DAFTAR PUSTAKA

Akker, J. Van den. (1999). *Principles and Method of Development Research. London. Dlm. van den Akker, J., Branch, R.M., Gustafson, K., Nieveen, N., & Plomp, T. (pnyt.)''. Design approaches and tools in educational and training*. Dordrecht: Kluwer Academic Publisher

Akram, T., Ijaz, A. & Ikram, H., (2017). Exploring the Factors Responsible for Declining Students' Interest in Chemistry. *z*, 7(2), pp.88-94.

Alsaadat, K. (2017). *Mobile learning* Technologies. *International Journal Of Electrical And Computer Engineering (IJECE)*, *7*(5), p.2833.

Al-Umran, P. (2021). *Teaching Tips-10 Factors in Media Selection.*.PubMed Central (PMC). Retrieved 26 October 2021, from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3410082/.

Ally, Mohammed & Tsinakos, Avgoustos. (2014). *Increase Access through Mobile learning*. Vancouver: Commonwealth of Learning and Athabasca University

Annetta, L., & Shapiro, M. (2019). Augmented Reality Applications for Teaching Chemistry across the K-20 Curriculum. *Technology Integration in Chemistry Education And Research (TICER)*, pp.23-30.

Antonioli, M., Blake, C., & Sparks, K. (2014). Augmented Reality Applications in Education. *The Journal Of Technology Studies*, *40*(2).

Azhar, Arsyad. (2003). *Media Pembelajaran*. Jakarta: PT. Raja Grafindo

Billinghurst, M., Clark, A., & Lee, G. (2003). *A Survey of Augmented Reality. Foundations and Trends® Human–Computer Interaction*, pp. 73-272.

Belford, R., & Moore, E. (2016). ConfChem Conference on Interactive Visualizations for Chemistry Teaching and Learning: An Introduction. *Journal Of Chemical Education*, *93*(6), pp.1140-1141.

Bergquist, W., & Heikkinen, H. (1990). Student ideas regarding chemical equilibrium: What written test answers do not reveal. *Journal Of Chemical Education*, *67*(12), p. 1000.

Borg, W. R., & Gall, M. D. (2003). *Educational Research: An Introduction, 7th Edition.* New York: Allyn and Bacon

Cabanban, C. (2013). Development of *Mobile learning* Using Android Platform, *International Journal of Information Technology & Computer Science*, Vol 9: Issue No : 1, pp. 98

Cai, S., Wang, X., & Chiang, F. (2014). A case study of Augmented Reality simulation system application in a chemistry course. *Computers In Human Behavior*, *37*, pp.31-40.

Carmigniani, J., & Furht, B. (2011). Augmented Reality: An Overview. *Handbook Of Augmented Reality*, pp.3-46.

Chandrasekera, T., & Yoon, S. (2018). Augmented Reality, Virtual Reality and Their Effect on Learning Style in the Creative Design Process. *Design and technology education : an international journal, 23*, 55-75.

Chang, R., & Chung, L. (2017). Integrating Augmented Reality Technology into Subject Teaching: The Implementation of an Elementary Science Curriculum. *Lecture Notes in Electrical Engineering*, pp.187-195.

Cooper, E. (2011). *Laboratory Design Handbook*. London: Sage Publications.

Creswell, J. (20014). "*Research Design: Qualitative, Quantitative and Mixed Methods Approaches*" *4th Edition*. London: Sage Publications.

Dawley, L., & Dede, C. (2013). Situated Learning in Virtual Worlds and Immersive Simulations. *Handbook Of Research on Educational Communications and Technology*, pp.723-734.

De Houwer, J., Barnes-Holmes, D., & Moors, A. (2015). What is learning? On the nature and merits of a functional definition of learning. *Psychonomic Bulletin & Review*, *20* (4), pp.631-642.

El-Mouelhy, I., Poon, I., Hui, A., & Sue-Chan, C. (2013). Does a Creative Learning Medium Matter? Impact of Low Cost Android Tablets on Elementary Students' English Comprehension, Perceived Performance and Memory Retention. Creative Education, 04(12), pp.42-50.

Fathurrohman, M. (2015). *Model-Model Pembelajaran Inovatif*. yogyakarta: AR-Ruzz Media

Fonseca, D., Martí, N., Redondo, E., Navarro, I., & Sánchez, A. (2014). Relationship between student pro*file*, tool use, participation, and academic performance with the use of Augmented Reality technology for visualized architecture models. *Computers In Human Behavior*, *31*, pp.434-445.

Gary, Woodille. (2011). *Mobile learning*. US: The Mc Graww-Hill Companies

Gulo. (2010). *Metodologi Penelitian*. Jakarta: PT Grasindo

Holstermann, N., Grube, D., & Bögeholz, S. (2009). Hands-on Activities and Their Influence on Students' Interest. *Research In Science Education*, *40*(5), pp.743-757.

Huang, C. S. J. dkk. (2016). Effects of Situated *Mobile learning* Approach on Learning Motivation and Performance of EFL Students. *Journal of Educational Technology and Society*, *19*(1), 263–276.

Ibáñez, M., Di Serio, Á., Villarán, D., & Delgado Kloos, C. (2014). Experimenting with electromagnetism using augmented reality: Impact on flow student experience and educational effectiveness. *Computers & Education*, *71*, pp.1-13.

Iodarche, D., Pribeanu, C., & Balog, A. (2012). Influence of Specific AR Capabilities on the Learning Effectiveness and Efficiency. *Studies In Informatics and Control*, *21*(3).

Klopfer, E., & Sheldon, J. (2010). Augmenting your own reality: Student authoring of science-based augmented reality games. *New Directions for Youth Development*, *2010*(128), pp.85-94.

Kolb, Alice Y., and David A. Kolb. (2016). *Experiential Learning Theory Bibliography: Volume 1-5 (1971–2016)*. Cleveland, OH: Experience Based Learning Systems, Inc. http://www.learningfromexperience.com

Levie, W.H & Lentz, R.. (1982) Effects of text illustrations: a review of research: *Educational Communaction and Technology Journal*, 30: pp. 195-232.

Lin, T.T. and Chiang, Y.H. (2017). 'Investigating predictors of *smartphone* dependency symptoms and effects on academic performance, improper phone use and perceived sociability', *International Journal of Mobile Communications*, Vol. 15, No. 6, pp. 655–676.

Macgilchrist, F. (2021). What is 'critical' in critical studies of edtech? Three responses. *Learning Media and Technology*, 46(3), pp. 243-249.

Manuri, F., & Sanna, A. (2016). A Survey on Applications of Augmented Reality. Advaces in Computer Science: *An International Journal*, pp. 18-27.

Mater, A. C., & Coote, M. L. (2019). Deep learning in chemistry. *Journal of chemical information and modeling*, *59*(6), 2545-2559.

Putra, Nusa. (2015). *Research & Development, Penelitian dan Pengembangan.* Jakarta: PT Raja Grafindo Persada

Radu, I. (2014). Augmented reality in education: a meta-review and cross-media analysis. *Personal And Ubiquitous Computing*, *18*(6), pp.1533-1543.

Salkind, N., & Rasmussen, K. (2007). *Encyclopedia of measurement and statistics*. SAGE Publications.

Sarrab, M. (2012). *Mobile learning* (M-Learning) and Educational Environments. *International Journal Of Distributed And Parallel Systems*, *3*(4), pp. 31-38.

Shwartz, Y., Ben-Zvi, R., & Hofstein, A. (2005). The importance of involving high-school chemistry teachers in the process of defining the operational meaning of 'chemical literacy'. *International Journal of Science Education*, *27*(3), pp.323-344.

Subagia, Wayan. (2014). *Paradigma Baru Pembelajaran Kimia SMA*. Jakarta: Erlangga

Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabeta

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabeta

Sukmadinata, S. N. (2005). *Metode Penelitian*. Bandung: PT Remaja Rosdakarya

Sarwat, S., Ortony, A., & Revelle, W. (2012). Activity matters: Understanding student interest in school science. *Journal Of Research in Science Teaching*, *49*(4), pp.515-537.

Thomas, G. P., & Anderson, D. (2014). Changing the metacognitive orientation of a classroom environment to enhance students' metacognition regarding chemistry learning. *Learning Environments Research*, *17*(1), pp.139-155.

Wang, Z., Adesope, O., Sundararajan, N., & Buckley, P. (2021). Effects of different concept map activities on chemistry learning. *Educational Psychology*, *41*(2), pp.245-260.

Wojciechowski, R. and Cellary, W., 2013. Evaluation of learners' attitude toward learning in ARIES augmented reality environments. Computers & Education, 68, pp.570-585.

Wu, H., Lee, S., Chang, H., & Liang, J. (2021). Current status, opportunities and challenges of augmented reality in education. *Computers and Education, 62,* pp.41-49.

Özmen, H., Demircioğlu, H., & Demircioğlu, G. (2009). The effects of conceptual change texts accompanied with animations on overcoming 11th grade students' alternative conceptions of chemical bonding. *Computers & Education*, *52*(3), pp.681-695.