DAFTAR PUSTAKA

Adler, R. B., Rosenfeld, L., & Proctor II, R. F. (2020). *The Process of Interpersonal*. https://doi.org/10.1093/9780197501344.001.0001

Almufarah, M., Zahara, R., & Mariam, P. (2014). Efektivitas Metode Active Learning Type Quiz Team Untuk Meningkatkan Aktivitas Belajar Siswa. *Educare*, *12*(2), 20–29.

Ammentorp, L., & Madden, L. (2018). Learning From Others: Developing Preservice Teachers' Workplace Skills. *Educational Forum*, *82*(1), 85–96. https://doi.org/10.1080/00131725.2018.1385274

Anders Ericsson, K., & Harwell, K. W. (2019). Deliberate practice and proposed limits on the effects of practice on the acquisition of expert performance: why the original definition matters and recommendations for future research. *Frontiers in Psychology*, *10*(OCT), 1–19. https://doi.org/10.3389/fpsyg.2019.02396

Andolina, M. W., & Conklin, H. G. (2021). Cultivating empathic listening in democratic education. *Theory and Research in Social Education*, *49*(3), 390–417. https://doi.org/10.1080/00933104.2021.1893240

Baharuddin Hafid, St. Syamsudduha, & Amalia Syurgawi. (2023). Konsep Desain Pembelajaran Model Bela H. Banathy pada Pendidikan di Indonesia. *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam*, *4*(1), 131–138. https://doi.org/10.55623/au.v4i1.202

Bahgat, M., Elsafty, A., Shaarawy, A., & Said, T. (2018). FIRST Framework Design and Facilitate Active Deep Learner eXperience. *Journal of Education and Training Studies*, *6*(8), 123. https://doi.org/10.11114/jets.v6i8.3337

Baker, E. L., Dunne-Moses, A., Calarco, A. J., & Gilkey, R. (2019). Listening to

Understand: A Core Leadership Skill. *Journal of Public Health Management and Practice*, *25*(5), 508–510. https://doi.org/10.1097/PHH.0000000000001051

Bell, D., & Kahrhoff, J. (2006). Active Learning Handbook. *Webster University*. https://admin.umt.edu.pk/Media/Site/UMT/SubSites/ctl/FileManager/GetStarted_ActiveLearningHandbook.pdf?__cf_chl_jschl_tk__=pmd_vioqM3qWUS0wHeeAV9ERfSiYm87q2K.U7_Vu0qQv1R8-1629278195-0-gqNtZGzNAjujcnBszQil

Ben, C., Csikszentmihalyi, M., Abuhamdeh, S., & Nakamura, J. (2017). A Case for Flow State. *Online*, 9. http://www.oxbowschool.org/assets/gallery/os36-final-projects/docs/ben-c-os36paper.pdf

Billingsley, B., Brownell, M., Lewis, T., & Rodriguez, J. (2017). High-Leverage Practices in Special Education. In *Teaching Exceptional Children* (Vol. 49, Issue 5). https://doi.org/10.1177/0040059917713206

Bjornestad, A., Olson, S., & Weidauer, L. (2021). Improving officer-soldier communication through active listening skills training with Army ROTC cadets. *Military Psychology*, *33*(3), 205–215. https://doi.org/10.1080/08995605.2021.1902179

Bletscher, C. G., & Lee, S. Y. (2021). The Impact of Active Empathetic Listening on an Introductory Communication Course. *College Teaching*, *69*(3), 161–168. https://doi.org/10.1080/87567555.2020.1841079

Bodie, G. D. (2011). The active-empathic listening scale (AELS): Conceptualization and evidence of validity within the interpersonal domain. *Communication Quarterly*, *59*(3), 277–295. https://doi.org/10.1080/01463373.2011.583495

Bodie, G. D., St. Cyr, K., Pence, M., Rold, M., & Honeycutt, J. (2012). Listening Competence in Initial Interactions I: Distinguishing Between What Listening Is

and What Listeners Do. *International Journal of Listening*, *26*(1), 1–28. https://doi.org/10.1080/10904018.2012.639645

Bodie, G. D., Vickery, A. J., Cannava, K., & Jones, S. M. (2015). The Role of "Active Listening" in Informal Helping Conversations: Impact on Perceptions of Listener Helpfulness, Sensitivity, and Supportiveness and Discloser Emotional Improvement. *Western Journal of Communication*, *79*(2), 151–173. https://doi.org/10.1080/10570314.2014.943429

Bodie, G. D., & Worthington, D. L. (2010). Revisiting the listening styles profile (lsp-16): A confirmatory factor analytic approach to scale validation and reliability estimation. *International Journal of Listening*, *24*(2), 69–88. https://doi.org/10.1080/10904011003744516

Bonwell, C., & Eison, J. (1991). *Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.*

Brame, C. J. (2007). A guide To active learning -Vanderbilt white paper. *Vanderbilt University Center for Teaching*. https://cft.vanderbilt.edu/active-learning/

Branch, R. M. (2009). Approach, Instructional Design: The ADDIE. In *Department of Educational Psychology and Instructional Technology University of Georgia* (Vol. 53, Issue 9).

Bray, B., Mcclaskey, K., & Einstein, A. (n.d.). *Personalization vs Differentiation vs Individualization*. 1–13.

Cahyadi, R. A. H. (2019). Pengembangan Bahan Ajar Berbasis Addie Model. *Halaqa: Islamic Education Journal*, *3*(1), 35–42. https://doi.org/10.21070/halaqa.v3i1.2124

Carr, R., Palmer, S., & Hagel, P. (2015). Active learning: The importance of developing a comprehensive measure. *Active Learning in Higher Education*, *16*(3), 173–186.

https://doi.org/10.1177/1469787415589529

Caverly, R. H. (2019). Flexible Grouping Strategies in the Multiage Classroom. *IEEE Microwave Magazine*, *20*(9), 37–41. https://doi.org/10.1109/MMM.2019.2922800

Chen, M., Chiang, F. K., Jiang, Y. N., & Yu, S. Q. (2017). A context-adaptive teacher training model in a ubiquitous learning environment. *Interactive Learning Environments*, *25*(1), 113–126. https://doi.org/10.1080/10494820.2016.1143845

Chi, M. T. H. (2009). Active-Constructive-Interactive: A Conceptual Framework for Differentiating Learning Activities. *Topics in Cognitive Science*, *1*(1), 73–105. https://doi.org/10.1111/j.1756-8765.2008.01005.x

Chiu, S. K., & Lee, J. (2019). Innovative experiential learning experience: Pedagogical adopting Kolb's learning cycle at higher education in Hong Kong. *Cogent Education*, *6*(1), 1–16. https://doi.org/10.1080/2331186X.2019.1644720

Cowan, E. T., Schapiro, A. C., Dunsmoor, J. E., & Murty, V. P. (2021). Memory consolidation as an adaptive process. *Psychonomic Bulletin and Review*, *28*(6), 1796–1810. https://doi.org/10.3758/s13423-021-01978-x

DeVito, J. A. (2013). *The Interpersonal Communication Book 13th Edition*.

Dick, W., Carey, L., & Carey, J. O. (2015). *The Systematic Design of Instruction* (Eighth Edi). Pearson Education.

Dolan, S., Mallott, D. B., & Emery, J. A. (2002). Passive learning: A marker for the academically at risk. *Medical Teacher*, *24*(6), 648–649. https://doi.org/10.1080/01421590216082

Drollinger, T. (2018). Using Active Empathetic Listening to Build Relationships With Major-Gift Donors. *Journal of Nonprofit and Public Sector Marketing*, *30*(1), 37–51. https://doi.org/10.1080/10495142.2017.1326336

Dyson, L. E., Litchfield, A., Lawrence, E., Raban, R., & Leijdekkers, P. (2009). Advancing the m-learning research agenda for active, experiential learning: Four case studies. *Australasian Journal of Educational Technology*, *25*(2), 250–267. https://doi.org/10.14742/ajet.1153

Febrianti, A. A. (2014). Efektivitas Komunikasi Antar Pribadi Guru Dan Siswa Dalam Mencegah Kenakalan Siswa di SMA Negeri 1 Kota Bontang. *EJurnal Ilmu Komunikasi*, *2*(4), 288.

Felder, R. M. (2021). E-learning – an introduction. *A Handbook for Teaching and Learning in Higher Education*, *2*(August 2009), 103–116. https://doi.org/10.4324/9780203891414-15

Floyd, J. J., & Clements, S. M. (2005). The vital importance of critical listening: An extended example. *International Journal of Listening*, *19*(1), 39–47. https://doi.org/10.1080/10904018.2005.10499072

Fornari, A, & Poznanski, A. (2015). *How-To Guide for Active Learning Manuals How-To Guide for Active Learning Edited by* (Alice Fornari & A. Poznanski (eds.)). International Association of Medical Science Educators.

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research: an Introduction* (7th ed.). Pearson Education.

Gallo, T. F., Cormack, S. J., Gabbett, T. J., & Lorenzen, C. H. (2016). Pre-training perceived wellness impacts training output in Australian football players. *Journal of Sports Sciences*, *34*(15), 1445–1451. https://doi.org/10.1080/02640414.2015.1119295

Giles, S. M., Pankratz, M. M., Ringwalt, C., Jackson-Newsom, J., Hansen, W. B., Bishop, D., Dusenbury, L., & Gottfredson, N. (2012). The role of teacher

communicator style in the delivery of a middle school substance use prevention program. *Journal of Drug Education*, *42*(4), 393–411. https://doi.org/10.2190/DE.42.4.b

Gray, H. (2015). Experiential Learning with Adults. *Self & Society*, *14*(6), 282–286. https://doi.org/10.1080/03060497.1986.11084812

Gubler, M., Eggenhofer-Rehart, P., Andresen, M., Mandel, D., Mayrhofer, W., Lehmann, P., Schleicher, N. E., & Schramm, F. (2020). Are teachers 'same same but different'?–The meaning of career success across occupations. *Teacher Development*, *24*(1), 1–20. https://doi.org/10.1080/13664530.2019.1691643

Gustafson, K. L., & Branch, R. M. (2002). *Survey of Instructional Development Model* (Fourth Edi, Vol. 10). ERIC Clearinghouse on Information & Technology.

Hadie, S. N. H., Hassan, A., Talip, S. B., & Yusoff, M. S. B. (2019). The Teacher Behavior Inventory: validation of teacher behavior in an interactive lecture environment. *Teacher Development*, *23*(1), 36–49. https://doi.org/10.1080/13664530.2018.1464504

Hagan, M., & Eaton, P. (2020). Teacher education in Northern Ireland: reasons to be cheerful or a 'Wicked Problem'? *Teacher Development*, *24*(2), 258–273. https://doi.org/10.1080/13664530.2020.1751260

Halone, K. K., & Pecchioni, L. L. (2001). Relational listening: A grounded theoretical model. *International Journal of Phytoremediation*, *21*(1), 59–71. https://doi.org/10.1080/08934210109367737

Hunt, S. K., Simonds, C. J., & Cooper, P. J. (2002). Communication and teacher education: Exploring a communication course for all teachers. *Communication Education*, *51*(1), 81–94. https://doi.org/10.1080/03634520216497

Hurt, K. J. (2016). A theoretical model of training and its transference: The pivotal role of top management team composition and characteristics. *Human Resource Development International*, *19*(1), 44–66. https://doi.org/10.1080/13678868.2015.1102007

Ian R. McWhinney, T. F. (2009). Textbook of Family Medicine. In *Acta Endocrinologica* (Vol. 13, Issue 4). https://doi.org/10.4183/aeb.2017.506

Ilmiani, A. M., Wahdah, N., & Mubarak, M. R. (2021). The application of Albert Bandura's Social Cognitive Theory: A Process in Learning Speaking Skill. *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, *5*(2). https://doi.org/10.15575/jpba.v5i2.12945

Janasz, S. C. de. (2012). Interpersonal Skills in Organizations. In *Coaching and providing feedback for improved performance* (Vol. 1968).

Janusik, L. (2005). Conversational listening Span: A prosposed measure of conversational listening. *International Journal of Listening*, *19*(1), 12–28. https://doi.org/10.1080/10904018.2005.10499070

Jiwa, M., Ping-Delfos, C. W. S., Ross, J., Shaw, T., & Magin, P. J. (2011). Communities of practice: Quality improvement or research in general practice. *Australian Family Physician*, *40*(1–2), 72–75.

Johnson, R. T., & Johnson, D. W. (2008). Active Learning in the Classroom. *The Annual Report of Educational Psychology in Japan*, *47*, 29–30.

Jones, S. M., Bodie, G. D., & Hughes, S. D. (2019). The Impact of Mindfulness on Empathy, Active Listening, and Perceived Provisions of Emotional Support. *Communication Research*, *46*(6), 838–865. https://doi.org/10.1177/0093650215626983

Jonsdottir, I. J., & Fridriksdottir, K. (2020). Active Listening: Is It the Forgotten

Dimension in Managerial Communication? *International Journal of Listening*,

34(3), 178–188. https://doi.org/10.1080/10904018.2019.1613156

Joubert, P., & Weilbach, L. (2010). *Habits Four to Seven of Highly Effective*

Information Technology Lecturers. 6–8.

Juniantari, I. G. A. S. (2017). Pentingnya Peningkatan Kompetensi Guru Dalam

Pencapaian Hasil Belajar Siswa. *Jurnal Ilmu Pendidikan*, *1*(3), 1–12.

Kane, L. (2004). Educators, learners and active learning methodologies. *International*

Journal of Lifelong Education, *23*(3), 275–286.

https://doi.org/10.1080/0260/37042000229237

Keyton, J., Caputo, J. M., Ford, E. A., Fu, R., Leibowitz, S. A., Liu, T., Polasik, S. S.,

Ghosh, P., & Wu, C. (2013). Investigating Verbal Workplace Communication

Behaviors. *Journal of Business Communication*, *50*(2), 152–169.

https://doi.org/10.1177/0021943612474990

Kluger, A. N., & Itzchakov, G. (2022). The Power of Listening at Work. *Annual Review*

of Organizational Psychology and Organizational Behavior, *9*, 121–146.

https://doi.org/10.1146/annurev-orgpsych-012420-091013

Kodwani, A. D., & Prashar, S. (2019). Exploring the influence of pre-training factors on

training effectiveness-moderating role of trainees' reaction: a study in the public

sector in India. *Human Resource Development International*, *22*(3), 283–304.

https://doi.org/10.1080/13678868.2019.1596012

Kolb, D. A. (2015). Experience as the Source of Learning and Development Second

Edition. In *Pearson Education, Inc. Upper Saddle River* (Second). Pearson

Education. https://doi.org/10.1002/job.4030080408

Kosassy, S. O. (2019). Mengulas Model-Model Pengembangan Pembelajaran dan Perangkat Pembelajaran. *Jurnal Pelita Bangsa Pelestari Pancasila*, *14*(1), 152–173. https://e-journal.my.id/proximal/article/view/211

Krishna, A., & Eder, A. B. (2019). The influence of pre-training evaluative responses on approach-avoidance training outcomes. *Cognition and Emotion*, *33*(7), 1410–1423. https://doi.org/10.1080/02699931.2019.1568230

Kristinsson, K., Jonsdottir, I. J., & Snorrason, S. K. (2019). Employees' Perceptions of Supervisors' Listening Skills and Their Work-Related Quality of Life. *Communication Reports*, *32*(3), 137–147. https://doi.org/10.1080/08934215.2019.1634748

Kurniawati, F., De Boer, A. A., Minnaert, A. E. M. G., & Mangunsong, F. (2014). Characteristics of primary teacher training programmes on inclusion: a literature focus. *Educational Research*, *56*(3), 310–326. https://doi.org/10.1080/00131881.2014.934555

Lailatul Badriyah, Zubaidah, N. M. (2019). Empati Guru Dalam Proses Belajar Mengajar. *Institut Agama Islam Negeri (IAIN) Bengkulu Tahun 2019 Berjalan*, 263–269. http://repository.iainbengkulu.ac.id/2961/

Levitt, D. H. (2002). Active Listening and Counselor Self-Efficacy. *The Clinical Supervisor*, *20*(2), 101–115. https://doi.org/10.1300/j001v20n02_09

Lloyd, K. J., Boer, D., Kluger, A. N., & Voelpel, S. C. (2015). Building Trust and Feeling Well: Examining Intraindividual and Interpersonal Outcomes and Underlying Mechanisms of Listening. *International Journal of Listening*, *29*(1), 12–29. https://doi.org/10.1080/10904018.2014.928211

Long, E. M., & Gummelt, G. (2020). Experiential Service Learning: Building skills and

sensitivity with Kolb's learning theory. *Gerontology and Geriatrics Education*, *41*(2), 219–232. https://doi.org/10.1080/02701960.2019.1673386

Magdalena, I., Septiarini, A. A., & Nurhaliza, S. (2020). Penerapan Model-Model Desain Pembelajaran Madrasah Aliyah Negeri 12 Jakarta Barat. *PENSA : Jurnal Pendidikan Dan Ilmu Sosial*, *2*(2), 241–265. https://ejournal.stitpn.ac.id/index.php/pensa

Manusov, V., Stofleth, D., Harvey, J. A., & Crowley, J. P. (2020). Conditions and Consequences of Listening Well for Interpersonal Relationships: Modeling Active-Empathic Listening, Social-Emotional Skills, Trait Mindfulness, and Relational Quality. *International Journal of Listening*, *34*(2), 110–126. https://doi.org/10.1080/10904018.2018.1507745

Mardiyani, K. (2022). Tujuan Dan Penerapan Teori Behaviorisme Dalam Pembelajaran. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, *2*(5), 260–271. http://jipkl.com/index.php/JIPKL/article/view/30

Martin, H. J. (2010). Improving training impact through effective follow‑up: techniques and their application. *Journal of Management Development*, *29*(6), 520–534. https://doi.org/10.1108/02621711011046495

Martinez, M., & McGrath, D. (2014). Technology alone won't transform teacher to facilitator. *Phi Delta Kappan*, *96*(1), 41–45. https://doi.org/10.1177/0031721714547861

Martoredjo, N. T. (2014). Keterampilan Mendengarkan Secara Aktif dalam Komunikasi Interpersonal. *Humaniora*, *5*(1), 501. https://doi.org/10.21512/humaniora.v5i1.3067

Marzieh Gordan. (2014). A Review of B.F. Skinner's "Reinforcement Theory of

Motivation." *International Journal of Research in Education Methodology*, *5*(3), 680–688.

McNaughton, D., Hamlin, D., McCarthy, J., Head-Reeves, D., & Schreiner, M. (2008). Learning to Listen: Teaching an Active Listening Strategy to Preservice Education Professionals. *Topics in Early Childhood Special Education*, *27*(4), 223–231. https://doi.org/10.1177/0271121407311241

McNaughton, D., & Vostal, B. R. (2010). Using active listening to improve collaboration with parents: The Laff don't Cry strategy. *Intervention in School and Clinic*, *45*(4), 251–256. https://doi.org/10.1177/1053451209353443

Meldrum, H., & Apple, R. (2021). Teaching or Not Teaching Empathic Listening to Future Physicians? Historical Roots and Ongoing Challenges. *International Journal of Listening*, *35*(3), 209–215. https://doi.org/10.1080/10904018.2019.1684296

Miftahul Ulum, & Ahmad Fauzi. (2023). Behaviorism Theory and Its Implications for Learning. *Journal of Insan Mulia Education*, *1*(2), 53–57. https://doi.org/10.59923/joinme.v1i2.41

Miles, J. (2008). Effective communication. *Practice Nurse*, *35*(2), 42–47.

Miles, M. B., & Michael, H. A. (2014). Qualitative data analysis: a methods sourcebook. In *Sustainability (Switzerland)* (Third Edit, Vol. 11, Issue 1). SAGE Publications, Inc. http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI

Mineyama, S., Tsutsumi, A., Takao, S., Nishiuchi, K., & Kawakami, N. (2007). Supervisors' attitudes and skills for active listening with regard to working conditions and psychological stress reactions among subordinate workers. *Journal of Occupational Health*, *49*(2), 81–87. https://doi.org/10.1539/joh.49.81

Mohammed, S., & Kinyo, D. L. (2020). Constructivist Theory As a Foundation for the Utilization of Digital Technology in the Lifelong Learning Process. *Turkish Online Journal of Distance Education*, *21*(4), 90–109. https://doi.org/10.17718/TOJDE.803364

Moos, D. C., & Ringdal, A. (2012). Self-Regulated Learning in the Classroom: A Literature Review on the Teacher's Role. *Education Research International*, *2012*, 1–15. https://doi.org/10.1155/2012/423284

Motzkau, J. F., & Lee, N. M. (2023). Cultures of Listening: Psychology, Resonance, Justice. *Review of General Psychology*, *27*(1), 3–25. https://doi.org/10.1177/10892680221077999

Nelson Laird, T. F., & Kuh, G. D. (2005). Student experiences with information technology and their relationship to other aspects of student engagement. *Research in Higher Education*, *46*(2), 211–233. https://doi.org/10.1007/s11162-004-1600-y

Nicholson, S. (2012). Completing the experience: Debriefing in experiential educational games. *ICSIT 2012 - 3rd International Conference on Society and Information Technologies, Proceedings*, *11*(6), 135–139.

Nugroho, A. F., Binuryan, P., Rudhito, M. A., Sanata, U., Yogyakarta, D., Affandi, J., & Sleman, K. (2024). *Analisis Tingkat Pemahaman Belajar Matematika Siswa Sekolah Luar Biasa (Slb) Berdasarkan Tinjauan Neuroscience*. *8*(1), 91–111.

Nugroho, P. J. (2017). Pengembangan Model Pelatihan Inovatif untuk Meningkatkan

210

Kompetensi Guru Sekolah Dasar Daerah Terpencil. *Jurnal Ilmu Pendidikan*, *23*(2), 152–163. http://journal.um.ac.id/index.php/jip/article/view/10975/5296

Nurbianta, N., & Dahlia, H. (2018). The Effectiveness of Jigsaw Method in Improving Students Reading Comprehension. *ETERNAL (English Teaching Journal)*, *9*(1), 70–86. https://doi.org/10.26877/eternal.v9i1.2416

Okunlola, J. O. (2023). Learning Transfer in the Workplace: An Insight Into the Missing Link in the Education and Training of Employees. *Studies in Learning and Teaching*, *4*(2), 349–354. https://doi.org/10.46627/silet.v4i2.241

Paukert, A., Stagner, B., & Hope, K. (2004). The assessment of active listening skills in helpline volunteers. *Stress, Trauma and Crisis*, *7*(1), 61–76. https://doi.org/10.1080/15434610490281075

Pearson, J. C., Nealson, P. E., Titsworth, S., & Harter, L. (2011). *Human Communication* (K. Stevens (ed.); Fourth Edi, Vol. 01). McGraw-Hill.

Pendi, M. (2013). PENERAPAN MODEL PEMBELAJARAN GERLACH DAN ELY UNTUKMENINGKATKAN HASIL BELAJAR SISWA PADA MATA PELAJARANSAINS MATERI PERUBAHAN PADA MAHKLUK HIDUP DI KELAS III SD NEGERI 002 KUAPAN KECAMATAN TAMBANG KABUPATEN KAMPAR. *Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Sains*, *01*, 1–23.

Perdana, E. M., Manongga, D., & Iriani, A. (2019). Model Konseptual bagi Pengembangan Knowledge Management di SMA Menggunakan Soft System Methodology. *Jurnal Teknologi Informasi Dan Ilmu Komputer*, *6*(2), 169–178. https://doi.org/10.25126/jtiik.201962932

Pertiwi, A. D., Nurfatimah, S. A., & Hasna, S. (2022). Menerapkan Metode

Pembelajaran Berorientasi Student Centered Menuju Masa Transisi Kurikulum Merdeka. *Jurnal Pendidikan Tambusai*, *6*(2), 8839–8848.

Prapanca, I. (2021). *Review Kurikulum Pendidikan Cara Belajar Siswa Aktif (CBSA) Tahun 1984 Dalam Pendidikan Indonesia*. *3*(1), 17–26.

Preville, P. (2023). Active Learning: The Perfect Pedagogy for the Digital Classroom. *Encyclopedia of Machine Learning*, *14*, 1–12. http://link.springer.com/10.1007/978-0-387-30164-8_6

Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, *93*(3), 223–231. https://doi.org/10.1002/j.2168-9830.2004.tb00809.x

Putu Agus Jana Susila, G., Nengah Suarmanayasa, I., & Gede Parma3, P. (2020). *The Effect of Training and Work Motivation on Employee Performance*. *8*, 83–85. https://doi.org/10.32698/hum0200

Reed, K., Goolsby, J. R., & Johnston, M. K. (2016). Extracting meaning and relevance from work: The potential connection between the listening environment and employee's organizational identification and commitment. *International Journal of Business Communication*, *53*(3), 326–342. https://doi.org/10.1177/2329488414525465

Reigeluth, C. M. (2013). The elaboration theory: Guidance for scope and sequence decisions. *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory*, 2(July), 425–453. https://doi.org/10.4324/9781410603784-24

Robbins, S. P., Judge, T. A., & Breward, K. E. (2016). *Essentials of Organizational Behavior Canadian Edition*.

Rupiper, M., & Marvin, C. (2004). Preparing Teachers for Family Centered Services: A

Survey of Preservice Curriculum Content. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, *27*(4), 384–395. https://doi.org/10.1177/088840640402700406

Sapuadi, S., & Nasir, M. (2020). Penanggulangan Miskonsepsi Menggunakan Pendekatan Konflik Kognitif. *Al-Mudarris (Jurnal Ilmiah Pendidikan Islam)*, *3*(1), 81–92. https://doi.org/10.23971/mdr.v3i1.2036

Sato, T., & Laughlin, D. D. (2018). Integrating Kolb's Experiential Learning Theory into a sport psychology classroom using a golf-putting activity. *Journal of Sport Psychology in Action*, *9*(1), 51–62. https://doi.org/10.1080/21520704.2017.1325807

Scott, G., Grebennikov, L., & Gozzard, T. (2009). ICT-Enabled Learning: The Student Perspective. *Journal of Institutional Research*, *14*(2), 1–16. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1055596&site=ehost-live

Silalahi, P. (2015). Pengembangan Model Pelatihan Pengintegrasian Teknologi Informasi dan Komunikasi dalam Pembelajaran Matematika bagi Guru SD. *JTP - Jurnal Teknologi Pendidikan*, *17*(1), 1–14. http://journal.unj.ac.id/unj/index.php/jtp/article/view/5388

Spataro, S. E., & Bloch, J. (2018). "Can You Repeat That?" Teaching Active Listening in Management Education. *Journal of Management Education*, *42*(2), 168–198. https://doi.org/10.1177/1052562917748696

Sterne, J. (2003). The Audible Past CULTURAL ORIGINS OF SOUND REPRODUCTION. *Duke University Press*.

Strom, W. (2021). Do Moral Communicators Make Better Listeners? Personality,

Virtue and Receiver Apprehension as Predictors of Active Empathetic-Listening.

International Journal of Listening, *35*(3), 188–208.

https://doi.org/10.1080/10904018.2019.1705160

Sucia, V. (2017). Pengaruh Gaya Komunikasi Guru Terhadap Motivasi Belajar Siswa.

Komuniti : Jurnal Komunikasi Dan Teknologi Informasi, *8*(5), 112–126.

https://doi.org/10.23917/komuniti.v8i5.2942

Suisman, D., & Strasser, S. (2010). Sound in the age of mechanical reproduction. In

Sound in the Age of Mechanical Reproduction (pp. 1–311).

https://doi.org/10.1093/jahist/jas012

Supriyanta, E. (2015). Pelaksanaan Pembelajaran Cbsa Dalam Usaha Meningkatkan

Hasil Belajar Bidang Studi Pendidikan Kewarganegaraandi Sekolah Menengah

Pertama (Smp) Bhina Karyarongkop Kabupaten Gunungkidul Tahun 2014.

Academy of Education Journal, *6*(1), 31–40.

https://doi.org/10.47200/aoej.v6i1.123

Suwono, H. (2002). *Model Pelatihan Berbasis Kelompok Kerja Guru*. *2000.* Syarifah,

S. (2019). Konsep Kecerdasan Majemuk Howard Gardner. *SUSTAINABLE:*

Jurnal Kajian Mutu Pendidikan, *2*(2), 176–197.

https://doi.org/10.32923/kjmp.v2i2.987

Tanya Drollinger, Lucette B. Comer, P. T. W. (2010). Development and Validation of

the Active Empathetic Listening Scale. *Psychology & Marketing*, *30*(6), 461–469.

https://doi.org/10.1002/mar

Thistle, J. J., & McNaughton, D. (2014). Teaching Active Listening Skills to Pre-

Service Speech-Language Pathologists: A First Step in Supporting Collaboration

With Parents of Young Children Who Require AAC. *Language, Speech, and Hearing Services in School*, *1*(4), 164–173. https://doi.org/10.1044/2014

Truax, B. (2001). Acoustic communication. In *Springer Handbook of Ocean Engineering*. Ablex Publishing Corporation. https://doi.org/10.1007/978-3-319-16649-0_15

Urea, R. (2013). The Impact of Teachers' Communication Styles on Pupils' Self- safety Throughout the Learning Process. *Procedia - Social and Behavioral Sciences*, *93*, 164–168. https://doi.org/10.1016/j.sbspro.2013.09.171

Van Hasselt, V. B., Baker, M. T., Romano, S. J., Schlessinger, K. M., Zucker, M., Dragone, R., & Perera, A. L. (2006). Crisis (hostage) negotiation training a preliminary evaluation of program efficacy. *Criminal Justice and Behavior*, *33*(1), 56–69. https://doi.org/10.1177/0093854805282328

Verderber, K. S., & MacGeorge, E. L. (2016). Interpersonal Communication: Concepts, Skills, and Contexts. In *NBER Working Papers* (Fourteenth). Oxford University Press. http://www.nber.org/papers/w16019

Vostal, B. R., & Benedek-wood, E. (2015). Preparing Teachers for Collaborative Communication : Evaluation of Instructi ... *National Teacher Education Journal*, *8*(2), 26726.

Webber, C. F., & Lupart, J. L. (2012). Teacher Feedback in Formative Classroom Assessment. *Leading Student Assessment*, 1–303. https://doi.org/10.1007/978-94-007-1727-5

Weger, H., Castle Bell, G., Minei, E. M., & Robinson, M. C. (2014). The Relative Effectiveness of Active Listening in Initial Interactions. *International Journal of Listening*, *28*(1), 13–31. https://doi.org/10.1080/10904018.2013.813234

Weger, H., Castle, G. R., & Emmett, M. C. (2010). Active listening in peer interviews: The influence of message paraphrasing on perceptions of listening skill. *International Journal of Listening*, *24*(1), 34–49. https://doi.org/10.1080/10904010903466311

Weiss, M. P., Pellegrino, A., & Brigham, F. J. (2017). Practicing collaboration in teacher preparation: Effects of learning by doing together. *Teacher Education and Special Education*, *40*(1), 65–76. https://doi.org/10.1177/0888406416655457

Wohlfahrt, M. U. (2018). Primary Teacher Education in Rural Cameroon: Can Informal Learning Compensate for the Deficiencies in Formal Training? *Africa Education Review*, *15*(3), 1–20. https://doi.org/10.1080/18146627.2016.1224586

Wolfe, K. (2008). Active Learning. *Journal of Teaching in Travel & Tourism*, *6*(23 September). https://doi.org/10.4135/9781483318332.n19

Yasin, I. (2022). Guru Profesional, Mutu Pendidikan dan Tantangan Pembelajaran. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, *3*(1), 61–66. https://doi.org/10.54371/ainj.v3i1.118

Yuan, M., Liu, Z., & Wang, F. (2019). Evaluation of pre-training impact on fine-tuning for remote sensing scene classification. *Remote Sensing Letters*, *10*(1), 49–58. https://doi.org/10.1080/2150704X.2018.1526423