DAFTAR PUSTAKA

A.R. Laliyo, L., & S. Tangio, J. (2013). Pemetaan Struktur Pengetahuan Sebagai Ukuran Penguasaan Konsep Laju Reaksi pada Siswa SMA di Kota Gorontalo.

Bachtold, M. (2013). What Do Students "Constuct" According to Constructivism in Science Education? Research in Science Education Journal.

Bell,P., & Linn, M. C. (2000). Scientific Arguments as Learning Artifact: Designing for Learning from the Web with KIE. International Journal of Science Education, 22(8), 797-817.

Bodner, G. M. (2019). Constructivism : A Theory of Knowledge. Journal of Chemical Education.

Burns, J. C., & Wise, K. C. (1985). Development Of An Integrated Process Skill Test : Tips I1, 22(2), 169–177.

Bybee, R. W. (2009). The BSCS Instructional model: Creating Teachable Moments. BSCS.

Carin, A. A. (1989). Teaching Science Through Discovery. Merrill Publishing Company. Columbus.

Chang, R. (2005). CHEMISTRY (10th ed.). New York: McGraw-Hill.

Chiappetta, E. L., & Koballa, T. R. (2010). Science Instruction in The Middle and Secondary Schools: Developing Fundamental Knowledge and Skills (6th ed.). Pearson

Colburn, A. (2000). An Inquiry Primer. Science Scope, 23(6), 42.44.

Costa, A. L. (1985). Developing Minds : A Resource Book for Teaching Thinking (Revised Edition, Volume 1). Virginia : ASCD.

Council, N. R. (2000). Inquiry and the National Science Education Standards: A Guide for Teaching and Learning. Wuashington, D.C: National Academy Press.

Duschl, R. A., Schweingruber, H. A., & Shouse, A. W. (2007). Taking Science to School: Learning and Teaching Science in Grades K-8. National Academies Press.

Duschl, R. A. (2015). Science Education in Three-Part Harmony: Balancing Conceptual, Epistemic, and Social Learning Goals. Review of Research in Education.

Echevarria, J., Vogt, M, M., & Short, D.J. (2003). Making Content Comprehensible for English Learners: The SIOP Model. Allyn & Bacon.

Fitrianti, L. (2018). Prinsip Kontinuitas dalam Evaluasi Proses Pembelajaran. Jurnal Pendidikan, 10(1), 89-102. Retrieved from

htt0://journal.staihubbukwathan.id/index.php/alishlah/article/view/68%0Ahttp://moraref.kemenag.go.id/documents/article/97874782241969537.

Friedle, A. E., & Koontz, T. Y. (2005). Teaching Science to Children: An Inquiry Approach. Pearson

Hammann, M., Phan, T. S. H., Ehmer, M., & Grimm, T. (2008). Assessing Pupils' Skills in Experimentation. Journal of Biological Education, 42(2), 66-72.

Harlen, W. 1999. Purpose an Procedures for Assessing Process Skills. Assessment in Education, 6(1): 129-135.

Harlne, W. (2000). Teaching, Learning an Assessing Science 5-12. SAGE Publications.

John, M. (2000). Organic Chemistry (5th ed.). USA: Pacific Grove.

Johnstone, A. H. (1991). Why is science difficult to learn? Things are seldom what they seem. Journal of Computer Assisted Learning, 7, 75–83.

Justice, C., Rice, J., Roy, D., Hudspith., & Jenkins, H. (2009). Inquiry-Based Learning in Higher Education: Administratirs' Perspectives on Intergrating Inquiry Pedagogy Into the curriculum. Higher Education, 58(6), 841-855.

Kusuma, Arief Ertha Rusmansyah. 2020. Analysis of Science Process Skills for Senior High School Students in Banjarmasin. Proseedings of the 2nd International Conference on Innovation in Education an Pedagogy (ICIEP 2020). Advances in social Science, Education and Humanities Research. 11-16.

Lati, W., Supasorn, S., & Promarak, V. (2012). Enhancement of learning achievement and integrated science process skills using science inquiry learning activities of chemical reaction rates. Procedia-Social and Behavioral Sciences, 46, 4471–4475. https://doi.org/10.1016/j.sbspro.2012.06.279.

Llewellyn, D. (2013).Teaching High School Science Through Inquiry and Argumentation. Corwin Press.

Miles, M. B., & Huberman, A. M. (1984). Qualitative Data Analysis (2nd ed.). SAGE Publication.

National Research Council (NRC). 2000, Inquiry and The National Science Education Standards: A Guide for Teaching an Learning. Washington, DC: National Academy Press.

National Research Council (NRC). 2012. A framework for K-12 Science Education Practices, Crosscutting COncepts, adn Core Ideas. Washington, DC: National Academies Press.

OECD. (2007). PISA 2006 Science Competencies for Tomorrow's World, Volume 1-Analysis. Paris: OECD Publication.

Organisation for Economic Co-operation and Development-OECD. (2007). Assessing Scientific, Reading and Mathematical Literacy.

Osborne, J. (2003). Attitudes Towards Science: A review of the Literature and its Implications. International Journal of Science Education, 25(9), 1049-1079.

Özgelen, S. (2012). Students ' Science Process Skills within a Cognitive Domain. Eurasia Journal of Mathematics, Sience & Technology Education, 8(4), 283–292.

Peng, Y. K. (2007). Tahap Pencapaian dan Pelaksanaan Kemahiran Proses Sains dalam Kalangan Guru Pelatih. Universiti Sains Malaysia.

Quaroot, D., Saner, L. D., & Sternberg, R.J. (2002). Understanding the Nature of Giftedness: A Multidimensional Approach. Educational Psychologist, 37(2), 59-68.

Rustaman, N.Y., dkk. 2003, Strategi Belajar Mengajar Biologi. Bandung: JICA-UPI.

Sadeh, I., & Zion, M. (2009). The Development of Dynamic Inquiry Performances within an Open Inquiry Setting : A Comparison to Guided Inquiry Setting. Journal of Research in Science Teaching, 46(10), 1137–1160.

Sanjaya, W. (2007). Strategi Pembelajaran Berprientaso Standar Proses Pendidikan. Jakarta: Kencana.

Siregar, E., & Nara, H. (2010). Teori Belajar dan Pembelajaran. Bogor: Ghalia Indonesia.

Steven, J. R. (1986). Teaching Science as Inquiry. Bloomington, Indiana: The Phi Delta Kappa Educaional Foundation.

Sudarisman, S., Studi, P., Sains, P., Pascasarjana, P., Sebelas, U., & Surakarta, M. (2013). Lembar Kerja Terbimbing dan Lembar Kerja Bebas Termodifikasi Ditinjau Dari Keterampilan Proses Sains dan Kemampuan Berpikir Analitis. Jurnal Inkuiri, 2(2), 132–142.

Supasorn, S., Samphao, A., & Abdulhanung, D. (2011). Promoting Students ' Scientific Methods and Comprehension of Acid-Base Using Cooperative Learning Accompanide with Science Projects.

Supriyanto. (2009). Penggunaan Metode Pembelajaran JIGSAW untuk Meningkatkan Kemampuan Bertanya dan Berpendapat Mengenai Materi Pelajaran Hukum Internasional pada Siswa Kelas XI IPA (3) SMA N 7 Surakarta Tahun 2009.

Suryanti, Ibrahim, M., & Lede, N. . . (2018). Process skills approach to develop primary students ' scientific literacy : A case study with low

achieving students on water cycle. IOP Conf. Series: Materials Science and Engineering.

Tobin, K. (Ed.). (1995). The Practice of Contructivism in Science Education. Lawrence Erlbaum Associates.

Todd, R. J., Kuhlthau, C. C., & Heinström, J. E. (2005). A Toolkit and Handbook For Tracking and Guided Inquiry Through The School Library. School Library Impact Measure (SLIM).

Vilardo, D. A., Mackenzie, A. H., & Yezierski, E. J. (2016). Using Students' Conceptions of Air To Evaluate a Guided-Inquiry Activity Classifying Matter Using Particulate Models. Journal of Chemical Education.

Yuniarti, T. (2009). Fungsi dan Pentingnya Pertanyaan Dalam Pembelajaran. Seminar Nasional Matematika dan Pendidikan Matematika FMIPA UNY, 174-184.

Zohar, A., & Dori, Y.J (2003). Higher Order Thinking Skills and Low-Achieving Students: Are They Mutually Exclusive?. The Journal of the Learning Science, 12(2), 145-182.