

DAFTAR PUSTAKA

- Abdi, A. W., & Desfandi, M. (2020). Visual-Spatial and Intrapersonal Intelligence: Identification Its Role in The Learning Outcomes of Students in Islamic Schools. *International Journal Pedagogy of Social Studies*, 5(1), 112–121.
- Aksu, Ç., Ayar, D., & Kuşlu, S. (2023). The correlation of intrapersonal intelligence levels of nurses with their emotional contagion and caring behaviours. *Applied Nursing Research*, 73. <https://doi.org/https://doi.org/10.1016/j.apnr.2023.151733>
- Albar, S. B., & Southcott, J. E. (2021). Problem and project-based learning through an investigation lesson: Significant gains in creative thinking behaviour within the Australian foundation (preparatory) classroom. *Thinking Skills and Creativity*, 41(May 2019), 100853. <https://doi.org/10.1016/j.tsc.2021.100853>
- Alder, H. (2001). *Boost Your Intelligence: Pacu EQ dan IQ anda* (Christina Prianingsih (ed.); Ind Trans). Erlangga.
- Aleksandra Gojkov-Rajić, Jelena Prtljaga, A. S. (2019). Purpose As An Aspect Of Intrapersonal Intelligence Of Academically Gifted Students. *Journal Plus Education*, XXII(1), 51–63.
- Ali, S. S. (2019). Problem Based Learning: A Student-Centered Approach. *English Language Teaching*, 12(5), 73. <https://doi.org/10.5539/elt.v12n5p73>
- Alizamar. (2016). *Teori Belajar dan Pembelajaran: Implementasi dalam Bimbingan Kelompok Belajar di Perguruan Tinggi*. Media Akademi.
- Amstrong, T. (2009). *Multiple Intelegences in The Classroom*. Cloverdale.
- Anggerani, A., Mujahidah, Hidayat, W., & Asni, Y. (2022). The Effect of Project-Based Learning (PBL) on Lessons Written in The Second Grade of SMPN 1 Parepare. *Inspiring: English Education Journal*, 5(1), 33–44. <https://doi.org/10.35905/inspiring.v5i1.2531>
- Arikunto, suharsimi. (2018). *Dasar-Dasar Evaluasi Pendidikan*, Edisi 3. Jakarta: Bumi Aksara
- Asfihana, R., Salija, K., Iskandar, & Garim, I. (2022). Students' English Learning Experiences on Virtual Project-Based Learning Instruction. *International Journal of Language Education*, 6(2), 196–209. <https://doi.org/10.26858/ijole.v6i2.20506>
- Aslan, A. (2021). Problem- based learning in live online classes: Learning achievement, problem-solving skill, communication skill, and interaction. *Computers and Education*, 171(November 2020), 104237. <https://doi.org/10.1016/j.compedu.2021.104237>

- Aslan Efe, H., & Efe, R. (2019). Comparison of the Learning Outcomes in 12th Grade Biology Curriculum According to The Revised Bloom Taxonomy: 2013, 2017 and 2018 Curriculums. *Journal of Computer and Education Research*, 7(14), 464–479. <https://doi.org/10.18009/jcer.591450>
- Astari, F. A., Suroso, S., & Yustinus, Y. (2018). Efektifitas Penggunaan Model Discovery Learning Dan Model Problem Based Learning Terhadap Hasil Belajar Ipa siswa Kelas 3 Sd. *Jurnal Basicedu*, 2(1), 1–10. <https://doi.org/10.31004/basicedu.v2i1.20>
- Astuti, A. A. I. Y., Wibawa, I. M. C., & Suarjana, I. M. (2020). The Effectiveness of Problem Based Learning Toward Students ' Science Learning Outcomes. *Jurnal Ilmiah Sekolah Dasar*, 4(4), 573–580.
- Azid, N. H. A., & Yaacob, A. (2016). Enriching Orphans ' Potentials through Interpersonal and Intrapersonal. *International Journal of Instruction*, 9(1).
- Azzajjad, M. F., Tendrita, M., & Ahmar, D. S. (2021). Effect of animation and review video making (arvima) in non-classical learning model on independent learning and students' learning outcome. *Linguistics and Culture Review*, 5(S3), 967–976. <https://doi.org/10.21744/lingcure.v5ns3.1657>
- Bakri, F. (2022). Strategi Pembelajaran Bahasa Inggris di Era Digital. Jakarta: Gramedia.
- Barman, P., & Roy, A. (2021). Intrapersonal Intelligence and Decision-Making Ability of Higher Secondary School Students. *MIER Journal of Educational Studies Trends and Practices*, 11(2), 343–367. <https://doi.org/10.52634/mier/2021/v11/i2/1951>
- Barrows, H. S., & Tamblyn, R. M. (2015). *Problem-Based Learning: An Approach to Medical Education* (London (ed.); 5th ed.). Springer Publishing Company.
- Baş, G., & Beyhan, Ö. (2010). Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards english lesson. *International Electronic Journal of Elementary Education*, 2(3), 365–385.
- Batlolona, J. R., & Souisa, H. F. (2020). Problem based learning: Students' mental models on water conductivity concept. *International Journal of Evaluation and Research in Education*, 9(2), 269–277. <https://doi.org/10.11591/ijere.v9i2.20468>
- Belland, B. R., Gu, J., Kim, N. J., Jaden Turner, D., & Mark Weiss, D. (2019). Exploring epistemological approaches and beliefs of middle school students in problem-based learning. *Journal of Educational Research*, 112(6), 643–655. <https://doi.org/10.1080/00220671.2019.1650701>
- Berlian, M., Mujtahid, I. M., Vebrianto, R., & Thahir, M. (2022). Multiple intelligences mapping for tutors in Universitas Terbuka. *Cakrawala Pendidikan*, 41(1), 199–210. <https://doi.org/10.21831/cp.v41i1.39651>
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: Longmans.

- Boo, S., & Kim, S. H. (2020). Career Indecision and Coping Strategies among Undergraduate Students. *Journal of Hospitality and Tourism Education*, 32(2), 63–76. <https://doi.org/10.1080/10963758.2020.1730860>
- Boss, S., & Larmer, J. (2018). *Project-Based Teaching: How to Create Rigorous and Engaging Learning Experiences*. ASCD.
- Brata, W. W. W., Wibowo, F. C., & Rahmadina, N. (2021). Implementation of discovery learning in a digital class and its effect on student learning outcomes and learning independence level [version 1; peer review: 1 approved with reservations]. *F1000Research*, 10, 1–12. <https://doi.org/10.12688/f1000research.51763.1>
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Allyn & Bacon.
- Brown Hajdukova, E., Hornby, G., & Cushman, P. (2016). Bullying experiences of students with social, emotional and behavioural difficulties (SEBD). *Educational Review*, 68(2), 207–221. <https://doi.org/10.1080/00131911.2015.1067880>
- Brundiers, K., & Wiek, A. (2013). Do we teach what we preach? An international comparison of problem- and project-based learning courses in sustainability. *Sustainability (Switzerland)*, 5(4), 1725–1746. <https://doi.org/10.3390/su5041725>
- Bruner, J. S. (1961). *The act of discovery*. Harvard Educational Review, 31(1), 21-32.
- Busrial. (2022). Upaya meningkatkan Aktivitas dan Hasil Belajar siswa pada Pembelajaran Bahasa Inggris melalui Penerapan Model Siklus Belajar (Learning Cycle). *Jurnal Inovasi, Evaluasi, Dan Pengembangan Pembelajaran*, 1, 1–8. <http://journal.ainarapress.org/index.php/jiepp>
- Cahyani, I., & Yulindaria, L. (2018). the Effectiveness of Discovery Learning Model in Improving Students Fiction Writing. *Indonesian Journal of Learning and Instruction*, 1(1). <https://doi.org/10.25134/ijli.v1i1.1281>
- Chase, K., & Abrahamson, D. (2018a). Searching for buried treasure: uncovering discovery in discovery-based learning. *Instructional Science*, 46(1), 11–33. <https://doi.org/10.1007/s11251-017-9433-1>
- Chase, K., & Abrahamson, D. (2018b). Searching for buried treasure: uncovering discovery in discovery-based learning. *Instructional Science*, 46(1), 11–33. <https://doi.org/10.1007/s11251-017-9433-1>
- Chen, C. H., & Yang, Y. C. (2019). Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators. In *Educational Research Review* (Vol. 26). Elsevier Ltd. <https://doi.org/10.1016/j.edurev.2018.11.001>
- Chen, R., Iqbal, J., Liu, Y., Zhu, M., & Xie, Y. (2022). Impact of Self-Concept, Self-Imagination, and Self-Efficacy on English Language Learning Outcomes Among Blended Learning Students During COVID-19. *Frontiers in Psychology*, 13(March),

- 1–12. <https://doi.org/10.3389/fpsyg.2022.784444>
- Chiang, C. L., & Lee, H. (2016). The Effect of Project-Based Learning on Learning Motivation and Problem-Solving Ability of Vocational High School Students. *International Journal of Information and Education Technology*, 6(9), 709–712. <https://doi.org/10.7763/ijiet.2016.v6.779>
- Chiou, B. (2019). The application of problem-based learning approach in english grammar instruction: A pilot study. *Journal of Language Teaching and Research*, 10(3), 446–453. <https://doi.org/10.17507/jltr.1003.06>
- Choi, J., Lee, J. H., & Kim, B. (2019). How does learner-centered education affect teacher self-efficacy?The case of project-based learning in Korea. *Teaching and Teacher Education*, 85, 45–57. <https://doi.org/10.1016/j.tate.2019.05.005>
- Cortellazzo, L., Bonesso, S., & Gerli, F. (2022). Transform the learning journey in behavioral competency development programs to attain sustainable personal change. *International Conference on Higher Education Advances*, 2022-June, 471–478. <https://doi.org/10.4995/HEAd22.2022.14526>
- Cörvers, R., Wiek, A., Kraker, J. de, Lang, D. J., & Martens, P. (2016). *Problem-Based and Project-Based Learning for Sustainable Development*. Springer. <https://doi.org/https://doi.org/10.1007/978-94-017-7242-6>
- Crespí, P., García-Ramos, J. M., & Queiruga-Dios, M. (2022). Project-Based Learning (PBL) and Its Impact on the Development of Interpersonal Competences in Higher Education. *Journal of New Approaches in Educational Research*, 11(2), 259–276. <https://doi.org/10.7821/naer.2022.7.993>
- Deed, C., & Edwards, A. (2010). Using Social Networks in Learning and Teaching in Higher Education. *International Journal of Knowledge Society Research*, 1(2), 1–12. <https://doi.org/10.4018/jksr.2010040101>
- Dernis, S. (2020). The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55–67. <https://doi.org/10.32996/ijllt>
- Dewi Astiti, N., Putu, L., Mahadewi, P., Suarjana, I. M., & Kunci, K. (2021). Faktor Yang Mempengaruhi Hasil Belajar IPA A R T I C L E I N F O. *Jurnal Mimbar Ilmu*, 26(2), 193–203. <https://ejournal.undiksha.ac.id/index.php/MI>
- Dewi, R. S., Sundayana, R., & Nuraeni, R. (2020). Perbedaan Peningkatan Kemampuan Komunikasi Matematis dan Self-Confidence antara Siswa yang Mendapatkan DL dan PBL. *Mosharafa: Jurnal Pendidikan Matematika*, 9(3), 463–474. <https://doi.org/10.31980/mosharafa.v9i3.830>
- Eales-Reynolds, L.-J., Judge, B., McCreery, E., & Jones, P. (2013). *Critical Thinking Skills for Education Students (Study Skills in Education Series)* (2nd ed.). Learning Matters.
- Elvirawati, I. C., & Rezania, V. (2022). The Application of Discovery Learning Model to Improve the Character of Democracy and Learning Outcomes For Elementary

- Students. *AL-ISHLAH: Jurnal Pendidikan*, 14, 4255–4266. <https://doi.org/10.35445/alishlah.v14i3.1853>
- Ertikanto, C., Rosidin, U., Distrik, I. W., Yuberti, Y., & Rahayu, T. (2018). Comparison of mathematical representation skill and science learning result in classes with problem-based and discovery learning model. *Jurnal Pendidikan IPA Indonesia*, 7(1), 106–113. <https://doi.org/10.15294/jpii.v6i2.9512>
- Erwanto. (2020). Profil Kemampuan Berpikir Kritis Siswa Pada Konsep Keanekaragaman Hayati Melalui Problem Based Learning. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(3), 578–587. <https://doi.org/https://doi.org/10.33394/jk.v6i3.2916>
- Faradhillah, F., & Zahara, S. R. (2021). The Application of Learning Models of Project Based Learning to Improve Students' Learning Outcomes in Post-Legal Materials. *International Journal for Educational and Vocational Studies*, 3(3), 186. <https://doi.org/10.29103/ijevs.v3i3.4308>
- Farrow, J., Kavanagh, S., & Samudra, P. (2022). Exploring Relationships between Professional Development and Teachers' Enactments of Project-Based Learning. *Education Sciences*, 12(4). <https://doi.org/10.3390/educsci12040282>
- Gani, R. A., Anwar, W. S., & Aditiya, S. (2021). Perbedaan Hasil Belajar Melalui Model Discovery Learning Dan Problem Based Learning. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 4(1), 54–59. <https://doi.org/10.55215/jppguseda.v4i1.3192>
- Gardner, H. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books.
- Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences-3rd Edition*. Basic Books.
- Gasong, D., & Toding, A. (2020). Effectiveness of humanistic learning models on intra and interpersonal intelligence. *Utopia y Praxis Latinoamericana*, 25(Extra 6), 491–500. <https://doi.org/10.5281/zenodo.3987667>
- Gunawan, G., Ramdani, A., & Hadisaputra, S. (2022). Analysis of Emotional Intelligence and Learning Outcomes of Students in Science Learning. *Jurnal Penelitian Pendidikan IPA*, 8(2), 949–956. <https://doi.org/10.29303/jppipa.v8i2.1330>
- Härmälä, M., Leontjev, D., & Kangasvieri, T. (2017). Relationship between students' opinions, background factors and learning outcomes: Finnish 9th graders learning English. *International Journal of Applied Linguistics (United Kingdom)*, 27(3), 665–681. <https://doi.org/10.1111/ijal.12172>
- He, E., Ye, X., & Zhang, W. (2023). The effect of parenting styles on adolescent bullying behaviours in China: The mechanism of interpersonal intelligence and intrapersonal intelligence. *Heliyon*, 9(4), e15299. <https://doi.org/10.1016/j.heliyon.2023.e15299>

- Hernández, J. M., Dueñas, J. M., López, G. D., Reyes, A., & Merchán-Merchán, M. (2021). Project-based learning in teaching the safe management of pesticides in a rural community. *Multidisciplinary Journal of Educational Research*, 11(2), 128–151. <https://doi.org/10.17583/remie.6794>
- Heuchemer, S., Martins, E., & Szczyrba, B. (2020). Problem-based learning at a “learning university”: A view from the field. *Interdisciplinary Journal of Problem-Based Learning*, 14(2 Special Issue), 1–11. <https://doi.org/10.14434/ijpbl.v14i2.28791>
- Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16(3), 235–266.
- Hosnan. (2014). *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*. Ghilia Indonesia.
- Huang, W., Li, X., & Shang, J. (2023). Gamified Project-Based Learning: A Systematic Review of the Research Landscape. *Sustainability (Switzerland)*, 15(2). <https://doi.org/10.3390/su15020940>
- Igamawati Giawa. (2022). The Effect of Project Based Learning and Problem Based Learning in Writing Narrative Text. *International Journal of Educational Research Excellence (IJERE)*, 1(1), 34–38. <https://doi.org/10.55299/ijere.v1i1.92>
- Illeris, K. (2018). An overview of the history of learning theory. *European Journal of Education*, 53(1), 86–101. <https://doi.org/10.1111/ejed.12265>
- In'am, I., & Hajar, S. (2017). Learning Geometry through Discovery Learning Using a Scientific Approach. *International Journal of Instruction*, 10(1), 55–70.
- Indarta, Y., Jalinus, N., Waskito, W., Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 3011–3024. <https://doi.org/10.31004/edukatif.v4i2.2589>
- Ingram, A., Peake, W. O., Stewart, W., & Watson, W. (2019). Emotional Intelligence and Venture Performance. *Journal of Small Business Management*, 57(3), 780–800. <https://doi.org/10.1111/jsbm.12333>
- Jaime, A., Blanco, J. M., Dominguez, C., & Arruabarrena, R. (2022). Creation and Sharing of Lessons Learned by Blogging in the Context of Project-Based Learning. *IEEE Access*, 10(October), 114346–114354. <https://doi.org/10.1109/ACCESS.2022.3217473>
- Jaime, A., Blanco, J. M., Dominguez, C., & Arruabarrena, R. (2022). Creation and Sharing of Lessons Learned by Blogging in the Context of Project-Based Learning. *IEEE Access*, 10(October), 114346–114354. <https://doi.org/10.1109/ACCESS.2022.3217473>
- Kan, S., & Saka, A. Z. (2021). The Comparison of Problem Based and Project Based Learning Methods in Physics Teaching. *Croatian Journal of Education*, 23(3), 731–

765.

- Kassem, M. A. M. (2018). Improving EFL Students' Speaking Proficiency and Motivation: A Hybrid Problem-based Learning Approach. *Theory and Practice in Language Studies*, 8(7), 848. <https://doi.org/10.17507/tpls.0807.17>
- Kemenristekdikti. (2015). *Paradigma Capaian Pembelajaran*. Belmawa Dikti.
- Khalili, T. (2018). A Qualitative Exploration of Iranian Learners ' Writing through Face - to-Face Collaborative Writing Tasks. *The Journal of Language Teaching and Learning*, 8(2), 1–11.
- Khusna, N. I., Sumarmi, Bachri, S., Astina, I. K., Nurhayati, D. A. W., & Shresthai, R. P. (2022). New Technologies for Project-Based Empathy Learning in Merdeka Belajar (Freedom to Learn): The Use of inaRISK Application and Biopore Technology. *International Journal of Interactive Mobile Technologies*, 16(22), 94–110. <https://doi.org/10.3991/ijim.v16i22.36153>
- Kim, S. H., & Park, S. (2021). Influence of learning flow and distance e-learning satisfaction on learning outcomes and the moderated mediation effect of social-evaluative anxiety in nursing college students during the COVID-19 pandemic: A cross-sectional study. *Nurse Education in Practice*, 56(August), 103197. <https://doi.org/10.1016/j.nepr.2021.103197>
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, 19(3), 267–277. <https://doi.org/10.1177/1365480216659733>
- Kolmos, A., & De Graaff, E. (2015). Problem-based and project-based learning in engineering education: Merging models. In *Cambridge Handbook of Engineering Education Research* (pp. 141–160). <https://doi.org/10.1017/CBO9781139013451.012>
- Krajcik, J. S., & Czerniak, C. M. (2018). *Teaching Science in Elementary and Middle School A Project-Based Learning Approach* (5th ed.). Routledge. <https://doi.org/http://dx.doi.org/10.4324/9781315205014>
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*, 41(4), 212–218.
- Krajcik, J. S., & Shin, N. (2014). Project-Based Learning. In *The Cambridge handbook of the learning sciences*. Cambridge University Press. <https://doi.org/https://doi.org/10.1017/CBO9781139519526.018>
- Kustyarini, K. (2020). Self-efficacy and emotional quotient in mediating active learning effect on students' learning outcome. *International Journal of Instruction*, 13(2), 663–676. <https://doi.org/10.29333/iji.2020.13245a>
- Larmer, J., Mergendoller, J. R., & Boss, S. (2015). Setting The Standard For Project based learning. In *Engineering* (Issues 1–2).

- Lastari, R., Saragi, D., & Murad, A. (2023). The Effect of the Learning Model “Problem Based Learning” on Interpersonal Intelligence and Student Pancasila and Civic Subject Learning Outcomes. *Randwick International of Education and Linguistics Science Journal*, 4(2), 284–294. <https://doi.org/10.47175/rielsj.v4i2.697>
- Lena, M. S., Hilmi, N., Zekri, N. E., Netriwati, & Amini, R. (2019). Students’ learning outcomes using problem-based learning and discovery learning models in thematic integrated learning. *International Journal of Innovation, Creativity and Change*, 5(5), 448–457.
- Lena, M. S., Trisno, E., & Khairat4, F. (2022). The Effect of Motivation and Interest on Students’ English Learning Outcomes. *MEXTESOL Journal*, 46(3), 3554–3562.
- Levy, S. T., Peleg, R., Ofeck, E., Tabor, N., Dubovi, I., Bluestein, S., & Ben-Zur, H. (2018). Designing for discovery learning of complexity principles of congestion by driving together in the TrafficJams simulation. *Instructional Science*, 46(1), 105–132. <https://doi.org/10.1007/s11251-017-9440-2>
- Lin, M. H., Chen, H. C., & Liu, K. S. (2017). A study of the effects of digital learning on learning motivation and learning outcome. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7), 3553–3564. <https://doi.org/10.12973/eurasia.2017.00744a>
- Lomas, J., Stough, C., Hansen, K., & Downey, L. A. (2012). Brief report: Emotional intelligence, victimisation and bullying in adolescents. *Journal of Adolescence*, 35(1), 207–211. <https://doi.org/10.1016/j.adolescence.2011.03.002>
- Lopez-Gazpio, I. (2022). Gaining Student Engagement Through Project-Based Learning: A Competitive 2D Game Construction Case Study. *IEEE Access*, 10, 1881–1892. <https://doi.org/10.1109/ACCESS.2021.3139764>
- Loyens, S. M. M., Meerten, J. E. van, Schaap, · Lydia, & · L. W. (2023). Situating Higher - Order , Critical , and Critical - Analytic Thinking in Problem - and Project - Based Learning Environments : A Systematic Review. *Educational Psychology Review*, 35(39), 44. <https://doi.org/https://doi.org/10.1007/s10648-023-09757-x>
- Lubis, S. P. W., Suryadarma, I. G. P., Paidi, & Yanto, B. E. (2022). The Effectiveness of Problem-based learning with Local Wisdom oriented to Socio-Scientific Issues. *International Journal of Instruction*, 15(2), 455–472. <https://doi.org/10.29333/iji.2022.15225a>
- Lwin, M., Lyen, K., Koo, A., & Sim, C. (2008). *How to multiply your child's intelligence: cara mengembangkan berbagai komponen kecerdasan* (Ind Trans). Biro Hukum dan Organisai Depdiknas.
- Lyu, D., & Wang, B. (2018). Effects of the application of computer network technology to guided discovery teaching on learning achievement and outcome. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(7), 3269–3276. <https://doi.org/10.29333/ejmste/91249>

- Malmia, W., Makatita, S. H., Lisaholit, S., Azwan, A., Magfirah, I., Tinggapi, H., & Umanailo, M. C. B. (2019). Problem-based learning as an effort to improve student learning outcomes. *International Journal of Scientific and Technology Research*, 8(9), 1140–1143.
- Markham, T. (2012). *Project Based Learning Design and Coaching Guide: Expert Tools for Innovation and Inquiry for K-12 Educators*. Hearth IQ Press.
- Mendikbud. (2022). *Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran*.
- Meyer, C. F. (2009). *Introducing English Linguistics*. Cambridge University Press. <https://doi.org/https://doi.org/10.1017/CBO9780511757822>
- Mihić, M., & Završki, I. (2017). Professors' and students' perception of the advantages and disadvantages of project based learning. *International Journal of Engineering Education*, 33(6), 1737–1750.
- Mite, A. D., Eveline, S., & Robinson, S. (2021). Catholic Religious Learning with the Project Based Learning (PjBL) Approach: Validity and Feasibility. *Journal of Education Research and Evaluation*, 5(2), 185. <https://doi.org/10.23887/jere.v5i2.32300>
- Miller, David K. (2019). *Measurement by the Physical Educator: Why and How* 8th Edition. New York: McGraw Hill.
- Montepara, C. A., Woods, A. G., & Wolfgang, K. W. (2021). Problem-based learning case studies: Delivery of an educational method and perceptions at two schools of pharmacy in Italy. *Currents in Pharmacy Teaching and Learning*, 13(6), 717–722. <https://doi.org/10.1016/j.cptl.2021.01.026>
- Mukti, Y. P., Masykuri, M., Sunarno, W., Rosyida, U. N., Jamain, Z., & Dananjoyo, M. D. (2020). Exploring the Impact of Project-Based Learning and Discovery Learning to The Students' Learning Outcomes: Reviewed from The Analytical Skills. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 9(1), 121–131. <https://doi.org/10.24042/jipfalbiruni.v9i1.4561>
- Mulbar, U., Arwadi, F., & Assagaf, S. F. (2019). *The Influences of Intrapersonal Intelligence and Interpersonal Intelligence towards Students' Mathematics Learning Outcomes*. 227(Icamr 2018), 219–221. <https://doi.org/10.2991/icamr-18.2019.54>
- Munawaroh. (2020). The influence of problem-based learning model as learning method, and learning motivation on entrepreneurial attitude. *International Journal of Instruction*, 13(2), 431–444. <https://doi.org/10.29333/iji.2020.13230a>
- Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: literature review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1–4. <https://doi.org/10.33750/ijhi.v4i1.102>
- Mustikaningrum, D., Maryono, D., & Yuana, R. A. (2017). The Comparison of the Discovery Learning and Project Based Learning and their Influences to Student's

Motivation to Learn Conditional Structure Programming. *IJIE (Indonesian Journal of Informatics Education)*, 1(1), 38. <https://doi.org/10.20961/ijie.v1i1.4166>

Nantha, C., Pimdee, P., & Sitthiworachart, J. (2022). A Quasi-Experimental Evaluation of Classes Using Traditional Methods, Problem-Based Learning, and Flipped Learning to Enhance Thai Student-Teacher Problem-Solving Skills and Academic Achievement. *International Journal of Emerging Technologies in Learning*, 17(14), 20–38. <https://doi.org/10.3991/ijet.v17i14.30903>

Naveh, G. (2022). Problem-based learning in a theoretical course in civil engineering: Students' perspectives. *Advances in Engineering Education*, 10(3), 46–68. <https://doi.org/10.18260/3-1-1153-36033>

Nisa, G., Sarwi, S., & Subali, B. (2021). An Analysis of Problem-Based Learning Activities in Improving Students' Critical Thinking Skills and Intrapersonal Intelligence. *Journal of Primary Education*, 10(4), 449–460. <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/54746%0Ahttps://journal.unnes.ac.id/sju/index.php/jpe/article/download/54746/21083>

Nusantari, E., Abdul, A., Damopolii, I., Alghafri, A. S. R., & Bakkar, B. S. (2019). Combination of Discovery Learning and Metacognitive Knowledge Strategy to Enhance Students' Critical Thinking Skills. *European Journal of Educational Research*, 8(4), 999–1011.

Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2017). *Educational Psychology: Developing Learners*. Pearson Education.

Othman, N., & Shah, M. I. A. (2013). Problem-based learning in the English language classroom. *English Language Teaching*, 6(3), 125–134. <https://doi.org/10.5539/elt.v6n3p125>

Parrado-Martínez, P., & Sánchez-Andújar, S. (2020). Development of competences in postgraduate studies of finance: A project-based learning (PBL) case study. *International Review of Economics Education*, 35(July). <https://doi.org/10.1016/j.iree.2020.100192>

Patandung, Y. (2017). Pengaruh model discovery learning terhadap peningkatan motivasi belajar IPA Siswa. *Journal of Educational Science and Technology (EST)*, 3(1), 9. <https://doi.org/10.26858/est.v3i1.3508>

Patton, A. (2012). *Work that matters The teacher's guide to project-based learning*. Paul Hamlyn Foundation.

Pehlivan, A., & Durgut, M. (2017). The effect of logical-mathematical intelligence on financial accounting achievement according to multiple intelligence theory. *Journal of Education & Social Policy*, 4(3), 132–139.

Poonsawad, A., Srisomphan, J., & Sanrach, C. (2022). Synthesis of Problem-Based Interactive Digital Storytelling Learning Model Under Gamification Environment Promotes Students' Problem-Solving Skills. *International Journal of Emerging*

- Technologies in Learning*, 17(5), 103–119. <https://doi.org/10.3991/ijet.v17i05.28181>
- Putri, N. A. (2023). the Implementation of Discovery Learning in Teaching Grammar for Seventh Grade Students. *Khazanah Pendidikan*, 17(2), 63. <https://doi.org/10.30595/jkp.v17i2.18805>
- Putri, S. S., Japar, M., & Bagaskorowati, R. (2019). Increasing ecoliteracy and student creativity in waste utilization. *International Journal of Evaluation and Research in Education*, 8(2), 255–264. <https://doi.org/10.11591/ijere.v8i2.18901>
- Rahmawati, A. D., Supriyanto, D. H., & Sari, W. R. (2021). Project-Based Learning Model with A Scientific Approach to Mathematics Learning in Covid-19 Pandemic. *AL-ISHLAH: Jurnal Pendidikan*, 13(1), 769–775. <https://doi.org/10.35445/alishlah.v13i1.595>
- Rapp, W. H. (2014). *Universal design for learning in action : 100 ways to teach all learners*. Paul H. Brookes Publishing Co.
- Ratminingsih, N. M. (2017). *Metode dan Startegi Bahasa Inggris*. PT. Raja Grafindo.
- Ratminingsih, N. M. (2018). Implementasi Board Games Dan Pengaruhnya Terhadap Hasil Belajar Bahasa Inggris. *Jurnal Ilmu Pendidikan*, 24(1), 19. <https://doi.org/10.17977/um048v24i1p19-28>
- Riyanto, S. (2015). *The practice of teaching English : panduan mengajar bahasa Inggris dengan kreatif di sekolah*. Andi Offset.
- Rodriguez-Sanchez, C., Orellana, R., Fernandez Barbosa, P. R., Borromeo, S., & Vaquero, J. (2024). Insights 4.0: Transformative learning in industrial engineering through problem-based learning and project-based learning. *Computer Applications in Engineering Education*, August 2023, 1–11. <https://doi.org/10.1002/cae.22736>
- Rovikasari, M., & Supriyadi, S. (2020). Teachers' Attitudes Toward Discovery Learning: A Case Study in Writing Class. *International Journal of Educational Research Review*, 5(2), 135–140. www.ijere.com
- Sadiku, M. N. ., & Musa, S. M. (2021). *A Primer On Multiple Intelligences*. Springer Nature Switzerland AG.
- Saimon, M., Lavicza, Z., & Dana-Picard, T. (Noah). (2023). Enhancing the 4Cs among college students of a communication skills course in Tanzania through a project-based learning model. *Education and Information Technologies*, 28(6), 6269–6285. <https://doi.org/10.1007/s10639-022-11406-9>
- Samsudin, E. N., Murniningsih, M., & Mustadi, A. (2021). Problem Based Learning in Basic Education. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2800–2809. <https://doi.org/10.35445/alishlah.v13i3.749>
- Sari, D. M. M., & Prasetyo, Y. (2021). Project-based-learning on critical reading course to enhance critical thinking skills. *Studies in English Language and Education*, 8(2),

- 442–456. <https://doi.org/10.24815/siele.v8i2.18407>
- Sari, I. K. (2018). The effect of problem-based learning and project-based learning on the achievement motivation. *Jurnal Prima Edukasia*, 6(2), 129–135. <https://doi.org/10.21831/jpe.v6i2.17956>
- Sebatana, M. J., & Dudu, W. T. (2022). Reality or Mirage: Enhancing 21st-Century Skills Through Problem-Based Learning While Teaching Particulate Nature of Matter. *International Journal of Science and Mathematics Education*, 20(5), 963–980. <https://doi.org/10.1007/s10763-021-10206-w>
- Seechalliao, T. (2017). Instructional Strategies to Support Creativity and Innovation in Education. *Journal of Education and Learning*, 6(4), 201. <https://doi.org/10.5539/jel.v6n4p201>
- Seibert, S. A. (2021). Problem-based learning: A strategy to foster generation Z's critical thinking and perseverance. *Teaching and Learning in Nursing*, 16(1), 85–88. <https://doi.org/10.1016/j.teln.2020.09.002>
- Sequeira, A. H. (2012). Introduction to Concepts of Teaching and Learning. *SSRN Electronic Journal*, 1–6. <https://doi.org/10.2139/ssrn.2150166>
- Setyaningrum, W., Riani, A. L., & Wardani, D. K. (2020). Comparison of Problem-Based Learning and Discovery Learning Model. *International Journal of Multicultural and Multireligious Understanding*, 7(3), 305–313. <https://ijmmu.com/index.php/ijmmu/article/view/1564>
- Sheoran, S., Chhikara, S., & Sangwan, S. (2019). Exploring Relationship of Family Variables on Intrapersonal Intelligence of Young Adolescent Girls'. *Indian Journal of Positive Psychology*, 10(2), 79–82.
- Sholikhati, R., Mardiyana, & Sari Saputro, D. R. (2018). Students' thinking level based on intrapersonal intelligence. *Journal of Physics: Conference Series*, 943(1). <https://doi.org/10.1088/1742-6596/943/1/012007>
- Sidabalok, N. E., & Sinaga, A. Y. (2021). Blended learning model during Covid-19 pandemic to increase Mathematics learning outcomes in senior high school. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 2997–3003.
- Soedjono, S., Yusuf, M., & Rahman, A. (2022). Project Based Learning for Children with Special Needs during the Covid-19 Pandemic. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 1321–1330. <https://doi.org/10.35445/alishlah.v14i2.1123>
- Sönmez, V. (2017). Association of Cognitive, Affective, Psychomotor and Intuitive Domains in Education, Sönmez Model. *Universal Journal of Educational Research*, 5(3), 347–356. <https://doi.org/10.13189/ujer.2017.050307>
- Su, K. D. (2021). A new assessment of hocs-oriented learning for students' higher-order thinking abilities by marzano's taxonomy. *Journal of Baltic Science Education*, 20(2), 305–315. <https://doi.org/10.33225/jbse/21.20.305>

- Sudjimat, D. A., Sumarli, Nauri, I. M., & Kusuma, F. I. (2019). The effect of problem-based blended learning models on learning outcomes and achievement motivation of automotive engineering study program students. *International Journal of Innovation, Creativity and Change*, 8(1), 120–141.
- Sudjimat, D. A., & Tuwoso. (2021). Impact of Work and Project-Based Learning Models on Learning Outcomes and Motivation of Vocational High School Students. *Educational Sciences : Theory & Practice*, 21(April), 131–144. <https://doi.org/10.12738/jestp.2021.2.009>
- Sugiyono, & Ismiati, R. (2023). Literature review the influence of using discovery learning method on the students' reading skill s. *Tulip*, 12(1), 95–108.
- Suherti, E., & Rohimah, S. M. (2017). *Pembelajaran Terpadu*. Universitas Pasundan.
- Sukiman. (2017). *Sistem Penilaian Pembelajaran*. Media Akademi.
- Supadi, Unifa. (2019). Peningkatan Hasil Belajar Bahasa Inggris Materi Teks Naratif Siswa SMK Melalui Pembelajaran Kooperatif Tipe Jigsaw. *IMPROVEMENT Jurnal Ilmiah Untuk Peningkatan Mutu* ..., 6(2), 123–142. <https://doi.org/https://doi.org/10.21009/improvement.v6i02.13609>
- Suradika, A., Dewi, H. I., & Nasution, M. I. (2023). Project-Based Learning and Problem-Based Learning Models in Critical and Creative Students. *Jurnal Pendidikan IPA Indonesia*, 12(1), 153–167. <https://doi.org/10.15294/jpii.v12i1.39713>
- Surji, A. L., & Ulker, V. (2021). Undergraduate Foreign Language Learners Perspective on Project Based Learning. *International Journal of Social Sciences & Educational Studies*, 8(4), 254–267. <https://doi.org/10.23918/ijsses.v8i4p254>
- Susbiyanto, S., Kurniawan, D. A., Perdana, R., & Riantoni, C. (2019). Identifying the mastery of research statistical concept by using problem-based learning. *International Journal of Evaluation and Research in Education*, 8(3), 461–469. <https://doi.org/10.11591/ijere.v8i3.20252>
- Sutomo, N., Sarosa, T., & Asrori, M. (2021). Project-Based Learning (PBL) for Teaching English in SMA. *Proceedings of the 5th International Conference on Arts Language and Culture (ICALC 2020)*, 534(534), 142–146. <https://doi.org/10.2991/assehr.k.210226.059>
- Syakur, A., Musyarofah, L., Sulistyaningsih, S., & Wike, W. (2020). The Effect of Project Based Learning (PjBL) Continuing Learning Innovation on Learning Outcomes of English in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(1), 625–630. <https://doi.org/10.33258/birle.v3i1.860>
- Syawaludin, A., Prasetyo, Z. K., Jabar, C. S. A., & Retnawati, H. (2022). The Effect of Project-based Learning Model and Online Learning Settings on Analytical Skills of Discovery Learning, Interactive Demonstrations, and Inquiry Lessons. *Journal of Turkish Science Education*, 19(2), 608–621. <https://doi.org/10.36681/tused.2022.140>

- Telang, A. (2014). Problem-based learning in health professions education: An overview. *Archives of Medicine and Health Sciences*, 2(2), 243. <https://doi.org/10.4103/2321-4848.144363>
- Thomas, J. W. (2000). *A review of research on project-based learning*. The Autodesk Foundation.
- Tokan, P. ratu I. (2016). *Sumber Kecerdasan Manusia*. PT. Grasindo.
- Tsai, Y. hsun, Lin, C. hung, Hong, J. chao, & Tai, K. hsin. (2018). The effects of metacognition on online learning interest and continuance to learn with MOOCs. *Computers and Education*, 121, 18–29. <https://doi.org/10.1016/j.compedu.2018.02.011>
- Tsaousis, I., & Nikolaou, I. (2005). Exploring the relationship of emotional intelligence with physical and psychological health functioning. *Stress and Health*, 21(2), 77–86. <https://doi.org/10.1002/smj.1042>
- Ula, S. S. (2019). *Revolusi Belajar: Optimalisasi Kecerdasan melalui Pembelajaran Berbasis Kecerdasan Majemuk*. Ar-Ruzz Media.
- Uno, H. B. (2016). *Orientasi Baru dalam Psikologi Pembelajaran* (6th ed.). Bumi Aksara.
- Usmeli, U., & Amini, R. (2022). Creative project-based learning model to increase creativity of vocational high school students. *International Journal of Evaluation and Research in Education*, 11(4), 2155–2164. <https://doi.org/10.11591/ijere.v11i4.21214>
- Wade, S., & Kidd, C. (2019). The role of prior knowledge and curiosity in learning. *Psychonomic Bulletin and Review*, 26(4), 1377–1387. <https://doi.org/10.3758/s13423-019-01598-6>
- Walker, A. E., Leary, H., Hmelo-Silver, C. E., & Ertmer, P. A. (2015). *Essential Readings in Problem-based Learning*. Purdue University Press.,
- Wan, Z. H., So, W. M. W., & Zhan, Y. (2022). Developing and Validating a Scale of STEM Project-Based Learning Experience. *Research in Science Education*, 52(2), 599–615. <https://doi.org/10.1007/s11165-020-09965-3>
- Wardana, & Djamaruddin, A. (2020). *Belajar dan Pembelajaran: Teori, Desain, Model Pembelajaran dan Prestasi Belajar*. CV Kaaffah Learning Center.
- Whitton, D. (2015). *Teaching and Learning Strategies*. Cambridge University Press.
- Wijnia, L., Loyens, S. M. M., & Rikers, R. M. J. P. (2019). The Problem-Based Learning Process: An Overview of Different Models. In *The Wiley Handbook of Problem-Based Learning* (pp. 273–293). John Wiley & Sons.
- Wijnia, L., Noordzij, G., Arends, L. R., Rikers, R. M. J. P., & Loyens, S. M. M. (2024). The Effects of Problem-Based, Project-Based, and Case-Based Learning on Students'

- Motivation: a Meta-Analysis. In *Educational Psychology Review* (Vol. 36, Issue 1). Springer US. <https://doi.org/10.1007/s10648-024-09864-3>
- Winkel, W. S. (2014). *Psikologi Pengajaran* (Indonesia). Grasindo.
- Worrell, F. C., Hughes, T. L., & Dixson, D. D. (2020). *The Cambridge Handbook of Applied School Psychology*. Cambridge University Press.
- Wu, T. T., & Wu, Y. T. (2020). Applying project-based learning and SCAMPER teaching strategies in engineering education to explore the influence of creativity on cognition, personal motivation, and personality traits. *Thinking Skills and Creativity*, 35(May 2019), 100631. <https://doi.org/10.1016/j.tsc.2020.100631>
- Wuda, H. L., & Anugraheni, I. (2021). Efektifitas Model Discovery Learning dan Model Problem Based Learning di Tinjau dari Berfikir Kritis pada Mata Pelajaran IPA Siswa Kelas 5 SD Masehi Gugus *Jurnal Studi Guru Dan Pembelajaran*, 4(2), 482–489. <https://www.e-journal.my.id/jsgp/article/view/1327>
- Xiao, Y., & Yang, M. (2019). Formative assessment and self-regulated learning: How formative assessment supports students' self-regulation in English language learning. *System*, 81, 39–49. <https://doi.org/10.1016/j.system.2019.01.004>
- Xiao, L., & Yang, H. (2019). Teaching English as a Foreign Language: Strategies for Enhancing Cognitive and Social Skills. *Journal of Language Teaching and Research*, 10(5), 1143–1150.
- Yang, J. (2022). the Application of Problem-Based Learning in Spoken English Teaching for College Efl Learners. *International Journal of Education Humanities and Social Science*, 05(06), 168–174. <https://doi.org/10.54922/ijehss.2022.0464>
- Yao-Ping Peng, M., & Chen, C. C. (2019). The effect of instructor's learning modes on deep approach to student learning and learning outcomes. *Educational Sciences: Theory and Practice*, 19(3), 65–85. <https://doi.org/10.12738/estp.2019.3.005>
- Yusuf, M. (2015). *Asesmen dan Evaluasi Pendidikan*. Prenadamedia.
- Yusuf, M., & Wahyuni, S. (2020). Pengaruh kecerdasan intrapersonal terhadap prestasi belajar siswa. *Jurnal Pendidikan Indonesia*, 9(2), 145-152.
- Zaafour, A., & Salaberri-ramiro, M. S. (2022). Incorporating Cooperative Project-Based Learning in the Teaching of English as a Foreign Language: Teachers' Perspectives. *Education Sciences*, 12(6). <https://doi.org/10.3390/educsci12060388>
- Zambrano R., J., Kirschner, F., Sweller, J., & Kirschner, P. A. (2019). Effects of prior knowledge on collaborative and individual learning. *Learning and Instruction*, 63(May), 101214. <https://doi.org/10.1016/j.learninstruc.2019.05.011>
- Zambrano R., et al. (2019). Collaborative learning strategies: Enhancing student curiosity in group activities. *Educational Studies*, 45(3), 369-384.

Zeng, N., Ayyub, M., Sun, H., Wen, X., Xiang, P., & Gao, Z. (2017). Effects of physical activity on motor skills and cognitive development in early childhood: A systematic review. *BioMed Research International*, 2017. <https://doi.org/10.1155/2017/2760716>

Zetriuslita, Z., & Alzaber, A. (2020). Model model pembelajaran sesuai tuntutan kurikulum 2013 (pelatihan untuk guru-guru SMP Kampar Kiri Hilir Kabupaten Kampar). *Community Education Engagement Journal*, 2(1), 30–37. <https://journal.uir.ac.id/index.php/ecej/article/view/5981/2972>

Zurrahmi, U., & Triastuti, A. (2022). Indonesian EFL Students' Perceptions of Effective Non-Native English Teachers. *Studies in English Language and Education*, 9(1), 299–317. <https://doi.org/10.24815/siele.v9i1.21720>

