Daftar Pustaka

Amadieu, F, et al. (2009) *Effect of Prior Knowledge and Concept Map Structure on Disorientation, Cognitive Load, and Learning*, *Learning and Instruction* 19, 376-386 DOI: 10.1016/j.learninstruc.2009.02.005

Ahuja, A. (2013). *Concept Mapping as an Effective Teaching Practice in Science in Education*. *An International Journal of Educational Technology*. 3 (1), 27-32. [Online]. Diambil di http://jiw.indianjournals.com/. [diakses pada September 18, 2013].

Alonso, J., & Araya, C. (2008). *Concept Mapping as an Assessment Tool in Higher Education Activities.* [Online]. Diunduh dari http://cmc.ihmc.us/. [diakses pada 29 juni 2015].

Anderson, L. W., et al. (2001). *A Taxonomy for Learning, Teaching and Assessing*. United States: Addison Wesley longman.

Anderson, T.H., & Huang, S-C.C. (1989). *On Using Concept Maps To Assess The Comprehension Effects of Reading Expository Text*. [Online]. Retrieved from www.ideals.illinois.edu. [Accessed on June 29, 2015].

Arikunto, S. (2010). *Prosedur Penelitian*. Jakarta: PT Rineka Cipta.

Anderson, O. W., Krathwohl, D.R. (2001). *A Taxonomy for Learning, Teaching, and Assessing A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman

Arikunto, S. (2012). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.

Asan, A. (2007). *Concept Mapping in Science Class: A Case Study of fifth grade students*. *Educational Technology & Society*, 10 (1), 186-195.

Bartoszeck, A. B. (2012). *Graphic Representation of Organ and Organ System: Psychological View and Developmental View*. Brazil: *Eurasia Journal of Mathematics, Science and Technology Education.*

Chen, D., & Stroup, W. (1993). General system theory: Toward a conceptual framework for science and technology education for all. *Journal of Science Education and Technology*. 2 (3), 447–459.

Chiou, C.C. (2008). *The Effect of Concept Mapping on Students' Learning Achievements and Interests. Innovations in Education and Teaching International*. 45 (4), 375-387.

Conradty, C & Bogner, F. X. (2012) *Knowledge Presented in Concept Maps:Correlation with Conventional Cognitive Knowledge Test*, *Educational Studies,* 38(3), 341-354 DOI: org/10.1080/03055698.2011.643100

Costa, A.L. (1985). *Developing Minds A Resources and Curriculum Develoment*. Virginia: Association for Supervision and Curriculum Develoment.

Creswell, J. W. (2012). Educational Research. Boston: Pearson Education.

Dahaka, A. (2012). *Concept Mapping : Effective Tool in Biology Teaching. Technical and Non- Technical Internatiional Journal*. 3 (6), 225-230.

Dahar, R. W. (1998) *Teori-teori Belajar*. Jakarta: Bumi Aksara

Dahar, R.W. (2006). *Teori-Teori Belajar*. Jakarta: Erlangga.

Dahar, R. W. (2011). Teori-teori Belajar dan Pembelajaran. Jakarya: Penerbit Erlangga

Depdikbud. (2006). *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: Badan Standar Nasional Pendidikan.

Depdiknas. (2006). *Panduan Pengembangan Pembelajaran IPA Terpadu SMP/MTs*. Jakarta: Pusat Kurikulum, Balitbang.

Devlin dan Cochrane. (2006). *Science Links 2*. Australia: Heinemann.

Dimyati & Mudjiono. (2009).*Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.

Dori, Y. J., Tal, R., T., dan Tsaushu, M. (2003). *Teaching Biotechnology Through Case Studies—Can We Improve Higher Order Thinking Skills of Nonscience majors*? *Science Education*. 87 (6), 767–793.

Douquia A. and Narod F. B. (2009). *Study on the Use Of Concept Map in Teaching of 'Chemical Periodicity' at Upper Secondary Level*. *Chemistry Education In ICT Age*.161-184.

Fraenkel, J. R. dan Wallen, N. E. (2009). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill inc.

Freedman, M. P. (1997). *Relationship among laboratory instruction, attitude toward science, and achievement in science knowledge. Journal of Research in Science Teaching, 34*(4), 343–357.

Fogarty, R. (1991). *The Mindful School How to Integrate The Curricula*. Illionis: Skylight.

Fogarty, R. (1991). *How to Integrate the Curricula*. USA: IRI/Skylight Publishing, Inc.

Gerstner, S & Bogner, F. X. (2009) *Cognitive Achievement and Motivation in Hands on and Teacher Centred Science Classes: Doesn an additional hands on consolidation phase (concept mapping) optimise cognitive learning at work stations?International Journal of Science Education*, 32(7), 849-870, doi: 10.1080/09500690902803604

Hamalik, O. (2003). *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.

Harlen, W. (1993). *The Teaching of Science*. Great Britain: David Fulton.

Hillbert, T. S et al. (2008) *Concept mapping as a follow up strategy to learning from texts: what characterizes good and poor mappers? Instr Sci*, 36, pp 53-73

Jacobs-Lawson, J.M., & Hershey, D.A. (2002). *Concept maps as an assessment tool in psychology courses. Methods & Techniques*, 29(1), 25–29.

Idowu, O.D. (2011). Developing Nigerian Integrated Science Curriculum. *Journal of Soil Science and Environmental Management*. 2 (8), 134-145.

Igwebuike, T.B. dan Oriaifo, S.O. (2014). Effect of a Constructivist Instructional Strategy on Affective Outcomes by Integrated Science Students. *International Review of Contemporary Learning Research*. 3 (1), 1-10.

Indrawati. (2015). *Metode Penelitian Manajemen Dan Bisnis Konvergensi Teknologi Komunikasi dan Informasi*. Bandung: Refika Aditama.

Jennings D. (2012). *The Use of Concept Maps for Assessment*. [Online]. Retrieved from http://www.ucd.ie/t4cms/UCDTLA0040.pdf. [Accessed on May 31, 2015].

Kementerian Pendidikan dan Kebudayaan.(2013). *Kurikulum 2013: Kompetensi Dasar Sekolah Menengah Pertama (Smp)/ Madrasah Tsanawiyah (Mts)*. Jakarta: Kemdikbud.

Kiliç, M. And Çakmak, M. (2013). *Concept Maps as A Tool For Meaningful Learning and Teaching in Chemistry Education. International Journal on New Trends in Education and Their Implications*. 4 (4), 152-164.

Kurniawan, I.S. (2015). *Implementasi Problem Based Learning Open Ended Dalam Meningkatkan Penguasaan Konsep dan Kemampuan Berpikir Kritis Siswa Pada Materi Sistem Sirkulasi Pada Sekolah Di Perkotaan dan Di Pedesaan*. Tesis. Universitas Pendidikan Indonesia: Tidak Dipublikasi.

Lalor, S.B. (2014) *The Effects of Using Concept Mapping for Improving Advanced Level Biology Students' Lower and High Order Cognitive Skill*, *International Journal of Science Education*, 36(5), 839-864, doi: 10.1080/09500693.2013.829255

Lian, M. W. S., (2009) *An Investigation into High Achiever and Low Achiever Knowledge Organisation and Knowledge Processing in Concept Mapping: A Case Study*, *Reserach in Science Education*, 39(3), 337-352 DOI: org/10.1080/03055698.2009.643100

Martinez, G et al. (2012) *The Effectiveness of Concept Maps in Teaching Physics Concepts Applied to Engineering Education: Experimental Comparison of the Amount of Learning Achieved With and Without Concept Maps, Journal Science Educatuion Technology,* 22, 204-214 DOI: 10.1007/s10956-012-9386-8

McClure J. R., Sonak B. and Suen H.K. (1999*). Concept Map Assessment of Classroom Learning: Reliability, Validity, and Logistical Practicality*. *Journal of Research in Science Teaching.* 36 (4), 475–492.

Munandar, U; S.C. (1992). *Mengembangkan Bahan dan Kreatifitas Anak Sekolah (petunjuk bagi para guru dan orang tua)*, Jakarta: PT Gramedia.

Munandar, U: S.C. (2002). *Strategi Mewujudkan Potensi Kreatif dan Bakat*, Jakarta: PT Gramedia

McNamara, J., Larkin, I. And Beatson, A. (2009) *Using poster presentation as assessment of work integrated learning*, 29 September – 1 October 2010, Curtin University of Technology, Perth.

Neville V., Bennett S. & Lockyer L. (2009). *Teacher Education Students' Use of Concept Maps As Cognitive Tools Within*.

Novak, J. D., & Gowin, D. B. (1984). *Learning how to learn*. New York: Cambridge University Press.

Novak, J. D. & Canas, A. J. (2008). *The Theory Underlying Concept Maps and How to Construct Use Them*. Flodrida Institute for Human and Machine Cognition.

Novak, J. D. (1995). *Concept Mapping to Facilitate Teaching and Learning. Prospect*, 25 (1), pp. 79-86

Opara, J.A. (2011). Bajah's Model and of The Teaching and Learning of Integrated Science. *African Journal of Basic & Applied Science*. 3 (1), 1-5.

Piá, A.B., Blasco-Tamarit, E., & Muñoz-Portero, M.J. (2011). *Different applications of concept maps in Higher Education. Journal of Industrial Engineering and Management*, 4(1), 81-102.

Pintrich, P.R., Smith, D.A.F., Garcia, T., dan McKeachie, W.J. (1993). Reliability and Predictive Validity of The Motivated Strategies for Learning Qustionnaire (MSLQ). *Educational and Psychological Measurement*. 53 (4), 801-813.

Purwanto, M. N. (2009). *Prinsip-Prinsip dan Teknik Evalusasi Pengajaran*, Bandung: Rosda karya

Rasyid, H dan Mansur. (2007). *Penilaian Hasil Belajar*. Bandung: CV. Wacana Prima.

Ruíz-Primo, M. (2000). *On The Use of Concept Maps As an Assessment Tool in Science: What We Have Learned So Far*. *Revista Electrónica de Investigación Educativa*. 2 (1), 30-52.

Sagala, S. (2010). *Konsep dan Makna Pembelajaran*. Bandung:Alfabeta.

Sarwono, J. (2012) *Metode Riset Skripsi Pendekatan Kuantitatif Menggunakan Prosedur SPSS*. Jakarta: PT. Elex Media Komputindo.

Shavelson R. J., Lang H. and Lewin B. (1994). *On Concept Maps as Potential "Authentic" Assessments in Science.* .[Online]. Retrived from http://www.cse.ucla.edu/products/Reports/TECH388.pdf. [Accessed on June 09, 2014].

Slavin. (1990).Cooperative Learning. Theory Research, and Practice Second Edition. USA. Allyn & Bacon

Stewart, M. (2012) *Joined Up Thinking? Evaluating the Use of Concept Mapping to Develope Complex System Learning. Assessment and Evaluation in Higher Education*, 37(3), 349-368 DOI: org/ 10.1080/02602938.2010.534764

Stoddart T. et al. (2000). *Concept Maps as Assessment in Science Inquiry Learning - A Report of Methodology*. *The International Journal of Science Education*. 22 (12), 1221-1246. [Online]. Retrieved from http://www.researchgate.net. [Accessed on June 9, 2015].

Slameto. (2003). *Belajar dan Faktor-Faktor yang memperngaruhi*. Jakarta: PT Asdi Mahasatya

Sugiyono. (2007). *Statistika Untuk Penelitian*. Bandung: Alfabeta

Sugiyono, (2008). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Sukmadinata, N.S. (2011). *Metode Penelitian Pendidikan*.Bandung:Remaja Rosdakarya.

Tawil, M dan Liliasari. (2013). *Berpikir Kompleks dan Implementasinya Dalam Pembelajaran IPA*. Makassar: Badan Penerbit UNM.

Tawil, M dan Liliasari. (2014). *Keterampilan-Keterampilan Sains dan Implementasinya Dalam Pembelajaran IPA*. Makassar: Badan Penerbit UNM.

Tavares R. (2010). *Concept Map Under Modified Bloom Taxonomy Analysis*. *Concept Maps: Making Learning Meaningful*. 34-39. [Online]. Retrieved from http://cmc.ihmc.us/.[Accessed on May 31, 2015].

Trianto. (2011). *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana Prenada Media Group.

Wardhani, IGK dan Kuswaya, W. (2008) Penelitian Tindakan Kelas. Jakarta: Universitas Terbuka.

Winarsih, A., Nugroho, A., Sulistyoso, H.P., Zajuri, M., Supliyadi., dan Suyanto, S. (2008). *IPA Terpadu untuk SMP/MTs Kelas VII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Wu, Y-T., & Tsai, C-C. (2007). High school students' informal reasoning on a socioscientific issue: Qualitative and quantitative analyses. *International Journal of Science Education*. 29 (9), 1163–1187.

Yamin, M. (2006) *Strategi Pembelajaran Berbasis Kompetensi* Jakarta:Gaung Persada Press.

Zohar, A dan Dori, Y. J. (2003). *Higher Order Thinking Skills and Low-achieving Students: Are They Mutually Exclusive*? *Journal of the Learning Sciences* 12 (2), 145–181.

Zoller, U., & Pushkin, D. (2007). *Matching higher-order cognitive skills (HOCS) promotion goals with problem-based laboratory practice in a freshman organic chemistry course. Chemistry Education Research and Practice*, 8(2), 153–171.

Zohar, A., Weinberger, Y., dan Tamir, P. (1994). The Effect of Biology Critical Thinking Project on The Development of Critical Thinking. *Journal of Research in Science Teaching*. 31 (2), 183-196.