

DAFTAR PUSTAKA

- Akbar, S. (2013). *Instrumen Perangkat Pembelajaran*. Remaja Rosdakarya.
- Aliping, J. B., & Parcasio, I. G. (2018). Training Design Facilitation Framework for Adult Education: An Application of Andragogy. *Mountain Journal of Science and Interdisciplinary Research*, 78(2), 95–113.
- Arnold, M., Randall, F., & Rosenkamppf, A. L. (2017). *OTC-27770-MS Well Control Course Redesign for the 21st Century Applying Adult Learning Theory to Well Control Training*. (476), 1–4.
- Aziz Hussin, A. (2018). Education 4.0 Made Simple: Ideas For Teaching. *International Journal of Education and Literacy Studies*, 6(3), 92. <https://doi.org/10.7575/aiac.ijels.v.6n.3p.92>
- Baldwin, T. T., Kevin Ford, J., & Blume, B. D. (2017). The State of Transfer of Training Research: Moving Toward More Consumer-Centric Inquiry. *HUMAN RESOURCE DEVELOPMENT QUARTERLY*, 2(1), 1–12. <https://doi.org/10.1002/hrdq>
- BenSalah, T. (2017). Researching Relationship Between Performance Improving and Unlimited Improvement in Libyan Industrial Companies. *The International New Issues In Social Sciences*, 6(2), 31–49.
- Blanchard, P. N., & Thacker, J. W. (2013). Effective training - systems, strategies and practices. In *Training Design* (fifth). https://doi.org/10.1111/j.1744-6570.2007.00101_9.x
- Bond, A. J. H., Brimstin, J., & Carpenter, A. (2016). Immersive Games and Expert-Novice Differences Adaptive training. *Proceedings of the AHFE 2016 International Conference on Human Factors, Business Management and Society*, 699–711. <https://doi.org/10.1007/978-3-319-42070-7>
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach* (Springer, ed.). <https://doi.org/10.1016/b978-0-12-411355-8.50014-0>
- Bucklin, B. R., Brown, J., & Conard, A. L. (2018). Increasing Performance in the Automotive Industry Through Context-based Learning. *Performance Improvement*, 57(2), 26–32. <https://doi.org/10.1002/pfi.21770>
- Chyung, S. Y. (2008). *Foundations of instructional and performance technology*. U.S: HRD Press, Inc.
- Deveci, T. (2017). Andragogical , Pedagogical and Lifelong Learning Orientations of Freshman Engineering Students in a Project-Based Course. *Education for Life*, 31(1), 69–88.
- Dori, Y. J., Avargil, S., Kohen, Z., & Saar, L. (2018). Context-based learning and metacognitive prompts for enhancing scientific text comprehension.

International Journal of Science Education, 40(10), 1198–1220.
<https://doi.org/10.1080/09500693.2018.1470351>

Freisinger, G. M., Melnyk, R., & Novoselich, B. J. (2018). Andragogical learning characteristics in second-year and fourth-year mechanical engineering students. *ASEE Annual Conference and Exposition, Conference Proceedings, 2018-June*.

Gertler, J. J. (1998). *Fault detection and diagnosis in engineering systems*. New York: Marcel Dekker, Inc.

Gustafson, K. L., & Branch, R. M. (2002). *Survey of Instructional Development Models* (Fourth). New York: Educational Resources Information Centre.

Hussien, H. A. H. (2017). The effect of using context-based learning strategy REACT on developing secondary stage students' achievement in grammar, motivation and the transfer of learning on their oral performance. *Occasional Papers in the Development of English Education*, 63(2), 57–96.
<https://doi.org/10.21608/opde.2017.88015>

Januszewski, A., & Molenda, M. (2008). *Educational technology: A Definition with Commentary*. https://doi.org/10.5005/jp/books/11123_8

Kaneko, K., & Yamada, H. (2019). Job-sheet-based Analytics Regarding Knowledge Retention in Digital Fabrication Education. *Proceedings - 2019 8th International Congress on Advanced Applied Informatics, IIAI-AAI 2019*, 234–239. <https://doi.org/10.1109/IIAI-AAI.2019.00054>

Kang, J., Keinonen, T., Simon, S., Rannikmäe, M., Soobard, R., & Direito, I. (2019). Scenario Evaluation with Relevance and Interest (SERI): Development and Validation of a Scenario Measurement Tool for Context-Based Learning. *International Journal of Science and Mathematics Education*, 17(7), 1317–1338. <https://doi.org/10.1007/s10763-018-9930-y>

Losch, S., Traut-Mattausch, E., Mühlberger, M. D., & Jonas, E. (2016). Comparing the effectiveness of individual coaching, self-coaching, and group training: How leadership makes the difference. *Frontiers in Psychology*, 7(MAY), 1–17. <https://doi.org/10.3389/fpsyg.2016.00629>

Melnyk, R., Novoselich, B. J., & Freisinger, G. M. (2018). A broader look at the role of andragogy in engineering education. *ASEE Annual Conference and Exposition, Conference Proceedings, 2018-June*.

Miarso, Y. (2004). *Menyemai Benih Teknologi Pendidikan* (2nd ed.). Jakarta: Kencana.

Mikami, S., & Furukawa, M. (2018). The conditions for successful knowledge transfer in development-aid training programs. *International Journal of Training and Development*, 22(2), 107–125.
<https://doi.org/10.1111/ijtd.12121>

Mistry, R. D., Halkude, S. A., & Awasekar, D. D. (2016). APIT: Evidences of

aligning project based learning with various instructional strategies for enhancing knowledge in automobile engineering. *Proceedings - 2016 International Conference on Learning and Teaching in Computing and Engineering, LaTiCE 2016*, 107–114. <https://doi.org/10.1109/LaTiCE.2016.15>

Molenda, M., & Pershing, J. A. (2000). An Integrative Approach to Performance Improvement and Instructional Systems Design. *TechTrends*, 48(2), 26–32.

Na-nan, K., Chaiprasit, K., & Pukkeeree, P. (2017). Influences of workplace environment factors on employees' training transfer. *Industrial and Commercial Training*, 49(6), 303–314. <https://doi.org/10.1108/ICT-02-2017-0010>

Ogienko, O., & Lytovchenko, I. (2017). Andragogy as Theoretical Basis of Corporate Training in American Companies. *Edukacja – Technika – Informatyka*, 22(4), 97–102. <https://doi.org/10.15584/eti.2017.4.12>

Pershing, J. A. (2006). *Handbook of Human Performance Technology: Principles, Practices, and Potential* (Third). <https://doi.org/10.4018/978-1-4666-9587-0.les7>

Pertegal-Felices, M. L., Fuster-Guillo, A., Rico-Soliveres, M. L., Azorin-Lopez, J., & Jimeno-Morenilla, A. (2019). Practical method of improving the teamwork of engineering students using team contracts to minimize conflict situations. *IEEE Access*, 7, 65083–65092. <https://doi.org/10.1109/ACCESS.2019.2916343>

Plump, C. M., & LaRosa, J. (2017). Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novices. *Management Teaching Review*, 2(2), 151–158. <https://doi.org/10.1177/2379298116689783>

Prawiradilaga, D. S., & Chaeruman, U. A. (2018). *Modul Hypercontent Teknologi Kinerja (Performance Technology)*. Jakarta: Prenadamedia group.

Prins, G. T., Bulte, A. M. W., & Pilot, A. (2016). An Activity-Based Instructional Framework for Transforming Authentic Modeling Practices into Meaningful Contexts for Learning in Science Education. *Science Education*, 100(6), 1092–1123. <https://doi.org/10.1002/sce.21247>

Prins, G. T., Bulte, A. M. W., & Pilot, A. (2018). Designing context-based teaching materials by transforming authentic scientific modelling practices in chemistry. *International Journal of Science Education*, 40(10), 1108–1135. <https://doi.org/10.1080/09500693.2018.1470347>

Rowntree, D. (1994). *Preparing Materials for Open, Distance and Flexible Learning An Action Guide for Teachers and Trainers*. London: Kogan Page Limited.

Rusmariadi, I. K., Darmawa, I. P., & Negara, I. P. S. (2018). *The Development of*

Otomotive Electrical and Electronic Practice Teaching Material on Otomotive Field of SKKNI Based to Improve Student Majoring Achievement Standard Competence in Polytechnic. 1(Icst), 1008–1012.
<https://doi.org/10.2991/icst-18.2018.204>

Said, I. M., Sutadji, E., & Sugandi, M. (2016). The scientific approach-based cooperative learning tool for vocational students vocation program of autotronic (automotive electronic) engineering. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 6(3), 67–73.
<https://doi.org/10.9790/7388-0603046773>

Seels, B. B., & Richey, R. C. (1994). *Teknologi Pembelajaran: Definisi dan Kawasannya*. Jakarta: Unit Penerbitan Universitas Negeri Jakarta.

Shi, H. (2017). Planning Effective Educational Programs for Adult Learners. *World Journal of Education*, 7(3), 79. <https://doi.org/10.5430/wje.v7n3p79>

Sofyan, H., Us, T., Wakid, M., & Sulisty, B. (2019). Developing Micro-Teaching Video As Learning Media in Automotive Teacher Education. *Journal of Physics: Conference Series*, 1273(1).
<https://doi.org/10.1088/1742-6596/1273/1/012059>

Spector, M. (2016). *Foundations of Educational Technology: Integrative Approaches and Interdisciplinary Perspectives (Second)*. London: Routledge.

Suparman, M. A. (2014). *Desain Instruksional Modern (empat)*. Jakarta: Erlangga.

Tafakur, Yudiantoko, A., & Sudarwanto. (2020). The development of educational media based on the flipped classroom model on practical lesson in vocational education. *Journal of Physics: Conference Series*, 1446(1).
<https://doi.org/10.1088/1742-6596/1446/1/012015>

Tasso Eira de Aquino, C., Robertson, R., Allen, P., & Withey, P. (2017). A global learning-centered approach to higher education: workplace development in the 21st century. *Revista Tecnología, Ciencia y Educación*, 6(6), 34–48.

Widjanarko, D., Sofyan, H., & Surjono, H. D. (2016). Improving students' mastery on automotive electrical system using automotive electrical multimedia. *Research and Evaluation in Education*, 2(1), 71.
<https://doi.org/10.21831/reid.v2i1.8219>