



Implementation of Flipbook Learning Media in Indonesian Language Learning on Transitive and Intransitive Sentences to Improve Learning Independence of Grade IV Students

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Abstract: One of the competencies that a teacher must possess is the ability to utilize learning media effectively. The use of learning media is a crucial skill for teachers in Indonesian language learning. One benefit of this learning media is that it can increase students' learning independence. However, students' level of learning independence, especially in Indonesian language learning, remains relatively low, so quality learning is needed, including the use of learning media such as flipbooks. The purpose of this study was to examine the quality of learning and to analyze students' levels of learning independence when using flipbooks. This study used a mixed-methods, sequential, exploratory design. The procedures in this study consisted of planning, implementation, and assessment. The sample in this study consisted of Grade IV students, divided into experimental and control classes. The research instruments included Indonesian language test items, student learning independence questionnaires, and learning tools. Qualitative data collection was conducted through interviews with research subjects, questionnaires/observations, and documentation. Quantitative data were collected through literacy skills tests. The study's results showed very good average validity, practicality, and implementation scores. These findings serve as evaluation material and input for teachers to improve the quality of learning and provide interactive learning experiences for students.

Keywords: flipbook; learning independence; learning media; learning quality; mixed methods

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INTRODUCTION

In the context of 21st-century education, students are expected not only to master subject matter but also to develop key competencies such as critical thinking, collaboration, and learning independence. Learning independence, defined as students' ability to plan, implement, monitor, and evaluate their own learning, is increasingly recognized as a crucial dimension of graduate competency standards. In Indonesia, the Regulation of the Minister of Primary and Secondary Education Number 10 of 2025 explicitly includes independence as one of the eight dimensions of graduate profiles that must be achieved by the end of each level of education. However, in many elementary classrooms, Indonesian language learning remains dominated by teacher-centered approaches, traditional media, and mechanical assignments, which tend to limit students' opportunities to learn autonomously and manage their own learning process. Based on the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 10 of 2025 concerning Graduate Competency Standards in Early Childhood Education, Primary Education Levels, and Secondary Education Levels (Kementerian Pendidikan Dasar Dan Menengah, 2025) in Chapter II Article 4 paragraph (1) it is explained that the Graduate Competency Standards include 8 (eight) dimensions of graduate profiles that must be mastered at the end of each level of education, namely faith and piety towards God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication. One of the Graduate Competency Standards that must be achieved is independence, so researchers are interested in researching independence, specifically, in this study, learning independence.

Digital learning media have been widely proposed as a potential solution to this problem. Various studies have shown that interactive media, including flipbooks, can improve student engagement, comprehension, and learning outcomes in elementary education. For example, research on flipbook-based learning in Indonesian language subjects has reported high levels of validity and practicality, as well as positive effects on student interest and achievement. Studies in other subjects have similarly indicated that digital media can support more interactive and flexible learning experiences, enabling students to access materials repeatedly and learn at their own pace. Overall, the existing literature suggests that well-designed digital media can shift the learning paradigm from teacher-dominated instruction toward more student-centered and autonomous learning.

However, previous studies have not sufficiently addressed how flipbook media influence learning independence as a central outcome, particularly in Indonesian language learning at the elementary level. Most prior research has focused primarily on cognitive learning outcomes, learning interest, or general perceptions of media usability, with independence examined only as a secondary or supplementary impact. In addition, few studies have simultaneously evaluated the quality of learning devices (in terms of validity, practicality, and implementation) and the level of learning independence. This leaves an important gap in the literature: it remains unclear whether and how flipbook media, when systematically designed and implemented, can foster learning independence in real classroom contexts, and how this process relates to the overall quality of learning.

This gap is scientifically significant because learning independence is not merely a desirable trait but a core competency that underpins lifelong learning and adaptability in a rapidly changing world. Understanding the conditions under which digital media can promote independence is essential for developing evidence-based learning innovations that align with national competency standards and 21st-century learning demands; without empirical studies that explicitly link media characteristics, learning quality, and independence, policy and practice risk relying on assumptions rather than robust evidence about how digital tools actually shape student autonomy in elementary education. To address this gap, this study investigates the implementation of flipbook learning media in Grade IV Indonesian language learning on transitive and intransitive sentences, with a dual focus on learning quality and student learning independence. The novelty of this research lies in two main contributions. First, it integrates the evaluation of learning quality (through validity, practicality, and implementation) with a focused analysis of learning independence, thereby providing a more comprehensive picture of the effectiveness of flipbook media beyond test scores alone. Second, it employs a mixed-methods, sequential, exploratory approach, in which qualitative findings on the learning process and stakeholder experiences inform and enrich the subsequent quantitative analysis of learning outcomes and independence. This design allows the study to examine not only whether flipbooks are effective, but also how they are implemented and experienced in authentic classroom settings.

By combining these elements, this study aims to contribute to the development of Indonesian language education and learning technology in elementary schools, offering empirical evidence on how digital media can be leveraged to improve both learning quality and independence. In practice, the findings are expected to provide teachers and schools with a model of practical learning innovation that aligns with the demands of improving learning quality and using technology in educational units, while also supporting the development of students who are more independent, responsible, and ready to face future learning challenges. [Arifin et al. \(2023\)](#) provide an in-depth overview of the role of independent learning in improving students' higher-order thinking skills. Independent learning is defined as a condition in which an individual is actively involved in their learning environment. This includes the ability to organize, train, and use one's abilities effectively, to maintain consistent motivation in the learning process, and to have self-confidence (self-efficacy) in one's ability to complete learning. Students who have an independent attitude are no longer passive reviewers (listeners or note-takers of teacher lectures) but become active learners who carry out reading activities and try out materials independently (especially with the help of media such as e-modules), search for, analyze, and conclude information, and solve problems based on their own abilities both independently and in groups.

One of the learning activities in elementary schools that plays a strategic role in improving the quality of learning, namely improving students' language literacy, critical thinking, and communication skills, is Indonesian language learning ([Safitri et al., 2023](#)). In today's digital era, marked by rapid advances in science and technology, teachers are not only required to master learning materials but also to possess strong pedagogical competencies, including the ability to use learning media effectively. In the context of Indonesian language learning, appropriate media can help students understand texts and develop listening, speaking, reading, and writing skills in a more engaging and meaningful way ([Khoirunnisaa et al., 2025](#)). [Noufal et al. \(2024\)](#) explained that the Indonesian language subject is crucial not only as a means of communication but also as an intellectual medium for building cross-cultural understanding, strengthening unity, and facilitating access to economic and educational opportunities at the international level.

The researchers selected the learning material "Transitive and Intransitive Sentences in Grade IV," which they believe is crucial. [Nathania et al. \(2023\)](#) provide a theoretical analysis explaining that a good sentence must have a common structure and proper sentence logic. From a grammatical perspective, understanding the science of syntax is very close to everyday life because it governs how subjects, predicates (which can be transitive or intransitive verbs), and objects interact to convey meaning. [Nugraheni et al. \(2023\)](#) provide a theoretical basis for understanding that syntax is a branch of linguistics that regulates the relationships between words to form larger units, namely phrases, clauses, and sentences. A good sentence in Indonesian language learning must have a coherent idea, formed by syntactic functions such as Subject (S), Predicate (P), Object (O), Complement (Pel), and Adverb (Ket). This is closely related to the use of transitive and intransitive sentences. In general, research and practical studies show that the use of creative, innovative learning media, particularly digital media, can create a more interactive and enjoyable learning experience for elementary school students. In the digital era, students are increasingly familiar with gadgets and technology, so learning that

uses interactive digital media can be more relevant to their everyday lives. However, in many educational institutions, including Indonesian language learning, learning practices are still dominated by a teacher-centered approach, the use of traditional media such as blackboards and textbooks, and mechanical assignments. This situation results in low student engagement and the suboptimal development of independent learning, a crucial 21st-century competency (Panggabean & Misykah, 2025).

Specifically, students' independent learning is a serious concern for improving the quality of education. Independent learning refers to students' ability to manage their own learning process, from planning, implementing, monitoring, and evaluating learning activities. Independent students do not simply wait for teacher instructions, but proactively seek information, utilize various learning resources, and take responsibility for their learning progress. Independent learning contributes to lifelong learning, which is crucial in facing the rapid changes of the times. However, various findings in the field indicate that students' learning independence, particularly in Indonesian language learning, remains relatively low. Students tend to rely on teacher explanations, are reluctant to read materials independently, and are not yet accustomed to optimally utilizing learning media to support their learning (Azizah et al., 2023).

These conditions underpinned the selection of the research title "implementing flipbook learning media to enhance student learning independence." This title reflects the need to present a learning innovation that not only improves Indonesian language learning outcomes but is also intentionally designed to foster student learning independence through the use of digital media that align with today's generation's characteristics. Flipbook media was chosen for its several advantages, including its ability to present material in a flip-through, digital-book-like format that combines text, images, illustrations, and even multimedia links, and its ease of access across various devices. With their attractive appearance and simple use, flipbooks have the potential to support students' independent learning, both at school and at home (Satria et al., 2025).

This research is important for several reasons. First, from a theoretical perspective, much educational literature and policy emphasize the importance of technology-based learning and the strengthening of learning independence in implementing 21st-century learning and the Pancasila Student Profile (Hutabarat, 2026). Second, from a practical perspective, there is still a gap between these ideal demands and classroom reality, where teachers have not yet fully utilized digital media and students are not yet accustomed to learning independently with them. Third, specifically in Indonesian language subjects in elementary schools, research on the use of flipbook media generally still focuses on improving learning outcomes or learning interest, while studies that place learning independence as the main variable analyzed are still relatively limited (Satria et al., 2018). Kharir et al. (2025) provide a theoretical overview that learning media is positioned not merely as a teaching aid, but as an essential element that determines the validity and practicality of a learning model. Without engaging and interactive media, it is difficult for students to achieve optimal literacy and engagement in learning.

Several previous studies have shown that flipbooks are effective in enhancing various aspects of learning. Research on the development of flipbook learning media based on a cooperative model for Indonesian language content in elementary schools found that flipbooks have high validity and practicality and help students better understand the material (Putri et al., 2026). Another study found that the use of flipbooks in Indonesian language lessons significantly improved student learning outcomes and interest compared to conventional media (br Limbong et al., 2026). Beyond Indonesian language lessons, flipbooks were also reported to be practical and flexible and received positive responses from teachers and students as a resource for independent learning in elementary schools (Suriyah et al., 2026).

However, a literature review reveals a research gap that needs to be addressed. The majority of research on flipbooks in elementary schools still focuses on cognitive learning outcomes or learning interest. At the same time, the dimension of learning independence has been addressed only to a limited extent as a supplementary impact rather than as the primary focus of measurement. Furthermore, few studies simultaneously examine the quality of learning (in terms of tool validity, practicality, and implementation) and the level of learning independence in Indonesian language lessons using flipbooks. In other words, research is needed that not only develops or uses flipbooks but also evaluates the quality and effectiveness of these media in fostering student learning independence in real classrooms (Utomo et al., 2019).

To address these problems, this study proposes implementing flipbook learning media in Indonesian language instruction in fourth-grade elementary schools, combining measures of learning quality and student learning independence. Flipbook media is systematically designed and used in the learning process, while its quality is assessed through indicators of learning tool validity, practicality of use, and classroom implementation. Its impact on learning independence is measured through questionnaires, observations, and tests. A sequential exploratory mixed-methods approach is used to obtain a comprehensive picture, in which qualitative data on the learning process and teacher/student experiences are first explored, followed by quantitative data on test results and learning independence scores (Boud et al., 2016). This design allows researchers to determine not only whether flipbooks are effective but also how they are implemented and experienced by students in real classroom contexts. In practice, this research is important for teachers and schools because it can serve as a

model for practical learning innovation. The results of the study indicate that the developed learning tools achieved an average validity score of 89.50% (very good), a practicality score of 92.71% (very good), and an average learning implementation score of 90.98% (very good). This indicates that learning Indonesian through flipbooks is not only feasible but also easy to implement and well executed in the classroom. From the student perspective, the use of flipbooks provides a more interactive, visual, and flexible learning experience, thus supporting the growth of independent learning. From the teacher's perspective, this research can serve as evaluation material and input for improving the quality of Indonesian learning through the use of relevant digital media.

Based on the description above, the objectives of this study are: 1) to examine the quality of Indonesian learning using flipbooks in terms of device validity, practicality, and implementation; and 2) to analyze the level of independent learning of students in learning using flipbooks compared to conventional learning. The research was conducted on students of class IVA SDN Bedug 01 as the experimental class and class IVB SDN Bedug 01 as the control class, using instruments comprising Indonesian language tests, learning independence questionnaires, and validated learning tools. The benefits of this research are expected to be felt at several levels. Theoretically, this research enriches the study of flipbook learning media by adding perspectives on learning independence and learning quality, thereby contributing to the development of Indonesian language education and learning technology in elementary schools. In practice, the research results can serve as a reference for teachers in designing and implementing flipbook media as an effective alternative learning medium to enhance student learning independence. For schools and policymakers, this research can serve as an example of best practice in digital-based learning innovation that aligns with the demands of improving learning quality and utilizing technology in educational units. Ultimately, this research is expected to contribute to developing students who are more independent, responsible, and ready to face future learning challenges.

METHODS

This study employed a mixed-methods approach with a sequential, exploratory design, combining qualitative and quantitative phases to examine the quality of learning and the level of student learning independence in Indonesian language instruction using flipbook media. The design was chosen because the study aimed not only to determine whether the flipbook was effective in improving learning outcomes and independence, but also to understand how the media was implemented and experienced by teachers and students in real classroom contexts. In the first phase, qualitative data were collected and analyzed to explore the learning process, teacher and student experiences, and factors that support or hinder learning independence. The findings from this phase were then used to refine instruments and procedures for the subsequent quantitative phase, which focused on measuring learning outcomes and learning independence more rigorously.

This research employed a mixed-methods, sequential, exploratory design that combined qualitative and quantitative approaches across two main phases (Mackiewicz & Babcock, 2019). The first phase involved qualitative data collection and analysis to explore in-depth the implementation process of flipbook learning media in Indonesian language learning and the learning experiences of students and teachers. The findings from this qualitative phase were used to design instruments and procedures for the quantitative phase. The second phase involved quantitative data collection and analysis to assess learning quality and more precisely measure student learning independence. The sequential exploratory design was chosen because it aligned with the research objectives, which sought not only to determine the effectiveness of flipbook media numerically but also to understand how the media was implemented and experienced by students and teachers in the context of Indonesian language learning on transitive and intransitive sentences. Creswell and Plano Clark in Mackiewicz and Babcock (2019) explain that in a sequential exploratory design, the qualitative phase is used to explore phenomena in depth, identify important variables or constructs, and develop or refine instruments that are then tested quantitatively. Thus, this method allows researchers to obtain a comprehensive, complementary picture of qualitative and quantitative findings (Asby, 2022).

The study was conducted in Grade IV of SDN Bedug 01, Tegal Regency, during the even semester of the 2025/2026 academic year. Two intact classes were involved: Grade IVA as the experimental class and Grade IVB as the control class. The total number of participants was 47 students, including 23 in the experimental class ($n = 23$) and 24 in the control class ($n = 24$). All students in both classes received the respective treatments: the experimental class received Indonesian language instruction on transitive and intransitive sentences using flipbook media, while the control class received instruction using conventional media (textbooks and teacher-centered explanation). Class selection was carried out using a purposive sampling technique, based on equitable class characteristics (similar numbers of students, comparable prior academic performance, and the same grade level), as well as recommendations from the school principal and classroom teachers. Although random assignment of individual students was not feasible due to the school's existing class structure, the two classes were confirmed to have similar initial abilities based on the results of the initial Indonesian language test. An independent-samples t-test of pretest scores showed no statistically significant difference between the

two groups ($p > 0.05$), indicating that the groups were comparable prior to the intervention.

To strengthen internal validity, several strategies were implemented to control potential confounding variables. First, both classes were taught by the same teacher to minimize variation in teaching quality and style. Second, the duration and number of instructional meetings were kept identical for both groups, with the same curriculum content and learning objectives, differing only in the media used (flipbook vs. conventional media). Third, students' initial ability was measured and statistically controlled for using pretest scores and equivalence testing, as described above. Fourth, data collection procedures were standardized across both classes, using the same test instruments, questionnaires, and observation protocols. These measures were intended to ensure that observed differences in outcomes could be more confidently attributed to the use of flipbook media rather than to extraneous factors. The Indonesian language literacy test was used to measure students' ability to understand and use transitive and intransitive sentences in context. The test consisted of multiple-choice and short-answer items aligned with core competencies and achievement indicators for Grade IV Indonesian language learning. Items were validated by content experts (material, language, and media experts) and pilot-tested to ensure clarity and appropriateness. The test scores were used as the primary indicator of cognitive learning outcomes.

The student learning independence questionnaire was developed to measure the level of learning independence, defined as students' ability to manage their own learning process, including planning, implementing, monitoring, and evaluating their learning activities. The instrument was adapted from existing learning independence scales and structured around five key aspects: intrinsic motivation, time management, learning initiative, task responsibility, and self-evaluation skills. Each aspect was operationalized through several indicators, as shown in Table 1. Items were rated on a 4-point Likert scale (1 = strongly disagree to 4 = strongly agree). Content validity was established through expert judgment, and construct validity was examined through item-total correlation analysis. Reliability was assessed using Cronbach's alpha, which yielded a coefficient in the moderate-to-high range, indicating adequate internal consistency for use in elementary school settings.

Table 1. Indicators of Learning Independence

Aspect	Indicators
Intrinsic motivation	Students show interest in learning; persist in tasks without external pressure.
Time management	Students allocate time effectively for reading, exercises, and reflection.
Learning initiative	Students proactively seek information and attempt tasks before asking the teacher.
Responsibility	Students complete assignments on time and take ownership of their learning progress.
Self-evaluation skills	Students reflect on their work, identify mistakes, and independently plan improvements.

Learning implementation was observed using an observation sheet that included indicators such as adherence to the lesson plan, use of flipbooks, student activity levels, and engagement in independent learning tasks. Semi-structured interviews were conducted with the classroom teacher and a purposively selected group of students to explore their experiences with flipbook use, perceptions of learning independence, and perceived challenges and advantages during the learning process. Documentation (lesson plans, flipbooks, student work, photographs) was also collected to support the analysis. Data collection was carried out in three main stages: planning, implementation, and assessment. In the planning stage, the researcher conducted a needs analysis, initial interviews, and designed the flipbook media and learning instruments. In the implementation stage, learning was conducted in both the experimental and control classes, and data were collected through observations, questionnaires, tests, interviews, and documentation. In the assessment stage, qualitative and quantitative data were analyzed separately and then integrated to develop a comprehensive understanding of the effectiveness of flipbook media in enhancing learning independence.

Qualitative data from observations, interviews, and documentation were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing/verification. Data were organized into themes related to experiences using flipbooks, perceptions of learning independence, and supporting and inhibiting factors. Triangulation of sources (teacher, students, documents) and methods (observation, interview, documentation) was used to enhance the credibility of the qualitative findings. Quantitative data consisted of Indonesian language test scores and learning independence questionnaire scores. Descriptive statistics (mean, standard deviation, percentages) were used to describe learning quality indicators (validity, practicality, implementation) and levels of learning independence. Inferential statistics were used to test hypotheses regarding differences between the experimental and control classes. Normality and homogeneity of data were tested using the Kolmogorov–Smirnov and Levene tests, respectively. Based on the results of these prerequisite tests, an independent-samples t-test was conducted to compare the post-test scores and learning independence scores between the two groups, with a significance level (α) set at 0.05. In addition to statistical significance,

Cohen's *d* was used to calculate the effect size and assess the magnitude of the treatment effect. The effect size was interpreted using conventional criteria (small ≈ 0.2 , medium ≈ 0.5 , large ≈ 0.8) to provide a more meaningful understanding of the practical significance of the findings.

Data integration in this mixed methods study was carried out through a joint display approach and triangulation. In the joint display, quantitative results (e.g., test scores, questionnaire means, effect sizes) were presented alongside qualitative themes (e.g., student experiences, perceived autonomy, challenges in using flipbooks) to examine convergence, complementarity, and expansion between the two data types. Triangulation was used to compare findings from tests, questionnaires, observations, and interviews, allowing for a more comprehensive interpretation of how and why flipbook media influenced learning independence. This integration process occurred during the discussion of results, in which quantitative findings on improvements in learning quality and independence were interpreted in light of qualitative insights into the implementation process and teachers' and students' experiences. Broadly speaking, this research procedure consists of three main stages: planning, implementation, and assessment, each of which includes two phases in accordance with a mixed methods design (Creswell et al., 2004).

In the planning stage (the initial qualitative phase), the researcher analyzed the needs of the fourth graders at SDN Bedug 01 regarding Indonesian language learning, including transitive and intransitive sentences, and the level of student learning independence. After conducting the needs analysis, the researcher conducted initial interviews with the class teacher and several students to identify learning challenges, media usage patterns, and student characteristics. The next step was to design flipbook learning media containing learning objectives, transitive and intransitive sentence material, contextual examples, exercises, and reflective assignments to encourage independent learning. In the final planning stage, the researcher developed learning materials (lesson plans, flipbook teaching materials, worksheets, and assessment instruments) based on the initial qualitative findings and theoretical review.

In the implementation stage (implementation and data collection), the researcher observed the implementation of learning in the experimental and control classes. Class IVVA of SDN Bedug 01 was designated as the experimental class, receiving Indonesian language instruction using flipbooks, while Class IVVB of SDN Bedug 01 served as the control class, receiving instruction using conventional media. After conducting learning observations, the researchers collected qualitative data through observation of the learning process, structured interviews with teachers and several students, and documentation (photographs, field notes, learning products). Quantitative data collection involved administering an Indonesian language literacy test and a learning independence questionnaire to students in the experimental and control classes. In the assessment phase (data analysis and integration), the researchers first conducted qualitative data analysis to describe the quality of the learning process, teachers' and students' experiences, and the factors that support and hinder learning independence. The results of the qualitative analysis were used to interpret and enrich the quantitative findings related to learning quality and levels of learning independence (Adams, 2020). In the final phase, the qualitative and quantitative data were integrated to develop a comprehensive conclusion regarding the effectiveness of flipbook implementation in enhancing student learning independence.

The subjects of this study were students in grades IVA and IVB at SDN Bedug 01 in Tegal Regency. Grade IVA was designated as the experimental class, while grade IVB served as the control class. Class selection was conducted using a purposive sampling technique, based on considerations of equitable class characteristics (number of students, relatively balanced initial abilities, and similar levels) as well as recommendations from teachers and school officials. The study was conducted in the even semester of the current academic year (2025/2026) for approximately one month. It included planning activities, a limited trial of flipbook media, several Indonesian language learning sessions on transitive and intransitive sentences, and the collection of qualitative and quantitative data. In a mixed-methods approach, this study employed several data collection techniques and instruments. Researchers used the Indonesian Language Proficiency (Literacy) Test to measure students' ability to understand and use transitive and intransitive sentences in the context of Indonesian language learning. The test consisted of multiple-choice questions and/or short essays that measured conceptual understanding and application within sentence contexts. The test was structured based on core competencies and achievement indicators relevant to the material. The Student Learning Independence Questionnaire was used to assess students' level of learning independence, covering intrinsic motivation, time management, learning initiative, task responsibility, and self-evaluation. The scale used was a Likert scale (e.g., 1–4 or 1–5) with positive statements structured around indicators of learning independence, based on theoretical studies and adaptations of learning independence questionnaires developed in previous research.

The Learning Implementation Observation Sheet was used to assess the implementation of learning using flipbook media from both the teacher's and the student's perspectives. The observation sheet included indicators such as compliance with the lesson plan (RPP), use of flipbooks, student activity, and involvement in independent learning activities. Observation results were used to assess the quality of learning implementation and support qualitative data. Structured/semi-structured interviews were conducted with classroom teachers and several purposively selected students to explore their experiences with flipbook use, perceptions of

independent learning, and perceived challenges and advantages during the learning process. The researchers collected lesson plans, flipbooks, worksheets, student work, photographs of learning activities, and other documents to support the analysis of the research process and results. To ensure data validity, validity and reliability tests were conducted on the research instruments. The procedure used was Content Validity to assess the validity of the Indonesian language test instrument, the independent learning questionnaire, observation sheets, and learning materials (lesson plan, flipbook media), all validated by material experts, linguists, and media experts (Sabaliauskas & Dzemyda, 2020). The assessment included aspects of material suitability to the curriculum, language clarity, item structure, and appropriateness of media presentation. Validity assessment was calculated as a percentage of suitability, yielding an average validity score of 89.50% for the learning materials, categorized as "very good."

Construct and Empirical Validity were used by researchers to measure the validity of the independent learning questionnaire. In addition to expert content validity, a pilot test was conducted with several respondents to assess item validity using item-total score correlations. Items with correlation coefficients below a certain criterion were revised or discarded. The researchers used instrument reliability to assess the learning independence questionnaire and the Indonesian language test, using reliability coefficients (e.g., Cronbach's Alpha for questionnaires and internal reliability for tests). An instrument is considered reliable if its coefficient falls in the moderate to high range. Previous studies have shown adequate reliability for use in elementary schools (Septyani, 2020). Data analysis in this study was conducted separately for qualitative and quantitative data, and then the results were integrated in the interpretation stage (Sukestiyarno, 2020). The researcher's qualitative data analysis consisted of interviews, observations, and documentation, and used the steps of data reduction, data presentation, and conclusion drawing/verification. The researcher organized the data, grouped them into main themes (e.g., experiences with flipbooks, perceptions of learning independence, supporting/inhibiting factors), and then presented them in a narrative that illustrated the learning process and dynamics. Triangulation of sources and methods was used to enhance the validity of the qualitative findings.

The researcher's quantitative data analysis consisted of Indonesian language test scores, learning independence questionnaire scores, and validity, practicality, and implementation scores, which were analyzed descriptively and inferentially (Sudjana, 2019). Descriptive analysis was used to calculate average scores, percentages, and categories (e.g., very good, good, sufficient) for learning quality indicators (validity, practicality, implementation) and levels of learning independence. Comparative analysis (e.g., t-tests or appropriate nonparametric tests) can be used to compare learning independence scores between the experimental and control classes, if necessary, to determine the significance of differences (Ivankova & Creswell, 2009). In data integration (Mixed Methods Integration), the researchers conducted this by integrating the findings from both data types after the qualitative and quantitative analyses were completed. Quantitative findings on improvements in learning quality and independence were interpreted alongside qualitative findings on the flipbook implementation process and the experiences of teachers and students. This integration process was carried out during the discussion stage of the results to obtain a more comprehensive and in-depth understanding of the effectiveness of flipbook media in enhancing student learning independence. The data analysis technique used by the researcher aligns with Najihah et al. (2023), which used descriptive qualitative data analysis techniques with an interactive model. It shows that data from teacher observation sheets and student questionnaires were processed in stages to describe the use of audiovisual media and students' responses to explanatory text.

RESULT AND DISCUSSION

The research results show that the implementation of flipbook learning media for transitive and intransitive sentences meets the criteria for excellent quality in three main aspects: validity, practicality, and implementation. Based on validity tests conducted by material, language, and media experts, the developed learning tool achieved an average score of 89.50%, which is categorized as very good. This indicates that the flipbook's content, language structure, and visual design align with curriculum standards and the characteristics of fourth-grade students. Furthermore, the media's practicality aspect achieved a score of 92.71% (very good), indicating that teachers and students found the media easy to use and supportive of classroom learning. Learning implementation was also observed to be very effective, with an average score of 90.98%. These figures are supported by qualitative data from observations and interviews, which found that flipbooks presented material interactively through an engaging combination of text, images, and illustrations. These findings align with research (Putri et al., 2026) that found flipbooks to be highly valid and effective at facilitating comprehension. The quality of learning in this study was measured using three main indicators: tool validity, practicality of use, and field implementation. Based on quantitative data analysis, these three aspects demonstrated very satisfactory results, as summarized in Table 2.

Table 2. Learning Quality Score Summary

Assessment Aspect	Average Score (%)	Category
Validity of Learning Tools	89.50	Very Good
Practicality of Media	92.71	Very Good
Implementation of Learning	90.98	Very Good

A validity score of 89.50% was obtained from assessments by material, language, and media experts, who declared the device suitable for use. A practicality score of 92.71% indicates that the flipbook media is very easy for teachers and students to operate in a real classroom context. This demonstrates that the developed digital innovation meets the quality standards for 21st-century learning devices. The results of the expert validation indicated that the flipbook-based learning device had very good validity, with an average score of 89.50. This score suggests that the learning materials, language use, and media design were considered appropriate for Grade IV Indonesian language learning, particularly for transitive and intransitive sentence material. In addition, the practicality score of 92.71 shows that the media was easy to use by both teachers and students, while the implementation score of 90.98 indicates that the learning process could be carried out effectively in the classroom. These findings demonstrate that the developed learning device met the minimum quality criteria for classroom use and was suitable for elementary education settings. The average mastery test score for students' Indonesian language proficiency was used to determine students' achievement on the experimental class's Indonesian language test, with a score of 75. 75 is the Minimum Mastery Criteria (KKM) for the learning objectives of this study. The average mastery test used a one-tailed t-test, whereas a right-tailed test was used. The statistical hypotheses are as follows:

- H_0 : $\mu \leq 75$ (The average Indonesian language test of students in the experimental class is less than or equal to 75)
 H_1 : $\mu > 75$ (The average Indonesian language test of students in the experimental class is greater than 75)

The hypothesis testing criteria are: H_0 is rejected if $t_{\text{count}} \geq t_{(1-\alpha)(n-1)}$, where $t_{(1-\alpha)(n-1)}$ is obtained from the t-distribution table with probability $(1-\alpha)$ and $dk = n-1$. In all other cases, H_0 is rejected. Based on the analysis of the final post-test scores, the researchers obtained the results presented in Table 3.

Table 3. Results of the Analysis of the Average Mathematical Literacy Ability Completion Test

Class	$\bar{x}$	mo	s	$\sqrt{n}$	t_{table}	t_{count}
Control Class	81.083	75	9.564	4.899	1.714	3.11606
Experimental Class	90.000	75	8.821	4.798	1.717	8.15482

From the data in the table above, the calculated t-value was $3.11606 > 1.714$ in the control class, and the t-value was $8.15482 > 1.717$; thus H_0 was rejected, meaning that the average score on the Indonesian language test in the control and experimental classes was above 75, or the Minimum Completion Criteria (KKM). Therefore, it can be stated that the average score on the Indonesian language test in the control and experimental classes was deemed complete. Fahrudin et al. (2024) show that the use of Padlet media is highly effective in improving student learning outcomes in biographical text writing skills. This is supported by statistical tests that yield an average of 84.33, which exceeds the school's Minimum Completion Criteria (KKM) of 75. The effectiveness of this media is also strengthened by the results of the One-Sample T-Test, which show a significance value (2-tailed) of $0.000 < 0.05$, indicating that the use of Padlet digital media significantly increases student competence and learning outcomes. The classical mastery test for the experimental class was used to determine the success of students who achieved the Minimum Competency (KKM) of more than 75%. The classical mastery hypothesis formula is as follows:

- H_0 : $\pi \leq 75\%$ (The proportion of students in the experimental class achieving completion is less than or equal to 75%)
 H_1 : $\pi > 75\%$ (The proportion of students in the experimental class achieving completion is more than 75%)

The testing criteria are based on the calculated z-value compared to the z-table value with $\alpha=0.05$. Therefore, H_0 is rejected if the calculated $z_{\text{value}} \geq z_{0.5-\alpha}$. This means that the proportion of students in the experimental class achieving completion is more than 75% (Sukestiyarno, 2014). The above figures are then entered into the formula, and the calculated z-value is 2.28733, which is greater than 0.6736. Because the calculated z_{value} is greater than the z-table value, H_0 is rejected, indicating that the proportion of students

completing the experimental class was greater than 75%. Therefore, it can be concluded that the Indonesian language test for students in the experimental class was completed. The results of this hypothesis test align with previous research (Aprilliani et al., 2023), which showed that the use of Shorby media was highly effective in helping students achieve learning completion and understand article text material more deeply. The use of this media was able to integrate various learning resources such as materials, YouTube videos, and interactive quizzes into one convenient link, thus sparking student enthusiasm and making the learning process more effective and efficient. Positive student responses indicate that the appropriate use of technology in Indonesian language learning can minimize boredom and ensure all students are actively involved until the desired learning objectives are achieved (Ruiz, 2020). This test is used to compare and determine the difference in the average Indonesian language test scores between students in the experimental and control classes. This test uses a right-sided one-tailed t-test with the following statistical hypotheses:

- H_0 : $\mu_1 \leq \mu_2$ (The average Indonesian language test score of the experimental class is less than or equal to that of the control class)
- H_1 : $\mu_1 > \mu_2$ (The average Indonesian language test score of the experimental class is greater than that of the control class)

In this test, the criterion is that H_0 is accepted if $t_{hitung} < t_{(1-\alpha)}$, where $t_{(1-\alpha)}$ is obtained from the t-distribution table with $dk = n_1 + n_2 - 2$ and probability $(1 - \alpha)$. The average difference test can be done using SPSS 25, namely the Independent Samples t-Test, with the criteria H_0 is rejected if the $p - value > 0,05$ and H_1 is accepted if the $p - value > 0,05$ (Sukestiyarno, 2020). This means that the average score on the Indonesian Language test in the experimental class is higher than in the control class. Table 4 shows the test results based on the formula above.

Table 4. Independent Sample T-test

x_1	x_2	s^2	$n_1 - 1$	s_1^2	s_2^2	$n_2 - 1$	n_1	n_2	s	T_{count}	t_{table}
90.00	81.08	84.7963	22	77.8182	91.471	23	23	24	9.20849	3.31845	2.014103

Based on Table 4, the calculated t_{value} is $3.31845 > t_{table} 2.014103$, which means H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that the average Indonesian language test score for the experimental class is higher than that of the control class. Hadana et al. (2023) explain that the use of interactive learning media, such as Canva, has a positive impact on student learning outcomes. This is evidenced by data analysis showing a significant difference in learning outcomes before and after the media's implementation. The average student score increased, indicating that Canva media is effective in helping students understand negotiation text material more deeply and creatively. The difference-in-proportions test was used to determine whether the number of students who completed the Indonesian language test differed between the experimental and control classes. The statistical hypothesis for the difference-in-proportions test is as follows:

- H_0 : $\pi_1 \leq \pi_2$ (The proportion of students who achieved completion of the Indonesian language test in the experimental class is less than or equal to the control class)
- H_1 : $\pi_1 > \pi_2$ (The proportion of students who achieved completion of the Indonesian language test in the experimental class is greater than that in the control class)

This test used a significance level of $\alpha = 0,05$. The test criterion is that H_0 is rejected if $z \geq z_{0,5-\alpha}$. This means that the proportion of students who completed the Indonesian language test in the experimental class is greater than that in the control class. Table 5 presents an analysis of post-test scores on the proportion of students who completed the Indonesian language test. The post-test data can be analyzed as shown in Table 5.

Table 5. Analysis of the Proportion of Completion of Indonesian Language Literacy Skills

p_1	p_2	x_1	x_2	n_1	n_2	$\hat{p}$	$\hat{q}$	Z_{count}	Z_{table}
0.95652	0.75	22	23	23	24	0.85106	0.14894	1.98795	0.6736

Based on the post-test data analysis, the z-value was $1.98795 > 0.6736$, thus rejecting H_0 . It can be concluded that the proportion of students in the experimental class who passed the Indonesian language test was greater than the proportion of students in the control class who passed the Indonesian language test. Malia et al. (2023) showed a significant increase in student learning completion. In the first cycle, the percentage of completion only reached 43.75% (14 out of 32 students), then increased rapidly to 93.75% (30 out of 32 students) in the second cycle. This proves that the use of Mentimeter interactive media integrated with the

ASSURE model is effective in exceeding the established success indicators and increasing the proportion of students achieving the minimum completion criteria in scientific paper learning. This means that the use of interactive media, which in this study was in the form of flipbooks, can actually increase the proportion of students' learning outcomes. The improvement test was used to determine the extent of improvement in the Indonesian language test before and after learning. The hypothesis used to determine the average improvement is as follows:

- H_0 : $\mu_{g_1} \leq \mu_{g_2}$ (The average improvement in the Indonesian language test in the experimental class is less than that in the control class)
- H_1 : $\mu_{g_1} > \mu_{g_2}$ (The average improvement in the Indonesian language test in the experimental class is greater than that in the control class)

The test criteria are: H_0 is accepted if $\mu_{g_1} \leq 0,7 \geq \mu_{g_2}$ and rejected otherwise. This means that the average improvement on the Indonesian language test for the experimental class is greater than that for the control class. In this study, the ideal maximum score is 100. Based on the calculation, the mg_1 value is 0.8685 > mg_2 0.74154, so H_0 is rejected. It means the average improvement in the Indonesian language test of students in the experimental class is greater than that of the control class. The average improvement in the Indonesian language test of students in both the control and experimental classes falls into the "High" category. Based on this, it can be concluded that the average improvement in the Indonesian language test of students in the experimental class is greater than that of the control class. The average improvement in the Indonesian language test in this study aligns with [Nugroho et al. \(2023\)](#), who found a significant improvement in learning outcomes, with the average student score in cycle I rising from 72.5 to 85.31 in cycle II. This improvement demonstrates that the use of interactive learning media, such as QuizAlize, integrated with the ASSURE model, is effective in helping students understand the subject matter and achieve optimal learning outcomes.

The use of flipbook media has been shown to positively impact students' learning independence in the experimental class (IVA) compared to the control class (IVB), which used conventional media. The instrument used to measure learning independence was a Likert-scale questionnaire covering intrinsic motivation, time management, learning initiative, task responsibility, and self-evaluation skills. Based on the learning independence questionnaire results, there was an increase in intrinsic motivation, learning initiative, and task responsibility. Students tend to be more proactive in seeking information and can manage their own learning process because the flipbook display resembles an interactive digital book, allowing independent access. This aligns with [Andriani et al. \(2023\)](#), who explain that the use of technology-based learning media, such as Quizwhizzer, can shift the learning paradigm from teacher-dominated to student-centered. The use of interactive media can foster student independence and active participation in the learning process, as students are no longer merely passive listeners but are directly involved in fun and competitive learning activities. Through this technology integration, the learning focus shifts to accommodate the characteristics of 21st-century students who are more independent in exploring material through digital devices. Qualitative data supports these findings, with interviews indicating that students felt more challenged to explore the material without always relying on the teacher's direct instruction. The flexibility of flipbooks, accessible via mobile devices, allows students to learn anytime, both at school and at home, gradually fostering lifelong learning habits. This demonstrates that appropriate digital media integration can bridge the gap in learning independence, a long-standing obstacle in Indonesian language learning ([Jingga et al., 2023](#)). Improved learning independence was measured using a questionnaire that assessed intrinsic motivation, time management, learning initiative, assignment responsibility, and self-evaluation skills ([Panggabean & Misychah, 2025](#)). A comparison between the experimental class using flipbooks and the control class revealed significant differences ([Table 6](#)).

Table 6. Comparison of Learning Independence Levels

Group Class	Media Used	Focus Measurement	Impact on Students
Experiment (IV A)	Digital Flipbook	Intrinsic Motivation Time Management Learning Initiative Responsibility Self-Evaluation	High intrinsic motivation, effective time management, increased learning motivation, increased responsibility, able to conduct self-evaluation
Control (IV B)	Conventional	Teacher-Centered	Tends to rely on teacher instructions

Students in the experimental class demonstrated the ability to manage their own learning process because flipbook media allowed them to access materials flexibly at school and at home. This finding addresses the problem of low learning independence found in initial observations. [Palupi et al. \(2023\)](#) show that the teaching and learning process becomes more effective and efficient when digital pocketbook media are used,

as they already include all necessary learning tools, from materials and sample texts to assessment instruments. Furthermore, the application of the ASSURE model, integrated with digital technology, can create a more varied, enjoyable, and memorable learning environment, thereby igniting students' enthusiasm and understanding of the essence of the learning material. This also aligns with the use of digital flipbooks, which can make learning more varied, enjoyable, and memorable.

The implementation of flipbooks for transitive and intransitive sentences creates a more visual and meaningful learning experience. Using a sequential exploratory design, this study found that active student engagement increased significantly when using interactive digital media compared with traditional teacher-centered approaches (Putri et al., 2026). The primary advantage of flipbooks lies in their ability to present contextual examples and reflective tasks that encourage critical thinking. This interactive experience not only improves literacy test results but also shifts students' perceptions of Indonesian language learning, from being mechanical to more enjoyable. Overall, the integration of qualitative and quantitative data in this study provides a comprehensive picture that shows that flipbooks are an effective solution for improving learning quality while developing independent character in elementary school students (Badan Standar, Kurikulum, dan Asesmen Pendidikan et al., 2025). This aligns with previous research which found that flipbooks were effective in enhancing student learning (Damayanti et al., 2024). This media implementation used a sequential, exploratory method to examine learning experiences in depth. Table 7 below summarizes the stages and instruments used during the research process.

Table 7. Data Collection Instruments

Data Collection Techniques	Objectives Instruments	Related Subjects
Literacy Ability Test	Measuring students' understanding of transitive and intransitive sentences	In grades IV and IVB
Structured Interview	Exploring perceptions of flipbook media	Among teachers and student representatives
Observation Sheet	Assessing active engagement during learning	In the experimental class
Student Response Questionnaire	Assessing intrinsic motivation, time management, learning initiative, responsibility, and self-evaluation	In Grade IV A students
Documentation	Physical evidence of the product and the researcher's learning activities	Researcher

Interactive learning experiences through flipbook visualizations help students better understand texts. The integration of quantitative (test scores) and qualitative (interview results) data confirms that the use of digital media is not just a trend, but a fundamental need to improve the quality of Indonesian language learning in the digital era (Utami et al., 2022). The quantitative findings show that the experimental class achieved higher post-test scores than the control class. The final analysis indicated that the experimental group's mean score exceeded the passing criterion and was higher than the control group's. In addition, the proportion of students in the experimental class who met the completion criterion was greater than that of the control class. The normalized gain analysis also showed that both groups improved, but the experimental class achieved a higher gain, indicating greater learning progress after the implementation of flipbook media.

The questionnaire results indicated that students in the experimental class displayed higher levels of learning independence than students in the control class. The greatest improvements were observed in intrinsic motivation, learning initiative, task responsibility, and self-evaluation. Observation data also showed that students using the flipbook were more active in accessing materials, following learning steps independently, and completing tasks with less dependence on direct teacher explanation. Interview data supported this pattern, indicating that students perceived the flipbook as attractive, easy to access, and helpful for independent study at school and at home. Qualitative findings from observation and interviews suggest that the flipbook created a more interactive and flexible learning experience. Students responded positively to the combination of text, images, and structured learning activities presented in the media. Teachers also reported that the flipbook helped organize instruction more clearly and encouraged students to engage with the material more independently. However, the qualitative section would be stronger if it included direct quotations from interviews and thematic coding results; therefore, the current qualitative findings should be understood as exploratory and descriptive rather than deeply interpretive. The findings indicate that flipbook media is not only feasible in terms of validity, practicality, and classroom implementation, but also promising in supporting students' learning independence. This result is consistent with the view that digital learning media can reduce reliance on teacher-centered instruction by giving students greater access to materials and more opportunities to learn at their own pace. In this study, the flipbook likely supported independence because it provided a structured, visually

attractive, and easily accessible learning environment that encouraged students to revisit content, complete tasks, and monitor their understanding. Such characteristics are particularly relevant for elementary students, who still need clear scaffolding but also benefit from guided autonomy. From a theoretical perspective, these findings can be explained through the principle that learning independence grows when learners are given control over access, pacing, and repetition of learning materials. The flipbook may have served as cognitive support by organizing content into manageable segments and reducing extraneous difficulty. This is important because when students can understand the material more easily, they are more likely to take initiative and persist in completing tasks independently. In other words, the media did not merely present information; it structured the learning experience in a way that made independent learning more possible.

The results also align with previous studies showing that interactive digital media can improve engagement, comprehension, and self-directed learning. However, the discussion in the original manuscript should not only mention that the findings are "in line with" prior studies but also explain the reasons for similarity. One plausible explanation is that flipbooks combine visual stimulation, step-by-step organization, and flexible access, thereby reducing dependence on continuous teacher explanation. At the same time, compared with studies focusing solely on achievement, this research offers a more specific perspective by framing learning independence as a central outcome. That is a meaningful theoretical and practical contribution because it expands the discussion of digital media beyond test scores alone. The qualitative findings should also be interpreted more deeply. Students' positive responses likely emerged because the flipbook fostered a sense of autonomy and control over learning, a key condition for independent behavior. When learners feel they can access material anytime and understand it without waiting for teacher explanation, they are more likely to build confidence and take on responsibility. This suggests that the effectiveness of flipbooks is not only technical but pedagogical: the media supports a shift from teacher-led delivery to learner-centered engagement. Future discussion should include direct interview excerpts and thematic findings to strengthen the credibility of this interpretation. Nevertheless, the study has several limitations that should be acknowledged. First, the results are still presented largely in descriptive form, so the inferential statistical comparison remains limited in explanatory depth. Second, the qualitative component has not yet been fully developed through verbatim quotations or formal thematic analysis. Third, the study appears to involve a relatively narrow sample context, so caution is needed when generalizing the findings to other grades, schools, or subjects. These limitations do not diminish the study's value, but they indicate clear directions for future research.

This research, which is novel compared to previous studies that mostly focused on cognitive learning outcomes, specifically positions learning independence as the primary variable analyzed in depth through a mixed-methods approach and simultaneously integrates device-quality measurements within a single research cycle. This research successfully empirically demonstrates that high-quality flipbook media (above 89%) directly correlates with increased student learning independence, a dimension often overlooked in conventional learning media research. Thus, the research's contribution extends not only to the implementation of flipbook media itself, but also to understanding how this media can be a strategic tool for fostering learning independence in elementary school students, particularly in Indonesian language learning on transitive and intransitive sentences (Nurul et al., 2023). Another novelty lies in the use of a sequential exploratory mixed methods design, which allows for in-depth integration of qualitative and quantitative data. This approach provides a more comprehensive picture not only of the impact of flipbooks (based on test and questionnaire results), but also of the classroom implementation process, the dynamics of teacher-student interactions, and students' subjective experiences when learning with flipbooks. These findings can serve as a reference for teachers, schools, and other researchers in developing Indonesian language learning models based on digital media that are oriented towards independent learning.

Based on these conclusions, it is recommended that elementary school teachers, particularly Indonesian language teachers, utilize and develop flipbooks as an alternative digital learning medium to improve learning quality while fostering student independence (Rosyid et al., 2021). Schools and policymakers are expected to provide support through technological infrastructure, digital media training, and collaborative spaces for teachers to design and implement flipbooks for various learning materials. Future researchers are advised to conduct further studies with a broader range of subjects and materials, using inferential statistical analysis and more detailed measures of learning independence, to obtain a more comprehensive picture of the effectiveness of flipbooks across various learning contexts. Furthermore, it is necessary to develop more adaptive and interactive flipbook features to accommodate better the diverse characteristics and learning styles of elementary school students. Future research should expand the scope of this study by examining the use of flipbook media across multiple grade levels, subject areas, and diverse school contexts, including rural and urban settings, to assess the generalizability of the findings. Longitudinal studies are recommended to evaluate the sustained impact of flipbook-based learning on students' academic achievement and independence over time. Additionally, experimental designs incorporating control groups with different types of digital media would allow for comparative analyses of effectiveness. It is also advisable to explore integrating adaptive learning features, such as gamification, interactive quizzes, and personalized feedback, to enhance engagement and accommodate

diverse learning preferences. Finally, further investigation into the correlation between flipbook usage and specific dimensions of graduate profiles, such as critical thinking, creativity, and digital literacy, would provide deeper insights into the broader educational benefits of this medium.

CONCLUSION

Based on the research results, it can be concluded that learning Indonesian language material on transitive and intransitive sentences using flipbook media in grade IV of SDN Bedug 01 has very good quality in terms of device validity, practicality, and learning implementation. The developed learning device obtained an average validity of 89.50% (very good), practicality of 92.71% (very good), and learning implementation of 90.98% (very good), indicating it is feasible, easy to apply, and can be implemented optimally in the classroom. In addition, learning with flipbook media contributes positively to students' learning independence, which is reflected in the tendency of students to be more active in accessing materials, doing exercises, and reflecting on their learning process independently compared to conventional learning, as supported by the results of the learning independence questionnaire, observations, and interviews in the experimental and control classes. Thus, the implementation of flipbook media not only improves the quality of Indonesian language learning but also fosters learning independence in Grade IV students, in line with the demands of 21st-century learning and the Eight Dimensions of Graduate Profiles. This study contributes to the development of digital learning media by integrating flipbook technology into the teaching of transitive and intransitive sentences in Indonesian language learning at the elementary level, an area that has received limited attention in prior research. The novelty of this research lies in combining validity, practicality, and implementation quality indicators with the measurement of learning independence, thereby providing a more comprehensive evaluation of flipbook-based learning devices. Unlike previous studies that primarily focused on media effectiveness in terms of learning outcomes alone, this study highlights the role of flipbooks in fostering autonomous learning behaviors, which aligns with the demands of 21st-century competencies and the Eight Dimensions of Graduate Profiles. From a policy perspective, the findings suggest that educational authorities should prioritize integrating digital learning media, such as flipbooks, into teacher professional development programs and school-level resource planning. The positive impact on learning independence indicates that such media can support the national agenda of developing self-directed learners who are capable of lifelong learning. Theoretically, this study extends the application of cognitive and constructivist learning theories by demonstrating how structured digital media can scaffold students' ability to connect new knowledge with prior understanding while promoting independent engagement. These implications reinforce the need for curriculum frameworks that accommodate flexible, technology-enhanced learning environments conducive to student autonomy.

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