



APPENDICES

Appendix 1. Research Permission Letter



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 : 467/UN48.7.1/DT/2025

5 Februari 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Lab Undiksha
 di Singaraja

Dalam rangka pengumpulan data untuk Memenuhi Observasi Awal Untuk Proposal Penelitian, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Ni Putu Yunda Kirana
 NIM : 2212021073
 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. Instrument Validation 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.

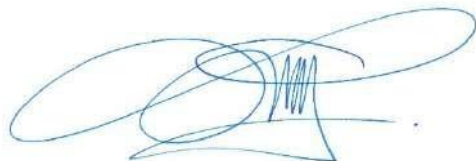
No	Aspect	Indicator	R	NR	Remarks
1	Necessities	Is there availability of reading materials and exercises related to Good Health and Well-being (SDG-3)?	√ <input type="checkbox"/>	<input type="checkbox"/>	
2	Necessities	Do students need guidance to stay focused while reading?	√ <input type="checkbox"/>	<input type="checkbox"/>	
3	Necessities	Do students need clear explanations of unfamiliar SDG-3 terms?	√ <input type="checkbox"/>	<input type="checkbox"/>	
4	Necessities	Is the story length appropriate to avoid cognitive overload?	√ <input type="checkbox"/>	<input type="checkbox"/>	
5	Necessities	Is the reading content aligned with students' cognitive level?	√ <input type="checkbox"/>	<input type="checkbox"/>	
6	Lack	Do students lack understanding of SDG-3 concepts?	√ <input type="checkbox"/>	<input type="checkbox"/>	
7	Lack	Do students lack strategies to interpret SDG-related content?	√ <input type="checkbox"/>	<input type="checkbox"/>	
8	Lack	Do students have limited prior knowledge to examples of good health and well-being?	√ <input type="checkbox"/>	<input type="checkbox"/>	
9	Lack	Do students struggle to connect between story content and real-world issues?	√ <input type="checkbox"/>	<input type="checkbox"/>	
10	Lack	Do students show limited awareness of SDG-3 relevance to problem-solving?	√ <input type="checkbox"/>	<input type="checkbox"/>	
11	Wants	Do students prefer stories with themes related to Good Health and Well-being?	√ <input type="checkbox"/>	<input type="checkbox"/>	
12	Wants	Do students prefer visually appealing reading materials?	√ <input type="checkbox"/>	<input type="checkbox"/>	
13	Wants	Do students prefer characters that match their age or personality	√ <input type="checkbox"/>	<input type="checkbox"/>	
14	Wants	Do students prefer stories connected to real-life situation?	√ <input type="checkbox"/>	<input type="checkbox"/>	
15	Wants	Do students engage with reading materials?	√ <input type="checkbox"/>	<input type="checkbox"/>	
16	Learning Needs	Do students need relatable characters to support engagement and comprehension?	√ <input type="checkbox"/>	<input type="checkbox"/>	
17	Learning Needs	Do students need guided questions to stay engaged during reading?	√ <input type="checkbox"/>	<input type="checkbox"/>	
18	Learning Needs	Do students need visual or interactive elements to support understanding?	√ <input type="checkbox"/>	<input type="checkbox"/>	
19	Learning Needs	Do students prefer individual, pair, or group reading activates?	√ <input type="checkbox"/>	<input type="checkbox"/>	

General Comment:

Good.

Date: 25 November 2025

Validator Instrument



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

NIP. 1128805172012122002

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-3: Good Health and Well-being 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 type="checkbox"/>	<input type="checkbox"/>	
21	Necessities	Do teachers know which SDG-3 topics grade sixth students can understand easily?	√ <input type="checkbox"/>	<input type="checkbox"/>	
22	Necessities	Can teachers identify SDG-3 topics that are relevant to students' daily life?	√ <input type="checkbox"/>	<input type="checkbox"/>	
23	Necessities	Can teachers prioritize which SDG-3 topic should be introduced first to grade sixth students?	√ <input type="checkbox"/>	<input type="checkbox"/>	
24	Lacks	Do teachers understand their role in using the SDG-3 digital storybook in class?	√ <input type="checkbox"/>	<input type="checkbox"/>	
25	Lacks	Can teachers identify possible challenges in using the SDG-3 digital storybook?	√ <input type="checkbox"/>	<input type="checkbox"/>	
26	Lacks	Do teachers know what the best strategies to implement the SDG-3 digital storybook for student grade sixth?	√ <input type="checkbox"/>	<input type="checkbox"/>	
27	Lacks	Do teachers know which aspects of SDG-3 are most difficult for students to understand?	√ <input type="checkbox"/>	<input type="checkbox"/>	
28	Wants	Do teachers know which SDG-3 subtopics are most suitable for English reading lessons?	√ <input type="checkbox"/>	<input type="checkbox"/>	
29	Wants	Do teachers understand whether students learn better individually or in groups?	√ <input type="checkbox"/>	<input type="checkbox"/>	
30	Wants	Do teachers understand which learning style such as individual or group is the best while implementing SDG-3 based digital storybook?	√ <input type="checkbox"/>	<input type="checkbox"/>	
31	Learning Preferences	Can teachers identify factors that support students' comprehension of SDG-3?	√ <input type="checkbox"/>	<input type="checkbox"/>	
32	Learning Preferences	Do teachers know what support students need to identify cause-effect relationships, main ideas,	√ <input type="checkbox"/>	<input type="checkbox"/>	

		and supporting details related to SDG-3?			
33	Learning Preferences	Do teachers know which teaching activities are most effective when integrating SDG-3?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
34	Learning Preferences	Do teachers know which reading activities best help students understand SDG-3 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-3 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 good health and well-being messages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
40	Teacher Support	Do teachers know how long the story is most suitable for teaching SDG-3 to grade sixth 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-3 stories?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
42	Material Requirements	Do teachers know which types of story content are most suitable for SDG-3 lessons?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
43	Material Requirements	Do teachers know what SDG-3 content can be effectively	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

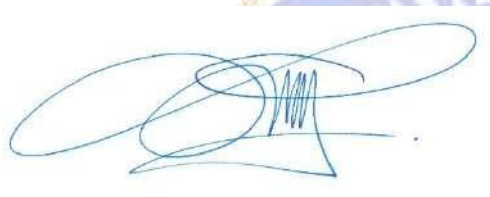
		included in reading stories and how students respond to waste reduction themes?			
44	Material Requirements	Do teachers know which SDG-3 themes are most engaging for grade sixth students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
45	Material Requirements	Do teachers know what support or resources are needed to help them teach SDG-3 effectively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General Comment:

Good.

Date: 25 November 2025

Validator Instrument



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

NIP. 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 content in digital storybooks provides small variations that encourage curiosity every time they are opened.	<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-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

		cultural cooperation strengthens shared values.			
10	Interactive	In the digital storybook there are no excessive visual or audio elements to confuse the child.	✓ <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"/>	
12	Interactive	The digital storybook activating features provides additional information that deepens understanding.	✓ <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"/>	
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"/>	
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"/>	
16	Accessible	The digital storybook includes helpful features like audio.	✓ <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"/>	
18	Accessible	The digital storybook uses basic animations that help children understand the meaning of the story.	✓ <input type="checkbox"/>	<input type="checkbox"/>	

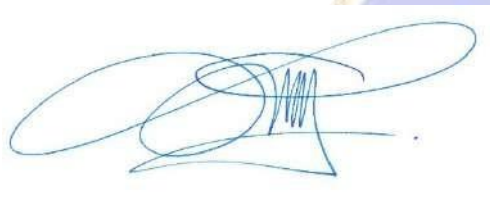
19	Personalizable	The digital storybook invites children to give a simple personal response at the end of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20	Personalizable	The digital storybook asks children to choose which character they would like to be.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
21	Personalizable	The digital storybook asks children to choose their favorite part of 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 creative animation effects such as simple movements or transitions that enhance the reading experience.	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

		characters work together to solve a problem, promoting teamwork and cooperation.			
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General Comment:

Good.

Date: 25 November 2025
Validator Instrument



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
NIP. 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 type="checkbox"/>	<input 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"/>	
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"/>	
4	Persistence	The Digital Storybook is able to support students to finish the story until the end.	✓ <input type="checkbox"/>	<input 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"/>	
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"/>	
7	Attention	The Digital Storybook is able to maintain students' attention during reading activities.	✓ <input type="checkbox"/>	<input type="checkbox"/>	

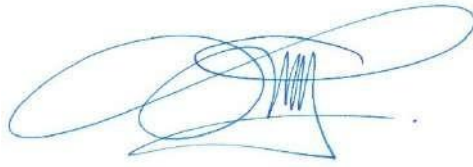
8	Attention	The Digital Storybook is able to help students stay focused without being easily distracted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Attention	The Digital Storybook is able to keep students focused through features that maintain their engagement.	<input checked="" 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

		join discussions related to the story.			
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"/>	

General Comment:

Good.

Date: 25 November 2025
Validator Instrument



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



Validation of the Research Instrument Expert Validation Checklist on SDG-3 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-3 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.

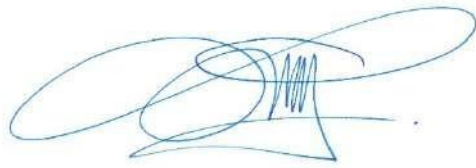
Notes for Validators

- 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	R	NR	Remarks
1	Supporting health and well-being policies	The digital storybook promotes simple school health rules.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Supporting health and well-being policies	The digital storybook explains actions students can take to support a healthy school environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Supporting health and well-being policies	The digital storybook motivates students to participate in school health activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Supporting health and well-being policies	The digital storybook encourages students to practice healthy habits during their daily activities at school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Supporting health and well-being policies	The digital storybook highlights the consequences of not following school health rules.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Date: 25 November 2025

Validator Instrument



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

NIP. 198805172012122002



Appendix 4. Instrument Validation 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 Good Health and Well-being (SDG-3)?	<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-3 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-3 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 good health and well-being?	<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-3 relevance to problem-solving?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Wants	Do students prefer stories with themes related to Good Health and Well-being?	<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 or interactive elements to support understanding?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

19	Learning Needs	Do students prefer individual, pair, or group reading activates?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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General Comment:

Good

Date: 25 November 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-12: Responsible Consumption and Production 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

6. Read each interview item thoroughly under the *Item/Indicator* column.
7. 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.
8. Place a checkmark (✓) in either the R (Relevant) or NR (Not Relevant) column.
9. If needed, provide comments, suggestions, or recommended revisions in the Remarks column.
10. 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-3 topics grade sixth students can understand easily?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
22	Necessities	Can teachers identify SDG-3 topics that are relevant to students' daily life?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
23	Necessities	Can teachers prioritize which SDG-3 topic should be introduced first to grade sixth students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
24	Lacks	Do teachers understand their role in using the SDG-3 digital storybook in class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
25	Lacks	Can teachers identify possible challenges in using the SDG-3 digital storybook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
26	Lacks	Do teachers know what the best strategies to implement the SDG-3 digital storybook for student grade sixth?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
27	Lacks	Do teachers know which aspects of SDG-3 are most difficult for students to understand?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
28	Wants	Do teachers know which SDG-3 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-3 based digital storybook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
31	Learning Preferences	Can teachers identify factors that support students' comprehension of SDG-3?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
32	Learning Preferences	Do teachers know what support students need to identify cause-effect	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

		relationships, main ideas, and supporting details related to SDG-3?			
33	Learning Preferences	Do teachers know which teaching activities are most effective when integrating SDG-3?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
34	Learning Preferences	Do teachers know which reading activities best help students understand SDG-3 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-3 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 good health and well-being messages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
40	Teacher Support	Do teachers know how long the story is most suitable for teaching SDG-3 to grade sixth 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-3 stories?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
42	Material Requirements	Do teachers know which types of story content are most suitable for SDG-3 lessons?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
43	Material Requirements	Do teachers know what SDG-3 content can be	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

		effectively included in reading stories and how students respond to waste reduction themes?			
44	Material Requirements	Do teachers know which SDG-3 themes are most engaging for grade sixth 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-3 effectively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

General Comment:

Good.

Date: 25 November 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

6. Read each item under the *Items* column thoroughly.
7. Determine whether the item corresponds appropriately to the aspect being measured (e.g., Purposeful, Sustained, Interactive).
8. Place a checkmark (✓) in **either** the **R** or **NR** column.
9. Provide comments, suggestions, or recommended revisions in the **Remarks** column if necessary.
10. 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 content in digital storybooks provides small variations that encourage curiosity every time they are opened.	<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 activating features provides additional information that deepens understanding.	<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 basic animations that help children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

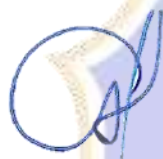
		understand the meaning of the story.			
19	Personalizable	The digital storybook invites children to give a simple personal response at the end of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20	Personalizable	The digital storybook asks children to choose which character they would like to be.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
21	Personalizable	The digital storybook asks children to choose their favorite part of 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 creative animation effects such as simple movements or transitions that enhance the reading experience.	<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"/>	
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General Comment:

Good.

Date: 25 November 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

6. Read each item under the *Items* column thoroughly.
7. Determine whether the item corresponds appropriately to the aspect being measured (e.g., Purposeful, Sustained, Interactive).
8. Place a checkmark (✓) in **either** the **R** or **NR** column.
9. Provide comments, suggestions, or recommended revisions in the **Remarks** column if necessary.
10. 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 type="checkbox"/>	<input 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"/>	
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"/>	
4	Persistence	The Digital Storybook is able to support students to finish the story until the end.	✓ <input type="checkbox"/>	<input 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"/>	
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"/>	
7	Attention	The Digital Storybook is able to maintain students' attention during reading activities.	✓ <input 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

		join discussions related to the story.			
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"/>	

General Comment:

Good.

Date: 25 November 2025
Validator Instrument



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
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Validation of the Research Instrument Expert Validation Checklist on SDG-3 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-3 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

6. Read each item under the *Items* column thoroughly.
7. Determine whether the item corresponds appropriately to the aspect being measured (e.g., Purposeful, Sustained, Interactive).
8. Place a checkmark (✓) in **either** the **R** or **NR** column.
9. Provide comments, suggestions, or recommended revisions in the **Remarks** column if necessary.
10. 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	Health-promoting behaviours	The digital storybook shows simple healthy habits that students can follow.	✓ <input type="checkbox"/>	<input type="checkbox"/>	
2	Health-promoting behaviours	The digital storybook encourages students to practice healthy routines in daily life.	✓ <input type="checkbox"/>	<input type="checkbox"/>	
3	Health-promoting behaviours	The digital storybook highlights the importance of taking care of personal health.	✓ <input type="checkbox"/>	<input type="checkbox"/>	
4	Planning and applying health strategies	The digital storybook presents clear steps for maintaining health.	✓ <input type="checkbox"/>	<input type="checkbox"/>	
5	Planning and applying health strategies	The digital storybook guides students to plan and choose healthy actions.	✓ <input type="checkbox"/>	<input type="checkbox"/>	
6	Planning and applying health strategies	The digital storybook helps students understand why healthy habits should be evaluated.	✓ <input type="checkbox"/>	<input type="checkbox"/>	
7	Recognizing others' needs and seeking help	The digital storybook shows characters who help others in need.	✓ <input type="checkbox"/>	<input type="checkbox"/>	

8	Recognizing others' needs and seeking help	The digital storybook encourages students to develop empathy toward others' health needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Recognizing others' needs and seeking help	The digital storybook teaches students when and why they should seek help from adults.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Supporting health and well-being policies	The digital storybook promotes simple school health rules.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Supporting health and well-being policies	The digital storybook explains actions students can take to support a healthy school environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Supporting health and well-being policies	The digital storybook motivates students to participate in school health activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Addressing public vs. private health interests	The digital storybook introduces the idea of fairness in accessing health resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Addressing public vs. private health interests	The digital storybook shows examples of shared responsibility for public health.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

15	Addressing public vs. private health interests	The digital storybook encourages students to make choices that benefit the common good.	✓ <input type="checkbox"/>	<input type="checkbox"/>	
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General Comment:

Good.



Date: 25 November 2025

Validator Instrument

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

NIP. 198904082023212043

Appendix 5. Teacher Interview Guide

INTERVIEW GUIDE INSTRUMENT

Research Objective:

To identify the needs of grade fourth students and teachers reading materials that integrate SDG-3 to facilitate reading behavioral engagement.

INSTRUMENT DEVELOPMENT BASIS

The development of this needs analysis instrument is grounded in the framework proposed by Hutchinson and Waters (1987) which states that an effective needs analysis should consider both Target Needs and Learning Needs. Target Needs include necessities, lacks, and wants. In this instrument, necessities focus on teachers' basic understanding of SDGs, lacks identify the difficulties or challenges teachers face when teaching SDG-related content and wants describe teachers' preferences, such as the SDG topics they want to teach, the support they need, and the types of activities they find suitable for students.

The instrument also considers Learning Needs, which describe how students can learn effectively. This includes students' preferred learning styles, reading activities that help their comprehension, their responses to interactive or collaborative learning, and classroom conditions that support engagement. It also looks at the types of support students need, such as vocabulary help, scaffolding, and visual aids, as well as material requirements like story length, familiar characters, and content suitability. By using this framework, the instrument becomes more structured and helps guide the development of SDG-based reading materials that match both teacher needs and student learning conditions.

REFERENCES

- Hutchinson, T., & Waters, A. (1987). English for specific purposes: A learner-centered approach. In T. Hutchinson & A. Waters (Eds.), *English for Specific Purposes* (pp. 53–64). Cambridge University Press. <https://doi.org/DOI:10.1017/CBO12780511733031.010>

Instrument of Interview Guide

Instruction for completing the SDG-3 needs analysis instrument

This instrument is designed to gather information about teachers' perceptions, challenges, preferences, and needs related to integrating SDG-3: Good Health and Well-being 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-12.
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 teaching experience and actual classroom conditions.

No	Category	Question /Items	A	NA	Remarks
20	Necessities	Do teachers understand the concept of	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Guru belum memahami konsep SDGs sebelumnya, sehingga

		Sustainable Development Goals (SDGs)?			penjelasan dari interviewer diperlukan. Guru baru tahu SDGs itu ada 17 tujuan dari PBB untuk mengatasi masalah dunia seperti kemiskinan, pendidikan, keselamatan, dan kesetaraan.
21	Necessities	Do teachers know which SDG-3 topics grade sixth students can understand easily?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Guru mengidentifikasi topik SDG-3 yang mudah dipahami siswa kelas 6 adalah kegiatan sehari-hari seperti olahraga, makanan sehat, dan tidur yang cukup.
22	Necessities	Can teachers identify SDG-3 topics that are relevant to students' daily life?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Guru menyatakan topik yang terkait dengan aktivitas harian siswa (minum air cukup, olahraga, membantu teman sakit) lebih relevan dan mudah dipahami.
23	Necessities	Can teachers prioritize which SDG-3 topic should be introduced first to grade sixth students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Guru menilai topik yang paling mudah adalah pengenalan akses adil terhadap kebutuhan dasar dan perilaku sehari-hari yang bertanggung jawab, sementara topik yang lebih kompleks seperti menyeimbangkan kepentingan publik dan industri sulit diterapkan.

					<ul style="list-style-type: none">• “Sebenarnya yang gampang antara yang pertama dan yang keempat. Cuma, biar sesuai jadinya, harus rencanakan, planning jadinya. Tapi tidak harus sesuai tadi.”• “Yang terakhir ini, memang agak sulit sih menurut saya, untuk menyeimbangkan kepentingan publik dan industri. Contohnya, misalnya, pemerintah, tidak selalu terjadwal.”• Dari sini, terlihat bahwa guru memprioritaskan topik yang mudah dipahami siswa:• Pengenalan akses adil terhadap kebutuhan dasar (Health-promoting behaviours → perilaku hidup sehat sehari-hari seperti minum air cukup, tidur teratur, olahraga ringan, membawa bekal sehat)• Perilaku sehari-hari yang bertanggung jawab
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					<p>(Supporting health and well-being policies → jadwal piket, poster kebersihan, aturan membawa bekal bergizi, pengurangan jajan tidak sehat)</p> <ul style="list-style-type: none"> • Sementara topik yang lebih kompleks seperti menyeimbangkan kepentingan publik dan industri (Addressing public vs. private health interests) dianggap sulit diterapkan pada siswa kelas 6.
24	Lacks	Do teachers understand their role in using the SDG-3 digital storybook in class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Guru memahami perannya sebagai pengamat saat trial, mengisi checklist, dan membantu siswa memahami cerita; namun guru tidak bertanggung jawab atas pengembangan buku secara keseluruhan.
25	Lacks	Can teachers identify possible challenges in using the SDG-3 digital storybook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Tantangan yang disebutkan termasuk keterbatasan fasilitas seperti LCD, kemampuan siswa yang berbeda-beda, serta perlu menyesuaikan metode

					dengan kemampuan bahasa Inggris siswa.
26	Lacks	Do teachers know what the best strategies to implement the SDG-3 digital storybook for student grade sixth?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Strategi yang dianggap efektif: memberikan contoh membaca terlebih dahulu, membiarkan siswa membaca sendiri satu per satu, menggunakan pop-up atau glossarium untuk kata sulit, dan mengulangi kata-kata sulit jika perlu.
27	Lacks	Do teachers know which aspects of SDG-3 are most difficult for students to understand?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Aspek yang sulit: menyeimbangkan kepentingan publik dan industri, karena terkait kebijakan dan konteks publik yang lebih luas.
28	Wants	Do teachers know which SDG-3 subtopics are most suitable for English reading lessons?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Subtopik yang cocok adalah perilaku harian yang berhubungan dengan kesehatan, misalnya minum air cukup, olahraga, tidur cukup, menjaga kebersihan dengan melaksanakan piket bersama dan membantu teman sakit.
29	Wants	Do teachers understand whether students learn better individually or in groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Guru menilai siswa lebih efektif belajar secara individu saat membaca digital storybook, karena fokusnya lebih terarah.
30	Wants	Do teachers understand which learning style such	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Belajar individu dianggap paling sesuai, namun dapat diselingi

		as individual or group is the best while implementing SDG-3 based digital storybook?			interaksi kelompok untuk pengucapan kata sulit atau diskusi singkat.
31	Learning Preferences	Can teachers identify factors that support students' comprehension of SDG-3?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faktor pendukung: penggunaan bahasa yang sederhana, contoh yang relevan dengan kehidupan sehari-hari, tren terbaru, ilustrasi menarik, dan media interaktif.
32	Learning Preferences	Do teachers know what support students need to identify cause-effect relationships, main ideas, and supporting details related to SDG-3?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dukungan yang diperlukan termasuk pop-up atau glossarium untuk kata sulit, bilingual (Indonesia–Inggris) untuk membantu pemahaman, serta audio atau ilustrasi untuk konteks cerita.
33	Learning Preferences	Do teachers know which teaching activities are most effective when integrating SDG-3?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Aktivitas paling efektif: siswa membaca sendiri cerita, dengan guru memberikan contoh terlebih dahulu, dan memperbaiki pengucapan kata sulit secara individu.
34	Learning Preferences	Do teachers know which reading activities best help students understand SDG-3 such as shared reading, guided reading, or group reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Lebih efektif menggunakan metode individual reading dengan kesempatan bagi siswa untuk membaca sendiri dan menerima feedback.
35	Classroom Conditions	Can teachers predict how	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Siswa akan tertarik dan penasaran dengan fitur

		students respond to interactive reading activities?			baru digital storybook, bahkan bagi siswa dengan kemampuan rendah sekalipun.
36	Classroom Conditions	Do teachers know which classroom conditions help students stay engaged when reading activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Kelas yang mendukung: ruang kelas dengan fokus pada penggunaan buku digital, suasana interaktif, serta tidak terganggu oleh perangkat lain seperti HP.
37	Classroom Conditions	Can teachers identify students' preferred learning styles such as visual, auditory, or multimodal when reading SDG-3 stories?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Guru mengetahui preferensi siswa: visual atau audiovisual lebih sesuai, audio digunakan bila fasilitas memadai; siswa kelas tinggi lebih memilih visual sederhana, sedangkan kelas rendah lebih kinaestetik.
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"/>	Media tambahan yang bermanfaat: ilustrasi, suara hewan, suasana kelas, pop-up kata sulit, audio untuk listening, animasi sederhana, dan storytelling.
39	Teacher Support	Do teachers know which types of feedback help students understand story sequences and good health and well-being messages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Feedback yang efektif: pertanyaan sederhana tentang cerita, refleksi perasaan siswa di akhir cerita, atau personalisable feedback (misalnya klik pilihan "happy").

40	Teacher Support	Do teachers know how long the story is most suitable for teaching SDG-3 to grade sixth students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Story digital sebaiknya sekitar 20 halaman atau lebih sedikit agar tidak membosankan.
41	Material Requirements	Do teachers know which types of characters are easiest for students to understand in SDG-3 stories?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Karakter yang mudah dipahami: kartun atau hewan sesuai tema cerita, bisa menyesuaikan minat siswa (misalnya kartun sederhana, siswa di sekolah).
42	Material Requirements	Do teachers know which types of story content are most suitable for SDG-3 lessons?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Konten yang cocok: aktivitas sehari-hari yang berkaitan dengan kesehatan dan kesejahteraan, kebersihan, atau kegiatan sekolah yang nyata.
43	Material Requirements	Do teachers know what SDG-3 content can be effectively included in reading stories and how students respond to hand washing and sleep enough themes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Konten yang efektif: perilaku sehari-hari terkait kesehatan, seperti mencuci tangan, tidur cukup, menjaga kebersihan kelas; siswa dapat memahami melalui contoh konkret dan ilustrasi.
44	Material Requirements	Do teachers know which SDG-3 themes are most engaging for grade sixth students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Tema menarik: kesehatan, kebersihan, kegiatan sehari-hari yang relevan dengan pengalaman siswa, termasuk aktivitas sekolah seperti piket sehari-hari.

45	Material Requirements	Do teachers know what support or resources are needed to help them teach SDG-3 effectively?	✓ <input type="checkbox"/>	<input type="checkbox"/>	Dukungan yang diperlukan: digital storybook interaktif, ilustrasi, audio/animasi, glossarium/pop-up kata sulit, instruksi bilingual, media visual seperti LCD/proyektor, dan panduan membaca serta feedback sederhana.
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Appendix 6. Observation Sheet

DEVELOPMENT OF DIGITAL STORYBOOK ON SDG-3 TO FACILITATE READING BEHAVIOURAL ENGAGEMENT OF SIXTH GRADE STUDENTS AT SD LAB UNDIKSHA

Research Objective:

To identify the needs of sixth grade students and teachers reading materials that integrate SDG-3 to facilitate reading behavioural engagement.

INSTRUMENT DEVELOPMENT BASIS

The development of this instrument is based on the needs analysis framework of Hutchinson and Waters (1987), which highlights that effective learning materials must be grounded in a thorough understanding of learners' needs. Using their distinction between target needs (necessities, lacks, and wants) and learning needs, the instrument is designed to identify what sixth-grade students require in order to engage effectively with reading materials that integrate SDG-3. Necessities refer to the essential features needed in the materials such as clarity, relevance, and environmental themes while lacks relate to the gap between students' current reading behaviors and their expected engagement levels. Wants address students' and teachers' preferences, including visually rich texts, relatable content, or interactive formats that enhance motivation.

The instrument also considers learning needs, which focus on how students prefer to learn and the conditions that support their behavioral engagement. This includes examining preferred learning modes (individual, pair, or group work), the features that motivate students to sustain attention, and the forms of teacher support that enhance engagement during reading activities. Teachers' insights are incorporated to ensure the materials support instructional goals and provide meaningful opportunities to embed SDG-3 values in classroom practice. By applying the systematic approach proposed by Hutchinson and Waters (1987), the instrument ensures that each item captures the behavioural, motivational, and contextual factors required to design relevant and engaging SDG-3 integrated reading materials for sixth-grade students.

Reference:

Hutchinson, T., & Waters, A. (1987). English for specific purposes: A learner-centered approach. In T. Hutchinson & A. Waters (Eds.), *English for Specific Purposes* (pp. 53–64). Cambridge University Press. <https://doi.org/DOI:10.1017/CBO12780511733031>.



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 Good Health and Well-being (SDG-3). 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.

A. Observation Sheet					
No	Aspect	Indicator	A	NA	Remarks
1	Necessities	Is there availability of reading materials and exercises related to Good	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Tidak tersedia materi baca atau latihan SDG-3 di sekolah,

		Health and Well-being (SDG-3)?			sehingga perlu digital storybook sebagai media pengenalan SDG-3.
2	Necessities	Do students need guidance to stay focused while reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, siswa membutuhkan bimbingan dan arahan dari guru agar tetap fokus saat membaca digital storybook.
3	Necessities	Do students need clear explanations of unfamiliar SDG-3 terms?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, guru menekankan penggunaan pop-up atau glossarium untuk menjelaskan kata-kata sulit agar siswa dapat memahami istilah SDG-3.
4	Necessities	Is the story length appropriate to avoid cognitive overload?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, panjang cerita dibuat maksimal sekitar 20 halaman agar tidak membosankan dan sesuai kemampuan siswa kelas 6.
5	Necessities	Is the reading content aligned with students' cognitive level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, materi cerita disesuaikan dengan pola kalimat yang sudah dikenalkan sebelumnya di kelas sehingga dapat dipahami siswa.

6	Lack	Do students lack understanding of SDG-3 concepts?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, siswa membutuhkan pengenalan konsep SDG-3 melalui cerita karena belum familiar dengan topik kesehatan dan kesejahteraan.
7	Lack	Do students lack strategies to interpret SDG-related content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, siswa memerlukan arahan dalam mengidentifikasi ide utama dan mengaitkan cerita dengan perilaku sehari-hari.
8	Lack	Do students have limited prior knowledge to examples of good health and well-being?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Tidak, siswa sudah mengenal contoh perilaku sehat sederhana seperti minum air cukup, olahraga dan tidur teratur.
9	Lack	Do students struggle to connect between story content and real-world issues?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, guru mengamati bahwa siswa memerlukan bantuan untuk menghubungkan cerita dengan situasi nyata, misalnya kebersihan kelas, jadwal piket, dan perilaku sehat.
10	Lack	Do students show limited awareness of SDG-3 relevance to problem-solving?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, siswa belum sepenuhnya memahami bagaimana perilaku sehat dan kebijakan kesehatan dapat

					memecahkan masalah sehari-hari.
11	Wants	Do students prefer stories with themes related to Good health and Well-being?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, siswa lebih tertarik pada tema kesehatan yang dekat dengan kehidupan sehari-hari, misalnya olahraga, makanan sehat, tidur cukup.
12	Wants	Do students prefer visually appealing reading materials?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, penggunaan gambar, pop-up kata sulit, dan animasi sederhana membantu meningkatkan minat siswa.
13	Wants	Do students prefer characters that match their age or personality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, karakter yang mudah dipahami dan sesuai usia (misal kartun atau hewan terkait tema) lebih menarik bagi siswa.
14	Wants	Do students prefer stories connected to real-life situation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, siswa lebih mudah memahami cerita jika contoh dan situasi cerita relevan dengan kehidupan sehari-hari mereka, misal belanja online, kebersihan kelas.
15	Wants	Do students engage with reading materials?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, siswa cenderung tertarik dan penasaran ketika

					ada fitur baru atau interaktif dalam digital storybook.
16	Learning Needs	Do students need relatable characters to support engagement and comprehension?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, karakter yang sesuai tema dan mudah dimengerti membantu siswa lebih terlibat dan memahami pesan cerita.
17	Learning Needs	Do students need guided questions to stay engaged during reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, guru memberikan kesempatan membaca individu, dibarengi dengan pertanyaan atau feedback sederhana untuk memastikan pemahaman.
18	Learning Needs	Do students need visual or interactive elements to support understanding?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, pop-up kata sulit, suara, dan animasi sederhana membantu siswa memahami isi cerita tanpa kebingungan.
19	Learning Needs	Do students prefer individual, pair, or group reading activates?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Siswa lebih efektif membaca secara individu agar fokus dan tidak menunggu teman, dengan kesempatan bergantian jika ada kata sulit.

Appendix 7. Expert Judgement 1 Evaluation

A. Researcher's Identity

Name : Ni Putu Yunda Kirana
 NIM : 2212021073
 Study Program : English Language Education
 University : Universitas Pendidikan Ganesha
 Thesis Title : DEVELOPMENT OF DIGITAL STORYBOOK
 ON SDG-3 TO FACILITATE READING BEHAVIOURAL
 ENGAGEMENT OF SIXTH GRADE STUDENTS AT SD LAB
 UNDIKSHA

B. Identity of the Product Being Evaluated

Title : HATCHOO!
 Theme : SDG-3 (Good Health and Well-being)
 Grade : 6th
 School : SD Lab Undiksha
 Type of Product : Digital Storybook
 Product Link : <https://digital-storybook-hatchoo.netlify.app/>

C. Expert's Identity

Name : Prof. Dr. Putu Kerti Nitiasih, M.A.
 NIP : 196206261986032002
 Institution : Universitas Pendidikan Ganesha

CRITERIA OF DIGITAL STORYBOOK INSTRUMENT

Research Objective:

To evaluate the quality of the developed SDG-3 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. L., & Kucirkova, N. I. (2023). Children's digital books: Development, testing and dissemination of quality criteria. In Children's

Digital Books: Development, Testing and Dissemination of Quality Criteria.
University in Stavanger. <https://doi.org/10.31265/usps.268>

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
1. NR (Not Relevant)	The item is not relevant or not observed in the digital storybook.
2. SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in the storybook.
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 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	1 NR	2 SR	3 QR	4 VR	Remarks
1	Purposeful	The digital storybook has a clear learning goal and supports school-related learning content.				X	
2	Purposeful	The digital storybook multimedia features such as images, sound, and animation are chosen to strengthen the content of the story.				X	
3	Purposeful	The digital storybook content is presented concisely, not long, and does not require technical knowledge.				X	
4	Sustained	The digital storybook story and features keep the children engaged while reading until the end.				X	
5	Sustained	The digital storybook use cliffhangers, light conflicts, or curiosity that encourage children to continue reading.				X	
6	Sustained	The digital storybook presents visual and narrative variation across pages that maintain children				X	

		curiosity during reading.					
7	Intercultural	The language, names, or expressions in the story reflect the cultural realities depicted.				X	
8	Intercultural	There is no character in digital storybook is depicted as inferior/superior based on cultural background.				X	
9	Intercultural	The digital storybook story shows that cross-cultural cooperation strengthens shared values.			X		
10	Interactive	In the digital storybook there are no excessive visual or audio elements to confuse the child.			X		
11	Interactive	The digital storybook interaction helps children follow the story's progress gradually.			X		
12	Interactive	The digital storybook provides interactive features such as pop up words to help children understand to the story content.				X	
13	Child friendly	The digital storybook uses simple language that suits children's reading level.				X	
14	Child friendly	The amount of text per page is age-appropriate, and the				X	

		narrative language is simple and child-friendly.					
15	Child friendly	The visual elements in the digital storybook are not too crowded and there is no distracting music or sound.				X	
16	Accessible	The digital storybook includes helpful features like audio.				X	
17	Accessible	The digital storybook provides simple pop-up explanations for difficult words.				X	
18	Accessible	The digital storybook uses clear and meaningful visual illustration that support children understanding of the story.			X		
19	Personalizable	The digital storybook invites children to give a simple personal response at the end of the story.			X		
20	Personalizable	The digital storybook asks children to choose which character they would like to be.				X	
21	Personalizable	The digital storybook asks children to choose their feelings about the story.				X	
22	Creative	The digital storybook uses imaginative visuals such as unique characters, settings, or objects				X	

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

SDG-3 LEARNING OBJECTIVE INSTRUMENT

Research Objective:

To evaluate the quality of the developed SDG-3 digital storybook, as assessed by experts, in terms of content, design, and relevance to literacy and sustainability education.

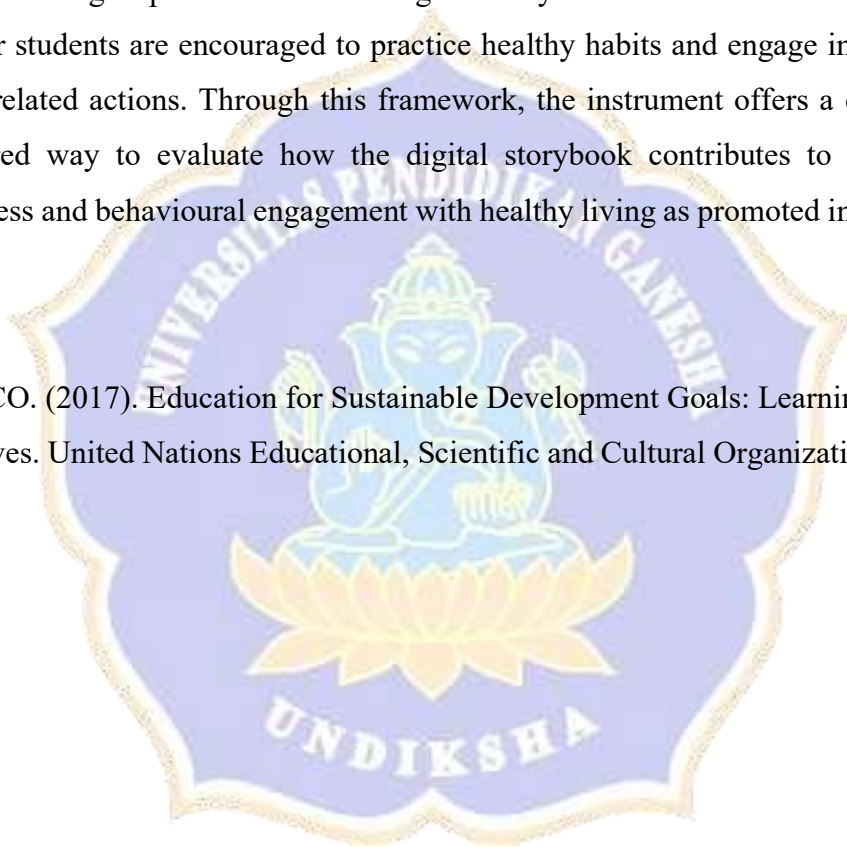
INSTRUMENT DEVELOPMENT BASIS

The development of this instrument is grounded in the SDG-3 behavioural learning objectives, as outlined by UNESCO (2017). These objectives highlight the importance of helping children understand and practice healthy lifestyles and overall well-being. The instrument is therefore constructed to capture how the digital storybook supports students in developing health-promoting behaviours. It focuses on key behavioural competencies supporting health-related rules.

Each item in the instrument is designed to assess how students respond to SDG-3 messages presented in the digital storybook. The indicators examine whether students are encouraged to practice healthy habits and engage in positive health-related actions. Through this framework, the instrument offers a clear and structured way to evaluate how the digital storybook contributes to students' awareness and behavioural engagement with healthy living as promoted in SDG-3.

References

UNESCO. (2017). Education for Sustainable Development Goals: Learning objectives. United Nations Educational, Scientific and Cultural Organization.



Instrument on SDG-3 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-3 Learning objective that focused on supporting health and well-being policies. 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
1. NR (Not Relevant)	The item is not relevant or not observed in the digital storybook.
2. SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in the storybook.
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 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	1 VR	2 QR	3 SR	4 NR	Remarks
1	Supporting health and well-being policies	The digital storybook promotes simple school health rules.				X	
2	Supporting health and well-being policies	The digital storybook explains actions students can take to support a healthy school environment.				X	
3	Supporting health and well-being policies	The digital storybook motivates students to participate in school health activities.				X	
4	Supporting health and well-being policies	The digital storybook encourages students to practice healthy habits during their daily activities at school.				X	
5	Supporting health and well-being policies	The digital storybook highlights the consequences of not following school health rules.				X	

General Comment:

Date: 5 March 2026

Expert



Prof. Dr. Putu Kerti Nitiasih, M.A.

NIP. 196206261986032002



Appendix 8. Expert Judgement 2 Evaluation

D. Researcher's Identity

Name : Ni Putu Yunda Kirana
 NIM : 2212021073
 Study Program : English Language Education
 University : Universitas Pendidikan Ganesha
 Thesis Title : DEVELOPMENT OF DIGITAL STORYBOOK
 ON SDG-3 TO FACILITATE READING BEHAVIOURAL
 ENGAGEMENT OF SIXTH GRADE STUDENTS AT SD LAB
 UNDIKSHA

E. Identity of the Product Being Evaluated

Title : HATCHOO!
 Theme : SDG-3 (Good Health and Well-being)
 Grade : 6th
 School : SD Lab Undiksha
 Type of Product : Digital Storybook
 Product Link : <https://digital-storybook-hatchoo.netlify.app/>

F. Expert's Identity

Name : Ni Wayan Monik Rismadewi, S.Pd., M.Pd.
 NIP : 198810242023212030
 Institution : Universitas Pendidikan Ganesha

Research Objective:

To evaluate the quality of the developed SDG-3 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. L., & Kucirkova, N. I. (2023). Children's digital books: Development, testing and dissemination of quality criteria. In *Children's Digital Books: Development, Testing and Dissemination of Quality Criteria*. University in Stavanger. <https://doi.org/10.31265/usps.268>

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
1. NR (Not Relevant)	The item is not relevant or not observed in the digital storybook.
2. SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in the storybook.
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 the digital storybook.

How to Complete the Instrument

6. Read each item in the *Items* column thoroughly.
7. Determine the extent to which the digital storybook fulfills the criterion.
8. Place a checkmark (✓) in **one** of the following columns: **VR, QR, SR, or NR**.
9. If needed, provide explanations or notes in the **Remarks** column.
10. 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	1 NR	2 SR	3 QR	4 VR	Remarks
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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Adding music/sounds will strengthen and clarify the story.
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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Adding music/sounds will strengthen and clarify the story.

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

SDG-3 LEARNING OBJECTIVE INSTRUMENT

Research Objective:

To evaluate the quality of the developed SDG-3 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 instrument is grounded in the SDG-3 behavioural learning objectives, as outlined by UNESCO (2017). These objectives highlight the importance of helping children understand and practice healthy lifestyles and overall well-being. The instrument is therefore constructed to capture how the digital storybook supports students in developing health-promoting behaviours. It focuses on key behavioural competencies supporting health-related rules.

Each item in the instrument is designed to assess how students respond to SDG-3 messages presented in the digital storybook. The indicators examine whether students are encouraged to practice healthy habits and engage in positive health-related actions. Through this framework, the instrument offers a clear and structured way to evaluate how the digital storybook contributes to students' awareness and behavioural engagement with healthy living as promoted in SDG-3.

References

UNESCO. (2017). Education for Sustainable Development Goals: Learning objectives. United Nations Educational, Scientific and Cultural Organization.

Instrument on SDG-3 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-3 Learning objective that focused on supporting health and well-being policies. 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
1. NR (Not Relevant)	The item is not relevant or not observed in the digital storybook.
2. SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in the storybook.
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 the digital storybook.

How to Complete the Instrument

6. Read each item in the *Items* column thoroughly.
7. Determine the extent to which the digital storybook fulfills the criterion.
8. Place a checkmark (✓) in **one** of the following columns: **VR, QR, SR, or NR**.
9. If needed, provide explanations or notes in the **Remarks** column.
10. 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	1 VR	2 QR	3 SR	4 NR	Remarks
1	Supporting health and well-being policies	The digital storybook promotes simple school health rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2	Supporting health and well-being policies	The digital storybook explains actions students can take to support a healthy school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3	Supporting health and well-being policies	The digital storybook motivates students to participate in school health activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4	Supporting health and well-being policies	The digital storybook encourages students to practice healthy habits during their daily activities at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5	Supporting health and well-being policies	The digital storybook highlights the consequences of not following school health rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

General Comment:

Date: 24 February 2026

Expert

A handwritten signature in blue ink, appearing to be 'Ni Wayan Monik Rismadewi', written on a white background.

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

NIP. 198810242023212030



Appendix 9. Checklist Research by The Teacher

A. Researcher's Identity

Name : Ni Putu Yunda Kirana
NIM : 2212021073
Study Program : English Language Education
University : Universitas Pendidikan Ganesha
Thesis Title : DEVELOPMENT OF DIGITAL STORYBOOK ON SDG-3
TO FACILITATE READING BEHAVIOURAL ENGAGEMENT OF SIXTH
GRADE STUDENTS AT SD LAB UNDIKSHA

B. Identity of the Product Being Evaluated

Title : HATCHOO!
Theme : SDG-3 (Good Health and Well-being)
Grade : 6th A
School : SD Lab Undiksha
Type of Product : Digital Storybook
Product Link : <https://digital-storybook-hatchoo.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-3 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.

REFERENCCESS

- 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>

Instrument Reading Behavioral Engagement

Instruction For Completing the Reading Behavioral Engagement Instrument

This instrument is designed to evaluate students' Reading Behavioral 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 behavioral engagement.
2. SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in students' reading behavioral 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 behavioral 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:

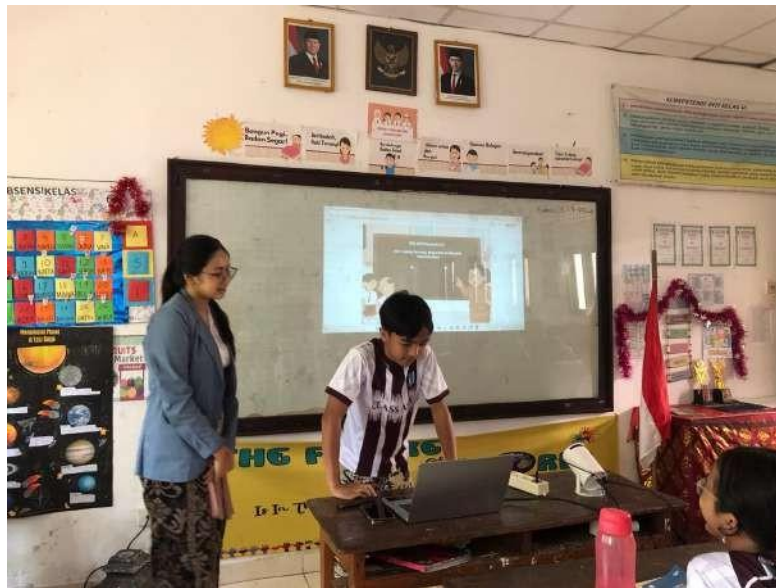
Good!

Date: 3 March 2016
Expert



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

Appendix 10. Research Documentation



RIWAYAT HIDUP



Ni Putu Yunda Kirana lahir di Seribupati pada tanggal 8 Oktober 2004 yang saat ini tinggal di Desa Cau Belayu. Penulis menempuh pendidikan dasar di SD Negeri 2 Cau Belayu dan lulus tahun 2016. Kemudian melanjutkan pendidikan di SMP Negeri 4 Mengwi dan lulus tahun 2019. Selanjutnya menempuh pendidikan di SMA Negeri 1 Marga dengan mengambil jurusan MIPA dan lulus tahun 2022. Di tahun yang sama melanjutkan pendidikan di Perguruan Tinggi Negeri Universitas Pendidikan Ganesha dengan mengambil program studi Pendidikan Bahasa Inggris. Dalam menyelesaikan studi untuk memperoleh gelar Sarjana Pendidikan, penulis menyusun tugas akhir berjudul “Development of Digital Storybook on SDG-3 to Facilitate Reading Behavioural Engagement of Sixth Grade Students at SD Lab Undiksha”.

