

DAFTAR PUSTAKA

- Abadi, M., Pujiastuti, H., & Assaat, L. (2017). Development of Teaching Materials Based Interactive Scientific Approach towards the Concept of Social Arithmetic For Junior High School Student. *Journal of Physics*, 1-6.
- Algarni, A., Carole, B., & Porter, A. (2012). Evaluating the use of worked examples and problem solving methods in teaching mathematics for ESL students at the tertiary level. *Fifth Annual ASEARC (Applied Statistics Education and Research Collaboration)*. Wollongong: University of Wollongong.
- Alhassan, R. (2017). The Effect of Employing Self-Explanation Strategy with Worked Examples on Acquiring Computer Programing Skills. *Journal of Education and Practice*, 8 (6), 186-196.
- Alhassora, N. S., Abu, M. S., & Abdullah, A. H. (2017). Incalculating Higher-Order Thinking Skills in Mathematics: Why Is It So Hard? *Man In India*, 97(13), 51-62.
- Bento, J., Duarte, J. P., Heitor, M. V., & Mitchell, W. J. (2004). *Collaborative Design and Learning: Competence Building for Innovation*. Westport: Greenwood Publishing Group.
- Bligh, J. (1995). Problem-based, small group learning. *British Medical Journal*, 311(7001), 342-343.
- Booth, J. L., Lange, K. E., Koedinger, K. R., & Newton, K. J. (2013). Using Example Problems to Improve Student Learning in Algebra: Differentiatin Between Correct and Incorrect Examples. *Learning and Instruction*, 25, 24-34.
- Chinedu, C. C., Libunao, W., Kamin, Y., & Saud, M. S. (2014). Implementing higher order thinking skills in the teaching and learning of design and technology education. *First Technical and Vocational Education International Seminar (TVEIS)*. Johor.
- Chirinda, B., & Paulsen, R. (2013). *The Development of Mathematical Problem Solving Skills of Grade 8 Learners in A Problem-Centred Teaching and*

- Learning Environment at a Secondary School in Gauteng. S2 Thesis.* Pretoria: University of South Africa.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences: Second Edition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cooper, G. (1990). Cognitive Load Theory As an Aid For Instructional Design. *Australian Journal of Educational Technology*, 6(2), 108-113.
- Creswell, J. (2016). *Research Design: Pendekatan Kualitatif, Kuantitatif dan Campuran*. Yogyakarta: Pustaka Pelajar.
- Dossey, J. A., Giordano, F. R., McCrone, S. S., & Weir, M. D. (2006). *Mathematics methods and modeling for today's mathematics classroom: a contemporary approach to teaching grades 7-12*. New York: Brooks Cole.
- Fulop, E. (2015). Teaching Problem-Solving Strategies in Mathematics. *LUMAT*, 3(1), 37-54.
- Gathercole, E., & Alloway, P. (2007). *Working memory and learning*. London: Harcourt Assessment.
- Gillmor, S. C., Poggio, J., & Embretson, S. (2015). Effects of Reducing the Cognitive Load of Mathematics Test Items on Student Performance. *Numeracy* 8 (1) DOI: <http://dx.doi.org/10.5038/1936-4660.8.1.4>, 1-18.
- Houwer, J. D., Barnes-Holmes, D., & Moors, A. (2013). What is learning? On the nature and merits of a functional definition of learning. *Psychonomic Bulletin & Review* 20 (4) , 631-642.
- Iatagan, M., Dinu, C., & Stoica, A. M. (2010). Continuous training of human resources-a solution to crisis going out. *Procedia Social and Behavioral Sciences* 2, 5139-5146 doi:10.1016/j.sbspro.2010.03.835.
- Istiyono, E., Mardapi, D., & Suparno, S. (2014). Pengembangan Tes Kemampuan Berpikir Tingkat Tinggi Fisika (PysTHOTS). *Jurnal Penelitian dan Evaluasi Pendidikan*, 18 (1).
- Jalani, N. H., & Sern, L. C. (2015). Efficiency Comparisons between Example-Problem-Based Learning and Teacher-Centered Learning in the Teaching of Circuit Theory. *Social and Behavioral Sciences*, 204 (November), 153-163.

- Kasim, T. S. (2014). Teaching Paradigms: An Analysis of Traditional and Student-Centred Approaches. *Journal of Usuluddin* 40 (July-Desember), 199-218.
- Khan, W. B., & Inamullah, H. M. (2011). A Study of Lower-order and Higher-order Questions at Secondary Level. *Asian Social Science*, 7(9), 149-157.
- Kirschner, P., Sweller, J., & Clark, R. (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.
- Klopp, E., Stark, R., Kopp, V., & Fischer, M. R. (2013). Psychological Factors Affecting Medical Students' Learning with Erroneous Worked Examples. *Journal of Education and Learning* 2 (1), 158-170.
- Krulik, S., & Rudnick, J. A. (1987). *Problem Solving: A Handbook for Elementary School*. Needham Heights, MA: Allyn & Bacon.
- Kusuma, M. D., Rosidin, U., Abdurrahman, & Suyatna, A. (2017). The Development of Higher Order Thinking Skill (HOTS) Instrument Assessment In Physics Study. *IOSR Journal of Research & Method in Education (IOSR-JRME)* Vol. 7 (1), 26-32.
- Laal, M., & Mohammad, G. S. (2012). Benefits of Collaborative Learning. *Social Behavioral and Sciences*, 31(2012), 486-490.
- Lamm, A. J., Shoulders, C., Roberts, T. G., Irani, T. A., Snyder, L. J., & Brendemuhl, J. (2012). The Influence of Cognitive Diversity on Group Problem Solving Strategy. *Journal of Agricultural Education*, 53(1), 18–30.
- Mainali, B. P. (2012). Higher Order Thinking in Education. *Academic Voices: A Multidisciplinary Journal* 2 (1), 5-10.
- Mair, C., Martincova, M., & Shepperd, M. (2009). A Literature Review of Expert Problem Solving using Analogy. *EASE (Evaluation and Assessment in Software Engineering)*, 1-10.
- Maulidya, S. R. (2017). *Efektivitas Pembelajaran Kolaboratif Dengan Strategi Goal-Free Problems Ditinjau dari Kemampuan Transfer, Reasoning, dan Cognitive Load*. Yogyakarta: Universitas Negeri Yogyakarta.

- McCormick, N. J., Clark, L. M., & Raines, J. M. (2015). Engaging Students in Critical Thinking and Problem Solving: A Brief Review of the Literature. *Journal of Study in Education*, 5(4), 100-113.
- McLaren, B. M., Adams, D. M., & Mayer, R. E. (2015). Delayed Learning Effects with Erroneous Examples: a Study of Learning Decimals with a Web-Based Tutor. *International Journal of Artificial Intelligence in Education*, 25(4), 520-542.
- McLaren, B., & Isotani, S. (2011). When Is It Best to Learn with All Worked Examples? *Artificial Intelligence in Education, Lecture Notes in Computer Science Vol 6738*, 222-229.
- Miri, Barak, David, B.-C., & Uri, Z. (2007). Purposely teaching for The Promotion of Higher Ordedr Thinking Skills: A Case of Critical Thinkng. *Res Sci Educ*, 37, 353-369.
- Moseley, L. J. (2013). *The Impact of Analyzing Correct versus Incorrect Student Work Samples on Students' Learning Mathematics*. Knoxville: University of Tennessee.
- OECD. (2018). PISA 2015 Results in Focus. Diakses melalui <https://www.oecd.org>
- Rokhimah, S., Suyitno, A., & Sukestiyarno, Y. (2015). Students Error Analysis in Solving Math Word Problems of Social Arithmetic Material for 7th Grade Based on Newman Procedure. *Students Error Analysis in Solving Math Word Problems of Social Arithmetic Material for 7th Grade Based on Newman Procedure*, (pp. 349-356).
- Sahendra, A., Budianto, M., & Fuad, Y. (2018). Students' Representation in Mathematical Word Problem-Solving: Exploring Students' Self-efficacy. *Journal of Physics: Conference Series*, 947, 1-5.
- Samiudin. (2016). Peran Metode Untuk Mencapai Tujuan Pembelajaran. *Jurnal Studi Islam*, 11(2), 113-131.
- Sanjaya, W. (2011). *Strategi Pembelajaran Berorientasi Standar Pendidikan*. Jakarta: Kencana.
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective*. Boston, MA: Allyn & Bacon.

- Singh, R. K., Singh, C. K., Tunku, M., Mostafa, N. A., & Singh, T. S. (2018). A Review of Research on the Use of Higher Order Thinking Skills to Teach Writing. *International Journal of English Linguistics*, 8(1), 86-93.
- Smith, K. (1996). Cooperative learning: Making "groupwork" work. *New Directions for Teaching and Learning*, 67, 71-82.
- Snyder, L. G., & Snyder, M. J. (2008). Teaching Critical Thinking and Problem Solving Skills. *The Delta Pi Epsilon Journal*, 50(2), 90-99.
- Sofroniou, A., & Potas, K. (2016, September 1). Investigating the Effectiveness of Group Work in Mathematics. *Educ. Sci.*, 6(30).
- Sudjana, N. (2013). *Teknologi Pengajaran*. Bandung: Sinar Baru Algesindo.
- Sulaiman, T., Muniyan, V., Madhvan, D., Hasan, R., & Rahim, S. S. (2017). Implementation of Higher Order Thinking Skills in Teaching Of Science: A Case Study in Malaysia. *International Research Journal of Education and Sciences (IRJES) Vol.1 (1)*, 1-3.
- Surya, E., Putri, A. F., & Mukhtar. (2017). Improving Mathematical Problem-Solving Ability and Self-Confidence of High School Students Through Contextual Learning Model. *Journal on Mathematics Education*, 8(1), 85-94.
- Susilowati, P. L., & Ratu, N. (2018). Analisis Kesalahan Siswa Berdasarkan Tahapan Newman dan Scaffolding Pada Materi Aritmatika Sosial. *Mosharafa* 7(1), 14-24.
- Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive load theory, explorations in the learning sciences, instructional systems and performance technologies*. New York: Springer.
- van Boxtel, C., van der Linden, J., & Kanselaar, G. (2000). Collaborative learning tasks and the elaboration of conceptual knowledge. *Learning and Instruction*, 10(2000), 311-330.
- Wang, V., & Farmer, L. (2008). Adult Teaching Methods in China and Bloom's Taxonomy. *International Journal for the Scholarship of Teaching and Learning*, 2(2), 1-16.
- Witter, J., & Renkl, A. (2010). How Effective are instructional explanations in example-based learning? A meta analytic review. *Education Psychology Rev*, 22, 393-409.

- Yang, Z. K., Wang, M., Cheng, H. N., Liu, S.-y., Liu, L., & Chan, T.-W. (2016, April). The Effects of Learning from Correct and Erroneous Examples in Individual and Collaborative Settings. *The Asia-Pacific Education Researcher*, 25(2), 219-227.
- Zhao, H., & Acosta-Tello, E. (2016). The Impact of Erroneous Examples on Students' Learning of Equation Solving. *Journal of Mathematics Education* 9 (1), 57-68.