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Development of Big Book Media to Support Early Literacy in Early Childhood Education

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ABSTRACT

Early literacy provides an important foundation for children's later reading and writing development, requiring appropriate and engaging learning media. This study aims to develop Big Book media to support early literacy and determine its feasibility for children aged 5–6 years. This research employed a Research and Development (R&D) approach adapted from Borg and Gall through eight stages: identifying potentials and problems, gathering information, product design, design validation, revision, limited product testing, product revision, and final product. Participants included one content expert, one media expert, one early childhood education practitioner, and 12 children aged 5–6 years. Data were collected through interviews, observations, validation sheets, practitioner feedback, and child response observation sheets, and analyzed descriptively using quantitative and qualitative approaches. Content expert validation obtained 100%, media expert validation 89.33%, and practitioner validation 92.86%, all categorized as very good. In the limited trial, 89 of 96 observations (92.71%) indicated that the expected behaviors appeared, while 7 (7.29%) did not. The occurrence rate across eight indicators ranged from 75% to 100%, indicating positive responses, interest, attention, and involvement. The Big Book is suitable for supporting early literacy in early childhood education.

INTRODUCTION

Early literacy is a fundamental component of child development that emerges through meaningful experiences with spoken language, written text, symbols, stories, and communication. It is not limited to recognizing letters and reading words (Cazco et al., 2024; Purnomosari et al., 2022; Yansyah et al., 2022), but also includes listening, speaking, vocabulary development, literacy, early reading, and early writing (Indrawati et al., 2026; Vaahtoranta et al., 2019). These abilities develop gradually through children's interactions with adults, peers, books, and their surrounding environment (Afnida & Suparno, 2020; Septiani & Syaodih, 2021; Roche et al., 2024). Therefore, early childhood education must provide learning experiences that allow children to listen to stories, communicate ideas, interpret images and symbols, and interact with writing in ways that are appropriate to their development.

Early literacy is very important because it provides the foundation for children's later language, reading, and writing development. Children's early experiences with spoken language, letter knowledge, writing, and print concepts are related to later literacy development (Cabell et al., 2019; Hadley et al., 2015; Suggate et al., 2018; Roche et al., 2024). Literacy experiences also provide opportunities for children to develop language, cognitive, emotional, and social competencies through communication and engagement with stories and other symbolic representations (Afnida & Suparno, 2020; Zhou & Lu, 2024). Therefore, early childhood learning should not only introduce letters and words but also create interactive situations where children can listen, respond, ask questions, express ideas, and interpret

images and stories.

Nevertheless, supporting children's early literacy development remains a challenge, particularly in contexts where children experience limited access to appropriate literacy support. Studies from Papua have documented concerns related to children's early literacy development. In Jayapura Regency, Setyaningsih et al. (2026) reported low achievement in early literacy and numeracy and emphasized the need for intervention involving families, teachers, and the wider community. Similarly, Putra (2022) reported low reading abilities among children in Yahim Village, Sentani, while Jeujanan and Simanjuntak (2023) found that most children in an early childhood education setting in Jayapura Regency were categorized as not yet developed in early reading during the initial learning cycle. In Sentani, Butu et al. (2026) also identified challenges in children's Indonesian language proficiency in multilingual contexts. These local findings are consistent with international research documenting difficulties in oral language, vocabulary, phonological awareness, alphabet knowledge, and other emergent literacy skills among preschool children (Cabell et al., 2019; Lonigan & Phillips, 2016). Therefore, engaging and developmentally appropriate learning approaches and media are needed to support children's early literacy development.

Interviews and observations indicated that children's literacy skills, particularly listening, speaking, letter recognition, early reading and writing, attention, and the ability to respond to stories, had not developed optimally. Teachers also reported that the availability of engaging learning media that could actively involve children in literacy activities was limited. The media previously used tended to be conventional and did not consistently provide opportunities for children to interact with images, text, stories, and questions. These findings indicate a gap between the literacy experiences needed by children and the learning media available in that environment. Therefore, the initial findings in this study were used to identify the need for product development, not to establish statistically measurable literacy deficits among children.

Learning media can provide concrete visual and interactive experiences that support children's attention, participation, and language interaction (Hagen, 2018; Mariati et al., 2022; Setyaningsih & Indrawati, 2022). Big Books are very relevant because their large pages, enlarged text, and clear illustrations allow several children to see the same material during reading and storytelling together (Bela et al., 2021; Oktaviana et al., 2021). The combination of images, print, oral language, and teacher-child interaction can provide opportunities for children to observe, listen, respond, and communicate (Harjanty & Muzdalifah, 2021; Yudhitiar et al., 2024; Triutami et al., 2022). Thus, Big Books can function not only as large storybooks but also as media used by teachers to facilitate interactive literacy experiences.

Previous research has shown several forms and uses of Big Book media in early childhood education. Yansyah et al. (2022) developed a bilingual storytelling Big Book, emphasizing bilingual storytelling and literacy experiences. Simatupang et al. (2023) developed a tabletop calendar storytelling Big Book, which provides a different physical format for early literacy activities. Antariani et al. (2021) developed a Big Book focused on early reading and reported high validity. Triutami et al. (2022) examined the use of calendar-format Big Books in storytelling activities and reported their contribution to children's language development. Additionally, Winnuly et al. (2023) developed an interactive pop-up storybook that supports storytelling and play activities related to children's literacy culture. These studies demonstrate the potential of book-based media and Big Books for early literacy, but differ in product format, literacy focus, learning activities, and research design.

The uniqueness of this research lies in the integration of several features into a single Big Book product developed specifically based on the identified learning needs in early childhood education settings. Unlike previous products that emphasized bilingual storytelling (Yansyah et al., 2022), tabletop calendar format (Simatupang et al., 2023), or early reading (Antariani et al., 2021; Deshmukh et al., 2019), this Big Book is designed as an interactive storytelling medium in a large format containing five simple stories, clear illustrations, easy-to-read text, prompting questions on each page, and interactive activities that can be used during reading and storytelling together. This product is developed to support interconnected early literacy experiences, particularly in listening, speaking, vocabulary development, and literacy. Therefore, its uniqueness relates to the integration of product features, literacy-oriented interaction, and context-based development, rather than a claim that the Big Book itself is a new

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medium.

Based on the identified needs and gaps in previous research, this study aims to develop Big Book media to support early literacy and determine its feasibility for children aged 5–6 years. In this study, early literacy is positioned as a developmental target supported by media, while limited trial indicators are used to examine the responses, interest, attention, and engagement of children that can be observed during the use of the media. Therefore, the child trials are not intended to measure children's literacy skills or demonstrate the effectiveness of the Big Book in enhancing early literacy. This distinction provides a clear basis for interpreting the findings as evidence of product feasibility and initial user responses.

METHOD

This study uses a Research and Development (R&D) approach because the purpose of this research is to develop Big Book learning media to support early literacy and to determine its feasibility before further effectiveness testing. The development procedure consists of eight stages: identifying potentials and problems, gathering information, designing the product, validating the design, revising the design, conducting limited product trials, revising the product, and producing the final product. This research was conducted at Hebeybulu Yoka Early Childhood Education Center (PAUD Hebeybulu Yoka) in Jayapura, Indonesia, in 2026.

This study involves both quantitative and qualitative data. Quantitative data were obtained from the scores of expert validation on materials and media, while qualitative data were obtained from interviews, observations, comments, suggestions, and feedback from practitioners. Participants consisted of one content expert, one media expert, one early childhood education practitioner, and 12 children aged 5–6 years in Group B. The instruments used include validation sheets for materials, media, and early childhood education practitioners, as well as observation sheets for children's responses to the Big Book media. The material validation instrument consists of 17 items, the media validation instrument consists of 15 items, and the practitioner instrument consists of 14 items. The validation instruments use a five-point scale ranging from 1 (very poor) to 5 (very good). Children's responses were observed using eight indicators that include responses, interest, attention, and engagement.

Table 1. Validation Indicators For Content Experts

No.	Assessment Indicator	Criteria	Assessment				
			1	2	3	4	5
1	Content/Material	Alignment with early literacy learning objectives; appropriateness to children's characteristics and developmental needs; relevance to children's literacy needs and experiences; support for listening, speaking, early reading, and literacy skills; and relevance of questions and activities to children's engagement.					
2	Presentation	Sequential and clear story presentation; clarity of the relationship between text and illustrations; appropriateness of presentation for young children; clarity of interactive activities; and support for children's active participation in literacy activities.					
3	Language	Appropriateness to children's developmental level; simplicity and clarity of sentences; appropriateness of vocabulary; and engaging use of language.					

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Table 2. Validation Indicators For Media Experts

No.	Assessment Indicator	Criteria	Assessment				
			1	2	3	4	5
1	Cover	Appropriateness of the Big Book's size and shape; clarity and readability of the title; attractiveness of the cover illustration; appropriateness of the arrangement of visual elements; and harmony of the color combination.					
2	Content Appearance	Proportional arrangement of text and illustrations; appropriateness of font type and size; clarity and visual quality of illustrations; suitability of page density for children's observation; and ability of the page design to attract and maintain children's attention.					
3	Media Construction	Suitability of the Big Book size for shared reading activities; appropriateness of paper/material selection; ease of handling and page turning; clarity of printed text and illustrations; and durability of the media for repeated use in learning activities.					

Table 3. Validation Indicators For Early Childhood Practitioners

No.	Assessment Indicator	Criteria	Assessment				
			1	2	3	4	5
1	Content Feasibility	Alignment of the Big Book with children's characteristics, developmental needs, and literacy learning objectives; relevance of story content to children's experiences and environment; support for listening, speaking, early reading, and literacy development; clarity and appropriateness of questions and activities for children; and ease of use by teachers in learning activities.					
2	Presentation Feasibility	Attractiveness of the Big Book's visual appearance; readability of text and font size; clarity and relevance of illustrations to the story content; attractiveness and appropriateness of colors for young children; clarity of text and image layout; suitability of the Big Book size for shared reading; and practicality of the media for learning activities.					

The validation sheet is used to determine the feasibility of the Big Book media based on assessments from content experts, media experts, and early childhood practitioners. Data analysis is conducted with the following steps: tabulating the scores from each validator's assessment; calculating the total score and average score for each assessment aspect; interpreting assessment results using a Likert scale of 1–5, where 5 = Very Good, 4 = Good, 3 = Fair, 2 = Poor, and 1 = Very Poor; analyzing comments and suggestions from validators as the basis for product revisions; and determining the feasibility criteria for Big Book media based on the results of the validator assessment.

Table 4. Conversion of Quantitative Data to Qualitative Data with Likert Scale

Score Interval	Average Score	Category
$X > \bar{X}i + 1.80 \times SBi$	>4.2	Very Good
$\bar{X}i + 0.60 \times SBi < X \leq \bar{X}i + 1.80 \times SBi$	>3.4 – 4.2	Good
$\bar{X}i - 0.60 \times SBi < X \leq \bar{X}i + 0.60 \times SBi$	>2.6 – 3.4	Fair
$\bar{X}i - 1.80 \times SBi < X \leq \bar{X}i - 0.60 \times SBi$	>1.8 – 2.6	Poor
$X \leq \bar{X}i - 1.80 \times SBi$	≤1.8	Very Poor

Note:
$\bar{X}i$ = ideal average score.
SBi = ideal standard deviation.
X = actual score or average score obtained.
Determining the ideal average ($\bar{X}i$)
$\bar{X}i = ½ \times$ (ideal maximum score + ideal minimum score)
$\bar{X}i = ½ \times (5 + 1) = 3$
Determining the ideal standard deviation (SBi)
$SBi = ⅙ \times$ (ideal maximum score − ideal minimum score)
$SBi = ⅙ \times (5 - 1) = 0.67$

The product feasibility value established in this study is at least in the "Good" (B) category, so if the final assessment results from each expert yield scores that can reach the "Good" category, then the

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developed product is declared feasible for trials and use in children's learning.

Table 5. Indicators Of Children's Response To The Big Book

Assessment Indicator	Criteria	Observation Result		Description
		Appears	Does Not Appear	
Children's Response	Children's responses to the Big Book's images and stories.			
Children's Interest	Children's interest in observing the pictures and following the story progression.			
Children's Attention	Children's attention and sustained focus during Big Book storytelling activities.			
Children's Involvement	Children's participation and responses during reading and storytelling activities using the Big Book.			

The data from children's observations during the product trial phase are analyzed descriptively with a quantitative approach. The analysis is conducted to obtain an overview of children's responses to the use of Big Book media based on four aspects, namely children's responses, children's interest, children's attention, and children's involvement. For each indicator, the observation results are recorded in two categories, namely Appears and Does Not Appear. The Appears category is used when the behavior that is the observation indicator is seen in children during the activity, while the Does Not Appear category is used when the behavior is not observed. Subsequently, the data are calculated based on the number of children showing behavior for each indicator and converted into percentages to illustrate the frequency of behavior during the trial.

RESULTS AND DISCUSSION

Development of the Big Book

The development of Big Book media is based on the results of preliminary studies, needs analysis, characteristics of children, and the conditions of available learning media in schools. The Big Book media developed in this research does not rely only on the large size of the book but also integrates stories, illustrations, simple texts, and interactive activities. This integration is designed so that the use of the Big Book can provide opportunities for children to listen to stories, observe images and text, answer questions, give responses, and interact with the teacher during storytelling activities (Nicolopoulou et al., 2023). This product consists of five simple stories, each page accompanied by questions or interactive activities to encourage children to observe images, listen to stories, answer questions, communicate ideas, and participate in the storytelling process. These characteristics are consistent with previous research showing that Big Book media can be used to support early reading, speaking, vocabulary development, and literacy in early childhood education (Antariani et al., 2021; Yansyah et al., 2022; Simatupang et al., 2023). Below are the results of the developed product.

Figure 1 presents the final product of the Big Book media developed in this research. This product uses a large format so that illustrations and text can be viewed in their entirety by children during storytelling activities. The illustrations are designed to provide concrete visual references for the story, while the simple text and sequential presentation help the teacher manage the storytelling activity from one page to the next. Questions and interactive prompts are also included to create opportunities for children to respond verbally and participate in the activity. Thus, this product is intended not only as a storybook but also as a teacher-mediated learning medium that provides a shared visual focus for early literacy interactions.

The large-format design is very relevant for shared reading activities because one book can be displayed and viewed by many children at the same time. Teachers can direct children's attention to the illustrations, printed words, characters, and events in the story while reading the text aloud. Similar functions have been reported in previous research where Big Book media was used to facilitate storytelling and literacy activities with young children (Harjanty & Muzdalifah, 2021; Yansyah et al., 2022; Triutami et al., 2022).

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Figure 1. Final product of Big Book media

Validation Product

The developed product was validated before limited product testing. Content experts evaluated 17 items covering material/content aspects, presentation, and language. The product received a total

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score of 85 out of 85, equivalent to 100%, with an average score of 5.00 and categorized as very good. The assessment showed that the content of the story, the sequence of presentation, the relationship between the text and illustrations, interactive questions, language level, and literacy orientation were appropriate for the intended users. Media experts evaluated 15 items covering the cover, content appearance, and media construction. The product received a score of 67 out of 75, equivalent to 89.33%, with an average score of 4.47, categorized as very good. The assessment included cover design, page layout, font size, clarity of illustrations, page density, book size, paper selection, page organization, print quality, and physical construction. Early childhood education practitioners evaluated 14 items covering content feasibility and presentation feasibility. The product received a score of 65 out of 70, equivalent to 92.86%, with an average score of 4.64, categorized as very good. The assessment included content suitability, material presentation, language, illustrations, readability, and media presentation in supporting children's literacy activities. The quantitative validation results are presented in Table 6.

Table 6. Summary of Product Validation

Validator	Assessment Aspects	Number of Items	Score	Percentage	Category
Content Expert	Material/content aspects, presentation and language	17	85/85	100%	Very good
Media Expert	Cover, content appearance, and media construction	15	67/75	89.33%	Very good
Early Childhood Education Practitioner	Content suitability, material presentation	14	65/70	92.86%	Very good

The validation results provide quantitative evidence that the Big Book meets the necessary feasibility criteria both in terms of content and media presentation. The maximum score from content experts indicates that all 17 material items evaluated received the highest ratings, while the scores from media experts indicate a high level of feasibility across all visual and physical aspects. These findings align with previous Big Book development studies that reported the feasibility of Big Book media for early literacy activities and beginner reading (Antariani et al., 2021; Yansyah et al., 2022; Simatupang et al., 2023). Additionally, practitioner input was incorporated into the product revision process. Practitioners identified issues with the representation of children on the front and back covers because their clothing appeared similar to elementary school uniforms. The illustrations were then revised so that the clothing and appearance more clearly represented young children. This revision demonstrates that the feasibility of products in research and development is determined not only by expert assessments but also by practitioner input regarding contextual appropriateness and the characteristics of the intended users.

Limited Testing and Children's Responses

This limited product testing involved 12 children aged 5–6 years in Group B. The testing was conducted through reading and storytelling activities in the classroom. The teacher introduced the Big Book by showing the cover and its illustrations, reading the story page by page, encouraging children to observe the printed images and text, asking simple questions, and encouraging children to respond. Children's responses were observed using eight indicators grouped into four aspects: response, interest, attention, and engagement.

Table 7. Observed Responses of Children During Limited Trials

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Aspect	Observed Indicators	Observation Results
Response	The child sees the Big Book when it is introduced.	The child directs their gaze at the Big Book when the teacher introduces and shows the media.
	The child responds to the pictures or stories.	The child responds both verbally and through expressions to the pictures and content of the story presented by the teacher.
Interest	The child looks at the pictures on the Big Book page.	The child pays attention to and observes the pictures on the Big Book page during the activity.
	The child shows a desire to follow the teacher in turning to the next page.	The child shows enthusiasm and a desire to follow the teacher when turning to the next page.
Attention	The child pays attention to the Big Book when the teacher tells a story.	The child focuses on the Big Book and follows the pictures and stories presented by the teacher.
	The child continues to pay attention to the Big Book during the activity.	The child maintains attention to the Big Book during the storytelling activity.
Involvement	The child participates in reading or storytelling using the Big Book.	The child participates in reading or storytelling by paying attention to the storyline and following the teacher's directions.
	The child answers or responds to the teacher's questions about the Big Book.	The child provides answers or responses when the teacher asks questions related to the pictures and content of the story.

Table 8. Quantitative Recapitulation of Children's Response Observation Results

Indicator	Observed Behavior	Appeared	Did Not Appear	Percentage Appeared
I-1	The child sees the Big Book when it is introduced.	12	0	100%
I-2	The child responds to the pictures or stories.	9	3	75%
I-3	The child looks at the pictures on the Big Book page.	12	0	100%
I-4	The child shows a desire to follow the teacher in turning to the next page.	12	0	100%
I-5	The child pays attention to the Big Book when the teacher tells a story.	12	0	100%
I-6	The child continues to pay attention to the Big Book during the activity.	10	2	83.33%
I-7	The child participates in reading or storytelling using the Big Book.	11	1	91.67%
I-8	The child answers or responds to the teacher's questions about the Big Book.	11	1	91.67%
Total	12 children × 8 indicators = 96 observations	89	7	92.71%

The limited trial involved 12 children aged 5–6 years with eight observed behavior indicators. Out of 96 observation opportunities (12 children × 8 indicators), 89 observations (92.71%) showed that the behaviors appeared, and 7 observations (7.29%) showed that the behaviors did not appear. For indicators I-1, I-3, I-4, and I-5, all children (100%) displayed the observed behaviors. Indicator I-2 showed that the behavior appeared in 9 children (75%), I-6 in 10 children (83.33%), while I-7 and I-8 appeared in 11 children each (91.67%). These results indicate that most behaviors of response, interest, attention, and involvement appeared during the use of the Big Book media.

The relationship between observation indicators and early literacy also needs to be understood at the level of observable behavior. I-1 and I-3 particularly show children's attention and observation of literacy materials and visual representations. I-2 and I-8 indicate opportunities for children to respond and communicate verbally about images and story content, which relates to the development of speaking and story comprehension. I-5 and I-6 demonstrate children's sustained engagement in listening to stories. I-7 indicates involvement in shared reading or storytelling experiences, while I-4 shows children's involvement in following the sequence of shared reading activities. Thus, these eight indicators are not used as measures of literacy skill improvement, but as behavioral indicators that show opportunities for children to

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listen, observe, speak, understand stories, and engage in early literacy experiences.

The findings indicate that the Big Book developed in this study has strengths not only in its physical format but also in how several learning functions are integrated into one medium. Previous studies have developed Big Book media for early reading (Antariani et al., 2021; Suggate et al., 2021), bilingual storytelling (Kucherenko et al., 2022; Yansyah et al., 2022), and calendar-format storytelling and literacy activities (Simatupang et al., 2023). This product expands on these approaches by integrating large format visual presentations, sequential storytelling, shared reading, interactive questions, and children's responses into one medium. Therefore, its novelty is not just the use of a Big Book or its contextual arrangement, but the integration of these features to create opportunities for children's early literacy engagement. Another important feature of this product is its orientation toward interaction mediated by teachers (Deshmukh et al., 2019). This Big Book is not designed as a medium where children are expected to learn independently. Instead, teachers read stories, direct children's attention to illustrations and text, ask questions, provide guidance, and connect events in the story with children's experiences. This approach is consistent with shared and dialogic reading practices, which emphasize reciprocal interaction between adults and children during book reading (Towson et al., 2017; Tang et al., 2026; Grøver et al., 2020; Afnida & Suparno, 2020). Additionally, the observed responses of children support the practical value of this interaction-oriented design. Children look at the book and illustrations, follow the sequence of pages, maintain attention, participate in storytelling, and respond to the teacher's questions (Wu et al., 2025). These behaviors indicate that the product can provide a common focal point for classroom interaction and create conditions where children can listen, observe, communicate, and participate. Previous research on Big Books and interactive story media also emphasizes the role of visual and story-based media in supporting children's participation in literacy-related activities (Yansyah et al., 2022; Triutami et al., 2022; Winnuly et al., 2023).

Quantitatively, the trial results show a high occurrence rate of the observed behaviors, at 92.71% of all observation opportunities. The highest percentage is found in I-1, I-3, I-4, and I-5 (each 100%), while I-2 has the lowest percentage (75%). This pattern illustrates that the Big Book primarily succeeds in creating conditions for attention, observation, following the flow of activities, and listening, while verbal responses to images or stories still vary more among children. This is relevant to early literacy orientation because the media provides opportunities to hear language, observe illustrations and writing, follow stories, give responses, and interact with teachers. However, this percentage reflects user responses in a limited trial and is not a literacy ability score or a measure of literacy improvement.

Another advantage of this product is its contextual orientation. Its development is based on actual needs identified at PAUD Hebeybulu Yoka, including the limited availability of engaging literacy media and children's need for more sustained attention and interaction. Therefore, the stories, illustrations, and activities are designed to be close to children's experiences and practical for teacher-led group activities. Contextualization can enhance the usability of a product because teachers can connect stories with familiar objects, situations, and conversations. In this regard, the contribution of this study is not merely the production of another Big Book, but the development of locally responsive media whose feasibility has been examined with the intended users. Nevertheless, this research has significant limitations. The product trial was conducted in only one early childhood education center and involved 12 children, so the findings cannot be generalized to children with different backgrounds or learning environments. Observations focused on responses, interest, attention, and engagement, rather than directly measuring literacy development. Additionally, this study did not use a comparison group or pretest and posttest design. Therefore, this research does not prove that the Big Book enhances children's literacy abilities. Further research should test the product with a larger sample and multiple early childhood education centers, as well as employ experimental or quasi-experimental designs to investigate changes in early literacy outcomes. Overall, the research findings support the interpretation that the developed Big Book is suitable for use as a supporting medium for early literacy activities in early childhood education settings. Very good expert assessments, the emergence of the eight observed child behaviors, and contextual revisions based on practitioner feedback provide mutually supportive evidence regarding the product's feasibility. At the same time, maintaining a clear distinction between feasibility and effectiveness strengthens the scientific interpretation of this research. This product is ready to be considered for wider use and further testing, while claims about literacy improvement must await

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evidence from properly designed effectiveness studies.

In a limited trial, children's responses to the teacher's questions and the transition from one page to the next provide observable evidence that this interaction opportunity was utilized. This evidence supports the product's feasibility as an interactive medium, although it does not measure changes in vocabulary, comprehension, phonological awareness, or early reading skills. Validation findings also indicate that the product achieves the right balance between content and presentation. The content expert score of 85/85 corresponds to 100% with an average of 5.00. The media expert score of 67/75 corresponds to 89.33% of the maximum possible score and an average of 4.47. The early childhood education practitioner score of 65/70 equates to 92.86%, with an average score of 4.64. These results indicate strong feasibility, in that the product is suitable in terms of both educational content and visual-physical design. Revisions based on practitioner feedback demonstrate the important iterative nature of research and development. Although expert assessments did not identify substantive issues, direct use in local classrooms revealed contextual issues in the representation of children on the cover. Adjustments to clothing and appearance do not change literacy content but enhance the alignment between the product's visual identity and the intended users.

Practically, the Big Book can be used in several classroom routines. A teacher can introduce the cover, invite children to make predictions, lead page-by-page storytelling activities, pause to discuss illustrations, highlight certain words or symbols, pose comprehension and prediction questions, and encourage children to retell parts of the story. The same story can also be repeated on subsequent days with different prompts. For instance, the first reading might emphasize listening and comprehension, while subsequent readings could focus on vocabulary, identifying familiar letters or words, or retelling the story's sequence. These findings have implications for future validation procedures. This study used expert assessments to examine content and media feasibility, as well as observations to check children's responses. Additionally, this Big Book is developmentally appropriate for children and can be used repeatedly. Repeated readings can allow children to become familiar with the sequence of events and gradually focus on different aspects of the text and illustrations. During the initial reading, teachers can prioritize the meaning of the story and children's enjoyment. During subsequent readings, teachers can draw attention to specific vocabulary, recurring phrases, symbols, or the story sequence. Children can also be encouraged to retell the story using pictures as prompts. Such functions are highly relevant for early literacy because children need repeated opportunities to hear language, use language, pay attention to print, and interpret visual information in meaningful social contexts.

CONCLUSION

This research produced a Big Book designed based on the literacy needs and characteristics of children aged 5–6 years at PAUD Hebeybulu Yoka in Jayapura. This product combines large-format pages, clear illustrations, simple text, contextual stories, as well as questions and interactive activities to support shared reading, storytelling, listening, speaking, and vocabulary and literacy development. Expert validation indicates very good feasibility: content experts gave a score of 85/85 (100%), media experts 67/75 (89.33%), and early childhood practitioners 65/70 (92.86%). A limited trial with 12 children produced 89 out of 96 observations (92.71%) in the Appeared category, while 7 observations (7.29%) were in the Did Not Appear category. These eight indicators reflect children's responses, interest, attention, and engagement in shared literacy experiences, not a measure of literacy skill improvement. Thus, this product is suitable as a supportive medium for early childhood literacy activities. However, since this study did not measure literacy changes before and after using the Big Book media, the findings do not prove its effectiveness. Further experimental research with a larger and more diverse sample is recommended.

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