

## REFERENSI

- Agarwal, P. K., & Bain, P. M. (2019). *Powerful Teaching: Unleash the Science of Learning* (1st ed.). JOSSEY-BASS.
- Al-Emran, M., Malik, S. I., & Al-Kabi, M. N. (2020). A Survey of Internet of Things (IoT) in Education: Opportunities and Challenges. In *Studies in Computational Intelligence* (Vol. 846). Springer International Publishing. [https://doi.org/10.1007/978-3-030-24513-9\\_12](https://doi.org/10.1007/978-3-030-24513-9_12)
- Allen, M. J., & Yen, W. M. (2012). *Introduction to measurement theory*. Wavelan Press. Inc. <https://doi.org/10.4324/9780203874769-27>
- Amaka, I. H., & Goeman, K. (2017). Selecting media for effective learning in online and blended courses: A review study. *Journal of Educational Multimedia and Hypermedia*, 26(1), 29–59.
- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How Learning Works: 7 Research-Based Principles for Smart Teaching* (1st ed.). JOSSEY-BASS.
- Arifanita, D., Nurkamto, J., & Suparno, S. (2019). *Investigating the Writing Difficulties on Indonesian Second Language Students in Learning English*. 2003. <https://doi.org/10.4108/eai.27-4-2019.2285348>
- Ariyanti, A. (2016). The Teaching of EFL Writing in Indonesia. *Dinamika Ilmu*, 16(2), 263. <https://doi.org/10.21093/di.v16i2.274>
- Awidi, I. (2019). The impact of a flipped classroom approach on student learning experience. *Computers and Education*, 128, 269–283. <https://doi.org/10.1016/j.compedu.2018.09.013>
- Ayob, N. F. S., Halim, N. D. A., Zulkifli, N. N., Zaid, N. M., & Mokhtar, M. (2020). Overview of blended learning: The effect of station rotation model on students' achievement. *Journal of Critical Reviews*, 7(6), 320–326. <https://doi.org/10.31838/jcr.07.06.56>
- Baepler, P. (2021). Student Anxiety in Active Learning Classrooms: Apprehensions and Acceptance of Formal Learning Environments. *Journal of Learning Spaces*, 10(2), 36–47.
- Bailey, S. (2018a). *A Practical Guide to Academic Writing for International Students* (T. & F. Group (Ed.)).
- Bailey, S. (2018b). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.
- Baker, J. W. (2000). The “Classroom Flip”: Using web course management tools to become the guide by the side. *11th International Conference on College Teaching and Learning*, 9–17.
- Baker, R. L., Schutz, R. E., & Development, S. R. L. for E. R. and. (1971). *Instructional Product Development*. Van Nostrand Reinhold Company. <https://books.google.co.id/books?id=IHkNAAAAIAAJ>
- Bandura, A. (1971). Social Learning Theory. In *Stanford University* (Vol. 61, Issue 1). General

- Learning Press. <https://doi.org/10.18177/sym.2020.61.1.sr.11518>
- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative Learning Techniques: A Handbook for College Faculty* (1st ed.). JOSSEY-BASS.
- Barua, A., Gubbiyappa, K. S., Baloch, H. Z., & Das, B. (2014). Validation of Feedback Questionnaire on Flipped Classroom (FC) Activity. *Journal of Advanced Pharmacy Education & Research*, 4(3), 339–349. <https://www.researchgate.net/publication/268747434>
- Bean, J. C., & Melzer, D. (2021). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (3rd ed.). JOSSEY-BASS.
- Berger, K. S. (2017). *The Developing Person Through the Life Span* (10th ed.). Worth Publishers.
- Bhattacharjee, J. (2015). Constructivist Approach to Learning— An Effective Approach of Teaching Learning. *Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS) A Peer-Reviewed Monthly Research Journal*, I(VI), 65–74.
- Bingham, T., & Conner, M. (2010). *The New Social Learning: A Guide to Transforming Organizations Through Social Media* (1st ed.). Berrett-Koehler Publishers, Inc. <https://doi.org/978-1-60509-703-9>
- Bishop, J. L., & Verleger, M. A. (2013). The flipped classroom: A survey of the research. *ASEE Annual Conference and Exposition, Conference Proceedings*. <https://doi.org/10.18260/1-2--22585>
- Blázquez, B. O., Masluk, B., Gascon, S., Díaz, R. F., Aguilar-Latorre, A., Magallón, I. A., & Botaya, R. M. (2019). The use of flipped classroom as an active learning approach improves academic performance in social work: A randomized trial in a university. *PLoS ONE*, 14(4), 1–15. <https://doi.org/10.1371/journal.pone.0214623>
- Borg, W. R., & Borg, M. D. (1983). *Educational Research: An introduction* (4th ed.). Longman Inc.
- Bormanaki, H. B., & Khoshhal, Y. (2017). The role of equilibration in piaget's theory of cognitive development and its implication for receptive skills: A theoretical study. *Journal of Language Teaching and Research*, 8(5), 996–1005. <https://doi.org/10.17507/jltr.0805.22>
- Boubih, S., Aidoun, A., El Alaoui, M., & Idrissi, R. J. (2020). The effectiveness of the flipped classroom in a teacher training context. *Universal Journal of Educational Research*, 8(11B), 6061–6071. <https://doi.org/10.13189/ujer.2020.082242>
- Branch, R. M., & Dousay, T. A. (2015). *Survey of instructional design models* (D. R. Walling (Ed.); Fifth Edit). Association for Educational Communications and Technology. [https://aect.org/survey\\_of\\_instructional\\_design.php](https://aect.org/survey_of_instructional_design.php)
- Branson, R. K., Rayner, G. T., Cox, L. J., Furman, J. P., King, F. J., & Hannum, W. H. (1975). *Interservice Procedures for Instructional Systems Development. Executive Summary and Model.* (Vols. 1–5). Center for Educational Technology. <https://apps.dtic.mil/dtic/tr/fulltext/u2/a019486.pdf>
- Brown, H. D. (2014). *Principles of Language Learning and Teaching : A Course in Second*

- Language Acquisition* (6th ed.). Pearson Education Inc.
- Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2016). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1–2), 1–21. <https://doi.org/10.1080/09588221.2015.1111910>
- Chowdhury, T. A. (2021). Fostering Learner Autonomy through Cooperative and Collaborative Learning. *Shanlax International Journal of Education*, 10(1), 89–95. <https://doi.org/10.34293/education.v10i1.4347>
- Clark, R. C., & Mayer, R. E. (2016). *E-learning and the Science of Instruction important: Fourth Edition* (4th ed.). Wiley & Sons.
- Cockrum, T. (2017). Emerging Models of Practice in Flipped English Language Arts Classrooms. In C. A. Young & C. M. Moran (Eds.), *Applying the flipped classroom model to English language arts education* (pp. 160–176). IGI Global. <https://doi.org/10.4018/978-1-5225-2242-3.ch009>
- Colon, A. M. O., Galiano, I. M. M., & Colmenero-Ruiz, M. J. (2017). Impact of the flipped classroom model and collaborative learning in childhood teaching university degree. *Journal of E-Learning and Knowledge Society*, 13(3), 131–143. <https://doi.org/10.20368/1971-8829/1358>
- Dass, S., S, R. H., Kumar C, R. P., Cherian, R. K., & Joseph, S. (2021). *Effectiveness of Collaborative Learning among Gen Z Engineering Students Sandhya Dass*. 34(3).
- de Hoog, R., de Jong, T., & de Vries, F. (1994). Constraint-Driven Software Design: An Escape From the Waterfall Model. In *Performance Improvement Quarterly* (Vol. 7, Issue 3, pp. 48–63). <https://doi.org/10.1111/j.1937-8327.1994.tb00637.x>
- Dewey, J. (2012). Democracy and Education: An introduction to the philosophy of education. In *An Introduction to the Philosophy of Education*. Duke Classics.
- Dick, W., Carey, L., & Carey, J. O. (2015). *The Systematic Design of Instruction* (8th ed.). Pearson Education, Inc.
- Dimella, T. (2020). *Teaching Tips : Flipped Classroom Learning*. University of South Carolina. <https://www.uscupstate.edu/faculty-staff/center-for-academic-innovation-and-faculty-support/resources-for-innovative-course-design/about-flipped-classroom-design/>
- Djaali, & Muljojo, P. (2008). Pengukuran Dalam Bidang Pendidikan. In Y. B. Sudarmanto (Ed.), *PT. Grasindo*. Grasindo.
- Djemari, M. (2015). *Pengukuran, Penilaian, dan Evaluasi Pendidikan*. Nuha Litera.
- Eggen, P. D., & Kauchak, D. P. (2012). *Strategies and Models for Teachers: Teaching Content and Thinking Skills*. Pearson. <https://books.google.co.id/books?id=dl-ocQAACAAJ>
- Elmaadaway, M. A. N. (2018). The effects of a flipped classroom approach on class engagement and skill performance in a Blackboard course. *British Journal of Educational Technology*, 49(3), 479–491. <https://doi.org/10.1111/bjet.12553>
- England, T. K., Nagel, G. L., & Salter, S. P. (2020). Using collaborative learning to develop

- students' soft skills. *Journal of Education for Business*, 95(2), 106–114.  
<https://doi.org/10.1080/08832323.2019.1599797>
- Ertmer, P. A., & T. T. J. N. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective. *Performance Improvement Quarterly*, 26(2), 43–71. <https://doi.org/10.1002/piq>
- Estrada, Á. C. M. (2019). Flipped classroom to improve university student centered learning and academic performance. *Social Sciences*, 8(11). <https://doi.org/10.3390/socsci8110315>
- Exley, K., Dennick, R., & Fisher, A. (2019). *Small Group Teaching: Tutorials, Seminars and Workshops* (2nd ed.). Routledge.
- Fang, J., & Strobel, J. (2011). How ID models help with game-based learning: An examination of the gentry model in a participatory design project. *Educational Media International*, 48(4), 287–306. <https://doi.org/10.1080/09523987.2011.632277>
- Forsell, J., Forslund Frykeda, K., & Hammar Chiriac, E. (2019). Group Work Assessment: Assessing Social Skills at Group Level. *Small Group Research*, 51(1), 1–38.  
<https://doi.org/10.1177/1046496419878269>
- Freiberg, H. J., & Driscoll, A. (1992). *Universal Teaching Strategies*. Allyn and Bacon.  
<https://books.google.co.id/books?id=j0QQAQAAQAAJ>
- Freire, P. (2020). Pedagogy of the oppressed. In *The Community Performance Reader*.  
<https://doi.org/10.4324/9781003060635-5>
- Furian, N., O'Sullivan, M., Walker, C., Vössner, S., & Neubacher, D. (2015). A conceptual modeling framework for discrete event simulation using hierarchical control structures. *Simulation Modelling Practice and Theory*, 56, 82–96.  
<https://doi.org/10.1016/j.simpat.2015.04.004>
- Gagne, R. M. (1970). *The conditions of Learning* (2nd ed.). Holt, Rinehart and Winston, Inc.  
<https://doi.org/10.1017/UPO9781844654703.005>
- Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of Instructional Design*. Harcourt Brace College Publishers. <https://doi.org/10.1525/9780520341302-010>
- Gall, M. D., Gall, J. P., Borg, W. R., & Borg, M. D. (2003). *Educational Research: An introduction* (7th ed.). Pearson Education, Inc.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. JOSSEY-BASS.
- Gummel, P. M., Goetz, M. K., James, N. M., Jesse, K. A., & Ratliff, B. J. (2020). Collaborative Learning in Chemistry: Impact of COVID-19. *Journal of Chemical Education*, 97(9), 2899–2904. <https://doi.org/10.1021/acs.jchemed.0c00713>
- Gentry, C. G. (1994). *Introduction to instructional development: process and technique*. Wadsworth Pub. Co.
- Gerlach, V. S., & Ely, D. P. (1980). *Teaching and Media: A Systematic Approach* (2nd ed.). Prentice-Hall. <https://books.google.co.id/books?id=yno2AAAAIAAJ>

- Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. *Internet and Higher Education*, 18, 4–14. <https://doi.org/10.1016/j.iheduc.2012.09.003>
- Greene, B. A. (2015). Measuring Cognitive Engagement With Self-Report Scales: Reflections From Over 20 Years of Research. *Educational Psychologist*, 50(1), 14–30. <https://doi.org/10.1080/00461520.2014.989230>
- Gropper, G. L. (1974). *Instructional Strategies*. Educational Technology Publications. <https://books.google.co.id/books?id=JVNsBpxJ8rYC>
- Gudenrath, A. (2017). Making the Most of the Flipped Format: Active Learning at Work. In C. A. Young & C. M. Moran (Eds.), *Applying the Flipped Classroom Model to English Language Arts Education* (pp. 130–141). IGI Global. <https://doi.org/10.4018/978-1-5225-2242-3.ch009>
- Gustafson, K. L., & Branch, R. M. (1999). *Survey of instructional development models* (4th ed.). ERIC Clearinghouse on Information & Techology.
- Haghghi, H. (2019). Impact of flipped classroom on EFL learners' appropriate use of refusal: achievement, participation, perception. *Computer Assisted Language Learning*, 32(3), 261–293. <https://doi.org/10.1080/09588221.2018.1504083>
- Hanafi, I., & Fuad, N. (2019). Panduan Penulisan Tesis & Disertasi. In *Universitas negeri Jakarta*. Pascasarjana Universitas Negeri Jakarta.
- Hannafin, M. J., & Peck, K. L. (1988). *The Design, Development, and Evaluation of Instructional Software* (Issue 503). Macmillan Publishing Company.
- Harmer, J. (2007). *How To Teach Writing* (6th ed.). Pearson Education Limited.
- Harris, R. A. (2017). *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism* (5th ed.). Routledge.
- Hartono, H., & Maharani, M. M. (2020). *English Writing Anxiety and the Writing Problems of Indonesia EFL Learners*. 409(SoRes 2019), 513–517. <https://doi.org/10.2991/assehr.k.200225.111>
- Hasanudin, C., Fitrianingsih, A., & Saddhono, K. (2019). How is the student's negotiation text in collaborative learning of flipped classroom and a Cyberlink power director media apps. *Ingenierie Des Systemes d'Information*, 24(6), 559–567. <https://doi.org/10.18280/isi.240601>
- Hayashi, Y., Fukamachi, K. I., & Komatsugawa, H. (2015). Collaborative learning in computer programming courses that adopted the flipped classroom. *Proceedings - 2015 International Conference on Learning and Teaching in Computing and Engineering, LaTiCE 2015*, 209–212. <https://doi.org/10.1109/LaTiCE.2015.43>
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional Media and Technologies for Learning* (7th ed.). Merrill Prentice Hall. <https://www.pearson.com/us/higher-education/program/Heinich-Instructional-Media-and-Technologies-for-Learning-7th-Edition/PGM2820905.html>

- Horn, M. B., Staker, H., & Christensen, C. M. (2014). *Blended: Using Disruptive Innovation to Improve Schools* (First Edit). JOSSEY-BASS. <https://www.wiley.com/en-id/Blended%3A+Using+Disruptive+Innovation+to+Improve+Schools-p-9781118955154>
- Hsieh, B. (2017). Step by Step, Slowly I Flip. *The Flipped College Classroom*, 11–36. <https://doi.org/10.1007/978-3-319-41855-1>
- Huang, J. H. (2023). The Effectiveness of Collaborative Learning on Developing Communicative Strategies in English for Specific Purpose Tour Guide Language Training Course at Tertiary Level. *International Journal of Educational Methodology*, 9(4), 619–630. <https://doi.org/10.12973/ijem.9.4.619>
- Indrawati. (2011). Perencanaan Pembelajaran Fisika: Model-model Pembelajaran. In *Universitas Jember*.
- Irvin, L. L. (2010). What is Academic Writing? In C. Lowe & P. Zemliansky (Eds.), *Writing spaces: Readings on Writing* (pp. 3–17). Parlor Press LCC.
- Isohätälä, J., Näykki, P., & Järvelä, S. (2020). Cognitive and Socio-Emotional Interaction in Collaborative Learning: Exploring Fluctuations in Students' Participation. *Scandinavian Journal of Educational Research*, 64(6), 831–851. <https://doi.org/10.1080/00313831.2019.1623310>
- Jack Andersen. (2009). The Collection and Organization of Written Knowledge Jack. In C. Bazerman (Ed.), *HANDBOOK OF RESEARCH ON WRITING: History, Society, School, Individual, Text* (1st ed., Vol. 3, pp. 214–232). Lawrence Erlbaum Associates, Inc.
- Janson, A., Sollner, M., & Leimeister, J. M. (2016). The appropriation of collaborative learning—qualitative insights from a flipped classroom. *Proceedings of the Annual Hawaii International Conference on System Sciences, 2016-March*, 84–93. <https://doi.org/10.1109/HICSS.2016.19>
- Jawas, U. (2019). Writing anxiety among Indonesian EFL students: Factors and strategies. *International Journal of Instruction*, 12(4), 733–746. <https://doi.org/10.29333/iji.2019.12447a>
- Johnson, D., Johnson, R., & Smith, K. (1998). Cooperative Learning Center Directors : Roger T . Johnson and. *The Annual Report of Education Psychology in Japan, July 2016*, 0–29. <https://doi.org/10.5926/arepj1962.47.0>
- Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. *Theory into Practice*, 38(2), 67–73. <https://doi.org/10.1080/00405849909543834>
- Joyce, B., Weil, M., & Calhoun, E. (2015). Models of Teaching. In *Statistical Field Theor* (3rd ed.). Pearson Education Inc.
- Kassab, M., DeFranco, J., & Laplante, P. (2020). A systematic literature review on Internet of things in education: Benefits and challenges. *Journal of Computer Assisted Learning*, 36(2), 115–127. <https://doi.org/10.1111/jcal.12383>
- Kheryadi, Suseno, M., & Lustyantie, N. (2024). Flipped classroom with collaborative learning approach in enhancing writing skills of Indonesian university students. *International*

- Journal of Evaluation and Research in Education*, 13(1), 407–413.  
<https://doi.org/10.11591/ijere.v13i1.25269>
- Klímová, B., & Toman, J. (2020). Effectiveness of the Blended Learning Approach in Teaching and Learning Selected EFL Grammar Structures at a University Level – A Case Study. In S. K. S. Cheung, R. Li, K. Phusavat, N. Paoprasert, & L. Kwok (Eds.), *Blended Learning. Education in a Smart Learning Environment* (pp. 1–424). Springer nature Switzerland AG. <https://doi.org/10.1007/978-3-030-51968-1>
- Kukla, A. (2000). Social Constructivism and the Philosophy of Science. In W.H.Newton-Smith (Ed.), *Social Constructivism and the Philosophy of Science* (1st ed.). Routledge.
- Laal, M. (2013). Collaborative Learning; Elements. *Procedia - Social and Behavioral Sciences*, 83, 814–818. <https://doi.org/10.1016/j.sbspro.2013.06.153>
- Laoha, R., & Piriyasurawong, P. (2018). The Instructional Design Flipped Mastery Classroom Model Using Virtual Classroom System with Problem-Based toward Problem Solving Ability. *International Journal of E-Education, e-Business, e-Management and e-Learning*, 8(1), 18–25. <https://doi.org/10.17706/ijeeee.2018.8.1.18-25>
- Lee, W. W., & Owen, D. L. (2004). *Multimedia-Based Instructional Design*. Pfeiffer.
- Lei, T., Cai, Z., & Hua, L. (2021). 5G-oriented IoT coverage enhancement and physical education resource management. *Microprocessors and Microsystems*, 80(October), 103346. <https://doi.org/10.1016/j.micpro.2020.103346>
- Lenkauskaitė, J., Colomer, J., & Bubnys, R. (2020). Students' social construction of knowledge through cooperative learning. *Sustainability (Switzerland)*, 12(22), 1–24. <https://doi.org/10.3390/su12229606>
- Liu, G., Zhang, Y., & Fan, H. (2013). Design and development of a collaborative learning platform supporting flipped classroom. *World Transactions on Engineering and Technology Education*, 11(2), 82–87.
- Liu, J. (2021). Design of Flipped Classroom Mode for Ideological and Political Education Based on Online Multimedia Platform. *Journal of Physics: Conference Series*, 1744(4), 1–6. <https://doi.org/10.1088/1742-6596/1744/4/042145>
- Lo, C. K. (2018). Grounding the flipped classroom approach in the foundations of educational technology. *Educational Technology Research and Development*, 66(3), 793–811. <https://doi.org/10.1007/s11423-018-9578-x>
- Lobato, J., Clarke, D., & Ellis, A. B. (2005). Initiating and eliciting in teaching: A reformulation of telling. *Journal for Research in Mathematics Education*, 36(2), 101–136. <https://doi.org/10.2307/30034827>
- Mahn, H., & John-Steiner, V. (2012). Vygotsky and Sociocultural Approaches to Teaching and Learning. *Educational Psychology*, 7, 1–85. <https://doi.org/10.1002/9781118133880.hop207006>
- McKenney, S., Nieveen, N., & Van Den Akker, J. (2002). Computer support for curriculum developers: CASCADE. *Educational Technology Research and Development*, 50(4), 25–35.

<https://doi.org/10.1007/BF02504982>

- Miarso, Y. (2005). *Menyemai Benih* (1st ed.). Kencana.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: an expanded sourcebook* (R. Holand (Ed.); 2nd ed.). Sage Publication Ltd.
- Morison, G. R., Ross, S. M., Morrison, J. R., & Kalman, H. K. (2019). *Gary R. Morrison* (8th ed.). WILEY.
- Motameni, R. (2018a). The combined impact of the flipped classroom, collaborative learning, on students' learning of key marketing concepts. *Journal of University Teaching and Learning Practice*, 15(3).
- Motameni, R. (2018b). The combined impact of the flipped classroom, collaborative learning, on students' learning of key marketing concepts. *Journal of University Teaching and Learning Practice*, 15(3), 1–20. <https://doi.org/10.53761/1.15.3.4>
- Munir, M. T., Baroutian, S., Young, B. R., & Carter, S. (2018). Flipped classroom with cooperative learning as a cornerstone. *Education for Chemical Engineers*, 23, 25–33. <https://doi.org/10.1016/j.ece.2018.05.001>
- Muraina, M. B. (2015). Relevance of the use of instructional materials in teaching and pedagogical delivery: An overview. In *Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies* (pp. 145–165). <https://doi.org/10.4018/978-1-4666-8162-0.ch008>
- Nasution, W. N. (2017). Strategi Pembelajaran. In *G-Couns: Jurnal Bimbingan dan Konseling* (1st ed., Vol. 3, Issue 1). Perdana Publishing.
- Newby, T. J., Stepich, D., Lehman, J., & Russelll, J. D. (2000). Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers, and Using Media. In *Educational Technology & Society* (2nd ed.). Prentice Hall College.
- Newman, L., Atasoylu, A., Fishman, L., Gooding, H., Kamin, D., Puig, A., Thomas, A. M., Cohen, D., & Schwartzstein, R. (2017). The Case-Based Collaborative Learning Peer Observation Worksheet and Compendium: An Evaluation Tool for Flipped Classroom Facilitators. *MedEdPORTAL : The Journal of Teaching and Learning Resources*, 13(May), 1–6. [https://doi.org/10.15766/mep\\_2374-8265.10583](https://doi.org/10.15766/mep_2374-8265.10583)
- Oka, G. P. A. (2017). *MODEL KONSEPTUAL PENGEMBANGAN PRODUK PEMBELAJARAN* (Issue 1). deepublish. [https://www.academia.edu/44849845/MODEL\\_KONSEPTUAL\\_PENGEMBANGAN\\_PRODUK\\_PEMBELAJARAN\\_BESERTA\\_TEKNIK\\_EVALUASI](https://www.academia.edu/44849845/MODEL_KONSEPTUAL_PENGEMBANGAN_PRODUK_PEMBELAJARAN_BESERTA_TEKNIK_EVALUASI)
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing: Second Edition* (3rd ed.). Pearson Education Inc.
- Oswald, K., & Zhao, X. (2021). Collaborative Learning in Makerspaces: A Grounded Theory of the Role of Collaborative Learning in Makerspaces. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211020732>

- Padugupati, S., Joshi, K. P., Chacko, T. V, & Jamadar, D. (2021). Designing flipped classroom using Kemp's instructional model to enhance deep learning and self-directed collaborative learning of basic science concepts. *Journal of Education and Health Promotion*, 10(May), 1–7. [https://doi.org/10.4103/jehp.jehp\\_1031\\_20](https://doi.org/10.4103/jehp.jehp_1031_20)
- Peggy, A. E., & Timothy, J. N. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 6(4), 50–72.
- Pierre Dillenbourg. (1999). What do you mean by collaborative learning? Collaborative-Learning: Cognitive approaches. In Pierre Dillenbourg (Ed.), *Collaborative-learning: Cognitive and Computational Approaches* (pp. 1–19). Elsevier.
- Pritchard, A., & Woppard, J. (2010). Psychology for the Classroom: Constructivism and Social Learning. In *Applying Communication Theory for Professional Life*. Routledge.
- Pugsee, P. (2017). The effect of Collaborative Learning Techniques in the Flipped Classroom Learning. *International Conference on Teaching , Assessment, and Learning for Engineering, December*, 381–388. <https://doi.org/10.1109/TALE.2017.8252366>
- Reidsema, C., Kavanagh, L., Hadgraft, R., & Smith, S. (2017). The Flipped Classroom: Practice and Practices in Higher Education. In Carl Reidsema · Lydia Kavanagh Roger Hadgraft · Neville Smith (Ed.), *The Flipped Classroom*. Springer Nature. [https://doi.org/10.1007/978-981-10-3413-8\\_4](https://doi.org/10.1007/978-981-10-3413-8_4)
- Reynolds, C. R., Livingston, R. B., & Willson, V. (1987). *Measurement and Assessment in Education and Psychology* (2nd ed.). Pearson. <https://doi.org/10.2307/1502911>
- Richey, R. C., Klein, J. D., & Nelson, W. a. (2004). Developmental research: Studies of instructional design and development. *Handbook of Research for Educational Communications and Technology*, 1099–1130.
- Riyana, C. (2011). Komponen Pembelajaran. In *Tim Pengembangan MKDP*. Rajawali Pers.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(April), 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Sagala, S. (2013). *konsep dan Makna Pembelajaran*. Alfabeta.
- Saira, Ajmal, F., & Hafeez, M. (2021). Critical review on flipped classroom model versus traditional lecture method. *International Journal of Education and Practice*, 9(1), 128–140. <https://doi.org/10.18488/journal.61.2021.91.128.140>
- Salikin, H. (2019). Factors affecting male and female Indonesian EFL students' writing anxiety. *Indonesian Journal of Applied Linguistics*, 9(2), 316–323. <https://doi.org/10.17509/ijal.v9i2.20229>
- Sams, A., & Bergman, J. (2012). *Flipped your Classroom: Reach Every Student in Every Class Every Day* (First Edit). iste, ASCD. <http://www.ascd.org/Publications/Books/Overview/Flip-Your-Classroom.aspx>

- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective* (6th ed.). Pearson Education, Inc.
- Seel, nobert M., Lehmann, T., Blumschein, P., & Podolskiy, O. A. (2017). *Instructional Design for Learning*. Sense publisher.
- Seels, B. (1987). Theoretical and Conceptual Bases of Instructional Design, by Rita Richey. In R. Braden (Ed.), *Educational Technology Research and Development* (Issue 1, pp. 57–59). Nichols publishing company. [https://doi.org/https://doi.org/10.1007/BF02769456](https://doi.org/10.1007/BF02769456)
- Shayakhmetova, L., Mukharlyamova, L., Zhussupova, R., & Beisembayeva, Z. (2020). Developing collaborative academic writing skills in english in call classroom. *International Journal of Higher Education*, 9(8), 13–18. <https://doi.org/10.5430/ijhe.v9n8p13>
- Siemens, G., Onderwijsdagen, S., Age, D., Design, E., Downes, S., & Verhagen, P. (2005). Connectivism : a new learning theory ? *Journal of Instructional Technology and Distance Learning*, 2(1), 1–5. <http://elearning.surf.nl/e-learning/english/3793>
- Siripongdee, K., Pimdee, P., & Tuntiwongwanich, S. (2020). A blended learning model with IoT-based technology: Effectively used when the COVID-19 pandemic? *Journal for the Education of Gifted Young Scientists*, 8(2), 905–917. <https://doi.org/10.17478/JEGYS.698869>
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2014). *Instructional Technology and Media for Learning* (10th ed.). Pearson Education Limited.
- Smith, P. L., & Ragan, T. J. (1999). *Instructional Design* (2nd ed.). John Wiley & Sons, Inc.
- Smith, P. L., & Ragan, T. J. (2005). A Framework for Instructional Strategy Design. In *Instructional design* (3rd ed.). Wiley & Sons. [http://benhur.teluq.ca/SPIP/ted6210\\_v3/IMG/pdf/TED6210\\_Smith\\_2005.pdf](http://benhur.teluq.ca/SPIP/ted6210_v3/IMG/pdf/TED6210_Smith_2005.pdf)
- Smith, S. (2019). *Academic Writing: Features of academic writing*. Uefap. [http://www.uefap.com/writing/feature/complex\\_nom.htm](http://www.uefap.com/writing/feature/complex_nom.htm)
- Solner, A. U. (2012). Collaborative Learning. In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning* (2012th ed., pp. 631–634). Springer Science+Business Media, LLC. [https://doi.org/10.1007/978-1-4419-1428-6\\_817](https://doi.org/10.1007/978-1-4419-1428-6_817)
- Srikanth, R. (1994). Constructing conceptual models for knowledge capture and delivery systems. *Journal of Organizational Computing*, 4(2), 199–217. <https://doi.org/10.1080/10919399409540223>
- Staker, H., & Horn, M. B. (2012). *Classifying K – 12 Blended Learning* (Issue May). Innosight Institute.
- STKIP. (2013). *Mata Kuliah Desain Pembelajaran dan Penyusunan Materi Pembelajaran*. STKIP Bima. <https://adoc.pub/queue/mata-kuliah-desain-pembelajaran-dan-penyusunan-materi-pembel.html>
- Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environments Research*, 15(2), 171–193.

<https://doi.org/10.1007/s10984-012-9108-4>

Strayer, J. F. (2017). Designing Instruction For Flipped Classrooms. In C. M. Reigeluth, B. J. Beatty, & R. D. Myers (Eds.), *Instructional-Design Theories and Models: The Learner-Centered Paradigm of Education* (Vol. 4, pp. 1–464). Taylor and Francis.  
<https://doi.org/10.4324/9781315795478>

Strelan, P. (2020). The flipped classroom: A meta-analysis of effects on student performance across disciplines and education levels. In *Educational Research Review* (Vol. 30).  
<https://doi.org/10.1016/j.edurev.2020.100314>

Sudjana. (2016). *Strategi Pembelajaran* (4th ed.). Dilanisa Putri Sejahtera.

Sugiyono. (2018). *Metode Penelitian Kuantitatif* (1st ed.). Alfabeta.

Sugiyono. (2019). *Metode Penelitian Pendidikan ( Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)* (3rd ed.). Alfabeta.

Suhendi, A., Purwanto, P., & Chairani, S. (2021). Constructivism-Based Teaching and Learning in Indonesian Education. *KnE Social Sciences*, 2021, 76–89.  
<https://doi.org/10.18502/kss.v5i4.8668>

Suparman, A. (2018). *Desain Instruksional Modern: Pegang* (4th ed.). Penerbit Erlangga.

Svinicki, M. D., & McKeachie, W. J. (2014). McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers. In *Angewandte Chemie International Edition*, 6(11), 951–952. (14th ed.). Cengage Learning.

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. [https://doi.org/10.1016/0364-0213\(88\)90023-7](https://doi.org/10.1016/0364-0213(88)90023-7)

Tan, T. A. G., & Vicente, A. J. (2019). An innovative experiential and collaborative learning approach to an undergraduate marketing management course: A case of the Philippines. *International Journal of Management Education*, 17(3).  
<https://doi.org/10.1016/j.ijme.2019.100309>

Tessmer, M. (1994). Formative Assessment Alternatives. *Performance Improvement Quarterly*, 7(1), 3–18. <https://doi.org/10.1111/j.1937-8327.1994.tb00613.x>

Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). Instructional development for training teachers of exceptional children: A sourcebook. In *Journal of School Psychology*. ERIC.

Toba, R., Noor, W. N., & Sanu, L. O. (2019). The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay. *Dinamika Ilmu*, 19(1), 57–73. <https://doi.org/10.21093/di.v19i1.1506>

*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional* (pp. 1–70). (2003).

University, C. M. (n.d.). *Academic Writing : Principles and Practice*. Retrieved August 4, 2021, from  
[https://study.cardiffmet.ac.uk/AcSkills/Documents/Guides/AS\\_Guide\\_Academic\\_Writing.pdf](https://study.cardiffmet.ac.uk/AcSkills/Documents/Guides/AS_Guide_Academic_Writing.pdf)

- University, S. (2020). *Academic writing*. [https://libguides.staffs.ac.uk/academic\\_writing](https://libguides.staffs.ac.uk/academic_writing)
- Voon, X. P., Wong, L. H., Looi, C. K., & Chen, W. (2020). Constructivism-informed variation theory lesson designs in enriching and elevating science learning: Case studies of seamless learning design. *Journal of Research in Science Teaching*, 1–23. <https://doi.org/10.1002/tea.21624>
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.)). Harvard University Press.
- Vygotsky, L. S. (1978). *MIND IN SOCIETY: The Development of Higher Psychological Processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.)). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Webb, M. (2020). Impacts of flipped classrooms on learner attitudes towards technology-enhanced language learning. *Computer Assisted Language Learning*, 33(3), 240–274. <https://doi.org/10.1080/09588221.2018.1557692>
- Whitaker, A. (2009). *Academic Writing Guide* (Issue September). City University of Seattle.
- Widoyoko, E. P. (2009). *Evaluasi Program Pembelajaran*. Pustaka Pelajar.
- Widyartono, D. (2021). Academic Writing Learning Model in Higher Education Based on Hybrid Learning. *Journal of Physics: Conference Series*, 1–7. <https://doi.org/10.1088/1742-6596/1779/1/012047>
- Wood, D. (1998). How children think and learn: The Social Context of Cognitive Development. In *Understanding Children's Learning: A Text for Teaching Assistants* (2nd ed.). Blackwell Publishing.
- Yasmin, M., & Naseem, F. (2019). Collaborative Learning and Learner Autonomy: Beliefs, Practices and Prospects in Pakistani Engineering Universities. *IEEE Access*, 7, 71493–71499. <https://doi.org/10.1109/ACCESS.2019.2918756>
- Yilmaz, S., Calikoglu, E. O., & Kosan, Z. (2021). Effectiveness of Flipped Classroom among Nursing Students on Venous Thromboembolism (VTE). *Nigerian Journal of Clinical Practice*, 24(14), 63–70. [https://doi.org/10.4103/njcp.njcp\\_129\\_20](https://doi.org/10.4103/njcp.njcp_129_20)
- Zhang, Y. (2010). Cooperative Language Learning and Foreign Language Learning and Teaching. *Journal of Language Teaching and Research*, 1(1), 81–83. <https://doi.org/10.4304/jltr.1.1.81-83>