

## DAFTAR PUSTAKA

- Afryansih, N. (2017). Hubungan Motivasi Belajar Dengan Hasil Belajar Siswa Geografi Sman 5 Padang. *Jurnal Spasial*, 3(1).  
<https://doi.org/10.22202/js.v3i1.1600>
- Arikunto, S. (2019). *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*. Bumi Aksara.
- Astiti, N. D., Mahadewi, L. P. P., & Suarjana, I. M. (2021). Faktor Yang Mempengaruhi Hasil Belajar IPA. *Mimbar Ilmu*, 26(2), 193.  
<https://doi.org/10.23887/mi.v26i2.35688>
- Baron, P. (2016). A cybernetic approach to contextual teaching and learning. *Constructivist Foundations*, 12(1), 91–100.
- Berns, R. G., & Erickson, P. M. (2001). Contextual Teaching and Learning: Preparing Students for the New Economy. *Educational Resources Information Center (ERIC)*, 5, 1–9. <https://eric.ed.gov/?id=ed452376>
- Bhure, M., Welu, F., See, S., & Ota, M. K. (2021). The effort to enhance pupils cognitive learning achievement using contextual teaching and learning approach. *Journal of Research in Instructional*, 1(1), 13–22.  
<https://doi.org/10.30862/jri.v1i1.3>
- Budiarta, I. M. (2023). Meningkatkan Motivasi Belajar Siswa Dengan Model Pembelajaran Discovery Learning Dengan Konsep Tri Hita Karana Dalam Pelajaran Agama Hidnu Dikelas Vii Smp Negeri 1wita Ponda Tahun 2023. *Blantika: Multidisciplinary Journal*, 2(2), 228–235.  
<https://doi.org/10.57096/blantika.v2i2.94>
- Candiasa, I. M. (2010). *Pengujian Instrumen Penelitian Disertai Aplikasi ITEMAN dan BIGSTEPS*. Unit Penerbitan Universitas Pendidikan Ganesha.
- Cook, D. A., & Jr, A. R. A. (2016). *the cross-cutting edge Motivation to learn : an overview of contemporary theories*. *October*, 997–1014.  
<https://doi.org/10.1111/medu.13074>
- Dadang Supardan. (2015). Pembelajaran Ilmu Pengetahuan Sosial. *Jakarta Bumi Aksara*, 7, 32175–32181.

- Danver, S. L. (2016). Contextual Teaching and Learning. *The SAGE Encyclopedia of Online Education*.  
<https://doi.org/10.4135/9781483318332.n86>
- Dewi, K. H. P. (2013). *Pengaruh Model Pembelajaran Kontekstual Terhadap Hasil IPS dan Kesadaran Lingkungan Siswa Kelas VII SMP Negeri 1 Petang Kabupaten Badung*. Universitas Pendidikan Ganesha.
- Dewi, K. S., Sutajaya, I. M., & Suja, I. W. (2024). Penerapan Model Pembelajaran PjBL Berorientasi Tri Hita Karana pada Matakuliah Literal Reading. *JHIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(1), 884–890.  
<https://doi.org/10.54371/jiip.v7i1.3814>
- Fadli, M. R. (2021). Hubungan Filsafat dengan Ilmu Pengetahuan dan Relevansinya Di Era Revolusi Industri 4.0 (Society 5.0). *Jurnal Filsafat*, 31(1), 130. <https://doi.org/10.22146/jf.42521>
- Fauziah, N. N., Lestari, R., Rustini, T., & Arifin, Muh. H. (2022). Perkembangan Pendidikan IPS di Indonesia pada Tingkat Sekolah Dasar. *AR-RIAYAH : Jurnal Pendidikan Dasar*, 6(1), 89. <https://doi.org/10.29240/jpd.v6i1.4359>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37.  
<https://doi.org/10.9734/ajess/2020/v10i430273>
- Friska, L. P. A., & Surya, I. B. G. (2022). Contextual Teaching and Learning Berbasis Tri Hita Karana Dijadikan sebagai Model Pembelajaran IPAS di SD. *Jurnal Pendidikan Multikultural Indonesia*, 5(2), 80–92.  
<https://doi.org/10.23887/jpmu.v5i2.55993>
- Hendriani, L. Pt. V., Raga, Gd., & Tastra, I. Dw. K. (2013). *PENGARUH MODEL PEMBELAJARAN KONTEKSTUAL BERBASIS TRI HITA KARANA TERHADAP HASIL BELAJAR PKn DI SD*. <https://lens.org/061-876-065-472-287>
- Hermanto, H., Japar, M., & Utomo, E. (2019). Implementasi Pembelajaran Ilmu Pengetahuan Sosial (Ips) Dalam Membentuk Karakter Siswa Sekolah Dasar. *AULADUNA: Jurnal Pendidikan Dasar Islam*, 6(1), 1.  
<https://doi.org/10.24252/auladuna.v6i1a1.2019>
- Hudson, C. C., & Whisler, V. R. (2007). Contextual teaching and learning for practitioners. *IMSCI 2007 - International Multi-Conference on Society, Cybernetics and Informatics, Proceedings*, 2(4), 228–232.

- Hyun, C. C., Wijayanti, L. M., Asbari, M., Purwanto, A., Santoso, P. B., Igak, W., Bernarto, I., & Pramono, R. (2020). Implementation of contextual teaching and learning (CTL) to improve the concept and practice of love for faith-learning integration. *International Journal of Control and Automation*, 13(1), 365–383.
- Iswari, A. P., Sunarsih, E. S., & Thamrin, A. G. (2017). the Comparison on Result of Learning Between Using Conventional Learning Model and Team Accelerated Instruction Subject Drawing Building Construction in Class X Tgb Smkn 2 Surakarta. *Indonesian Journal Of Civil Engineering Education*, 1(2), 1–9. <https://doi.org/10.20961/ijcee.v1i2.18092>
- Johnson, E. B. (2002). *Contextual teaching and learning: What it is and why it's here to stay*. Corwin Press.
- Kertih, I. W. (2018). *Local wisdom of Bali as a foundation to strengthen the nation's character building*. 251(Acec), 723–727. <https://doi.org/10.2991/acec-18.2018.162>
- Kertih, I. W. (2023). Tri Hita Karana Based Subak in Strengthening Character and Social Studies Learning Outcomes of Elementary School Students. *International Conference On Social Science Education, September*, 123–135. <https://ppjips.ulm.ac.id/index.php/icsse/article/view/14>
- Kertih, I. W., & Margunayasa, I. G. (2024). *DEVELOPING NATURAL AND SOCIAL SCIENCES TEACHING MATERIALS USING A SELF-INSTRUCTION APPROACH CONTAINING TRI KAYA PARISUDHA CONCEPT FOR PRIMARY SCHOOL STUDENTS : A PRELIMINARY Komang Surya Adnyana 1*. 1–16.
- Kertih, I. W., & Sriartha, I. P. (2022). Supplement Book of Social Studies Teaching Materials Through the Empowerment of Bali Local Wisdom as A Learning Source. *Jurnal Pendidikan Dan Pengajaran*, 22(1), 182–193. <https://ejournal.undiksha.ac.id/index.php/JPP/article/view/45487>
- Kristianto, Y. E. (2015). *Pengaruh Model Pembelajaran Inkuiri Terbimbing terhadap Kemampuan Motivasi dan Hasil Belajar IPS Siswa Kelas VII SMP*. Universitas Pendidikan Ganesha.
- Kurniawan, G. F. (2022). Hakikat Ilmu Pengetahuan Sosial: Strategi Memahami dan Perbaiki Kesalahan Konsep. *Jipsindo*, 9(1), 64–78. <https://doi.org/10.21831/jipsindo.v9i1.130617>



- Lin, M. H., Chen, H. C., & Liu, K. S. (2017). A study of the effects of digital learning on learning motivation and learning outcome. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7), 3553–3564. <https://doi.org/10.12973/eurasia.2017.00744a>
- Littlejohn, A., Hood, N., Milligan, C., & Mustain, P. (2016). Learning in MOOCs: Motivations and self-regulated learning in MOOCs. *Internet and Higher Education*, 29, 40–48. <https://doi.org/10.1016/j.iheduc.2015.12.003>
- Lotulung, C. F., Ibrahim, N., & Tumurang, H. (2018). Effectiveness of Learning Method Contextual Teaching Learning (CTL) for Increasing Learning Outcomes of Entrepreneurship Education. *Turkish Online Journal of Educational Technology - TOJET*, 17(3), 37–46.
- Mariani, N. K. (2023). Penerapan Model Pembelajaran Discovery Learning Berbasis Tri Hita Karana Muatan Ipas Di Sdn 1 Nongan. *Jurnal Pendidikan Dasar Rare Pustaka*, 5(2), 15–23. <https://doi.org/10.59789/rarepustaka.v5i2.164>
- Nabillah, T., & Abadi, A. P. (2019). Faktor Penyebab Rendahnya Hasil Belajar Siswa. *Prosiding Seminar Nasional Matematika Dan Pendidikan Matematika Sesiomadika 2019*, 2(1), 659. <https://journal.unsika.ac.id/index.php/sesiomadika/article/view/2685>
- Niak, Y., Mataheru, W., & Ngilawayan, D. A. (2018). Perbedaan Hasil Belajar Siswa Pada Model Pembelajaran Kooperatif Tipe Circ Dan Model Pembelajaran Konvensional. *Journal of Honai Math*, 1(2), 67. <https://doi.org/10.30862/jhm.v1i2.1040>
- Nurgiansah, T. H. (2022). Meningkatkan minat belajar siswa dengan media pembelajaran konvensional dalam pembelajaran pendidikan kewarganegaraan. *Pendidikan Dan Konseling*, 4(3), 1529–1534. <https://core.ac.uk/download/pdf/322599509.pdf>
- Rismayani, R., Dantes, N., & Yudiana, K. (2019). PENGARUH MODEL PEMBELAJARAN NUMBERED HEAD TOGETHER BERORIENTASI TRI HITA KARANA TERHADAP HASIL BELAJAR PKn. *Jurnal Pendidikan IPS Indonesia*, 3(1), 32–41. <https://doi.org/10.23887/pips.v3i1.2879>
- Ropii, M., & Fahrurrozi, M. (2017). Evaluasi Hasil Belajar. Evaluasi Hasil Belajar. In *Yogyakarta: Pustaka Pelajar*.

- Rukmana, G. W., Putrayasa, I. B., & Sanjaya, D. B. (2023). Buku Cerita Anak Dwibahasa Bermuatan Tri Hita Karana Untuk Meningkatkan Motivasi Belajar Bahasa Inggris Pada Siswa Kelas III Sekolah Dasar. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 7(2), 316–325.  
<https://doi.org/10.23887/jipp.v7i2.61595>
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832.  
<https://doi.org/10.1016/j.cedpsych.2019.101832>
- Situmeang, I. R. V. O. (2021). Hakikat Filsafat Ilmu dan Pendidikan dalam Kajian Filsafat Ilmu Pengetahuan. *IKRA-ITH HUMANIORA: Jurnal Sosial Dan Humaniora*, 5(1), 76–92.
- Solari, E. (2014). Longitudinal prediction of 1st and 2nd grade English oral reading fluency in ELL. *Journal of Adolescence*, 74(4), 274–283.  
<https://doi.org/10.1002/pits>
- Solissa, E., Mustoip, S., Marlina, Cahyati, S., & Asdiana. (2023). Components of Contextual Teaching and Learning as The Basis for Developing a Character Education Model. *Journal of Etika Demokrasi*, 8(1), 38–46.  
<https://doi.org/10.26618/jed.v>
- Somayana, W. (2020). Peningkatan Hasil Belajar Siswa melalui Metode PAKEM. *Jurnal Pendidikan Indonesia*, 1(3), 350–361.  
<https://doi.org/10.36418/japendi.v1i3.33>
- Sriartha, I. P., Jampel, I. N., Widiana, I. W., & Wesnawa, I. G. A. (2017). *Local Wisdom Of Subak As A Model Of Character Building For Social Studies Learning In Schools*. 134(Icirad), 114–120. <https://doi.org/10.2991/icirad-17.2017.22>
- Sriartha, I. P., & Kertih, I. W. (2020). *Subak Local Wisdom as Social Studies Learning Source in Junior High School*. 438(Aes 2019), 23–27.  
<https://doi.org/10.2991/assehr.k.200513.006>
- Sriasih, S. A. P., Budasi, I. G., Nitiasih, P. K., & Wisudariani, N. M. R. (2019). Tri Hita Karana Concept Oriented Learning Strategy at the Faculty of Languages and Arts, Ganesha University of Education. *Jurnal IKA*, 17(2), 109.
- Sukadi. (2007). Studi Etnografi Pendidikan pada SMA Negeri 1 Ubud Bali. *Cakrawala Pendidikan*, 1(1), 1–18.  
<https://journal.uny.ac.id/index.php/cp/article/view/8554>

- Sukardi. (2004). *Metodologi penelitian pendidikan kompetensi dan praktiknya*. PT. Bumi Aksara.
- Weda, P. (2019). *Pengaruh Model Pembelajaran Kontekstual Terhadap Hasil Belajar IPS dan Kesadaran Lingkungan Siswa Kelas VII SMP Negeri 1 Petang Kabupaten Badung*. Universitas Pendidikan Ganesha.
- Welerubun, R. C., Wambrauw, H. L., Jeni, J., Wolo, D., & Damopolii, I. (2022). Contextual Teaching and Learning in Learning Environmental Pollution: the Effect on Student Learning Outcomes. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 3(1), 106–115. <https://doi.org/10.37478/jpm.v3i1.1487>
- Widiastuti, N. L. G. K. (2017). Pengembangan Bahan Ajar IPA Berbasis Kontekstual Pemahaman Konsep Siswa. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 4(3), 117.
- Widodo, A., & Yusmanita, F. (2023). Hubungan Motivasi Belajar dan Hasil Belajar Fisika Siswa SMA. *Schrödinger: Journal of Physics Education*, 3(3), 52–56. <https://doi.org/10.37251/sjpe.v3i3.501>
- Witama, I. W. (2017). *Pemanfaatan Media Sistem Informasi Geografis (SIG) Untuk Meningkatkan Motivasi dan Hasil Belajar Siswa Pada Mata Pelajaran IPS SMP Negeri 1 Selemadeg*. Universitas Pendidikan Ganesha.
- Yani, N. W. Y. (2015). "Pengaruh Implementasi Model Pembelajaran Kooperatif Tipe STAD Terhadap Hasil Belajar IPA Ditinjau Dari Motivasi Belajar Pada Siswa Kelas V SD Di Gugus Letda Kajeng Kecamatan Denpasar Utara. Universitas Pendidikan Ganesha.