age-appropriate, and the narrative language is simple and child-friendly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Child friendly	The visual elements in the digital storybook are not too crowded and there is no distracting music or sound.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Accessible	The digital storybook includes helpful features like audio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
17	Accessible	The digital storybook provides simple pop-up explanations for difficult words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	Accessible	The digital storybook uses clear and meaningful visual illustration that support children understanding of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	Personalizable	The digital storybook invites children to give a simple personal response at the end of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	Personalizable	The digital storybook asks children to choose which character they would like to be.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	Personalizable	The digital storybook asks children to choose their feelings about the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	Creative	The digital storybook uses imaginative visuals such as unique characters, settings, or objects	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23	Creative	The digital storybook uses sound effects or music that match the situation in the	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

		story for example calm music in peaceful scenes, lively sounds in action scenes					
24	Creative	The digital storybook includes visual and sound elements that enhance children engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25	Social	The digital storybook shows characters interacting in positive social ways for example helping and sharing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26	Social	The digital storybook presents simple situations that illustrate social values such as empathy respect, or kindness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27	Social	The digital storybook includes scenarios where characters work together to solve a problem, promoting teamwork and cooperation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General Comment:

Date: February 22, 2026

Expert Checklist



Prof.Dr. Putu Kerti Nitiasih, M.A.
NIP: 196206261986032002



SDG-1 LEARNING OBJECTIVE

Research Objective:

To evaluate the quality of the SDG-1 learning objectives integrated into the digital storybook, as assessed by experts, in terms of their accuracy, appropriateness, and alignment with sustainability education for young learners.

INSTRUMENT DEVELOPMENT BASIS

The development of this instrument is based on the behavioural learning objectives of SDG-1 as outlined by Rieckmann (2017) SDG-1 highlights the need to help students understand poverty, its causes, and its effects on people's daily lives. Therefore, this instrument is designed to identify how the digital storybook introduces ideas about poverty and encourages students to show fairness, empathy, and simple actions that support poverty reduction.

Each item measures how students respond to SDG-1 messages presented in the storybook, such as noticing inequality, recognizing when someone needs help, appreciating the importance of equal access to basic needs, and making fair decisions. Through this structure, the instrument provides a clear way to evaluate how the digital storybook builds students' awareness of poverty issues and supports positive behavioural related to SDG-1.

References

- Rieckmann, M. (2017). *Education for sustainable development goals : learning objectives* (First Edition). UNESCO (United Nations Educational, Scientific and Cultural Organization).
<https://doi.org/10.54675/CGBA9153>



Blue Print SDG 1 No Poverty based material through Digital Storybook.

Answer Scale: 4. VR= Very Relevant; 3. QR= Quite Relevant; 2. SR= Somewhat Relevant; 1. NR= Not Relevant

Category	Aspect	Items	No Items
Behavioural Learning Objective SDG-1	Supporting fair access to basic needs	<ul style="list-style-type: none"> - The storybook shows characters helping others get equal access to basic needs. - The storybook encourages small actions that make life fairer for others. - The storybook shows simple ways to support people with fewer resources 	1--3
	Supporting social fairness and justice	<ul style="list-style-type: none"> - The digital storybook shows characters treating others fairly regardless of background or economic status. - The digital storybook avoids negative portrayals or stereotypes of people experiencing poverty. - The digital storybook shows characters sharing responsibilities fairly to support their community 	4-6



Instrument Expert Checklist on SDG-1 Based Content

Instruction For Completing the Digital Storybook Criteria Instrument

This instrument is designed to evaluate the quality of a digital storybook based on SDG-1 Learning objective. Several aspects by Rieckmann (2017) such as: Supporting fair access to basic needs, Supporting social fairness and justice, Participating in poverty reduction activities, Making responsible choices in daily consumption, Proposing solutions to poverty-related problems . However, based on the teacher's consideration and classroom relevance, only two aspects were selected to be implemented and evaluated in this study namely : Supporting fair access to basic needs, Supporting social fairness and justice. Please read each item carefully and assess how well the digital storybook meets the stated criteria.

Rating Scale

Use the following scale to indicate the level of relevance for each item:

Score	Category
4. VR (Very Relevant)	The item is highly relevant and fully aligns with the characteristics of the digital storybook.
3. QR (Quite Relevant)	The item is moderately relevant, though some elements may be less strong.
2. SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in the storybook.
1. NR (Not Relevant)	The item is not relevant or not observed in the digital storybook.

How to Complete the Instrument

1. Read each item in the *Items* column thoroughly.
2. Determine the extent to which the digital storybook fulfills the criterion.
3. Place a checkmark (✓) in **one** of the following columns: **VR, QR, SR, or NR**.
4. If needed, provide explanations or notes in the **Remarks** column.
5. Continue rating all items across all aspects.

Important Notes

- Evaluations should be based solely on observable features in the digital storybook.

- If an item is unclear, partially present, or difficult to assess, please include comments in the *Remarks* column.
- This instrument may be used to evaluate a single digital storybook or for comparing multiple storybooks.

NO	Aspect	Items	4	3	2	1	Remarks
			VR	QR	SR	NR	
1	Supporting fair access to basic needs	The digital storybook shows characters helping others access basic needs such as food, clothes, or safety.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Supporting fair access to basic needs	The digital storybook encourages small actions that help make life fairer for others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Supporting fair access to basic needs	The digital storybook presents simple ways children can support people who have fewer resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Supporting social fairness and justice	The digital storybook shows characters treating others fairly regardless of background or economic status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Supporting social fairness and justice	The digital storybook avoids negative portrayals or stereotypes of people experiencing poverty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Supporting social fairness and justice	The digital storybook shows characters sharing responsibilities fairly to support their community.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General Comment:

Date: February 22, 2026

Expert Checklist



Appendix 8 Checklist result from Expert 2

1. Researcher Information

- a) Name : Kadek Dian Nitami
- b) NIM : 2212021071
- c) Study Program : English Language Education
- d) University : Universitas Pendidikan Ganesha
- e) Thesis Title : Development Of Digital Storybook on SDG-1 To Facilitate Reading Behavioural Engagement of Fifth Grade Students at Sd Lab Undiksha

2. Product Information

- a) Title of the Digital Storybook: Sharing is Caring
- b) Theme : SDG 1 No Poverty/ Sharing Food
- c) Target Grade Level : Grade 5 Elementary School
- d) School Name : SD Lab Undiksha Singaraja
- e) Product Format : Digital Link
- f) Product : <https://sharingiscaring-digital-storybook.netlify.app/>

3. Expert Information

- a) Full Name : Ni Wayan Monik Rismadewi, S.Pd., M.Pd
- b) Institution : Universitas Pendidikan Ganesha
- c) Date of Evaluation : February, 24, 2026

Blue Print Criteria of Digital Storybook

Answer Scale: 4. VR= Very Relevant; 3. QR= Quite Relevant; 2. SR= Somewhat Relevant; 1. NR= Not Relevant

Category	Aspects	Items	No Item
Quality of Digital Storybook	Purposeful	<ul style="list-style-type: none"> - The Digital Storybook has a clear learning goal and supports school-related learning content. - Multimedia such as images, sound, animation is chosen to strengthen the content of the story. - The information is presented concisely, not long, and does not require technical knowledge. 	1-3
	Sustained	<ul style="list-style-type: none"> - The story and features of this digital storybook keep the children engaged in reading until the end. - Stories use cliffhangers, light conflicts, or curiosity that encourage children to continue reading. - The Digital Storybook present visual and narrative variations across pages that maintain children curiosity during reading 	4-6
	Intercultural	<ul style="list-style-type: none"> - The language, names, or expressions in the story reflect the cultural realities depicted. - No character is depicted as inferior/superior based on cultural background. - The story shows that cross-cultural cooperation strengthens shared values. 	7-9
	Interactive	<ul style="list-style-type: none"> - There are no excessive visual or audio elements to confuse the child. - Interaction helps children follow the story's progress gradually. - Activating features such as pop-up vocabulary provide additional information to support understanding. 	10-12
	Child friendly	<ul style="list-style-type: none"> - Use of simple and clear language appropriate for children's reading level - The amount of text per page is age-appropriate, and the narrative language is simple and child-friendly. - The visual elements are not too crowded and there is no distracting music or sound. 	13-15
	Accessible	<ul style="list-style-type: none"> - Availability of features that support children in reading like audio 	16-18

		<ul style="list-style-type: none"> - Presence of simple explanations for difficult words - Use of clear visual illustration that help children understand the story 	
	Personalizable	<ul style="list-style-type: none"> - Opportunities for children to give a simple personal response at the end of the story - Availability of options for children to choose preferred characters - Opportunities for children to express their feelings about the story 	19-21
	Creative	<ul style="list-style-type: none"> - Use of imaginative visuals that attract children attention for example, unique characters or settings - Presence of sound effects or music that match the events in the story - Use of visual and sound elements that enhance engagement. 	22-24
	Social	<ul style="list-style-type: none"> - Presence of character interactions that model positive social behavioural like helping, sharing or cooperating - Inclusion of scenarios that illustrate social values such as empathy, respect, or kindness - Opportunities for characters to work together to solve problems, promoting teamwork 	25-27



Instrument Criteria of Digital Storybook

Instruction For Completing the Digital Storybook Criteria Instrument

This instrument is designed to evaluate the quality of a digital storybook based on several aspects, including Purposeful, Sustained, Intercultural, Interactive, and Child-Friendly, Accessible, Personalizable, Creative, and Social. Please read each item carefully and assess how well the digital storybook meets the stated criteria.

Rating Scale

Use the following scale to indicate the level of relevance for each item:

Score	Category
4. VR (Very Relevant)	The item is highly relevant and fully aligns with the characteristics of the digital storybook.
3. QR (Quite Relevant)	The item is moderately relevant, though some elements may be less strong.
2. SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in the storybook.
1. NR (Not Relevant)	The item is not relevant or not observed in the digital storybook.

How to Complete the Instrument

1. Read each item in the *Items* column thoroughly.
2. Determine the extent to which the digital storybook fulfills the criterion.
3. Place a checkmark (✓) in **one** of the following columns: **VR, QR, SR, or NR**.
4. If needed, provide explanations or notes in the **Remarks** column.
5. Continue rating all items across all aspects.

Important Notes

- Evaluations should be based solely on observable features in the digital storybook.
- If an item is unclear, partially present, or difficult to assess, please include comments in the *Remarks* column.

This instrument may be used to evaluate a single digital storybook or for comparing multiple storybooks

NO	Aspect	Items	4	3	2	1	Remarks
			VR	QR	SR	NR	
1	Purposeful	The digital storybook has a clear learning goal and supports school-related learning content.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Purposeful	The digital storybook multimedia features such as images, sound, and animation are chosen to strengthen the content of the story.	<input type="checkbox"/>	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	
3	Purposeful	The digital storybook content is presented concisely, not long, and does not require technical knowledge.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Sustained	The digital storybook story and features keep the children engaged while reading until the end.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Sustained	The digital storybook use cliffhangers, light conflicts, or curiosity that encourage children to continue reading.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Sustained	The digital storybook presents visual and narrative variation across pages that maintain children curiosity during reading.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Intercultural	The language, names, or expressions in the story reflect the cultural realities depicted.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Intercultural	There is no character in digital storybook is depicted as inferior/superior based on cultural background.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Intercultural	The digital storybook story shows that cross-cultural cooperation strengthens shared values.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Interactive	In the digital storybook there are no excessive visual or audio elements to confuse the child.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Interactive	The digital storybook interaction helps children follow the story's progress gradually.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12	Interactive	The digital storybook provides interactive features such as pop-up words to help children understand to the story content.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Child friendly	The digital storybook uses simple language that suits children’s reading level.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Child friendly	The amount of text per page is age-appropriate, and the narrative language is simple and child-friendly.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Child friendly	The visual elements in the digital storybook are not too crowded and there is no distracting music or sound.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Accessible	The digital storybook includes helpful features like audio.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Accessible	The digital storybook provides simple pop-up explanations for difficult words.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	Accessible	The digital storybook uses clear and meaningful visual illustration that support children understanding of the story.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	Personalizable	The digital storybook invites children to give a simple personal response at the end of the story.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	Personalizable	The digital storybook asks children to choose which character they would like to be.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	Personalizable	The digital storybook asks children to choose their feelings about the story.	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	Creative	The digital storybook uses imaginative visuals such as unique characters, settings, or objects	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23	Creative	The digital storybook uses sound effects or music that match the situation in the story for example calm music in peaceful scenes, lively sounds in action scenes	<input type="checkbox"/>	<input type="checkbox"/> √	<input type="checkbox"/>	<input type="checkbox"/>	

24	Creative	The digital storybook includes visual and sound elements that enhance children engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25	Social	The digital storybook shows characters interacting in positive social ways for example helping and sharing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26	Social	The digital storybook presents simple situations that illustrate social values such as empathy respect, or kindness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27	Social	The digital storybook includes scenarios where characters work together to solve a problem, promoting teamwork and cooperation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General Comment:-

Date: February, 24, 2026

Expert Checklist



Ni Wayan Monik Rismadewi, S.Pd., M.Pd

NIP: 198810242023212030



SDG-1 LEARNING OBJECTIVE

Research Objective:

To evaluate the quality of the SDG-1 learning objectives integrated into the digital storybook, as assessed by experts, in terms of their accuracy, appropriateness, and alignment with sustainability education for young learners.

INSTRUMENT DEVELOPMENT BASIS

The development of this instrument is based on the behavioural learning objectives of SDG-1 as outlined by (Rieckmann, 2017) SDG-1 highlights the need to help students understand poverty, its causes, and its effects on people's daily lives. Therefore, this instrument is designed to identify how the digital storybook introduces ideas about poverty and encourages students to show fairness, empathy, and simple actions that support poverty reduction.

Each item measures how students respond to SDG-1 messages presented in the storybook, such as noticing inequality, recognizing when someone needs help, appreciating the importance of equal access to basic needs, and making fair decisions. Through this structure, the instrument provides a clear way to evaluate how the digital storybook builds students' awareness of poverty issues and supports positive behavioural related to SDG-1.

References

- Rieckmann, M. (2017). *Education for sustainable development goals : learning objectives* (First Edition). UNESCO (United Nations Educational, Scientific and Cultural Organization).
<https://doi.org/10.54675/CGBA9153>



Instrument Expert Checklist on SDG-1 Based Content

Instruction For Completing the Digital Storybook Criteria Instrument

This instrument is designed to evaluate the quality of a digital storybook based on SDG-1 Learning objective. Several aspects by Rieckmann (2017) such as: Supporting fair access to basic needs, Supporting social fairness and justice, Participating in poverty reduction activities, Making responsible choices in daily consumption, Proposing solutions to poverty-related problems . However, based on the teacher's consideration and classroom relevance, only two aspects were selected to be implemented and evaluated in this study namely : Supporting fair access to basic needs, Supporting social fairness and justice. Please read each item carefully and assess how well the digital storybook meets the stated criteria.

Rating Scale

Use the following scale to indicate the level of relevance for each item:

Score	Category
4. VR (Very Relevant)	The item is highly relevant and fully aligns with the characteristics of the digital storybook.
3. QR (Quite Relevant)	The item is moderately relevant, though some elements may be less strong.
2. SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in the storybook.
1. NR (Not Relevant)	The item is not relevant or not observed in the digital storybook.

How to Complete the Instrument

1. Read each item in the *Items* column thoroughly.
2. Determine the extent to which the digital storybook fulfills the criterion.
3. Place a checkmark (✓) in **one** of the following columns: **VR, QR, SR, or NR**.
4. If needed, provide explanations or notes in the **Remarks** column.
5. Continue rating all items across all aspects.

Important Notes

- Evaluations should be based solely on observable features in the digital storybook.

Blue Print SDG 1 No Poverty based material through Digital Storybook.

Answer Scale: 4. VR= Very Relevant; 3. QR= Quite Relevant; 2. SR= Somewhat Relevant; 1. NR= Not Relevant

Category	Aspect	Items	No Items
Behavioural Learning Objective SDG-1	Supporting fair access to basic needs	<ul style="list-style-type: none">- The storybook shows characters helping others get equal access to basic needs.- The storybook encourages small actions that make life fairer for others.- The storybook shows simple ways to support people with fewer resources	1--3
	Supporting social fairness and justice	<ul style="list-style-type: none">- The digital storybook shows characters treating others fairly regardless of background or economic status.- The digital storybook avoids negative portrayals or stereotypes of people experiencing poverty.- The digital storybook shows characters sharing responsibilities fairly to support their community	4-6



- If an item is unclear, partially present, or difficult to assess, please include comments in the *Remarks* column.
- This instrument may be used to evaluate a single digital storybook or for comparing multiple storybooks.

NO	Aspect	Items	4	3	2	1	Remarks
			VR	QR	SR	NR	
1	Supporting fair access to basic needs	The digital storybook shows characters helping others access basic needs such as food, clothes, or safety.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Supporting fair access to basic needs	The digital storybook encourages small actions that help make life fairer for others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Supporting fair access to basic needs	The digital storybook presents simple ways children can support people who have fewer resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Supporting social fairness and justice	The digital storybook shows characters treating others fairly regardless of background or economic status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Supporting social fairness and justice	The digital storybook avoids negative portrayals or stereotypes of people experiencing poverty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Supporting social fairness and justice	The digital storybook shows characters sharing responsibilities fairly to support their community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General Comment:-

Date: February, 24, 2026

Expert Checklist



Ni Wayan Monik Rismadewi, S.Pd., M.Pd

NIP: 198810242023212030

Appendix 9 Checklist result from Teacher

A. Researcher's Identity

Name : Kadek Dian Nitami
NIM : 2212021071
Study Program : English Language Education
University : Universitas Pendidikan Ganesha
Thesis Title : DEVELOPMENT OF DIGITAL STORYBOOK ON SDG-1 TO FACILITATE READING BEHAVIOURAL ENGAGEMENT OF FIFTH GRADE STUDENTS AT SD LAB UNDIKSHA

B. Identity of the Product Being Evaluated

Title : Sharing is Caring
Theme : SDG-1 (No Poverty)
Grade : 5th A
School : SD Lab Undiksha
Type of Product : Digital Storybook
Product Link : <https://sharingiscaring-digital-storybook.netlify.app>

C. Expert's Identity

Name : Putu Yogi Arshita Dewi, S.Pd.
Institution : SD Lab Undiksha

READING BEHAVIOURAL ENGAGEMENT INSTRUMENT

Research Objective:

To evaluate the quality of the developed SDG-1 digital storybook, as assessed by teachers, in terms reading behavioral engagement.

INSTRUMENT DEVELOPMENT BASIS

The development of this instrument is based on the idea of reading behavioral engagement, which explains how students show their involvement in reading through clear and visible actions. According to Fredricks et al. (2004), Guthrie (2004), and McGeown and Smith (2024), reading behavioral engagement has seven important aspects: effort, persistence, attention, positive conduct, active participation, reading frequency, and interaction with texts. Each item in this instrument is designed to measure how students behave while reading. It looks at how much effort they give, how well they stay focused, how long they continue when the reading gets difficult, how actively they join reading activities, and how often they read. The instrument also observes how students interact with the text and how they show positive behavioral during reading. With this framework, the instrument provides a simple and clear way to understand students' reading involvement based on their real actions during reading activities.

REFERENCES

- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.
- Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), **Handbook of reading research** (Vol. 3, pp. 403–422). Lawrence Erlbaum.
- McGeown, S., & Smith, K. C. (2024). Reading Engagement Matters! A New Scale to Measure and Support Children's Engagement with Books. *Reading Teacher*, 77(4), 462–472. <https://doi.org/10.1002/trtr.2267>

Blueprint of Reading Behavioral Engagement Validation

Answer Scale: 1. VR= Very Relevant; 2. QR= Quite Relevant; 3. SR= Somewhat Relevant; 4. NR= Not Relevant

Category	Aspect	Items	No Item
Reading Behavioural Engagement	Effort	<ul style="list-style-type: none"> - The Digital Storybook increases students' reading effort. - The Digital Storybook encourages students to try harder. - The Digital Storybook supports students in rereading difficult parts. 	1-3
	Persistence	<ul style="list-style-type: none"> - The Digital Storybook helps students finish the story. - The Digital Storybook keeps students reading through challenges. - The Digital Storybook promotes consistent reading until completion. 	4-6
	Attention	<ul style="list-style-type: none"> - The Digital Storybook maintains students' attention. - The Digital Storybook helps students stay focused. - The Digital Storybook reduces distraction during reading. 	7-9
	Positive Conduct	<ul style="list-style-type: none"> - The Digital Storybook encourages positive reading behavioural. - The Digital Storybook supports orderly reading routines. - The Digital Storybook promotes responsible digital use. 	10-12
	Active Participation	<ul style="list-style-type: none"> - The Digital Storybook encourages student participation. - The Digital Storybook stimulates sharing during reading. - The Digital Storybook increases involvement in reading activities. 	13-15
	Reading Frequency	<ul style="list-style-type: none"> - The Digital Storybook increases reading frequency. - The Digital Storybook motivates students to read more. - The Digital Storybook encourages regular reading habits. 	16-18

	Interaction with Texts	<ul style="list-style-type: none">- The Digital Storybook encourages deeper story exploration.- The Digital Storybook promotes connections with the story.- The Digital Storybook motivates reading of similar texts.	19-21
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Instrument Reading Behavioral Engagement

Instruction For Completing the Reading Behavioral Engagement Instrument

This instrument is designed to evaluate students' Reading Behavioural Engagement when using a digital storybook based on several aspects, including Effort, Persistence, Attention, Positive Conduct, Active Participation, Reading Frequency, and Interaction with Texts. Please read each item carefully and assess how well the digital storybook supports students' engagement in each area.

Rating Scale

Use the following scale to indicate the level of relevance for each item:

Score	Category
1. NR (Not Relevant)	The item is not relevant or not observed in students' reading behavioural engagement.
2. SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in students' reading behavioural engagement.
3. QR (Quite Relevant)	The item is moderately relevant, though some elements may be less strong.
4. VR (Very Relevant)	The item is highly relevant and fully aligns with the characteristics of students' reading behavioural engagement.

How to Complete the Instrument

1. Read each item in the item's column thoroughly.
2. Determine the extent to which the digital storybook fulfils the criterion.
3. Place a checkmark (✓) in **one** of the following columns: **VR, QR, SR, or NR**.
4. If needed, provide explanations or notes in the **Remarks** column.
5. Continue rating all items across all aspects.

Important Notes

- Evaluations should be based on students' observable behaviours while using the digital storybook.
- If an item is unclear or difficult to assess, please provide additional explanation in the Remarks column.
- This instrument may be used to evaluate engagement with a single digital storybook or to compare students' engagement across multiple storybooks.

NO	Aspect	Items	1	2	3	4	Remarks
			NR	SR	QR	VR	
1	Effort	The Digital Storybook is able to encourage students to keep reading even when the story is difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2	Effort	The Digital Storybook is able to motivate students to try harder in understanding the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3	Effort	The Digital Storybook is able to encourage students to reread parts of the story to improve their understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4	Persistence	The Digital Storybook is able to support students to finish the story until the end.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5	Persistence	The Digital Storybook is able to help students continue reading even when they encounter difficult words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6	Persistence	The Digital Storybook is able to help students return to the story and continue reading after short breaks.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Attention	The Digital Storybook is able to maintain students' attention during reading activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8	Attention	The Digital Storybook is able to help students stay focused without being easily distracted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
9	Attention	The Digital Storybook is able to keep students focused through features that maintain their engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10	Positive Conduct	The Digital Storybook is able to promote positive behavior during reading sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11	Positive Conduct	The Digital Storybook is able to reduce disruptive behavior while students are reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

12	Positive Conduct	The Digital Storybook is able to promote responsible use of digital tools during reading activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13	Active Participation	The Digital Storybook is able to encourage students to participate actively in shared reading activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
14	Active Participation	The Digital Storybook is able to stimulate students to share their reading experiences with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
15	Active Participation	The Digital Storybook is able to motivate students to join discussions related to the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16	Reading Frequency	The Digital Storybook is able to increase how often students read storybooks at home or in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17	Reading Frequency	The Digital Storybook is able to motivate students to borrow or choose more storybooks to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18	Reading Frequency	The Digital Storybook is able to encourage students to read storybooks more regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
19	Interaction with Texts	The Digital Storybook is able to inspire students to explore more about the story they read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
20	Interaction with Texts	The Digital Storybook is able to help students connect the story to their own experiences or knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
21	Interaction with Texts	The Digital Storybook is able to motivate students to explore other stories with similar themes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

General Comment: Good!

Date: 5 March 2026
Expert



Putu Yogi Arshita Dewi, S.Pd.
NIP. -

Observation

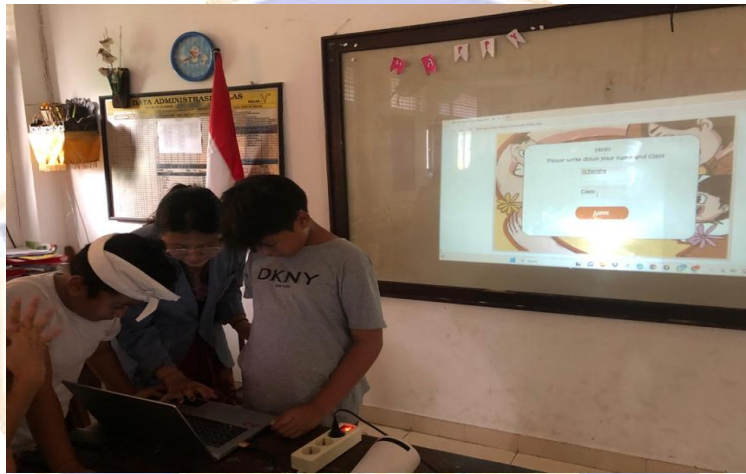
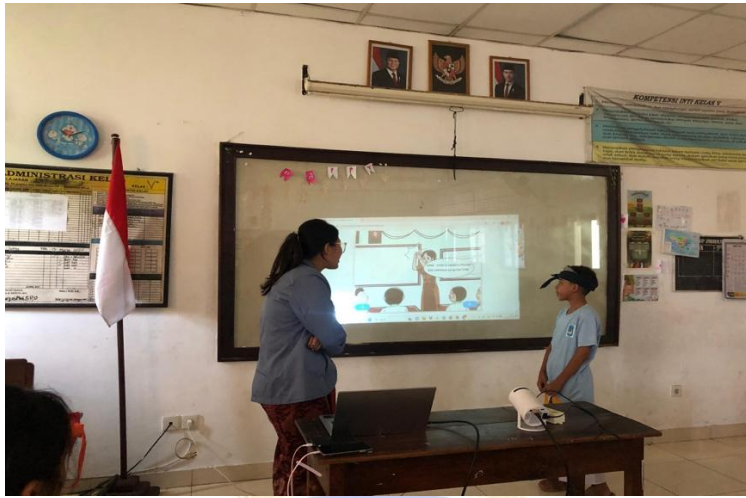


Interview



Trial Session









Nama lengkap penulis adalah Kadek Dian Nitami. Penulis lahir di Singaraja, Kabupaten Buleleng, Bali. Penulis merupakan anak ke dua dari pasangan bapak I Komang Open dan Ibu Ni Made Sukerti. Penulis menempuh pendidikan sekolah dasar di SD Negeri 6 Banjar pada tahun 2016. Kemudian penulis melanjutkan pendidikan di SMP Negeri 1 Banjar pada tahun 2019. Selanjutnya penulis melanjutkan pendidikan di SMA Negeri 2 Singaraja dengan mengambil jurusan MIPA dan lulus pada tahun 2022. Setelah lulus sekolah menengah atas, penulis melanjutkan studi di Universitas Pendidikan Ganesha dengan mengambil program studi Pendidikan Bahasa Inggris. Untuk menyelesaikan studi dan memperoleh gelar sarjana pendidikan, penulis menyusun tugas akhir dengan judul *“Development of Digital Storybook on SDG-1 to Facilitate Reading Behavioural Engagement of Grade Fifth Students at SD Lab Undiksha”*