

APPENDICES



Appendix 1 Classroom Observation Result

Dimensions	Observation Focus	Scale		Comments
		A	NA	
Necessities	Students show involvement during the shared reading activities (enthusiasm, attention, response when the teacher reads the story).	v		Not all students showed active involvement during the shared reading activity. Around 70% of the students were able to focus on the teacher, while the rest showed less participation and attention.
	The media is in accordance with the child's initial literacy needs.	v		The reading media is suitable for supporting students' early literacy skills. The book introduces simple vocabulary and sentences that are appropriate for preschool students.
	Are the values of No Poverty conveyed through reading activities?		v	The reading medias used during the observation did not include the values of No Poverty. The storybooks mainly focused on general moral values and did not specifically discuss poverty-related topics.
	The number of reading media available is according to the number of students.		v	The number of reading medias available was limited compared to the number of students. There were only around 10–15 books, which was not enough to support reading activities for the whole class.
	There is a large size of illustrations in the reading media that are used to help children understand the content of the story and attract their attention.		v	Reading media were used during the activity, but the size of the illustrations was still too small. Students who sat far from the teacher had difficulty seeing the pictures clearly, which affected their understanding and attention.
	The reading media used is in accordance with the language skills of preschoolers.	v		The language used in the book was suitable for preschool students. The book introduces new vocabulary and uses bilingual language, which helps students understand the story more easily.

Dimensions	Observation Focus	Scale		Comments
		A	NA	
	Reading media is used as the main tool by teachers in shared reading activities.	v		Storybooks are used as the main learning media during shared reading activities, showing that reading medias play an important role in supporting classroom learning.
	The reading media used is able to make students focus during shared reading activities.		v	The reading media used was not fully able to keep students focused during the activity. The small size of the book made it difficult for some students to clearly see the content.
Lacks	There are difficulties that students have during shared reading activities.	v		Students experienced some difficulties during shared reading activities. Many of them did not fully understand English, and some students also had difficulty seeing the book clearly because the size of the book was too small.
	There are students who seem bored or disengaged.	v		There were around 3–5 students who appeared bored or less engaged during the activity. They tended to talk with their friends or play with objects on their tables instead of paying attention to the reading activity.
	The current reading is media less relevant to children's needs.		v	The reading media used has not fully supported students' learning needs, especially in encouraging active participation and engagement during shared reading activities.
	Students have difficulty seeing the text and illustrations on the reading media used.	v		Students had difficulty seeing the text and illustrations clearly because the book size was relatively small, while the number of students in the class was quite large.
	Students show less involvement during the shared reading activities (enthusiasm, attention, and response when the teacher reads the story).		v	Only a few students showed low involvement during the shared reading activity. These students showed limited enthusiasm, attention, and response when the teacher read the story.

Dimensions	Observation Focus	Scale		Comments
		A	NA	
	Low student engagement is caused by reading media that is still not optimal.	v		Low student engagement was influenced by the reading media that was not optimal, especially due to the small book size, which made it difficult for students to see and follow the story properly.
	The media available is still limited to consistently support student students' behavioral engagement.	v		The reading media used during the activity mainly focused on storytelling and moral messages, but it did not include interactive elements that could consistently support students' students' behavioral engagement.
Wants	Students show interest in certain types of reading activities.	v		Students showed interest in reading activities, although the level of interest varied. Some students actively participated, while others showed moderate interest during the activity.
	Students show interest in certain types of reading media.	v		Students showed interest in the reading media used by the teacher. However, the small size of the book limited their ability to fully engage, and not all students showed consistent interest.
	There are students who ask for a repetition of the story or show a desire for further exploration.		v	During the observation, no students asked for the story to be repeated or showed a strong desire to explore the story further.
	Stories related to daily life are able to make students more engaged.	v		Students appeared more engaged when the story related to daily life experiences. The story used during the activity described an elephant taking a bath with its owner, which reflected themes of togetherness and caring.
	Students show interest when the topic of reading relates to no poverty.		v	There was no clear indication that students showed interest in topics related to No Poverty, as the reading medias used during the observation did not specifically address this theme.

Dimensions	Observation Focus	Scale		Comments
		A	NA	
	Reading media that allows students to actively interact is able to foster student enthusiasm.	v		Students showed enthusiasm when the teacher included simple interactive activities, such as asking students to follow the movements of the character in the story. Most students were willing to participate in these interactive instructions.



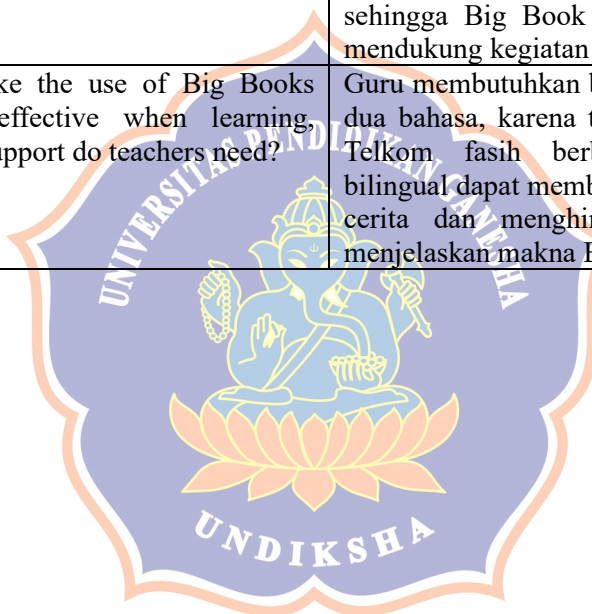
Appendix 2 Interview Result of Teacher 1

Institution : TK Telkom Singaraja

Teacher 1 : Firda Indriyani

No	Questions	Results
1	Regarding reading activities, what skills do preschool students need to have?	Siswa TK perlu memiliki keterampilan literasi dasar, terutama kemampuan membaca dan menulis awal.
2	Do skills in social life, such as caring for food, sharing, and not throwing away food, need to be instilled through reading medias?	Sangat perlu, karena hal tersebut merupakan bagian penting dalam membentuk karakter dan sikap positif anak sejak usia dini.
3	What kind of involvement do students show during the reading activity?	Siswa biasanya mendengarkan cerita dan ikut membaca dengan bimbingan guru.
4	What aspects do you think make students more involved during reading activities?	Siswa lebih tertarik pada kegiatan membaca yang melibatkan interaksi langsung. Mereka juga lebih menyukai buku yang memiliki banyak gambar dan sedikit kalimat karena sebagian besar siswa belum dapat membaca secara mandiri. Selain itu, guru perlu membimbing siswa selama kegiatan membaca berlangsung.
5	Have children ever been introduced to the theme of no poverty?	Pernah, tetapi diperkenalkan secara tidak langsung melalui pembelajaran karakter, seperti mengajarkan siswa untuk saling membantu dan peduli terhadap sesama.
6	How did the students respond to helping others or empathy activities?	Siswa menunjukkan sikap peduli terhadap teman-temannya dan sebagian besar siswa sudah memahami pentingnya membantu sesama.
7	Regarding No Poverty, what social values do you think need to be included in the book's stories?	Nilai sosial yang perlu dimasukkan antara lain saling membantu, menolong sesama, dan menunjukkan rasa empati.
8	What is your view of the story with No Poverty content?	Cerita dengan muatan No Poverty sangat baik dan sesuai untuk diajarkan kepada anak-anak karena dapat membantu mengembangkan karakter dan kepedulian sosial mereka.
9	What kind of vocabulary or language structure do you think should be used to make it easier for students to understand stories?	Buku sebaiknya menggunakan kalimat sederhana dan kosakata yang mudah dipahami oleh anak TK. Selain itu, akan lebih baik jika buku dibuat dalam dua bahasa, yaitu Bahasa Indonesia dan Bahasa Inggris.
10	Is it better that each page contains more images than text? Why?	Ya, lebih baik menggunakan lebih banyak gambar daripada teks karena siswa lebih tertarik pada buku yang memiliki tampilan visual yang menarik.

No	Questions	Results
11	Are color-coded illustrations, children's figures, or animals more appealing to students?	Semua jenis ilustrasi dapat menarik perhatian siswa jika menggunakan warna yang jelas dan menarik. Namun, penggunaan tokoh manusia lebih sesuai karena lebih dekat dengan kehidupan sehari-hari siswa.
12	When using storybooks while studying, how do you apply them?	Buku cerita biasanya digunakan melalui kegiatan membaca bersama (shared reading), karena tidak semua siswa sudah dapat membaca secara mandiri.
13	When it comes to reading, what are the most common challenges?	Tantangan yang paling sering muncul adalah menjaga fokus siswa, karena siswa terkadang lebih memilih berbicara dengan teman dibandingkan mengikuti kegiatan membaca.
14	Can this class support the use of the Big Book?	Kelas dapat mendukung penggunaan Big Book. Sebelumnya siswa sudah menggunakan buku cerita dalam kegiatan membaca bersama, sehingga Big Book dapat digunakan untuk mendukung kegiatan tersebut.
15	To make the use of Big Books more effective when learning, what support do teachers need?	Guru membutuhkan buku yang menggunakan dua bahasa, karena tidak semua guru di TK Telkom fasih berbahasa Inggris. Buku bilingual dapat membantu guru memahami isi cerita dan menghindari kesalahan dalam menjelaskan makna Bahasa Inggris.



Appendix 3 Interview Result of Teacher 2

Institution : TK Telkom Singaraja

Teacher 2 : Luh Dewi Wijayanti

No	Questions	Results
1	Regarding reading activities, what skills do preschool students need to have?	Anak TK perlu dikenalkan pada kemampuan membaca sederhana, mengenali huruf, memahami gambar, dan mengikuti cerita dengan baik selama kegiatan membaca berlangsung.
2	Do skills in social life, such as caring for food, sharing, and not throwing away food, need to be instilled through reading medias?	Ya, karena nilai-nilai tersebut penting untuk membentuk kebiasaan baik dan rasa peduli anak terhadap lingkungan serta orang lain sejak dini.
3	What kind of involvement do students show during the reading activity?	Sebagian besar siswa mengikuti kegiatan dengan mendengarkan guru bercerita, melihat gambar, menjawab pertanyaan sederhana, dan menirukan beberapa kata yang dibaca guru.
4	What aspects do you think make students more involved during reading activities?	Siswa biasanya lebih aktif ketika guru menggunakan ekspresi, gerakan, atau pertanyaan selama membaca cerita. Buku dengan gambar besar dan warna menarik juga membuat siswa lebih fokus mengikuti kegiatan membaca.
5	Have children ever been introduced to the theme of no poverty?	Tema tersebut belum diajarkan secara khusus, tetapi nilai seperti berbagi makanan dan membantu teman sudah sering dikenalkan dalam kegiatan sehari-hari di kelas.
6	How did the students respond to helping others or empathy activities?	Anak-anak cenderung menunjukkan respon positif, seperti mau berbagi alat tulis atau membantu teman ketika diminta oleh guru.
7	Regarding No Poverty, what social values do you think need to be included in the book's stories?	Cerita sebaiknya memuat nilai kepedulian, berbagi dengan teman, saling menolong, dan menghargai apa yang dimiliki.

8	What is your view of the story with No Poverty content?	Menurut saya, cerita dengan tema tersebut baik digunakan di TK karena dapat membantu anak memahami pentingnya peduli terhadap orang lain melalui cerita yang sederhana.
9	What kind of vocabulary or language structure do you think should be used to make it easier for students to understand stories?	Bahasa yang digunakan sebaiknya singkat, mudah dipahami, dan tidak menggunakan terlalu banyak kosakata baru. Penggunaan dua bahasa juga dapat membantu guru dan siswa mengenal kosakata Bahasa Inggris secara perlahan.
10	Is it better that each page contains more images than text? Why?	Ya, karena anak usia TK biasanya lebih tertarik melihat gambar dibanding membaca tulisan yang panjang. Gambar juga membantu mereka memahami isi cerita.
11	Are color-coded illustrations, children's figures, or animals more appealing to students?	Anak-anak biasanya menyukai gambar yang berwarna cerah dan karakter yang lucu. Tokoh hewan maupun anak-anak sama-sama menarik selama tampilannya sesuai dengan usia mereka.
12	When using storybooks while studying, how do you apply them?	Buku cerita biasanya digunakan dengan cara guru membacakan cerita di depan kelas sambil menunjukkan gambar kepada siswa agar mereka dapat mengikuti isi cerita bersama-sama.
13	When it comes to reading, what are the most common challenges?	Tantangan yang sering muncul adalah siswa mudah terdistraksi dan cepat bosan jika kegiatan membaca berlangsung terlalu lama atau kurang menarik.
14	Can this class support the use of the Big Book?	Menurut saya, penggunaan Big Book cukup sesuai diterapkan di kelas karena siswa lebih mudah melihat gambar dan mengikuti cerita bersama guru.
15	To make the use of Big Books more effective when learning, what support do teachers need?	Guru memerlukan media yang praktis digunakan di kelas, memiliki gambar yang jelas, dan menggunakan bahasa yang mudah dipahami agar kegiatan membaca lebih lancar dan interaktif.

Appendix 4 Instrument Validity for Expert 1

Dimension	Aspect	No	Indicator	Relevant	Not-Relevant
Content Quality	Purposeful	1	The learning objectives are clearly stated.		
		2	The story integrates literacy learning objectives.		
		3	The story appropriately integrates SDG 1 (No Poverty) values.		
	Sustained	4	The story encourages repeated reading.		
		5	The vocabulary supports language development.		
		6	The story structure facilitates children's recall.		
	Contextual	7	The story reflects children's daily experiences.		
		8	The situations are familiar to preschool children.		
		9	The story presents meaningful real-life contexts.		
	Inclusive	10	The content respects diverse backgrounds.		
		11	The language is understandable for different learners.		
	Creative	12	The story stimulates children's imagination.		
		13	The story encourages discussion and storytelling.		
	Value-Based	14	The story promotes empathy.		
		15	The story promotes sharing and helping others.		
		16	SDG 1 messages are embedded naturally.		
Media Quality	Engaging	17	The illustrations attract children's attention.		
		18	The colors are attractive and appropriate.		
		19	The storyline maintains children's interest.		
	Child-Friendly	20	The font size is appropriate for shared reading.		
		21	The vocabulary is age appropriate.		
		22	The illustrations are clear and understandable.		
		23	The page layout is appropriate for preschool children.		
	Social	24	The Big Book supports shared reading activities.		
		25	The Big Book encourages teacher–student interaction.		

		26	The Big Book encourages children's participation during reading.		
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Date:

Validator Instrument

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



Appendix 5 Instrument Validity for Expert 2

Dimension	Aspect	No	Indicator	Relevant	Not-Relevant
Content Quality	Purposeful	1	The learning objectives are clearly stated.		
		2	The story integrates literacy learning objectives.		
		3	The story appropriately integrates SDG 1 (No Poverty) values.		
	Sustained	4	The story encourages repeated reading.		
		5	The vocabulary supports language development.		
		6	The story structure facilitates children's recall.		
	Contextual	7	The story reflects children's daily experiences.		
		8	The situations are familiar to preschool children.		
		9	The story presents meaningful real-life contexts.		
	Inclusive	10	The content respects diverse backgrounds.		
		11	The language is understandable for different learners.		
	Creative	12	The story stimulates children's imagination.		
		13	The story encourages discussion and storytelling.		
	Value-Based	14	The story promotes empathy.		
		15	The story promotes sharing and helping others.		
		16	SDG 1 messages are embedded naturally.		
Media Quality	Engaging	17	The illustrations attract children's attention.		
		18	The colors are attractive and appropriate.		
		19	The storyline maintains children's interest.		
	Child-Friendly	20	The font size is appropriate for shared reading.		
		21	The vocabulary is age appropriate.		
		22	The illustrations are clear and understandable.		
		23	The page layout is appropriate for preschool children.		
	Social	24	The Big Book supports shared reading activities.		
		25	The Big Book encourages teacher–student interaction.		

		26	The Big Book encourages children's participation during reading.		
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Date:

Validator Instrument

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 199309192018032001



Appendix 6 Instrument for Content and Media Quality for Expert 1

EXPERTS JUDGMENT

Evaluation Sheet for the Developed SDG 1-Based Big Book *Sweet White Susu* to Facilitate Kindergarten Students' Behavioral Engagement through Shared Reading Activities

Product Type : Big Book SDG-1 'No Poverty'
Title : "Sweet White Susu"
Evaluator : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
Institution : Universitas Pendidikan Ganesha
Date :

Description:

This expert judgment instrument is designed to evaluate the quality of the developed SDG 1-based Big Book entitled *Sweet White Susu*. The evaluation focuses on two main dimensions, namely Content Quality and Media Quality, to determine whether the developed Big Book meets the characteristics of an effective instructional media for kindergarten learners.

The evaluation instrument consists of 26 indicators covering learning objectives, literacy content, SDG 1 integration, contextuality, inclusiveness, creativity, visual design, child-friendly characteristics, and support for shared reading activities. The evaluation results will be used to determine the quality and appropriateness of the developed Big Book before its implementation in kindergarten classrooms.

Instructions:

1. Please read the developed Big Book carefully before completing the evaluation form.
2. Evaluate each indicator by selecting one score that best represents your professional judgment.
3. Put a check mark (✓) in the appropriate column.
4. If necessary, please provide comments or suggestions in the Remarks column to improve the quality of the developed Big Book.
5. Your evaluation and suggestions are highly appreciated and will be used solely for research purposes.

Rating Scale

Score				
1	2	3	4	5
Poor	Below Average	Average	Good	Excellent

Dimension	Aspect	No.	Indicator	Scales				
				1	2	3	4	5
Content Quality	Purposeful	1	The learning objectives are clearly stated.					
		2	The story supports the intended literacy learning objectives.					
		3	The story appropriately integrates SDG 1 (No Poverty) values.					
	Sustained	4	The story encourages repeated reading.					
		5	The vocabulary supports children's language development.					
		6	The story structure facilitates children's story recall.					
	Contextual	7	The story reflects children's daily-life experiences.					
		8	The situations presented are familiar to preschool children.					
		9	The story presents meaningful real-life contexts.					
	Inclusive	10	The content respects children's diverse social and cultural backgrounds.					
		11	The language is understandable for children with different learning abilities.					
	Creative	12	The story stimulates children's imagination.					
		13	The story encourages storytelling and classroom discussion.					
	Value-Based	14	The story promotes empathy.					
		15	The story promotes sharing and helping others.					
		16	SDG 1 (No Poverty) values are embedded naturally throughout the story.					
Media Quality	Engaging	17	The illustrations attract children's attention.					
		18	The colours are attractive and appropriate for preschool learners.					
		19	The storyline maintains children's interest throughout the reading activity.					
	Child-Friendly	20	The font size is appropriate for shared reading activities.					
		21	The vocabulary is appropriate for preschool children's language level.					
		22	The illustrations are clear and easy to understand.					
		23	The page layout is appropriate for preschool children.					
	Social	24	The Big Book supports shared reading activities.					
		25	The Big Book encourages teacher–student interaction during reading activities.					
		26	The Big Book encourages children's active participation during shared reading.					

General Comment:

Date: 1 April 2026
Validator Instrument



Appendix 7 Instrument for Content and Media Quality for Expert 2

EXPERTS JUDGMENT

Evaluation Sheet for the Developed SDG 1-Based Big Book *Sweet White Susu* to Facilitate Kindergarten Students' Behavioral Engagement through Shared Reading Activities

Product Type : Big Book SDG-1 'No Poverty'
Title : "Sweet White Susu"
Evaluator : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
Institution : Universitas Pendidikan Ganesha
Date :

Description:

This expert judgment instrument is designed to evaluate the quality of the developed SDG 1-based Big Book entitled *Sweet White Susu*. The evaluation focuses on two main dimensions, namely Content Quality and Media Quality, to determine whether the developed Big Book meets the characteristics of an effective instructional media for kindergarten learners.

The evaluation instrument consists of 26 indicators covering learning objectives, literacy content, SDG 1 integration, contextuality, inclusiveness, creativity, visual design, child-friendly characteristics, and support for shared reading activities. The evaluation results will be used to determine the quality and appropriateness of the developed Big Book before its implementation in kindergarten classrooms.

Instructions:

1. Please read the developed Big Book carefully before completing the evaluation form.
2. Evaluate each indicator by selecting one score that best represents your professional judgment.
3. Put a check mark (✓) in the appropriate column.
4. If necessary, please provide comments or suggestions in the Remarks column to improve the quality of the developed Big Book.
5. Your evaluation and suggestions are highly appreciated and will be used solely for research purposes.

Rating Scale

Score				
1	2	3	4	5
Poor	Below Average	Average	Good	Excellent

Dimension	Aspect	No.	Indicator	Scales				
				1	2	3	4	5
	Purposeful	1	The learning objectives are clearly stated.					

Content Quality		2	The story supports the intended literacy learning objectives.					
		3	The story appropriately integrates SDG 1 (No Poverty) values.					
	Sustained	4	The story encourages repeated reading.					
		5	The vocabulary supports children's language development.					
		6	The story structure facilitates children's story recall.					
	Contextual	7	The story reflects children's daily-life experiences.					
		8	The situations presented are familiar to preschool children.					
		9	The story presents meaningful real-life contexts.					
	Inclusive	10	The content respects children's diverse social and cultural backgrounds.					
		11	The language is understandable for children with different learning abilities.					
	Creative	12	The story stimulates children's imagination.					
		13	The story encourages storytelling and classroom discussion.					
	Value-Based	14	The story promotes empathy.					
		15	The story promotes sharing and helping others.					
		16	SDG 1 (No Poverty) values are embedded naturally throughout the story.					
Media Quality	Engaging	17	The illustrations attract children's attention.					
		18	The colours are attractive and appropriate for preschool learners.					
		19	The storyline maintains children's interest throughout the reading activity.					
	Child-Friendly	20	The font size is appropriate for shared reading activities.					
		21	The vocabulary is appropriate for preschool children's language level.					
		22	The illustrations are clear and easy to understand.					
		23	The page layout is appropriate for preschool children.					
	Social	24	The Big Book supports shared reading activities.					
		25	The Big Book encourages teacher–student interaction during reading activities.					
		26	The Big Book encourages children's active participation during shared reading.					

General Comment:

Date:

Validator Instrument

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

NIP. 198805172012122002



Appendix 8 Instrument Validity by Expert 1

VALIDATION SHEET FOR MEDIA QUALITY DAN CONTENT QUALITY ASSESSMENT RUBRICS

Dimension	Aspect	No	Indicator	Relevant	Not-Relevant
Content Quality	Purposeful	1	The learning objectives are clearly stated.	√	
		2	The story integrates literacy learning objectives.	√	
		3	The story appropriately integrates SDG 1 (No Poverty) values.	√	
	Sustained	4	The story encourages repeated reading.	√	
		5	The vocabulary supports language development.	√	
		6	The story structure facilitates children's recall.	√	
	Contextual	7	The story reflects children's daily experiences.	√	
		8	The situations are familiar to preschool children.	√	
		9	The story presents meaningful real-life contexts.	√	
	Inclusive	10	The content respects diverse backgrounds.	√	
		11	The language is understandable for different learners.	√	
	Creative	12	The story stimulates children's imagination.	√	
		13	The story encourages discussion and storytelling.	√	
	Value-Based	14	The story promotes empathy.	√	
		15	The story promotes sharing and helping others.	√	
		16	SDG 1 messages are embedded naturally.	√	
Media Quality	Engaging	17	The illustrations attract children's attention.	√	
		18	The colors are attractive and appropriate.	√	
		19	The storyline maintains children's interest.	√	
	Child-Friendly	20	The font size is appropriate for shared reading.	√	
		21	The vocabulary is age appropriate.	√	
		22	The illustrations are clear and understandable.	√	
		23	The page layout is appropriate for preschool children.	√	
	Social	24	The Big Book supports shared reading activities.	√	
		25	The Big Book encourages teacher-student interaction.	√	
		26	The Big Book encourages children's participation during reading.	√	

Date: 7 April 2026
Validator Instrument



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

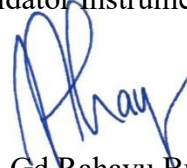


Appendix 9 Instrument Validity by Expert 2

**VALIDATION SHEET FOR MEDIA QUALITY DAN CONTENT QUALITY
ASESSMENT RUBRICS**

Dimension	Aspect	No	Indicator	Relevant	Not-Relevant
Content Quality	Purposeful	1	The learning objectives are clearly stated.	√	
		2	The story integrates literacy learning objectives.	√	
		3	The story appropriately integrates SDG 1 (No Poverty) values.	√	
	Sustained	4	The story encourages repeated reading.	√	
		5	The vocabulary supports language development.	√	
		6	The story structure facilitates children's recall.	√	
	Contextual	7	The story reflects children's daily experiences.	√	
		8	The situations are familiar to preschool children.	√	
		9	The story presents meaningful real-life contexts.	√	
	Inclusive	10	The content respects diverse backgrounds.	√	
		11	The language is understandable for different learners.	√	
	Creative	12	The story stimulates children's imagination.	√	
		13	The story encourages discussion and storytelling.	√	
	Value-Based	14	The story promotes empathy.	√	
		15	The story promotes sharing and helping others.	√	
		16	SDG 1 messages are embedded naturally.	√	
Media Quality	Engaging	17	The illustrations attract children's attention.	√	
		18	The colors are attractive and appropriate.	√	
		19	The storyline maintains children's interest.	√	
	Child-Friendly	20	The font size is appropriate for shared reading.	√	
		21	The vocabulary is age appropriate.	√	
		22	The illustrations are clear and understandable.	√	
		23	The page layout is appropriate for preschool children.	√	
	Social	24	The Big Book supports shared reading activities.	√	
		25	The Big Book encourages teacher–student interaction.	√	
		26	The Big Book encourages children's participation during reading.	√	

Date: 7 April 2026
Validator-Instrument



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 199309192018032001



Appendix 10 Instrument for Content and Media Quality by Expert 1

EXPERTS JUDGMENT

Evaluation Sheet for the Developed SDG 1-Based Big Book *Sweet White Susu* to Facilitate Kindergarten Students' Behavioral Engagement through Shared Reading Activities

Product Type : Big Book SDG-1 'No Poverty'
Title : "Sweet White Susu"
Evaluator : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
Institution : Universitas Pendidikan Ganesha
Date : 7 April 2026

Description:

This expert judgment instrument is designed to evaluate the quality of the developed SDG 1-based Big Book entitled *Sweet White Susu*. The evaluation focuses on two main dimensions, namely Content Quality and Media Quality, to determine whether the developed Big Book meets the characteristics of an effective instructional media for kindergarten learners.

The evaluation instrument consists of 26 indicators covering learning objectives, literacy content, SDG 1 integration, contextuality, inclusiveness, creativity, visual design, child-friendly characteristics, and support for shared reading activities. The evaluation results will be used to determine the quality and appropriateness of the developed Big Book before its implementation in kindergarten classrooms.

Instructions:

1. Please read the developed Big Book carefully before completing the evaluation form.
2. Evaluate each indicator by selecting one score that best represents your professional judgment.
3. Put a check mark (✓) in the appropriate column.
4. If necessary, please provide comments or suggestions in the Remarks column to improve the quality of the developed Big Book.
5. Your evaluation and suggestions are highly appreciated and will be used solely for research purposes.

Rating Scale

Score				
1	2	3	4	5
Poor	Below Average	Average	Good	Excellent

Dimension	Aspect	No.	Indicator	Scales				
				1	2	3	4	5
Content Quality	Purposeful	1	The learning objectives are clearly stated.				√	
		2	The story supports the intended literacy learning objectives.					√
		3	The story appropriately integrates SDG 1 (No Poverty) values.				√	
	Sustained	4	The story encourages repeated reading.					√
		5	The vocabulary supports children's language development.					√
		6	The story structure facilitates children's story recall.					√
	Contextual	7	The story reflects children's daily-life experiences.				√	
		8	The situations presented are familiar to preschool children.					√
		9	The story presents meaningful real-life contexts.				√	
	Inclusive	10	The content respects children's diverse social and cultural backgrounds.					√
		11	The language is understandable for children with different learning abilities.				√	
	Creative	12	The story stimulates children's imagination.					√
		13	The story encourages storytelling and classroom discussion.					√
	Value-Based	14	The story promotes empathy.					√
		15	The story promotes sharing and helping others.					√
		16	SDG 1 (No Poverty) values are embedded naturally throughout the story.				√	
Media Quality	Engaging	17	The illustrations attract children's attention.					√
		18	The colours are attractive and appropriate for preschool learners.					√
		19	The storyline maintains children's interest throughout the reading activity.					√
	Child-Friendly	20	The font size is appropriate for shared reading activities.					√
		21	The vocabulary is appropriate for preschool children's language level.					√
		22	The illustrations are clear and easy to understand.					√

		23	The page layout is appropriate for preschool children.					√
	Social	24	The Big Book supports shared reading activities.					√
		25	The Big Book encourages teacher–student interaction during reading activities.					√
		26	The Big Book encourages children's active participation during shared reading.					√

General Comment:

The Big Book has good educational value and is appropriate for use with kindergarten learners. The storyline and illustrations are engaging, and the message is delivered well.



Date: 7 April 2026
Validator Instrument

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

Appendix 11 Instrument for Content and Media Quality by Expert 2

EXPERTS JUDGMENT

Evaluation Sheet for the Developed SDG 1-Based Big Book *Sweet White Susu* to Facilitate Kindergarten Students' Behavioral Engagement through Shared Reading Activities

Product Type : Big Book SDG-1 'No Poverty'
Title : "Sweet White Susu"
Evaluator : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
Institution : Universitas Pendidikan Ganesha
Date : 7 April 2026

Description:

This expert judgment instrument is designed to evaluate the quality of the developed SDG 1-based Big Book entitled *Sweet White Susu*. The evaluation focuses on two main dimensions, namely Content Quality and Media Quality, to determine whether the developed Big Book meets the characteristics of an effective instructional media for kindergarten learners.

The evaluation instrument consists of 26 indicators covering learning objectives, literacy content, SDG 1 integration, contextuality, inclusiveness, creativity, visual design, child-friendly characteristics, and support for shared reading activities. The evaluation results will be used to determine the quality and appropriateness of the developed Big Book before its implementation in kindergarten classrooms.

Instructions:

1. Please read the developed Big Book carefully before completing the evaluation form.
2. Evaluate each indicator by selecting one score that best represents your professional judgment.
3. Put a check mark (✓) in the appropriate column.
4. If necessary, please provide comments or suggestions in the Remarks column to improve the quality of the developed Big Book.
5. Your evaluation and suggestions are highly appreciated and will be used solely for research purposes.

Rating Scale

Score				
1	2	3	4	5
Poor	Below Average	Average	Good	Excellent

Dimension	Aspect	No.	Indicator	Scales				
				1	2	3	4	5
Content Quality	Purposeful	1	The learning objectives are clearly stated.					√
		2	The story supports the intended literacy learning objectives.					√
		3	The story appropriately integrates SDG 1 (No Poverty) values.					√
	Sustained	4	The story encourages repeated reading.					√
		5	The vocabulary supports children's language development.					√
		6	The story structure facilitates children's story recall.					√
	Contextual	7	The story reflects children's daily-life experiences.				√	
		8	The situations presented are familiar to preschool children.				√	
		9	The story presents meaningful real-life contexts.					√
	Inclusive	10	The content respects children's diverse social and cultural backgrounds.					√
		11	The language is understandable for children with different learning abilities.					√
	Creative	12	The story stimulates children's imagination.					√
		13	The story encourages storytelling and classroom discussion.					√
	Value-Based	14	The story promotes empathy.					√
		15	The story promotes sharing and helping others.					√
		16	SDG 1 (No Poverty) values are embedded naturally throughout the story.					√
Media Quality	Engaging	17	The illustrations attract children's attention.					√
		18	The colors are attractive and appropriate for preschool learners.					√
		19	The storyline maintains children's interest throughout the reading activity.					√
	Child-Friendly	20	The font size is appropriate for shared reading activities.					√
		21	The vocabulary is appropriate for preschool children's language level.					√
		22	The illustrations are clear and easy to understand.					√

		23	The page layout is appropriate for preschool children.					√
	Social	24	The Big Book supports shared reading activities.					√
		25	The Big Book encourages teacher–student interaction during reading activities.				√	
		26	The Big Book encourages children's active participation during shared reading.					√

General Comment:

Overall, the Big Book is well-designed and appropriate for kindergarten learners. It presents meaningful content, engaging illustrations, and potentially facilitate students' behavioral engagement in shared reading activities.



Date: 7 April 2026
Validator Instrument

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 199309192018032001

Appendix 12 Big Book Entitled “Sweet White Susu”



HOW TO USE THIS BIG BOOK

Before Reading

Invite the children to observe the cover and predict what the story is about. Introduce the theme by asking simple questions about helping and sharing with others.

During Reading

Read the story aloud while pointing to the words and illustrations. Encourage children to listen carefully, follow the story, answer questions, point to pictures, and predict what will happen next.

Ask questions such as:

1. "Who is this?"
2. "What is Susu doing?"
3. "What do you think will happen next?"
4. "How can Susu help others?"

After Reading

Guide children to discuss the story and relate it to their own experiences. Encourage them to share simple ways they can help people in need through kindness, caring, and sharing.







**THIS BOOKS DESIGNED
FOR KINDERGARTEN STUDENTS**

Writer:

Alfian Ludyana Putra

Illustrator:

Mebbie Haouk Lie, S.Pd

Supervisor:

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

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

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

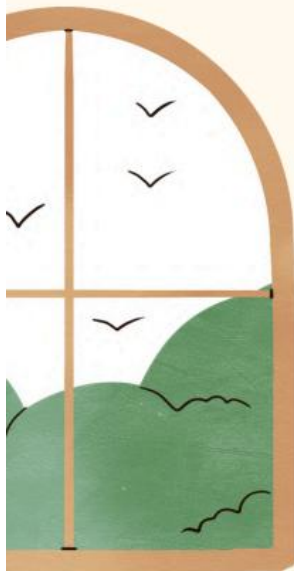
Ni Luh Putu Era Adnyayanti, S.Pd.,M.Pd.

**English Education Department
Faculty of Language and Art**

Printed in Bali, 2026

This is Susu, a little white cat with an orange tail.

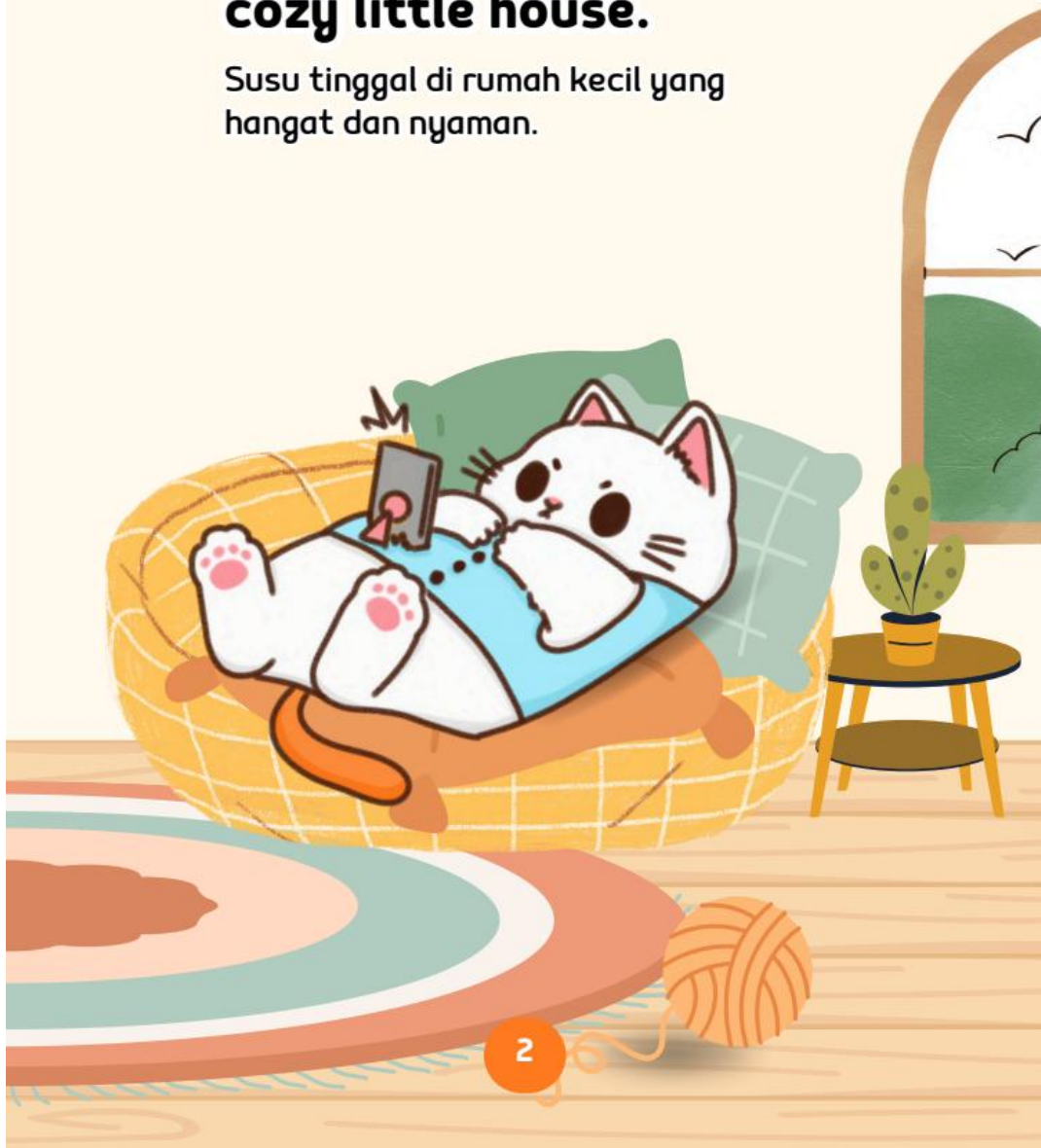
Ini Susu , kucing kecil putih dengan ekor orange.



1

Susu lives in a warm and cozy little house.

Susu tinggal di rumah kecil yang hangat dan nyaman.



**Every day, Susu has
a bowl full of food.**

Setiap hari, Susu punya
mangkuk makanan yang penuh.



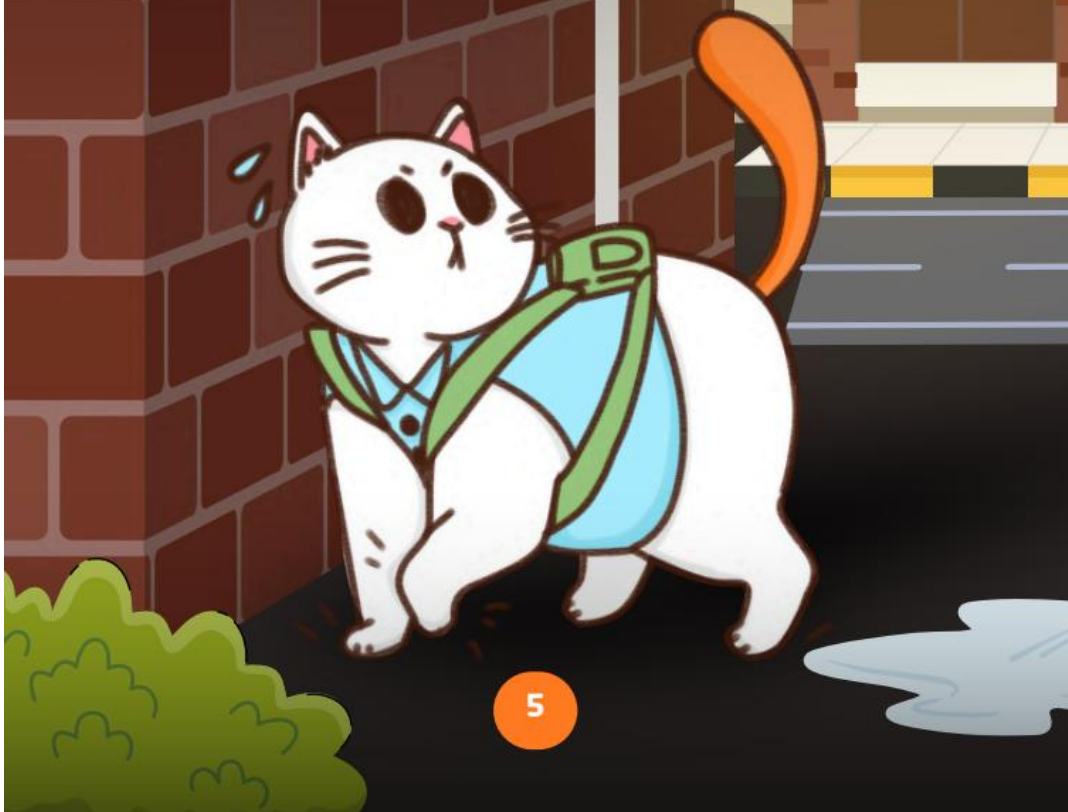
**One bright morning,
Susu walked to the
market happily.**

Suatu pagi yang cerah,
Susu berjalan ke pasar
dengan gembira.



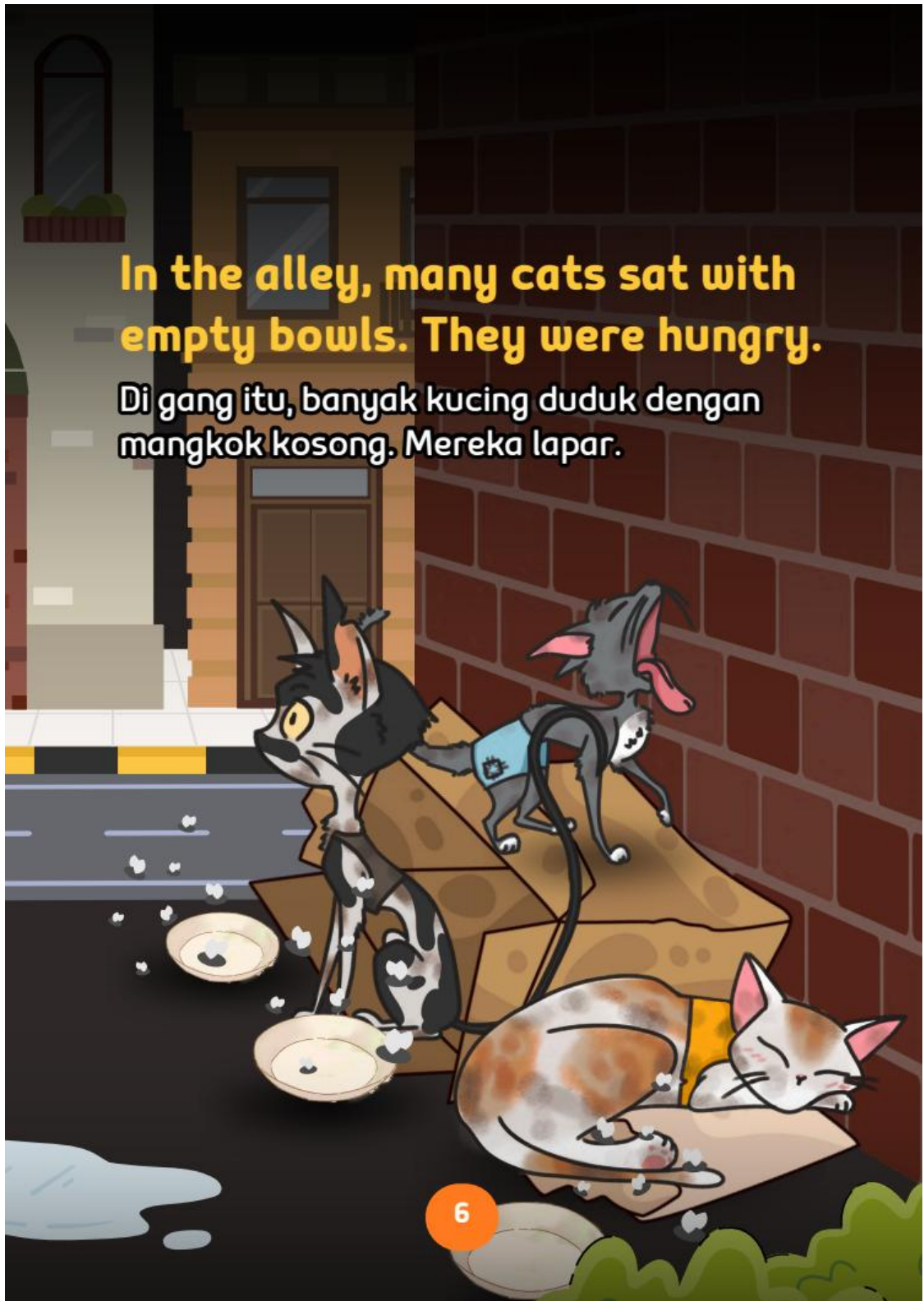
**On the way home, Susu walked
into a small, quite alley.**

Saat pulang, Susu masuk ke sebuah
gang kecil yang sepi.



In the alley, many cats sat with empty bowls. They were hungry.

Di gang itu, banyak kucing duduk dengan mangkok kosong. Mereka lapar.





**Their life was very different
from Susu's life.**

Hidup mereka sangat berbeda
dari kehidupan Susu.

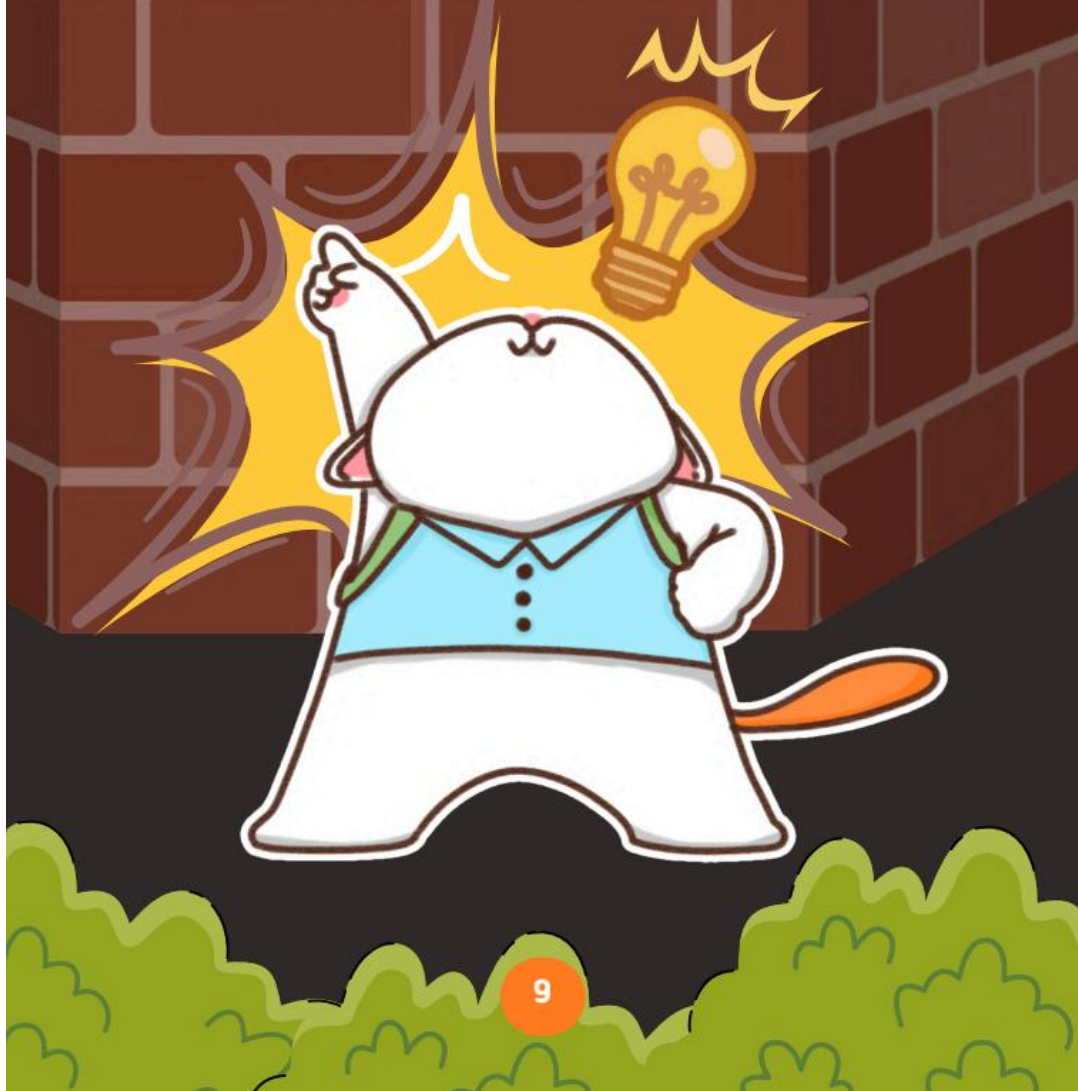
Susu felt sad and wanted to help the hungry cat.

Susu merasa sedih dan ingin membantu kucing-kucing yang lapar.



**Suddenly, Susu had a bright
and wonderful idea!**

Tiba-tiba, Susu punya ide yang
cerah dan hebat!



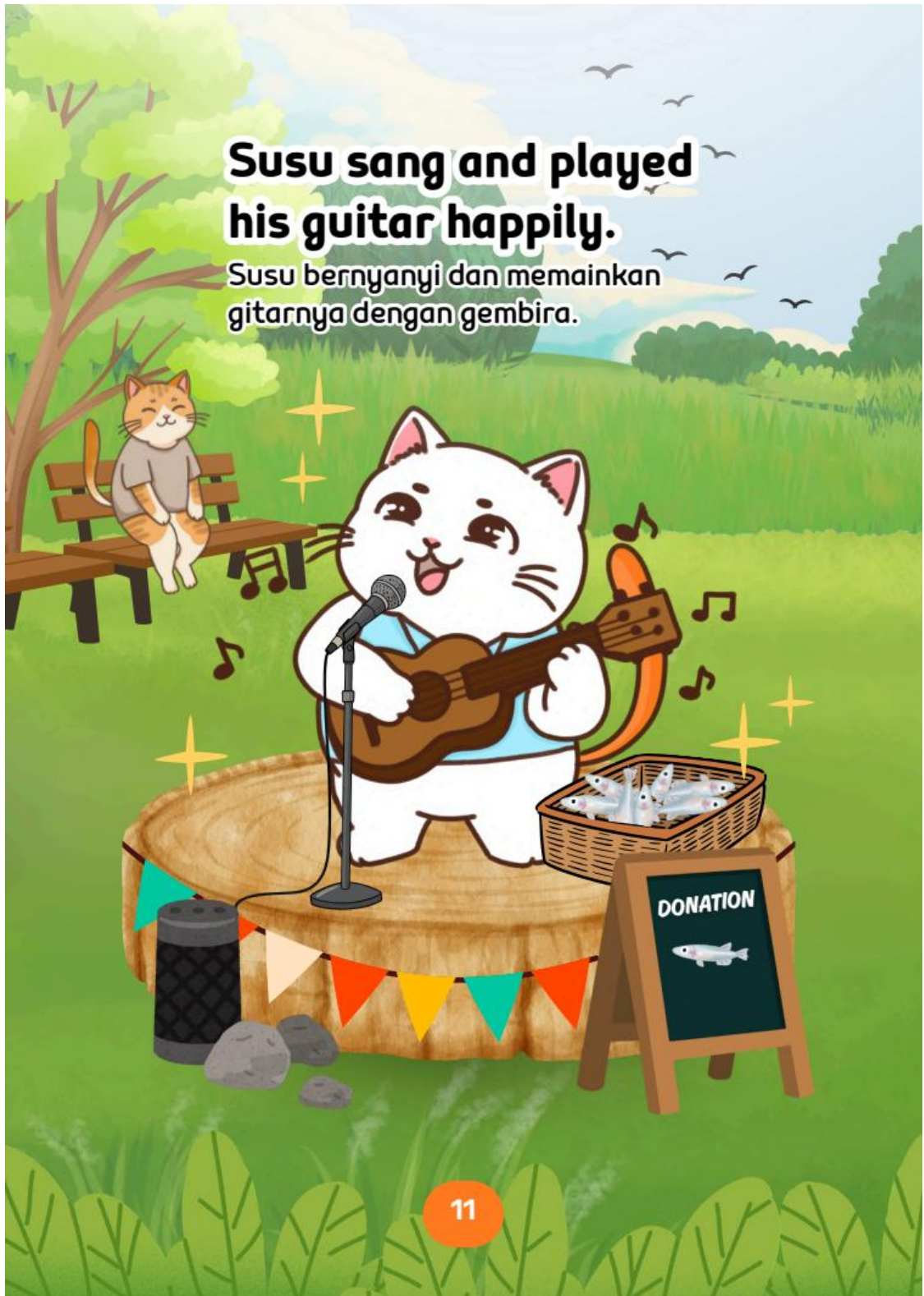


**He brought his guitar and
made a small stage for a
concert.**

la membawa gitarnya dan
membuat panggung kecil
untuk konser.

**Susu sang and played
his guitar happily.**

Susu bernyanyi dan memainkan
gitarnya dengan gembira.



Many cats came to watch the music concert.

Banyak kucing datang untuk
menonton konser musik itu.



The cats gave fish to Susu to say thank you.

Para kucing memberi ikan kepada Susu sebagai ucapan terimakasih.



**Susu shared the fish with
the hungry cat.
All cat were happy!**

Susu membagikan ikan itu
kepada kucing lapar.
Semua kucing pun senang!



SYNOPSIS

Susu is a kind little cat who discovers something that changes his day. With a big heart and a bright idea, Susu learns the joy of helping others. This warm and simple story helps children learn about kindness, sharing, and caring for friends.



Riwayat Hidup



Alfian Ludyana Putra, lahir di Malang, Jawa Timur, pada tanggal 1 April 2004. Penulis merupakan warga negara Indonesia dan beragama Hindu. Penulis adalah putra dari pasangan Ludy Hendriyanto dan Ni Komang Trisna Suparwati, S.Pd. Sejak lahir hingga usia lima tahun, penulis tumbuh dan menghabiskan masa kanak-kanak di dua kota di pulau Jawa, seperti Jakarta Selatan, dan Malang. Saat ini, penulis berdomisili di Lovina, Kecamatan Buleleng, Kabupaten Buleleng, Bali.

Riwayat pendidikan penulis dimulai di TK Sandy Putra atau yang sekarang bernama Tk Telkom Singaraja, dan berhasil menyelesaikan pendidikan taman kanak-kanak pada tahun 2010. Selanjutnya, penulis menempuh pendidikan dasar di MIT MARDLATILLAH dan lulus pada tahun 2016. Pendidikan penulis berlanjut di SMP Negeri 4 Singaraja dan menyelesaikannya pada tahun 2019. Penulis kemudian melanjutkan pendidikan menengah atas di SMA Negeri 4 Singaraja dan lulus pada tahun 2022.

Pada tahun 2022, penulis diterima sebagai mahasiswa Program Studi S1 Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Pada semester akhir tahun 2026, penulis berhasil menyelesaikan tugas akhir berupa skripsi yang berjudul *“Developing a Big Book Themed “No Poverty” as Media for Shared Reading Activity to Facilitate Students’ Behavioural Engagement at TK Telkom Singaraja”* Melalui penelitian ini, penulis mengembangkan media Big Book bertema SDG 1 (No Poverty) sebagai media pendukung kegiatan *shared reading* untuk anak usia dini. Penulis berharap hasil penelitian ini dapat memberikan kontribusi dalam pengembangan media pembelajaran Bahasa Inggris yang inovatif dan sesuai dengan karakteristik anak usia dini, serta menjadi referensi bagi peneliti selanjutnya yang mengembangkan media pembelajaran, kegiatan *shared reading*, pendidikan karakter, maupun implementasi nilai-nilai Sustainable Development Goals (SDGs) dalam pendidikan.