

REFERENCES

- Alqahtani, R. B. (2024). Reading engagement levels and enablers: teacher guide for better reading instruction. *Insights into Learning Disabilities*, 21(2), 183–203. [Www.ldworldwide.org](http://www.ldworldwide.org).
- Amin, M. R. (2019). Developing reading skills through effective reading approaches. *January*, 34–40. <https://doi.org/10.5281/zenodo.2557919>
- Amir, J., Dalle, A., Dj, S., & Irmawati, I. (2023). PISA Assessment on reading literacy competency : evidence from students in urban, mountainous and island areas. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 9(1), 107. <https://doi.org/10.33394/jk.v9i1.7103>
- Anwas, E. O. M., & Hadiana, D. (2022). *Students ' literacy skills and quality of textbooks in Indonesian elementary schools*. 6(3), 233–244.
- Ariansyah, A., Prayogi, S., Kurnia, N., Bilad, M. R., & Sutarto, S. (2024). Digital technology to support sustainable development goals (sdgs): Literature review. *Lensa: Jurnal Kependidikan Fisika*, 12(2), 315. <https://doi.org/10.33394/j-lkf.v12i2.13557>
- Arindya Naresti, D., Suratmi, & Hartono. (2024). Improving elementary school students' science literacy skills through digital picture storybooks. *Jurnal Ilmiah Sekolah Dasar*, 8(4), 634–643. <https://doi.org/10.23887/jisd.v8i4.86894>
- Ayu, I. G., Setiawati, I., Paramartha, a. A. G. Y., & eka, I. G. (2024). Investigation of the effect of tblt-based digital storybook on students ' reading skill in smp negeri 6 singaraja. *12(02)*, 213–225.
- Beckmann, V. (2022). Transitioning to sustainable life on land. *Transitioning to Sustainable Life on Land*, C(November). <https://doi.org/10.3390/books978-3-03897-879-4>
- Brandli, L. L., & Salvia, A. L. (2025). A case study in brazil enhancing student engagement with the sdgs through sustainability games : *a case study in Brazil*. February. <https://doi.org/10.18226/23185279.e251427>
- Bus, A. G., Takacs, Z. K., & Kegel, C. A. T. (2014). Affordances and limitations of electronic storybooks for young children's emergent literacy. *Developmental Review*, December. <https://doi.org/10.1016/j.dr.2014.12.004>
- Canuto, P. P., Lumidao, Y., Jr, P. C., Laoyan, R. K., & Oplas, A. (2024). Enhancing elementary students ' oral reading fluency through repeated reading and big books. 23(4), 376–393.
- Catts, H. W. (2018). The simple view of reading: advancements and false impressions. *Remedial and Special Education*, 39(5), 317–323. <https://doi.org/10.1177/0741932518767563>

- Dewani, H. W. (2024). Exploring reading interest and reading literacy of Indonesian language in elementary school students : *A Correlation Study*. 8(4), 763–777.
- Febrianto, Priyono. Bachri, Bachtiar Sjaiful Bachri. Nursalim, M. (2024). The use of digital literacy among elementary school teachers and students in rural area in madura island *Pakistan Journal of Life and Social Sciences*, 22(2). <https://doi.org/10.57239/PJLSS-2024-22.2.000183>
- Fridayanti, K. S., Myartawan, I. P. N. W., & Pratiwi, N. P. A. (2023). Developing tblt-based digital storybook for 9th-grade students at smp negeri 4 singaraja. *Asesmen dan Teknologi Jurnal Pendidikan Bahasa Inggris (AJTE)*, 5(2). <https://doi.org/10.30650/ajte.v5i2.3712>
- González Ramírez, C., & Pescara Vásquez, E. (2023). Dimensions of reading: a study of the beliefs of language and literature preservice teachers. *Frontiers in Psychology*, 14(October), 1–6. <https://doi.org/10.3389/fpsyg.2023.1284539>
- Gunansyah, G., Zuhdi, U., & Aisy, M. R. (2021). Sustainable development education practices in elementary schools. *International Journal of Evaluation and Research in Education*, 15(2), 178–187. <https://doi.org/10.11591/edulearn.v15i2.17091>
- Gunayasa, I. B. K., Widiada, I. K., Zain, M. I., Tahir, M., & Amrullah, L. W. Z. (2023). Development of the digital storybook *Lalu Dia Lala Jinis* as a learning media for fifth-grade elementary school students. *Progres Pendidikan*, 4(1), 45–49. <https://doi.org/10.29303/prospek.v4i1.324>
- Guo, C., Huang, Y., & Chen, X. (2024). Research on integration of the sustainable development goals and teaching practices in a future teacher science education course. *Sustainability*, 16(12), 4982. <https://doi.org/10.3390/su16124982>
- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffidi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *September*. <https://doi.org/10.1037/0022-0663.96.3.403>
- Hobbiss, M. H., & Lavie, N. (2024). Sustained selective attention in adolescence : Cognitive development and predictors of distractibility at school. *Journal of Experimental Child Psychology*, 238, 105784. <https://doi.org/10.1016/j.jecp.2023.105784>
- Huang, H., & Hsin, C. Te. (2023). International journal of sustainable development and planning environmental literacy education and sustainable development in schools based on teaching effectiveness. 18(5), 1639–1648. <https://doi.org/10.18280/ijstdp.180530>
- Hutchinson, T., & Waters, A. (1987a). 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/CBO9780511733031.010>
- Kharatova, S. K. (2021). Teach english for specific purposes. *Theoretical & Applied Science*, 103(11), 690–692.

<https://doi.org/10.15863/tas.2021.11.103.69>

- Kleespies, M. W., & Dierkes, P. W. (2022). What influences national-level implementation of SDG 15? A cross-country analysis. *Humanities and Social Sciences Communications*, 9, Article 221. <https://doi.org/10.1057/s41599-022-01242-0>
- Krauss, J. E. (2022). Unpacking SDG 15, its targets and indicators: tracing ideas of conservation. *Globalizations*, 19(8), 1179–1194. <https://doi.org/10.1080/14747731.2022.2035480>
- Kumar, A., Kuo, L. J., White, B., & Hu, Y. (2025). A systematic review of theoretical frameworks in reading and writing: insights from jaal (2015–2024). *Reading Psychology*, 46(6), 543–557. <https://doi.org/10.1080/02702711.2025.2479478>
- Maharani, M. And P. (2023). Developing TBLT-based digital storybook for 8th grade students at smp negeri 4 singaraja. *Journal of Education Research and Evaluation*, 11(02), 91–106.
- March, J.-. (2022). Jean piaget's cognitive development. *International Journal of Indian Psychology*, 10(1). <https://doi.org/10.25215/1001.155>
- Mayer, R. E., & Fiorella, L. (2021). Introduction to multimedia learning. *The Cambridge Handbook of Multimedia Learning*, February 2022, 3–16. <https://doi.org/10.1017/9781108894333.003>
- Mckay, V. (2020). Literacy , lifelong learning and sustainable development
Literacy , lifelong learning and sustainable development. *November 2018*.
- Mehdi Haseli Songhori. (2008). Introduction to needs analysis. *English for Specific Purposes World*, 7(20), 1–25.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative data analysis. SAGE Publications. <https://books.google.co.id/books?id=3CNrUbTu6CsC>
- Mynaryathy, M., & Wijayanti, W. (2023). Crafting a tailored digital picture storybook to elevate the pancasila student profile : insights from needs analysis. *15*, 4298–4307. <https://doi.org/10.35445/alishlah.v15i4.2936>
- Nazimuddin, M., Kamil, A., Izzaty, R. E., & Patmawati, N. (2023). Digital picture storybooks , can increase students ' self- efficacy and interest in learning *Jurnal Pendidikan Anak Usia Dini*, 7(1), 35–45.
- Net, W. W. W. P., Luh, N., Ning, P., Putri, S., Santosa, M. H., & Putu, L. (2024). Sustainable Development Goals in EFL Students' Learning: A Systematic Review. *Pegem Journal of Education and Instruction*, 14(2), 1–11. <https://doi.org/10.47750/pegegog.14.02.01>
- Ningrum, E. F. (2018). Literature on student book and its effect for developing elementary school teaching materials. *Lingua Cultura*, 12(May), 209–214. <https://doi.org/10.21512/lc.v12i2.4284>
- Nizma, N., & Kusumawardani, I. N. (2023). The implementation of 15-minute extensive reading approach as school literacy movement activity: Students' perceptions. *IDEAS: Journal on English Language Teaching and Learning*,

- Linguistics and Literature*, 11(1), 342–353.
<https://doi.org/10.24256/ideas.v11i1.3759>
- Nurkancana, I. W., & Sunartana. (1992). *Evaluasi Hasil Belajar*. Surabaya: Usaha Nasional.
- OECD. (2022). Organisation for Economic Co-operation and Development. (2023). *PISA 2022 results (Volume I): The state of learning and equity in education*. OECD Publishing. <https://doi.org/10.1787/53f23881-en>
- Okur, A., & Arikan, Y. D. (2021). The effect of digital storytelling on digital literacy skills of seventh-grade students. *International Online Journal of Educational Sciences September*. <https://doi.org/10.15345/iojes.2021.04.018>
- Pasaka, J. T., Julianto, I. N. L., & Artha, I. G. A. I. B. (2022). Perancangan storybook digital sebagai media pembelajaran anak berbentuk game edukasi. *Amarasi: Jurnal Desain Komunikasi Visual*, 3(02), 214–226. <https://doi.org/10.59997/amarasi.v3i02.1682>
- Patrick, M. (2019). Free voluntary reading and comprehensible input. *Journal of Classics Teaching*, 20(39), 78–82. <https://doi.org/10.1017/S2058631019000126>
- Prasetya, D. D., & Hirashima, T. (2018). Design of multimedia-based digital storybooks for preschool education. *International Journal of Emerging Technologies in Learning*, 13(2), 211–225. <https://doi.org/10.3991/ijet.v13i02.8188>
- Prawira, N. N. P., Artini, L. P., Marsakawati, N. P. E., Padmadewi, N. N., Ratminingsih, N. M., & Utami, I. G. A. L. P. (2023). the implementation of literacy activities in primary school. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 7(1), 150–156. <https://doi.org/10.23887/jipp.v7i1.56108>
- Pujiani, T., Zuhrofillah, I., Sukmawati, I. D., & Yani, R. F. (2022). Engaging young learners to study English through storytelling using e-storybook. *ELT Worldwide: Journal of English Language Teaching*, 11(1), 77–85.
- Puspita, R. D., Sunendar, D., Musthafa, B., & Agung, R. (2017). Improving students reading comprehension ability through integrated thematic learning with school literacy movement support. *Jurnal Pendidikan Humaniora*, 5(3), 99–103. <https://doi.org/10.17977/um030v5i32017p099>
- Rahiem, M. D. H. (2021). Storytelling in early childhood education : Time to go digital. *International Journal of Child Care and Education Policy*. <https://doi.org/10.1186/s40723-021-00081-x>
- Ratminingsih, Mahadewi, Divayana, D. G. H. (2018). ICT-based interactive game in TEYL: Teachers' perception, students' motivation, and achievement. *International Journal of Emerging Technologies in Learning*, <https://doi.org/https://doi.org/10.3991/ijet.v13i09.8170> Ni
- Ratminingsih, N. M., Agustini, K., Budasi, I. G., Adnyani, L. P. S., & Ana, I. K. T. A. (2022). Digital versus printed multilingual dictionary : Developing young learners ' english literacy. *International Journal of Instruction*, 12(12), 2508–2518.

- Ratminingsih, N. M., Budasi, I. G., & Kurnia, W. D. A. (2020). Local culture-based storybook and its effect on reading competence. *International Journal of Instruction*, 13(2), 253–268. <https://doi.org/10.29333/iji.2020.13218a>
- Rhodes, R. J. (2019). Personal story sharing as an engagement strategy to promote student learning. *Penn GSE Perspectives on Urban Education*, 16(1)
- Richey, R. C., & Klein, J. D. (2007b). Design and development research (L. Akers, Ed.; 1st ed.). Lawrence Erlbaum Associates, Inc., Publishers. <https://doi.org/10.4324/9780203826034>
- Richey, R. C., & Klein, J. D. (2014). Design and development research (L. Akeers, A. Messiana, K. Houghtaling, & Lacey, Eds.). Routledge
- Rintaningrum, R. (2009). Literacy: Its Importance and Changes in the Concept and Definition. *TEFLIN*, 20(1), 1-17.
- Robin, B. R. (2016). The power of digital storytelling to support teaching and learning. 30, 17–29.
- Sayer, J., Sheil, D., Galloway, G., Riggs, R. A., Mewett, G., macdicken, K. G., Arts, B., Boedhihartono, A. K., Langston, J., & Edwards, D. P. (2019). SDG 15: Life on land-The central role of forests in sustainable development. *Sustainable Development Goals: Their Impacts on Forests and People*, December, 482–509. <https://doi.org/10.1017/9781108765015.017>
- Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: evidence, theory and practice. In S. Neumann. & D. Dickinson (Ed.). *Handbook of Early Literacy Research.*, 97–110.
- Shabiriani, U. N., Dewi, W. K., Putri, S. A., Pratama, F. C., Tri, A., & Valencia, C. S. (2023). *Garudeya Illustrated Digital Book as a Supporting Media to Children Learning*. 02001.
- Shafira, V. S. (2024). How digital literacy can drive inclusive progress towards the 2030 sdgs", 2(1), 40–41.
- Skinner, E. A., Kindermann, T. A., & Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement*, 69(3), 493–525. <https://doi.org/10.1177/0013164408323233>
- Solihin, R. R., Susanto, T. T. D., Fauziyah, E. P., Yanti, N. V. I., & Ramadhania, A. P. (2024). The efforts of indonesian government in increasing teacher quality based on pisa result in 2022: a literature review. *Perspektif Ilmu Pendidikan*, 38(1), 57–65. <https://doi.org/10.21009/pip.381.6>
- Taboada, A., Townsend, D., & Boynton, M. J. (2013). Mediating effects of reading engagement on the reading comprehension of early adolescent English language learners. *Reading and Writing Quarterly*, 29(4), 309–332. <https://doi.org/10.1080/10573569.2013.741959>
- Takacs, Z. K., Swart, E. K., & Bus, A. G. (2015). benefits and pitfalls of multimedia and interactive features in technology-enhanced storybooks: a meta-analysis.

- Review of Educational Research*, 85(4), 698–739. <https://doi.org/10.3102/0034654314566989>
- 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* (Issue August). <https://doi.org/10.31265/usps.268>
- Virinkoski, R., Lerkkanen, M., Eklund, K., & Aro, M. (2022). Special education teachers' identification of students' reading difficulties in grade 6 special education teachers' identification of students' reading. <https://doi.org/10.1080/00313831.2020.1833241>
- Wahyono, E., & Puspitasari, D. (2016). Students' need analysis of English reading skills for academic purposes. *Proceedings of the International Conference on Teacher Training and Education (ICTTE)*, 1(1), 1007–1014.
- Wijaya, A. W. A. (2025). School-based literacy program to improve students' reading competencies in early years of primary education in rural areas. *IJIE* (*International Journal of Indonesian Education and Teaching*), 9(1), 1–19. <https://doi.org/10.24071/ijiet.v9i1.9734>
- Winda, Ratminingsih, M. (2018). The efficacy of ict-based interactive games in fostering learning. *Jurnal Universitas Pendidikan Ganesha Jurusan Pendidikan Bahasa Inggris*, x.
- Yokota, J., & Teale, W. H. (2014). Picture books and the digital world. *The Reading Teacher*, 67(8), 577–585. <https://doi.org/10.1002/trtr.1262>
- Yulianawati, I., Nurhadi, Kardi, & Mayasari, A. D. (2022). Elementary students' reading engagement: The impact of storytelling in EFL reading comprehension. *Riwayat: Educational Journal of History and Humanities*, 5(1), 159–167. <https://doi.org/10.24815/jr.v5i1.27726>
- Zhou, N., & Yadav, A. (2018). Effects of multimedia story reading and questioning on preschoolers' vocabulary learning, story comprehension and reading engagement Author's personal copy. *Educational Technology Research and Development*, February. <https://doi.org/10.1007/s11423-017-9533-2>
- Zucker, T. A., Cabell, S. Q., & Pico, D. L. (2021). Going nuts for words: recommendations for teaching young students academic vocabulary. 74(5), 581–594. <https://doi.org/10.1002/trtr.1967>