

Daftar Pustaka

- Age, D. (2011). Self-efficacy, goal orientations and learning strategies as mediators between preceding and subsequent academic achievement. *Learning and Individual Differences, 21* 191-195.
- Anwar. (2004). *Pendidikan Kecakapan Hidup*. Bandung: Alfabeta.
- Aurah, C. M. (2013). The effects of self-efficacy beliefs and metacognition on academic performance: a mixed method study. *American Journal of Educational Research, 1*(8),334-343.*
- Aydin, Y. C., Uzuntirryaki, E., dan Demirdogen, B. (2011). Interplay of motivational and cognitive in predicting self-efficacy and anxiety. *Educational Psychology, 31*, 55-66.
- Bandura A (1977) Self-efficacy: Toward a unifying theory of behavioral change. *Psychol.Rev.*84, 191-215.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. NJ: Prentice Hall
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: Freeman Best & Kahn (2003).
- Biryukov, P. 2002. Metacognitive aspects of solving combinatorics problems. *Journal Education*.
- Bloom, B. S. (Ed.), Engelhart, M. D. Furst, E. J., Hill, W. H., dan Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.
- Britner, S. L., & Pajares, F. (2006). Sources of Science Self-Efficacy Beliefs of Middle School Students. *Journal of Research in Science Teaching, 43*(5), 485.
- Campbell, N., A. (2010). *BIOLOGI*. Jakarta: Erlangga.
- Cervone, D. (1989). Effects of envisioning future activities on self-efficacy judgements and motivation: An ability heuristic interpretation. *Cognitive Therapy and Research, 13*, 246-261.
- Coutinho, S. (2008). Self-efficacy, metacognition, and performance. *North American Journal of Psychology, 10*, 165-172.
- Coutinho, S., dan Neuman, G. (2008). A model of metacognition, achievement goal orientation, learning style and self-efficacy. *Learning Eviron Res, 11*, 131-151.

- Downing, K. J. (2009). Self-efficacy and metacognitive development. *The International Journal of Learning*, 16(4), 185-199.
- Dunn R. 1986. Learning style: State of the science. *Theory into Practice*, 24(1), 10-19.
- Ekici, G., Fettahliouglu, P., dan Cibik, A. S. (2012). Biology self-efficacy beliefs of the students studying in the department of biology and department of biology teaching. *International Online Journal of Educational Sciences*. 4(1), 39-49.
- Flavell, J.H.: 1971. First discussant's comments: What is memory development the development of? *Human development*, 14 p.277
- Garner, R. & Alexander, P.A. (1989). Metacognition: Answered and unanswered questions, *Educational Psychologist*, 24, 143-158
- Hong, Z. R. dan Lin, H. S. (2012). Boys' and girls' involvement in science learning and their self-efficacy in Taiwan. *International Union of Psychological Science*, 48(3), 272-284.
- Javanmard, A., Hoshmandja, M., dan Ahmadzade, L. (2012). Investigating the relationship between self-efficacy, cognitive and metacognitive strategies, and academic self-handicapping with academic achievement in male high school students in the tribes of fars province. *Journal of Life Science Biomedicine*, 3(1), 27-34.
- Joseph, N. (2010). Metacognition Needed: Teaching Middle and High School Students to Develop Strategic Learning Skills, Preventing School Failure, 54 (2) 99-103, Heldref Pub.
- Legg, A. M., dan Locker, L. (2009). Math performance and its relationship to math anxiety and metacognition. *North American Journal of Psychology*, 11, 471-486.
- Memnun, D.S.&Akkaya, R. (2009). The levels of metacognitive awareness of primary teacher trainees, *Procedia social and behavioral Sciences* 1(2009), 1919-1923.
- Putri, D. J. (2013). Analisis gender terhadap self-efficacy dan sel-regulated learning, dan prestasi akademik siswa dalam pelajaran matematika dan Bahasa Indonesia. Bogor: Institut Pertanian Bogor.
- Ravikumar, S. dan Manimozhi, T. K. (2011). Self-efficacy among the students of biological sciences at Cuddalore district, TN, India. *Indian Journal od Science and Technology*, 4(1), 1-4.
- Ridley, D.S., Schutz, P.A., Glanz, R.S. & Weinstein, C.E. (1992). Self-regulated Learning: the interactive influence of metacognitive awareness and goal-setting. *Journal of Experimental Education* 60 (4), 293-306.
- Schraw, G. & Dennison, R.S. (1994). Assessing Metacognitive Awareness. *Contemporary Educational Psychology* 19, 460-475.

- Schraw, G., Crippen, K. J., dan Hartley, K. (2006). Promoting self-regulation in science education: metacognition as part of a broader perspective on learning. *Research in Science Education* 2(36), 111–139.
- Simsek, A. dan Balaban, J.(2010) Learning Strategies of Successful and Unsuccessful University Students, *Contemporary Educational Technology*, 1(1) 36-45.
- Smith D.M. dan Colb D.A. (1996). User’s guide for the learning-style inventory. Boston, MA: Hay/McBer Training Resources Group.
- Sugiono, Prof. Dr. (2004). *Statistik Nonparametrik Untuk Penelitian*. ALFABETA: Bandung.
- Thomas, G., Anderson, D., dan Nashon, s. (2008). Development of an instrument designed to investigate elements of science students’ metacognition, self-efficacy and learning processes: the SEMLI-S. *International Journal of Education*. 2(32), 1-24.
- Zimmerman, B. J. (2000). Attaining Self-Regulation: A Social Cognitive Perspective. In P. R. P. Boekaerts & M. Zeidner (Eds.), *Handbook of Self-regulation* (Pp. 13-41). San Diego, CA: Academic Press.