



JURNAL BASICEDU

Volume 10 Nomor 3 Tahun 2026 Halaman 1091 - 1101

Research & Learning in Elementary Education

<https://jbasic.org/index.php/basicedu>



A Needs Analysis of SDG 9-Based Reading Materials to Support Students' Behavioral Engagement in Reading

Nabila Esya Maharani¹□, Luh Gd Rahayu Budiarta², Ni Wayan Monik Rismadewi³

Program Studi Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha, Indonesia^{1,2,3}

E-mail: nabila.esya@student.undiksha.ac.id¹, rahayu.budiarta@undiksha.ac.id²,
monik.rismadewi@undiksha.ac.id³

Abstrak

Penelitian ini dilatarbelakangi oleh keterbatasan bahan bacaan yang mendukung keterlibatan perilaku membaca pada pendidikan anak usia dini. Meskipun studi tentang bahan bacaan anak usia dini telah berkembang, penelitian yang secara khusus menghubungkan Tujuan Pembangunan Berkelanjutan (SDG 9) dengan keterlibatan perilaku membaca dalam konteks PAUD masih terbatas. Penelitian ini bertujuan untuk mengidentifikasi kebutuhan guru dan siswa terhadap bahan bacaan berbasis SDG 9 serta mengkaji perannya dalam mendukung keterlibatan membaca. Penelitian ini menggunakan desain deskriptif kualitatif melalui observasi dan wawancara dengan satu guru bahasa Inggris dan 20 siswa kelas B2 di TK Lab Undiksha Singaraja. Hasil penelitian menunjukkan bahwa guru membutuhkan bahan bacaan berukuran besar, menarik secara visual, dan sesuai dengan karakteristik anak, serta memuat konsep SDG 9 yang disederhanakan. Siswa menunjukkan keterlibatan membaca lebih tinggi ketika bahan bacaan dilengkapi dengan ilustrasi berwarna, alur cerita sederhana, dan kegiatan *shared reading* interaktif. Kendala meliputi keterbatasan bahan bacaan interaktif dan variasi rentang perhatian siswa. Temuan ini mengimplikasikan pentingnya pengembangan bahan bacaan berbasis SDG 9 yang kontekstual dan sesuai dengan tahap perkembangan anak untuk mendukung literasi awal dan keterlibatan membaca.

Kata Kunci: bahan bacaan, SDG 9, keterlibatan perilaku membaca, membaca bersama, anak usia dini.

Abstract

This research is motivated by the limited availability of reading materials that support behavioral engagement in reading in early childhood education. Although research on early childhood reading materials has developed, research specifically linking Sustainable Development Goal (SDG 9) to reading behavioral engagement in this context remains limited. This study aims to identify teachers' and students' needs for SDG 9-based reading materials and examine their role in supporting reading engagement. This study used a qualitative descriptive design, employing observations and interviews with one English teacher and 20 B2-class students at TK Lab Undiksha Singaraja. The results showed that teachers needed large-sized, visually appealing, and appropriate to children's characteristics, as well as simplified SDG 9 concepts. Students demonstrated higher reading engagement when the reading materials included colorful illustrations, simple storylines, and interactive shared reading activities. Challenges included limited interactive reading materials and variations in students' attention spans. These findings imply the importance of developing contextual and developmentally appropriate SDG 9-based reading materials to support early literacy and reading engagement.

Keywords: reading materials, SDG 9, reading behavioral engagement, shared reading, early childhood.

Copyright (c) 2026 Nabila Esya Maharani, Luh Gd Rahayu Budiarta, Ni Wayan Monik Rismadewi

□ Corresponding author :

Email : nabila.esya@student.undiksha.ac.id

DOI : <https://doi.org/10.31004/basicedu.v10i3.11801>

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

INTRODUCTION

Early literacy is crucial among children and is an important basis in children's education, which can significantly influence children's academic success in the future and their cognitive growth as a whole. However, Indonesia's literacy ranking in the 2018 Program for International School Assessment (PISA) placed the country 72 out of 78, reflecting low educational quality (Safari et al., 2020). To address this issue, "Kementrian Pendidikan dan Kebudayaan" has developed the School Literacy Movement (SLM), a program of reading non-lesson books with an estimated time of 15 minutes before class to foster interest and reading engagement (Kartikasari & Nuryasana, 2022). Therefore, providing appropriate reading materials for young learners is essential to support early literacy.

Preliminary observations at TK Lab Undiksha Singaraja show that although reading activities were available, reading facilities were not available in the classroom. Preschoolers face challenges in reading behavioral engagement due to limited attention spans and their need for interactive, visually appealing reading materials. According to research by Chowsomchat et al. (2023) other factors affecting reading engagement include content quality, parental involvement, and individual learning styles. In addition, Son et al. (2023) state that children's engagement in shared reading is related to children's levels of attention, their behavioral engagement, and their enjoyment during shared reading, and has been linked as an indicator of reading-related motivation. Cameron et al. (2009) also said that behavioral engagement refers to students' observable participation during learning activities. Furthermore, Liao et al. (2020) Research results show that young learners tend to focus more on visual elements than printed text. Therefore, reading materials designed for preschool learners need to include visually engaging illustrations and interactive elements to maintain students' attention and encourage active participation during activities.

In early childhood education, shared reading plays an important role in enhancing children's reading engagement because it involves interaction, participation, and meaningful learning experiences between teachers and students. The Big Book is one type of reading material commonly used in this approach, a powerful educational tool for early literacy. According to Rofiah et al. (2023) a Big Book is a large storybook with large, interesting illustrations and is usually used in early years settings. According to Kusuma Dayu & Setyaningsih (2022) Big Books are large, colorful storybooks used by teachers for interactive storytelling to introduce and repeat sentence patterns, helping children become familiar with language structures.

By integrating the Sustainable Development Goals (SDG 9) theme into kindergarten education, children can be introduced to the values of sustainability in an engaging and age-appropriate way. This study focuses on SDG 9, which is industry, innovation, and infrastructure, and can be introduced through simple and age-appropriate reading materials. In addition, identifying teachers' and students' needs is an important step in developing effective learning materials. Needs analysis helps the researcher understand the learning environment, students' characteristics, and teachers' expectations of the learning resources used in the classroom. According to Brown (2016) needs analysis refers to the systematic collection and analysis of all information necessary to define and validate an accountable curriculum.

To support this research, several studies had been conducted by other researchers. First, Maylani & Asnastasia (2022) found that early literacy learning was primarily implemented through storytelling and printed learning media, but teachers faced obstacles due to the limited availability of reading materials and learning facilities. Second, Choiriyah et al. (2023) reported that literacy activities such as reading storybooks, singing songs, and reciting rhymes can increase children's interest in reading and help them develop vocabulary and early literacy skills. Third Kilinçi & Bayraktar (2021) revealed that many preschool classrooms lacked sufficient early literacy materials, book variety, and attractive visual resources to support children's literacy development.

Previous studies, such as Maureen et al. (2020) have shown that structured storytelling is a pedagogical tool in early childhood education, demonstrating its potential to foster essential literacy competencies in young learners. Oktaviana et al. (2021) the study indicates that Big Book media is an effective tool for developing early reading abilities because it piques children's interest and encourages active engagement in reading activities, resulting in a more conducive learning environment. However, none of these studies explicitly integrated the Sustainable Development Goals (SDGs), particularly SDG 9 on industry, innovation, and infrastructure, into early childhood reading materials.

Based on previous research, most studies have focused on developing early literacy through storytelling activities or the use of media such as Big Books to improve children's literacy skills. However, these studies generally fail to integrate the values of the Sustainable Development Goals (SDGs), particularly SDG 9, and have not specifically examined students' reading behavioral engagement in the context of early childhood education. Furthermore, studies linking reading material needs through a needs analysis approach to support reading behavioral engagement in shared reading activities are still limited.

Therefore, this study offers novelty by examining teachers' and students' needs for SDG 9-based reading materials, focusing on increasing behavioral engagement in reading in early childhood. The findings are expected to provide practical contributions to the development of contextual and interactive reading material designs, as well as serve as a basis for formulating literacy learning that aligns with sustainable education policy directions.

METHOD

This research was conducted using a qualitative approach with a descriptive design. The design was chosen to describe teachers' and students' needs for SDG 9-based reading materials as well as students' reading behavioral engagement during shared reading activities in a natural classroom setting. The study was conducted at TK Lab Undiksha, Singaraja, in February 2026. The subjects of this study consisted of one English teacher and 20 students from the B2 class at TK Lab Undiksha Singaraja. This selection was intended to obtain relevant and rich data related to behavioral engagement in reading and materials needs in early childhood education.

Data were collected through classroom observation and semi-structured interviews. Observations were used to document students' reading behavioral engagement during shared reading activities, including several aspects: availability and characteristics of reading materials, teacher strategy in shared reading, students' behavioral engagement, and responses. Meanwhile, interviews were conducted with one English teacher to explore the implementation of reading learning, students' behavioral engagement, learning media needs, the role of teachers, and classroom activities.

The data were analyzed using a qualitative descriptive technique. The researcher organized the data from observation and interviews and categorized them into aspects related to students' reading behavioral engagement and teachers' and students' needs for reading materials. The categories of analysis were developed based on relevant theoretical frameworks, particularly behavioral engagement, which refers to students' active involvement and motivation during reading (Wigfield & Guthrie, 2000). The results of both data sources were interpreted to provide a comprehensive understanding of the phenomenon studied. To ensure the validity of the data, triangulation was applied by comparing findings from observation and interview data. This process was used to strengthen the credibility and consistency of the research findings.

The research procedure was carried out in several stages, namely, preliminary observation to identify classroom conditions, data collection through observation and interviews, and drawing conclusions. Ethical considerations were applied by obtaining permission from the school before conducting the research and

ensuring informed consent from the teacher and students' guardians. The instruments used in this study, including the observation sheet and interview guide, are presented in Tables 1 and 2 below.

Table 1. Observation Sheet

Aspects	Statements	Available	Not Available	Observation Results
Availability and Characteristics of Reading Materials	1. Reading materials are available in the classroom in sufficient quantity, varied, and in good condition.		✓	
	2. The text and illustration are appropriate for kindergarten students in terms of font size, vocabulary, and story simplicity.	✓		
	3. Reading materials allow all students to clearly view the text and illustrations during reading activities.		✓	
Teacher Strategy in Shared Reading	4. The teacher implements shared reading strategies such as reading aloud, pointing to text or pictures, and involving students during the reading activity.	✓		
Students' Behavioral Engagement and Responses	5. Students show attention during the reading activity.		✓	
	6. Students actively participate during the reading activity.	✓		
	7. Students remain engaged from the beginning to the end of the shared reading activity.		✓	
	8. Students experience difficulties during the reading activity.	✓		
	9. Students show positive responses toward the reading activity.	✓		
	10. Students show interest in the story and visual illustrations.		✓	
	11. Students show positive responses toward story content that presents the environment, and create things that can help people.		✓	
	12. Students prefer reading activities that involve shared reading, large illustrations, and teacher-student interaction.		✓	

Table 2. Interview Guide

No	Interview Questions	Interview Results
1	In your opinion, how has the implementation of shared reading activities been conducted in the TK B2 class?	
2.	Based on your observations, how would you describe the level of students' behavioral reading engagement during shared reading activities?	

No	Interview Questions	Interview Results
3.	In your opinion, what challenges do students experience in maintaining attention and participation during shared reading activities?	
4.	In your opinion, what limitations exist in the reading materials currently used to support shared reading activities?	
5.	In your opinion, what factors cause the existing reading materials to be unable to fully engage students actively during shared reading activities?	
6.	In your opinion, what characteristics of a Big Book are suitable for the needs of preschool students (for example: book size, illustrations, colors, and layout)?	
7.	In your opinion, what types of stories or topics are most interesting for preschool students during shared reading activities?	
8.	What is your opinion about the use of a Big Book that incorporates industry, innovation, and infrastructure (SDG 9) in stories for early childhood learners?	
9.	In your opinion, how can a Big Book help increase students' behavioral engagement (attention, responses, and participation) during shared reading activities?	
10.	In your opinion, what reading strategies are most effective in supporting preschool students' reading behavioral engagement?	
11.	What types of classroom activities or teacher roles are most helpful in assisting students to understand the content of the reading and remain engaged during shared reading activities?	

RESULTS AND DISCUSSION

Students' Reading Behavioral Engagement During Shared Reading Activities

Based on the observation results, the researcher generally found that the shared reading activities for the B2 class at TK Lab Undiksha Singaraja have been running as intended. Student behavioral engagement was evident through several aspects: availability and characteristics of reading materials, teacher strategy in shared reading, students' behavioral engagement, and responses. In particular, the data related to students' reading behavioral engagement can be described as follows.

First, the observation results revealed aspects of the availability and characteristics of reading media. Shared reading activities showed that reading media were not a permanent part of the classroom environment, but were only used situationally by the teacher, indicating a lack of reading media in the classroom to support early literacy and students' shared reading activities on an ongoing basis. This finding is inconsistent with Ginting & Yanti (2025), which states that reading corners in the classroom play a significant role in students' behavioral reading engagement and as a means of supporting literacy learning. This inconsistency occurs because reading materials are available in sufficient quantities, are varied, and are in good condition, but are located in a separate room, resulting in limited direct access to them. This can affect students' behavioral engagement in reading, as early childhood requires direct exposure to reading materials.

Furthermore, the illustrations and text in the picture books used did not fully support shared visibility during shared reading activities. Although some students appeared enthusiastic and scrambled to view the picture books, the small size of the reading materials did not allow all students to clearly see the text and illustrations. This finding is inconsistent with Darnis (2020), who developed a local traditional oral storybook

appropriate for kindergarten level, because in practice, not all books labeled as children's age are truly visually and readably appropriate. This inconsistency occurs because book size and visual clarity do not meet the needs of collective learners in shared reading. Furthermore, these findings are also inconsistent with Nanditasari & Wibawa (2024), which emphasizes that graphic eligibility aspects such as book size, font size, and clarity of image illustrations are crucial to supporting the effectiveness of picture books on students' behavioral engagement in reading. This inconsistency occurs because limited visibility in reading media can hinder optimal student engagement during shared reading activities.

Second, the observation results show aspects of the teacher's strategy in shared reading. During the shared reading activity, the teacher uses a read-aloud approach with clear intonation and expression, while students act as active listeners who follow the storyline. Not only is the focus on the teacher, but students are also involved through joint discussions related to the story content, and the teacher also points to texts and illustrations to help students understand the storyline. This finding is consistent with Managbanag (2024) who stated that the shared reading strategy allows students to listen and practice reading in a supportive environment by emphasizing strategies of intonation, expression, and involving students in discussions. This consistency occurs because the shared reading strategy helps students connect spoken language with written text, thus facilitating story comprehension.

Third, the observation results revealed aspects of students' behavioral engagement and responses. Students demonstrated focused attention on the illustrations in the storybook, with some students paying attention to the illustrations for quite a long time, although at times their attention was easily distracted. This finding indicates that student engagement is dynamic, not always stable throughout the activity. This finding is consistent with Altamimi & Ogdol (2023), who stated that shared reading activities can help students focus their attention and energy on reading engagement, although not always consistently. This consistency occurs because students' attention is influenced by the appeal of the media and the interaction process during the activity. In addition, student engagement was also seen through active participation, such as raising hands, asking questions about the story's characters, answering questions from the teacher, and pointing to characters and illustrative elements in the story. This finding is consistent with Aloizou et al. (2025), who explained that interactive and in-depth student engagement can support the development of early childhood abilities. This consistency occurs because students are directly involved in the learning process. In addition, students also show positive emotional responses, such as joy, enthusiasm, and interest in the story. This finding is consistent with Komari et al. (2024), who stated that students experienced high levels of enjoyment and happiness when reading picture books, thereby increasing their participation in reading activities. This consistency occurred because the use of picture books was able to stimulate students' positive emotions. However, student engagement was not always consistent from the beginning to the end of the shared reading activity. This finding is consistent with Son et al. (2023), who stated that student engagement can show varying levels of active and interactive involvement during shared reading activities, so it is not always stable. This consistency occurs because student engagement is influenced by various factors, such as the duration of the activity, the complexity of the material, and the limited attention span of early childhood.

During shared reading activities, the teacher used bilingual materials (English and Indonesian) because some students were not yet able to read independently and still had difficulty understanding vocabulary, especially when the sentences used were too long and complex. This finding indicates that students experienced obstacles during reading activities. This finding is consistent with Kurniawan & Wulandari (2025) who explained that reading bilingual storybooks not only adds new vocabulary, but also supports children's understanding by connecting it with the child's native language that they understand. This consistency occurs because the use of two languages helps bridge students' understanding of new vocabulary, thus facilitating the meaning process.

Teachers' and Students' Needs for Reading Materials Supporting Sustainable Development Goal 9

Based on the interview guide results, researchers generally found that teachers and students needed reading materials for shared reading activities in the B2 class at TK Lab Undiksha Singaraja. Needs analysis related to reading materials was seen through several aspects: implementation of shared reading activities, students' behavioral engagement, learning problems, reading media needs, teacher roles, and class activities. Specifically, data related to teachers' and students' needs for reading materials can be explained as follows.

First, the results of interviews with teachers explained the implementation aspects of shared reading activities. The teacher stated that shared reading activities were also integrated through additional reading sessions held once a week for 30 minutes. In practice, one basic topic was introduced for three consecutive weeks, following the learning theme in class. This finding indicates that the implementation of shared reading activities is still limited, so it has not been fully integrated optimally into daily learning, resulting in relatively limited interaction between students and the text. This finding is consistent with Wang et al. (2025), who stated that text read-alouds in shared reading alone are not enough, because their effectiveness is highly dependent on the quality and intensity of teaching practices implemented during the activity. This consistency occurs because the limited frequency and duration of reading activities can affect the level of student engagement in interacting with the text.

Second, the results of interviews with teachers explained aspects of students' behavioral engagement. The teacher stated that some students appeared active and responded positively to shared reading activities when the story was interesting, although others tended to get bored easily because they felt that sentences that were too long or complex often left students confused, spaced out, and losing focus. Teachers also observed that picture storybooks could increase students' reading behavioral engagement in reading, which was also influenced by the quality of the illustrations and the way the teacher read the story during the shared reading activity. These findings indicate that students' behavioral engagement in shared reading activities is influenced by reading media that are appropriate to the students' developmental level, which plays an important role in maintaining students' attention. This finding is consistent with Berliani & Utama (2025), who stated that pictorial story media help increase student engagement and encourage students to read independently. This consistency occurs because media that is appropriate to child development and supported by interesting illustrations is able to maintain attention and encourage active student involvement.

Third, the results of interviews with teachers shed light on learning problems. The teacher stated that the reading media used did not support shared reading activities because they were limited, not appropriate for children's characteristics, and the illustrations were less engaging and not age-appropriate. This finding indicates that the limitations and inappropriateness of the reading media used did not fully engage students actively in supporting shared reading activities. This finding is inconsistent with Satriana et al. (2021), who stated that the use of interactive books in shared reading can stimulate children's language, cognitive, and motor development. This inconsistency occurs because the media used did not meet the characteristics of interactive books that are engaging and contextual, and therefore, are unable to facilitate student engagement.

Fourth, the results of the teacher interview explained the aspect of reading media needs. The teacher stated that she had never used Big Books before, and reading media such as Big Books is needed because Big Books are larger than other reading media in general, allowing all students to see the text and illustrations clearly during shared reading activities. In addition, the most interesting stories for students are those relevant to everyday life and appropriate to the characteristics of the child's age. The use of Big Book based on SDG 9 in stories for early childhood also needs to be simplified in language to be easy to understand, for example, how to make something, create new ideas, and their use in everyday life (UNESCO, 2017). This finding indicates a need for reading media that are appropriate to the characteristics of students. This finding is consistent with Jannah & Nuraini (2025) who stated that the use of Big Books can motivate students to

actively participate, which increases engagement and learning outcomes because it allows all students to see the text and illustrations clearly during shared reading activities without limitations and constraints from the reading media used. This finding is also consistent with Astuti et al. (2025) who stated that Big Book media has large text, interesting illustrations, and a simple storyline that can create an interactive and enjoyable learning environment. This consistency occurs because these characteristics align with the developmental needs of early childhood in understanding stories. Furthermore, this finding is consistent with Wu et al. (2025) who stated that interactive shared reading, including the use of strategies such as life-experience-based questions, deepens student engagement, thus encouraging more complex understanding. This consistency occurs because contextual and interactive media can encourage students to be more active in the learning process.

Fifth, the results of interviews with teachers explain teacher roles and class activities. The teacher stated that effective reading strategies to support preschool students' reading engagement in shared reading activities were outlined in the observations above. In addition to shared reading activities, teachers also implemented fun learning activities such as singing and games during activities, so students don't easily get bored during extended reading activities. These findings demonstrate the crucial role of teachers in helping students understand reading content and stay engaged during shared reading activities. This finding is consistent with Putra et al. (2024) who stated that the ability to sing and read together is significantly related to early literacy and helps maintain student engagement. This consistency occurs because singing and reading activities are rhythmic and interactive, helping to attract students' attention and maintain their engagement.

This research contributes to the development of early literacy learning, particularly in shared reading activities in early childhood education. The findings confirm that the use of appropriate reading media, such as Big Books, and the selection of stories relevant to students' lives, can increase students' behavioral engagement, response, and participation in reading activities. Furthermore, this study also shows that student reading engagement is influenced by the interaction between media characteristics, teacher strategies, and the appropriateness of the material to the child's developmental stage. In this regard, this study proposes a framework in which SDG 9 values are integrated into Big Book media to enhance students' behavioral engagement in shared reading activities. Practically, the results of this study can serve as a reference for teachers in designing and selecting reading media that are more interactive, contextual, and developmentally appropriate for early childhood.

This study has several limitations. First, it was conducted in only one class with a limited number of subjects, making it difficult to generalize broadly. Second, the data obtained focused on teacher observations and interviews. Third, this study did not experimentally test the use of Big Book media, so the findings are still descriptive and require further study through follow-up research with a more in-depth design.

CONCLUSION

Based on the results, it can be concluded that the implementation of shared reading activities in the classroom has not been fully effective in supporting student engagement, mainly due to limited reading materials and the suitability of the material to children's characteristics. The main contribution of this research lies in identifying the need for more appropriate reading materials, namely the use of Big Books with sizes that support shared visibility, attractive illustrations, and content relevant to students' lives. The novelty of this research lies in the integration of industry, innovation, and infrastructure (SDG 9) values into simplified Big Book media tailored to the characteristics of early childhood. The implications of this research indicate that the development of contextual, visual, and developmentally appropriate reading media, as well as more integrated shared reading activities, can increase students' behavioral engagement, response, and participation in early literacy learning.

However, this study was limited to a single kindergarten context and used a descriptive qualitative design, so its findings cannot be broadly generalized. Furthermore, this study did not test the effectiveness of the proposed reading materials. Therefore, further research is suggested to develop and pilot SDG 9-based Big Books in broader educational settings to test their effectiveness in increasing early childhood reading engagement.

REFERENCES

- Aloizou, V., Linardatou, S., Boloudakis, M., & Retalis, S. (2025). Integrating A Movement-Based Learning Platform As Core Curriculum Tool In Kindergarten Classrooms. *British Journal Of Educational Technology*, 56(1), 339–365. <https://doi.org/10.1111/Bjet.13511>
- Altamimi, M. O., & Ogdol, R. (2023). The Effects Of Shared Reading Approach On Improving Students' Comprehension. *International Journal Of Research In Education And Science*, 9(2), 308–328. <https://doi.org/10.46328/Ijres.3047>
- Astuti, E., Nursa'ban, E., & Rs, Y. Y. (2025). The Effect Of Big Book Learning Media On Reading Literacy Abilities Of Grade Iv Students At Rade Elementary School. *Jupe : Jurnal Pendidikan Mandala*, 10(4), 1399–1406. <https://doi.org/10.58258/Jupe.V10i4.9687>
- Berliani, E., & Utama, C. (2025). The Effectiveness Of Picture Storybooks In Increasing Elementary School Students' Interest In Reading. *Proceedings Series Of Educational Studies, International Conference Of Research Innovation And Technology On Elementary Education Ii*.
- Brown, J. D. (2016). *Introducing Needs Analysis And English For Specific Purposes* (B. Paltridge & S. Starfield (Eds.); 1st Ed.). Routledge.
- Cameron, C. E., Grimm, K. J., Rimm-Kaufman, S., & Timothy Curby. (2009). Kindergarten Classroom Quality, Behavioral Engagement, And Reading Achievement. *School Psychology Review*, 38(1), 102–120. <https://doi.org/10.1080/02796015.2009.12087852>
- Choiriyah, Debora Pujo Widiati, W. E. (2023). The Role Of Literacy In Increasing Children's Reading Interest In Early Childhood. *Indonesian Journal Of Early Childhood Education Studies (Ijeces)*, 12(2), 191–203. <https://doi.org/10.15294/Ijeces.V12i2.73749>
- Chowsomchat, J., Boonrusmee, S., & Thongseiratch, T. (2023). Swipe, Tap, Read? Unveiling The Effects Of Touchscreen Devices On Emergent Literacy Development In Preschoolers. *Bmc Pediatrics*, 23(1), 1–11. <https://doi.org/10.1186/S12887-023-04450-Y>
- Darnis, S. (2020). The Development Of Children's Story Book Media Based On Oral Story Of Local Tradition To Support The Literacy Program For Kindergarten Level. *Aş-Şibyān Jurnal Pendidikan Anak Usia Dini*, 5(1), 1–8. <https://doi.org/10.32678/Assibyan.V5i1.10554>
- Ginting, R. N., & Yanti, L. (2025). The Role Of Reading Corners In Improving The Reading Ability Of The 3rd Graders At Sdn 12 Singkawang. *International Journal Of Research In Education*, 5(1), 21–34. <https://doi.org/10.26877/Ijre.V5i1.938>
- Jannah, N., & Nuraini, K. (2025). Using Big Books To Foster English Reading Comprehension For Children. *Jelp: Journal Of English Language And Pedagogy*, 4(1), 26–30. <https://doi.org/10.58518/Jelp.V4i1.3360>
- Kartikasari, E., & Nuryasana, E. (2022). School Literacy Movement Program In Elementary School, Indonesia: Literature Review. *Journal Of Education And Learning (Edulearn)*, 16(3), 336–341. <https://doi.org/10.11591/Edulearn.V16i3.20383>
- Kilinçci, E., & Bayraktar, A. (2021). Early Literacy Materials And Teacher Practices In Preschool Classroom. *Pegem Eğitim Ve Öğretim Dergisi*, 11(1), 447–478. <https://doi.org/10.14527/Pegegog.2021.012>

- 1100 *A Needs Analysis of SDG 9-Based Reading Materials to Support Students' Behavioral Engagement in Reading – Nabila Esya Maharani, Luh Gd Rahayu Budiarta, Ni Wayan Monik Rismadewi*
DOI : <https://doi.org/10.31004/basicedu.v10i3.11801>
- Komari, Paranus, E. Of, Sumedi, R. F., Hanum, U. L., Susanto, H. W., & Trince, M. (2024). The Influence Of Picture Story Books On Elementary School Students' Reading Interest In The Jayapura Papua School Library. *Journal Of Educational Research And Evaluation*, 8(4), 703–717. <https://doi.org/10.23887/Jere.V8i4.83106>
- Kurniawan, M., & Wulandari, S. P. (2025). Enhancing Kindergarten Students' English Language Use Through Bilingual Mini Theater: A Participatory Action Research. *European Journal Of English Language Studies*, 5(1), 17–30. <https://doi.org/10.12973/Ejels.5.1.17>
- Kusuma Dayu, D. P., & Setyaningsih, N. D. (2022). Big Book To Increase 5th Grade Students' Reading Literacy. *Jurnal Prima Edukasia*, 10(1), 1–8. <https://doi.org/10.21831/Jpe.V10i1.41115>
- Liao, C. N., Chang, K. E., Huang, Y. C., & Sung, Y. T. (2020). Electronic Storybook Design, Kindergartners' Visual Attention, And Print Awareness: An Eye-Tracking Investigation. *Computers And Education*, 144(September), 103703. <https://doi.org/10.1016/J.Compedu.2019.103703>
- Managbanag, C. P. (2024). Effectiveness Of Shared Reading Strategy In The Fluency Performance Of Kindergarten Learners : Basis For Instructional Supervision. *International Journal Of Advanced Multidisciplinary Studies*, 1v(4), 1–13.
- Maureen, I. Y., Van Der Meij, H., & De Jong, T. (2020). Enhancing Storytelling Activities To Support Early (Digital) Literacy Development In Early Childhood Education. *International Journal Of Early Childhood*, 52(1), 55–76. <https://doi.org/10.1007/S13158-020-00263-7>
- Maylani, R., & Asnastasia, E. (2022). Teachers ' Perception Towards Early Childhood Literacy Development Methods In ' Aisyiyah Bustanul Athfal Kindergarten. *Jecce (Journal Of Early Childhood Care And Education)*, 5(1), 13–25. <https://doi.org/10.26555/Jecce.V5i1.5006>
- Nanditasari, K. D., & Wibawa, I. M. C. (2024). Illustrated Story Book Media To Improve Reading Skills In Indonesian Language Learning For Second Grade Of Elementary School Students. *Jurnal Pedagogi Dan Pembelajaran*, 7(2), 316–324. <https://doi.org/10.23887/Jp2.V7i2.82590>
- Oktaviana, W., Warmansyah, J., & Trimelia Utami, W. (2021). The Effectiveness Of Using Big Book Media On Early Reading Skills In 5-6 Years Old. *Al-Athfal: Jurnal Pendidikan Anak*, 7(2), 157–166. <https://doi.org/10.14421/Al-Athfal.2021.72-06>
- Putra, S. P., Muryanti, & Purnaningrum, W. D. (2024). Relationship Between Singing And Reading Together Activities With Children And Early Literacy Skill In Preschool Children In Surakarta. *Jurnal Eduhealth*, 15(04), 455–461. <https://doi.org/10.54209/Eduhealth.V15i04>
- Rofiah, K., Sheehy, K., Widayati, S., & Budiyanto. (2023). Fun And The Benefits Of Sign Supported Big Books In Mainstream Indonesian Kindergartens. *International Journal Of Early Years Education*, 31(2), 467–481. <https://doi.org/10.1080/09669760.2021.1956440>
- Safari, S., Asrijanty, A., Rahmawati, R., & Prakoso, B. H. (2020). The Analysis Of Pisa Test 2018 On Student Perception Of Reading Objective, How Is Indonesian Students? *17th International Conference On Cognition And Exploratory Learning In Digital Age, Celda 2020, 2011*, 250–256. https://doi.org/10.33965/Celda2020_2020141032
- Satriana, M., Heriansyah, M., & Maghfirah, F. (2021). The Use Of Shared Reading Books In Indonesian Early Childhood. *International Journal Of Primary, Elementary And Early Years Education*, 0(0), 1–12. <https://doi.org/10.1080/03004279.2021.1912134>
- Son, S. H. C., Baroody, A. E., & Opatz, M. O. (2023). Measuring Preschool Children's Engagement Behaviors During Classroom Shared Reading: Construct And Concurrent Validity Of The Shared Reading Engagement Rating Scale. *Early Childhood Research Quarterly*, 64(February), 47–60. <https://doi.org/10.1016/J.Ecresq.2023.02.001>
- Unesco. (2017). Education For Sustainable Development Goals: *Learning Objectives* (Pp. 1–61). United Nations Educational, Scientific And Cultural Organization.

- 1101 *A Needs Analysis of SDG 9-Based Reading Materials to Support Students' Behavioral Engagement in Reading – Nabila Esya Maharani, Luh Gd Rahayu Budiarta, Ni Wayan Monik Rismadewi*
DOI : <https://doi.org/10.31004/basicedu.v10i3.11801>
- Wang, S., Cabel, S. Q., Hadley, E. B., Pentimonti, J. M., & Leushui, A. G. (2025). The Frequency Of Informational Text Read-Alouds In Kindergarten And Its Association With Students' Vocabulary And Knowledge Development. *Early Childhood Education Journal*, 54, 837–849. <https://doi.org/10.1007/S10643-025-01885-Z>
- Wigfield, A., & Guthrie, J. T. (2000). Engagement And Motivation In Reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook Of Reading Research* (3rd Ed.). Lawrence Erlbaum Associates, Inc.
- Wu, Y., Chen, S., Wang, X., Qiao, P., & Jiang, Y. (2025). Teacher-Child Talk In Shared-Book Reading With Preschoolers : Linkages Between Teacher Questioning And Child Responsiveness. *Early Childhood Education Journal*, 53, 2871–2882. <https://doi.org/10.1007/S10643-024-01830-6>