

**THE DEVELOPMENT OF BIG BOOK AS READING MEDIA IN SHARED
READING ACTIVITIES FOR FACILITATING STUDENTS'
BEHAVIORAL READING ENGAGEMENT WITH SDG:
“CLIMATE ACTION”
AT TK TELKOM SINGARAJA**

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ABSTRAK

Penelitian ini bertujuan untuk (1) mengidentifikasi kebutuhan guru dan siswa terhadap media membaca dalam kegiatan *shared reading* yang mengintegrasikan *Sustainable Development Goal 13 (Climate Action)*, (2) mengembangkan *Big Book* sebagai media membaca dalam kegiatan *shared reading* untuk memfasilitasi *behavioral reading engagement* siswa taman kanak-kanak, dan (3) mengetahui kualitas *Big Book* yang dikembangkan. Penelitian ini menggunakan model *Design and Development (D&D)* yang dikemukakan oleh Richey dan Klein (2007), yang terdiri atas tahap analisis, desain, pengembangan, dan evaluasi. Subjek penelitian ini adalah satu orang guru Bahasa Inggris dan siswa TK Telkom Singaraja. Data dikumpulkan melalui observasi kelas, wawancara, *expert judgment*, *user judgment*, serta observasi *behavioral reading engagement*. Hasil analisis kebutuhan menunjukkan bahwa media membaca yang digunakan di sekolah masih terbatas dalam mendukung keterlibatan membaca siswa serta belum mengintegrasikan konsep *Climate Action*. Produk yang dihasilkan berupa *Big Book* sebanyak 11 halaman yang mengintegrasikan nilai-nilai SDG 13 melalui bahasa yang sederhana, ilustrasi yang menarik, dan pesan lingkungan yang bermakna sesuai dengan karakteristik siswa taman kanak-kanak. Berdasarkan hasil *expert judgment* dan *user judgment*, *Big Book* yang dikembangkan memperoleh kategori sangat baik setelah direvisi sesuai dengan masukan para ahli. Selain itu, hasil uji coba terbatas menunjukkan bahwa siswa memiliki tingkat *behavioral reading engagement* yang tinggi, dengan nilai rata-rata (*mean score*) sebesar 3,25. Selama kegiatan *shared reading*, siswa berpartisipasi secara aktif dengan menunjuk ilustrasi pada *Big Book*, menjawab pertanyaan guru, mengulang kata-kata kunci, serta memberikan respons terhadap pesan *Climate Action* yang terdapat dalam cerita. Oleh karena itu, *Big Book* yang dikembangkan layak digunakan sebagai media *shared reading* untuk memfasilitasi *behavioral reading engagement* siswa taman kanak-kanak sekaligus memperkenalkan nilai-nilai SDG 13 (*Climate Action*) dengan cara yang menyenangkan dan sesuai dengan tahap perkembangan anak.

Kata kunci: *Big Book*, *shared reading*, *behavioral reading engagement*, *Climate Action*, SDG 13, pendidikan anak usia dini.

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ABSTRACT

This study aimed to (1) identify the needs of teachers and students regarding a reading medium for shared reading activities integrated with Sustainable Development Goal 13 (Climate Action), (2) develop a Big Book as a reading medium for shared reading activities to facilitate kindergarten students' behavioral reading engagement, and (3) determine the quality of the developed Big Book. This study employed the Design and Development (D&D) model proposed by Richey and Klein (2007), consisting of the analysis, design, development, and evaluation stages. The subjects of this study were one English teacher and kindergarten students at TK Telkom Singaraja. The data were collected through classroom observation, interviews, expert judgment, user judgment, and behavioral reading engagement observation. The results of the need analysis indicated that the existing reading media were still limited in supporting students' reading engagement and introducing Climate Action concepts. Therefore the developed product was an 11-page Big Book integrating SDG 13 values through simple language, attractive illustrations, and meaningful environmental messages suitable for kindergarten students. Based on the expert judgment and user judgment results, the developed Big Book was categorized as having excellent quality after revisions based on the experts' suggestions. Furthermore, the classroom implementation showed that students demonstrated a high level of behavioral reading engagement, with a mean score of 3.25. During the shared reading activity, students actively participated by pointing to the illustrations, answering the teacher's questions, repeating key words, and responding to the Climate Action messages presented in the story. Therefore, the developed Big Book is appropriate to be used as a shared reading medium to facilitate kindergarten students' behavioral reading engagement while introducing SDG 13 (Climate Action) values in an enjoyable and age-appropriate way.

Keywords: Big Book, shared reading, behavioral reading engagement, Climate Action, SDG 13, early childhood education