APPENDIX

Appendix 1 Supervisors' Recommendation Letter

SURAT REKOMENDASI PEMBIMBING
UNTUK PENGUMPULAN DATA SKRIPSI/TA

Saya yang bertanda tangan di bawah ini:

Nama	: Prof. Dr. Putu Kerti Nitiasih, M.A.
NIP	: 196206261986032002
Jurusan	: Bahasa Asing
Prodi	: Pendidikan Bahasa Inggris
Jabatan	: Pembimbing I

Nama	: Luh Putu Dian Kresnawati, S.Pd., M.Pd.
NIP	: 198503262023212023
Jurusan	: Bahasa Asing
Prodi	: Pendidikan Bahasa Inggris
Jabatan	: Pembimbing II

Memberikan rekomendasi dan persetujuan kepada mahasiswa (terlampir) untuk melakukan pengumpulan data dalam menyelesaikan skripsi/tugas akhir.

Kami menyatakan bahwa penelitian yang akan dilakukan oleh mahasiswa tersebut telah sesuai dengan bidang kajian yang relevan dan telah dinyatakan lulus proses seminar proposal. Instrumen yang digunakan untuk pengumpulan data sudah tervalidasi sehingga mahasiswa dapat melanjutkan proses tahap pengumpulan data.

Demikian surat rekomendasi ini saya buat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Singaraja, 30 Januari 2026

Pembimbing I	Pembimbing II
Prof. Dr. Putu Kerti Nitiasih, M.A.	Luh Putu Dian Kresnawati, S.Pd., M.Pd.
NIP. 196206261986032002	NIP. 198503262023212023

Lampiran Surat Rekomendasai Pembimbing

No.	Nama Mahasiswa	NIM	Prodi	Judul Penelitian	Nama Sekolah/ Instantsi/Industri
1.	Luh Putu Anindya Apsari	2212021165	Pendidikan Bahasa Inggris	DEVELOPMENT OF A BIG BOOK AS A SHARED READING MEDIUM TO FOSTER STUDENT'S READING ENGAGEMENT AND INTEGRATE SUSTAINABLE DEVELOPMENT GOAL 12 (RESPONSIBLE CONSUMPTION AND PRODUCTION) CONTENT AT PAUD PELITA KASIH SINGARAJA	PAUD Pelita Kasih

Singaraja, 16 Januari 2026

Pembimbing I

Prof. Dr. Putu Kerti Nitiasih, M.A.
NIP. 196206261986032002

Pembimbing II

Luh Putu Dian Kresnawati, S.Pd., M.Pd.
NIP. 198503262023212023

Appendix 2 Research Permission Letter

KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 317/UN48.7.1/DT/2024 30 Januari 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala PAUD Pelita Kasih
di Singaraja

Dalam rangka pengumpulan data untuk Proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Luh Putu Anindya Apsari
NIM	: 2212021165
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.
Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 3 Observation Instrument Validation Sheet by First Supervisor

Aspects	Statement	Relevant	Irrelevant	Note
Availability of reading media.	1. Reading media are available in the classroom in sufficient quality and in good condition.	√		
	2. The text and illustrations used in reading activities are appropriate for the age of kindergarten children, as seen from the font size, vocabulary, and simplicity of the story.	√		
	3. The reading media used allow all students to clearly see the text and illustrations during the reading activities.	√		
Teacher strategies in shared reading.	4. The teacher applies a shared reading strategy, such as reading aloud while	√		

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	and involve students during reading activities.			
Students' engagement and response.	17. Students demonstrate attention during reading activities by remaining focused and not being easily distracted.	√		
	18. Students actively participate during reading activities, such as answering questions, pointing to pictures, imitating words, or responding to the teacher.	√		
	19. Students remain consistently engaged from the beginning to the end of the shared reading activity.	√		
	20. Students experience difficulties during reading activities, such as difficulty understanding	√		

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	vocabulary, following the storyline, or responding to teacher instructions.			
	21. Students demonstrate positive responses to reading activities, such as feeling happy, enthusiastic, and interested.	√		
	22. Students show interest in visually appealing stories and illustrations.	√		
	23. Students respond positively to story content that demonstrates responsibility for the production and consumption of goods.	√		
	24. Students prefer reading activities that involve reading along with large illustrations and interaction	√		

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	between teachers and students.			

Date:

Instrument Validator



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

NIP. 196206261986032002

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Appendix 4 Observation Instrument Validation Sheet by Second Supervisor

Aspects	Statement	Relevant	Irrelevant	Note
Availability of reading media.	1. Reading media are available in the classroom in sufficient quality and in good condition.	√		
	2. The text and illustrations used in reading activities are appropriate for the age of kindergarten children, as seen from the font size, vocabulary, and simplicity of the story.	√		
	3. The reading media used allow all students to clearly see the text and illustrations during the reading activities.	√		
Teacher strategies in shared reading.	4. The teacher applies a shared reading strategy, such as reading aloud while	√		

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	and involve students during reading activities.			
Students' engagement and response.	17. Students demonstrate attention during reading activities by remaining focused and not being easily distracted.	√		
	18. Students actively participate during reading activities, such as answering questions, pointing to pictures, imitating words, or responding to the teacher.	√		
	19. Students remain consistently engaged from the beginning to the end of the shared reading activity.	√		
	20. Students experience difficulties during reading activities, such as difficulty understanding	√		

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	vocabulary, following the storyline, or responding to teacher instructions.			
	21. Students demonstrate positive responses to reading activities, such as feeling happy, enthusiastic, and interested.	√		
	22. Students show interest in visually appealing stories and illustrations.	√		
	23. Students respond positively to story content that demonstrates responsibility for the production and consumption of goods.	√		
	24. Students prefer reading activities that involve reading along with large illustrations and interaction	√		

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	between teachers and students.			

Date:

Instrument Validator



Luh Putu Dian Kresnawati, S.Pd., M.Pd.

NIP. 198503262023212023

Appendix 5 Observation Checklist

Aspects	Statement	Available	Not Available	Note
Availability of reading media.	1. Reading media are available in the classroom in sufficient quality and in good condition.			
	2. The text and illustrations used in reading activities are appropriate for the age of kindergarten children, as seen from the font size, vocabulary, and simplicity of the story.			
	3. The reading media used allow all students to clearly see the text and illustrations during the reading activities.			
Teacher strategies in	4. The teacher applies a shared			

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shared reading.	reading strategy, such as reading aloud while pointing to the text or pictures.			
Students' engagement and response.	5. Students demonstrate attention during reading activities by remaining focused and not being easily distracted.			
	6. Students actively participate during reading activities, such as answering questions, pointing to pictures, imitating words, or responding to the teacher.			
	7. Students remain consistently engaged from the beginning to the end of the shared reading activity.			
	8. Students are able to follow the			

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	storyline, understand vocabulary, and respond to teacher's instructions with minimal difficulties.			
	9. Students demonstrate positive responses to reading activities, such as feeling happy, enthusiastic, and interested.			
	10. Students show interest in the stories and illustrations.			
	11. Students respond positively to story content that demonstrates responsibility for the production and consumption of goods.			
	12. Students show high enthusiasm during reading			

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	activities that involve reading along with large illustrations and interaction between teachers and students.			

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Appendix 6 Result of Observation Checklist

Aspects	Statement	Available	Not Available	Note
Availability of reading media.	13. Reading media are available in the classroom in sufficient quantity, variety, and good condition.	√		
	14. The text and illustrations used in reading activities are appropriate for the age of kindergarten children, as seen from the font size, vocabulary, and simplicity of the story.		√	
	15. The reading media used allow all students to clearly see the text and illustrations during the reading activities.		√	
Teacher strategies in	16. The teacher applies a shared	√		

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shared reading.	reading strategy, such as reading aloud while pointing to the text or pictures, and involve students during reading activities.			
Students' engagement and response.	17. Students demonstrate attention during reading activities by remaining focused and not being easily distracted.	√		
	18. Students actively participate during reading activities, such as answering questions, pointing to pictures, imitating words, or responding to the teacher.	√		
	19. Students remain consistently engaged from the beginning to the		√	

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	end of the shared reading activity.			
	20. Students did not experience difficulties during reading activities, such as difficulty understanding vocabulary, following the storyline, or responding to teacher instructions.		√	
	21. Students deimonstrate positive responses to reading activities, such as feeling happy, enthusiastic, and interested.	√		
	22. Students show interest in visually appealing stories and illustrations.		√	
	23. Students respond positively to story content that		√	

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	demonstrates responsibility for the production and consumption of goods.			
	24. Students prefer reading activities that involve reading along with large illustrations and interaction between teachers and students.	√		

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Appendix 7 Teacher's Interview Guide Instrument validation Sheet by First Supervisor

No	Interview Questions	Relevant	Irrelevant	Note
1.	What learning media do you typically use to teach reading?	√		
2.	How would you describe students' general engagement and habits when it comes to reading in the classroom?	√		
3.	What are the factors that can motivate or discourage your students from reading?	√		
4.	How do you notice when students are engaged or disengaged during reading activities?	√		
5.	What are the key factors that influence students' reading experiences?	√		
6.	What challenges do students usually face when engaging with reading media?	√		
7.	Do you feel that the existing learning media support the	√		

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	principle of responsible consumption and production?			
8.	What are your hopes for the learning media that will be developed to support reading activities in the classroom?	√		
9.	What strategies have you found most effective in supporting students' reading comprehension and engagement?	√		

Date:

Instrument Validator



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

NIP. 196206261986032002

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Appendix 8 Teacher's Interview Guide Instrument validation Sheet by Second Supervisor

No	Interview Questions	Relevant	Irrelevant	Note
1.	What learning media do you typically use to teach reading?	√		
2.	How would you describe students' general engagement and habits when it comes to reading in the classroom?	√		
3.	What are the factors that can motivate or discourage your students from reading?	√		
4.	How do you notice when students are engaged or disengaged during reading activities?	√		
5.	What are the key factors that influence students' reading experiences?	√		
6.	What challenges do students usually face when engaging with reading media?	√		
7.	Do you feel that the existing learning media support the	√		

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	principle of responsible consumption and production?			
8.	What are your hopes for the learning media that will be developed to support reading activities in the classroom?	√		
9.	What strategies have you found most effective in supporting students' reading comprehension and engagement?	√		

Date:

Instrument Validator



Luh Putu Dian Kresnawati, S.Pd., M.Pd.

NIP. 198503262023212023

Appendix 9 Teacher's Interview Guide Sheet

No	Interview Questions	Relevant	Irrelevant	Note
1.	What learning media do you typically use to teach reading?	√		
2.	How would you describe students' general engagement and habits when it comes to reading in the classroom?	√		
3.	What are the factors that can motivate or discourage your students from reading?	√		
4.	How do you notice when students are engaged or disengaged during reading activities?	√		
5.	What are the key factors that influence students' reading experiences?	√		
6.	What challenges do students usually face when engaging with reading media?	√		
7.	Do you feel that the existing learning media support the	√		

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	principle of responsible consumption and production?			
8.	What are your hopes for the learning media that will be developed to support reading activities in the classroom?	√		
9.	What strategies have you found most effective in supporting students' reading comprehension and engagement?	√		

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Appendix 10 Result of Teacher's Interview Guide

No	Questions	Descriptions
1.	What learning media do you typically use to teach reading?	I usually use children's storybooks, which include fewer words and attractive pictures.
2.	How would you describe students' general preferences and habits when it comes to reading?	Several students are enthusiastic as they have good basic English skills. However, several of them tend to ignore the teacher, particularly when they realise the story is not interesting.
3.	What are the factors that can motivate or discourage your students from reading?	The factors that foster students' motivation are interesting storybooks, imaginative yet meaningful, close to their experience, and the way the teacher delivers the story. Meanwhile, several reasons were found why the students are discouraged, including long texts, the supporting elements are common, and the distraction of other friends.
4.	What challenges do students usually face when engaging with reading materials?	Their ability to read, as most of them cannot read yet, they were difficult for them to understand the

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		story. In addition, conventional reading strategies also influence their lower engagement.
5.	How do you notice when students are engaged or disengaged during reading activities?	Students were engaged in reading activities, as can be seen from their facial expressions (smiling and eyes on the teacher reflect that they were interested in the story) and their response (whether commenting on the attractive elements they love or parts that they thought were different from the plot). When they talked with friends, busy with their interests, looked away from the teacher, and didn't respond to anything reflected that they were disengaged.
6.	What strategies have you found most effective in supporting students' reading comprehension and engagement?	Ask several questions, allow them to predict the continuation of the storyline, and invite them to imitate some movement and sound included in the story.
7.	What are the key factors that influence students' reading experiences?	It is supposed to be the pictures' compatibility, engaging story (like asking the students to do a little move, imitate a voice, and

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		so on), and the way of delivering the story (must be expressive and powerful).
8.	Do you feel that the existing learning media support the principle of responsible consumption and production?	I think the learning media that I use do not sufficiently highlight responsible consumption and production, as the topic that I teach mostly focuses on general topics for teaching young learners.
9.	What are your hopes for the learning media that will be developed to support reading activities in the classroom?	I expect the learning media include interactive elements, supporting appropriate pictures, cheerful colour tone, and avoiding long text, a short yet meaningful storyline.

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Appendix 11 Rubric for Expert Judgement Instrument Validation Sheet Validation by First Supervisor

Aspect	Dimension	Statement	R	IR	Note
Criteria for a good Big Book	Story Length	1. The Big Book contains around 10-15 (starting from the beginning of the story).	√		
	Simple Language and Repetition	2. The Big Book uses simple sentences with repeated phrases that are easy for children to recognize.	√		
	Illustrations	3. The Big Book features large, clear, colourful illustrations that are easy for all students to see.	√		
	Vocabulary	4. The vocabulary used is appropriate for preschoolers and their developmental stage.	√		
	Storyline	5. The storyline in the Big Book is simple, coherent,	√		

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		and easy for children to understand.			
Relevance with SDG 12 content	Consumer awareness	6. The content of the Big Book promotes children's understanding of the difference between needs and wants in daily consumption.	√		
	Environmental awareness	7. The content of the Big Book provides meaningful illustration of how human lifestyle choices influence environmental sustainability.	√		
	Production and consumption process understanding	8. The Big Book present the relationship between production process and consumption activities in a simple and understandable way.	√		

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	Roles and responsibilities in consumption and production	9. The Big Book helps children recognize the roles and responsibilities of producers and consumers in production and consumption activities.	√		
	Promotion of sustainable practices	10. The Big Book encourage children to motivate other to engage in sustainable consumption and production practices.	√		
The suitability of Big Book in facilitating Shared Reading	Appeal and Relevance of Content	11. The topic and content of the story align with the interests of young children.	√		
		12. The story is appropriate to the child's developmental level and experience.	√		

	Readability and visual accessibility	13. Clear font size and spacing for shared reading.	√		
		14. The layout of the text and illustrations allows the book to be read together by teachers and students.	√		
	Illustrations and book design	15. The illustrations are clear, engaging, and support understanding of the story.	√		
	Plot and language	16. The storyline is close to children's everyday experiences.	√		
	Interactive support	17. The language and content of the story encourage children to participate.	√		
		18. Big Books support teacher and students' interaction.	√		
The potential of big books in fostering	Attention	19. Big Books able to capture and hold children's	√		

children's engagement with reading (behavioural engagement in reading)		attention through their size, illustrations, colors, and layout.			
	Effort	20. Big Books able to encourage children to try to participate in shared reading activities.	√		
	Active participation	21. Big Books encourage children's active participation, such as pointing to pictures, answering questions, and reacting to the story.	√		
	Persistence	22. Big Books help maintain children's engagement from the beginning to the end of the reading activity.	√		
	Positive conduct during reading	23. The Big Book encourages positive behavior during reading, such as sitting	√		

		quietly and following the teacher's instructions.			
The potential of the Big Book to foster a sense of responsibility regarding consumption and production	Need-based consumption.	24. The Big Book has the potential to foster children sense of responsibility in consuming food according to their needs and avoiding excessive consumption.	√		
	Food waste awareness	25. The Big Book content helps children understand the negative impact of food waste on environment.	√		
	Appreciation of food production	26. The Big Book promotes children's appreciation and respect for food and the people involved in food production.	√		
	Sustainable behaviour and	27. The Big Book encourages	√		

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	social responsibility	children to apply and share responsible consumption habits in their daily lives.			

Date:

Instrument Validator



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

NIP. 196206261986032002

Appendix 12 Rubric for Expert Judgement Instrument Validation Sheet Validation by Second Supervisor

Aspect	Dimension	Statement	R	IR	Note
Criteria for a good Big Book	Story Length	1. The Big Book contains around 10-15 (starting from the beginning of the story).	√		
	Simple Language and Repetition	2. The Big Book uses simple sentences with repeated phrases that are easy for children to recognize.	√		
	Illustrations	3. The Big Book features large, clear, colourful illustrations that are easy for all students to see.	√		
	Vocabulary	4. The vocabulary used is appropriate for preschoolers and their developmental stage.	√		
	Storyline	5. The storyline in the Big Book is simple, coherent,	√		

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		and easy for children to understand.			
Relevance with SDG 12 content	Consumer awareness	6. The content of the Big Book promotes children's understanding of the difference between needs and wants in daily consumption.	√		
	Environmental awareness	7. The content of the Big Book provides meaningful illustration of how human lifestyle choices influence environmental sustainability.	√		
	Production and consumption process understanding	8. The Big Book present the relationship between production process and consumption activities in a simple and understandable way.	√		

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	Roles and responsibilities in consumption and production	9. The Big Book helps children recognize the roles and responsibilities of producers and consumers in production and consumption activities.	√		
	Promotion of sustainable practices	10. The Big Book encourage children to motivate other to engage in sustainable consumption and production practices.	√		
The suitability of Big Book in facilitating Shared Reading	Appeal and Relevance of Content	11. The topic and content of the story align with the interests of young children.	√		
		12. The story is appropriate to the child's developmental level and experience.	√		

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	Readability and visual accessibility	13. Clear font size and spacing for shared reading.	√		
		14. The layout of the text and illustrations allows the book to be read together by teachers and students.	√		
	Illustrations and book design	15. The illustrations are clear, engaging, and support understanding of the story.	√		
	Plot and language	16. The storyline is close to children's everyday experiences.	√		
	Interactive support	17. The language and content of the story encourage children to participate.	√		
		18. Big Books support teacher and students' interaction.	√		
The potential of big books in fostering	Attention	19. Big Books able to capture and hold children's	√		

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children's engagement with reading (behavioural engagement in reading)		attention through their size, illustrations, colors, and layout.			
	Effort	20. Big Books able to encourage children to try to participate in shared reading activities.	√		
	Active participation	21. Big Books encourage children's active participation, such as pointing to pictures, answering questions, and reacting to the story.	√		
	Persistence	22. Big Books help maintain children's engagement from the beginning to the end of the reading activity.	√		
	Positive conduct during reading	23. The Big Book encourages positive behavior during reading, such as sitting	√		

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		quietly and following the teacher's instructions.			
The potential of the Big Book to foster a sense of responsibility regarding consumption and production	Need-based consumption.	24. The Big Book has the potential to foster children sense of responsibility in consuming food according to their needs and avoiding excessive consumption.	√		
	Food waste awareness	25. The Big Book content helps children understand the negative impact of food waste on environment.	√		
	Appreciation of food production	26. The Big Book promotes children's appreciation and respect for food and the people involved in food production.	√		
	Sustainable behaviour and	27. The Big Book encourages	√		

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	social responsibility	children to apply and share responsible consumption habits in their daily lives.			

Date:

Instrument Validator



Luh Putu Dian Kresnawati, S.Pd., M.Pd.

NIP. 198503262023212023

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Appendix 13 Rubric for Expert Judgement Instrument Validation Sheet

Aspect	Dimension	Statement	Rating Scale			
			1 NR	2 SR	3 QR	4 VR
Criteria for a good Big Book	Story Length	28. The Big Book contains around 10-15 (starting from the beginning of the story).				
	Simple Language and Repetition	29. The Big Book uses simple sentences with repeated phrases that are easy for children to recognize.				
	Illustrations	30. The Big Book features large, clear, colourful illustrations that are easy for all students to see.				
	Vocabulary	31. The vocabulary used is appropriate for preschoolers and their developmental stage.				
	Storyline	32. The storyline in the Big Book is				

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		simple, coherent, and easy for children to understand.				
Relevance with SDG 12 content	Consumer awareness	33. The content of the Big Book promotes children's understanding of the difference between needs and wants in daily consumption.				
	Environmental awareness	34. The content of the Big Book provides meaningful illustration of how human lifestyle choices influence environmental sustainability.				
	Production and consumption process understanding	35. The Big Book present the relationship between production process and consumption activities in a				

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		simple and understandable way.				
	Roles and responsibilities in consumption and production	36. The Big Book helps children recognize the roles and responsibilities of producers and consumers in production and consumption activities.				
	Promotion of sustainable practices	37. The Big Book encourage children to motivate other to engage in sustainable consumption and production practices.				
The suitability of Big Book in facilitating Shared Reading	Appeal and Relevance of Content	38. The topic and content of the story align with the interests of young children.				
		39. The story is appropriate to the child's developmental				

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		level and experience.				
	Readability and visual accessibility	40. Clear font size and spacing for shared reading.				
		41. The layout of the text and illustrations allows the book to be read together by teachers and students.				
	Illustrations and book design	42. The illustrations are clear, engaging, and support understanding of the story.				
	Plot and language	43. The storyline is close to children's everyday experiences.				
	Interactive support	44. The language and content of the story encourage children to participate.				
		45. Big Books support teacher and students' interaction.				

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The potential of big books in fostering children's engagement with reading (behavioural engagement in reading)	Attention	46. Big Books able to capture and hold children's attention through their size, illustrations, colors, and layout.				
	Effort	47. Big Books able to encourage children to try to participate in shared reading activities.				
	Active participation	48. Big Books encourage children's active participation, such as pointing to pictures, answering questions, and reacting to the story.				
	Persistence	49. Big Books help maintain children's engagement from the beginning to the end of the reading activity.				

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	Positive conduct during reading	50. The Big Book encourages positive behavior during reading, such as sitting quietly and following the teacher's instructions.				
The potential of the Big Book to foster a sense of responsibility regarding consumption and production	Need-based consumption.	51. The Big Book has the potential to foster children sense of responsibility in consuming food according to their needs and avoiding excessive consumption.				
	Food waste awareness	52. The Big Book content helps children understand the negative impact of food waste on environment.				
	Appreciation of food production	53. The Big Book promotes children's appreciation and respect for food				

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		and the people involved in food production.				
	Sustainable behaviour and social responsibility	54. The Big Book encourages children to apply and share responsible consumption habits in their daily lives.				



Appendix 14 Result of Expert Judgement Instrument Sheet by First Expert

Aspect	Dimension	Statement	Rating Scale			
			1 NR	2 SR	3 QR	4 VR
Criteria for a good Big Book	Story Length	55. The Big Book contains around 10-15 (starting from the beginning of the story).				√
	Simple Language and Repetition	56. The Big Book uses simple sentences with repeated phrases that are easy for children to recognize.			√	
	Illustrations	57. The Big Book features large, clear, colourful illustrations that are easy for all students to see.				√
	Vocabulary	58. The vocabulary used is appropriate for preschoolers and their developmental stage.				√
	Storyline	59. The storyline in the Big Book is simple, coherent, and easy for children to understand.				√
Relevance with SDG 12 content	Consumer awareness	60. The content of the Big Book promotes children's understanding of the difference between needs and wants in daily consumption.				√

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	Environmental awareness	61. The content of the Big Book provides meaningful illustration of how human lifestyle choices influence environmental sustainability.				√
	Production and consumption process understanding	62. The Big Book present the relationship between production process and consumption activities in a simple and understandable way.				√
	Roles and responsibilities in consumption and production	63. The Big Book helps children recognize the roles and responsibilities of producers and consumers in production and consumption activities.				√
	Promotion of sustainable practices	64. The Big Book encourage children to motivate other to engage in sustainable consumption and production practices.				√
The suitability of Big Book in facilitating Shared Reading	Appeal and Relevance of Content	65. The topic and content of the story align with the interests of young children.				√
		66. The story is appropriate to the child's				√

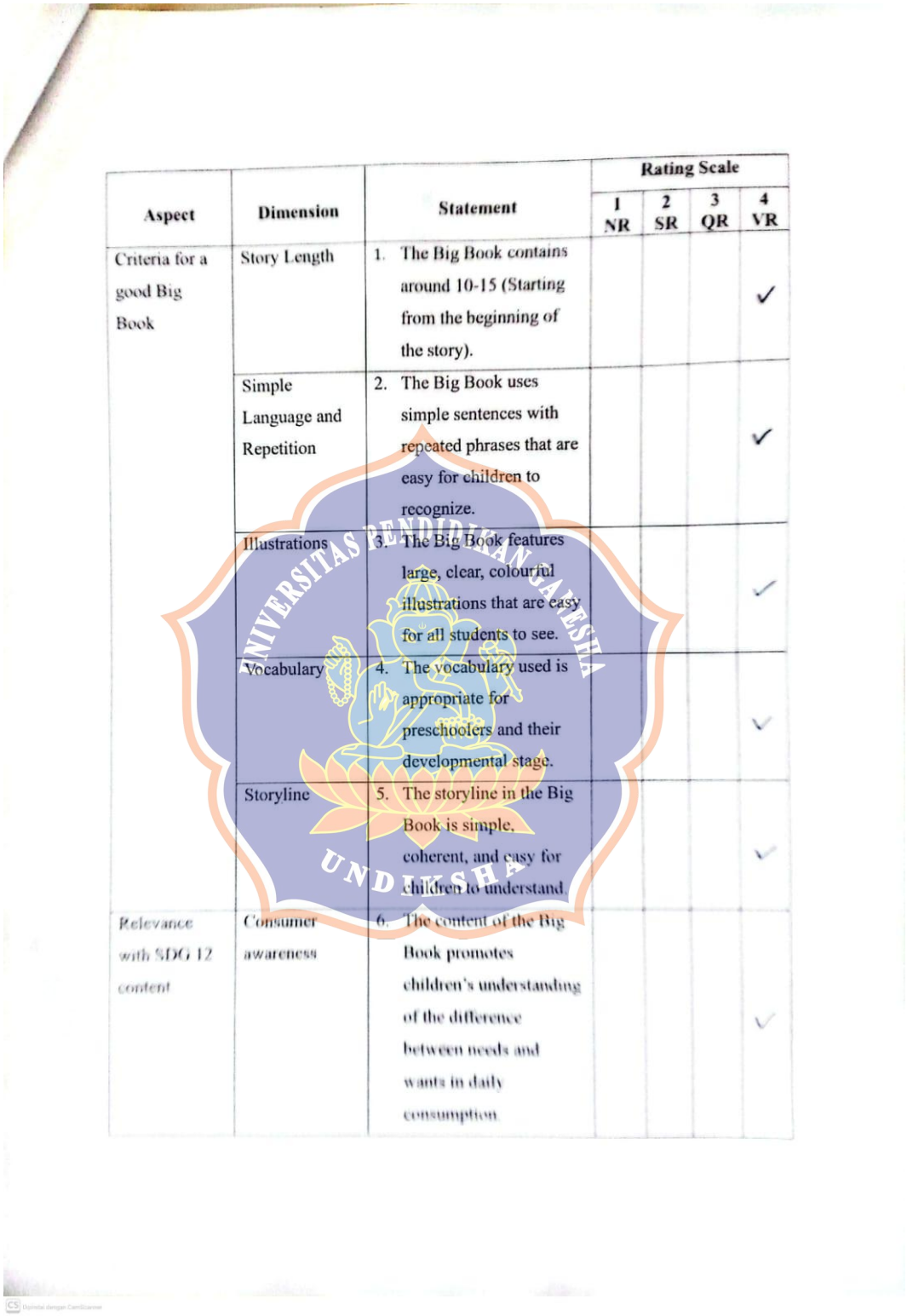
		developmental level and experience.				
	Readability and visual accessibility	67. Clear font size and spacing for shared reading.				√
		68. The layout of the text and illustrations allows the book to be read together by teachers and students.				√
	Illustrations and book design	69. The illustrations are clear, engaging, and support understanding of the story.				√
	Plot and language	70. The storyline is close to children's everyday experiences.				√
	Interactive support	71. The language and content of the story encourage children to participate.			√	
		72. Big Books support teacher and students' interaction.				√
The potential of big books in fostering children's engagement with reading (behavioural engagement in reading)	Attention	73. Big Books able to capture and hold children's attention through their size, illustrations, colors, and layout.				√
	Effort	74. Big Books able to encourage children to try to participate in shared reading activities.				√

	Active participation	75. Big Books encourage children's active participation, such as pointing to pictures, answering questions, and reacting to the story.			√	
	Persistence	76. Big Books help maintain children's engagement from the beginning to the end of the reading activity.				√
	Positive conduct during reading	77. The Big Book encourages positive behavior during reading, such as sitting quietly and following the teacher's instructions.				√
The potential of the Big Book to foster a sense of responsibility regarding consumption and production	Need-based consumption.	78. The Big Book has the potential to foster children sense of responsibility in consuming food according to their needs and avoiding excessive consumption.				√
	Food waste awareness	79. The Big Book content helps children understand the negative impact of food waste on environment.				√
	Appreciation of food production	80. The Big Book promotes children's appreciation and				√

		respect for food and the people involved in food production.				
	Sustainable behaviour and social responsibility	81. The Big Book encourages children to apply and share responsible consumption habits in their daily lives.				√

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Appendix 15 Result of Expert Judgement Instrument Sheet by Second Expert



Aspect	Dimension	Statement	Rating Scale			
			1 NR	2 SR	3 QR	4 VR
Criteria for a good Big Book	Story Length	1. The Big Book contains around 10-15 (Starting from the beginning of the story).				✓
	Simple Language and Repetition	2. The Big Book uses simple sentences with repeated phrases that are easy for children to recognize.				✓
	Illustrations	3. The Big Book features large, clear, colourful illustrations that are easy for all students to see.				✓
	Vocabulary	4. The vocabulary used is appropriate for preschoolers and their developmental stage.				✓
	Storyline	5. The storyline in the Big Book is simple, coherent, and easy for children to understand.				✓
Relevance with SDG 12 content	Consumer awareness	6. The content of the Big Book promotes children's understanding of the difference between needs and wants in daily consumption.				✓

	Environmental awareness	7. The content of the Big Book provides meaningful illustration of how human lifestyle choices influence environmental sustainability.				✓
	Production and consumption process understanding	8. The Big Book present the relationship between production process and consumption activities in a simple and understandable way.				✓
	Roles and responsibilities in consumption and production	9. The Big Book helps children recognize the roles and responsibilities of producers and consumers in production and consumption activities.				✓
	Promotion of sustainable practices	10. The Big Book encourage children to motivate other to engage in sustainable consumption and production practices.				✓
The suitability of Big Book in facilitating Shared Reading	Appeal and Relevance of Content	11. The topic and content of the story align with the interests of young children				✓
		12. The story is appropriate to the child's				✓

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engagement in reading)		to participate in shared reading activities.				
	Active participation	21. Big Books encourage children's active participation, such as pointing to pictures, answering questions, and reacting to the story.				✓
	Persistence	22. Big Books help maintain children's engagement from the beginning to the end of the reading activity.				✓
	Positive conduct during reading	23. The Big Book encourages positive behavior during reading, such as sitting quietly and following the teacher's instructions.				✓
The potential of the Big Book to foster a sense of responsibility regarding consumption and production	Need-based consumption.	24. The Big Book has the potential to foster children sense of responsibility in consuming food according to their needs and avoiding excessive consumption				✓
	Food waste awareness	25. The Big Book content helps children understand the negative impact of food waste on environment				✓

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	Appreciation of food production	26. The Big Book promotes children's appreciation and respect for food and the people involved in food production.				✓
	Sustainable behaviour and social responsibility	27. The Big Book encourages children to apply and share responsible consumption habits in their daily lives.				✓

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Appendix 16 Rubric for User Judgement Instrument Validation Sheet by First Supervisor

Aspect	Indicators	R	IR	Comments
Story Structure	The "Fun Learning at School with Raka" big book story is suitable for preschoolers' learning activities.	√		
SDG 12 Integration	SDG 12 (Responsible Consumption and Production.) is effectively integrated into the big book story.	√		
Visual & Design	The illustrations, colors, and layout are appropriate and engaging for preschoolers.	√		
Visibility	The text size, font, and illustrations are clearly visible during shared reading activities.	√		
Usability	The big book is easy to use during shared reading activities in the classroom.	√		
Language & Vocabulary	The vocabulary and sentence structures used in the big book are appropriate for the language development level of preschoolers.	√		
Shared Reading Interaction	The big book encourages children to actively participate during reading activities.	√		
Learning Support	Repetitive illustrations and language patterns help children understand the story more easily.	√		
Practicality	The big book is practical to implement within the allotted class time.	√		
Behavioral Engagement	The big book helps maintain children's attention, participation, and positive behavior during reading activities.	√		

Date:

Instrument Validator



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

NIP. 196206261986032002

Appendix 17 Rubric for User Judgement Instrument Validation Sheet by Second Supervisor

-

Aspect	Indicators	R	IR	Comments
Story Structure	The "Fun Learning at School with Raka" big book story is suitable for preschoolers' learning activities.	√		
SDG 12 Integration	SDG 12 (Responsible Consumption and Production.) is effectively integrated into the big book story.	√		
Visual & Design	The illustrations, colors, and layout are appropriate and engaging for preschoolers.	√		
Visibility	The text size, font, and illustrations are clearly visible during shared reading activities.	√		
Usability	The big book is easy to use during shared reading activities in the classroom.	√		
Language & Vocabulary	The vocabulary and sentence structures used in the big book are appropriate for the language development level of preschoolers.	√		
Shared Reading Interaction	The big book encourages children to actively participate during reading activities.	√		
Learning Support	Repetitive illustrations and language patterns help children understand the story more easily.	√		
Practicality	The big book is practical to implement within the allotted class time.	√		
Behavioral Engagement	The big book helps maintain children's attention, participation, and positive behavior during reading activities.	√		

Date:

Instrument Validator



Luh Putu Dian Kresnawati, S.Pd., M.Pd.

NIP. 198503262023212023

Appendix 18 Rubric for User Judgement Instrument Sheet

Aspect	Questions	Scale			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Story Structure	The stories in the big book are easy to understand and engaging for children.				
SDG 12 Integration	The big book helps children understand the importance of responsible consumption and production.				
Visual & Design	The illustrations, colors, and layout of the big book capture children's attention.				
Visibility	The text size, font, and illustrations are clearly visible during shared reading activities.				
Usability	Big books are easy to use during shared reading activities in the classroom.				
Language & Vocabulary	The language used in the big book is easy for children to understand.				
Shared Reading Interaction	The big book encourages children to actively participate during shared reading sessions.				
Learning Support	The illustrations and repetitive language patterns help children understand the story more easily.				
Practicality	A practical big book to use during available learning time.				

Behavioral Engagement	Big books help maintain children's attention, participation, and positive behavior during reading activities.				

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Appendix 19 Result of Rubric for User Judgement Instrument Sheet

Aspect	Questions	Scale			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Story Structure	The stories in the big book are easy to understand and engaging for children.				√
SDG 12 Integration	The big book helps children understand the importance of responsible consumption and production.				√
Visual & Design	The illustrations, colors, and layout of the big book capture children's attention.				√
Visibility	The text size, font, and illustrations are clearly visible during shared reading activities.				√
Usability	Big books are easy to use during shared reading activities in the classroom.				√
Language & Vocabulary	The language used in the big book is easy for children to understand.			√	
Shared Reading Interaction	The big book encourages children to actively participate during shared reading sessions.				√
Learning Support	The illustrations and repetitive language patterns help children understand the story more easily.			√	
Practicality	A practical big book to use during available learning time.				√

Behavioral Engagement	Big books help maintain children's attention, participation, and positive behavior during reading activities.				√



Appendix 20 Behavioral Reading Engagement Observation Instrument Validation Sheet by First Supervisor

No	Aspects Observed	Relevant	Irrelevant	Note
1.	Students focus on the story as the teacher reads from the Big Book.	√		
2.	Students look at and point to illustrations related to the story.	√		
3.	Students respond to the teacher's questions about the character Beni and events in the story.	√		
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").	√		
5.	Students show interest and positive responses (smiling, expressions of admiration, and enthusiasm).	√		
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading.	√		
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment).	√		

Date:

Instrument Validator



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

NIP. 196206261986032002

Appendix 21 Behavioral Reading Engagement Observation Instrument Validation Sheet by Second Supervisor

No	Aspects Observed	Relevant	Irrelevant	Note
1.	Students focus on the story as the teacher reads from the Big Book.	√		
2.	Students look at and point to illustrations related to the story.	√		
3.	Students respond to the teacher's questions about the character Beni and events in the story.	√		
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").	√		
5.	Students show interest and positive responses (smiling, expressions of admiration, and enthusiasm).	√		
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading.	√		
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment).	√		

Date:

Instrument Validator



Luh Putu Dian Kresnawati, S.Pd., M.Pd.

NIP. 198503262023212023

Appendix 22 Reading Engagement Checklist

No	Aspects Observed	Never 1	Sometimes 2	Often 3	Always 4	Additional Note
1.	Students focus on the story as the teacher reads from the Big Book.					
2.	Students look at and point to illustrations related to the story.					
3.	Students respond to the teacher's questions about the character Beni and events in the story.					
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").					
5.	Students show interest and positive responses (smiling, expressions of					

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	admiration, and enthusiasm).					
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading					
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment)					

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Student 1

Name: student's initial "S"

Class: B1

Appendix 23 Results of Behavioral Reading Engagement Checklist

No	Aspects Observed	Never 1	Sometimes 2	Often 3	Always 4	Additional Note
1.	Students focus on the story as the teacher reads from the Big Book.				√	
2.	Students look at and point to illustrations related to the story.			√		
3.	Students respond to the teacher's questions about the character Beni and events in the story.				√	
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").				√	
5.	Students show interest and positive				√	

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	responses (smiling, expressions of admiration, and enthusiasm).					
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading				√	
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment)				√	

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Student 2

Name: student's initial "A"

Class: B1

No	Aspects Observed	Never 1	Sometimes 2	Often 3	Always 4	Additional Note
1.	Students focus on the story as the teacher reads from the Big Book.				√	
2.	Students look at and point to illustrations related to the story.				√	
3.	Students respond to the teacher's questions about the character Beni and events in the story.				√	
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").				√	
5.	Students show interest and positive responses			√		

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	(smiling, expressions of admiration, and enthusiasm).					
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading			√		
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment)				√	

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Student 3

Name: student's initial "P"

Class: B1

No	Aspects Observed	Never 1	Sometimes 2	Often 3	Always 4	Additional Note
1.	Students focus on the story as the teacher reads from the Big Book.			√		
2.	Students look at and point to illustrations related to the story.				√	
3.	Students respond to the teacher's questions about the character Beni and events in the story.				√	
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").				√	
5.	Students show interest and positive responses				√	

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	(smiling, expressions of admiration, and enthusiasm).					
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading				√	
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment)				√	

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Student 4

Name: student's initial "M"

Class: B1

No	Aspects Observed	Never 1	Sometimes 2	Often 3	Always 4	Additional Note
1.	Students focus on the story as the teacher reads from the Big Book.				√	
2.	Students look at and point to illustrations related to the story.		√			
3.	Students respond to the teacher's questions about the character Beni and events in the story.				√	
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").				√	
5.	Students show interest and positive responses			√		

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	(smiling, expressions of admiration, and enthusiasm).					
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading		√			
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment)				√	

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Student 5

Name: student's initial "R"

Class: B1

No	Aspects Observed	Never 1	Sometimes 2	Often 3	Always 4	Additional Note
1.	Students focus on the story as the teacher reads from the Big Book.		√			
2.	Students look at and point to illustrations related to the story.				√	
3.	Students respond to the teacher's questions about the character Beni and events in the story.				√	
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").				√	
5.	Students show interest and positive responses				√	

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	(smiling, expressions of admiration, and enthusiasm).					
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading				√	
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment)				√	

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Student 6

Name: student's initial "R"

Class: B1

No	Aspects Observed	Never 1	Sometimes 2	Often 3	Always 4	Additional Note
1.	Students focus on the story as the teacher reads from the Big Book.				√	
2.	Students look at and point to illustrations related to the story.		√			
3.	Students respond to the teacher's questions about the character Beni and events in the story.				√	
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").				√	
5.	Students show interest and positive responses				√	

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	(smiling, expressions of admiration, and enthusiasm).					
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading				√	
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment)			√		

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Student 7

Name: student's initial "A"

Class: B1

No	Aspects Observed	Never 1	Sometimes 2	Often 3	Always 4	Additional Note
1.	Students focus on the story as the teacher reads from the Big Book.				√	
2.	Students look at and point to illustrations related to the story.				√	
3.	Students respond to the teacher's questions about the character Beni and events in the story.			√		
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").			√		
5.	Students show interest and positive responses				√	

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	(smiling, expressions of admiration, and enthusiasm).					
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading				√	
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment)			√		

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Student 8

Name: student's initial "T"

Class: B1

No	Aspects Observed	Never 1	Sometimes 2	Often 3	Always 4	Additional Note
1.	Students focus on the story as the teacher reads from the Big Book.				√	
2.	Students look at and point to illustrations related to the story.				√	
3.	Students respond to the teacher's questions about the character Beni and events in the story.				√	
4.	Students repeat simple words or phrases from the story (e.g., "take just enough!").			√		
5.	Students show interest and positive responses				√	

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	(smiling, expressions of admiration, and enthusiasm).					
6.	Students follow the teacher's instructions when pointing to words or pictures during shared reading				√	
7.	Students show curiosity or attention during the story's conflict (when Beni saw that wasting food hurts the environment)				√	

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Appendix 24 Documentation's photos







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BIOGRAPHY



Luh Putu Anindya Apsari lahir di Bangli pada tanggal 27 Maret 2004. Penulis lahir dari pasangan suami istri Bapak I Made Surya Adi Gunawan dan Ibu Sang Ayu Putu Putri Indrayani. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini Penulis beralamat di Banjar Pande Dusun Pande, Kecamatan Bangli, Kabupaten Bangli, Provinsi Bali.

Penulis menyesuaikan pendidikan di SD Negeri 1 Kawan dan 2016. Kemudian penulis melanjutkan di SMP Negeri 1 Bangli dan lulus pada tahun 2019. Pada tahun 2022 penulis lulus dari SMA N 1 Bangli dengan jurusan Bahasa dan Budaya dan melanjutkan pendidikan di Universitas Pendidikan Ganesha jurusan S1 Bahasa Inggris. Pada semester akhir 2026, penulis telah menyelesaikan skripsi berjudul "Development of a Big Book as a Shared Reading Medium to Support Student's Reading Engagement and Integrate Sustainable Development Goal 12 (Responsible Consumption and Production) Content at PAUD Pelita Kasih Singaraja".