

DAFTAR PUSTAKA

- Aba, L. (2022). *Pengembangan E-Modul Interaktif berbasis Android Bagi Dosen dan Mahasiswa Program Studi Tadris Bahasa Inggris IAIN Sultan Amai Gorontalo*. 1(2).
- Abdullah, Herdini, & Putri, T. S. (2024). Validity and Practicality of E-Module Based on Phenomenon Based Learning Using Articulate Storyline on Material Colligative Properties of Solutions. *Jurnal Penelitian Pendidikan IPA*, 10(2), 764–775. <https://doi.org/10.29303/jppipa.v10i2.5837>
- Abidin, A. M. (2022). *Penerapan Teori Belajar Behaviorisme dalam Pembelajaran (Studi Pada Anak)*. 15(1), 1–8.
- Afifah, L., & Umam, N. K. (2023). Pengaruh Model Pembelajaran Analogi terhadap Keterampilan Berpikir Kreatif pada Mata Pelajaran Bahasa Indonesia Siswa Kelas III. *JIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(2), 1370–1375. <https://doi.org/10.54371/jiip.v6i2.1735>
- Agustin Reni Pitasari, M., & Dwi Febriyanti, B. (2023). Analisis Kelengkapan dalam Merumuskan Tujuan Pembelajaran pada Mahasiswa PGMI Semester V. *Qalam : Jurnal Ilmu Pendidikan*, 12(1), 35–42. <https://doi.org/10.33506/jq.v12i1.2554>
- Akrim. (2018). *Media Learning in Digital Era*. 231(Amca), 458–460.
- Alfiyanti, I. F., Jatmiko, B., & Wasis. (2020). The Effectiveness of Predict Observe Explain (POE) Model with PhET to Improve Critical Thinking Skills of Senior High School Students. *Studies in Learning and Teaching*, 1(2), 76–85. <https://doi.org/10.46627/silet.v1i2.34>
- Ali Muhtadi, N. S. H. (2018). *Pengembangan Modul Elektronik (E-Modul) Interaktif Pada Mata Pelajaran Kimia Kelas Xi Sma*. 5(2), 180–191.
- Anidar, J. (2014). *Teori Belajar Menurut Aliran Kognitif Serta Implikasinya Dalam Pembelajaran*.
- Ariantesa, B., Wahyuri, A. S., & Hb, B. (2022). *International Journal of Education and Literature (IJEL) E- ISSN : 2829-6249 P -ISSN : 2829-6656 E-Module Development of Physical Education Subjects for Sports and Health on Physical Fitness Materials for Class VII Junior High School Students Internatio*.
- Arminas, Z. J., & Sopandi, W. (2020). The Role of POE Oriented Science Learning to Correct Misconception about Temperature Effect on Water Desity in Elementary Education. *International Conference on ...*, 2, 7–13. <http://proceedings2.upi.edu/index.php/icee/article/view/600%0Ahttp://proceedings2.upi.edu/index.php/icee/article/download/600/518>
- ARSLAN, M., & EMRE, İ. (2020). The Effect of Predict-Observe-Explain Strategy on Students' Academic Achievement, Scientific Process Skills and Attitude towards Science. *İnönü Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, 7(14), 79–89. <https://doi.org/10.29129/inujse.786351>
- Arsy, H. I., Priyono, A., Prasetyo, B., & Subali, B. (2019). Predict-Observe-Explain Strategy with Group Investigation Effect on Students' Critical Thinking Skills and Learning Achievement. *Journal of Primary Education*, 8(4), 75–83.

- Asma, H., & Dallel, S. (2020). Cognitive Load Theory and its Relation to Instructional Design: Perspectives of Some Algerian University Teachers of English. *Arab World English Journal*, 11(4), 110–127. <https://doi.org/10.24093/awej/vol11no4.8>
- Asmara, A. S., Waluya, S. B., Suyitno, H., & Junaedi, I. (2020). *The Cognitive Load Theory the Roles on Mathematics Learning in Indonesia*. January. <https://doi.org/10.2991/assehr.k.200620.022>
- Astiti, D. T., Ibrahim, M., & Hariyono, E. (2020). Application of POE (Predict-Observe-Explain) Learning Strategies to Reduce Students' Misconceptions in Science Subjects in Elementary School. *International Journal of Innovative Science and Research Technology*, 5(7), 437–445. <https://doi.org/10.38124/ijisrt20jul478>
- Atkinson, R. C., & Shiffrin, R. M. (1968). Human Memory: A Proposed System and its Control Processes. *Psychology of Learning and Motivation - Advances in Research and Theory*, 2(C), 89–195. [https://doi.org/10.1016/S0079-7421\(08\)60422-3](https://doi.org/10.1016/S0079-7421(08)60422-3)
- Ayuwanti, I. (2017). Meningkatkan Aktivitas dan Hasil Belajar Matematika Menggunakan Model Pembelajaran Kooperatif Tipe Group Investigation di SMK Tuma'ninah Yasin Metro. *SAP (Susunan Artikel Pendidikan)*, 1(2), 105–114. <https://doi.org/10.30998/sap.v1i2.1017>
- Cahyo, A. (2013). *Panduan Aplikasi Teori-Teori Belajar Mengajar Teraktual Dan Terpopuler*. In Diva Pers.
- Capaian, P. (2018). *Pedoman Pengukuran Capaian Pembelajaran Lulusan*.
- Çırakoğlu, N., Toksoy, S. E., & Reisoğlu, İ. (2022). Designing, Developing, and Evaluating an Interactive E-Book Based on the Predict-Observe-Explain (POE) Method. In *Journal of Formative Design in Learning* (Vol. 6, Issue 2, pp. 95–112). <https://doi.org/10.1007/s41686-022-00071-3>
- Curum, B., & Khedo, K. K. (2021). Cognitive load management in mobile learning systems: principles and theories. *Journal of Computers in Education*, 8(1), 109–136. <https://doi.org/10.1007/s40692-020-00173-6>
- Dalam, D., Sampah, M., & Sungai, D. I. (2016). Journal of Innovative Science Education. *Journal of Innovative Science Education*, 5(2), 128–136. <http://download.garuda.kemdikbud.go.id/article.php?article=1644201&val=14710&title=Development e-TBL to Analyze Critical Thinking Skills and Problem Solving in Learning of Substance and Characteristics>
- Dale, H. (2012). *Learning Theoris; An Educational Perspektif Teori-Teori Pembelajaran: Perspektif Pendidikan*. In *Learning Theoris; An Educational*.
- Daud, A., Supriusman, S., Rozalinda, R., Harfal, Z., Suryani, A., Nabilla, O., & Thahirah, Z. (2022). The Development of Interactive E-Module Using Flipbookmaker for English Structure Learning at an Indonesian University. *Ta'dib*, 25(2), 160. <https://doi.org/10.31958/jt.v25i2.7501>
- Downes, S., & Goldie, J. G. S. (2012). Learning Networks and Connective Knowledge Stephen Downes National Research Council, Canada. *Learning Networks and Connective Knowledge*, 38(10), 1064–1069.
- Duran, R., Zavgorodniaia, A., & Sorva, J. (2022). *Cognitive Load Theory in Computing Education Research* : 22(4). <https://doi.org/10.1145/3483843>

- ELIZA, T. (2019). Strategi Umpan Balik Sebagai Alternatif Strategi Pembelajaran: Penerapan Dan Tantangan. *Jurnal Pendidikan Bahasa Indonesia*, 7(2), 170. <https://doi.org/10.30659/j.7.2.170-175>
- Erdem Özcan, G., & Uyanık, G. (2022). The effects of the “Predict-Observe-Explain (POE)” strategy on academic achievement, attitude and retention in science learning. *Journal of Pedagogical Research*, 6(3), 103–111. <https://doi.org/10.33902/jpr.202215535>
- Erna, M., Anwar, L., & Mazidah, M. (2021). Interactive e-module using Zoom Cloud Meeting platform to reduce misconceptions on salt hydrolysis material. *Journal of Education and Learning (EduLearn)*, 15(2), 283–290. <https://doi.org/10.11591/edulearn.v15i2.18460>
- Fachrunisa, A., Kuncoro, K. S., & Arigiyati, T. A. (2022). Development of Interactive E-Modules Assisted by The Kvisoft Flipbook Maker Application on Algebraic Forms Grade VII. *Journal of Mathematics and Mathematics Education*, 12(1), 11–20. <https://doi.org/10.20961/jmme.v12i1.61091>
- Fadieny, N., & Fauzi, A. (2021). Usefulness of E-module Based on Experiential Learning in Physics Learning. *International Journal of Progressive Sciences and Technologies*, 25(1), 410. <https://doi.org/10.52155/ijpsat.v25.1.2783>
- Fausih, M., & Danang, T. (2015). Pengembangan Media E-Modul Mata Pelajaran Produktif Pokok Bahasan “Instalasi Jaringan Lan (Local Area Network)” Untuk Siswa Kelas Xi Jurusan Teknik Komputer Jaringan Di Smk Negeri 1 Labang Bangkalan Madura. *Jurnal UNESA*, 01(01), 1–9. <https://jurnalmahasiswa.unesa.ac.id/index.php/jmtp/article/view/10375>
- Feldon, D. F., Callan, G., Juth, S., & Jeong, S. (2019). Cognitive Load as Motivational Cost. *Educational Psychology Review*, 31(2), 319–337. <https://doi.org/10.1007/s10648-019-09464-6>
- Fitriyani, N., & Evendi, E. (2024). *The Effect of Using Rubrics in Improving the Quality of Assessment of Mathematics Learning. Setiadi 2016*, 91–101.
- Ginns, P., & Leppink, J. (2019). Special Issue on Cognitive Load Theory: Editorial. *Educational Psychology Review*, 31(2), 255–259. <https://doi.org/10.1007/s10648-019-09474-4>
- Gusnarib dan Rosnawati. (2021). *Teori-Teori Belajar dan Pembelajaran*. Adab.
- H, N., Hakim, A., & Wahid, M. S. (2021). Interactive E-Module Development in Multimedia Learning. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2293–2300. <https://doi.org/10.35445/alishlah.v13i3.863>
- Harahap, R. H., Buulolo, C., & Marpaung, N. Z. (2023). *Content : Journal Of Communication Analisis Teori Connectivisme , Alternatif Pada Pembelajaran Daring dan Dampaknya Terhadap Motivasi Belajar Peserta Didik*. 00(00), 1–9.
- Hartati, T., & Panggabean, E. M. (2023). *Karakteristik Teori-teori Pembelajaran*. 4(1), 5–10. <https://doi.org/10.30596/jppp.v4i1.13431>
- Hasan, M., Pd, S., & Pd, M. (2021). *Media Pembelajaran*. Tahta Media Group.
- Hendricks, G. P. (2019). Connectivism as a Learning Theory and Its Relation to Open Distance Education. *Progressio*, 41(1), 1–13. <https://doi.org/10.25159/2663-5895/4773>

- Hery Murtianto, Y., Muhtarom, M., & Agus Herlambang, B. (2022). Virtual Mathematics Laboratory Based on Cognitive Load Theory. *KnE Social Sciences*, 2022, 654–660. <https://doi.org/10.18502/kss.v7i14.12018>
- Hesti, T., & Dewi, S. (2018). *The Important Of Learning Media Based On Illustrated Story Book*. 2014, 2014–2017.
- Howie, E. E., Dharanikota, H., Gunn, E., Ambler, O., Dias, R., Wigmore, S. J., Skipworth, R. J. E., & Yule, S. (2022). 2022 International Conference On Surgical Education And Cognitive Load Management: An Invaluable Tool for Safe and Effective Surgical Training. *Journal of Surgical Education*, 80(3), 311–322. <https://doi.org/10.1016/j.jsurg.2022.12.010>
- Juni Agus Simaremare, & Emelda Thesalonika. (2022). Development of Early Grade Indonesian E-Modules Using the Kvisoft Flipbook Maker Application. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 7(2), 286–300. <https://doi.org/10.25217/ji.v7i2.2678>
- Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist*, 41(2), 75–86. https://doi.org/10.1207/s15326985ep4102_1
- Kirschner, P. A., Sweller, J., Kirschner, F., & Zambrano, J. R. (2018). From Cognitive Load Theory to Collaborative Cognitive Load Theory. *International Journal of Computer-Supported Collaborative Learning*, 13(2), 213–233. <https://doi.org/10.1007/s11412-018-9277-y>
- Kurniawan*, F., Djukri, D., & Haka, N. B. (2022). The Predict-Observe-Explain Model: Is It Effective to Improve Science Process Skills? *Jurnal Pendidikan Sains Indonesia*, 10(4), 803–815. <https://doi.org/10.24815/jpsi.v10i4.26172>
- Leahy, W., & Sweller, J. (2019). Cognitive Load Theory, Resource Depletion and the Delayed Testing Effect. *Educational Psychology Review*, 31(2), 457–478. <https://doi.org/10.1007/s10648-019-09476-2>
- Malikah, S., & Fauziati, E. (2022). *EDUKATIF : JURNAL ILMU PENDIDIKAN Perspektif Connectivisme terhadap Pembelajaran Daring Berbasis Google Workspace For Education*. 4(2), 2050–2058.
- Marpanaji, E.Mahali, M.I. Putra, R. . (2018). *Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants*. <https://doi.org/10.1088/1742-6596/1140/1/012014>
- Martin, A. J. (2016). Using Load Reduction Instruction (LRI) to boost motivation and engagement. In *The British Psychological Society* (Issue June).
- Masgumelar, N. K. (2021). *Teori Belajar Konstruktivisme dan Implikasinya dalam Pendidikan dan Pembelajaran*. 2, 49–57.
- Masruroh, D. (2021). E-modul berbasis Android sebagai pendukung pembelajaran daring dan upaya untuk meningkatkan hasil belajar peserta didik. *Jurnal Ekonomi, Bisnis Dan Pendidikan*, 1(6), 559–568.
- Moses Okuni, I., & Widyanti, A. (2019). International Students' Cognitive Load in Learning Through a Foreign Language of Instruction: a Case of Learning Using Bahasa - Indonesia.

PEOPLE: International Journal of Social Sciences, 4(3), 1503–1532.
<https://doi.org/10.20319/pijss.2019.43.15031532>

- Mustasyar, D. I., & Akbar, R. J. (2017). Rancang Bangun Aplikasi Sistem Basis Data Online Judge (SBDOJ) untuk Proses Pembelajaran Mata Kuliah Sistem Basis Data di Departemen Teknik Informatika ITS. *Jurnal Teknik ITS*, 6(2), 2–5.
<https://doi.org/10.12962/j23373539.v6i2.23999>
- Nasir, M. A., & Pendahuluan, A. (2022). *JSG : Jurnal Sang Guru Teori Konstruktivisme Piaget : Implementasi dalam Pembelajaran Al-Qur ' an Hadis JSG : Jurnal Sang Guru*. 1, 215–223.
- Nery, R., & Novia, F. (2022). Implementing Predict Observe Explain (Poe) Strategy To Teach Reading Exposition Text. *Premise: Journal of English Education*, 11(1), 126.
<https://doi.org/10.24127/pj.v11i1.4217>
- Nieveen, N., & Folmer, E. (2013). Educational Design Research Educational Design Research. *Netherlands Institute for Curriculum Development: SLO*, 1–206.
<http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ815766>
- NSW GOVERNMENT. (2017). Cognitive load theory: Research that teachers really need to understand. *Centre for Education Statistics and Evaluation, August*, 12.
https://evidenciaenlaescuela.files.wordpress.com/2017/09/cognitive_load_theory_report_aa1.pdf
- Nugraha, A., Subarkah, C. Z., & Sari. (2015). Penggunaan E-Module Pembelajaran pada Konsep Sifat Koliagatif Larutan untuk Mengembangkan Literasi Kimia Siswa. *Prosiding Simposium Nasional Inovasi Dan Pembelajaran Sains, 2015(Snips)*, 51-.
- Nurhasnah et al. (2020). *Developing Physics E-Module Using "Construct 2" to Support Students' Independent Learning Skills*. 3(2).
- Nurkholis. (2013). *PENDIDIKAN DALAM UPAYA MEMAJUKAN TEKNOLOGI Oleh: Nurkholis Doktor Ilmu Pendidikan, Alumnus Universitas Negeri Jakarta Dosen Luar Biasa Jurusan Tarbiyah STAIN Purwokerto*. 1(1), 24–44.
- Nurlinda, E., & Panggabean, E. M. (2022). *Mengajar Matematika Berbasis Teori Belajar Konektivisme di Era Teknologi Digital*. 1(1), 28–31.
- Nurrita, T. (2018). Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa. *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah*, 3(1), 171.
<https://doi.org/10.33511/misykat.v3n1.171>
- Okta Priantini, D. A. M. M., & Widiastuti, N. L. G. K. (2021). How Effective is Learning Style Material with E-Modules During the COVID-19 Pandemic? *Jurnal Ilmiah Sekolah Dasar*, 5(2), 307. <https://doi.org/10.23887/jisd.v5i2.37687>
- Oktarina, R., Fitria, Y., Ahmad, S., & Zen, Z. (2023). Development of STEM-Oriented E-Modules to Improve Science Literacy Ability of Elementary School Students. *Jurnal Penelitian Pendidikan IPA*, 9(7), 5460–5465. <https://doi.org/10.29303/jppipa.v9i7.4503>
- Orru, G., & Longo, L. (2019). The Evolution of Cognitive Load Theory and the Measurement of Its Intrinsic, Extraneous and Germane Loads: A Review. *Communications in Computer and Information Science*, 1012(February), 23–48. https://doi.org/10.1007/978-3-030-14273-5_3

- Pang, T. Y., Kootsookos, A., Fox, K., & Pirogova, E. (2022). Does an assessment rubric provide a better learning experience for undergraduates in developing transferable skills? *Journal of University Teaching and Learning Practice*, 19(3). <https://doi.org/10.53761/1.19.3.03>
- Permana, I., Firman, H., Redjeki, S., & Hamidah, I. (2019). Applying of teaching strategy based on cognitive load theory to develop pre-service teacher teaching skills of waves: Cognitive load analysis. *Journal of Physics: Conference Series*, 1157(2), 14–21. <https://doi.org/10.1088/1742-6596/1157/2/022026>
- Peterson, L., & Peterson, M. J. (1959). Short-term retention of individual verbal items. *Journal of Experimental Psychology*, 58(3), 193–198. <https://doi.org/10.1037/h0049234>
- Prasetya, A. (2021). Electronic Module Development with Project Based Learning in Web Programming Courses. *International Journal of Computer and Information System (IJCIS)*, 2(3), 69–72. <https://doi.org/10.29040/ijcis.v2i3.38>
- Prayudi, A., Fathirma'ruf, F., Supriyaddin, S., Arifin, A., & Jama'ah, J. (2023). Studi Literatur : Penggunaan Model Analogi dalam Proses Pembelajaran. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 4(1), 22–28. <https://doi.org/10.54371/ainj.v4i1.203>
- Purwinarko, A., Subagja, M., & Yanuarto, A. (2020). The Evaluation of Final Assignment System Using the USE Questionnaire Approach. *Scientific Journal of Informatics*, 7(2), 2407–7658. <http://journal.unnes.ac.id/nju/index.php/sji>
- Puspitarini, Y. D., & Hanif, M. (2019). *Using Learning Media to Increase Learning Motivation in Elementary School*. 4(2), 53–60.
- Putra, T., Nast, J., & Yarni, N. (2019). *Teori belajar menurut aliran psikologi humanistik dan implikasinya dalam pembelajaran*. 2, 270–275.
- Rahayu, I., & Sukardi, S. (2021). The Development Of E-Modules Project Based Learning for Students of Computer and Basic Networks at Vocational School. *Journal of Education Technology*, 4(4), 398. <https://doi.org/10.23887/jet.v4i4.29230>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ramadan, D., Yulianti, I., Rizal, M. I., & Ikhsanudin, I. (2022). *Vocational Education National Seminar (VENS) Pendidikan era cybergogy : Bagaimana strategi guru profesional untuk menghadapinya ?* 71–76.
- Rofiq, A. Z., Kognitif, T. P., & Konstruktivisme, D. A. N. (2022). *Teori Pembelajar ran... Ahmad Zainur Rofiq TEORI PEMBELAJARAN KOGNITIF DAN KONTRUKTIVISME*. 9(1), 102–122.
- Romli. (2022). Model Pembelajaran Kontekstual (Contextual Teaching Learning) Pada Pelajaran PAI Sebagai Salah Satu Inovasi Pengembangan Kurikulum di Sekolah Romli Pendidikan Agama Islam (PAI), Pendidikan Jasmani Kesehatan dan Rekreasi materi pembelajaran yang diberi. *EDUGAMA: Jurnal Kependidikan Dan Sosial Keagamaan*, 08(02). <https://doi.org/10.32923/edugama.v8i2.2590>
- Ruslan, & Rauddin. (2022). Development of E-Module for Introduction To Educational Technology At Muhammadiyah University of Makassar. *Ij-Et: Indonesian Journal of*

Educational Technolocy, 1(1), 53–66.

- Samsudin, A., Rusdiana, D., Efendi, R., Fratiwi, N. J., Aminudin, A. H., & Adimayuda, R. (2021). Development of Predict-Observe-Explain (POE) Strategy Assisted by Rebuttal Texts on Newton's Law Material with Rasch Analysis. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 6(1), 103–115. <https://doi.org/10.24042/tadris.v6i1.7641>
- Scotland, L., & Ireland, N. (2015). *A. J. Aitken A history of Scots (1985) 1*. 1985, 1–17.
- Sekolah, N., Agama, T., & Pekanbaru, A. (2020). *Teori kognitivisme serta aplikasinya dalam pembelajaran*. 2, 77–95.
- Sepp, S., Howard, S. J., Tindall-Ford, S., Agostinho, S., & Paas, F. (2019). Cognitive Load Theory and Human Movement: Towards an Integrated Model of Working Memory. *Educational Psychology Review*, 31(2), 293–317. <https://doi.org/10.1007/s10648-019-09461-9>
- Septianisha, N. I., Anggraeni, K. D., Hilda, N. R., Azhar, M. S., Studi, P., Matematika, P., & Ilmu, F. (2021). *Cybergogy : Konsep dan Implementasi dalam Pembelajaran Matematika*. 153–164.
- Siemens, G. (2005a). *Connectivism: Learning as network-creation*. *ASTD Learning News*. 10, 1.
- Siemens, G. (2005b). *Connectivism: Learning as network-creation*. *ASTD Learning News*, 10(1).
- Sintawati, N. P., & Margunayasa, I. G. (2021). Interactive E-Module for Science Learning Content: Validity and Feasibility. *International Journal of Elementary Education*, 5(1), 19. <https://doi.org/10.23887/ijee.v5i1.34281>
- Sipayung, Z., & Sihotang, H. (2022). *Edukatif: Jurnal Ilmu Pendidikan Peranan Belajar Behaviorisme dalam Hubungannya dengan Teknologi Pendidikan Serta Implikasinya dalam Pembelajaran*. 4(5), 7129–7138.
- Sirwan, Kamal, & N. (2021). *Developing E-module based on mobile learning as a preparation media*. <https://doi.org/10.1088/1742-6596/1833/1/012049>
- Suharta, I. G. P. (2022). *Penelitian Desain, Tren Baru untuk Penelitian Multi Tahun, Penyusunan Skripsi, Tesis dan Disertasi*. Undiksha Press.
- Suharta, I. G. P., & Sudiarta, I. G. P. (2022). *Penelitian Desain : Tren Baru untuk Penelitian Multi Tahun, Penyusunan Skripsi, tesis dan Disertasi*. Undiksha Press.
- Sultan, U. I. N., Muhammad, A., Samarinda, I., Sunan, U. I. N., & Yogyakarta, K. (2023). *Teori belajar humanistik dan penerapannya dalam pembelajaran pendidikan agama islam*. 1(1947), 177–193.
- Sumantri, B. A., Ahmad, N., Islam, U., Sunan, N., & Yogyakarta, K. (2019). *Teori belajar humanistik dan implikasinya terhadap pembelajaran pendidikan agama islam*. 3(September), 1–18.
- Suryana, E., Aprina, M. P., & Harto, K. (2022). *Teori Konstruktivistik dan Implikasinya dalam Pembelajaran*. 5, 2070–2080.
- Suryani, A. (2022). *The Development of Interactive E-Module Using Flipbookmaker for English Structure Learning at an Indonesian University*. 25(2), 160–176.

- Suryanti, N., Riau, U. I., & Riau, U. I. (2021). *International Journal of Instruction*. 14(2), 665–684.
- Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. *Educational Psychology Review*, 31(2), 261–292. <https://doi.org/10.1007/s10648-019-09465-5>
- Triyono, J. (2023). *Application of Access Rights in Academic Database Design to Improve Data Security Penerapan Hak Akses pada Perancangan Database Akademik untuk Meningkatkan Keamanan Data*. 3(April), 50–59.
- Utami, E. N. (2020). *TEORI BELAJAR HUMANISTIK DAN IMPLEMENTASINYA*. 10(4), 571–584.
- Venida, A. C., & Sigua, E. M. (2020). Predict-Observe-Explain Strategy: Effects on Students' Achievement and Attitude towards Physics. *Jurnal Pendidikan MIPA*, 21(1), 78–94. <https://doi.org/10.23960/jpmipa/v21i1.pp78-94>
- Widayanti, A., Degeng, I. N. S., & Utaya, S. (2017). *PENGARUH PENGGUNAAN STRATEGI RANGKUMAN DAN PETA KONSEP TERHADAP HASIL BELAJAR KURIKULUM 2013 PADA SISWA KELAS IV*. September 2016, 1639–1643.
- Wulandari, F. T., Komputer, F. I., & Boyolali, U. (2019). *PEMODELAN BASIS DATA AKADEMIK UNIVERSITAS XYZ*. 3(1).
- Yohanes, B., & Yusuf, F. I. (2021). Intrinsic Cognitive Load in Online Learning Model of School Mathematics 1 in Covid-19 Pandemic Period. *JIPM (Jurnal Ilmiah Pendidikan Matematika)*, 9(2), 59. <https://doi.org/10.25273/jipm.v9i2.7292>
- Yulfamita Rahman, W. (2022). Strategi Pembelajaran Kontekstual. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 1(1), 42–45. <https://doi.org/10.55943/jipmukjt.v1i1.7>
- Zakiah, I., Widodo, W., & Tukiran, T. (2019). Implementation of Predict-Observe-Explain (POE) Strategy to Reduce Misconception in Thermochemistry. *International Journal for Educational and Vocational Studies*, 1(7), 754–759. <https://doi.org/10.29103/ijevs.v1i7.1757>
- Zhang, Y., Tian, Y., Yao, L., Duan, C., Sun, X., & Niu, G. (2023). Teaching presence promotes learner affective engagement: The roles of cognitive load and need for cognition. *Teaching and Teacher Education*, 129, 104167. <https://doi.org/10.1016/j.tate.2023.104167>