DAFTARPUSTAKA

Agustina, N. R., Priscylio, G., Rachman, F. A., & Efendi. (2020). the Use of Tgt Cooperative Learning for Chemistry Learning on Tenth- Grade Students. *Unnes Science Education Journal*, *9*(1), 40–47.

Amni, Z., Ningrat, H. K., & -, R. (2021). Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament (Tgt) Berbantuan Media Destinasi Terhadap Motivasi Dan Hasil Belajar Pada Materi Larutan Penyangga. *Jurnal Inovasi Pendidikan Kimia*, *15*(2), 2840–2848.

Ang, B. W., Liu, F. L., & Chung, H. S. (2004). A generalized Fisher index approach to energy decomposition analysis. *Energy Economics*, *26*(5), 757–763.

Anita, R., Gugule, S., & Gumolung, D. (2020). Pengaruh Model POGIL Terhadap Hasil Belajar Siswa SMA pada Materi Titrasi Asam Basa. *Journal of Chemistry Education*, *2*(1), 16–22.

Armadani, N., Wijayanti, R. . R., & Aini, N. (2022). Efektivitas Penggunaan Model TGT (Teams Games Tournament) dan Media E-Komika ditinjau dari Minat dan Hasil Belajar Siswa. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(3), 4533–4539.

Bećirović, S., Dubravac, V., & Brdarević-Čeljo, A. (2022). Cooperative Learning as a Pathway to Strengthening Motivation and Improving Achievement in an EFL Classroom. *SAGE Open*, *12*(1).

Bilim, E. ve. (2009). Misuses of KR-20 and Cronbach's Alpha Reliability Coefficients KR-20 ve Cronbach Alfa Katsayılarının Yanlış Kullanımları. *Education and Science*, *34*(152), 101–112.

Bolanle, N., Ph, D., Ph, D., & Opeyemi, A. (2022). Development and Usability Evaluation of a Mobile Learning Application (MLA) on Periodicity for NCE Students., *4*(2), 383–399.

Brown, J. D. (2001). Point Point--biserial correlation coefficients biserial correlation coefficients. *JLT Testing & Evlution SIG Newsletter*, *5*(3), 13–17.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition*. *Research Defign: Qualitative, Quantitative, and Mixed M ethods Approaches*.

Dewi, H. (2016). Pembelajaran model inkuiri terbimbing dipadu dengan pembelajaran kooperatif tipe STAD untuk meningkatkan hasil belajar IPA. *Prosiding Seminar Nasional Pendidikan IPA*.

Fadlilah, N., Sulisworo, D., & Maruto, G. (2020). The Effectiveness of a Video-based Laboratory on Discovery Learning to Enhance Learning Outcomes. *Universal Journal of Educational Research*, *8*(8), 3648–3654.

Fauzi, A., & Satrianto, A. (2020). The Effect of Parents' Social Economic Condition, Way of Learning and Learning Motivation to the Learning Outcome of Economy Subject, *152*, 413–421.

Felder, R., Felder, R. M., & Brent, R. (2007). Related papers Cooperat ive Learning In Technical Courses: Procedures, Pit falls, and Payoffs Peer rat ings in cooperat ive learning t eams Account ing for Individual Effort in Cooperat ive Learning Teams Cooperative Learning *, (970), 34–53.

Imaduddin, M., & Haryani, S. (2019). The Transition of Pre-service Chemistry Teachers' Concept Mastery about Solutions in Multiple Representations-Based Learning. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *9*(3), 203–218.

Johari, J., Sahari, J., Abd Wahab, D., Abdullah, S., Abdullah, S., Omar, M. Z., & Muhamad, N. (2011). Difficulty index of examinations and their relation to the achievement of programme outcomes. *Procedia - Social and Behavioral Sciences*, *18*, 71–80.

Johnstone, A. (1991). Why is chemistry difficult to learn? things are seldom what they seem. *Journal of Computer Assisted Learning*, *7*(1), 75–83.

Lakens, D. (2013). Calculating and reporting effect sizes to facilitate cumulative science : a practical primer for t -tests and ANOVAs, *4*(November), 1–12.

M. Alwi. (2021). UPAYA PENINGKATAN AKTIVITAS DAN HASIL BELAJAR KIMIA MELALUI MODEL PEMBELAJARAN KOOPERATIF SISWA SMAN 9 KOTA JAMBI TAHUN PELAJARARAN 2018/2019. *Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran 212 Vol. 1 No. 2*, *1*(2), 212–218.

Maulida, & Hamama, S. F. (2021). Pengembangan Instrumen Tes Tipe Pilihan Ganda Dalam Evaluasi Hasil Belajar Siswa Pada Konsep Sel Tingkat Sekolah Menengah Atas. *Jurnal Dedikasi Pendidikan*, *5*(1), 171–178.

Mohd Razali, N., & Bee Wah, Y. (2011). Power comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling tests. *Journal of Statistical Modeling and Analytics*, *2*(1), 13–14.

N K, M. (2009). The Levels Of Difficulty And Discrimination Indices In Type A Multiple Choice Questions Of Pre-clinical Semester 1 Multidisciplinary Summative Tests. *International E-Journal of Science, Medicine & Education*, *3*(1), 2–7.

Nadrah, N., Tolla, I., Ali, M. S., & Muris, M. (2017). The Effect of Cooperative Learning Model of Teams Games Tournament (TGT) and Students' Motivation toward Physics Learning Outcome. *International Education Studies*, *10*(2), 123.

Nasir, M., Fakhrunnisa, R., & Nastiti, L. R. (2019). The Implementation of Project-based Learning and Guided Inquiry to Improve Science Process Skills and Student Cognitive Learning Outcomes. *International Journal of Environmental & Science Education*, *14*(5), 229–238.

Nisa, H., Rusmansyah, R., Leny, L., & Rahman, Y. (2021). Penerapan Pembelajaran E-Learning Model Scientific Critical Thinking Untuk Melatihkan Keterampilan Argumentasi Ilmiah Dan Self-Efficacy. *JCAE (Journal of Chemistry And Education)*, *4*(3), 116–123.

Nuraini, F., & Suyoso. (2018). INFLUENCE OF DIRECT INSTRUCTION MODEL AND TEAMS GAME TOURNAMENT MODEL ON ENHANCEMENT OF LEARNING MOTIVATION AND UNDERSTANDING PHYSICS CONCEPT, 170.

P. E, M., & J., N. (2009). MANN-WHITNEY U TEST, 2009.

Perwitasari, D. F., & Wibawanto, S. (2011). Perbedaan Hasil Belajar Tik Melalui Pembelajaran Kooperatif Teams Games Tournament (Tgt) Dengan Kooperatif Kelompok Biasa. *Jurnal TEKNO*, *16*(September), 32–40.

Pongkendek, J. J., Parlindungan, J. Y., & Marpaung, D. N. (2019). Effectiveness of the application of team games tournament cooperative learning model (TGT) to improve learning outcomes of students of class xi science 1 SMA Frater Makassar in the principal material of salt hydrolysis. *IOP Conference Series: Earth and Environmental Science*, *343*(1).

Putri Amalia Primandari, Bambang Suteng Sulasmono, E. W. S. (2019). PERBEDAAN PENGARUH MODEL KOOPERATIF TIPE TGT DAN STAD DENGAN MULTIMEDIA INTERAKTIF CERIA TERHADAP

SIKAP SOSIAL DAN HASIL BELAJAR KOGNITIF PADA PEMBELAJARAN TEMATIK KELAS 5 SD, *3*(1), 83–91.

Putri, D. S., & Mawardi, M. (2017). The Application of Teams-Games-Tournament (Tgt) To Increase Students' Activeness and Learning Outcomes. *Jurnal Pendidikan Dan Pengajaran*, *50*(2), 60–68.

Rachman, A. W. N. A., & Kartiko, D. C. (2021). Pengaruh Model Pembelajaran Kooperatif TGT (Teams Games Tournament) Terhadap Ketuntasan Belajar Shooting Bola Basket. *Jpok*, *9*(1), 193–203.

Razi, Z. (2019). Penerapan Model Pembelajaran Kooperatif Tipe the Power of Twountuk Meningkatkan Hasil Belajar Siswa. *Jurnal Sains Riset*, *8*(1), 31–36.

Retno Utari. (2011). Taksonomi bloom, 1–13.

Rezkia Lukman, I., Unaida, R., Setiawaty, S., Sabrina, N., & Zahara. (2022). The Effect of Model Variations on Chemistry Learning Outcomes. *International Journal of Education & Curriculum Application*, *5*(1), 299–305.

Rumape, O., Christopel, N., Kilo, J. La, & Kilo, L. (2020). PENERAPAN PEMBELAJARAN TEAMS GAMES TOURNAMENT (TGT) DILENGKAPI KARTU NAMA DARI TATA NAMA SENYAWA KIMIA UNTUK MENINGKATKAN HASIL BELAJAR SISWA, *4*(1), 40–46.

Sihotang, C., Saragih, A. H., & Hamid, A. (2019). Improvement of Student Learning Outcomes through Use Google Classroom Media in Class VIII-4 Students MTsN 1 Kota Subulussalam, (1), 1182–1189.

Silalahi, T. F., & Hutauruk, A. F. (2020). The Application of Cooperative Learning Model during Online Learning in the Pandemic Period. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *3*(3), 1683–1691.

Slavin, R. E. (1980). Cooperative Learning. *Review of Educational Research*, *50*(2), 315–342.

Slavin, R. E. (2008). Cooperative Learning, Success for All, and Evidence-based Reform in education. *Éducation Et Didactique*, (2–2), 149–157.

Suryani, S. (2016). Desain Pembelajaranmenggunakan Kartu Kwartet Hace Sebagai Media Chemo – Edutaimentmelalui Modelpembelajaran Kooperatif Teams Games Tournament (Tgt)Untukmeningkatkan Hasil Belajar Materi Koloid. *Laboratorium Penelitian Dan Pengembangan FARMAKA TROPIS Fakultas Farmasi Universitas Mualawarman, Samarinda, Kalimantan Timur*, (April), 5–24.

Syaifuddin, T., Nurlela, L., & Prasetya, S. P. (2020). The Effect of Cooperative Learning Model Type Team Games Tournaments (TGT) and Learning Motivation on Student Learning Outcomes, *491*(Ijcah), 1390–1394.

Multi-faceted Impact of a Team Game Tournament on the Ability of the Learners to Engage and Develop their Own Critical Skill Set González , Arturo ; Jennings , David ; Manriquez , Loreto Author (s). (2014).

Uki, N. M., & Liunokas, A. B. (2021). Pengaruh Model Pembelajaran Kooperatif Tipe Jigsaw dan Make a Match terhadap Hasil Belajar Kognitif Siswa. *Jurnal Basicedu*, *5*(6), 5542–5547.

Yael, A., Yuridka, F., & Apriani, H. (2022). Pengaruh Penerapan Model Class-Wide Peer Tutoring (Cwpt) Menggunakan Media Permainan Joepardy Terhadap Hasil Belajar Siswa Pada Materi Koloid. *Dalton : Jurnal Pendidikan Kimia Dan Ilmu Kimia*, *5*(1), 1.

Yahya, A. A., & Arham, S. (2021). Pembelajaran Kooperatif Tipe TGT (Team Games Tournament) Dalam Menigkatkan Hasil Belajar Pasing Bawah Permainan Bola Voli Siswa SMA Negeri 2 Bone. *Jendela Olahraga*, *6*(1), 150–157.

Yunanda, H., Advinda, L., & Sumarmin, R. (2018). Effects of Cooperative Learning Model Type Games Teams Tournament (TGT) and Entry Behavior Student to Learning Competence Class XI IPA Senior High School 1 Lengayang. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, *6*(2), 329–339.