

DAFTAR PUSTAKA

- Alzain, A. M., Ireson, G., Clark, S., & Jwaid, A. (2017). Learning style instruments: implications of content. *International Journal of Sustainable Energy*, 6(1), 18. <https://doi.org/10.20533/ijsed.2046.3707.2017.0040>
- Ascough, R. S. (2011). Learning (About) Outcomes: How the Focus on Assessment Can Help Overall Course Design. *Canadian Journal of Higher Education*, 41(2), 44-61. <https://doi.org/10.47678/cjhe.v41i2.549>
- Atkinson, E. (2000). An investigation into the relationship between teacher motivation and pupil motivation. *Educational Psychology*, 20, 45–57. <https://doi.org/10.1080/014434100110371>
- Ayre, C., & Scally, A. J. (2014). Critical values for Lawshe's content validity ratio: revisiting the original methods of calculation. *Measurement and evaluation in counseling and development*, 47(1), 79-86. <https://doi.org/10.1177/0748175613513808>
- Berger, V. W., & Zhou, Y. (2014). Kolmogorov–smirnov test: Overview. *Wiley statsref: Statistics reference online*. <https://doi.org/10.1002/9781118445112.stat06558>
- Boctor, L. (2013). Active-learning strategies: The use of a game to reinforce learning in nursing education. A case study. *Nurse education in practice*, 13(2), 96-100. <https://doi.org/10.1016/j.nep.2012.07.010>
- Brooks, S., Dobbins, K., Scott, J. J., Rawlinson, M., & Norman, R. I. (2014). Learning about learning outcomes: The student perspective. *Teaching in Higher Education*, 19(6), 721-733. <https://doi.org/10.1080/13562517.2014.901964>
- Chang, R. (2010). *Chemistry 10th edition*. New York: McGraw-Hill.
- Cohen, J. (1992). Statistical power analysis. *Current directions in psychological science*, 1(3), 98-101. <https://doi.org/10.1111/1467-8721.ep10768783>
- Cohen, J. (2013). *Statistical power analysis for the behavioral sciences*. Routledge.
- Cohen, L. Morrison, K. (2007). *Research methods in education*. (6th Ed.). New York: Routledge
- Creswell, J. W. (2012). *Education researchh: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). New York: Pearson.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches*. Fifth edition. Los Angeles, SAGE.
- Dobson, J. L. (2010). A comparison between learning style preferences and sex, status, and course performance. *Advances in physiology education*, 34(4), 197-204. <https://doi.org/10.1152/advan.00078.2010>

- Everly, M. C. (2013). Are students' impressions of improved learning through active learning methods reflected by improved test scores?. *Nurse Education Today*, 33(2), 148-151. <https://doi.org/10.1016/j.nedt.2011.10.023>
- Fazey, I., Fazey, J. A., & Fazey, D. M. (2005). Learning more effectively from experience. *Ecology and Society*, 10(2). <https://doi.org/10.5751/ES-01384-100204>
- Fleming, N. D., & Mills, C. (1992). Not Another Inventory, Rather a Catalyst for Reflection. To Improve the Academy, 11(1), 137-155. <https://doi.org/10.1002/j.2334-4822.1992.tb00213.x>
- Gilbert, G. E., & Prion, S. (2016). Making sense of methods and measurement: Lawshe's content validity index. *Clinical Simulation in Nursing*, 12(12), 530-531. <https://doi.org/10.1016/j.ecns.2016.08.002>
- Hawk, T. F., & Shah, A. J. (2007). Using learning style instruments to enhance student learning. *Decision Sciences Journal of Innovative Education*, 5(1), 1-19. <https://doi.org/10.1111/j.1540-4609.2007.00125.x>
- Honarmand, R., Rostampour, M., & Abdorahimzadeh, J. (2015). The effect of game Tic Tac Toe and flash cards on zero beginners' vocabulary learning. *International Journal of Educational Investigations*, 2(3), 27-41.
- Hocking, J., & Carlin, J. B. (1999). Design of cross-sectional surveys using cluster sampling: an overview with Australian case-studies. *Australian and New Zealand journal of public health*, 23(5), 546-51. <https://doi.org/10.1111/j.1467-842X.1999.tb01317.x>
- Ilham, K., Jahring, J., & Subawo, M. (2021). Analisis Kemampuan Komunikasi Matematis Ditinjau Dari Gaya Belajar. *Square: Journal of Mathematics and Mathematics Education*, 3(1), 56-65. <https://doi.org/10.21580/square.2021.3.1.7704>
- Kumar, D., Jaipurkar, R., Shekhar, A., Sikri, G., & Srinivas, V. (2021). Item analysis of multiple choice questions: A quality assurance test for an assessment tool. *Medical Journal Armed Forces India*, 77, S85-S89. <https://doi.org/10.1016/j.mjafi.2020.11.007>
- Kravchenko, A. V. (2016). Language as human ecology: A new agenda for linguistic education. *New Ideas in Psychology*, 42, 14-20. <https://doi.org/10.1016/j.newideapsych.2015.05.002>
- Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel psychology*, 28(4), 563-575. <https://doi.org/10.1111/j.1744-6570.1975.tb01393.x>
- Li, J., Han, S. H., & Fu, S. (2019). Exploring the relationship between students' learning styles and learning outcome in engineering laboratory education. *Journal of Further and Higher Education*, 43(8), 1064-1078. <https://doi.org/10.1080/0309877X.2018.1449818>

- Lesch, L. (2009). *Learning not schooling: reimagining the purpose of education.* R&L Education.
- MacFarland, T. W., & Yates, J. M. (2016). *Introduction to nonparametric statistics for the biological sciences using R* (pp. 103-132). Cham: Springer. <https://doi.org/10.1007/978-3-319-30634-6>
- Mestre, L. S. (2010). Matching up learning styles with learning objects: What's effective?. *Journal of Library Administration*, 50(7-8), 808-829. <https://doi.org/10.1080/01930826.2010.488975>
- Mubarok, H. (2019). High Order Thinking Skill dalam Pembentukan Karakter Siswa Sekolah Dasar di Era Industry 4.0. *Jurnal Elementary*, 7(2), 215-230. <https://doi.org/10.21043/elementary.v7i2.6107>
- Nabilla, I., Iswari, M., & Evanofrita, E. (2023). Peningkatan Hasil Belajar Tematik Menggunakan Strategi Pembelajaran Think-Tac-Toe pada Siswa Tunagrahita Ringan. *Jurnal Penelitian Pendidikan Khusus*, 11(2), 163-173.
- Nafisa, M. D., & Fitri, R. (2023). Implementasi Kurikulum Merdeka Dalam Penerapan Pembelajaran Berdiferensiasi di Lembaga PAUD. *Jurnal Studi Guru Dan Pembelajaran*, 6(2), 179-188. <https://doi.org/10.30605/jsgp.6.2.2023.2840>
- Ningsih, S., & Dukalang, H. H. (2019). Penerapan metode suksesif interval pada analisis regresi linier berganda. *Jambura Journal of Mathematics*, 1(1), 43-53. <https://doi.org/10.34312/jjom.v1i1.1742>
- Nuryadi, N., Astuti, T. D., Sri Utami, E., & Budiantara, M. (2017). *Dasar-Dasar Statistik Penelitian*. Yogyakarta: Dibuku Media
- Neumann, J. W. (2013, April). Developing a new framework for conceptualizing “student-centered learning”. In *The Educational Forum* (Vol. 77, No. 2, pp. 161-175). Taylor & Francis Group. <https://doi.org/10.1080/00131725.2012.761313>
- Noor, N. M., Hamizan, N. I., & Ab Rahim, R. (2013, December). The framework for learning using video based on cognitive load theory among visual learners. In *2013 IEEE 5th Conference on Engineering Education (ICEED)* (pp. 15-20). IEEE. <https://doi.org/10.1109/ICEED.2013.6908295>
- Nonis, S. A., & Hudson, G. I. (2010). Performance of college students: Impact of study time and study habits. *Journal of education for Business*, 85(4), 229-238. <https://doi.org/10.1080/08832320903449550>
- Orgill, M., & Sutherland, A. (2008). Undergraduate chemistry students' perceptions of and misconceptions about buffers and buffer problems. *Chemistry education research and practice*, 9(2), 131-143. <https://doi.org/10.1039/B806229N>
- Othman, N., & Amiruddin, M. H. (2010). Different perspectives of learning styles from VARK model. *Procedia-Social and Behavioral Sciences*, 7, 652-660. <https://doi.org/10.1016/j.sbspro.2010.10.088>

- Perez, E. T., & Dolotallas, A. C. (2016). Think-Tac-Toe Game Strategy: Its effect on the Students' Performance in Chemistry. *Journal of Education & Social Policy*, 3(6).
- Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In *Handbook of self-regulation* (pp. 451-502). Academic Press. <https://doi.org/10.1016/B978-012109890-2/50043-3>
- Prast, E. J., Van de Weijer-Bergsma, E., Kroesbergen, E. H., & Van Luit, J. E. (2018). Differentiated instruction in primary mathematics: Effects of teacher professional development on student achievement. *Learning and Instruction*, 54, 22-34. <https://doi.org/10.1016/j.learninstruc.2018.01.009>
- Quílez, J. (2019). A categorisation of the terminological sources of student difficulties when learning chemistry. *Studies in Science Education*, 55(2), 121-167. <https://doi.org/10.1080/03057267.2019.1694792>
- Rovai, A. P., Wighting, M. J., Baker, J. D., & Grooms, L. D. (2009). Development of an instrument to measure perceived cognitive, affective, and psychomotor learning in traditional and virtual classroom higher education settings. *The Internet and higher education*, 12(1), 7-13. <https://doi.org/10.1016/j.iheduc.2008.10.002>
- Sari, N. A. (2020). Modul pembelajaran kimia SMA kelas XI: Larutan Penyangga. Jakarta: Direktorat SMA.
- Samblis, K. (2006). Think-Tac-Toe, a Motivating Method of Increasing Comprehension. *The Reading Teacher*, 59(7), 691-694. <https://doi.org/10.1598/RT.59.7.8>
- Schmidt, R. C. (1997). Managing Delphi Surveys Using Nonparametric Statistical Techniques. *Decision Sciences*, 28(3), 763-774. <https://doi.org/10.1111/j.1540-5915.1997.tb01330.x>
- Sertdemir, Y. A. S. A. R., Burgut, H. R., Alparslan, Z. N., Unal, I., & Gunasti, S. (2013). Comparing the methods of measuring multi-rater agreement on an ordinal rating scale: a simulation study with an application to real data. *Journal of Applied Statistics*, 40(7), 1506-1519. <https://doi.org/10.1080/02664763.2013.788617>
- Shapiro, S.S. and Wilk, M.B. (1965). An Analysis of Variance Test for Normality (Complete Samples). *Biometrika*, Vol. 52, No. 3/4, pp. 591-611. <https://doi.org/10.1093/biomet/52.3-4.591>
- Sheskin, D. J. (2003). *Handbook of parametric and nonparametric statistical procedures*. Chapman and hall/CRC. <https://doi.org/10.1201/9781420036268>
- Shiue, Y. M., & Hsu, Y. C. (2017). Understanding factors that affecting continuance usage intention of game-based learning in the context of collaborative learning. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(10), 6445-6455. <https://doi.org/10.12973/ejmste/77949>

- Suhardi, Moh. (2018). *Belajar dan Pembelajaran*. Yogyakarta: Group Penerbitan CV Budi Utama.
- Soares, D. L., Lemos, G. C., Primi, R., & Almeida, L. S. (2015). The relationship between intelligence and academic achievement throughout middle school: The role of students' prior academic performance. *Learning and Individual differences*, 41, 73-78. <https://doi.org/10.1016/j.lindif.2015.02.005>
- Sousa, D. A., & Tomlinson, C. A. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom*. Solution Tree Press.
- Swank, J. M., & Mullen, P. R. (2017). Evaluating evidence for conceptually related constructs using bivariate correlations. *Measurement and Evaluation in Counseling and Development*, 50(4), 270-274. <https://doi.org/10.1080/07481756.2017.1339562>
- Taylor, D. L., Yeung, M., & Bashet, A. Z. (2021). Personalized and adaptive learning. *Innovative Learning Environments in STEM Higher Education: Opportunities, Challenges, and Looking Forward*, 17-34. https://doi.org/10.1007/978-3-030-58948-6_2
- Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms*. VA: Ascd.
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. ASCD.
- Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum merdeka belajar kampus merdeka: Sebuah kajian literatur. *Research and Development Journal of Education*, 8(1), 185-201. <https://doi.org/10.30998/rdje.v8i1.11718>
- Wu, B. J., Wong, S. K., & Li, T. W. (2019). Virtual titration laboratory experiment with differentiated instruction. *Computer Animation and Virtual Worlds*, 30(3-4), e1882. <https://doi.org/10.1002/cav.1882>
- Wulf, C. (2019). "From teaching to learning": Characteristics and challenges of a student-centered learning culture. *Inquiry-based learning—Undergraduate research: The german multidisciplinary experience*, 47-55. https://doi.org/10.1007/978-3-030-14223-0_5
- Zhang, H. (2017). Accommodating different learning styles in the teaching of economics: with emphasis on Fleming and Mill's sensory-based learning style typology. *Applied Economics and Finance*, 4(1), 72-83. <https://doi.org/10.11114/aef.v4i1.1921>