

DAFTAR PUSTAKA

- Ahuja, A. (2016). A Study of Self-Efficacy among Secondary School Students in relation to Educational Aspiration and Academic Achievement. *Educational Quest- An International Journal of Education and Applied Social Sciences*, 7(3), 275. <https://doi.org/10.5958/2230-7311.2016.00048.9>
- Alighiri, D., & Drastisianti, A. (2018). Pemahaman Konsep Siswa Materi Larutan Penyangga Dalam Pembelajaran Multiple Representasi. *Pemahaman Konsep Siswa Materi Larutan Penyangga Dalam Pembelajaran Multiple Representasi*, 12(2), 2192–2200.
- Antara, H., & Prestasi, S. D. (2016). *Rian Andrian, 2016 HUBUNGAN ANTARA SELF-EFFICACY DENGAN PRESTASI BELAJAR Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu 1*. 1–10.
- Bryan, A., & Volchenkova, K. N. (2016). Blended Learning: Definition, Models, Implications for Higher Education. *Bulletin of the South Ural State University Series "Education. Education Sciences,"* 8(2), 24–30. <https://doi.org/10.14529/ped160204>
- Carle, M. S., & Flynn, A. B. (2020). Essential learning outcomes for delocalization (resonance) concepts: How are they taught, practiced, and assessed in organic chemistry? *Chemistry Education Research and Practice*, 21(2), 622–637. <https://doi.org/10.1039/c9rp00203k>
- Christopher Smith, K., & Villarreal, S. (2015). A reply to “Reinterpretation of Students’ Ideas when Reasoning about Particle Model Illustrations. A Response to ‘Using Animations in Identifying General Chemistry Students’ Misconceptions and Evaluating their Knowledge Transfer Relating to Particle Posit.” *Chemistry Education Research and Practice*, 16(3), 701–703. <https://doi.org/10.1039/c5rp00095e>
- Flammer, A. (2015). Self-Efficacy. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 4(1994), 504–508. <https://doi.org/10.1016/B978-0-08-097086-8.25033-2>
- Gilbert, J. K., & Treagust, D. F. (2009). *Introduction: Macro, Submicro and Symbolic Representations and the Relationship Between Them: Key Models in Chemical Education*. 1–8. https://doi.org/10.1007/978-1-4020-8872-8_1
- Handayani, F. (2013). Hubungan Self-Efficacy dengan Prestasi Belajar Siswa Akselerasi. *Character*, 1(2), 1–5.
- Hutchinson, J. C., Sherman, T., Martinovic, N., & Tenenbaum, G. (2008). The effect of manipulated self-efficacy on perceived and sustained effort. *Journal of Applied Sport Psychology*, 20(4), 457–472. <https://doi.org/10.1080/10413200802351151>
- Innovation, L. (2010). *Learning outcomes*. (July), 113–113. <https://doi.org/10.1039/9781847557858-00113>

- Jeffrey, L., Milne, J., Suddaby, G., & Higgins, A. (2014). Blended Learning: How Teachers Balance the Blend of Online and Classroom Components. *Journal of Information Technology Education: Research*, 13, 121–140. <https://doi.org/10.28945/1968>
- Kimia, P., & Sma, D. I. (n.d.). *Korelasi antara self-efficacy dengan hasil belajar siswa dalam mata pelajaran kimia di sma*. 1–10.
- Koohang, A., Smith, T., Floyd, K., Skovira, R., Kohun, F., & Delorenzo, G. (2010). Panel Discussion: The State of Blended Learning. *Proceedings of the 2010 InSITE Conference*, (2005), 705–708. <https://doi.org/10.28945/1284>
- Laland, K. N., & Rendell, L. (2019). Social learning: Theory. *Encyclopedia of Animal Behavior*, pp. 380–386. <https://doi.org/10.1016/B978-0-12-813251-7.00057-2>
- Lalima, D., & Lata Dangwal, K. (2017). Blended Learning: An Innovative Approach. *Universal Journal of Educational Research*, 5(1), 129–136. <https://doi.org/10.13189/ujer.2017.050116>
- Nugroho, O. A. (2007). Hubungan Antara Self Efficacy, Penyesuaian Diri Dan Prestasi Akademik Mahasiswa. *Widya Warta*, 2, 55–65.
- O’Neil, H. F., Wainess, R., & Baker, E. L. (2005). Classification of learning outcomes: Evidence from the computer games literature. *Curriculum Journal*, 16(4), 455–474. <https://doi.org/10.1080/09585170500384529>
- Offline, E., & Learning, M. (2003). Blended. *Economist*, 366(8308), 61.
- Process, T H E Bailey, J., Ellis, S., Schneider, C., & T. V. A. (n.d.). <BLIG-2.0-Final-PaperBLImpementationGude.pdf>.
- Rahmawati, G. (2020). *Hubungan self-efficacy dengan prestasi belajar kimia siswa sma*.
- Raycroft, M. A. R., & Flynn, A. B. (2020). What works? What’s missing? An evaluation model for science curricula that analyses learning outcomes through five lenses. *Chemistry Education Research and Practice*, 21(4), 1110–1131. <https://doi.org/10.1039/c9rp00157c>
- Rodri, J., & Perna, J. (2020). *Research and Practice Developing technological pedagogical science knowledge through educational computational chemistry : a case study of pre-service chemistry*. (Cc), 638–654. <https://doi.org/10.1039/c9rp00273a>
- Skagen, D., Mccollum, B., & Morsch, L. (2018). *Research and Practice Developing communication confidence and professional identity in chemistry through international online collaborative learning*. 567–582. <https://doi.org/10.1039/c7rp00220c>
- Stieff, M., & Wilensky, U. (2003). Connected Chemistry—Incorporating Interactive Simulations into the Chemistry Classroom. *Journal of Science Education and Technology*, 12(3), 285–302. <https://doi.org/10.1023/A:1025085023936>