

## DAFTAR PUSTAKA

### Buku

- Bastian, A., & Reswita. (2022). *Model dan Pendekatan Pembelajaran* (S. Wahyuni, Ed.; 1 ed.). CV. Adanu Abimata.
- Budiastuti, D., & Bandur, A. (2018). *Validitas dan Reliabilitas Penelitian* (1 ed.). Mitra Wacana Media.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2 ed.). Lawrence Erlbaum Associates.
- Ismawan, M. G. (2020). *Kuasi Eksperimen* (Sudirman, Ed.; 1 ed.). Nashir Al-Kutub Indonesia.
- Joyce, B., Weil, M., & Calhoun, E. (2015). *Model of Teaching* (9 ed.). Pearson Education.
- Sugiyono. (2013). *Metode Penelitian: Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

### Jurnal Ilmiah

- Adi, P. N., Malasari, D., & Ariyanto, D. (2024). Pengaruh Media Audiovisual pada Pemahaman Mitigasi Bencana Longsor Peserta Didik Disabilitas. *Journal of Education and Instruction (JOEAI)*, 7(1), 297–304. <https://doi.org/10.31539/joeai.v7i1.9229>
- Afif, M., & Anistyasari, Y. (2024). *Media pembelajaran interaktif sidera unik (sinar desain grafis mudah dan menarik) terhadap pengetahuan dan respons peserta didik pada mata pelajaran desain grafis percetakan di SMK Negeri 1 Kemlagi* (Vol. 09).
- Akbar, Muh. A., Nasution, H. S., & Maryadi, W. (2024). Mengukur Literasi Fisik: Studi Pada Peserta Didik SD Fajar Indah DKI Jakarta. *Jurnal Prestasi*, 8(2), 75–84. <https://doi.org/10.24114/jp.v8i2.64341>
- Apriani, I. L., Cahyani, I., & Nugroho, R. A. (2024). Model Flipped Classroom Bermuatan Pembelajaran Berdiferensiasi dalam Mengidentifikasi Teks Cerita Fantasi. Dalam *Bahasa dan Sastra* (Vol. 10, Nomor 3). Pendidikan. <https://ejournal.my.id/onomia>
- Bago, W. S., Yuniarto, Y. J. W., & Astuti, A. (2022). Efektivitas Pembelajaran Pak Dengan Metode Talking Stick Kelas IV SD Kanisius Kurmosari Semarang. *Lumen: Jurnal Pendidikan Agama Katekese dan Pastoral*, 1(2), 130–140. <https://doi.org/10.55606/lumen.v1i2.50>
- Banks, L., Kay, R., & Lauricella, S. (2025). Flipping The Script: Undergraduate Students' Perceptions Of Synchronous Activities In The Flipped Classroom. *INTED2025 Proceedings*, 1, 2740–2744. <https://doi.org/10.21125/inted.2025.0736>

- Bugarin, L. A., & Ignachewski, F. (2024). Senior High School Students' Perception and Conceptual Understanding in Physics in a Flipped Classroom Environment. *Peninsulares International Journal of Innovations and Sustainability*, 2. <https://doi.org/10.13140/RG.2.2.17003.86560>
- Coll, R. K., France, B., & Taylor, I. (2005). The role of models/and analogies in science education: implications from research. *International Journal of Science Education*, 27(2), 183–198. <https://doi.org/10.1080/0950069042000276712>
- Colque-Quispe, L. W., Sánchez-Aguirre, F. de M., Arias-Camanera, J. A., Yucra-Choque, J. L., & Correa-Vásquez, D. (2025). Flipped Classroom and Virtual Learning as Catalysts for Autonomous Learning: A Pathway to Quality Education (SDG4). *Journal of Lifestyle and SDGs Review*, 5(4), e05714. <https://doi.org/10.47172/2965-730x.sdgsv5.n04.pe05714>
- Copperman, E., Beeri, C., & Ben-Zvi, N. (2007). Visual modelling of learning processes. *Innovations in Education and Teaching International*, 44(3), 257–272. <https://doi.org/10.1080/14703290701486571>
- Cortese, G., Greif, R., & Mora, P. C. (2022). Flipped classroom and a new hybrid “Teach the Airway Teacher” course: an innovative development in airway teaching? Dalam *Trends in Anaesthesia and Critical Care* (Vol. 42, hlm. 1–3). Churchill Livingstone. <https://doi.org/10.1016/j.tacc.2022.01.005>
- Ding, L. (2024). A Study on the Implementation Effects of Flipped Classrooms Versus Traditional Classrooms. *Higher Education and Practice*, 1(7).
- Dsouza, M. J., Divyabharathy, R., & Daniel, A. J. (2025). Benefits and Limitations of Flipped Classroom. Dalam *Indian Journal of Community Medicine* (Vol. 50, Nomor 2, hlm. 274–277). Wolters Kluwer Medknow Publications. [https://doi.org/10.4103/ijcm.ijcm\\_535\\_23](https://doi.org/10.4103/ijcm.ijcm_535_23)
- Effendi, Y. R. (2024). Character education based on the values and norms of the Indonesian philosophical system. *Sophia*, 37, 255–282. <https://doi.org/10.17163/soph.n37.2024.08>
- Faturrahman, M. A., Hidayat, F., Nirmala, N., Asikin, S. N., Febiola, R. C., Angela, P. P., Ivan, I., Maryani, D., Lestari, D. D., & Karmadi, R. M. D. (2025). Optimalisasi Pengetahuan Mahasiswa dalam Konsep Dasar Penelitian, Metode Penelitian Pendidikan, dan Publikasi Artikel Ilmiah. *RESWARA: Jurnal Pengabdian Kepada Masyarakat*, 6(1), 128–138. <https://doi.org/10.46576/rjpkm.v6i1.4977>
- Fridamayanti, E., Muzakki, M. I., Ivani, P. O., & Pangestoeti, W. (2024). Menyongsong Masyarakat Sadar Hukum: Peran Pendidikan Kewarganegaraan dan Kerjasama Dalam Penegakan Keadilan. *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora*, 4(2), 100–107. <https://doi.org/10.55606/khatulistiwa.v4i2.3220>
- Fuandi, Tomoliyus, T., Sukoco, P., & Nopembri, S. (2020). The Enjoyable Physical Education Learning to Improve Students' Motivation and Learning Achievement. *Physical education, sport and health culture in modern society*, 1(49), 50–59. <https://doi.org/10.29038/2220-7481-2020-01-50-59>

- Galang Isnawan, M. (2020). *Kuasi Eksperimen*. <https://www.researchgate.net/publication/339040496>
- Gilbert, J. K. (2004). Models And Modelling: Routes to More Authentic Science Education 1. Dalam *International Journal of Science and Mathematics Education* (Vol. 2).
- Hwang, G.-J., Lai, C.-L., & Wang, S.-Y. (2015). Seamless flipped learning: a mobile technology-enhanced flipped classroom with effective learning strategies. *Journal of Computers in Education*, 2(4), 449–473. <https://doi.org/10.1007/s40692-015-0043-0>
- Imani, I. N., Murdiono, M., Pd, S., & Pd, M. (2024). *Wordwall Sebagai Media Pembelajaran PPKn Berpengaruh Terhadap Minat Belajar Peserta Didik Di SMAN 1 Ngemplak*. 13(03), 406–416.
- Isbandiyah, & Asmara, Y. (2020). Pelatihan Analisis Data Uji Coba Instrumen dengan Menggunakan Program SPSS Versi 22. *JURNAL CEMERLANG: Pengabdian pada Masyarakat*, 3(1), 29–37. <https://doi.org/10.31540/jpm.v3i1.859>
- Jabučanin, B. M., Perić, D. B., & Mašanović, B. (2025). The Effects of the Flipped Classroom Method and Mobile Phones Use in Physical Education/Učinci metode obrnute učionice i korištenja mobitela u nastavi tjelesnoga odgoja. *Croatian Journal of Education - Hrvatski časopis za odgoj i obrazovanje*, 27(1). <https://doi.org/10.15516/cje.v27i1.6130>
- Jesan, S. M., Kurnisar, & Mutiara, T. M. (2024). Meningkatkan Minat Belajar Peserta Didik SMA pada Mata Pelajaran PPKn Melalui Media Genially. *Jurnal Educatio FKIP UNMA*, 10(4). <https://doi.org/10.31949/educatio.v10i4.9546>
- Khairurrijal, Hasibuan, M. H., Lubis, N. H., Nasution, N. S., & Yasin, R. S. (2024). *Peningkatan Karakter dan Minat Peserta Didik di SMA Negeri 1 Panyabungan Utara*. 1(7). <https://ejournal.jurnalpengabdiansosial.com/index.php/jps>
- Kim, J., Park, H., Jang, M., & Nam, H. (2017). Exploring Flipped Classroom Effects on Second Language Learners' Cognitive Processing. *Foreign Language Annals*, 50(2), 260–284. <https://doi.org/10.1111/flan.12260>
- Liu, Y., & Nan, Y. (2024). Research on Flipped Classroom Teaching Mode. *International Journal of Education and Humanities*, 12(3), 88–90. <https://doi.org/10.54097/57717225>
- Mariappan, L. (2024). From Boredom to Excitement: Transforming Classroom Activities with Realia-Based Games. *Journal of Electrical Systems*, 20(5s), 1607–1613. <https://doi.org/10.52783/jes.2494>
- Michel, N., Cater, J. J., & Varela, O. (2009). Active versus passive teaching styles: An empirical study of student learning outcomes. *Human Resource Development Quarterly*, 20(4), 397–418. <https://doi.org/10.1002/hrdq.20025>
- Nabila, N., & Nurhamidah, D. (2024). Penerapan Blooket sebagai Media Digital Terhadap Pembelajaran Bahasa Indonesia di Sekolah Menengah Kejuruan.

*Edukatif: Jurnal Ilmu Pendidikan*, 6(1), 870–878.  
<https://doi.org/10.31004/edukatif.v6i1.6148>

Nopianur, Y. A., Waluyati, A., & Saputra, A. (2023). *Peningkatan Keaktifan Belajar Peserta Didik Melalui Model Discovery Learning Pada Mata Pelajaran PPKn*. <https://journal.actual.ac.id/index.php/jurnalactual/article/view/14050180>

Omoniyi, A. A., Jita, L. C., & Jita, T. (2025). Teachers' Experiences with Flipped Classrooms in Senior Secondary Mathematics Instruction. *Computers*, 14(5). <https://doi.org/10.3390/computers14050180>

Purnomo, A., Maria Kanusta, Sp., Pd Fitriyah, M., Muhammad Guntur, Sa., Rabiatul Adawiyah Siregar, Mp., Supardi Ritonga, Mp., Sri Ilham Nasution, M., Siti Maulidah, Mp., & MPd Nora Listantia, M. (2022). *Pengantar Model Pembelajaran* (Vol. 1). Yayasan Hamjah Diha.

Putro, B. L., Zulkarnain, I., Waslaluddin, W., Putra, R. R. J., & Rahman, E. F. (2024). Flipped Classroom Model to Improve Students' Critical Thinking Skills. *Proceedings of the 9th Mathematics, Science, and Computer Science Education International Seminar (MSCEIS 2023)*, 227–242. [https://doi.org/10.2991/978-2-38476-283-5\\_23](https://doi.org/10.2991/978-2-38476-283-5_23)

Rahima, N. (2024). The Role of Pancasila Education and Citizenship Subject Teachers in Strengthening Pancasila Democratic Values for High School Students. *Educational Insights*, 2(1), 55–62. <https://doi.org/10.58557/eduinsights.v2i1.37>

Rivaldo, I., Andromeda, Yunaz, L., & Yuhelman, N. (2024). PTK Kolaboratif: Pembelajaran Kooperatif TGT Berbantuan Permainan CTA dalam Meningkatkan Keaktifan Peserta Didik pada Pembelajaran Kimia. *JURNAL PENDIDIKAN MIPA*, 14(4), 1161–1167. <https://doi.org/10.37630/jpm.v14i4.2077>

Samoshkina, I. (2024). Applied Learning in Higher Education: Bridging the Gap Between Theory and Practice. *Proceedings of The International Conference on Modern Research in Education, Teaching and Learning*, 25–34. <https://doi.org/10.33422/icmetl.v3i1.271>

Sarfraz, S., Shaukat, H., & Nafees, M. (2025). The Critical Review of Social Sciences Studies The Impact of Flipped Classroom Pedagogy on Student Engagement and Academic Performance in Secondary Education The Critical Review of Social. *Sciences Studies*, 3(2), 2025. <https://thecrsss.com/index.php/Journal/about>

Seel, N. M. (2017). Model-based learning: a synthesis of theory and research. *Educational Technology Research and Development*, 65(4), 931–966. <https://doi.org/10.1007/s11423-016-9507-9>

Sergis, S., Sampson, D. G., & Pelliccione, L. (2018). Investigating the impact of Flipped Classroom on students' learning experiences: A Self-Determination Theory approach. *Computers in Human Behavior*, 78, 368–378. <https://doi.org/10.1016/j.chb.2017.08.011>

Setiadi, T., & Setiawan, A. (2024). Penerapan Aplikasi E-Lerning Mapel Matematika Untuk Kelas I SD Negeri Sidorejo 01 Dengan Metode MDLC. *Journal of*

*Computer Science and Technology (JCS-TECH)*, 4(1), 19–26.  
<https://doi.org/10.54840/jcstech.v4i1.244>

- Shi, Y., Ma, Y., MacLeod, J., & Yang, H. H. (2020). College students' cognitive learning outcomes in flipped classroom instruction: a meta-analysis of the empirical literature. *Journal of Computers in Education*, 7(1), 79–103. <https://doi.org/10.1007/s40692-019-00142-8>
- Shi-Chun, D., Ze-Tian, F., & Yi, W. (2014). The Flipped Classroom—Advantages and Challenges. *International Conference on Economic Management and Trade Cooperation*. <https://doi.org/10.2991/emtc-14.2014.3>
- Simamora, B. (2022). Skala Likert, Bias Penggunaan dan Jalan Keluarnya. *Jurnal Manajemen*, 12(1), 84–93. <https://doi.org/10.46806/jman.v12i1.978>
- Sri Wahyuni, R., Arifin, S., Puspitasari, I., Astiswijaya, N., Wayan Ramini Santika, N., Oktaviane, Y., Chabibatus Zahro, U., Lestariani, N., Nurlaela, E., Suci Dian Sari, A., & Kusumastiti, W. (2024). *Model-Model Pembelajaran*. Widina Media Utama. [www.freepik.com](http://www.freepik.com)
- Sukri, H., & Fatah, D. A. (2020). Rancang Bangun Model Pembelajaran Flipped Classroom Sebagai Solusi Peningkatan Daya Belajar Mandiri Mahasiswa. *Jurnal Ilmiah Edutic*, 6(2).
- Sulasmi, Wardarita, R., & Rukiyah, S. (2024). Pengembangan LKPD Materi Teks Negosiasi Berbasis Technological Pedagogical Content Knowledge (TPACK) untuk Melihat Kemampuan Berpikir Kritis Peserta Didik. *Journal on Teacher Education*, 5(3).
- Sutarni, N., Arief Ramdhany, M., Hufad, A., & Kurniawan, E. (2021). Self-regulated learning and digital learning environment: Its' effect on academic achievement during the pandemic. *Cakrawala Pendidikan*, 40(2), 374–388. <https://doi.org/10.21831/cp.v40i2.40718>
- Tromp, C. (2025). Scaffolding the Flipped Classroom to Enhance Students' Learning Process. *Teaching and Learning Inquiry*, 13. <https://doi.org/10.20343/teachlearninquiry.13.26>
- Uddin, Md. A., Akter, S., & Mili, N. S. (2023). Introducing Flipped Classroom for Enhancing Learning Outcomes. *Praxis International Journal of Social Science and Literature*, 6(7), 123–135. <https://doi.org/10.51879/PIJSSL/060714>
- Wilson, K. J., Long, T. M., Momsen, J. L., & Bray Speth, E. (2020). Modeling in the Classroom: Making Relationships and Systems Visible. *CBE—Life Sciences Education*, 19(1), fe1. <https://doi.org/10.1187/cbe.19-11-0255>
- Zai, A. G., Halawa, S., & Waruwu, R. S. (2024). Analysing The Effect of Using Assure Learning Model on The Development of Students' Learning Motivation. *Satmata: Journal of Historical Education Studies*, 1(2), 119–127. <https://doi.org/10.61677/satmata.v1i2.175>