

## DAFTAR PUSTAKA

- Amirah Ansyar, Dian Novita Siswanti, & Nur Akmal. (2023). Hubungan antara Self-Efficacy dengan Student Engagement pada Siswa MAN Pinrang. *PESHUM : Jurnal Pendidikan, Sosial Dan Humaniora*, 2(5), 835–845. <https://doi.org/10.56799/peshum.v2i5.2202>
- Güler, M., Kokoç, M., & Önder Bütüner, S. (2023). Does a flipped classroom model work in mathematics education? A meta-analysis. *Education and Information Technologies*, 28(1), 57–79. <https://doi.org/10.1007/s10639-022-11143-z>
- Hidayah, N., & Chaerudin, C. (2020). The Influence Of Workload, Work Environment And Teamwork Against Turnover Intention Which Mediated Through Organization Commitment (Case Study On Employee At Pt. Multipro Jaya Prima). *Dinasti International Journal of Management Science*, 2(2), 302–310. <https://doi.org/10.31933/dijms.v2i2.615>
- Kurnianto, B., Wiyanto, & Haryani, S. (2020). Critical thinking skills and learning outcomes by improving motivation in the model of flipped classroom. *Journal of Primary Education*, 9(3), 282–291.
- Liu, D., & Mohamed, H. B. (2024). Enhancing Student Motivation in a Flipped Classroom: an Investigation of Innovative Teaching Strategies to Improve Student Learn. *Educational Administration: Theory and Practice*, 30(3), 258–273. <https://doi.org/10.52152/kuey.v3i30.1069>
- Mizani, H., Cahyadi, A., Hendryadi, H., Salamah, S., & Retno Sari, S. (2022). Loneliness, student engagement, and academic achievement during emergency remote teaching during COVID-19: the role of the God locus of control. *Humanities and Social Sciences Communications*, 9(1), 305. <https://doi.org/10.1057/s41599-022-01328-9>
- Nur Azizah, Zamroni, M., & Romi Ramdon Ginanjar. (2022). Analisis Kesulitan Belajar dalam Pemahaman Konsep Pembelajaran IPA Kelas IV di MI Hidayaturrohman Kecamatan Teluknaga Kabupaten Tangerang. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 2419–2425. <https://doi.org/https://doi.org/10.31004/jpdk.v4i5.6968>
- Olakanmi, E. E. (2017). The Effects of a Flipped Classroom Model of Instruction on Students' Performance and Attitudes Towards Chemistry. *Journal of Science Education and Technology*, 26(1), 127–137. <https://doi.org/10.1007/s10956-016-9657-x>
- Ramdani, N. G., Fauziyyah, N., Fuadah, R., Rudiyo, S., Septiyaningrum, Y. A., Salamatussa'adah, N., & Hayani, A. (2023). Definisi Dan Teori Pendekatan, Strategi, Dan Metode Pembelajaran. *Indonesian Journal of Elementary Education and Teaching Innovation*, 2(1), 20. [https://doi.org/10.21927/ijeeti.2023.2\(1\).20-31](https://doi.org/10.21927/ijeeti.2023.2(1).20-31)
- Ramli, M., Cahyadi, A., Mizani, H., Hendryadi, & Mais, R. G. (2023). Loneliness, academic self-

- efficacy, and student engagement in the online learning environment: the role of humor in learning. *Research and Practice in Technology Enhanced Learning*, 19, 002.  
<https://doi.org/10.58459/rptel.2024.19002>
- Riyanti, R., Cahyono, E., Haryani, S., & Mindyarto, B. N. (2021). Prosiding Seminar Nasional Pascasarjana ISSN 26866404 Pascasarjana Universitas Negeri Semarang Konstruktivisme Dalam Pembelajaran IPA Abad 21. *Prosiding Seminar Nasional Pascasarjana*, 203–208.
- Seng Toh, T., Amilin Tengah, K., Shahrill, M., Tan, A., & Leong, E. (2017). *The Flipped Classroom Strategy: The Effects Of Implementation At The Elementary School Level Mathematics Lessons*. 186–197. <https://doi.org/10.17501/icedu.2017.3120>
- Sudjana, N. (2016). *Penilaian Hasil Proses Belajar Mengajar*. Remaja Rosdakarya.
- Syajili, A., & Maman Abadi, A. (2021). Efektivitas Model Pembelajaran Flipped Classroom dalam Meningkatkan Kemampuan Matematis Peserta Didik pada Masa Pandemi COVID-19. *Jurnal Pendidikan Indonesia*, 2(10), 1639–1650. <https://doi.org/10.59141/japendi.v2i10.304>
- Tao, S.-Y., Huang, Y.-H., & Tsai, M.-J. (2016). Applying the Flipped Classroom with Game-Based Learning in Elementary School Students' English Learning. *2016 International Conference on Educational Innovation through Technology (EITT)*, 59–63.  
<https://doi.org/10.1109/EITT.2016.19>
- Tsai, C.-W., Shen, P.-D., & Lu, Y.-J. (2015). The Effects of Problem-Based Learning with Flipped Classroom on Elementary Students' Computing Skills. *International Journal of Information and Communication Technology Education*, 11(2), 32–40.  
<https://doi.org/10.4018/ijicte.2015040103>
- Wei, X., Cheng, I.-L., Chen, N.-S., Yang, X., Liu, Y., Dong, Y., Zhai, X., & Kinshuk. (2020). Effect of the flipped classroom on the mathematics performance of middle school students. *Educational Technology Research and Development*, 68(3), 1461–1484. <https://doi.org/10.1007/s11423-020-09752-x>
- Widodo, L. S., Prayitno, H. J., & Widyasari, C. (2021). Kemandirian Belajar Matematika Siswa Sekolah Dasar melalui Daring dengan Model Pembelajaran Flipped Classroom. *Jurnal Basicedu*, 5(5), 3902–3911. <https://doi.org/10.31004/basicedu.v5i5.1404>
- Wright, G. W., & Park, S. (2022). The effects of flipped classrooms on K-16 students' science and math achievement: a systematic review. *Studies in Science Education*, 58(1), 95–136.  
<https://doi.org/10.1080/03057267.2021.1933354>