

DAFTAR PUSTAKA

- Abernathy-Dyer, J., Ortlieb, E., & Cheek, E.H. (2013). An analysis of teacher efficacy and perspectives about elementary literacy instruction. *Current Issues in Education*, 16 (3), hlm. 1-14.
- Ackerman, P.L., & Wolman, S.D. (2007). Determinants and validity of self estimates of abilities and self-concept measures. *Journal of Experimental Psychology: Applied*, 13 (2), hlm. 57-78.
- Altrichter, H., Feldman, A., Posch, P., & Somekh, B. (2008). *Teachers investigate their work, An introduction to action research across the professions*. (2nd edition). London: Routledge, Taylor & Francis Group.
- Alwasilah, C.A. (2010). *Pokoknya action research*. Bandung: Kiblat.
- Anwar, Y., Rustaman, N.Y., Widodo, A., & Redjeki, S. (2014). *Perkembangan PCK calon guru biologi pada peserta pendekatan konsekutif dan pada peserta pendekatan konkuren*. (Disertasi). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Arends, R.I. (2007). *Learning to teach*. (7th edition). New York: McGrawHill.
- Aspfors, J., & Fransson, G. (2015). Research on mentor education for mentors of newly qualified teachers: a qualitative meta-synthesis. *Teaching and Teacher Education*, 48 (5), hlm. 75-86.
- Astin, A.W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40 (5), hlm. 518-529.
- Aulls, M.W., & Shore, B.M. (2008). *Inquiry in education; The conceptual foundations for research as a curricular imperative, volume I*. New York: Taylor & Francis Group.
- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27 (1), hlm. 10-20.
- Ball, A.F. (2012). To know is not enough: knowledge, power, and the zone of generativity. *Educational Researcher*, 41 (8), hlm. 283-293.
- Barbre III, J.O., & Buckner, B.J. (2013). *Utilizing action research during student teaching: Should every teacher preparation program be doing this?*. [Online]. Diakses dari <http://sgo.sagepub.com>

- Barto, A.G. (2013). Intrinsic motivation and reinforcement learning. Dalam G. Baldassarre, & M. Mirolli (Penyunting). *Intrinsically motivated learning in natural and artificial systems* (hlm. 17-47). Berlin: Springer.
- Bell, L.M, & Aldridge, J.M. (2014). Investigating the use of student perception data for teacher reflection and classroom improvement. *Learning Environment Research*, 17 (1), hlm. 371-388.
- Biesta, G. (2007). Why, what, works won't work: Evidence-based practice and the democratic deficit in educational research. *Educational Theory*, 57 (1), hlm. 1-22.
- Boersma, K., Goedhart, M., De Jong, O., & Eijkelhof, H. (Penyunting). (2005). *Research and the quality of science education*. Netherland: Springer.
- Bradbury, L.U. (2010). Educative mentoring: Promoting reform-based science teaching through mentoring relationships. *Science Education*, 94 (1), hlm. 1049-1071.
- Bradshaw, P., Lore, G., Mahruf, S., & Sarah, Y. (2014). Formalised action research as an emergent form of teacher professional development. In: *Conference program book, 2nd International ProPEL Conference* (hlm. 21-40). Stirling: United Kingdom.
- Brownell, S.E., & Tanner, K.D. (2012). Approaches to biology teaching and learning: Barriers to faculty pedagogical change, lack of training, time, incentives, and tension with professional identity?. *Life Sciences Education*, 11 (1), hlm. 339-346.
- Bruner, J.S. (1977). *The process of education*. Cambridge: Harvard University Press.
- Burke, B.M. (2013). Experiential professional development: A model for meaningful and long-lasting change in classrooms. *Journal of Experiential Education*, 36 (3), hlm. 247-263.
- Bydon-Miller, M., & Coghlan, D. (2014). The big picture: Implications and imperatives for the action research community from the SAGE encyclopedia of action research. *Action Research*, 12 (2), hlm. 224-233.
- Cain, T. (2011). Teachers' classroom-based action research. *International Journal of Reserach & Method in Education*, 34 (1), hlm. 3-16.
- Calmer, J., & Straits, W. (2014). Reading to understand anatomy: a literature circle approach. *The American Biology Teacher*, 76 (9), hlm. 622-625.

- Chang, Y-H., Chang, C-Y., & Tseng, Y-H. (2010). Trends of science education research: an automatic content analysis. *Journal of Science Education Technology*, 19 (1), hlm. 315-331.
- Chapoo, S., Thathong, K., & Halim, L. (2014). Biology teachers' pedagogical content knowledge in Thailand understanding & practice. *Procedia-Social and Behavior*, 116 (1), hlm. 442-447.
- Chenail, R.J., Duffy, M., George, S.S., & Wuff, D. (2009). Facilitating coherence across qualitative research papers. *The Weekly Qualitative Report*, 2 (6), hlm. 32-44.
- Cherif, A.H., Jedlica, D., Al-Arabi, A., Aron, R., & Verma, S. (2010). Effective understanding of human body organs: a role-playing activity for deep learning. *The American Biology Teacher*, 72 (7), hlm. 447-450.
- Chou, C-H. (2011). Teacher's professional development: Investigating teachers' learning to do action research in a professional learning community. *The Asia-Pacific Education Researcher*, 20 (3), hlm. 421-437.
- Cisterna, D., Williams, M., & Merrit, J. (2013). Students' understanding of cells & heredity: patterns of understanding in the context of a curriculum implementation in fifth & seven grades. *The American Biology Teacher*, 75 (3), hlm. 178-184.
- Clarke, P.A.J., & Fournillier, J.B. (2012). Action research, pedagogy, and activity theory: tools facilitating two instructors' interpretations of the professional development of four preservice teachers. *Teaching and Teacher Education*, 28 (1), hlm. 649-660.
- Clayton, B. (2012). *Starting from scratch: Teacher to researcher and back again*. Adelaide: NCVER.
- Cochran-Smith, M. (2004). The problem of teacher education. *Journal of Teacher Education*, 55 (4), hlm. 295-299.
- Cochran-Smith, M., & Villegas, A.M. (2015). Framing teacher preparation research: An overview of the field, part 1. *Journal of Teacher Education*, 66 (1), hlm. 1-14.
- Cochran-Smith, M., Villegas, A.M., Abrams, L., Chavez-Moreno, L., Mills, T., & Stern, R. (2015). Critiquing teacher preparation research: An overview of the field, part II. *Journal of Teacher Education*, 66 (2), hlm. 109-121.
- Cofré, H., Gonzalez-Weil, C., Vergara, C., Santibanez, D., Ahumada, G., Furman, ..., & Perez, R.. (2015). Science teacher education in South America: The case of Argentina, Colombia, and Chile. *Journal of Science Teacher Education*, 26 (1), hlm. 45-63.

Rini Solihat, 2016

PERKEMBANGAN KEMAMPUAN MENELITI PESERTA PROGRAM PENDIDIKAN PROFESI GURU (PPG)
BIOLOGI

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Creswell, J.W. (2008). *Educational research, planning, conducting, and evaluating quantitative and qualitative research*. (3rd edition). New Jersey: Pearson Education, Inc.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, 8 (1), hlm. 1-44.
- Darling-Hammond, L. (2010). Teacher education and the american future. *Journal of Teacher Education*, 61 (1), hlm. 35-47.
- Darling-Hammond, L., & McLaughlin, M.W. (2011). Policies that support professional development in an era of reformation. *Phi Delta Kappa*, 92 (6), hlm. 81-92.
- Dawson, K. (2015). Using action research projects to examine teacher technology integration practices. *Journal of Digital Learning in Teacher Education*, 28 (3), hlm. 117-124.
- Departemen Pendidikan Nasional. (2006). *Kurikulum tingkat satuan pendidikan (KTSP)*. Jakarta: Departemen Pendidikan Nasional
- Departemen Pendidikan Nasional. (2010). *Panduan program pendidikan profesi guru pra jabatan*. Jakarta: Departemen Pendidikan Nasional.
- Department of Education and Training Western Australia. (2008). *Competency Framework for Teachers*. Perth: Department of Education and Training Western Australia.
- Dick, B. (2009). Action research literature 2006-2008; Themes and trends. *Action Research*, 7 (4), hlm. 423-441.
- Dietrich, S.L., Hulan, N., Kirby, G., & Evans, S. (2015). Clinically based models of teacher preparation: A snapshot of three systems. *The Renaissance Group*, 4 (1), hlm. 19-26.
- Dobber, M., Akkerman, S.F., Verloop. N., & Vermunt, J.D. (2012). Student teachers' collaborative research: small scale research projects during teacher education. *Teaching and Teacher Education*, 28 (4), hlm. 609-617.
- Duffin, L.C., French, B.F., & Patrick, H. (2012). The teacher's sense of efficacy scale: confirming the factor structure with beginning pre-service teachers. *Teaching and Teacher Education*, 28 (1), hlm. 827-834.
- Dunn, A.H., Dotson, E.K., Cross, S.B., & Lundahl, B. (2014). Reconsidering the local after a transformative global experience: A comparison of two study

- abroad programs for preservice teachers. *Action in Teacher Education*, 36 (4), hlm. 283-304.
- Dustman, E.L., Kohan, M.B., & Stringer, E.T. (2014). Starting small & building out with Erni Stringer: Personal insight into action research and educational change. *Action Research*, 12 (4), hlm. 426-443.
- Eagan, M.K. Jr., Hurtado, S., Chang, M.J., Garcia, G.A., Herrera, F.A., & Garibay, J.C. (2013). Making a difference in science education: The impact of undergraduate research programs. *American Education Research Journal*, 50 (4), hlm. 683-713.
- Faisal, S. (2003). Filosofi & akar tradisi penelitian kualitatif. B. Bungin (Penyunting). *Analisis data penelitian kualitatif: Pemahaman filosofis & metodologis ke arah penguasaan model aplikasi* (hlm. 64-82). Jakarta: PT.RajaGrafindo Persada.
- Feldon, D.F, Maher, M.A., Hurst, M., & Timmerman, B. (2015). Faculty mentors', graduate students', and performance-based assessments of students' research skill development. *American Educational Research Journal*, 52 (2), hlm. 334-370.
- Fensham, P. Gunstone, R., & White, R. (1994). (Penyunting), *The content of science, a constructivist approach to its teaching and learning*. London: The Falmer Press.
- Foulgar, T.S. (2010). An unexpected discovery about the critical friend in action research inquiries. *Action Research*, 8 (2), hlm. 135-152.
- Fraenkel, J.R. & Wallen, N.E. (2008). *How to design and evaluate research in education*. (7th edition). New York: McGrawHill.
- Fraser, G.A., Crook, A.C., & Park, J.R. (2007). A tool for mapping research skills in undergraduate curricula. *Bioscience Education e-Journal*, 9 (6), hlm. 1-12.
- Freund, P.A., & Kasten, N. (2012). How smart do you think you are? A meta-analysis on the validity of self estimates of cognitive ability. *Psychology Bulletin*, 138 (2), hlm. 296-321.
- Gallimore, R. & Tharpe, R. (1990). Teaching mind in society: Teaching, schooling, and literate discourse. Dalam L. Moss (Penyunting). *Vygotsky and Education*, (hlm. 175-205). Cambridge: Cambridge University Press.
- Garvey, D.J., (2003). *Mentoring beginning teachers*. The Alberta Teachers' Association Magazine, 84 (3). [Online]. Diakses dari <http://www.teachers.ab.ca/Publications/ATA%20Magazine>

- Ginns, I. (2001). Beginning teachers becoming professionals through action research. *Educational Action Research Journal*, 9 (1), hlm. 109-131.
- Goff, W., & Veresoy, N. (2015). Examining teacher-researcher collaboration through the cultural interface. *Cultural Studies of Science Education*, 10 (3), hlm. 621-627.
- Goh, L., & Loh, K.C. (2013). Let them finish: Empowering student-teachers for profesional development through the project approach. *Educational Action Research*, 21 (2), hlm. 202-217.
- Gray, J. & Evans, G.C. (2002). Beginning teachers as teacher-researchers. *Australian Journal of Teacher Education*, 27 (1), hlm. 1-22.
- Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P.G. (2009). Teaching practice: a cross-professional perspective. *Teachers College Record*, 11 (9), hlm. 2055-2100.
- Guanther, C.L., & Alicke, M.D. (2010). Social self. Dalam I.B.Weiner, 7 W.E. Craighead (Penyunting). *The corsini encyclopedia of psychology and behavioral science*. 4th edition. (hlm. 1645-1646). New Jersey: Wiley.
- Gustavsen, B. (2014). Social impact and the justification of action research knowledge. *Action Research*, 12 (4), hlm. 339-356.
- Hagevik, R., Aydeniz, M., & Rowel, C.G. (2012). Using action reseach in middle level teacher education to evaluate and deepen reflective practice. *Teaching and Teacher Education*, 28 (1), hlm. 675-684.
- Haigh, M., Ell, F., & Mackisack, V. (2013). Judging teacher candidates' readiness to teach. *Teaching and Teacher Education*, 34 (1), hlm. 1-11.
- Harding K., & Parson, J. (2011). Improving teacher education programs. *Australian Journal of Teacher Education*, 36 (1), hlm. 51-61.
- Healey, M., & Jenkins, A. (2007). *Linking teaching and research in department and discipline*. York: The Higher Education Academy.
- Healey, M., & Jenkins, A. (2010). *Undergraduate research and international initiative to link teaching and research*. Council of Undergraduate Research. [Online]. Diakses dari: www.cur.org
- Heaslip, G., Donovan, P., & Cullen, J.G. (2014). Student response systems and learner engagement in large classes. *Active Learning in Higher Education*, 15 (1), hlm. 11-24.
- Hergenhahn, B.R., & Olson, M.H. (2005). *An introduction to theories of learning*. Virginia: Pearson Prentice Hall.

- Herr, K., & Anderson, G.L. (2015). *The action research dissertation, a guide for students and faculty*. (2nd edition). California: SAGE.
- Herrington, J., Parker, J., & Boase-Jelinek, D. (2014). Connected authentic learning: reflection and intentional learning. *Australian Journal of Education*, 58 (1), hlm. 23-35.
- Heyborne, W. (2013). Using big box biology to teach diversity. *The American Biology Teacher*, 75 (2), hlm. 133-134.
- Hine, G.S.C. (2013). The importance of action research in teacher education program. *Issues in Educational Research*, 23 (2), hlm. 151-163.
- Hine, G.S.C., & Lavery, S.D. (2014). The importance of action research in teacher education programs: three testimonies. *Teaching and learning forum 2014; transformative, innovative, and engaging*. [Online] Diakses dari http://researchonline.nd.edu.au/edu_conference/74
- Hobson, L.D., Colvi, A., Butler, D., Boone, S., Booker-Thomas, C.G. (2015). Strategies for mentoring and engaging undergraduate students in planning, conducting, writing, and presenting research. *Journal of Teacher Action Research*, 2 (1), hlm. 30-41.
- Hong, C.E. & Lawrence, S.A. (2011). Action research in teacher education: Classroom inquiry, reflection, and data-driven decision making. *Journal of Inquiry and Action in Education*, 4 (2), hlm. 1-17.
- Hopkins, D. (2008). *A teacher's guide to classroom research*. (4th edition). New York: McGrawHill-Open University Press.
- Howard, A.R. (2014). Using plants to explore the nature & structural complexity of life. *The American Biology Teacher*, 76 (7), hlm. 444-448.
- Hunter A.B., Laursen, S.L., & Seymour, E. (2007). Becoming a scientist: The role of undergraduate research in students' cognitive, personal, and professional development. *Science Education*, 91 (1), hlm. 36-74.
- Johansson, A.W., & Lindhult, E. (2008). Emancipation or workability?: Critical versus pragmatic scientific orientation in action research. *Action Research*, 6 (1), hlm. 95-115.
- Kane, R.G., & Chimwayange, C. (2014). Teacher action research and student voice: making sense of learning in secondary school. *Action Research*, 12 (1), hlm. 52-77.

- Katuuk, D.A., & Marentek, L.K.M. (2014). Indonesian primary school teacher's perception of professional development programs: a case study. *International Journal of Education and Research*, 2 (6), hlm. 629-634.
- Katz, J. (2014). Situational evidence: Strategies for causal reasoning from observational field notes. *Sociological Methods and Research*, 44 (1), hlm. 108-144.
- Kember, D. & Ginns, P. (2012). *Evaluating teaching and learning: a practical handbook for colleges, universities and the scholarship of teaching*. Oxon: Routledge.
- Kemmis, S. (2006). Participatory action research and the public sphere. *Educational Action Research*, 14 (4), hlm. 459-476.
- Kennedy, K., & Archmabault, L. (2012). Offering preservice teachers fiels experiences in K-12 online learning: A national survey of teacher education programs. *Journal of Teacher Education*, 63 (3), hlm. 185-200.
- Kidd, W., & Czerniawski, G. (2010). *Successful teaching 14-19, theory, practice, and reflection*. London: SAGE Publication Inc.
- Kinsler, K. (2010). The utility of educational action research for emancipatory change. *Action Research*, 8 (2), hlm. 171-189.
- Kitchen, J., & Stevens, D. (2008). Action research in teacher education: Two teacher-educators practice action research as they introduce action research to preservice teachers. *Action Research*, 6 (1), hlm. 7-28.
- Klein, E.J., Taylor, M., Monteiro, A.K., Romney, W., Scipio, M., Diaz, A., ... & Poole, S. (2015). Making the leap to teacher: Preservice residents, faculty, and school mentors taking on action research together in an urban teacher residency program. *An Online Journal for Teacher Research*, 17 (1), hlm. 1-12.
- Klomkul, L., Traiwichitkhun, D., & Wiratchai, N. (2012). Effects of reflection process on classroom action research effectiveness: mixed methods research. *The 8th International Postgraduate Research Colloquium: Interdisciplinary Approach for Enhancing Quality of Life. IPRC Proceeding* (hlm. 64-72). Bangkok: BSRI
- Kolb, A.Y., & Kolb, D.A. (2012). Experiential learning theory. Dalam N.M. Seel (Penyunting). *Encyclopedia of the sciences of learning* (hlm. 1215-1219). New York :Springer.
- Korthagen, F.J. (2010). How teacher education can make a difference. *Journal of Education for Teaching*, 36 (4), hlm. 407-423.

- Kyriakides, L., Christoforou, C., Charalambous, C.Y. (2013). What matters for student learning outcomes: A meta-analysis of studies exploring factors of effecting teaching. *Teaching and Teacher Education*, 36 (1), hlm. 143-152.
- Lanas, M., & Kelchtermans, G. (2015). This has more to do who I am than with my skills-student teacher subjectification in Finnish teacher education. *Teaching and Teacher Education*, 47 (1), hlm. 22-29.
- Lang, H.R., & Evans, D.N. (2006). *Models, strategies, and methods for effective teaching*. Boston: Pearson Education, Inc.
- Lassonde, C.A., Galman, S., & Kosnik, C. (2009). *Self-study research methodologies for teacher educators*. Rotterdam: Sense Publisher.
- Lattimer, H. (2012). Action research in preservice teacher education: Is there value added?. *Inquiry in Education*, 3 (1), hlm. 1-25.
- Levin, B. B. & Rock, T. C. (2003). The effects of collaborative action research on preservice and experienced teacher partners in professional development schools. *Journal of Teacher Education*, 54 (2), hlm. 135-149.
- Lie, S. (2005). How can large international comparative studies contribute to the quality of science education?. Dalam K. Boersma *et al.*, (Penyunting). *Research and the quality of science education* (hlm. 27-49). Netherlands: Springer.
- Lijnse, P. (2005). Reflections on a problem posing approach. Dalam K. Boersma, *et al.*, (Penyunting). *Research and Quality of Science Education* (hlm. 15-26). Netherlands: Springer.
- Lim, C.P., Tondeur, J., Nastiti, H., & Pagram, J. (2014). Educational innovations and pedagogical beliefs: the case of a professional development program for Indonesian teachers. *Journal of Applied Research in Education*, 18 (1), hlm. 1-14.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publication, Inc.
- Lofstrom, E., & Poo-Valickis, K. (2013). Beliefs about teaching: persistent or malleable? A longitudinal study of prospective student teachers' beliefs. *Teaching and Teacher Education*, 35 (1), hlm. 104-113.
- Loughran, J. (2010). *What expert teachers do: Enhancing professional knowledge for classroom practice*. NSW: Allens & Unwin.
- Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education*, 65 (4), hlm. 271-283.

- Mamlok-Naaman, R., Navon, O., Carmeli, M., & Hofstein, A. (2005). Chemistry teachers research their own work: Two cases studies. Dalam K. Boersma *et al.*, (Penyunting). *Research and quality of science education* (hlm. 141-156). Netherland: Springer.
- Martel, C.C. (2014). Building a constructivist practice: A longitudinal study of beginning history teachers. *The Teacher Educator*, 49 (2), hlm. 97-115.
- Mattoussi, F.R., & Milligan, J.A. (2013). *Building research and teaching capacity in Indonesia through international collaboration*. New York: IIE.
- Mawardi, (2014). Standar kualifikasi & kompetensi guru profesional di Indonesia & Australia barat. *Scholaria*, 4 (2), hlm. 1-12.
- Maxwell, S.V. (2015). Mirror, mirror on the wall: email as an object of practitioner inquiry. *Educational Action Research*, 23 (2), hlm. 271-189.
- McGarr, O., & McCormack, O. (2014). Reflecting to conform? Exploring Irish student teachers' discourses in reflective practice. *The journal of Educational Research*, 107 (4), hlm. 267-280.
- McGee, A. (2008). Critical reflections of action reserach used for professional development in a middle eastern gulf state. *Educational Action Research*, 16 (2), hlm. 235-250.
- Mettetal, G. (2001). The what, why, and how of classroom action research. *The Journal of Scholarship of Teaching and Learning*, 2 (1), hlm. 6-13.
- Mills, G.E. (2000). *Action research, A guide for the teacher research*. London: Prentice-Hall, Inc.
- Mills, G.E. (2011). *Action research, A guide for the teacher research*. (4th edition). Boston: Pearson.
- Mockler, N. (2013). Teacher professional learning in a neoliberal age: Audit professionalism and identity. *Australian Journal of Teacher Education*, 38 (10), (hlm. 35-47).
- Novak, J.D., & Gowin, B.D. (1984). *Learning how to learn*. New York: Cambridge University Press.
- OECD. (2015). *Reviews of national policies for education series, education in Indonesia: Rising to the challenge*. Paris: OECD Publishing.
- Parker, J., & Heywood, D. (2013). Exploring how engaging with reflection on learning generates pedagogical insight in science teacher education. *Science Education*, 97 (3), hlm. 410-441.

- Pati, P. (2014). Indonesian foreign scholl teachers' perception and capability to undertake classroom action research: Basis for capability building program. *IOSR Journal of Research & Methods in Education*, 4 (1), hlm. 67-89.
- Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009 tentang Jabatan Fungsional Guru dan Angka Kreditnya.
- Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru.
- Peraturan Menteri Pendidikan Nasional Nomor 8 Tahun 2009 tentang Pendidikan Profesi Guru Pra Jabatan.
- Phillips, D.K., & Carr, K. (2010). *Becoming a teacher through action research*. (2nd edition). New York: Routledge.
- Pinnegar, S., & Hamilton, M.L. (2009). *Self-study of practice as genre of qualitative research: Theory, methodology, and practice*. Netherlands: Springer.
- Plano-Clarck, V., Anderson, N., Wertz, J.A., Zhou, Y., Schumacher, K., & Miaskowski, C. (2014). Conceptualizing longitudinal methods designs: A methodological review of health science research. *Journal of Mixed Methods Research*, 9 (4), hlm. 297-319.
- Ployhart, R.E., & Vandenberg, R.J. (2010). Longitudinal research: the theory, design, and analysis of change. *Journal of Management*, 36 (1), hlm. 84-120.
- Pring, K. (2010). *Philosophy of educational research*. (2nd edition). London: Bloomsbury Publishing.
- Program Studi Pendidikan Biologi FPMIPA UPI. (2011). *Laporan akhir program matrikulasi PPG program studi pendidikan Biologi UPI*. Bandung: UPI.
- Psillos, D., Spyrtou, A., & Kariotoglou, P. (2005). Science teacher education: Issues and proposals. Dalam K. Boersma, *et al.*, (Penyunting). *Research and the quality of science education* (hlm. 119-128). Netherland: Springer.
- Pulungan, I. (2015). *Peningkatan kemampuan guru dalam melakukan PTK melalui implementasi diklat*. [Online]. Diakses dari <http://sumut.kemenag.go.id/>
- Rahayu, Y.S., & Sudjarwanto (2015). *Junior high school teachers' professional and pedagogical competences development through In house training (IHT) to facilitate rural teacher development in Indonesia*. [Online]. Diakses dari <https://asaihl.bbu.edu.kh>

Rini Solihat, 2016

PERKEMBANGAN KEMAMPUAN MENELITI PESERTA PROGRAM PENDIDIKAN PROFESI GURU (PPG) BIOLOGI

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Rahmat, A., Amprasto, Riandi, Saefudin, (2010). *Laporan penelitian penugasan UPI, telaah kebutuhan guru Biologi di wilayah jawa barat pasca sertifikasi terhadap program continous professional development*. Bandung: UPI.
- Raudenbush, S.W. (2015). Value added: A case study in the mismatch between education research and policy. *Educational Researcher*, 44 (2), hlm. 138-141.
- Reason, P., & Torbert, W.R. (2001). The action turn: toward a trasformational social science. *Concepts and Trasformations*, 6 (1), hlm. 1-37.
- Richardson, M.L., & Hari, J. (2008). Teaching students about biodiversity by studying the correlation between plants & arthropods. *The American Biology Teacher*, 70 (4), hlm. 217-220.
- Rigelman, N.M., & Ruben, B. (2012). Creating foundations for collaboration in schools: Utilizing professional learning communities to support teacher candidate learning and visions of teaching. *Teaching and Teacher Education*, 28 (1), hlm. 979-989.
- Robert, S.M. & Pruitt, E.Z. (2009). *School as professional learning communities: collaborative activities and strategies for professional development*. (2nd edition). California: Corwin Press.
- Roeser, R.W., Skinner, E., Beers, J., & Jennings, P.A. (2012). Mindfulness training and teacher's professional development: An emerging area of research and practice. *Child Development Perspective*, 6 (2), hlm. 167-173.
- Ross, J., & Bruce, C. (2007). Professional development effects on teacher efficacy: results of randomized field trial. *The Journal of Educational Research*, 101 (1), hlm. 50-60.
- Rosyidi, U., Ambarrukmi, S., Sajim, S.H., Wahyuni, D., Sitanggang, A., Elevri, P.A.,... & Parikesit, B. (2015). *Sertifikasi guru melalui pendidikan profesi guru dalam jabatan tahun 2015, Buku 1 pedoman penetapan peserta*. Jakarta: Kementerian Pendidikan & Kebudayaan Republik Indonesia.
- Routh, K.J. (2010). Science teachers as researcher. Dalam S.K. Abel, & N.G. Lederman, (Penyunting). *Handbook of research on science education* (hlm. 1203-1259). New York: Routledge.
- Rustaman, N.Y. (2010). Pengembangan pembelajaran sains berbasis kemampuan dasar bekerja ilmiah. Dalam T. Hidayat, *et al.*, (Penyunting). *Teori, paradigma, prinsip, & pendekatan pembelajaran MIPA dalam konteks Indonesia* (hlm. 211-248). Bandung: FPMIPA UPI.

Sa'ud., U.S. (2009). *Pengembangan profesi guru*. Bandung: Alfabeta.

Rini Solihat, 2016

PERKEMBANGAN KEMAMPUAN MENELITI PESERTA PROGRAM PENDIDIKAN PROFESI GURU (PPG) BIOLOGI

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Sandoval, W. (2014). Science education's need for a theory of epistemological development. *Science Education*, 98 (3), hlm. 383-387.
- Schleicher, A. (Penyunting). (2012). *Preparing teachers and developing school leaders for the 21st century: Lessons from around the world*. Paris: OECD Publishing.
- Schneider, C., Pakzad, U., & Schluter, K. (2013). The influence of personal school experience in biology classes on the beliefs of students in university teacher education. *Journal of Education and Training Studies*, 1 (2), hlm. 197-210.
- Seel, N.M. (Penyunting). (2012). *Encyclopedia of the sciences of learning*. New York: Springer
- Sempowicz, T., & Hudson, P. (2012). Mentoring preservice teachers reflective practices towards producing teaching outcomes. *International Journal of Evidence Based Coaching and Mentoring*, 10 (2), hlm. 52-64.
- Soebari, T.S., & Aldridge, J.M. (2015). Using student perceptions of the learning environment to evaluate the effectiveness of a teacher professional development programme. *Learning Environment Research*, 18 (1), hlm. 163-178.
- Solihat, R., Rustaman, N.Y., Widodo, A., & Saefudin. (2012). Identifying a problem of biology education research; Preliminary study of research skills participants of professional teacher education program. Dalam S.I.A. Dwiningrum (Penyunting), *Proceeding 1st International Conference on Current Issues in Education* (hlm. 424-428). Yogyakarta: FIP UNY & University of Malaysia.
- Solihat, R., Rustaman, N.Y., Widodo, A., & Saefudin. (2013). Konteks penelitian pendidikan biologi mahasiswa calon guru pada pembelajaran konsep ekologi & lingkungan. Dalam T. Hidayat, *et al.*, (Penyunting), *Prosiding Seminar Nasional Pendidikan & Penelitian Biologi* (hlm. 166-171). Bandung: FPMIPA UPI.
- Solihat, R., Rustaman, N.Y., Widodo, A., & Saefudin. (2015). Keterampilan riset mahasiswa biologi dan pendidikan biologi: Analisis berdasarkan refleksi personal. *Metodik Didaktik*, 9 (2), hlm. 16-24.
- Stemmel, A.J. (2007). The value of teacher research: Nurturing professional and personal growth through inquiry. *Voices of Practitioner*, 2 (3), hlm. 1-9.
- Stevens, D.D. & Levi, A. (2005). *Introduction to rubrics: An assesment tool to save grading time, convey effective feedback, and promote learning*. Virginia: Stylus Publishing, LLC.

Rini Solihat, 2016

PERKEMBANGAN KEMAMPUAN MENELITI PESERTA PROGRAM PENDIDIKAN PROFESI GURU (PPG)
BIOLOGI

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Strauss, P. (2006). No easy answer: the dilemmas and challenges of teacher research. *Journal of Educational Action Research*, 3 (1), hlm 29-40.
- Stronge, J.H., Ward, T.J., & Grant., L.W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 64 (4), hlm. 339-355.
- Suatma, Rustaman, N., Widodo, A & Redjeki, S. (2012). *Pengembangan perkuliahan metodologi penelitian berbasis experiential learning untuk meningkatkan keterampilan riset kependidikan sains mahasiswa calon guru biologi*. (Disertasi). Sekolah Pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Sukmayadi, D., Chandrawati, T., Susilo, A., Marsinah, N., Herawati., Jovanka, D.R., ..., & Afriani. (2011). Building teachers' understanding of classroom action research: a rural case study in Indonesia. *Excellent in Higher Education*, 2 (1), hlm. 121-127.
- Sumintono, B. & Widhiarso, W. (2013). *Aplikasi model Rasch untuk penelitian ilmu-ilmu sosial*. Cimahi: Trim Komunikata Publishing House.
- Sundrud, R.B., & Hueftle, K. (2009). Essential analogies in human anatomy & physiology. *The American Biology Teacher*, 71 (9), hlm. 554-557.
- Suryadi, D. (2010). Metapedadidaktik & didactical design research (DDR): sistesis hasil pemikiran berdasarkan lesson study. Dalam T. Hidayat, *et al.*, (Penyunting). *Teori, paradigma, prinsip, & pendekatan pembelajaran MIPA dalam konteks Indonesia* (hlm. 55-75). Bandung: FPMIPA UPI.
- Swinglehurst, D., Russel, J., & Greenhalg, T. (2008). Peer observation of teaching in the online environment: An action research approach. *Journal of Computer Assisted Learning*, 24 (1), hlm. 383-393.
- Swinkels, M.F.J., Koopman, M, & Beijaard, D. (2013). Student teachers' development of learning-focused conceptions. *Teaching and Teacher Education*, 34 (1), hlm. 26-37.
- Taber, K.S. (2013). Methodological issues in science education research: a perspective from philosophy of science. Dalam M.R. Mathews (Penyunting), *International handbook of research in history, philosophy, and science teaching*, (hlm. 1839-1893). Netherlands: Springer.
- Tanang, H., & Abu, B. (2014). Teacher professionalism and professional development practices in south Sulawesi, Indonesia. *Journal of Curriculum and Teaching*, 3 (2), hlm. 25-42.

- Taylor, E.W. (2015). Teacher transformation: a transformative learning perspective. *Italian Journal of Educational Research*, 8 (15), hlm. 17-26.
- Timperley, H. (2008). Teacher professional learning and development. Geneva: IAE & IBE Publications Unit.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development*. Wellington: Ministry of Education.
- Tsafos, V. (2009). Developing a practice-theory model in pre-service teacher education in Greece, the implication of action research. *Action Research*, 8 (2), hlm. 153-170.
- Tuinamuana, K. (2011). Teacher professional standards, accountability, and ideology: Alternative discourses. *Australian Journal of Teacher Education*, 36 (12), hlm. 72-82.
- Turner, S.A. (2010). Teaching research to teachers: A self study of course design, students outcomes, and instructor learning. *Journal of the Scholarship of Teaching and Learning*, 10 (2), hlm. 60-77.
- Ulvick, M. (2014). Student-teachers doing action research in their practicum: why and how?. *Educational Action Research*, 22 (4), hlm. 518-533.
- Undang-undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.
- UPI. (2010). *Re-desain pendidikan profesional guru*. Bandung: UPI Press.
- Van Aalderen-Smeets, S.I., Van der Molen, J.H.W., & Asma, L.J.F. (2011). Primary teachers' attitudes toward science: A new theoretical framework. *Science Education*, 96 (1), hlm. 158-182.
- Van Ness, P.H., Fried, T.R., & Gill, T.M. (2011). Mixed methods for the interpretation of longitudinal gerontologic data: Insight from philosophical hermeneutics. *Journal of Mixed Methods Research*, 5 (4), hlm. 293-308.
- Vazquez-Bernal, B., Mellado, V., Jimenez-Perez, R., & Lenero, M.C.T. (2011). The process of change in a science teacher's professional development: a case study based on the types of problems in the classroom. *Science Education*, 96 (2), hlm. 337-363.
- Vicki, L., Clark P., Anderson, N., Wertz, J.A., Zhou, Y., Schumacher, K., Miaskowski, C., (2014). Conceptualizing longitudinal mixed methods designs: A methodological review of health sciences research. *Journal of Mixed Method Research*, 23 (1), hlm. 1-23.

- Volk, K.S. (2010). Action research as sustainable endeavour for teachers: does initial training lead to further action?. *Action Research*, 8 (3), hlm. 315-332.
- Vrijnsen-de Corte, M.C.W. M., Perry den Brok, P.J., Kamp, M.J.M., & Bergen, T.C.M.T. (2013). Measuring teachers' and student teachers' perceptions of practice-based research in PDS and non-PDS settings. *Teaching and Teacher Education*, 36 (1), hlm. 178-188.
- Wang, A.H., Coleman, A.B., Coley, R.J., Phelps, R.P. (2003). *Preparing teachers around the world*. Princeton: Educational Testing Service.
- Wang, H, Hall, N.C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burn out, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education*, 47 (1), hlm. 120-130.
- Webster, S. (2003). *Thinking about biology*. New York: Cambridge University Press.
- Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research*, 79 (2), hlm. 702-739.
- White, R.T. (1994). Dimension of content. Dalam P. Fensham, R. Gunstone, & R. White (Penyunting) *The content of science a constructivist approach to its teaching and learning* (hlm. 255-262). London: The Palmer Press.
- Widodo, A. (2010). Peningkatan profesionalisme guru biologi; permasalahan & solusi alternatif. Dalam T. Hidayat, *et al.*, (Penyunting), *Teori, paradigma, prinsip, & pendekatan pembelajaran MIPA dalam konteks Indonesia* (hlm. 355-376). Bandung: FPMIPA UPI.
- Widodo, A. (2016). *Apa itu PCK? Nilai penting dan bagaimana mengukurnya?*. Bandung: Tidak diterbitkan.
- Widodo, A., & Riandi. (2013). Dual-mode teacher professional development: challenges and re-visioning future TPD in Indonesia. *Teacher Development*, 17 (3), hlm. 380-392.
- Widodo, A., Riandi, Rochintaniawati, D. (2016). Indonesia. Dalam B. Vlaardingerbroek & N. Taylor (Penyunting), *Teacher quality in upper secondary science education international perspective* (hlm. 185-194). London: Palgrave Macmillan.
- Wigham, C.R., & Chanier, T. (2014). Pedagogical corpora as a means to reuse research data and analyses in teacher-training. *Computer Assisted Language Learning* [Online]. Diakses dari <https://edutice.archives-ouvertes.fr/edutice-01018175>

- Willison, J. (2009). Multiple contexts, multiple outcomes, one conceptual framework for research skill development in the undergraduate curriculum. *Council on Undergraduate Research*, 29 (3), hlm. 10-14.
- Wisanti, Suhandoyo, Nursyirwan, & Citrawathi, D.M. (2010). *Pedoman pelaksanaan program pendidikan profesi guru Biologi SMA/MA/SMK*. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Nasional.
- Zambo, D. (2011). Action research as signature pedagogy in an education doctorate program: The reality and hope. *Innovative Higher Education*, 36 (4), hlm. 261-271.
- Zambo, D. (2014). Theory in the service of practice: theories in action research dissertations written by students in education doctorate programs. *Educational Action Research*, 22 (4), hlm. 505-517.
- Zangori, L., & Forbes, C.T. (2013). Preservice elementary teachers and explanation construction: knowledge-for-practice and knowledge-in-practice. *Science Education*, 97 (2), hlm. 310-330.