

DAFTAR PUSTAKA

- Abdy, B. (2016). *Pembelajaran Kognitif*. Kupang: Desna Live Ministry.
- Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research. *Higher Education Research & Development*, 34(1), 1–14. <https://doi.org/10.1080/07294360.2014.934336>
- Abu-Hamdan, T., & Khader, F. (2015). Alignment of Intended Learning Outcomes with Quellmalz Taxonomy and Assessment Practices in Early Childhood Education Courses. *International Journal of Humanities and Social Science*, 5(3), 130–137. https://doi.org/10.5176/2251-1814_eel14.59
- Alifah, S., Narsih, D., & Widiyanto, S. (2019). Pengaruh Metode Partisipatori dan Minat Belajar Terhadap Kemampuan Berwirausaha Siswa SMK. *Lectura : Jurnal Pendidikan: Jurnal Pendidikan*, 10(1), 66–81. <https://doi.org/10.31849/lectura.v10i1.2410>
- Ariyani, S., Suardana, I. N., & Devi, N. L. pande L. (2020). Komparasi Model Problem Based Learning dan Discovery Learning terhadap Keterampilan Berpikir Kritis Siswa SMP. *JPPSIL: Jurnal Pendidikan Dan Pembelajaran Sains Indonesia*, 3(1), 61–70. <https://doi.org/10.31004/basicedu.v4i2.348>
- Artana, I. M. A., Dantes, N., & Lasmawan, I. W. (2015). Pengaruh Model Pembelajaran Inkuiri Terbimbing Terhadap Hasil Belajar IPA Ditinjau dari Minat Belajar Siswa Kelas V SD Negeri di Gugus VI Kecamatan Abang Kabupaten Karangasem Tahun Pelajaran 2014/2015. *E- Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 5.
- Azhar, K. A., & Iqbal, N. (2018). Effectiveness of Google Classroom: Teacher's Perceptions. *Prizren Social Science Journal*, 2(2), 52–66. Retrieved from <https://prizrenjournal.com/index.php/PSSJ/article/view/39>
- Bart, M. (2014). *Blended and flipped: Exploring new models for effective teaching and learning. Faculty focus (Special Report)*. Madison, Wisconsin: Magna Publications.
- Bender, W., & Waller, L. (2014). *Google Apps: In Cool Tech Tools for Lower Tech Teachers (20 Tactics for Every Classroom)*. America: SAGE Publications Ltd. <https://doi.org/10.4135/9781483387840.n16>
- Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Washington DC: International Society for Technology in Education.
- Bishop, J. L., & Verleger, M. A. (2013). *The Flipped classroom: A Survey of the Research*. Atlanta: 120th ASEE Annual Conference & Exposition.
- Bloom, B. S. (2014). *Taxonomy of Educational Objectives: The Classification of Educational Goal, Handbook I Cognitive Domain*. New York: Longmans, Green and Co.

- Brock, A. (2015). *Introduction To Google Classroom: An Easy-To-Use Guide To Taking Your Classroom Digital*. Createspace Independent Publishing Platform.
- Caswati, Sugihartono, & Sutjiati, N. (2017). Pengaruh Brain Gym Terhadap Minat Dan Hasil Belajar. *EDUJAPAN*, 1(1), 94–103.
- Class, A. (2018). *Google Classroom: 2018 User Manual To Learn Everything You Need To Know About Google Classroom*. America: Createspace Independent Publishing Platform.
- Corbyn, G. (2019). *Google Classroom: 99 Ideas How To Use Google Classroom Effectively. The Ultimate Guide To Learn Google Classroom*. America: Independently published.
- Damayanti, H. N., & Utama, S. (2016). Efektivitas Flipped Classroom Terhadap Sikap Dan Keterampilan Belajar Matematika di SMK. *Manajemen Pendidikan*, 11(1), 2. <https://doi.org/10.23917/jmp.v11i1.1799>
- de Araujo, Z., Otten, S., & Birisci, S. (2017). Teacher-Created Videos in a Flipped Mathematics Class: Digital Curriculum Materials or Lesson Enactments? *ZDM: The International Journal on Mathematics Education*, 49(5), 687–699.
- Dicicco, K. M. (2016). *The Effects of Google Classroom on Teaching Social Studies for Students with Learning Disabilities*. United States: Rowan University.
- Dimiyati, & Mudjiono. (2015). *Belajar dan pembelajaran*. Jakarta: PT. Rineka Cipta.
- Djamarah, S. B., & Aswan, Z. (2010). *Strategi belajar mengajar*. Jakarta: PT. Rineka Cipta.
- Fraenkel, J. R., & Wallen, N. E. (2013). *How to Design and Evaluate Research in Education* (8th ed.). Boston: McGraw-Hill Higher Education.
- Graham, M. J., & Borgen, J. (2018). *Chapter 3: Google Classroom*. SAGE Publications Ltd. <https://doi.org/10.4135/9781506360188.n3>
- Green, L. S., Banas, J. R., & Perkins, R. A. (2017). *The flipped college classroom conceptualized and re-conceptualized*. Switzerland: Springer International Publishing Switzerland.
- Hakim, L. (2009). *Perencanaan Pembelajaran*. Bandung: CV. Wacana Prima.
- Hamzah, Mu'arifin, Heynoek, F. P., Kurniawan, R., & Kurniawan, A. W. (2020). Pengembangan Perangkat Pembelajaran Model Discovery Learning Materi Gerak Lokomotor Kelas Rendah Sekolah Dasar. *Sport Science and Health*, 2(8), 384–394.
- Hanafiah, K. A. (2010). *Rancangan Percobaan Teori dan Aplikasi*. Jakarta: Rajawali Pers.
- Hidi, S. (2006). Interest: A Unique Motivational Variable. *Educational Research Review*, 1(2), 69–82.

- Holmes, M. R., Tracy, E. M., Painter, L. L., Oestreich, T., & Park, H. (2015). Moving from Flipcharts to the Flipped Classroom: Using Technology Driven Teaching Methods to Promote Active Learning in Foundation and Advanced Masters Social Work Courses. *Clinical Social Work Journal*, 43, 215–224. <https://doi.org/10.1007/s10615-015-0521-x>
- Indrawati. (2011). *Model - Model Pembelajaran*. Jember: Universitas Jember.
- Johnson, G. B. (2013). *Student Perceptions Of The Flipped Classroom*. Columbia: The University of British Columbia.
- Junaedi, A., & Wisnu, H. (2016). Survei Tingkat Kemajuan Pendidikan Jasmani, Olahraga, dan Kesehatan di SMA, SMK, dan Ma Negeri Se-Kabupaten Gresik. *Jurnal Pendidikan Olahraga Dan Kesehatan*, 3(3), 834–842.
- Kadiyala, M., & Crynes, B. L. (2000). A review of literature on Effectiveness of Use of Information Technology in Education. *Journal of Engineering Education*, 89(2), 177–189. <https://doi.org/10.2139/ssrn.2172577>
- Kpolovie, P. J., Joe, A. I., & Okoto, T. (2014). Academic Achievement Prediction: Role of Interest in Learning and Attitude towards School. *International Journal of Humanities Social Sciences and Education*, 1(11), 73–100. Retrieved from www.arcjournals.org
- Krapp, A., Schiefele, U., Wild, K. P., & Winteler, A. (1993). Der Fragebogen zum Studieninteresse (FSI) [Study Interest Questionnaire (FSI)]. *Diagnostica*, 39(4), 335–351.
- Kristiyandaru, A. (2010). *Manajemen Pendidikan Jasmani dan Olahraga*. Surabaya: Unesa University Press.
- Lai, C. L., & Hwang, G. J. (2016). A self-regulated flipped classroom approach to improving students' learning performance in a mathematics course. *Computers and Education*, 100, 126–140. <https://doi.org/10.1016/j.compedu.2016.05.006>
- Lawson, K. M. (2014). Google Classroom: First Impressions. *Prof Hacker*.
- Lestari, K. E., & Yudhanegara, M. R. (2017). *Penelitian Pendidikan Matematika*. Bandung: Refika Aditama.
- Malalina, & Yenni, R. F. (2018). Pelatihan Google Classroom Untuk Mengoptimalkan Proses Pembelajaran Di Fkip Universitas Tamansiswa Palembang. *JURNAL CEMERLANG: Pengabdian Pada Masyarakat*, 1(1), 58–70. <https://doi.org/10.31540/jpm.v1i1.159>
- Matakupan, J. (1996). *Teori Bermain*. Jakarta: Departemen Pendidikan dan Kebudayaan, DIRJEN Pendidikan Dasar dan Menengah.
- Melyza, A., & Agus, R. M. (2021). Persepsi Siswa Terhadap Proses Penerapan Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan Pada Pandemi COVID-19 di SMA Negeri 1 Padang Cermin. *Journal Of Physical Education (JouPE)*, 2(1), 8–16.
- Milman, N. B. (2012). The Flipped classroom Strategy What is it and can it best

- be used? *Jurnal Internasional*, 9(3), 86.
- Moore, K. D. (2014). *Effective Instructional Strategies From Theory to Practice*. London: Sage.
- Muhajir. (2007). *Pendidikan jasmani olahraga dan kesehatan*. Jakarta: Erlangga.
- Muir, T., & Geiger, V. (2015). The Affordances of Using A Flipped Classroom Approach in the Teaching of Mathematics : A Case Study of A Grade 10 Mathematics Class. *Mathematics Education Research Group of Australasia*, 28(1), 149–17. <https://doi.org/10.1007/s13394-015-0165-8>
- Muslich, M. (2007). *KTSP: Pembelajaran Berbasis Kompetensi dan Kontekstual (Panduan Bagi Guru, Kepala Sekolah, dan Pengawas Sekolah)*. Jakarta: PT. Bumi Aksara.
- Mustikaningrum, G., Widiyanto, W., & Mediatati, N. (2021). Application of The Discovery Learning Model Assisted by Google Meet to Improve Students' Critical Thinking Skills and Science Learning Outcomes. *International Journal of Elementary Education*, 5(1), 30. <https://doi.org/10.23887/ijee.v5i1.34344>
- Muzyka, J. L., & Luker, C. S. (2016). *Results from practice ACS symposium series (Vol. 2)*. Washington DC: American Chemical Society.
- Nurcholif, D. M., Suartama, I. K., & Sukmana, A. I. W. I. Y. (2021). Belajar Sejarah Dengan E-Learning Berbasis Discovery Learning. *Mimbar Ilmu*, 26(2), 225. <https://doi.org/10.23887/mi.v26i3.36387>
- Nurhasanah, S., & Sobandi, A. (2016). Minat Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 128. <https://doi.org/10.17509/jpm.v1i1.3264>
- Nuryanto, A., & Resita, C. (2019). Minat Belajar Siswa Dalam Pembelajaran Senam Lantai Loncat Kangkang Pada Siswa Kelas X MA Negeri 2 Karawang. *JSPEED*, 2(1), 1–7.
- O'Farrell, A. C., & Lahiff. (2014). *Writing Learning Outcomes: A Guide for Academics*. Dubin: Trinity College Dublin.
- Olivia, F. (2011). *Teknik Ujian Efektif*. Jakarta: PT. Elex Media Komputindo.
- Pangkey, F. R., & Mahfud, I. (2020). *Peningkatan keterampilan gerak dasar roll belakang pada anak sekolah dasar*. 1(1), 33–40.
- Pascasarjana Undiksha. (2020). *Pedoman Penulisan Tesis Program Magister (Revisi 10)*. Singaraja: Universitas Pendidikan Ganesha.
- Prasetyo, S. B. (2015). Penggunaan Media Audio Visual Untuk Meningkatkan Hasil Belajar Materi Meroda Pada Senam Lantai Kelas VIII SMP Negeri 13 Semarang Tahun 2013/2014. *E-Jurnal Physical Education, Sport, Health and Recreation*, 4(1), 1539–1542. <https://doi.org/10.15294/active.v4i1.4552>
- Purwanto, A., Pramono, R., Asbari, M., Santoso, P. B., Wijayanti, L. M., Choi, C. H., & Putri, R. S. (2020). Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar. *EduPsyCouns*:

- Journal of Education, Psychology and Counseling*, 2(1), 1–12. Retrieved from <https://ummaspul.e-journal.id/Edupsycouns/article/view/397>
- Reidsema, C., Kavanagh, L., Hadgraft, R., & Smith, N. (2017). *The Flipped Classroom: Practice and Practices in Higher Education*. Singapore: Springer Nature Singapore.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 2(2), 79. <https://doi.org/10.17509/jpm.v2i2.8108>
- Riyana, C. (2019). *Produksi Bahan Pembelajaran Berbasis Online*. Tangerang: Universitas Terbuka.
- Roji. (2007). *Pendidikan Jasmani, Olahraga, dan Kesehatan*. Jakarta: Erlangga.
- Rosdiana, Boleng, D. T., & Susilo. (2017). Pengaruh Penggunaan Model Discovery Learning Terhadap Efektivitas dan Hasil Belajar Siswa. *Jurnal Pendidikan*, 2(8), 1060–1064. Retrieved from <http://journal.um.ac.id/index.php/jptpp/>
- Rotgans, J. I. (2015). Validation Study of a General Subject-matter Interest Measure: The Individual Interest Questionnaire (IIQ). *Health Professions Education*, 1(1), 67–75. <https://doi.org/10.1016/j.hpe.2015.11.009>
- Roure, C., Kermarrec, G., & Pasco, D. (2019). Effects of situational interest dimensions on students' learning strategies in physical education. *European Physical Education Review*, 25(2), 327–340. <https://doi.org/10.1177/1356336X17732964>
- Roure, C., Lentillon-Kaestner, V., & Pasco, D. (2021). Students' individual interest in physical education: Development and validation of a questionnaire. *Scandinavian Journal of Psychology*, 62(1), 64–73. <https://doi.org/10.1111/sjop.12669>
- Rusnawati, M. D. (2020). Implementasi Flipped Classroom Terhadap Hasil dan Motivasi Belajar Siswa. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 4(1), 139–150.
- Sabri, M. A. (2007). *Psikologi Pendidikan*. Jakarta: Pedoman Ilmu Jaya.
- Sadera, W. A., Li, Q., Song, L., & Liu, L. (2014). Digital Game-Based Learning. <https://doi.org/10.1080/07380569.2014.879801>. *Computers in the Schools*, 31(1). <https://doi.org/10.1080/07380569.2014.879801>
- Setiawan, Bramantio, & Iasha, V. (2020). Covid-19 Pandemic: the Influence of Full-Online Learning for Elementary School in Rural Areas. *Jpsd*, 6(2), 114–123.
- Setiawan, Bramianto, & Iasha, V. (2020). Corona Virus Disease 2019: The Perspective Opinion From Pre-Service Elementary Education Teacher. *Education, Sustainability And Society*, 3(2), 47–50. <https://doi.org/10.26480/ess.02.2020.47.50>
- Setiawati, K. S., Parwata, I. G. L. A., & Suratmin. (2020). Pengaruh Model

- Pembelajaran dan Minat Belajar Terhadap Hasil Belajar Senam Lantai. *Jurnal PENJAKORA*, 7(1).
- Singer, N. (2017). *How Google Took Over The Classroom*. New York: The New York Times.
- Slameto. (2015). *Belajar dan faktor-faktor yang mempengaruhinya* (6th ed.). Jakarta: PT. Rineka Cipta.
- Stoetzel, L., & Shedrow, S. (2020). Coaching our coaches: How online learning can address the gap in preparing K-12 instructional coaches. *Teaching and Teacher Education*, 88, 102959. <https://doi.org/10.1016/j.tate.2019.102959>
- Straus, S. E., Tetroe, J., & Graham, I. D. (2013). *Translation in Health Care: Moving from Evidence to Practice*. London: BMJ Publishing Group.
- Sudjana, N. (2010). *Dasar-dasar proses belajar mengajar*. Bandung: Sinar Baru Algensindo.
- Sugihartono dkk. (2007). *Psikologi Pendidikan*. Yogyakarta: UNY Press.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sujana, I. M. (2016). Implementasi Model Pembelajaran Kontekstual dalam Upaya Meningkatkan Aktivitas Siswa dan Hasil Belajar Pada Pembelajaran Senam Lantai Siswa Kelas VIII J SMP Negeri 4 Abiansemal Tahun Pelajaran 2013/2014. *Jurnal Pendidikan Kesehatan Rekreasi*, 1(Juni), 35–43.
- Suparno. (2009). *Perbedaan Pengaruh Metode Pembelajaran Jigsaw dan Problem Based Learning (PBL) Terhadap Pencapaian Kompetensi Belajar IPA di Sekolah Dasar ditinjau dari Minat Belajar*. Program Studi Teknologi Pendidikan, Pascasarjana, Universitas Negeri Surakarta.
- Surahni. (2017). Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK) Sebagai Sarana Pendidikan Moral. *The 6th University Research Colloquium 2017*, 39–46.
- Tolks, D., Romeike, B. F., Ehlers, J., Kuhn, S., Kleinsorgen, C., Huber, J., ... Hege, I. (2020). The online inverted classroom model (oICM). A blueprint to adapt the inverted classroom to an online learning setting in medical and health education. *MedEdPublish*, 9(1), 1–11. <https://doi.org/10.15694/mep.2020.000113.1>
- Uzunboylu, H., & Karagozlu, D. (2015). Flipped classroom: A review of recent literature. *World Journal on Educational Technology*, 7(2), 142. <https://doi.org/10.18844/wjet.v7i2.46>
- Wang, Z., & Adesope, O. (2016). Exploring the Effects of Seductive Details with the 4-Phase Model of Interest. *Learning and Motivation*, 55, 65–77. <https://doi.org/10.1016/j.lmot.2016.06.003>
- Wati, A. K., & Muhsin. (2019). Pengaruh Minat Belajar, Motivasi Belajar, Lingkungan Keluarga, dan Lingkungan Sekolah Terhadap Kesulitan Belajar. *Economic Education Analysis Journal*, 8(2), 797–813.

<https://doi.org/10.15294/eeaj.v8i2.31517>

- Wena, M. (2009). *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional*. Jakarta: PT. Bumi Aksara.
- Widiadnyana, I. W., Sadia, I. W., & Suastra, I. W. (2014). Pengaruh Model Discovery Learning Terhadap Pemahaman Konsep IPA dan Sikap Ilmiah Siswa SMP. *Jurnal Pendidikan Dan Pembelajaran IPA Indonesia*, 4(2).
- Widodo, D. C. (2019). *Filosofi Penjas 1, Kelompok Kompetensi C, Modul Pengembangan Keprofesian Berkelanjutan*. Jakarta: Kemdikbud.
- Wulandari, Y. I., Sunarto, & Totalia, S. A. (2015). Implementasi Model Discovery Learning dengan Pendekatan Saintifik untuk Meningkatkan Kemampuan Berpikir Kritis dan Hasil Belajar Siswa Mata Pelajaran Ekonomi Kelas XI IIS I SMA Negeri 6 Surakarta Tahun Pelajaran 2014/2015. *BISE: Jurnal Pendidikan Bisnis Dan Ekonomi*, 1(2).
- Yuliana, N. (2018). Penggunaan Model Pembelajaran Discovery Learning Dalam Peningkatan Hasil Belajar Siswa di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran (JIPP)*, 2(1), 21–28. <https://doi.org/10.24036/fip.100.v18i2.318.000-000>
- Yulietri, F., Mulyoto, & Agung, L. (2015). Model Flipped Classroom Dan Discovery Learning: Pengaruhnya Terhadap Prestasi Belajar Matematika Ditinjau dari Kemandirian Belajar. *Teknodika*, 13(2), 5–17.

