

**PENGARUH *FLIPBOOK INTERAKTIF* BERBASIS *COGNITIVE FLEXIBILITY LEARNING* TERHADAP *SELF DETERMINATION*
DITINJAU DARI GAYA KOGNITIF SISWA SD**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya tingkat *self determination* siswa sekolah dasar yang ditunjukkan oleh keterbatasan kemandirian, rendahnya inisiatif, serta tingginya ketergantungan terhadap guru dalam proses pembelajaran. Penelitian ini bertujuan untuk mengkaji pengaruh *flipbook* interaktif berbasis *Cognitive Flexibility Learning* terhadap *self determination* siswa ditinjau dari gaya kognitif. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen menggunakan desain *post-test only control group design*. Subjek penelitian ini adalah 92 siswa kelas V yang dibagi ke dalam kelompok eksperimen dan kelompok kontrol. Pengumpulan data dilakukan menggunakan kuesioner *self determination* dan *Group Embedded Figures Test* (GEFT) untuk mengukur gaya kognitif siswa. Data dianalisis menggunakan analisis varians dua arah (ANOVA). Hasil penelitian menunjukkan bahwa *flipbook interaktif* berbasis *Cognitive Flexibility Learning* berpengaruh signifikan terhadap *self determination* siswa. Selain itu, terdapat interaksi signifikan antara media pembelajaran dan gaya kognitif. Siswa yang belajar menggunakan *flipbook interaktif* memiliki *self determination* yang lebih tinggi dibandingkan dengan siswa yang belajar secara konvensional. Simpulan penelitian ini adalah *flipbook* interaktif berbasis *cognitive flexibility learning* efektif dalam meningkatkan *self determination* siswa. Implikasi penelitian ini adalah guru disarankan untuk menggunakan media pembelajaran interaktif yang inovatif dengan memperhatikan karakteristik kognitif siswa guna meningkatkan kemandirian belajar.

Kata Kunci: *Flipbook Interaktif, Cognitive Flexibility Learning, Self Determination, Gaya Kognitif*

***THE EFFECT OF COGNITIVE FLEXIBILITY LEARNING-BASED
INTERACTIVE FLIPBOOKS ON SELF-DETERMINATION AS SEEN IN
THE COGNITIVE STYLE OF ELEMENTARY SCHOOL STUDENTS***

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ABSTRCT

This research is motivated by the low level of self-determination among elementary school students, indicated by limited independence, low initiative, and high dependence on teachers in the learning process. This study aims to examine the effect of Cognitive Flexibility Learning-based interactive flipbooks on student self-determination from a cognitive perspective. This study employed a quantitative approach with a quasi-experimental method using a post-test only control group design. The subjects were 92 fifth-grade students divided into an experimental group and a control group. Data collection was conducted using a self-determination questionnaire and the Group Embedded Figures Test (GEFT) to measure students' cognitive styles. Data were analyzed using a two-way analysis of variance (ANOVA). The results showed that interactive flipbooks based on Cognitive Flexibility Learning significantly influenced student self-determination. Furthermore, there was a significant interaction between learning media and cognitive style. Students who learned using interactive flipbooks had higher self-determination compared to students who learned conventionally. The conclusion of this study is that interactive flipbooks based on cognitive flexibility learning are effective in improving student self-determination. The implication of this study is that teachers are advised to use innovative interactive learning media that take into account students' cognitive characteristics to enhance learning independence.

Keywords : Interactive Flipbooks, Cognitive Flexibility Learning, Self Determination, Cognitive Style