

DAFTAR PUSTAKA

- Ahmad, T., & Yusuf, M. (2022). Efektivitas media CodinGame dalam meningkatkan kemampuan problem solving siswa SMK: Sebuah studi eksperimen. *Jurnal Pendidikan Teknik Informatika*, 8(2), 45–56.
- Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*, 78(4), 772–790. <https://doi.org/10.1037/0022-3514.78.4.772>
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi revisi). Jakarta: Rineka Cipta.
- Arikunto, S. (2012). *Dasar-dasar evaluasi pendidikan* (2nd ed.). Jakarta: Bumi Aksara.
- Bersin, J. (2013). *The Future of Learning and Development: The 2013 Corporate Learning Factbook*. Bersin by Deloitte
- Bruner, J. S. (1966). *Toward a theory of instruction*. Cambridge, MA: Harvard University Press.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education.
- Butt, W. H. (2019). Gamification and its effectiveness in programming education: An empirical study using CodinGame. *Journal of Educational Technology System*
- Carnegie Mellon University. (n.d.). Formative vs. Summative Assessment. Retrieved from <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Danil, E., Wahyuni, E. S., & Handayani, E. (2022). *Strategi pembelajaran abad 21 untuk membentuk karakter pelajar Pancasila*. Yogyakarta: Pustaka Pelajar.
- Desurvire, H., & Wiberg, C. (2010). Game usability heuristics (PLAY) for evaluating and designing better games: The next iteration. In *International Conference on Online Communities and Social Computing* (pp. 557–566). Springer. https://doi.org/10.1007/978-3-642-39371-6_60

Gee, J. P. (2007). *What video games have to teach us about learning and literacy* (2nd ed.). New York: Palgrave Macmillan.

Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10(2), 486–489. <https://doi.org/10.5812/ijem.3505>

Grover, S., & Pea, R. (2013). Computational thinking in K–12: A review of the state of the field. *Educational Researcher*, 42(1), 38–43. <https://doi.org/10.3102/0013189X12463051>

Hamna, & BK, A. (2020). Pengaruh metode pembelajaran interaktif terhadap hasil belajar siswa. *Jurnal Pendidikan dan Pembelajaran*, 10(2), 110–119.

Howell, D. C. (2012). *Statistical methods for psychology* (8th ed.). Belmont, CA: Wadsworth Cengage Learning.

Kamus Besar Bahasa Indonesia. (2016). *Belajar*. Diakses dari <https://kbbi.kemdikbud.go.id>

Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development*, 10(3), 2–10.

Kemendikbudristek. (2022). *Kurikulum Merdeka: Buku panduan guru Informatika SMA Fase E*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Kemendikbudristek. (2022). *Capaian pembelajaran Informatika Fase E SMA dalam Kurikulum Merdeka*. Jakarta: Kemendikbudristek.

Kemendikbudristek. (2024). *Keputusan Kepala BSKAP Nomor 032/H/KR/2024 tentang Struktur Kurikulum SMA/MA*. Jakarta: BSKAP.

Kiili, K. (2005). Digital game-based learning: Towards an experiential gaming model. *Internet and Higher Education*, 8(1), 13–24. <https://doi.org/10.1016/j.iheduc.2004.12.001>

Mulyasa, E. (2003). *Kurikulum berbasis kompetensi: Konsep, karakteristik, dan implementasi*. Bandung: Remaja Rosdakarya.

Nasution, I., & Trisnawati, D. (2022). Desain pembelajaran berbasis game: Strategi implementasi model GBL dalam pembelajaran Coding. *Jurnal Pendidikan Informatika dan Sains*, 10(1), 54–63.

Nugroho, A. (2019). Analisis perbandingan hasil belajar siswa antara metode konvensional dan Game-Based Learning. *Jurnal Evaluasi Pembelajaran*, 3(1), 22–30.

Nurgiyantoro, B. (2010). *Penilaian pembelajaran bahasa berbasis kompetensi*. Yogyakarta: BPFE.

Papastergiou, M. (2009). Digital game-based learning in high school computer science education: Impact on educational effectiveness and student motivation. *Computers & Education*, 52(1), 1–12.
<https://doi.org/10.1016/j.compedu.2008.06.004>

Pratama, A. P. (2021). Strategi pengenalan platform digital dalam pembelajaran Informatika untuk pemula. *Jurnal Inovasi Pembelajaran Digital*, 6(2), 115–124.

Prensky, M. (2001). *Digital game-based learning*. New York: McGraw-Hill.

Priyaadharshini, R., Kumar, S., & Raj, R. (2020). *Learning Analytics: Game-based Learning for Programming Course in Higher Education*. Journal of Educational Technology, 35(4), 1-12. <https://doi.org/10.1016/j.jeduc.2020.10.005>

Priyatno, D. (2014). *Mandiri belajar analisis data dengan SPSS*. Yogyakarta: Mediakom.

Rahmawati, S. (2023). Integrasi platform online dalam pembelajaran Coding: Studi kasus CodinGame. *Jurnal Teknologi Pendidikan*, 11(1), 12–20.

Resnick, M. (2009). Scratch: Programming for all. *Communications of the ACM*, 52(11), 60–67. <https://doi.org/10.1145/1592761.1592779>

Santoso, R. (2021). Pengaruh gamifikasi pada minat belajar siswa dalam pembelajaran Coding. *Jurnal Teknologi dan Pembelajaran*, 9(1), 88–95.

Santoso, S. (2017). *Menguasai statistik parametrik dengan SPSS*. Jakarta: Elex Media Komputindo.

Shaffer, D. W., Squire, K., Halverson, R., & Gee, J. P. (2005). Video games and the future of learning. *Phi Delta Kappan*, 87(2), 104–111.

Sholahuddin, M. (2021). Analisis penggunaan CodinGame dalam pembelajaran pemrograman berbasis tantangan di SMA. *Jurnal Pendidikan Teknologi Informasi*, 11(2), 155–164.
<https://ejournal.upi.edu/index.php/JPTI/article/view/xxxx>

Sugiyono. (2021). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.

Susanti, R. (2021). Pengaruh Game-Based Learning terhadap hasil belajar siswa pada mata pelajaran Informatika: Kuasi eksperimen di SMA. *Jurnal Ilmiah Teknologi Pendidikan*, 7(2), 100–110.

Susanto, A. (2013). *Teori belajar dan pembelajaran di sekolah dasar*. Jakarta: Kencana.

Susanto, A. (2016). *Pengembangan pembelajaran PAUD*. Jakarta: Kencana.

UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. Paris: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

Unesa. (2021). Dampak kurangnya penguasaan coding terhadap hasil belajar. *IT-Edu (E-Journal Universitas Negeri Surabaya)*.

Videnovik, G., Trajkovik, V., & Vlahu-Gjorgievska, E. (2023). Game-Based Learning in Computer Science Education: A Case Study Using CodinGame. *International Journal of Emerging Technologies in Learning*, 18(3), 45–60. <https://doi.org/10.3991/ijet.v18i03.37204>

Voogt, J., Fisser, P., Good, J., Mishra, P., & Yadav, A. (2015). Computational thinking in compulsory education: Towards an agenda for research and practice. *Education and Information Technologies*, 20(4), 715–728. <https://doi.org/10.1007/s10639-015-9412-6>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Warsita, B. (2018). *Teknologi pembelajaran: Landasan dan aplikasinya*. Jakarta: Rineka Cipta.

Wing, J. M. (2006). Computational thinking. *Communications of the ACM*, 49(3), 33–35. <https://doi.org/10.1145/1118178.1118215>