

DAFTAR PUSTAKA

- AboWardah, E. S. (2020). Bridging the gap between research and schematic design phases in teaching architectural graduation projects. *Frontiers of Architectural Research*, 9, 82–105.
<https://doi.org/10.1016/j.foar.2019.04.005>
- Agne, R. R., & Muller, H. L. (2019). Discourse strategies that co-construct relational identities in STEM peer tutoring. *Communication Education*, 68(3), 265–286. <https://doi.org/10.1080/03634523.2019.1606433>
- Akbulut, Y. (2007). Implications of two well-known models for instructional designers in distance education: Dick-carey versus Morrison-ross-kemp. *Turkish Online Journal of Distance Education*, 8(2), 62–68.
- Allen, P. J., de Freitas, S., Marriott, R. J., Pereira, R. M., Williams, C., Cunningham, C. J., & Fletcher, D. (2021). Evaluating the effectiveness of supplemental instruction using a multivariable analytic approach. *Learning and Instruction*, 75. <https://doi.org/10.1016/j.learninstruc.2021.101481>
- Alrassi, J., & Mortensen, M. (2020). Jigsaw Group-Based Learning in Difficult Airway Management: An Alternative Way to Teach Surgical Didactics. *Journal of Surgical Education*, 77(4), 723–725.
<https://doi.org/10.1016/j.jsurg.2020.02.003>
- AlShareef, S. M. (2020). Comparing the impacts of reciprocal peer teaching with faculty teaching: A single-centre experience from KSA. *Journal of Taibah University Medical Sciences*, 15(4), 272–277.
<https://doi.org/10.1016/j.jtumed.2020.05.006>
- Alshareef, S. M., Aldayel, A. Y., Alghamdi, H. M., Alosaimi, M. B., Alharbi, M. M., Aldayel, A. A., & Alhussain, H. A. (2019). Perceptions on reciprocal peer teaching among medical students as learners and as tutors. *Advances in Medical Education and Practice*, 10, 817–827.
<https://doi.org/10.2147/AMEP.S220728>
- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (A Bridged Edition). Addison Wesley Longman
- Appendices to Annex III (Part -66) of Regulation (EU) No 1321/2014, (2024).
- Appleton, J. J., & Silbergliitt, B. (2019). Student engagement instrument as a tool to support the link between assessment and intervention: A comparison of implementations in two districts. In *Handbook of Student Engagement Interventions: Working with Disengaged Students* (pp. 325–343). Elsevier.
<https://doi.org/10.1016/B978-0-12-813413-9.00022-X>

- Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369–386.
<https://doi.org/10.1002/pits.20303>
- Apte, M., & Bhawe-Gudipudi, A. (2020). Cooperative Learning techniques to bridge gaps in academia and corporate. *Procedia Computer Science*, 172, 289–295. <https://doi.org/10.1016/j.procs.2020.05.046>
- Arco-Tirado, J. L., Fernández-Martín, F. D., & Hervás-Torres, M. (2020). Evidence-based peer-tutoring program to improve students' performance at the university. *Studies in Higher Education*, 45(11), 2190–2202.
<https://doi.org/10.1080/03075079.2019.1597038>
- Axelson, R. D., & Flick, A. (2010). Defining Student Engagement. *Change: The Magazine of Higher Learning*, 43(1), 38–43.
<https://doi.org/10.1080/00091383.2011.533096>
- Ayouni, S., Hajjej, F., Maddeh, M., & Alotaibi, S. (2021). Innovations of materials for student engagement in online environment: An ontology. *Materials Today: Proceedings*. <https://doi.org/10.1016/j.matpr.2021.03.636>
- Bakare, J., & Orji, C. T. (2019). Effects of reciprocal peer tutoring and direct learning environment on sophomores' academic achievement in electronic and computer fundamentals. *Education and Information Technologies*, 24(2), 1035–1055. <https://doi.org/10.1007/s10639-018-9808-1>
- Barkley, E. F. (2018). Terms of Engagement: Understanding and Promoting Student Engagement in Today's College Classroom. In K. Matsushita (Ed.), *Deep Active Learning Toward Greater Depth in University Education* (pp. 35–57). Springer Nature. https://doi.org/10.1007/978-981-10-5660-4_3
- Biju, S. M. (2019). Benefits of Working in Pairs in Problem Solving and Algorithms - Action Research. *Athens Journal of Education*, 6(3), 223–236.
<https://doi.org/10.30958/aje.6-3-4>
- Birch, S. H., & Ladd, G. W. (1997). The Teacher-Child Relationship and Children's Early School Adjustment. *Journal of School Psychology*, 35(1), 61–79. [https://doi.org/10.1016/S0022-4405\(96\)00029-5](https://doi.org/10.1016/S0022-4405(96)00029-5)
- Booker, T. A. (2021). Taking a (Modified) Jigsaw to It: An In-Class Method to Teach Students to Write a Literature Review. *College Teaching*, 69(1), 58–60. <https://doi.org/10.1080/87567555.2020.1809984>
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach* (1st ed.). Springer US. <https://doi.org/10.1007/978-0-387-09506-6>
- Branch, R. M., & Dousay, T. A. (2015). *Survey of Instructional Development Models* (D. R. Walling (ed.); 5th ed.). AECT.
- Branson, R. K. (1978). The Interservice Procedures for Instructional Systems Development. *Educational Technology*, 18(3), 11–14.

<http://www.jstor.org/stable/44418942>

- Burggraff, A. (2015). Developing Discipleship Curriculum: Applying the Systems Approach Model for Designing Instruction by Dick, Carey, And Carey to the Construction of Church Discipleship Courses. *Christian Education Journal*, 12(2), 397–414. <https://doi.org/10.1177/073989131501200211>
- Campwala, I., Aranda-Michel, E., Watson, G. A., Hamad, G. G., Losee, J. E., Kilic, A., & Sultan, I. (2021). Impact of a Surgical Subspecialty Roundtable on Career Perception for Preclerkship Medical Students. *Journal of Surgical Research*, 259, 493–499. <https://doi.org/10.1016/j.jss.2020.09.015>
- Cao, Z., Yu, S., & Huang, J. (2019). A qualitative inquiry into undergraduates' learning from giving and receiving peer feedback in L2 writing: Insights from a case study. *Studies in Educational Evaluation*, 63, 102–112. <https://doi.org/10.1016/j.stueduc.2019.08.001>
- Carnwell, R., & Daly, W. (2001). Strategies for the construction of a critical review of the literature. *Nurse Education in Practice*, 1(2), 57–63. <https://doi.org/10.1054/nepr.2001.0008>
- Chantaraphat, Y., & Jaturapitakkul, N. (2023). Use of Peer Tutoring in Improving the English Speaking Ability of Thai Undergraduate Students. *REFlections*, 30(3), 826–849. <https://doi.org/10.61508/refl.v30i3.268771>
- Cheng, K., Grabowski, C., Chong, A., Yen, A., & Chung, C. B. (2022). Initial Experience With Formal Near-Peer Mentoring in Radiology Residency. *Current Problems in Diagnostic Radiology*, 51(3), 304–307. <https://doi.org/10.1067/j.cpradiol.2021.05.005>
- Choi, I., & Zhi, F. (2021). 'Time to Be an Academic Influencer': Peer-to-Peer Learning Enhances Students' Self-Directed Learning with Disparate Knowledge Background in CAD. *Cubic Journal*, 4(4), 54–69. <https://doi.org/10.31182/cubic.2021.4.038>
- Chopra, N., Zhou, D. B., Fallar, R., & Chadha, N. (2020). Impact of Near-Peer Education in a Student-Run Free Ophthalmology Clinic on Medical Student Teaching Skills. *Journal of Surgical Education*, 77(6), 1503–1510. <https://doi.org/10.1016/j.jsurg.2020.05.012>
- Cicinelli, E., Leblanc, K., Cameron, K., Fernandes, O., McIntyre, C., Bjelajac Mejia, A., & Natsheh, C. (2021). An analysis of Canadian doctor of pharmacy hospital preceptor experiences in alternative preceptor models. *Currents in Pharmacy Teaching and Learning*, 13(4), 353–360. <https://doi.org/10.1016/j.cptl.2020.11.012>
- Coates, H. (2007). A model of online and general campus-based student engagement. *Assessment and Evaluation in Higher Education*, 32(2), 121–141. <https://doi.org/10.1080/02602930600801878>
- Cobb, S. L., McPherson, M. A., Molina, D. J., Quintanilla, J., Rasmussen, E., & Rous, J. J. (2018). Teaching economics to the masses: The effects of student

- help centers on academic outcomes. *International Review of Economics Education*, 27, 16–23. <https://doi.org/10.1016/j.iree.2018.01.005>
- Conard, S. (2019). Best practices in digital health literacy. *International Journal of Cardiology*, 292, 277–279. <https://doi.org/10.1016/j.ijcard.2019.05.070>
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education, Inc.
- Demak, I. P. K., Tanra, A. A. M., Syamsi, N., Nur, R., & Wahyuni, R. D. (2021). Learning pharmacology through peer tutoring. *Gaceta Sanitaria*, 35, S610–S612. <https://doi.org/https://doi.org/10.1016/j.gaceta.2021.10.098>
- Deming, D. J., & Noray, K. L. (2018). *STEM Careers and Technological Change* (No. 25065).
- Diamond, R. M. (2008). *Designing and Assessing Courses and Curricula A Practical Guide* (3rd ed.). Jossey-Bass, AWiley Brand.
- Dick, W. (1996). The Dick and Carey model: Will it survive the decade? *Educational Technology Research and Development*, 44(3), 55–63. <https://doi.org/10.1007/BF02300425>
- Dick, W., Carey, L., & Carey, J. O. (2015). *The Systematic Design of Instruction* (8th ed.). Pearson.
- Dong, J. J., Hwang, W. Y., Shadiev, R., & Chen, G. Y. (2019). Implementing On-Call-Tutor System for Facilitating Peer-Help Activities. *IEEE Transactions on Learning Technologies*, 12(1), 73–86. <https://doi.org/10.1109/TLT.2018.2818139>
- Downer, T., Gray, M., & Capper, T. (2021). Online learning and teaching approaches used in midwifery programs: A scoping review. *Nurse Education Today*, 103, 104980. <https://doi.org/10.1016/j.nedt.2021.104980>
- Easterby-Smith, M., Thorpe, R., & Lowe, A. (2002). *Management Research – An Introduction*. Sage Publications.
- Falchikov, N. (2001). *Learning together: peer tutoring in higher education* (1st ed.). RoutledgeFalmer.
- Fan, Y., & Xu, J. (2020). Exploring student engagement with peer feedback on L2 writing. *Journal of Second Language Writing*, 50, 100775. <https://doi.org/10.1016/j.jslw.2020.100775>
- Fauchald, R. N., Aaboen, L., & Haneberg, D. H. (2022). Utilisation of entrepreneurial experiences in student-driven mentoring processes. *International Journal of Management Education*, 20(2), 100651. <https://doi.org/10.1016/j.ijme.2022.100651>
- Fauzi, I. (2023). *Statistik Penelitian Pendidikan: Panduan Praktis Analisis Data Statistik Melalui Aplikasi SPSS-26*. Badan Penerbit STIEPARI Press.

- Fey, N., Nordbäck, E., Ehrnrooth, M., & Mikkonen, K. (2022). How peer coaching fosters employee proactivity and well-being within a self-managing Finnish digital engineering company. *Organizational Dynamics*, 51(3), 100864. <https://doi.org/10.1016/j.orgdyn.2021.100864>
- Finn, J. D. (1993). *School Engagement and Students at Risk*.
- Fisher, M., & Stanyer, R. (2018). Peer mentoring: Enhancing the transition from student to professional. *Midwifery*, 60, 56–59. <https://doi.org/10.1016/j.midw.2018.02.004>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Fredricks, J. A., Reschly, A. L., & Christenson, S. L. (2019). Interventions for student engagement: Overview and state of the field. In *Handbook of Student Engagement Interventions* (pp. 1–11). Elsevier. <https://doi.org/10.1016/B978-0-12-813413-9.00001-2>
- Friedlander, J., & Macdougall, P. (1992). Achieving Student Success Through Student Involvement. *Community College Review*, 20(1), 20–28. <https://doi.org/10.1177/009155219202000104>
- Friedman, A., & Schneider, E. (2018). Developing a Visualization Education Curriculum in the Age of Big Data Using the Dick and Carey Model. *Visual Communication Quarterly*, 25(4), 250–256. <https://doi.org/10.1080/15551393.2018.1530115>
- Gagne, R. M. (1970). *The Conditions of Learning* (2nd ed.). Holt, Rinehart and Winston.
- Gagne, R. M. (1975). Observing the effects of learning. *Educational Psychologist*, 11(3), 144–157. <https://doi.org/10.1080/00461527509529140>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational Research: an Introduction* (8th ed.). Pearson Education, Inc.
- Gazula, S., McKenna, L., Cooper, S., & Paliadelis, P. (2017). A Systematic Review of Reciprocal Peer Tutoring within Tertiary Health Profession Educational Programs. *Health Professions Education*, 3(2), 64–78. <https://doi.org/10.1016/j.hpe.2016.12.001>
- George, K., Rahim, A., Moorkoth, A. P., & Pangat Balakrishnan, S. M. (2021). Peer-Assisted Learning Versus Faculty Led Learning in Procedural Skill Acquisition Utilizing Skills Laboratory. *Medical Journal of Dr. D.Y. Patil University*, 14(4). https://journals.lww.com/mjdy/fulltext/2021/14040/peer_assisted_learning_versus_faculty_led_learning.13.aspx
- Gibbons, A. S., Boling, E., & Smith, K. M. (2014). Instructional Design Models. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), *Handbook of*

- Research on Educational Communications and Technology* (pp. 607–615).
<https://doi.org/10.1007/978-1-4614-3185-5>
- Gisbert, D. D., & Rivas, A. V. (2021). Implementing Peer Tutoring For The Development Of Empathy. *Investigacion y Educacion En Enfermeria*, 39(2).
<https://doi.org/10.17533/udea.iee.v39n2e07>
- Graves, S. J., LeMire, S., & Anders, K. C. (2021). Uncovering the information literacy skills of first-generation and provisionally admitted students. *Journal of Academic Librarianship*, 47(1).
<https://doi.org/10.1016/j.acalib.2020.102260>
- Gray, S., Wheat, M., Christensen, M., & CRAFT, J. (2019). Snaps+: Peer-to-peer and academic support in developing clinical skills excellence in under-graduate nursing students: An exploratory study. *Nurse Education Today*, 73, 7–12. <https://doi.org/10.1016/j.nedt.2018.10.006>
- Griffiths, K., Kopanidis, F., & Steel, M. (2018). Investigating the value of a peer-to-peer mentoring experience. *Australasian Marketing Journal*, 26(2), 92–98. <https://doi.org/10.1016/j.ausmj.2018.05.006>
- Groccia, J. E. (2018). What Is Student Engagement? In *New Directions for Teaching and Learning* (Vol. 2018, Issue 154, pp. 11–20). Wiley Online Library. <https://doi.org/10.1002/tl.20287>
- Guarascio, A. J., Nemecek, B. D., & Zimmerman, D. E. (2017). Evaluation of students' perceptions of the Socrative application versus a traditional student response system and its impact on classroom engagement. *Currents in Pharmacy Teaching and Learning*, 9(5), 808–812.
<https://doi.org/10.1016/j.cptl.2017.05.011>
- Gustafson, K. L., & Branch, R. M. (2002). *Survey of Instructional Development Models* (4th ed.). ERIC Clearinghouse on Informatic & Technology.
- Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, 66(1), 64–74.
<https://doi.org/10.1119/1.18809>
- Hardt, D., Nagler, M., & Rincke, J. (2022). Can peer mentoring improve online teaching effectiveness? An RCT during the COVID-19 pandemic. *Labour Economics*, 102220. <https://doi.org/10.1016/j.labeco.2022.102220>
- Havens, P. S., & Williams, M. S. (2019). University Peer-Assisted Learning Strategies in the Humanities. *Journal of College Reading and Learning*, 49(3), 160–169. <https://doi.org/10.1080/10790195.2019.1635371>
- Heinich, R., Molenda, M., & Russell, J. (1981). *Instructional media and the new technologies of instruction*. John Wiley and Sons.
- Henriksen, B., Calinski, D., Henriksen, J., & Gregory, N. (2020). Complex patient cases solved by near-peer integrated teams provides leadership,

- professionalism, and peer-teaching opportunities. *Currents in Pharmacy Teaching and Learning*, 12(12), 1477–1483.
<https://doi.org/10.1016/j.cptl.2020.07.001>
- Hickey, D. T., Robinson, J., Fiorini, S., & Feng, Y. (2020). Internet-based alternatives for equitable preparation, access, and success in gateway courses. *Internet and Higher Education*, 44, 100693.
<https://doi.org/10.1016/j.iheduc.2019.100693>
- Homberg, A., Mink, J., Karstens, S., & Mahler, C. (2019). Learning about professional theories, models and concepts within an interprofessional seminar for undergraduate healthcare students. *Journal of Interprofessional Education and Practice*, 17, 100272.
<https://doi.org/10.1016/j.xjep.2019.100272>
- Horrill, T. C., Rahman Isse, A. A., Armah, N., Bolianatz, J. D., Karpa, J. V., Lelond, S., Martin, K. M., Martin, D. E., McMillan, D., Mitchell, K. M., Rieger, K. L., Scruby, L. S., & West, C. (2021). The development of academic identity in graduate nursing students: An interpretive descriptive study. *Nurse Education Today*, 103, 104949.
<https://doi.org/10.1016/j.nedt.2021.104949>
- Hsia, S., Tran, D. N., Beechinor, R., Gahbauer, A., Fitzsimmons, A., & Brock, T. (2020). Interprofessional peer teaching: The value of a pharmacy student-led pharmacology course for physical therapy students. *Currents in Pharmacy Teaching and Learning*, 12(10), 1252–1257.
<https://doi.org/10.1016/j.cptl.2020.05.010>
- Hussain, F. N., & Wilby, K. J. (2019). A systematic review of audience response systems in pharmacy education. *Currents in Pharmacy Teaching and Learning*, 11(11), 1196–1204. <https://doi.org/10.1016/j.cptl.2019.07.004>
- Insley, J., & Turkoglu, C. (2020). A contemporary analysis of aircraft maintenance-related accidents and serious incidents. *Aerospace*, 7(6), 1–27.
<https://doi.org/10.3390/AEROSPACE7060081>
- International Air Transport Association. (2021). *Safety Report 2020* (Issue April 1, 2021).
- Irvine, S., Williams, B., Özmen, M., & McKenna, L. (2019). Exploration of Self-Regulatory Behaviours of Undergraduate Nursing Students Learning to Teach: A Social Cognitive Perspective. *Nurse Education in Practice*, 102633. <https://doi.org/10.1016/j.nepr.2019.102633>
- Jimerson, S. R., Campos, E., Greif, J. L., & Jimerson, S. (2003). Toward an Understanding of Definitions and Measures of School Engagement and Related Terms. *The California School Psychologist*, 8, 7–27.
<https://doi.org/10.1007/bf03340893>
- Jones, B. J., & Sturrock, K. (2022). Just by being here, you aren't halfway there: Structured active learning and its integration in virtual learning environments and assessment. *Science & Justice*.

<https://doi.org/10.1016/j.scijus.2022.05.005>

- Kachaturoff, M., Caboral-Stevens, M., Gee, M., & Lan, V. M. (2020). Effects of peer-mentoring on stress and anxiety levels of undergraduate nursing students: An integrative review. *Journal of Professional Nursing*, 36(4), 223–228. <https://doi.org/10.1016/j.profnurs.2019.12.007>
- Kang, K. I., Lee, N., & Joung, J. (2021). Nursing students' experience of online peer tutoring based on the grow model: A qualitative study. *Nurse Education Today*, 107, 105131. <https://doi.org/10.1016/j.nedt.2021.105131>
- Keller, J. M. (1987). Development and Use of the ARCS Model of Instructional Design. *Journal of Instructional Development*, 10(3), 2–10. <https://doi.org/10.1007/BF02905780>
- Keller, J. M. (2010). The Arcs Model of Motivational Design. In *Motivational Design for Learning and Performance* (pp. 43–74). Springer US. https://doi.org/10.1007/978-1-4419-1250-3_3
- Khan, F. N., Ayiei, A., Murray, J., Baxter, G., & Wild, G. (2020). A preliminary investigation of maintenance contributions to commercial air transport accidents. *Aerospace*, 7(9), 1–21. <https://doi.org/10.3390/aerospace7090129>
- Kioulepoglou, P., & Makris, I. (2023). Factors Affecting Passengers' Acceptance of Single Pilot Operations: A Qualitative Study conducted in Greece. *International Journal of Aviation, Aeronautics, and Aerospace*, 10(1). <https://doi.org/10.58940/2374-6793.1800>
- Knapper, C. (2004). *Research on college teaching and learning : Applying what we know*.
- Kolar, C., Hager, K., & Janke, K. K. (2018). Using peer teaching to introduce the Pharmaceutical Care Model to incoming pharmacy students. *Currents in Pharmacy Teaching and Learning*, 10(2), 170–177. <https://doi.org/10.1016/j.cptl.2017.10.011>
- Kubiszyn, T., & Borich, G. (2013). *Educational Testing and Measurement: Classroom Application and Practice* (10th ed.). John Wiley & Sons, Inc.
- Kuh, G. D. (2009). The National Survey of Student Engagement: Conceptual and Empirical Foundations. In *New Directions for Institutional Research* (Issue 141, pp. 5–20). Wiley Interscience. <https://doi.org/https://doi.org/10.1002/ir.283>
- Kumar, N. L., Housiaux, A., & Ryou, M. (2020). How to Continue Learning After Gastroenterology Fellowship With a Peer-Coach. *Gastroenterology*, 158(4), 812–815. <https://doi.org/10.1053/j.gastro.2020.02.006>
- Kumar, A. U., & Kumar, A. K. (2023). Life-Long Learning Practices A Conceptual Analysis. In K. Kumar (Ed.), *Engineering Pedagogy Towards Outcome-Based Education* (1st ed., pp. 23–31). CRC Press. <https://doi.org/10.1201/9781003083160-3>

- Kumar, R., & Kumar, K. (2023). Pedagogy Toward Outcome-Based Engineering Education The State of Art. In K. Kumar (Ed.), *Engineering Pedagogy Towards Outcome-Based Education* (1st ed., pp. 3–22). CRC Press. <https://doi.org/10.1201/9781003083160-2>
- Kuo, Y.-C., Yao, C.-B., & Wu, Z.-Y. (2022). Online Peer-Tutoring for Programming Languages Based on Programming Ability and Teaching Skill. *Applied Sciences*, 12(17), 8513. <https://doi.org/10.3390/app12178513>
- Lampiran Keputusan Direktur Jenderal Perhubungan Udara, Advisory Circular (AC) 147-02 Basic Certificate Curriculum and Syllabus Development, Amendment: 0, Pub. L. No. KP 269 Tahun 2017 (2017).
- Lee, J., & Mitici, M. (2020). An integrated assessment of safety and efficiency of aircraft maintenance strategies using agent-based modelling and stochastic Petri nets. *Reliability Engineering and System Safety*, 202, 1–16. <https://doi.org/10.1016/j.ress.2020.107052>
- Lee, V. E., & Smith, J. B. (1993). Effects of School Restructuring on the Achievement and Engagement of Middle-grade Students. *Source: Sociology of Education*, 66(3), 164–187. <https://doi.org/10.2307/2112735>
- Lee, V. E., & Smith, J. B. (1995). Effects of High School Restructuring and Size on Early Gains in Achievement and Engagement. *Source: Sociology of Education*, 68(4), 241–270. <https://doi.org/10.2307/2112741>
- Lilliefors, H. W. (1967). On the Kolmogorov-Smirnov Test for Normality with Mean and Variance Unknown. *Journal of the American Statistical Association*, 62(318), 399–402. <https://doi.org/10.1080/01621459.1967.10482916>
- Lockspeiser, T. M., O’Sullivan, P., Teherani, A., & Muller, J. (2008). Understanding the experience of being taught by peers: The value of social and cognitive congruence. *Advances in Health Sciences Education*, 13(3), 361–372. <https://doi.org/10.1007/s10459-006-9049-8>
- Lowton-Smith, S., Morgan, R., Stanley, M., Hames, T., Smith, P., Lawson, C., & Leddington Wright, S. (2019). Peer-to-peer teaching: Experience of 3rd year undergraduate sports therapy students and impact upon applied academic performance. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 25, 100196. <https://doi.org/10.1016/j.jhlste.2019.04.002>
- MacDonald, M., Thompson, A. E., Ton, J., & Mysak, T. (2020). Strategies to optimize implementation of novel preceptorship models: Peer-assisted learning and near-peer teaching. *Currents in Pharmacy Teaching and Learning*, 12(8), 945–955. <https://doi.org/10.1016/j.cptl.2020.04.001>
- Martín-Ramos, P., Lopes, M. J., Lima da Silva, M. M., Gomes, P. E. B., Pereira da Silva, P. S., Domingues, J. P. P., & Ramos Silva, M. (2018). Reprint of ‘First exposure to Arduino through peer-coaching: Impact on students’ attitudes towards programming’. *Computers in Human Behavior*, 80, 420–427. <https://doi.org/10.1016/j.chb.2017.12.011>

- McKenna, L., & Williams, B. (2017). The hidden curriculum in near-peer learning: An exploratory qualitative study. *Nurse Education Today*, 50, 77–81. <https://doi.org/10.1016/j.nedt.2016.12.010>
- Mehrotra, P. (2020). Edutainment in dental curriculum-A systematic review. *Journal of Oral Biology and Craniofacial Research*, 10(4), 417–421. <https://doi.org/10.1016/j.jobcr.2020.07.016>
- Menard, K., & Maas, N. (2019). Assisting BSN students in moving from novice to advanced beginner through student-LED simulations. *Nurse Education in Practice*, 34, 145–149. <https://doi.org/10.1016/j.nepr.2018.11.020>
- Merriënboer, J. J. G. van, & Kirschner, P. A. (2018). *Ten Steps to Complex Learning: A Systematic Approach to Four-Component Instructional Design* (3rd ed.). Routledge.
- Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research and Development*, 50(3), 43–59. <https://doi.org/10.1007/BF02505024>
- Merrill, M. D. (2013). *First principles of instruction : assessing and designing effective, efficient, and engaging*. Pfeiffer.
- Michael, J. A., & Modell, H. I. (2003). *Active Learning in Secondary and College Science Classrooms: a working model for helping the learner to learn* (1st ed.). Routledge. <https://doi.org/10.4324/9781410609212>
- Miller, G. A., Galanter, E., & Pribram, K. H. (2017). Plans and the Structure of Behavior. In W. Buckley (Ed.), *Systems Research for Behavioral Science: a Sourcebook* (pp. 369–382). Routledge.
- Morrison, G. R., Ross, S. M., Morrison, J. R., & Kalman, H. K. (2019). *Designing Effective Instruction* (8th ed.). John Wiley & Sons.
- Murtisari, E. T., Puspitasari, D., & Setiamunadi, A. A. (2020). Peer teaching to assist tertiary EFL grammar learning: Indonesian tutors' perceptions of challenges and strategies. *Journal of Language and Education*, 6(4), 204–215. <https://doi.org/10.17323/jle.2020.10763>
- Núñez-Andrés, M. A., Martínez-Molina, A., Casquero-Modrego, N., & Suk, J. Y. (2022). The impact of peer learning on student performance in an architectural sustainability course. *International Journal of Sustainability in Higher Education*, 23(1), 159–176. <https://doi.org/10.1108/IJSHE-11-2020-0447>
- Obara, S., Perry, B., Janzen, K. J., & Edwards, M. (2022). Using arts-based pedagogy to enrich nursing education. *Teaching and Learning in Nursing*, 17(1), 113–120. <https://doi.org/10.1016/j.teln.2021.09.003>
- Pappalepore, I., & Farrell, H. (2017). Redressing the balance: Inverted hierarchies in the tourism classroom. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 21(Part B), 144–153. <https://doi.org/10.1016/j.jhlste.2016.10.001>

- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi, Pub. L. No. Nomor 3 Tahun 2020, Pasal 16 Ayat 2 (2020).
- Polkowski, Z., Jadeja, R., & Dutta, N. (2020). Peer learning in technical education and it's worthiness: Some facts based on implementation. *Procedia Computer Science*, 172, 247–252.
<https://doi.org/10.1016/j.procs.2020.05.039>
- Prendergast, H. M., Heinert, S. W., Erickson, T. B., Thompson, T. M., & Vanden Hoek, T. L. (2019). Evaluation of an Enhanced Peer Mentoring Program on Scholarly Productivity and Promotion in Academic Emergency Medicine: A Five-Year Review. *Journal of the National Medical Association*, 111(6), 600–605. <https://doi.org/10.1016/j.jnma.2019.07.001>
- Rashwan, Z. I., Busebaiab, T. J., AL-Sabbagh, A. S., & Eweida, R. S. (2021). Effect of guided reciprocal peer questioning strategy on pediatric nursing students' self-esteem and metacognitive awareness: Current approach and future directions. *Nurse Education Today*, 107, 105153.
<https://doi.org/10.1016/j.nedt.2021.105153>
- Rathy, G. A., Sivasankar, P., & Gnanasambandhan, T. G. (2020). Developing a knowledge structure using Outcome based Education in Power Electronics Engineering. *Procedia Computer Science*, 172, 1026–1032.
<https://doi.org/10.1016/j.procs.2020.05.150>
- Rees, E. L., Quinn, P. J., Davies, B., & Fotheringham, V. (2016). How does peer teaching compare to faculty teaching? A systematic review and meta-analysis*. *Medical Teacher*, 38(8), 829–837.
<https://doi.org/10.3109/0142159X.2015.1112888>
- Reigeluth, C. M., Myers, R. D., & Dabae Lee. (2017). The Learner-Centered Paradigm of Education. In C. M. Reigeluth, B. J. Beatty, & R. D. Myers (Eds.), *Instructional-Design Theories and Models, Volume IV Historicity: The Learner-Centered Paradigm of Education* (1st ed., Vol. 4). Routledge.
- Richey, R. C. (1997). Research on instructional development. *Educational Technology Research and Development*, 45(3), 91–100.
<https://doi.org/10.1007/BF02299732>
- Richey, R. C., & Klein, J. D. (2005). Developmental research methods: Creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education*, 16(2), 23–38.
<https://doi.org/10.1007/BF02961473>
- Richey, R. C., & Klein, J. D. (2014). Design and development research. In *Handbook of Research on Educational Communications and Technology: Fourth Edition* (pp. 141–150). Springer New York.
https://doi.org/10.1007/978-1-4614-3185-5_12
- Rofiqah, S. A., Widayanti, & Rozaqi, A. (2020). Thinking Aloud Pair Problem Solving (TAPPS) Method: The Effect of Understanding Physics Concepts

- and Communication in High Schools in Indonesia. *Journal of Physics: Conference Series*, 1467, 012066. <https://doi.org/10.1088/1742-6596/1467/1/012066>
- Rowland, G. (1991). Designing and Instructional Design. *Educational Technology Research and Development*, 41(1), 79–91.
- Santos, J., Figueiredo, A. S., & Vieira, M. (2019). Innovative pedagogical practices in higher education: An integrative literature review. *Nurse Education Today*, 72(January), 12–17. <https://doi.org/10.1016/j.nedt.2018.10.003>
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective* (6th ed.). Pearson Education.
- Sheahan, G., Reznick, R., Klinger, D., Flynn, L., & Zevin, B. (2019). Comparison of faculty versus structured peer-feedback for acquisitions of basic and intermediate-level surgical skills. *American Journal of Surgery*, 217(2), 214–221. <https://doi.org/10.1016/j.amjsurg.2018.06.028>
- Shernoff, D. J., Kelly, S., Tonks, S. M., Anderson, B., Cavanagh, R. F., Sinha, S., & Abdi, B. (2016). Student engagement as a function of environmental complexity in high school classrooms. *Learning and Instruction*, 43, 52–60. <https://doi.org/10.1016/j.learninstruc.2015.12.003>
- Singh, R. U. (2022). A Case Study on the Impact of Peer Tutoring in the Education of Freshmen Engineering. *Journal of Engineering Education Transformations*, 36(special issue 2), 441–445. <https://doi.org/10.16920/jeet/2023/v36is2/23067>
- Singh, Y. K. (2006). *Fundamental of Research Methodology and Statistics*. New Age International.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571–581. <https://doi.org/10.1037/0022-0663.85.4.571>
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2014). *Instructional Technology and Media for Learning* (10th ed.). Pearson Education Limited.
- Sokhanvar, Z., Salehi, K., & Sokhanvar, F. (2021). Advantages of authentic assessment for improving the learning experience and employability skills of higher education students: A systematic literature review. *Studies in Educational Evaluation*, 70, 101030. <https://doi.org/10.1016/j.stueduc.2021.101030>
- Spivey, C. A., Davis, M. S., Rodriguez, J. D., Havrda, D., & Chisholm-Burns, M. A. (2021). Effects of peer-led study sessions on first-year student pharmacist performance in pharmacy math. *Currents in Pharmacy Teaching and Learning*, 13(9), 1168–1173. <https://doi.org/10.1016/j.cptl.2021.06.029>

- Stapp, Y. F. (1998). Instructor-Employer Collaboration: A Model for Technical Workplace English. *English for Specific Purposes*, 17(2), 169–182.
[https://doi.org/10.1016/S0889-4906\(97\)00005-7](https://doi.org/10.1016/S0889-4906(97)00005-7)
- Steck-Bayat, K., Mourad, J., Borodulin, O., & Mahnert, N. (2019). 2275 “The Resident Buddy System”: A Better Way to Encourage Laparoscopy Simulation Training? *Journal of Minimally Invasive Gynecology*, 26(7), S153. <https://doi.org/10.1016/j.jmig.2019.09.251>
- Sugiono. (2019). *Statistika untuk Penelitian*. Alfabeta.
- Surabenjawong, U., Phrampus, P. E., Lutz, J., Farkas, D., Gopalakrishna, A., Monsomboon, A., Limswat, C., & O'Donnell, J. M. (2020). Comparison of Innovative Peer-to-Peer Education and Standard Instruction on Airway Management Skill Training. *Clinical Simulation in Nursing*, 47, 16–24.
<https://doi.org/10.1016/j.ecns.2020.06.009>
- Teoh, H. C., Abdullah, M. C., Roslan, S., & Daud, S. (2013). An Investigation of Student Engagement in a Malaysian Public University. *Procedia - Social and Behavioral Sciences*, 90, 142–151.
<https://doi.org/10.1016/j.sbspro.2013.07.075>
- Toker, S. (2022). The progress of 21st-century skills throughout instructional design projects: a quasi-experimental comparison of rapid prototyping and dick and carey models. *Education and Information Technologies*, 27, 1959–1992. <https://doi.org/10.1007/s10639-021-10673-2>
- Topping, K. J. (1996). The effectiveness of peer tutoring in further and higher education: A typology and review of the literature. *Higher Education*, 32(3), 321–345. <https://doi.org/10.1007/bf00138870>
- Tweddell, S., Clark, D., & Nelson, M. (2016). Team-based learning in pharmacy: The faculty experience. *Currents in Pharmacy Teaching and Learning*, 8, 7–17. <https://doi.org/10.1016/j.cptl.2015.09.008>
- Voldsund, K. H., & Bragelien, J. J. (2022). Student peer mentoring in an entrepreneurship course. *Procedia Computer Science*, 196, 856–863.
<https://doi.org/10.1016/j.procs.2021.12.085>
- Wang, M.-T., Fredricks, J. A., Ye, F., Hofkens, T. L., & Linn, J. S. (2016). The Math and Science Engagement Scales: Scale development, Validation, And psychometric properties. *Learning and Instruction*, 43, 16–26.
<https://doi.org/10.1016/j.learninstruc.2016.01.008>
- Widoro, E., Situmorang, R., & Chaeruman, U. A. (2024). Challenges of Peer Tutoring in Different Role Organization Settings in Higher Education: Systematic Literature Review. *Pedagogika*, 155(3), 68–87.
<https://doi.org/10.15823/p.2024.155.4>
- Widoro, E., Situmorang, R., & Chaeruman, U. A. (2025). Peer Tutoring Within Higher Education Applied Science : A Systematic Review. *Proceedings of the 2nd International Conference on Environmental Learning Educational*

Technologies (ICELET 2024), 60–84. <https://doi.org/10.2991/978-2-38476-374-0>

- Yildirim, M. T., & Kurt, B. (2018). Aircraft Gas Turbine Engine Health Monitoring System by Real Flight Data. *International Journal of Aerospace Engineering*, 2018, 1–12. <https://doi.org/10.1155/2018/9570873>
- Yu, S., Jiang, L., & Zhou, N. (2020). Investigating what feedback practices contribute to students' writing motivation and engagement in Chinese EFL context: A large scale study. *Assessing Writing*, 44, 100451. <https://doi.org/10.1016/j.asw.2020.100451>
- Zhang, Z. (Victor), & Hyland, K. (2018). Student engagement with teacher and automated feedback on L2 writing. *Assessing Writing*, 36, 90–102. <https://doi.org/10.1016/j.asw.2018.02.004>
- Zhang, Z. (Victor), & Hyland, K. (2022). Fostering student engagement with feedback: An integrated approach. *Assessing Writing*, 51, 100586. <https://doi.org/10.1016/j.asw.2021.100586>

