DAFTAR PUSTAKA

Annarino, Anthony A., Cowell, Charles C. & Hazel-ton, Helen W. (1980). Curriculum Theory and Design in Physical Education. 2rd Edition. St. Louis: The CV. Mosby Company.

Arend, R. I. (2012). *Learning to Teach* (9th ed.). MCGraw-Hill.

Arends, R. I. (2015). *Learning to Teach* (10th ed.). MCGraw-Hill Education.

Aryanti, S., Hartati, & Syafaruddin. (2020). Learning of badminton model through animation video on physical education students. *International Journal of Human Movement and Sports Sciences*, *8*(6), 47–50. https://doi.org/10.13189/saj.2020.080708

Aufa, M. N., Hadi, S., Syahmani, Hasbie, M., Fitri, M., Saputra, M. A., & Isnawati. (2021). Profile of students ' critical thinking , creativity , and collaboration skills on environmental pollution material. *Journal of Physics: Conference Series*, *1760*, 012027. https://doi.org/10.1088/1742-6596/1760/1/012027

Ayish, N., & Deveci, T. (2019). Student Perceptions of Responsibility for Their Own Learning and for Supporting Peers ' Learning in a Project-based Learning Environment. *International Journal of Teaching and Learning in Higher Education*, *31*(2), 224–237.

Baines, P., et al. (2021). *Designing Project-Based Learning Curricula*. ERIC.

Barr, R. B., & Tagg, J. (1995). *From Teaching to Learning: A New Paradigm for Undergraduate Education*. Change: The Magazine of Higher Learning, **27**(6), 12-25.

Barrouillet, P. (2015). Theories of cognitive development : From Piaget to today. *Developmental Review*. https://doi.org/10.1016/j.dr.2015.07.004

Bodsworth, H., & Goodyear, V. A. (2017). Barriers and facilitators to using digital technologies in the Cooperative Learning model in physical education. *Physical Education and Sport Pedagogy*, *22*(6), 563–579. https://doi.org/10.1080/17408989.2017.1294672

Branch, R. M., & Dousay, T. A. (2015). Survey of Instructional Design Models. In *Association for Educational Communications and Technology* (Fifth). AECT.

Branch, R. maribe, & Dousay, T. A. (2015). *Survey of Instructional Design Models* (Fifth). AECT.

Budiharti, R., Sutantoro, & Aristiyaningsih, L. (2016). Syntax Construct Validity Of Project Based Learning Of global Warming Material. *Prosiding ICTTE FKIP UNS*, *1*(1), 897–903.

Bukhari, K., Efendi, Z. M., & Jama, J. (2019). The Development of Physical and Sport Education Learning Model by Using Small Games. *Journal of Physics: Conference Series*, *1387*(1). https://doi.org/10.1088/1742-6596/1387/1/012014

Çabuk, B., & Haktanir, G. (2010). What should be learned in Kindergarten ? A project approach example. *Procedia Social and Behavioral Sciences*, *2*, 2550–2555. https://doi.org/10.1016/j.sbspro.2010.03.371

Cengiz, C., Güler, D., Güler, Y., & Tuncel, S. (2023). *The Effect of Design Thinking on the Creative Thinking of Physical Education and Sports Teachers*. *African Educational Research Journal*, 11(1), 56-63.

Chiang, Y., & Hung, K. (2014). Team control mode , workers ' creativity , and new product innovativeness. *R&D Management, 44*(2), 124–136. https://doi.org/10.1111/radm.12044

Chien, Y., Liu, M., & Wu, T. (2020). Discussion-record-based prediction model for creativity education using clustering methods. *Thinking Skills and Creativity*, *36*(March), 100650. https://doi.org/10.1016/j.tsc.2020.100650

Chikurteva, A., & Chikurtev, D. (2020). Model of Project-Based Learning Platform. *The 55th International Scientific Conference on Information, Communication and Energy Systems and Technologies (ICEST)*, 81–84.

Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2017). 21st Century Skills Development Through Inquiry-Based Learning. In *21st Century Skills Development Through Inquiry-Based Learning: From Theory to Practice* (Issue August 2018). Springer. https://doi.org/10.1007/978-981-10-2481-8

Chu, S. K. W., Tse, S. K., & Chow, K. (2011). Library & Information Science Research Using collaborative teaching and inquiry project-based learning to help primary school students develop information literacy and information skills. *Library and Information Science Research*, *33*(2), 132–143. https://doi.org/10.1016/j.lisr.2010.07.017

Cohen, A., & Sackrowitz, H. B. . (2008). MULTIPLE TESTING OF TWO-SIDED ALTERNATIVES WITH DEPENDENT DATA. *Statistica Sinica*, *18*(4), 1593–1602.

Csikszentmihalyi, M., & Wolfe, R. (2014). New Conceptions and Research Approaches to Creativity : Implications of a Systems Perspective for Creativity in Education. *The Systems Model of Creativity*, 161–184. https://doi.org/10.1007/978-94-017-9085-7

D.Gall, M., P.Gall, J., & Borg, walter R. (2003). *Educational Research An Introduction* (7th ed.). PEARSON.

Dewey, R., & Anderson, T. (2021). *Engaging Students through Experiential and Active Learning Strategies*. *Journal of Higher Education Teaching and Learning*, 30(4), 150-168.

Dewi, U., & Kristanto, A. (2019). Development of Online Project Based Learning Models. *International Conference on Education and Technology*, 127–130. https://doi.org/10.1109/ICET48172.2019.8987228

Dick, W., Carey, L., & Carey, J. o. (2015). *The Systematic Design Of Instruction* (Eighth). PEARSON.

Dupri, Candra, O., & Nazirun, N. (2021). The implementation of mini volleyball

in physical education to increase students' creative thinking ability. *International Journal of Human Movement and Sports Sciences*, *9*(4), 89–93. https://doi.org/10.13189/saj.2021.091315

English, M. C., & Kitsantas, A. (2013). Supporting Student Self-Regulated Learning in Problem- and Project-Based Learning. *Interdisciplinary Journal of Problem-Based Learning*, *7*(2). https://doi.org/https://doi.org/10.7771/1541-5015.1339

Escartí, A., Gutiérrez, M., Pascual, C., & Marín, D. (2010). Application of Hellison ' s Teaching Personal and Social Responsibility Model in Physical Education to Improve Self-Efficacy for Adolescents at Risk of Dropping-out of School. *The Spanish Journal of Psychology*, *13*(2), 667–676. https://doi.org/10.1017/s113874160000233x

Ferreira, V. G., & Canedo, D. E. (2020). Design sprint in classroom : exploring new active learning tools for project - based learning approach. *Journal of Ambient Intelligence and Humanized Computing*, 1191–1212. https://doi.org/10.1007/s12652-019-01285-3

Fisette, J. L., & Wuest, D. A. (2018). Foundations of Physical Education, Exercise Science, and Sport (19th ed.). In *McGraw-Hill Education*. http://www.amazon.com/Foundations-Physical-Education-Exercise-Science/dp/0073522775

Frache, G., Tombras, G. S., & Thompson, N. (2019). Pedagogical Approaches to 21st Century Learning: A Model to Prepare Learners for 21st Century Competencies and Skills in Engineering. *2019 IEEE Global Engineering Education Conference (EDUCON)*, *1*, 711–717.

Frank, M., Lavy, I., & Elata, D. (2003). Implementing the Project-Based Learning Approach in an Academic Engineering Course. *International Journal of Technology and Design Education*, *13*(3), 273–288. https://doi.org/10.1023/A:1026192113732

Gandhi, V., Yang, Z., & Mahdi, A. (2017). Project-based cooperative learning to enhance competence while teaching engineering modules. *International Journal of Continuing Engineering Education and Life Long Learning*, *27*(3), 198–208. https://doi.org/https://doi.org/10.1504/IJCEELL.2017.084839

Gomez-Pablos, V. B., Pozo, M. M. del, & Munoz-Repiso, A. G.-V. (2017). Project-based learning (PBL) through the incorporation of digital technologies : An evaluation based on the experience of serving teachers. *Computers in Human Behavior*, *68*, 501–512. https://doi.org/10.1016/j.chb.2016.11.056

Gordon, B. (2020). An Alternative Conceptualization of the Teaching Personal and Social Responsibility Model. *Journal of Physical Education, Recreation & Dance*, *91*(7), 8–14. https://doi.org/10.1080/07303084.2020.1781719

Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education : Student outcomes and measures. *International Journal of Educational Research*, *102*(May), 101586. https://doi.org/10.1016/j.ijer.2020.101586

Han, S., & Bhattacharya, K. (2001). *Constructionism , Learning by Design , and Project Based Learning* (M. Orey (ed.)).

Hellison, D. (2011). *Teaching Personal and Social Responsibility* (3rd ed.). Human Kinetics.

Ibán, R., Marcos, S., López, V., Teresa, M., González, D., & Phillips-silver, J. (2020). Promoting children ' s creative thinking through reading and writing in a cooperative learning classroom. *Thinking Skills and Creativity*, *36*(May), 100663. https://doi.org/10.1016/j.tsc.2020.100663

Joyce, B., & Weil, M. (2003). *Models of Teaching* (5th ed.). Prentice-Hall of India.

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of Teaching* (9th ed.). PEARSON.

Juan, J., Jr, R., & Sulaiman, F. (2018). Students ' Personal Interest Towards Project-Based Learning. *International Journal of Social Sciences*, *2*(1), 214–227. https://doi.org/10.20319/pijss.2016.s21.214227

Kai Wah Chu, S., Reynolds, R. B., Tavares, N. J., Notari, M., & Wing Yi Lee, C. (2017). *21st Century Skills Development Through Inquiry- Based Learning*. Springer Science and Business Media Singapore. https://doi.org/10.1007/978-981-10-2481-8

Khajornsilp, J., Mahaniyom, S., & Kenjaturas, A. (2021). The development of a physical education teaching model in the covid - 19 situation based on the concept of active learning with digital technology media of students in the field of physical education and health, faculty of education thailand national spor. *Journal of Curriculum and Teaching*, *10*(4), 55–66. https://doi.org/10.5430/jct.v10n4p55

Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning : A review of the literature. *Improving Schools*, *19*(3), 1–11. https://doi.org/10.1177/1365480216659733

Laar, E. Van, Deursen, A. J. A. M. Van, Dijk, J. A. G. M. Van, & Haan, J. De. (2019). Determinants of 21st-century digital skills : A large-scale survey among working professionals. *Computers in Human Behavior*, *100*(October 2018), 93–104. https://doi.org/10.1016/j.chb.2019.06.017

Lavin, J. (2008). *Creative Approaches to Physical Education* (J. Lavin (ed.); First). Routledge.

Lee, C.-I., & Tsai, F.-Y. (2004). Internet project-based learning environment : the effects of thinking styles on learning transfer. *Journal of Computer Assisted Learning*, *20*, 31–39.

Lee, H. (2005). Understanding and assessing preservice teachers ' reflective thinking. *Teaching and Teacher Education*, *21*, 699–715. https://doi.org/10.1016/j.tate.2005.05.007

Legrain, P., Escalié, G., Lafont, L., & Chaliès, S. (2019). Cooperative learning: a relevant instructional model for physical education pre-service teacher training? *Physical Education and Sport Pedagogy*, *24*(1), 73–86.

https://doi.org/10.1080/17408989.2018.1561838

Lehmann, M., Christensen, P., Du, X., & Thrane, M. (2008). Problem-oriented and project-based learning (POPBL) as an innovative learning strategy for sustainable development in engineering education. *European Journal of Engineering Education*, *33*(3), 283–295. https://doi.org/10.1080/03043790802088566

Li, D., Zhang, C., & He, Y. (2015). Project-based learning in teaching translation : students ' perceptions. *The Interprener and Translator Trainer*, *9*(1), 1–19. https://doi.org/10.1080/1750399X.2015.1010357

Li, H., Deng, H., & Zhang, Y. (2022). Application of the PBL Model Based on Deep Learning in Physical Education Classroom Integrating Production and Education. *Computational Intelligence and Neuroscience*, *2022*. https://doi.org/10.1155/2022/4806763

Lin, C. (2017). The Development of an Instrument to Measure the Project Competences of College Students in Online Project-Based Learning. *Journal of Science Education and Technology*, *27*(1), 57–69. https://doi.org/10.1007/s10956-017-9708-y

Lindgren, R., & Barker, D. (2019). Implementing the Movement-Oriented Practising Model (MPM) in physical education: empirical findings focusing on student learning. *Physical Education and Sport Pedagogy*, *24*(5), 534–547. https://doi.org/10.1080/17408989.2019.1635106

M.Shimon, J. (2011). *Introduction to Teaching Physical Education*. Human Kinetics.

Macías, J. A. (2012). Enhancing Project-Based Learning in Software Engineering Lab Teaching Through an E-Portfolio Approach. *IEEE TRANSACTIONS ON EDUCATION*, *55*(4), 502–507. https://doi.org/10.1109/TE.2012.2191787

Manzano-Sanchez, D., Gomez-Marmol, A., & Valero-Valenzuela, A. (2020). Student and Teacher Perceptions of Teaching Personal and Social Responsibility Implementation , Academic Performance and Gender Differences in Secondary Education. *Sustainability*, *12*, 4590. https://doi.org/10.3390/su12114590

Margaret E, G. (2009). Hiding in Plain Sight : The Stages of Mastery / Self-Regulation in Vygotsky ' s Cultural-Historical Theory. *Educational Psychologist*, *44*(1), 1–19. https://doi.org/10.1080/00461520802616259

Martinez, A., & Harris, L. (2022). *Understanding Student Performance Drops in Post-Test Assessments*. Educational Research and Development Journal, 29(1), 75-92.

Mitchell, J. E., & Rogers, L. (2019). Staff perceptions of implementing project-based learning in engineering education. *European Journal of Engineering Education*, 1–14. https://doi.org/10.1080/03043797.2019.1641471

Morrison, D., Ross, S., & Kemp, J. (2021). *Designing Effective Instruction: A Comprehensive Approach to Student-Centered Learning*. Journal of Higher Education Research, 45(2), 120-134.

Mughrabi, A. Al, & Jaeger, M. (2017). Utilising a capability maturity model to optimise project based learning – case study. *European Journal of Engineering Education*, *0*(0), 1–14. https://doi.org/10.1080/03043797.2017.1401594

Murni, S., Bernard, M., Ruqoyyah, S., & Chotimah, S. (2020). PGSD student ' s mathematical creative thinking skills judging from creativity quotations by making vba-based teaching. *Journal of Physics : Conference Series*, *1521*. https://doi.org/10.1088/1742-6596/1521/3/032040

Ng, C. H., & Adnan, M. (2018). Integrating STEM education through Project-Based Inquiry Learning (PIL) in topic space among year one pupils. *IOP Conf. Series: Materials Science and Engineering*. https://doi.org/10.1088/1757-899X/296/1/012020

Ord, J. (2012). John Dewey and Experiential Learning : Developing the theory of youth work. *Youth & Policy*, *108*, 55–72.

Pratama, H., & Prastyaningrum, I. (2019). Effectiveness of the use of Integrated Project Based Learning model , Telegram messenger , and plagiarism checker on learning outcomes. *Journal of Physics: Conf. Series*, *1171*. https://doi.org/10.1088/1742-6596/1171/1/012033

Rahayu, N. I., Suherman, A., & Jabar, B. A. (2018). Hybridising Teaching Personal Social Responsibility (TPSR) and Problem Based Learning (PBL) in Physical Education. *Jurnal Pendidikan Jasmani Dan Olahraga*, *3*(2), 101–111. https://doi.org/10.17509/jpjo.v3i2.12395

Richey, R. C., Klein, J. D., & Tracey, M. W. (2011). *THE INSTRUCTIONAL DESIGN KNOWLEDGE BASE THEORY, RESEARCH, AND PRACTICE* (First). Taylor & Francis.

Rooij, S. W. Van. (2009). Scaffolding project-based learning with the project management body of knowledge (PMBOK). *Computers & Education*, *52*(1), 210–219. https://doi.org/10.1016/j.compedu.2008.07.012

Samsudin, M. A., Jamali, S. M., Zain, A. N., & Ebrahim, N. A. (2020). The Effect of STEM Project Based Learning on Self-Efficacy among High-School Physics Students. *Journal of Turkish Science Education*, *17*(1), 94–108. https://doi.org/10.36681/tused.2020.15

Schunk, D. H. (2012). *Learning Theories An Educational Perspective* (P. Smith (ed.); 6th ed.). PEARSON.

Shadiev, R., Hwang, W.-Y., & Huang, Y.-M. (2015). A pilot study : Facilitating cross-cultural understanding with project-based collaborative learning in an online environment. *Australasian Journal of Educational Technology*, *31*(2), 123–139. https://doi.org/https://doi.org/10.14742/ajet.1607

Shih, W., & Tsai, C.-Y. (2017). Students ' perception of a flipped classroom approach to facilitating online project-based learning in marketing research courses. *Australasian Journal of Educational Technology*, *33*(5), 32–49. https://doi.org/https://doi.org/10.14742/ajet.2884

Shiver, V. N., Richards, K. A. R., & Hemphill, M. A. (2020). Preservice teachers' learning to implement culturally relevant physical education with the

teaching personal and social responsibility model. *Physical Education and Sport Pedagogy*, *25*(3), 303–315. https://doi.org/10.1080/17408989.2020.1741537

Simonton, K. L., Layne, T. E., & Irwin, C. C. (2021). Project-based learning and its potential in physical education: an instructional model inquiry. *Curriculum Studies in Health and Physical Education*, *12*(1), 36–52. https://doi.org/10.1080/25742981.2020.1862683

Stix, A., & Hrbek, F. (2006). *Teachers as Classroom Coaches*. Association for Supervision and Curriculum Development.

Subandi, M. S., Putra, A. B. N. R., Suhartadi, S., Partono, & Puspitasari, P. (2020). PJBL-MOOCs Innovation to Improve Student Learning Outcomes in Middle Vocational Schools. *The4th International Conference on Vocational Education and Training (ICOVET)*, 2–6. https://doi.org/10.1109/ICOVET50258.2020.9230094

Sugiyanto, F. N., Masykuri, M., & Muzzazinah. (2018). Analysis of senior high school students ' creative thinking skills profile in Klaten regency. *Journal of Physics: Conference Series*, *1006*, 012038. https://doi.org/10.1088/1742-6596/1006/1/012038

Suherman, Prananda, M. R., Proboningrum, D. I., Pratama, E. R., Laksono, P., & Amiruddin. (2020). Improving Higher Order Thinking Skills (HOTS) with Project Based Learning (PjBL) Model Assisted by Geogebra. *Journal of Physics: Conf. Series*, *1467*. https://doi.org/10.1088/1742-6596/1467/1/012027

Susanto, Eko, Novitasari, Y., Ahman, Rakhmat, C., Hidayat, A., & Wibowo, S. B. (2018). Rash Model Analysis of Kaufman Domains of Creativity Scale (K-DOCS) to Indonesian Students. *Journal of Physics: Conference Series*, *1114*(012027). https://doi.org/10.1088/1742-6596/1114/1/012027

Susanto, Ermawan, Sukoco, P., & Suharjana. (2020). The aquares model: Does it have impact on improving personal and social responsibility? *Cakrawala Pendidikan*, *39*(3), 597–608. https://doi.org/10.21831/cp.v39i3.30385

Tan, C. S., Tan, S. A., & Lee, Q. W. (2021). *The Role of Creative Thinking in the Global Workforce: A Study on Higher Education Students*. *Journal of Creative Behavior*, 55(3), 678-690.

Taufiq, M., Wijayanti, A., & Yanitama, A. (2020). Implementation of blended project-based learning model on astronomy learning to increase critical thinking skills. *Journal of Physics: Conference Series*, *1567*. https://doi.org/10.1088/1742-6596/1567/4/042049

Toivonen, H., Wright, P. M., Hassandra, M., Hagger, M. S., Hankonen, N., Hirvensalo, M., Talvio, M., Gould, D., Kalaja, S., Tammelin, T., Laine, K., Lintunen, T., Wright, P. M., Hassandra, M., Martin, S., Hankonen, N., Hirvensalo, M., Talvio, M., Gould, D., & Kalaja, S. (2019). Training programme for novice physical activity instructors using Teaching Personal and Social Responsibility (TPSR) model : A programme development and protocol. *International Journal of Sport and Exercise Psychology*, 1–20. https://doi.org/10.1080/1612197X.2019.1661268

Tong, Y., Kinshuk, & Wei, X. (2020). Teaching Design and Practice of a Project-Based Blended Learning Model. *International Journal of Mobile and Blended Learning*, *12*(1), 33–50. https://doi.org/10.4018/IJMBL.2020010103

Treadwell, S. M. (2018). Making the Case for Project-based Learning (PBL) in Physical Education. *Journal of Physical Education, Recreation & Dance*, *89:1*, 5–6. https://doi.org/10.1080/07303084.2018.1393225

Wahyudi, W. (2020). The Effectiveness of Sharing Blended Project Based Learning (SBPBL) Model Implementation in Operating System Course. *International Journal of Emerging Technologies in Learning*, *15*(5), 202–211. https://doi.org/https://doi.org/10.3991/ijet.v15i05.11266

Walton-Fisette, J. L., & Wuest, D. A. (2018). *F oundations of P hysical E ducation , E xercise S cience , and Sport* (19th ed.). MCGraw-Hill Education.

Wass, R., & Golding, C. (2014). Sharpening a tool for teaching : the zone of proximal development. *Teaching in Higher Education*, *19*(6), 671–684. https://doi.org/10.1080/13562517.2014.901958

Widoyoko, E. P. (2012). Teknik Penyusunan Instrumen Penelitian. Yogyakarta: Pustaka Pelajar.

Wiek, A., Xiong, A., Brundiers, K., & Leeuw, S. van der. (2014). Integrating problem- and project-based learning into sustainability programs. *International Journal of Sustainability in Higher Education*, *15*(4), 431–449. https://doi.org/10.1108/IJSHE-02-2013-0013

Wu, T., & Wu, Y. (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

Yasin, R. M., & Rahman, S. (2011). Problem Oriented Project Based Learning (POPBL) in Promoting Education for Sustainable Development. *Procedia Social and Behavioral Sciences*, *15*, 289–293. https://doi.org/10.1016/j.sbspro.2011.03.088

Yazici, H. J. (2020). Project-Based Learning for Teaching Business Analytics in the Undergraduate Curriculum. *Journal of Innovative Education*, 1–23.

Yu, Y., Hu, Y., & Zhang, J. (2013). A research on Reading Model of Interactive Children Picture Book Application Based on the Theory of " Zone of Proximal Development ." *Applied Mechanics and Materials*, *414*, 2952–2956. https://doi.org/10.4028/www.scientific.net/AMM.411-414.2952

Zarouk, M. Y., Olivera, E., Peres, P., & Khaldi, M. (2020). The Impact of Flipped Project-Based Learning on Self-Regulation in Higher Education. *International Journal of Emerging Technologies in Learning*, *15*(17), 127–147. https://doi.org/https://doi.org/10.3991/ijet.v15i17.14135

Zhou, L., Wang, T., & Li, H. (2021). *Enhancing Student Engagement with QR Code-Driven Video Learning in Higher Education*. *Journal of Interactive Media in Education*, **7**(2), 110-125.