

## DAFTAR PUSTAKA

- Abidin, Y. (2013). *Desain sistem pembelajaran dalam konteks kurikulum 2013*. Bandung : Refika Aditama.
- Alt, D. (2015). Assessing the contribution of a constructivist learning environment to academic self-efficacy in higher education. *Learning Environment Research*, 18, hlm. 47–67. DOI 10.1007/s10984-015-9174-5.
- Anderson, J. R., Reder, L. M., & Simon, H. A. (2000). Applications and misapplications of cognitive psychology to mathematics education. *Texas Educational Review*. <http://actr.psy.cmu.edu/wordpress/wp-content/uploads/2012/12/146Applic.MisApp.pdf>.
- Anggo, M., *et al.* (2015). Metacognitive strategies on mathematics learning to improve student's environmental awareness. *International Journal of Education and Research*, 3 (4), hlm. 133-142.
- Anggoro, B. (2013). *Mengembangkan berpikir kritis dan disposisi matematis melalui metode pembelajaran IMPROVE*. (Disertasi). Sekolah pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Ayotola, A. & Adedeji, T. (2009). The Relationship between mathematics self-efficacy and achievement in mathematics. *Procedia Social and Behavioral Sciences*, 1, hlm. 953–957.
- Bandura, A. (1986a). *Social foundations of thought and action: A social cognition theory*. Englewood Cliffs, NJ: Prentice-Hall.
- \_\_\_\_\_. (1986b). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology*, 4, hlm. 359–373.
- \_\_\_\_\_. (1994). Self-efficacy. In V. S. Ramachaudran (Penyunting), *Encyclopedia of human behavior*, 4. (hlm. 71-81). New York: Academic Press.
- \_\_\_\_\_. (2006). Guide for constructing self-efficacy scales. Dalam F. Pajares & T. Urdan (Penyunting.). *Self-efficacy beliefs of adolescents*, (Vol. 5., hlm. 307-337). Greenwich, CT: Information Age Publishing.

- Barmby, P. *et al.* (2007). How can we assess mathematical understanding. Dalam Woo, J. H., Lew, H. C., Park, K. S. & Seo, D. Y. (Penyunting.). *Proceedings of the 31st Conference of the International Group for the Psychology of Mathematics Education*, 2, hlm. 41-48. Seoul: PME.
- Baroody, A. J. (1993). *Problem solving, reasoning, and communication k-8 helping children think mathematically*. New York: Macmillan Publishing Company.
- Behzadi, M. H., *et al.* (2014). The study of teaching effective strategies on student's math achievements. *Mathematics Education Trends and Research*, hlm. 1-8. DOI:10.5899/2014/metr-0004. Available at : <http://www.ispacs.com/journals/metr/2014/metr-00040/>
- Booth, J. L., *et al.* (2013). Using example problems to improve student learning in algebra: Differentiating between correct and incorrect examples. *Learning and Instruction*, 25, 24-34.
- Bouffard, T., Boileau, L., and Vezeau, C. (2001). Students' transition from elementary to high school and changes of the relationship between motivation and academic performance. *European Journal Psychology of Education*, 16(4), hlm. 589-604. DOI:10.1007/BF03173199
- Campbell, L & Campbell, B. (2009). *Mindful learning: 101 proven strategies for student and teacher success second edition*. USA: Corwin Press
- Cai, J., & Din, M. (2015). On mathematical understanding: Perspectives of experienced Chinese mathematics teachers. *Journal Mathematics Teacher Education*, DOI 10.1007/s10857-015-9325-8.
- Carpenter, T. P., & Lehrer, R. (1999). Teaching and learning mathematics with understanding. Dalam Fennema, E. & Romberg, T. A (Penyunting), *Mathematics classroom that promote understanding* (hlm. 3-18). New Jersey: IEA Publishers.
- Carroll, A., Houghton, S., Wood, R., Unsworth, K. L., Hattie, J., Gordon, L., & Bower, J. (2009). Self efficacy and academic achievement in Australian high school students: The mediating effects of academic aspirations and delinquency. *Journal of Adolescence*, 32, hlm. 797-817.
- Copeland, R. W. (1979). *How children learn mathematics*. Third edition. New York : Mc Millan Pubs.

- Creswell, J. (2012). *Educational Research : Planning, conducting, and evaluating quatitative and qualitative research 4th edition*. USA : Pearson.
- De Corte, E., Greer, B., & Verschaffel, L. (1996). Mathematics teaching and learning. Dalam D.C. Berliner, & R. C. Calfee (Penyunting), *Handbook of educational psychology* (hlm. 491-549). New York: Simon dan Schuster Macmillan.
- Departemen pendidikan nasional. (2003). *Peraturan pemerintah nomor 20 tahun 2003 tentang standar nasional pendidikan*. Jakarta: Departemen Pendidikan.
- \_\_\_\_\_. (2006). *Peraturan pemerintah nomor 22 tahun 2006 tentang standar isi mata pelajaran matematika*. Jakarta: Departemen Pendidikan.
- Fauzi, M. A. (2011). Kemampuan koneksi matematis siswa dengan pendekatan pembelajaran metakognitif di sekolah menengah pertama. *Jurnal Pendidikan Matematika PARADIKMA*, 6 (1), hlm 49-64.
- Fong, C.J., and Krause, J. M. (2014). Lost confidence and potential: A mixed methods study of underachieving college students' sources of self-efficacy. *Social Psychology Education*, 17, hlm.249–268.
- Galyon, C.E., *et al.* (2011). The relationship of academic self-efficacy to class participation and exam performance. *Social Psycholgy Education*, 15, hlm. 233–249.
- Gardunio, E. L. H. (2001). The influence of cooperative problem solving on gender differences in achievement, self-efficacy, and attitudes toward mathematics in gifted students. *Gifted Child Quartely*, 45(4), hlm. 268-282.
- Goldin, A. G. & Shteingold, N. (2001). System of representations and the development of mathematical concept. Dalam Cuoco, A. R. & Curcio, F. R. (Penyunting), *The role of representation in school mathematics*. NCTM.
- Goldin, A. G. (2002). Representation in mathematical learning and problem solving. Dalam Lyn D English (Penyunting), *Handbook of international research in mathematics education* (hlm.197-218). New Jersey: Lawrence Erlbaum Associates, Inc.

- Gurvitch, R., & Metzler, M. W. (2009). The effects of laboratory-based and field-based practicum experience on pre-service teachers' self-efficacy. *Training and Teacher Education*, 25, hlm.437–443.
- Hanifah. (2015). *Penerapan pembelajaran model eliciting activities (meas) dengan pendekatan saintifik untuk meningkatkan kemampuan representasi dan pemecahan masalah matematis siswa*. (Tesis). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Hake, R.R. (1999). *Analyzing Change/Gain Scores*. [Online] Tersedia: <http://www.physics.indiana.edu/~sdi/AnalyzingChange-Gain>. [diakses 4 Juni 2015].
- Hildhany, D. (2015). *Peningkatan kemampuan pemahaman dan komunikasi matematis melalui pembelajaran kooperatif two stay two stray (TSTS) dengan menggunakan pendekatan metacognitive scaffolding*. (Tesis). Sekolah Pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Hwang, W.Y., Chen, N.S., Dung, J.J., & Yang, Y.L. (2007). Multiple representation skill and creativity effect on mathematical problem solving using a multimedia whiteboard system. *Educational Tecnology and Society*, 10(2), hlm. 191-212.
- Jin, H & Wong, K.Y. (2015). Mapping conceptual understanding of algebraic concepts: An exploratory investigation involving grade 8 chinese students. *International Journal of Science and Mathematics Education* 13, (hlm. 683-703). DOI 10.1007/2Fs10763-013-9500-2.
- Juandi, D & Al Jupri. (2013). Developing mathematical communication and representation of students grade VII : A design research. *Jurnal Pengajaran MIPA*, 18, No 2, hlm. 135-145.
- Junaidah. (2015). *Meningkatkan kemampuan pemahaman, komunikasi, dan disposisi matematis siswa melalui pendekatan kontekstual*. (Tesis). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Kalathil, R.R., & Sherin, M.G. (2000). Role of students' representations in the mathematics classroom. Dalam B. Fishman & S. O'Connor-Divelbiss (Penyunting.), *Fourth International Conference of the Learning Sciences* (hlm. 27-28). Mahwah, NJ: Erlbaum.
- Karmila, I. (2015). *Penerapan strategi pembelajaran everyone is a teacher here disertai tugas superitem terhadap kemampuan pemecahan masalah dan*
- JUHAIKIAH, 2016**  
**METODE IMPROVE UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN DAN REPRESENTASI**  
**MATEMATIS SERTA SELF-EFFICACY SISWA SEKOLAH MENENGAH PERTAMA** Universitas  
 Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- beliefs matematis siswa SMP*. (Tesis). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Karmiloff-Smith, A. (1992). *Beyond modularity: A developmental perspective on cognitive science*. Cambridge, MA: MIT Press.
- Kementerien pendidikan dan budaya. (2013). *Materi pelatihan guru implementasi kurikulum 2013*. Jakarta : Kemendikbud.
- Kilpatrick, J., Swafford, J., & Findell, B. (2001). *Adding+ it up*. Washington : National Academy Press.
- Kinach, B.M. (2002). Understanding and learning-to-explain by representing mathematics: Epistemological dilemmas facing teacher educators in the secondary mathematics “methods” course. *Journal of Mathematics Teacher Education* 5, (hlm. 153–186). DOI 10.1023-2FA-3A1015822104536
- 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 inquirybased teaching. *Educational Psychologist*, 41(2), 75–86.
- Kloosterman, P. (2002). Beliefs about mathematics and mathematics learning in the secondary school: Measurement and the implications for motivation. Dalam G. C. Leder, E. Pehkonen, & G. Törner (Penyunting), *Beliefs: A hidden variable in mathematics education?* (hlm. 247-269). Dordrecht: Kluwer Academic Publishers.
- Kramarski, B. (2002). The effect og metacognitive instruction on solving mathematical authentic tasks. *Educational studies in Mathematics*, 49, hlm. 225-250.
- Kramarski, B. & Mevarech, Z. R. (2003). Enhancing mathematical reasoning in the classroom: the effects of cooperative learning and metacognitive training. *American Educational Research Journal*. 40, No. 1, hlm. 281–310.
- Kramarski, B., *et al.* (2002). The effects of meta-cognitive training on solving mathematical authentic tasks. *Educational Studies in Mathematics*, 49, hlm.225–250.

- Laswadi. (2015). *Mengembangkan kecakapan matematis siswa SMP melalui pendekatan model-facilitated learning (MFL)*. (Disertasi), Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Laksono, R.P., & Susannah. (2014). Penerapan pembelajaran dengan metode *IMPROVE* pada materi pertidaksamaan di kelas X-B SMAN 1 Kauman tulungagung. *Jurnal Ilmiah Pendidikan Matematika*, 3(2), hal. 165-171
- Leavy, A & O'loughlin, N. (2006). Preservice teachers understanding of the mean: Moving beyond the arithmetic average. *Journal of Mathematics Teacher Education*, 9 (hlm. 53-90). DOI 10.1007/s10857-006-9003-y.
- Linnenbrink, E. A., & Pintrich, P. R. (2002). Motivation as an enabler for academic success. *School Psychology Review*, 31, hlm. 313–327.
- Long, C. (2005). Maths concepts in teaching: Procedural and conceptual knowledge. *Pythagoras* 62, hlm. 59-65.
- Mardiah, F. T. (2015). *Perbandingan kemampuan penalaran dan representasi matematis, serta kemandirian belajar siswa SMP antara siswa yang menggunakan pendekatan saintifik dengan pendekatan kontekstual*. (Tesis). Sekolah Pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Mariana, S. (2015). *Pendekatan scientific disertai mind map untuk meningkatkan kemampuan pemahaman konsep dan koneksi matematis serta self-efficacy siswa SMP : Studi kuasi eksperimen terhadap siswa kelas VIII di salah satu SMP negeri di kota Bandung*. (Tesis). Sekolah Pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Maher, *et al.* (2011). Sense making as motivation in doing mathematics : Results from two studies. *The Mathematics Educator*, 20(2), hlm. 33-43.
- Martin, A. J., and Marsh, H.W. (2006) Academic resilience and its psychological and educational correlates: a construct validity approach. *Psychological in the School*, 43(3), hlm. 267–281. DOI: 10.1002/pits.20149
- Martin, *et al.* (2015). Exploring the ups and downs of mathematics engagement in the middle years of school. *Journal of Early Adolescence*, 35(2), hlm. 199–244. DOI: 10.1177/0272431614529365.

- Mevarech, Z. R. (1999). Effects of metacognitive training embedded in cooperative settings on mathematical problem solving. *The Journal of Educational Research*, 92(4), hlm. 195–205.
- Mevarech, Z. R. & Kramarski, B. (1997). IMPROVE: A Multidimensional method for teaching mathematics in heterogen classroom. *American Research Journal*, 34(2), hlm. 365-394.
- Mevarech, Z. R. & Amrany, C. (2008). Immediate and delayed effect of metacognitive instruction on regulation of cognition and mathematics achievement. *Metacognition Learning*, 3, hlm. 147-157.
- Meltzer, D. E. (2002). The relationship between mathematics preparation and conceptual learning gains in physics: A possible “hidden variable” in diagnostic pretest scores. *American Journal of Psychology*. 70 (12), hlm.1259-1268.
- Mcleod, D.B. (1992). Research on affect in mathematics education : a reconceptualization. Dalam Grouws (penyunting), *Handbook of research on mathematics teaching and learning : a project of National Council of Teachers Mathematics* (hlm. 575-596). New York : Macmillan.
- Mcleod, D. B. & S.H. Mcleod. (2002). Synthesis – beliefs and mathematics aducation : Implication for learning, teaching, and research. Dalam G. C. Leder, E. Pehkonen, & G. Törner (Penyunting), *Beliefs: A hidden variable in mathematics education?* (hlm. 115-123). Dordrecht: Kluwer Academic Publishers.
- McCutcheon, S. L. T. (2008). Self-efficacy in mathematics: Affective, cognitive and conative domain of functioning. Dalam M. Goos, R. Brown, & K. Makar (Penyunting.). *proceeding of the 31st Annual conference of mathematics education research group of australia*. At Merga.net.
- Meel, E. D. (2003). Model and theories of mathematical understanding : Comparing price and kieren’s model of the growth mathematical understanding and apos theory. *CBMS Issue in Mathematics Education*. *American Mathematics Society*, 12.
- Moos, D. C. & Azevado, R. (2008). Monitoring, planning, and self-efficacy during learning with hypermedia : The Impact of conceptual scaffolds. *Computer in Human Behaviour*, 24(4), hlm. 1686-1706.

- Moseley, C & Utley, J. (2006). The effect of an integrated science and mathematics content-based course on science and mathematics teaching efficacy of preservice elementary teachers. *Journal of Elementary Science Education*, 18, No. 2, (hlm. 1-12). DOI 10.1007/2FBBF-031-7468-4
- Murni, A. (2013). *Peningkatan kemampuan pemecahan masalah dan representasi matematis siswa SMP melalui pembelajaran metakognitif berbasis soft skill*. (Disertasi). Sekolah pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Mullis, I. V. S, et al. (2012). *TIMSS 2011 : International results in mathematics*. USA : TIMSS dan PIRLS International Study Center.
- National Council of Teachers Mathematics. (2000). *Principles and standars for school mathematics*. Reston: The National Council of Teachers of Mathematics, Inc.
- National Research Council. (2002). *Learning and understanding: Improving advanced study of mathematics and science in U.S. high schools*. Washington, DC: National Academy Press.
- Noer, S. H. (2010). *Peningkatan kemampuan berpikir kritis, kreatif, dan reflektif (K2R) matematis siswa melalui pembelajaran berbasis masalah*. (Disertasi). Sekolah Pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Op't Eynde, de Corte, E., & Verschaffel. (2002). Framing students' mathematics-related beliefs. A quest for conceptual clarity and a comprehensive categorization. Dalam G. C. Leder, E. Pehkonen, & G. Törner (Penyunting), *Beliefs: A hidden variable in mathematics education?* (hlm. 247-269). Dordrecht: Kluwer Academic Publishers.
- Organisation for economic Co-operation and Development [OECD]. (2009). *Learning for life : A perspective from PISA*. OECD Publishing.
- Otrina, M. (2010). *Peningkatan pemahaman matematik dan berpikir logis dengan menggunakan metode IMPROVE pada siswa sekolah menengah pertama (SMP)*. (Tesis). Sekolah pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Pajares, F., & Miller, M.D. (1994). Role of self-efficacy and self-concept in mathematical problem solving : A path analysis. *Jurnal of Edicational Psychology*, 86(2), hlm. 193-203.



- Perez, E.D., and Ye, Y. (2013). The relationship between mathematics self-efficacy with mathematics achievement of Mathayomsuska student in english program of St. Joseph Bangna school. *Scholar*, 5(2), hlm. 82-92. ISSN : 1906 – 6406. Available : [www.assumptionjournal.au.edu](http://www.assumptionjournal.au.edu).
- Pollastek, A., Lima, S. & Well, A.B. (1981). Concept computation : Student's understanding of mean. *Educational Studies in Mathematics*. 12, hlm. 191-204.
- Polya, G.(1951). *How to solve it*. New jersey : Prenceson's University Press.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia. (2013). *Peraturan pemerintah nomor 70 tahun 2013*. Jakarta: Departemen pendidikan dan kebudayaan.
- Prabawanto, S. (2013). *Peningkatan kemampuan pemecahan masalah, komunikasi, dan self-efficacy matematis mahasiswa melalui pembelajaran metakognitif scaffolding*. (Disertasi). Sekolah pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Radford, L. (2001). Rethinking Representations. [Online]. Tersedia: <http://www.matedu.cinvestav.mx/Radford.pdf>
- Rahman & Philips. (2006). Hubungan antara kesadaran metakognisi, motivasi dan pencapaian akademik pelajar universiti, *Jurnal Pendidikan*, 31, hlm. 21 – 39.
- Resnick, L. B. (1982). Syntax and semantics in learning to subtract. Dalam T. P. Carpenter, J. m. Moser, & T. A. Romberg (Penyunting), *Addition & Subtraction: A Cognitive Perspective* (hlm. 136–155). Hillsdale, NJ: Erlbaum.
- Resnick, L. B. & Omanson, S. F. (1987). Learning to understand arithmetic. Dalam R. Glaser (Penyunting), *Advances in Instructional Psychology* (Vol. 3, hlm. 41–95). Hillsdale, NJ: Erlbaum.
- Rittle-Johnson & Scheneider. (2015). Developing conceptual and procedural knowledge of mathematics. Dalam R. Cohen Kadosh & A. Dowker (Penyunting.), *Oxford Handbook of Numerical Cognition*. England : Oxford University Press.

- Rittle-Johnson, B., *et al.* (2001). Developing conceptual understanding and procedural skill in mathematics: An iterative process. *Journal of Educational Psychology*, 93, hlm. 346–362. DOI: 10.1037//0022–0663.93.2.346.
- Rosengrant, D, *et al* (2005). An overview of recent research on multiple representations. 2006 physics education research conference, Dalam McCullough, L., Heron, P., & Hsu, L. (Penyunting). *AIP Conference Proceedings*, 149-152.
- Romberg, T. A, & Kaput, J.J. (1999). Mathematics worth teaching, mathematics worth understanding. Dalam Fennema, E. & Romberg, T. A (Penyunting), *Mathematics classroom that promote understanding* (hlm. 3-18). New Jersey: IEA Publishers.
- Ruseffendi, E. T. (2006). *Pengantar kepada membantu guru mengembangkan kompetensinya dalam pembelajaran matematika untuk meningkatkan CBSA*. Bandung: Tarsito.
- Sartawi, A., *et al.* (2012). Predicting mathematics achievement by motivation and self-efficacy across gender and achievement levels. *Interdisciplinary Journal of Teaching and Learning*, 2(2), hlm. 59-77.
- Schneider, W., & Artelt, C. (2010). Metacognition and mathematics education, *ZDM Mathematics Education*, 42, hlm. 149–161. DOI 10.1007/s11858-010-0240-2.
- Schoenfeld, A. H. (1992). Learning to think mathematically: Problem solving, metacognition, and sense making in mathematics. Dalam A. D. Grouws (Penyunting), *Handbook of research on mathematics teaching and learning* (hlm. 334-370). New York: Macmillan.
- Schunk, D. H. (1989). Self-efficacy and cognitive achievement: Implications for students with learning problems. *Journal of Learning Disabilities*, 22, hlm. 14–22.
- Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting and self evaluation. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 19, hlm. 159–172.

- Schunk, D. H., & Ertmer, P. A. (1999). Self-regulatory processes during computer skill acquisition: Goal and self-evaluative influences. *Journal of Educational Psychology*, 91, hlm. 251–260.
- Schweinle, A & Mims, G.A. (2009). Mathematics self-efficacy: Stereotype threat versus resilience. *Social Psychology Education* 12, (hlm. 501–514). DOI 10.1007/s11218-009-9094-2.
- Siegel, S. (1988). *Statistik nonparametrik untuk ilmu-ilmu sosial*. Jakarta: Gramedia.
- Siegle, D., & McCoach, D. B. (2007). Increasing student mathematics self-efficacy through teacher training. *Journal of Advanced Academics*, 18, hlm. 278–312.
- Siegler, R. S. & Stern, E. (1998). Conscious and unconscious strategy discoveries: a microgenetic analysis. *Journal of Experimental Psychology: General*, 127, hlm. 377–397. DOI: 10.1037/0096–3445.127.4.377.
- Sierpinska, A. (1994). *Understanding in mathematics*. Washington : Farmer Press.
- Sigit. (2014). *Pendidikan saintifik dalam matematika*. Lokakarya Pendidikan Matematika.
- Skaalvik, E. M, and Skaalvik, S. (2004). Self-concept and self-efficacy: A test of the internal/external frame of reference model and predictions of subsequent motivation and achievement. *Psychological Report*, 95(3), hlm. 1187–1202. DOI: 10.2466/pr0.95.3t.1187-1202.
- Skemp, R. R. (1976). Relational understanding and instrumental understanding. *Mathematics Teaching*, 77, hlm. 20–26.
- Stevens, T., Olivarez, A., Jr., & Hamman, D. (2006). The role of cognition, motivation, and emotion in explaining the mathematics achievement gap between Hispanic and White students. *Hispanic Journal of Behavioral Sciences*, 28, hlm. 161–186.
- Sumarmo, U. (2004). Pembelajaran keterampilan membaca matematika pada sekolah menengah pertama. Dalam Suryadi, D., Turmudi, & Elah, N (Penyunting). *Kumpulan makalah berpikir dan disposisi matematik serta pembelajarannya*. (hlm. 1-24). Jurusan Pendidikan matematika Universitas Pendidikan Indonesia.

- \_\_\_\_\_. (2013). *Berpikir dan Disposisi Matematik Serta Pembelajarannya*. Kumpulan Makalah. FMIPA UPI. Bandung. Diterbitkan.
- Suryaningrat, E. F. (2014). *Peningkatan kemampuan penalaran, representasi, dan disposisi matematis siswa SMP negeri melalui pembelajaran berbasis masalah : Penelitian kuasi eksperimen pada salah satu SMP negeri di kabupaten Garut*. (Tesis). Sekolah pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Sweller, J. (2006). The worked example effect and human cognition. *Learning and Instruction*, 16, hlm. 165–169.
- Tall, D. (Penyunting). (2002). *Advanced mathematical thinking*. Dordrecht: Kluwer Academic Publishers.
- Tamahale, H. (2010). *Pembelajaran matematika dengan model CORE melalui pendekatan keterampilan metakognitif untuk meningkatkan kemampuan penalaran matematis siswa sekolah menengah pertama : Studi eksperimen pada salah satu SMP Negeri di kota Ambon*. (Tesis). Sekolah Pascasarjana Universitas Pendidikan Indonesia, Bandung.
- Tenenbaum, G., Naidu, S., Jegede, O., and Austin, J. (2001). Constructivist pedagogy in conventional oncampus and distance learning practice: An exploratory investigation. *Learning and Instruction*, 11, hlm.87–111.
- Thien, L. M. and Ong, M.Y. (2015). Malaysian and Singaporean students' affective characteristics and mathematics performance: Evidence from PISA 2012. *SpringerPlus*, 4, hlm.563. DOI 10.1186/s40064-015-1358-z.
- Trianto. (2011). *Mendesain model pembelajaran inovatif-progresif*. Jakarta : Kencana.
- Usher, E. L., & Pajares, F. (2006). Sources of academic and self-regulatory efficacy beliefs of entering middle school students. *Contemporary Educational Psychology*, 31, hlm. 124–141.
- \_\_\_\_\_. (2008). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78, hlm. 751–796.

- \_\_\_\_\_ . (2009). Sources of self-efficacy in mathematics: A validation study. *Contemporary Educational Psychology*, 34, hlm. 89–101.
- Usman, H. & Akbar, R. P. S. (2003). *Pengantar Statistika*. Jakarta: Bumi Aksara.
- Uyanto, S. S. (2009). *Pedoman analisis data dengan SPSS*. Yogyakarta : Graha Ilmu.
- Van Dinther, M., Filip, D., & Segers, M. (2011). Factors affecting students' self-efficacy in higher education. *Educational Research Review*, 6, hlm.95–108.
- Valentine, J. C., Dubois, D. I., & Cooper, H. (2004). The relation between self-beliefs and academic achievement: A meta-analytic review. *Educational Psychologist*, 39, hlm. 111–133.
- Veenman , M.V. J., *et al.* (2006) . Metacognition and learning: Conceptual and methodological considerations. *Metacognition Learning*, 1, hlm. 3–14. DOI 10.1007/s11409-006-6893-0.
- Vrasidas, C. (2000). Constructivism versus objectivism: Implications for interaction, course design, and evaluation in distance education. *International Journal of Educational Telecommunications*, 6, hlm. 339–362.
- Walpole, R. E., & Myers, R. H. (1995). *Ilmu peluang dan statistik untuk insinyur dan ilmuwan*. Bandung: Institut Teknologi Bandung.
- Widhiarso, W & Sumintono, B. (2015). *Aplikasi model rasch untuk penelitian ilmu pendidikan*. Cimahi: Komunikata Publishing.
- Wyatt, T. H., Krauskopf, P. B., Gaylord, N. M., Ward, A., Huffstutler-Hawkins, S., & Goodwin, L. (2010). Cooperative M-learning with nurse practitioner students. *Nursing Education Perspectives*, 31(2), hlm.109–113.
- Zimmerman, B.J. (1995). Self-efficacy and educational development. Dalam Bandura, A (Penyunting), *Self-efficacy in changing societies*, (hlm. 202-231). London : Cambridge University Press.
- \_\_\_\_\_ . (2000). Self-efficacy : An essential motive to learn. *Contemporary Educational Psychology*, 25, hlm. 82-91.

