



APPENDICES

Appendix 1. The Result of Classroom Observation

Dimension	No	Indicator (Observable Behavior)	A	NA	Remarks
Neccesities	1	Teacher uses simple vocabulary during shared reading	√		The teacher used simple English vocabulary during the shared reading activity, allowing students to follow the story more easily.
	2	Teacher repeats key phrases or sentences	√		The teacher repeated key words and short phrases several times to reinforce students' understanding and maintain their attention throughout the reading activity.
Lacks	3	Illustrations are clear and large enough for all children to see		√	The storybook used during the observation was not large enough for all children to see clearly, especially those sitting at the back of the classroom.
	4	Story theme relates to everyday life (e.g., playing, sharing, helping)		√	The story did not present situations closely related to children's everyday experiences, making it less meaningful for young learners.
	5	Children show limited vocabulary (e.g., cannot name objects/actions in the story)	√		Several students were able to identify and name the main characters when prompted by the teacher
	6	Children have difficulty retelling or explaining the story meaning	√		Some students experienced difficulty explaining or retelling parts of the story because of their limited English vocabulary.
	7	Children show no response or confusion when social values (peace, fairness) are mentioned	√		The story did not explicitly introduce social values such as peace or justice; therefore, students did not demonstrate responses related to these values.
Neccesities	8	Children show excitement or interest in		√	Several students showed limited interest in the illustrations because the

		illustrations (pointing, smiling, commenting)			pictures were relatively small and difficult to observe from all seating positions.
	9	Children respond positively to characters (e.g., imitating, naming)	√		Some students responded positively by naming characters and imitating simple expressions during the story.
	10	Children remain focused for the duration of the story (no wandering)		√	Students' attention varied throughout the activity. Those sitting near the teacher remained focused, while several students at the back became distracted.
	11	Shared reading is implemented (teacher reads aloud, children follow along)	√		Shared reading was implemented appropriately. The teacher read the story aloud while showing the illustrations and encouraging students to follow the story.
	12	Teacher asks interactive questions (e.g., "What will happen next?")	√		The teacher asked several simple questions during the reading to encourage student participation and check comprehension.
	13	Teacher uses visual supports (pointing to pictures, gestures, props)	√		The teacher frequently pointed to the illustrations while reading to help students connect the pictures with the story.
	14	Teacher repeats key vocabulary or phrases multiple times	√		Important vocabulary and key expressions were repeated several times to support students' comprehension and participation.
Wants	15	Children show understanding of "peace" (e.g., say/act sharing, not fighting)		√	The storybook did not explicitly integrate SDG 16 values (peace, justice, and strong institutions). Therefore, these values were not demonstrated by the students nor reinforced by the teacher during the shared reading activity.
	16	Children show understanding of "justice" (e.g., wait for turn, agree to rules)		√	

	17	Children show understanding of “strong institutions” (e.g., following the rules)		√	
	18	Teacher reinforces SDG 16 values implicitly (e.g., praises sharing, explains fairness)		√	



Appendix 2. The Result Interview with Teacher

No	Category	Question	Remarks
1	Experience & Rapport	How often do you use Big Books or large picture books in your English activities?	I do not use Big Books during English learning activities. Instead, I use regular-sized storybooks for shared reading.
		How do children usually respond when you read a story in English? Do they seem happy, less interested, or something else?	The children are generally enthusiastic and enjoy participating in English shared reading activities.
2	Necessities	What are the most important features a Big Book should have for kindergarten children here? For example: vocabulary level, story length, illustrations, themes.	In my opinion, a Big Book should have colorful illustrations that are clearly visible to all children, simple vocabulary, and a limited amount of text on each page.
		SDG 16 includes values like peace (sharing, not fighting), justice (fair rules, equal turns) and strong institutions (following the rules, no corruption). In your opinion, what is the best way to introduce these values through a story so that young children easily understand?	I believe that the values of peace, justice, and strong institutions should be integrated naturally into one story through situations that are familiar to young children, such as resolving conflicts peacefully, being fair, and following classroom rules.
3	Lacks	What difficulties do your children often face when following a Book story in English? (e.g., limited vocabulary, trouble understanding meaning, cannot follow the story)	The children often have difficulty understanding English stories because of their limited vocabulary and developmental stage. Therefore, I usually provide additional explanations to help them understand the story. I also find that the current storybook is not large enough for shared reading and is not visually attractive enough to maintain children's interest.

		From your experience, which peace or justice related behaviors are least seen in your classroom? (e.g., sharing toys, apologizing, waiting for a turn, including all friends)	In daily classroom activities, the children generally demonstrate positive social behaviors. However, the storybooks currently used during shared reading do not explicitly introduce or reinforce the values of peace, justice, and strong institutions.
4	Wants	What kind of characters do your children like most? (e.g., animals, children their age, fantasy characters, simple helpers)	I believe that the type of character is not the most important aspect. The story content, language, and presentation should be appropriate for the developmental characteristics of young learners.
		How long can children stay focused and engaged during a shared reading session?	The children tend to lose focus quite easily during shared reading activities. When this happens, I usually use simple verbal cues, such as "Silent, please... sst," to regain their attention.
		After a story, what activities do children enjoy most? (e.g., singing, clapping, drawing, role playing, talking about the story)	The children particularly enjoy singing and discussing the story after the shared reading session.
5	Learning Needs	Which teaching methods work best to keep children actively involved during shared reading? (e.g., asking questions while pointing to pictures, asking children to repeat words, predicting what happens next)	From my experience, asking questions while pointing to the illustrations, encouraging children to repeat words, and asking them to predict what will happen next are the most effective strategies for maintaining their engagement.
		Does repetition of key phrases or sentences help children learn? How often do you usually repeat	Yes. I frequently use repetition, especially when the children begin to lose focus during the reading activity.
		How important are visual supports (large illustrations, word cards, puppets) for children's understanding? Can you	Visual support is very important because children understand stories not only through my narration but also through the illustrations,

		give an example?	which help them interpret the story more easily.
6	Challenges & Needed Support	What is the biggest challenge you face in building behavioral reading engagement? (e.g., children losing focus, not taking turns to speak, getting bored, withdrawing from the activity)	The biggest challenge is maintaining children's behavioral engagement, particularly keeping them focused, encouraging them to take turns, preventing boredom, and ensuring that they actively participate throughout the reading activity.
		What kind of support would you expect from the new Big Book (with SDG 16 themes) to make it truly useful in your classroom?	I expect a Big Book that supports interactive shared reading through attractive illustrations, meaningful learning activities, and the integration of character values that are relevant to young learners.
7	Students' Needs Represented by Teacher	Based on your observation, what vocabulary or concepts related to peace justice and Strong institutions (e.g., "fair," "share," "sorry," "turn", "rules") do most children still lack or misunderstand?	The children still need greater exposure to vocabulary and concepts related to SDG 16 values. However, I understand that this is appropriate considering their developmental stage.
		What types of story characters (animal, child, superhero) or settings (school, home, park) make children most excited and engaged during reading?	From my observation, children enjoy a variety of characters and settings as long as the story is interesting, meaningful, and appropriate for their age.
		How do children typically react when a story introduces a problem like not sharing, fighting, or excluding a friend? What kind of story resolution helps them understand the right behavior?	I find that children understand appropriate behavior more easily when the story presents a conflict followed by a clear and meaningful resolution.
		What kind of post story activities (drawing, role play, singing, group discussion) have you found most effective for reinforcing messages about	In my experience, activities such as drawing, role playing, singing, and group discussions are all effective in reinforcing the story and its values after shared reading.

		peace, fairness, and inclusion?	
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Appendix 3. Instrument Validator 1

Aspect	Indicator	No	Items	Relevant	Not Relevant
Media Quality	Physical Size and Typography	1	The Big Book is large enough (minimum A3 size) so that all children in the classroom can see it clearly.	✓	
		2	The print (font size) is large, bold, and readable from a distance (minimum 36 pt).	✓	
	Illustration Quality	3	Illustrations are clear, not ambiguous, and directly support the meaning of the text.	✓	
		4	Illustrations are colorful, attractive, and appropriate for kindergarten children (ages 4–6).	✓	
		5	Illustrations help children predict and understand the story without relying solely on text.	✓	
	Story Organization	6	The story consists of 10–15 pages.	✓	
		7	The plot is simple, easy to follow, with a clear beginning, middle, and end.	✓	
	Language Features	8	The story uses repetition (words, phrases, or sentence patterns) to help children participate and predict the story.	✓	
		9	Vocabulary is controlled (limited, high-frequency words suitable for kindergarten children).	✓	
		10	The story contains interesting or surprising events that keep children	✓	

			engaged during shared reading.		
	Behavioral Reading Engagement – Attention	11	The visual design (illustrations, colours, and layout) attracts and maintains children's attention throughout the shared reading activity.	✓	
		12	The arrangement of text and illustrations helps children focus on the story without unnecessary distractions.	✓	
		13	The story maintains children's attention and encourages them to predict what happens next.	✓	
	Behavioral Reading Engagement – Active Participation	14	The Big Book supports social learning experiences (e.g., shared reading and group discussion).	✓	
		15	The Big Book encourages interaction between the teacher and children (e.g., pointing, asking, and repeating).	✓	
		16	The Big Book provides opportunities for children to actively participate during shared reading by answering questions, making predictions, pointing to illustrations, and repeating key words or phrases.	✓	
		17	The teacher's guide and guiding questions encourage children's verbal and non verbal participation throughout the shared reading activity.	✓	
Content Quality	Peace	18	The story helps children recognize that	✓	

			disagreements can be solved with words rather than physical actions.		
		19	The story teaches children to apologize when making mistakes that affect others.	✓	
		20	The story encourages children to seek help from a teacher or another trusted adult when a problem arises.	✓	
	Justice	21	The story helps children understand fairness (e.g., equal turns and the same rules for everyone).	✓	
		22	The story promotes respect for friends' belongings, personal space, and opinions.	✓	
		23	The story encourages children to include all friends regardless of differences.	✓	
	Strong Institutions	24	The story introduces the idea that rules help keep everyone safe and happy.	✓	
		25	The story encourages children to trust teachers or other authority figures to solve problems fairly.	✓	
		26	The story teaches children the importance of following agreed rules in everyday life.	✓	

Date: 30 April 2026
Validator Instrument

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

Appendix 4. Instrument Validator 2

Aspect	Indicator	No	Items	Relevant	Not Relevant
Media Quality	Physical Size and Typography	1	The Big Book is large enough (minimum A3 size) so that all children in the classroom can see it clearly.	✓	
		2	The print (font size) is large, bold, and readable from a distance (minimum 36 pt).	✓	
	Illustration Quality	3	Illustrations are clear, not ambiguous, and directly support the meaning of the text.	✓	
		4	Illustrations are colorful, attractive, and appropriate for kindergarten children (ages 4–6).	✓	
		5	Illustrations help children predict and understand the story without relying solely on text.	✓	
	Story Organization	6	The story consists of 10–15 pages.	✓	
		7	The plot is simple, easy to follow, with a clear beginning, middle, and end.	✓	
	Language Features	8	The story uses repetition (words, phrases, or sentence patterns) to help children participate and predict the story.	✓	
		9	Vocabulary is controlled (limited, high-frequency words suitable for kindergarten children).	✓	
		10	The story contains interesting or surprising events that keep children	✓	

			engaged during shared reading.		
	Behavioral Reading Engagement – Attention	11	The visual design (illustrations, colours, and layout) attracts and maintains children's attention throughout the shared reading activity.	✓	
		12	The arrangement of text and illustrations helps children focus on the story without unnecessary distractions.	✓	
		13	The story maintains children's attention and encourages them to predict what happens next.	✓	
	Behavioral Reading Engagement – Active Participation	14	The Big Book supports social learning experiences (e.g., shared reading and group discussion).	✓	
		15	The Big Book encourages interaction between the teacher and children (e.g., pointing, asking, and repeating).	✓	
		16	The Big Book provides opportunities for children to actively participate during shared reading by answering questions, making predictions, pointing to illustrations, and repeating key words or phrases.	✓	
		17	The teacher's guide and guiding questions encourage children's verbal and non verbal participation throughout the shared reading activity.	✓	
Content Quality	Peace	18	The story helps children recognize that	✓	

			disagreements can be solved with words rather than physical actions.		
		19	The story teaches children to apologize when making mistakes that affect others.	✓	
		20	The story encourages children to seek help from a teacher or another trusted adult when a problem arises.	✓	
	Justice	21	The story helps children understand fairness (e.g., equal turns and the same rules for everyone).	✓	
		22	The story promotes respect for friends' belongings, personal space, and opinions.	✓	
		23	The story encourages children to include all friends regardless of differences.	✓	
	Strong Institutions	24	The story introduces the idea that rules help keep everyone safe and happy.	✓	
		25	The story encourages children to trust teachers or other authority figures to solve problems fairly.	✓	
		26	The story teaches children the importance of following agreed rules in everyday life.	✓	

Date: 30th April 2026

Validator Instrument



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

INSTRUMENT FOR EXPERT JUDGMENT 1

Product Type : Big Book SDG-16 (Peace, Justice and Strong Institutions)
Title : The Forest Court Day
Evaluator : Prof. Dr. Putu Kerti Nitiasih, M.A.
Institution : Universitas Pendidikan Ganesha
Date : 15th July 2026

Instructions for Completing the Expert Validation Instrument

This instrument is designed to evaluate the quality of an SDG 16-integrated Big Book developed as a shared reading media for kindergarten students. The evaluation focuses on two main aspects: media quality and content quality. The media quality assessment examines the visual design, layout, readability, illustrations, language presentation, and shared reading features of the Big Book. The content quality assessment evaluates the appropriateness of the story, the integration of Sustainable Development Goal (SDG) 16 values (Peace, Justice, and Strong Institutions), the suitability of the language for young learners, and the extent to which the Big Book incorporates design features intended to Support children's attention and active participation during shared reading activities.

Please read each statement carefully and indicate the extent to which you agree that the developed Big Book meets each criterion by selecting the appropriate score on the provided rating scale.

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

Score	Category
1.	Poor,
2	Below Average
3	Average
4	Good.
5	Excellent

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.

Appendix 5. Instrument for expert judgment 1

Aspect	Indicator	No	Items	1	2	3	4	5	Remarks
Media Quality	Physical Size and Typography	1	The Big Book is large enough (minimum A3 size) so that all children in the classroom can see it clearly.					✓	
		2	The print (font size) is large, bold, and readable from a distance (minimum 36 pt).					✓	
	Illustration Quality	3	Illustrations are clear, not ambiguous, and directly support the meaning of the text.				✓		
		4	Illustrations are colorful, attractive, and appropriate for kindergarten children (ages 4–6).					✓	
		5	Illustrations help children predict and understand the story without relying solely on text.				✓		
	Story Organization	6	The story consists of 10–15 pages.					✓	
		7	The plot is simple, easy to follow, with a clear beginning,					✓	

			middle, and end.						
	Language Features	8	The story uses repetition (words, phrases, or sentence patterns) to help children participate and predict the story.				✓		
		9	Vocabulary is controlled (limited, high-frequency words suitable for kindergarten children).				✓		
		10	The story contains interesting or surprising events that keep children engaged during shared reading.				✓		
	Behavioral Reading Engagement – Attention	11	The visual design (illustrations, colours, and layout) attracts and maintains children's attention throughout the shared reading activity.				✓		
		12	The arrangement of text and illustrations helps children focus on the story without				✓		

			unnecessary distractions.						
		13	The story maintains children's attention and encourages them to predict what happens next.					✓	
	Behavioral Reading Engagement – Active Participation	14	The Big Book supports social learning experiences (e.g., shared reading and group discussion).				✓		
		15	The Big Book encourages interaction between the teacher and children (e.g., pointing, asking, and repeating).				✓		
		16	The Big Book provides opportunities for children to actively participate during shared reading by answering questions, making predictions, pointing to illustrations, and repeating key words or phrases.					✓	
		17	The teacher's guide and					✓	

			guiding questions encourage children's verbal and non verbal participation throughout the shared reading activity.						
Content Quality	Peace	18	The story helps children recognize that disagreements can be solved with words rather than physical actions.					✓	
		19	The story teaches children to apologize when making mistakes that affect others.					✓	
		20	The story encourages children to seek help from a teacher or another trusted adult when a problem arises.				✓		
	Justice	21	The story helps children understand fairness (e.g., equal turns and the same rules for everyone).				✓		
		22	The story promotes respect for friends' belongings,				✓		

			personal space, and opinions.						
		23	The story encourages children to include all friends regardless of differences.					✓	
	Strong Institutions	24	The story introduces the idea that rules help keep everyone safe and happy.				✓		
		25	The story encourages children to trust teachers or other authority figures to solve problems fairly.				✓		
		26	The story teaches children the importance of following agreed rules in everyday life.				✓		

Date: 15th July 2026

Validator Instrument

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

INSTRUMENT FOR EXPERT JUDGMENT 2

Product Type : Big Book SDG-16 (Peace, Justice and Strong Institutions)
Title : The Forest Court Day
Evaluator : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
Institution : Universitas Pendidikan Ganesha
Date : 13th July 2026

Instructions for Completing the Expert Validation Instrument

This instrument is designed to evaluate the quality of an SDG 16-integrated Big Book developed as a shared reading media for kindergarten students. The evaluation focuses on two main aspects: media quality and content quality. The media quality assessment examines the visual design, layout, readability, illustrations, language presentation, and shared reading features of the Big Book. The content quality assessment evaluates the appropriateness of the story, the integration of Sustainable Development Goal (SDG) 16 values (Peace, Justice, and Strong Institutions), the suitability of the language for young learners, and the extent to which the Big Book incorporates design features intended to Support children's attention and active participation during shared reading activities.

Please read each statement carefully and indicate the extent to which you agree that the developed Big Book meets each criterion by selecting the appropriate score on the provided rating scale.

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

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

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.

Continue rating all items across all aspects

Appendix 6. Instrument for expert judgment 2

Aspect	Indicator	Items	1	2	3	4	5	Remarks
Media Quality	Physical Size and Typography	The Big Book is large enough (minimum A3 size) so that all children in the classroom can see it clearly.					✓	
		The print (font size) is large, bold, and readable from a distance (minimum 36 pt).					✓	
	Illustration Quality	Illustrations are clear, not ambiguous, and directly support the meaning of the text.					✓	
		Illustrations are colorful, attractive, and appropriate for kindergarten children (ages 4–6).					✓	
		Illustrations help children predict and understand the story without relying solely on text.					✓	
	Story Organization	The story consists of 10–15 pages.					✓	
		The plot is simple, easy to follow, with a clear beginning, middle, and end.					✓	
	Language Features	The story uses repetition (words, phrases, or sentence patterns) to help children participate and predict the story.					✓	
		Vocabulary is controlled (limited, high-frequency words suitable for kindergarten children).				✓		
		The story contains interesting or surprising events that keep children					✓	

		engaged during shared reading.							
	Behavioral Reading Engagement – Attention	The visual design (illustrations, colours, and layout) attracts and maintains children's attention throughout the shared reading activity.					✓		
		The arrangement of text and illustrations helps children focus on the story without unnecessary distractions.					✓		
		The story maintains children's attention and encourages them to predict what happens next.					✓		
	Behavioral Reading Engagement – Active Participation	The Big Book supports social learning experiences (e.g., shared reading and group discussion).					✓		
		The Big Book encourages interaction between the teacher and children (e.g., pointing, asking, and repeating).					✓		
		The Big Book provides opportunities for children to actively participate during shared reading by answering questions, making predictions, pointing to illustrations, and repeating key words or phrases.					✓		
		The teacher's guide and guiding questions encourage children's verbal and non verbal participation throughout the shared reading activity.					✓		

Content Quality	Peace	The story helps children recognize that disagreements can be solved with words rather than physical actions.					✓	
		The story teaches children to apologize when making mistakes that affect others.					✓	
		The story encourages children to seek help from a teacher or another trusted adult when a problem arises.					✓	
	Justice	The story helps children understand fairness (e.g., equal turns and the same rules for everyone).					✓	
		The story promotes respect for friends' belongings, personal space, and opinions.					✓	
		The story encourages children to include all friends regardless of differences.					✓	
	Strong Institutions	The story introduces the idea that rules help keep everyone safe and happy.					✓	
		The story encourages children to trust teachers or other authority figures to solve problems fairly.					✓	
		The story teaches children the importance of following agreed rules in everyday life.					✓	

Date: 13th July 2026

Validator Instrument



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

Appendix 7. Instrument validator for user judgment

Aspect	No	Statement	R	NR
Practicality	1	The Big Book is easy for me to use during shared reading activities.	✓	
	2	The Big Book helps me conduct shared reading activities in a more structured manner.	✓	
	3	The Big Book is suitable for use within the classroom instructional time allocation.	✓	
Usability	4	The illustrations in the Big Book help me attract students' attention during shared reading activities.	✓	
	5	The size of the text and illustrations makes it easier for me to read the story to all students.	✓	
	6	The teacher's guide and the guiding questions provided help me build interaction with students during shared reading activities.	✓	
	7	The Big Book provides students with the opportunity to remain attentive throughout the shared reading activity from beginning to end.	✓	
	8	The Big Book provides students with opportunities to actively participate by answering questions, observing illustrations, repeating vocabulary, or giving responses to the story.	✓	
Feasibility	9	The Big Book is suitable for use as a shared reading media in kindergarten.	✓	
	10	I am willing to use this Big Book again in future shared reading activities in the classroom.	✓	

Date: 15th July 2026

Validator Instrument



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

USER JUDGMENT SHEET

BIG BOOK TERINTEGRASI SDG 16 SEBAGAI MEDIA SHARED READING

A. Identitas Penilai

Nama Guru : Ni Putu Wiwid Yunita Priyanti, S.Pd

Sekolah : TK Telkom Singaraja

Tanggal : 24 Juli 2026

B. Petunjuk Pengisian

Instrumen ini bertujuan untuk memperoleh penilaian guru sebagai pengguna (user) terhadap Big Book terintegrasi SDG 16 setelah digunakan dalam kegiatan uji coba terbatas (limited try-out) pada aktivitas shared reading.

Penilaian difokuskan pada pengalaman guru selama menggunakan Big Book dalam pembelajaran, khususnya berkaitan dengan kepraktisan (practicality), kemudahan penggunaan (usability), dan kelayakan penggunaan (feasibility). Selain itu, instrumen ini juga mengakomodasi persepsi guru mengenai potensi Big Book dalam mendukung perhatian (*attention*) dan partisipasi aktif (*active participation*) siswa selama shared reading.

Instrumen ini tidak bertujuan menilai kualitas isi maupun desain Big Book seperti pada Expert Judgment, serta tidak digunakan untuk mengukur peningkatan behavioral reading engagement siswa. Penilaian hanya didasarkan pada pengalaman guru setelah menggunakan Big Book pada kegiatan shared reading.

Berikan tanda (✓) pada salah satu pilihan sesuai dengan tingkat persetujuan terhadap setiap pernyataan.

C. Skala Penilaian

Skor	Kategori
5	Sangat Setuju
4	Setuju
3	Cukup Setuju
2	Tidak Setuju
1	Sangat Tidak Setuju

D. User Judgment Sheet

Appendix 8. The result of User judgment sheet

D. User Judgment Sheet

Aspek	No	Pernyataan	1	2	3	4	5
Practicality	1	Big Book mudah saya gunakan selama kegiatan shared reading.				✓	
	2	Big Book membantu saya melaksanakan kegiatan shared reading dengan lebih terstruktur.				✓	
	3	Big Book sesuai digunakan dalam alokasi waktu pembelajaran di kelas.				✓	
Usability	4	Ilustrasi dalam Big Book membantu saya menarik perhatian siswa selama kegiatan shared reading.				✓	
	5	Ukuran tulisan dan ilustrasi memudahkan saya membacakan cerita kepada seluruh siswa.				✓	
	6	Panduan guru serta pertanyaan yang tersedia membantu saya membangun interaksi dengan siswa selama shared reading.				✓	
	7	Big Book memberikan kesempatan kepada siswa untuk tetap memperhatikan kegiatan shared reading dari awal hingga akhir.				✓	
	8	Big Book memberikan kesempatan kepada siswa untuk berpartisipasi aktif melalui menjawab pertanyaan, mengamati ilustrasi, mengulang kosakata, atau memberikan tanggapan terhadap cerita.					✓
Feasibility	9	Big Book layak digunakan sebagai media shared reading di taman kanak-kanak.				✓	
	10	Saya bersedia menggunakan Big Book ini kembali dalam kegiatan shared reading di kelas.					✓

Komentar

Silakan berikan komentar mengenai pengalaman Bapak/Ibu selama menggunakan Big Book pada kegiatan *shared reading*, khususnya terkait kepraktisan, kemudahan penggunaan, dan kelayakan penggunaannya.

Puku ini dapat menarik perhatian dan minat siswa dalam pembelajaran, dilengkapi dengan gambar yang disukai anak-anak.

Saran

Silakan berikan saran untuk penyempurnaan Big Book agar lebih efektif digunakan dalam kegiatan *shared reading* di taman kanak-kanak.

Mungkin bisa coba dibuat dengan desain pop up agar lebih bagus.

Saya menyatakan bahwa penilaian yang saya berikan pada lembar User Judgment ini diisi berdasarkan pengalaman saya setelah menggunakan Big Book terintegrasi SDG 16 pada kegiatan *shared reading* selama uji coba terbatas.

Singaraja, 24 Juli 2026

Guru Penilai

[Signature]
Nt. Puteo Edward Yunda

Appendix 9. The Result of Behavioral Reading Engagement Checklist

No	Indicator	A	NA	Remarks
1	Children pay attention to the teacher while the story is read aloud.	✓		The children consistently paid attention to the teacher while the story was read aloud. They looked at the teacher and listened to the story throughout most of the shared reading activity.
2	Children focus on the illustrations displayed in the Big Book.	✓		The children showed interest in the illustrations and focused on the pictures presented in the Big Book while listening to the story.
3	Children follow the storyline throughout the shared reading activity.	✓		The children were able to follow the sequence of the story and responded appropriately to the teacher's questions related to the events in the story.
4	Children remain focused during most of the reading activity.	✓		Most children remained attentive during the reading activity. Toward the end of the story, several children briefly lost their focus. However, they were able to refocus after the teacher provided verbal guidance and prompts.
5	Children respond to the teacher's verbal or visual cues during reading.	✓		The children responded to the teacher's verbal instructions and visual cues, such as looking at specific illustrations and following the teacher's directions during the shared reading activity.
6	Children answer the teacher's questions during shared reading.	✓		The children answered the teacher's questions about the story, including identifying the animals, describing Suri's character, explaining why Suri cried, identifying who took the peanuts, and explaining how Owl solved the problem.
7	Children repeat words or short expressions after the teacher.	✓		The children repeated the target vocabulary and short expressions after the teacher when prompted during the shared reading activity.
8	Children point to illustrations or characters when prompted.	✓		The children pointed to the requested illustrations and characters after the teacher

				provided verbal prompts, such as identifying Suri and the other characters in the story.
9	Children make simple predictions or respond to the storyline.	✓		The children made simple predictions about the story with guidance from the teacher. For example, several children predicted that Fox had taken the peanuts and expressed sympathy for Suri during the discussion.
10	Children participate in the discussion after the reading activity.	✓		The children participated in the post-reading discussion with support from the teacher. When asked about the lesson learned from the story, the children responded that they should not take things that do not belong to them, should be honest, and should follow the rules wherever they are.

