

DAFTAR PUSTAKA

- Abumchukwu, A. A.; Eke J. A.; Achugbu, C.N.I. (2021). Effects of ethnochemistry instructional strategy on secondary school students' achievement in chemistry in Onitsha Education Zone. *African Journal of Science. Technology & Mathematics Education (AJSTME)*, 6(1), 121-128.
- Aizikovitsh-Udi, E., & Cheng, D. (2015). Developing Critical Thinking Skills from Dispositions to Abilities: Mathematics Education from Early Childhood to High School. *Creative Education*, 06(04), 455–462. <https://doi.org/10.4236/ce.2015.64045>
- Ajayi, V. O., & Achor, E. (2017). Use of Ethnochemistry Teaching Approach and Achievement and Retention of Senior Secondary Students in Standard Mixture Separation Techniques. *ICSHER Journal*, 3 (1) (December), 21–30.
- Akbar & Djakariah. (2024). The Effectiveness Of Using Augmented Reality-Based Learning Media In Chemistry Learning In The Era Of Society 5.0. *UNESA Journal of Chemical Education*, 13(2), 86-99. <https://doi.org/10.26740/ujced.v13n2.p86-99>
- Albari, F. B., Augustianingrum, N. K., & Rachmawati, W. S. (2021). Pemanfaatan hasil evaluasi dan refleksi dalam pembelajaran desain grafis percetakan di SMKN 3 Cimahi. *Eduscience: Jurnal Ilmu Pendidikan*, 7(1), 26.
- Aljaafil, E. (2019). Critical Thinking Skills Ills For Primary Edu Education : Cation : The Case In Lebanon. *Turquiose International Journal of Educational Research and Social Studies*, 1(1), 1–7.
- Anderson, Lorin W; Krathwohl, David R. (2010). *Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen*. Yogyakarta: Pustaka Pelajar.
- Astuti, A. D. and Prestiadi, D. (2020). Efektivitas penggunaan media belajar dengan sistem daring ditengah pandemi Covid-19, in *Prosiding Web-Seminar Nasional (Webinar)*, pp. 129–135.
- Avilés-Cruz, C., & Villegas-Cortez, J. (2019). A smartphone-based *Augmented Reality* system for university students for learning digital electronics. *Computer Applications in Engineering Education*, 27(3), 615–630. <https://doi.org/10.1002/cae.22102>
- Çetin, H., & Türkan, A. (2022). The Effect of *Augmented Reality* based applications on achievement and attitude towards science course in distance education process. *Education and Information Technologies*, 1397–1415. <https://doi.org/10.1007/s10639-021-10625-w>

- Chang, Raymond. (2003). *Kimia Dasar Konsep-Konsep Inti Edisi 3*. Jakarta: Erlangga.
- Chibuye, B., & Singh, I. S. (2024). Integration of local knowledge in the secondary school chemistry curriculum-A few examples of ethno-chemistry from Zambia. *Heliyon*, 10(7), e29174. <https://doi.org/10.1016/j.heliyon.2024.e29174>.
- Damayanti, K., Susilogati, S., & Kadarwati, S. (2021). Analisis miskonsepsi peserta didik pada materi hidrolisis garam dalam pembelajaran dengan model guided inquiry. *Jurnal Inovasi Pendidikan Kimia*, 15(1), 2731-2744
- Danczak, S. M., Thompson, C. D., & Overton, T. L. (2017). "What does the term Critical Thinking mean to you?" A qualitative analysis of chemistry undergraduate, teaching staff and employers' views of critical thinking. *Chemistry Education Research and Practice*, 18(3), 420–434. <https://doi.org/10.1039/c6rp00249h>
- Darmiyanti, W., Rahmawati, Y., Kurniadewi, F., & Ridwan, A. (2017). Analisis Model Mental Siswa Dalam Penerapan Model Pembelajaran Learning Cycle 8e Pada Materi Hidrolis Garam. *Jurnal Riset Pendidikan Kimia (JRPK)*, 7 (1), 38 - 51. <https://doi.org/10.21009/JRPK.071.06>
- Davidowitz, B., Chittleborough, G., & Murray, E. (2010). Student-generated submicro diagrams: A useful tool for teaching and learning chemical equations and stoichiometry. *Chemistry Education Research and Practice*, 11(3), 154–164. <https://doi.org/10.1039/c005464j>
- Demircioglu, T., Karakus, M., & Ucar, S. (2023). Developing Students' Critical Thinking Skills and Argumentation Abilities Through Augmented Reality–Based Argumentation Activities in Science Classes. *Science and Education*, 32(4), 1165–1195. <https://doi.org/10.1007/s11191-022-00369-5>
- Dewi, L. M. I., & Rimpiati, N. L. (2016). Efektivitas Penggunaan Media Pembelajaran Video Interaktif Dengan Seting Diskusi Kelompok Kecil Untuk Meningkatkan Keterampilan Berpikir Kritis Pada Anak Usia Dini. *Jurnal Pendidikan Universitas Dhyana Pura*, 1(1), 31–46.
- Facione, P. A. (2015). *Critical Thinking: What It Is and Why It Counts* (Issue December). CA; Measured Reasons and The California Academic Press.
- Fadli, A., & Irwanto. (2020). The effect of local wisdom-based ELSII learning model on the problem solving and communication skills of pre-service islamic teachers. *International Journal of Instruction*, 13(1), 731–746. <https://doi.org/10.29333/iji.2020.13147a>
- Fakhiroh, N. Z., Suprijono, A., & M, Jacky. (2020). Etnopedagogi kesenian Reog

- Cemandi untuk penguatan pendidikan karakter bangsa peserta didik Kelas V Sekolah Dasar. *Jurnal Education and Development*, 8(3), 231–236.
- Fathonah, N., Rahardjo, S. B., & Prayitno, B. A. (2020). Analysis of students' critical thinking ability of junior high school in Ngawi. *International Journal of Education and Science and Social Science Research*, 3(6), 81-87
- Fauzan, M., Nadhir, A., Kustanti, S., & Suciani. (2022). Pembelajaran Diskusi Kelompok Kecil: Seberapa Efektif kah dalam Meningkatkan Keterampilan Berfikir Kritis Pada Siswa?. *AKSARA: Jurnal Ilmu Pendidikan Nonformal*, 8(3), 1805- 1814. <https://doi.org/10.37905/Aksara>
- Fitria, M. R. (2022). Meningkatkan Kemampuan Berpikir Kritis melalui Pengembangan Model OIDDE Berbantuan Studi Kasus pada Mata Kuliah Pendidikan Pancasila. *Jurnal Ilmiah Pendidikan Pancasila dan Kewarganegaraan*, 7(1), 179-188. <http://journal2.um.ac.id/index.php/jppk>.
- Fukuda, K. (2019). Science, Technology and Innovation Ecosystem Transformation Toward Society 5.0. *International Journal of Production Economics*. <https://doi.org/10.1016/j.ijpe.2019.07.033>
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- Godwin-jones, R. (2016). Emerging Technologies Augmented Reality And Language Learning : From Annotated Vocabulary To Place-Based Mobile Games. *Language learning and technology*, 20(3), 9–19.
- Gorokhov, V. (2010). Vladimir I. Kurashov: History and Philosophy of Chemistry. *HYLE International Journal for Philosophy of Chemistry*, 16(2), 121–125.
- Hill, A. (2010). Reflections on beliefs and practices from New Zealand outdoor educators: Consistencies and conflicts. *Australian Journal of Outdoor Education*, 14(1), 30–40.
- Huang, K., Ball, C., Francis, J., & Ratan, R. A. (2019). Augmented Versus Virtual Reality in Education : *Cyberpsychology, Behavior, and Social Networking*, 00(00), 1–6. <https://doi.org/10.1089/cyber.2018.0150>
- Huddle, P. A., & Pillay, A. E. (1996). An In-Depth Study of Misconceptions in Stoichiometry and Chemical Equilibrium at a South African University. In *Journal of Research In Science Teaching*, 33(1), 65-77.
- Khaerul Watoni A., M. (2022). Etnopedagogi sebagai Pembelaan Identitas Bangsa. *ICHELSS: Konferensi Internasional tentang Humaniora, Pendidikan, Hukum, dan Ilmu Sosial*, 2 (1), 289-293.
- Kiryakova, G., Angelova, N., & Yordanova, L. (2018). The potential of *Augmented*

Reality to transform education into Smart education. *TEM Journal*, 7(3), 556–565. <https://doi.org/10.18421/TEM73-11>.

Klara, K., Baktiyar, O., Sandygul, K., Raikhan, U., & Gulzhiyan, J. (2015). Ethnic pedagogy as an integrative, developing branch of pedagogy. *Mediterranean Journal of Social Sciences*, 6(11), 612–619. <https://doi.org/10.5901/mjss.2015.v6n1s1p612>

Laal, M., Seyed M. G. (2011). Benefits of Collaborative Learning. *Procedia, social and behavioral sciences*, 31, 486-490.

Lee, Y. H. (2018). Scripting to enhance university students' critical thinking in flipped learning: implications of the delayed effect on science reading literacy. *Interactive Learning Environments*, 26(5), 569–582. <https://doi.org/10.1080/10494820.2017.1372483>

Leest, B., & Wolbers, M. H. J. (2021). Critical thinking, creativity and study results as predictors of selection for and successful completion of excellence programmes in Dutch higher education institutions. *European Journal of Higher Education*, 11(1), 29–43. <https://doi.org/10.1080/21568235.2020.1850310>

Limat, Y., Lilik, S., & Riril, M. (2024). Pengaruh Model Pembelajaran Terhadap Kemampuan Berpikir Kritis Siswa. *Jurnal Riset Pendidikan Ekonomi (JRPE)*, 9(1), 116-124.

Marfuah. (2017). Meningkatkan Keterampilan Komunikasi Peserta Didik melalui Model Pembelajaran Kooperatif Tipe Jigsaw. *Jurnal Pendidikan Ilmu Sosial*, 26(2), 148-160.

Mariscal, G., Jiménez, E., Vivas-Urias, M. D., Redondo-Duarte, S., & Moreno-Pérez, S. (2020). Virtual reality simulation-based learning. *Education in the Knowledge Society*, 21. <https://doi.org/10.14201/eks.20809>

Mehlenbacher, G., Garbach, D., Eggleston, W., Gorodetsky, R., & Nacca, N. (2020). Death from salt and baking soda ingestion. *Toxicology Communications*, 4(1), 15–17. <https://doi.org/10.1080/24734306.2020.1734717>

Muthy, A. N., & Pujiastuti, H. (2020). Analisis Media Pembelajaran E-Learning Melalui Pemanfaatan Teknologi dalam Pembelajaran Matematika di Rumah Sebagai Dampak 2019-nCov. *Jurnal Math Educator Nusantara*, 6(1), 94-103. <https://doi.org/10.2456/jpmipa.v3i2.232>

Nikmawati, E. E., Widiaty, I., Achdiani, Y., Hurriyati, R., & Mubaroq, S. R. (2019). Educational digital media for traditional food of Kampung adat cireunde: An ethnopedagogy perspective. *Journal of Engineering Science and Technology*,

14(5), 2540–2551

- Nisa, U.M. (2017). Metode Praktikum untuk Meningkatkan Pemahaman dan Hasil Belajar Siswa Kelas V MIYPPPI 1945 Babat Pada Materi Tunggal dan Campuran. *Jurnal Pendidikan Biologi*, 14(1),62- 68.
- Nurnaena, S., & Gumiandari, S. (2022). Efektivitas Penggunaan Augmented Reality Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab dan Hasil Belajar Siswa di Sekolah MAN 1 Cirebon. *Jurnal Edukasi Nonformal*, 3 (2), 189-196. <https://ummaspul.e-journal.id/JENFOL/article/view/4632>
- Nurul Aulia Naila F, Sri Susilogati Sumarti, Cepi Kurniawan. (2024). Analysis critical thinking and problem solving abilities of high school students using essay tests on chemical solution topic. *International Journal of Research and Review*. 11(2):510-527. DOI: <https://doi.org/10.52403/ijrr.20240253>
- Oktavianti, I., & Ratnasari, Y. (2018). Etnopedagogi dalam Pembelajaran di Sekolah Dasar Melalui Media Berbasis Kearifan Lokal. *Edukasi: Jurnal Ilmiah Pendidikan*, 8 (2). <https://doi.org/10.24176/re.v8i2.2353>
- Oudeyer, P. Y., Gottlieb, J., & Lopes, M. (2016). Intrinsic motivation, curiosity, and learning: Theory and applications in educational technologies. *Progress in brain research*, 229, 257–284. <https://doi.org/10.1016/bs.pbr.2016.05.005>
- Pais, A. (2011). Criticisms and contradictions of ethnomathematics. *Educational Studies in Mathematics*, 76(2), 209–230. <https://doi.org/10.1007/s10649-010-9289-7>
- Petrov, P. D., & Atanasova, T. V. (2020). Information The Effect of *Augmented Reality* on Students' Learning Performance in Stem Education. *Information*, 11(209), 1–11.
- Putra, P. (2017). Pendekatan etnopedagogi dalam pembelajaran IPA SD / MI. *Primary Education Journal (PEJ)*, 1(1), 17–23.
- Putri, W. A., Astalini, A., & Darmaji, D. (2022). Analisis Kegiatan Praktikum untuk Dapat Meningkatkan Keterampilan Proses Sains dan Kemampuan Berpikir Kritis. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 3361–3368. <https://doi.org/10.31004/edukatif.v4i3.2638>
- Rahmawati, Y., & Ridwan, A. (2017). Empowering Students' Chemistry Learning : The Integration of Ethnochemistry in Culturally Responsive Teaching. *Chemistry: Bulgarian Journal of Science Education*, 813–830.
- Rahmawati, Y., Ridwan, A., Cahyana, U., & Wuryaningsih, T. (2020). The integration of ethnopedagogy in science learning to improve student engagement and cultural awareness. *Universal Journal of Educational*

Research, 8(2), 662–671. <https://doi.org/10.13189/ujer.2020.080239>

- Rahmawati, Y., Ridwan, A., Faustine, S., & Mawarni, P. C. (2020). Pengembangan Soft Skills Peserta didik Melalui Penerapan Culturally Responsive Transformative Teaching (CRTT) dalam Pembelajaran Kimia. *Jurnal Penelitian Pendidikan IPA*, 6(1). <https://doi.org/10.29303/jppipa.v6i1.317>
- Rahmawati, Y., Ridwan, A., Triwana, M., Handayani, T. I., & Fahriza, N. N. (2018). *Pendekatan Pembelajaran Kimia Berbasis Budaya Dan Karakter*. Jakarta: CV. Campustaka.
- Razak, F. (2017). Hubungan kemampuan awal terhadap kemampuan berpikir kritis matematika pada siswa kelas VII SMP Pesantren Immim Putri Minasatene. *Moshrafa*. 6(1): 117-128. <https://doi.org/10.31980/mosharafa.v6i1.299>
- Saidin, N. F., Halim, N. D. A., Yahaya, N., & Zulkifli, N. N. (2024). Enhancing students' critical thinking and visualisation skills through mobile augmented reality. *Knowledge Management & E-Learning*, 16(1), 1–41. <https://doi.org/10.34105/j.kmel.2024.16.001>
- Samani, M. & Hariyanto. 2012. *Konsep dan Model Pendidikan Karakter*. Bandung: PT. Remaja Rosdakarya.
- Singh, I. Sen, Sciences, N., Chibuye, B., & Campus, I. (2016). Effect of Ethnochemistry Practices on Secondary School Students' Attitude Towards Chemistry. *Journal of Education and Practice*, 7(17), 44–56.
- Siwale, Absalom., Singh, Indra Sen dan Hayumbu, Patrick. (2020). Impact of Ethnocemistry on Learners Achievement and Attitude towards Experimental Techniques. *International Journal of Researrh and Innovation in Sosial Science (URISS)*, 4 (6): 534-542 <https://www.rsisinternational.org/journals/ijriss/Digital-Library/volume4-issue-8/534-542.pdf>
- Suarmika, P.E dan Utama, E.G. (2017). Pendidikan mitigasi bencana di sekolah dasar (sebuah kajian analisis Etnopedagogi). *JPDI (Jurnal Pendidikan Dasar Indonesia)*; 2(2): 18-24. doi.org/10.26737/jpdi.v2i2.327
- Sugiyarto, A. W., Azizah, N. H., & Irsyad, A. N. (2019). Mathematics Learning Media With Augmented Reality (AR) Based On Android Mobile Application. *International Conference on Informatics for Development*, 72–77.
- Supriyadi, Waremra, R. S., & Betaubun, P. (2019). Papua contextual science curriculum contains with indigenous science (Ethnopedagogy study at Malind Tribe Merauke). *International Journal of Civil Engineering and Technology*, 10(2), 1994–2000.
- Sutrisno, H., Wahyudiati, D., & Louise, I. S. Y. (2020). Ethnochemistry in the

Chemistry Curriculum in Higher Education: Exploring Chemistry Learning Resources in Sasak Local Wisdom. *Universal Journal of Educational Research*, 8(12A), 7833–7842. <https://doi.org/10.13189/ujer.2020.082572>

Sutriyanti, Y., & Mulyadi. (2019). Analisis faktor-faktor yang mempengaruhi penerapan berpikir kritis perawat dalam melaksanakan asuhan keperawatan di rumah sakit. *Jurnal Keperawatan Raflesia*, 1(1), 21-32. <https://doi.org/10.33088/jkr.v1i1.394>

Syawaludin, A., Gunarhadi, & Rintayati, P. (2019). Development of *Augmented Reality*-based interactive multimedia to improve critical thinking skills in science learning. *International Journal of Instruction*, 12(4), 331–344. <https://doi.org/10.29333/iji.2019.12421a>

Taber, K. S. (2013). Revisiting the chemistry triplet: drawing upon the nature of chemical knowledge and the psychology of learning to inform chemistry education. *Chemistry Education Research and Practice*, 14(2), 156-168. doi:10.1039/C3RP00012E

Talanquer, V. (2011). Macro, submicro, and symbolic: The many faces of the chemistry “triplet.” *International Journal of Science Education*, 33(2), 179–195. <https://doi.org/10.1080/09500690903386435>

Tari, D. K., & Rosana, D. (2019). Contextual Teaching and Learning to Develop Critical Thinking and Practical Skills. *Journal of Physics: Conference Series*, 1233(1). <https://doi.org/10.1088/1742-6596/1233/1/012102>

Towns, M. H., Raker, J. R., Becker, N., Harle, M., & Sutcliffe, J. (2012). The biochemistry tetrahedron and the development of the taxonomy of biochemistry external representations (TOBER). *Chemistry Education Research and Practice*, 13(3), 296–306. <https://doi.org/10.1039/c2rp00014h>

Wahyudiati, D. (2022). Ethnochemistry: Exploring the Potential of Sasak and Java Local Wisdom as a Teaching Materials. *Jurnal Pendidikan Kimia Indonesia*, 6(2), 116–122. <https://doi.org/10.23887/jpki.v6i2.49890>

Wardani, R., Chumi, Z. & Roufiq, A. (2024). Etnopedagogik Sebagai Pendekatan Dalam Pendidikan Dasar. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi, dan Ilmu Sosial*, 18(1), 183- 190. <https://doi.org/10.19184/jpe.v18i1.47076>

Zubaidah, S., Corebima, A. D., Mahanal, S., & Mistianah. (2018). Revealing the relationship between reading interest and critical thinking skills through remap GI and remap jigsaw. *International Journal of Instruction*, 11(2), 41–56. <https://doi.org/10.12973/iji.2018.1124a>