

## DAFTAR PUSTAKA

- Abungu, H. E., Okere, M. I. O., & Wachanga, S. W. (2014). The Effect of Science Process Skills Teaching Approach on Secondary School Students' Achievement in Chemistry in Nyando District, Kenya. *Journal of Educational and Social Research*, 4(6), 359–372. <https://doi.org/10.5901/jesr.2014.v4n6p359>
- Adawiyah, S. R., Mahdian, & Suharto, B. (2019). IMPROVING SCIENCE PROCESS SKILLS AND STUDENTS' LEARNING OUTCOMES USING POE LEARNING MODELS ON ELECTROLITE AND NON ELECTROLITE SOLUTION MATERIALS. *Journal of Chemistry And Education*, 3(1), 40–46.
- Agam, C. F., Syamsurizal, & Epinur. (2022). Correlation of a Project-Based Learning Model With Student. *UNESA Journal of Chemical Education ISSN: 2252-9454*, 11(2), 121–128.
- Andriani, R., Muhali, M., & Dewi, C. A. (2019). Pengaruh Model Pembelajaran POE (Predict-Observe-Explain) Berorientasi Chemoentrepreneurship Terhadap Pemahaman Konsep Siswa Pada Materi Larutan Penyangga. *Hydrogen: Jurnal Kependidikan Kimia*, 5(2), 94. <https://doi.org/10.33394/hjkk.v5i2.1649>
- Budiyono, A., & Hartini, H. (2016). Pengaruh Model Pembelajaran Inkuiri Terbimbing Terhadap Keterampilan Proses Sains Siswa SMA. *Wacana Didaktika*, 4(2), 141–149. <https://doi.org/10.31102/wacanadidaktika.4.2.141-149>
- Canlas, A. C., & Guevarra, M. D. (2020). Jurnal Pendidikan MIPA. *Jurnal Pendidikan*, 24(March), 225–234. [https://www.researchgate.net/profile/Annalyn-Canlas/publication/342500825\\_Model-Based\\_Learning\\_Approach\\_Effects\\_on\\_Students'\\_Academic\\_Performance\\_and\\_Attitudes\\_in\\_Earth\\_science/links/6039e316299bf1cc26f426ef/Model-Based-Learning-Approach-Effects-on-Studen](https://www.researchgate.net/profile/Annalyn-Canlas/publication/342500825_Model-Based_Learning_Approach_Effects_on_Students'_Academic_Performance_and_Attitudes_in_Earth_science/links/6039e316299bf1cc26f426ef/Model-Based-Learning-Approach-Effects-on-Studen)
- Chen, J. C. (2022). Developing a cycle-mode POED model and using scientific inquiry for a practice activity to improve students' learning motivation, learning performance, and hands-on ability. *Interactive Learning Environments*, 30(7), 1252–1264. <https://doi.org/10.1080/10494820.2020.1716023>
- Citra Mutiyah, Dedi Irwandi, E. S. B. (2018). MODEL PEMBELAJARAN PREDICT, OBSERVE, EXPLAIN (POE) TERHADAP KETERAMPILAN PROSES SAINS SISWA PADA MATERI LARUTAN ELEKTROLIT DAN NONELEKTROLIT. 7(1), 39–50.
- Cohen, L., Manion, L., dan M. k. (2018). *Research Method In Education*.
- Creswell, J. W. (2012). *Educational Research*.
- Creswell, J. W., & Creswell, J. D. (2018). Mixed Methods Procedures. In *Research Defign: Qualitative, Quantitative, and Mixed M ethods Approaches*.
- Dhia Octariani, A. C. P. (2020). Jurnal Pendidikan Matematika dan Sains Jurnal Pendidikan Matematika dan Sains. *ASIMETRIS: Jurnal Pendidikan Matematika Dan Sains*, 1(2), 43–49.

- Erdem Özcan, G., & Uyanık, G. (2022). The effects of the “Predict-Observe-Explain (POE)” strategy on academic achievement, attitude and retention in science learning. *Journal of Pedagogical Research*, 6(3), 103–111. <https://doi.org/10.33902/jpr.202215535>
- Firawati. (2021). PENGARUH MODEL PEMBELAJARAN PREDICT OBSERVE EXPLAIN (POE) MELALUI ONLINE TERHADAP HASIL BELAJAR BIOLOGI KONSEP SISTEM GERAK MANUSIA PADA SISWA KELAS XI SMAN 3 MAROS. *Skripsi*, 6.
- Furqani, D., Feranie, S., & Winarno, N. (2018). *The Effect of Predict-Observe-Explain ( POE ) Strategy on Students ’ Conceptual Mastery and Critical Thinking in Learning Vibration and Wave*. 2(September). <https://doi.org/10.17509/jsl.v2i1.12879>
- Hemayanti, K. L., Muderawan, I. W., & Selamat, I. N. (2020). Analisis Minat Belajar Siswa Kelas Xi Mia Pada Mata Pelajaran Kimia. *Jurnal Pendidikan Kimia Indonesia*, 4(1), 20. <https://doi.org/10.23887/jpk.v4i1.24060>
- Hodosyová, M., Útla, J., Vnuková, P., & Lapitková, V. (2015). The Development of Science Process Skills in Physics Education. *Procedia - Social and Behavioral Sciences*, 186, 982–989. <https://doi.org/10.1016/j.sbspro.2015.04.184>
- Indrawati, W. S. (2009). Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan Untuk Guru SD. *Pusat Pengembangan Dan Pemberdayaan Pendidik Dan Tenaga Kependidikan Ilmu Pengetahuan Alam (PPPPTK IPA)*, 45.
- Irwanto, Rohaeti, E., Widjajanti, E., & Suyanta. (2017). Students’ science process skill and analytical thinking ability in chemistry learning. *AIP Conference Proceedings*, 1868. <https://doi.org/10.1063/1.4995100>
- Karsli Baydere, F. (2021). Effects of a context-based approach with prediction-observation-explanation on conceptual understanding of the states of matter, heat and temperature. *Chemistry Education Research and Practice*, 22(3), 640–652. <https://doi.org/10.1039/d0rp00348d>
- Maypalita, F., & Zainul, R. (2017). Pengaruh Penggunaan Lembar Kerja Siswa ( LKS ) Berbasis Inkuiri Terbimbing Pada Materi Larutan Penyangga Terhadap Hasil Belajar Siswa Kelas XI IPA SMAN 5 Padang. *Jurnal UNP*, 2(5), 1–8. <https://doi.org/10.31227/osf.io/j3fxc>
- Muna, I. A. (2017). Model Pembelajaran POE (Predict-Observe- Explain) dalam Meningkatkan Pemahaman. *Jurnal Studi Agama*, 5(1), 73–91.
- Nurlaili, N. (2019). Analisis Keterlaksanaan Model Pembelajaran Predict Observe Explain Pada Materi Larutan Elektrolit Dan Nonelektrolit Dan Pengaruhnya Terhadap Keterampilan Proses Sains Siswa. *Journal of The Indonesian Society of Integrated Chemistry*, 11(1), 28–37. <https://doi.org/10.22437/jisic.v11i1.6833>
- Okta Nurfiyanti, I., Suharsono, S., & Faisal Mustofa, R. (2019). Pengaruh Model Pembelajaran Poe(Predict-Observe-Explain) Terhadap Hasil Belajar Dan Kemampuan Berpikir Kritispeserta Didik Pada Konsep Keanekaragaman Hayati. *BIOSFER : Jurnal Biologi Dan Pendidikan Biologi*, 4(2), 67–72. <https://doi.org/10.23969/biosfer.v4i2.1928>
- Pamungkas, M. S. H., Mulyani, S., & Saputro, S. (2017). Penerapan Model Pembelajaran Poe Dengan Metode Praktikum Untuk Meningkatkan Rasa Ingin Tahu Dan Prestasi Belajar Kimia Siswa. *Paedagogia*, 20(1), 46.



- <https://doi.org/10.20961/paedagogia.v20i1.16596>
- Purnamasari, I. E., & Suryanti. (2022). EFEKTIVITAS PEMBELAJARAN POE ( PREDICT , OBSERVE , AND EXPLAIN ) TERHADAP PENINGKATAN KETERAMPILAN PROSES SAINS SISWA SD KELAS V DALAM PEMBELAJARAN DARING Indrianti Eka Purnamasari Abstrak. *Jurnal Biologi*, 10.
- Restami, M. P., Suma, ; K, & Pujani, ; M. (2013). Pengaruh Model Pembelajaran Poe (Predict-Observe-Explaint)Terhadap Pemahaman Konsep Fisika Dan Sikap Ilmiah Ditinjau Dari Gaya Belajar Siswa. *Journal Program Pascasarjana*, 3(1), 1–11. [https://ejournal-pasca.undiksha.ac.id/index.php/jurnal\\_ipa/article/view/716](https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_ipa/article/view/716)
- Retnawati, H. (2017). Reliabilitas Instrumen Penelitian. *Jurnal Pendidikan Teknik Mesin Unnes*, 12(1), 129541. [http://staffnew.uny.ac.id/upload/132255129/pengabdian/8](http://staffnew.uny.ac.id/upload/132255129/pengabdian/8%20Reliabilitas3%20alhamdulillah.pdf)
- rifatun, D., Martini, K., & Utomo, S. (2014). Pengaruh Model Pembelajaran Predict Observe Explaint (Poe) Menggunakan Metode Eksperimen Dan Demonstrasi Terhadap Prestasi Belajar Siswa Pada Pokok Bahasan Larutan Penyangga Kelas Xi Sma Al Islam 1 Surakarta Tahun Pelajaran 2013/2014. *Jurnal Pendidikan Kimia*, 3(3), 11–16.
- Rozana, T., Jufrida, J., & Basuki, F. R. (2018). Penerapan Model Pembelajaran Poe Untuk Meningkatkan Keterampilan Proses Sains Kelas Xi Sman 11 Jambi. *EduFisika*, 3(02), 66–80. <https://doi.org/10.22437/edufisika.v3i02.4541>
- Sanubari, F., & Yamtinah, S. (2014). PENERAPAN METODE PEMBELAJARAN TUTOR TEMAN SEBAYA DILENGKAPI DENGAN MEDIA INTERAKTIF FLASH UNTUK MENINGKATKAN MINAT DAN PRESTASI BELAJAR SISWA KELAS XI IPA 1 SMA NEGERI 1 SUKOHARJO TAHUN PELAJARAN 2013 / 2014 PADA MATERI LARUTAN PENYANGGA. 3(4), 145–154.
- Sari, S. N., Supriyanti, F. M. T., & Dwiyantri, G. (2019). Analisis Keterampilan Proses Sains Pembelajaran Larutan Penyangga Menggunakan Siklus Belajar Hipotesis Deduktif. *EduChemia (Jurnal Kimia Dan Pendidikan)*, 4(1), 77. <https://doi.org/10.30870/educhemia.v4i1.4055>
- Siachibila, B., & Banda, A. (2018). *Science Process Skills Assessed in the Examinations Council of Zambia (ECZ) Senior Secondary School Chemistry-5070/3 Practical Examinations*. 10(5), 17–23. [www.iiste.org](http://www.iiste.org)
- Sunyono, S. (2018). Science Process Skills Characteristics of Junior High School Students in Lampung. *European Scientific Journal, ESJ*, 14(10), 32. <https://doi.org/10.19044/esj.2018.v14n10p32>
- Uriyah, N., Supardi, Z. A. I., & Suryanti. (2023). Effectiveness of POE Learning Model on Science Process Skills in Temperature and Heat of Elementary Students. *Studies in Philosophy of Science and Education*, 4(2), 66–76. <https://doi.org/10.46627/sipose.v4i2.283>
- Wibowo, vinda syavira, & Nurharyati, S. (2019). Analisis keterampilan proses sains melalui guided inquiry blended learning pada materi larutan penyangga. *Journal of Chemistry In Education*, 8(2252–6609), 2–9.
- Yang, K. H., & Chen, H. H. (2021). What increases learning retention: employing the prediction-observation-explanation learning strategy in digital game-based learning. *Interactive Learning Environments*, 31(6), 3898–3913.

<https://doi.org/10.1080/10494820.2021.1944219>

Yuenyong, J., & Yuenyong, C. (2021). Examining Grade 5 students' capability of analytical thinking in learning about heat conduction through Predict - Observe - Explain (POE) strategy. *Journal of Physics: Conference Series*, 1835(1). <https://doi.org/10.1088/1742-6596/1835/1/012024>

Yuni, W., Mutmainna, P. A., & Agustina, S. (2022). Penggunaan Model Pembelajaran (PEO) untuk menganalisis keterampilan proses sains materi asam basa kelas XI di SMA 1 kilo. *Jurnal Pendidikan Kimia Dan Ilmu Kimia*, 5(2), 61–73.

