

**DEVELOPING BIG BOOK AS A SHARED READING MEDIA WITH SDG
16 (PEACE, JUSTICE AND STRONG INSTITUTIONS) TO SUPPORT
STUDENTS' BEHAVIORAL READING ENGAGEMENT AT TELKOM
KINDERGARTEN SINGARAJA**

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ABSTRACT

The suitability of reading media is important for supporting shared reading activities among young learners. A needs analysis at Telkom Kindergarten Singaraja revealed that existing reading media did not fully meet students' developmental needs in terms of book size, visual presentation, language use, interactive features, and SDG 16 values. This study aimed to identify teacher and student needs, develop an SDG 16 integrated Big Book, and evaluate its quality. Design and Development Research (DDR) using the ADDE model was employed. The participants consisted of one teacher, eight kindergarten students, and expert validators. Data were collected through observations, semi structured interviews, expert judgment, User Judgment, and a behavioral reading engagement checklist. The results showed excellent media quality ($M = 79.5$) and content quality ($M = 41.0$), while user evaluation was categorized as Good ($M = 42$). During limited try-out, students demonstrated attention and active participation through responding to questions, observing illustrations, and discussing the story. The findings imply that the Big Book appropriate to support behavioral reading engagement and introduce SDG 16 values in early childhood English learning.

Keywords: Big Book; SDG 16; Shared Reading; Behavioral Reading Engagement; Design and Development Research

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ABSTRAK

Kesesuaian media membaca penting untuk mendukung kegiatan membaca bersama pada pembelajar usia dini. Analisis kebutuhan di TK Telkom Singaraja menunjukkan bahwa media membaca yang tersedia belum sepenuhnya memenuhi kebutuhan perkembangan siswa, terutama dalam hal ukuran buku, tampilan visual, penggunaan bahasa, fitur interaktif, dan integrasi nilai SDG 16. Penelitian ini bertujuan untuk mengidentifikasi kebutuhan guru dan siswa, mengembangkan Big Book terintegrasi SDG 16, dan mengevaluasi kualitasnya. Penelitian ini menggunakan Design and Development Research (DDR) dengan model ADDE. Partisipan penelitian terdiri atas satu guru, delapan siswa taman kanak-kanak, dan validator ahli. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, expert judgment, User Judgment, dan lembar observasi behavioral reading engagement. Hasil penelitian menunjukkan kualitas media berada pada kategori sangat baik ($M = 79,5$) dan kualitas konten pada kategori sangat baik ($M = 41,0$), sedangkan evaluasi pengguna berada pada kategori baik ($M = 42$). Selama uji coba kelompok kecil, siswa menunjukkan perhatian dan partisipasi aktif melalui respons terhadap pertanyaan, pengamatan ilustrasi, dan diskusi cerita. Temuan ini menunjukkan bahwa Big Book sesuai untuk mendukung keterlibatan membaca dan pengenalan nilai SDG 16 dalam pembelajaran bahasa Inggris anak usia dini.

Kata kunci: Big Book; SDG 16; Shared Reading; Behavioral Reading Engagement; Design and Development Research