

REFERENCES

- Abdi, A., Laei, S., & Ahmadyan, H. (2013). The Effect of Teaching Strategy Based on Multiple Intelligences on Students' Academic Achievement in Science Course. *Universal Journal of Educational Research*, 1 (4) pp 281-284.
- Aikenhead, G. (2006). Towards Decolonizing the Pan-Canadian Science Framework. *Canadian Journal of Science, Mathematics and Technology Education*, 6, pp 387-399.
- Ainley, M., Hidi, S., & Berndorff, D. (2002). Interest, Learning and the Psychological Processes That Mediate Their Relationship. *Journal of Educational Psychology*.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Blooms' Taxonomy of Educational Objectives*. New York: Addison Wesley Longman Inc.
- Arikunto, S. (2010). *Presedur Penelitian*. Jakarta: PT Rineka Cipta.
- Armstrong, T. (1994). multiple intelligences in the classroom. *Alexandria VA Association for Supervision and Curriculum Development*.
- Armstrong, T. (1994). *Multiple Intelligences in The Classroom*. Alexandria: VA:ASCD.
- Astutik, H. S. (2017). Keefektifan Pembelajaran Berdasarkan Masalah pada Bangun Ruang Sisi Datar Ditinjau dari Penguasaan SK, Motivasi dan Minat Siswa SMP. *Jurnal Riset Pendidikan Matematika*, 4. pp56-66.
- Backhoff, E., Larrazo, N., & Rosas, M. (2000). The Level of Difficulty and Discrimination Power of Basic Knowledge and Skills Examination. *Revista Electrónica de Investigación Educativa*, 2. pp 4-15.
- Bilgin, E. K. (2006). The Effect of Multiple Intelligence Based Instruction on Ninth Graders Chemistry Achievement and Attitudes Toward Chemistry. *Secondary Science and Mathematics Education*, pp 1-136.
- Blankenburg, J. S., Hoffler, T. N., & Parchmann, I. (2015). Fostering Today What is Needed Tomorrow: Investigating Students' Interest in Science. *Journal of Science Education*, pp 364-386.

Wida Nur Wahyu Pratiwi, 2017

THE EFFECT OF MULTIPLE INTELLIGENCE - BASED LEARNING TOWARDS STUDENTS' CONCEPT MASTERY AND INTERES IN MATTER

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

- Brady, J. E., Jespersen, N. D., & Hyslop, A. (2012). *Chemistry 6th edition; International Student Version*. United States: John Wiley & Sons (Asia) Pte Ltd.
- Centelles, V. M., & Rubio, J. (2014). ChemMend: A Card Game to Introduce and Explore the Periodic Table while Engaging Students' Interest. *Journal of Chemical education*, 91, pp868-871.
- Cresswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Edward Brothers.
- Cronbach, L. J. (1951). Coefficient Alpha and the Internal Strucuture of Tests. *Psychometrika*, 16, pp 297-334.
- Csogoro, Torok, & Csogoro. (2013). Memory of Quark Matter Card Game. *Journal of Science Education*.
- Curruculum Development Department Brunei Darussalam. (2013). *Secondary Science for Brunei Darussalam: Textbook*. Singapore: Marshall Cavendish Education.
- Davis, K., Christodoulou, J., Seider, S., & Gardner, H. (2011). The Theory of Multiple Intelligences.
- Dewey, J. (1913). *Unified versus activity. Interest and Effort in Education: The middle works*. Carbondale & Edwardsville: Southern Illinois University Press.
- Dhakal, D. (2014). Multiple Intelligence Based Instructional Activities in Mathematics Classroom. *2nd National Conference for Mathematics Education* (pp. 72-78). Nepal: Council for Mathematics Education.
- Durie, R. (1997). *an interview with Howard Gardner, Mindshift Connection*. Zephyr Press.
- Emendu, Nnamdi, B., & Udogu, M. (2013). Effect of Multiple Intelligence Teaching Strategies on Students' Achievement and Retention in Chemistry. *The International Journal of Engineering and Science (IJES)*, (2) 7, pp 30-34.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design and evaluate Research in Education. Seventh Edition*. New York: McGraw-Hill.

- Fuini, L., & Gray, R. A. (2000). Using Debriefing Activities to meet the Needs of Multiple Intelligence Learners, High Ability Studies. *High Ability Studies*, pp 44-48.
- Gani, A., Safitri, R. T., & Mahyane, M. (2017). Improving the Visual-Spatial Intelligence and Result of Learning of Junior High School Students with Multiple Intelligence Based Students Worksheet. *Jurnal Pendidikan IPA Indonesia*, 6 (1), pp 16-22.
- Gardner, H. (1993). *Frames of mind: The Theory of Multiple Iintelligences*. London: Fontana Press.
- Georgieva, S., Todorov, P., Genova, Z., & Peneva, P. (2016). Interdisciplinary project for enhancing students' interest in chemistry. *Bulgarian Journal of Science Education*, 25, pp 123-134.
- Glynn, S. M., & Koballa, T. J. (2006). *Motivation to Learn College Science: A Handbook of College Science Teaching*. Arlington VA: National Science Teachers Press.
- Gurcay, D. (2003). The Effect of Multiple Intelligence Based Instruction on Students Physics Achievement. *Secondary Science and Mathematics Education*, 10-25.
- Hake, R. R. (1998). Interactive Engagement versus Traditional Methods: A six Thousand Student Survey of Mechanics Test Data for Introductory Physics Courses. *American Journal of Physics*, pp 66-64.
- Hanafin, J. (2014). Multiple Intelligence Theory, Action, Research and Teacher Proffesional Development: The Irish MI Project. *Australian Journal of Teacher Education*, 39 (4), pp 126-139.
- Hidayanto, E. (2009). Pelaksanaan Lesson Study di jurusan Matematika FMIPA UM. *Jurnal Riset Pendidikan Matematika*.
- Hidi, S. (1990). Interest and Its Contribustion as a Mental Resource for Learning. *Centre for Applied Cognitive Science*, 60 (4), pp 549-571.
- Hong, J. C., Yueh, H. M., & Tsai, K. H. (2017). An Exploration of Students' Science Learning Interest Related to Their Cognotove Anxiety, Cognitive Load, Self-

Confidence and Learning Progress Using Inquiry Based Learning with an iPad.
Research in Science Education.

Ives, J. W. (2016). Dene-Yeneseian, Migration and Prehistory. *Anthropological Papers of the University of Alaska*.

Jacobs, L., & Chase, C. (1992). *Developing and Using Tests Effectively: A Guide for Faculty*. San Francisco: Jossey Bass.

Jamil, S. Z., & Khairuddin, R. F. (2017). Students Interest in Learning Science Through Fieldwork Activity To Encourage Critical Thinking and Problem Solving Skills among UPSI Pre-University Students. *AIP Conference*.

Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological Testing, Principles, Applications and Issues, Seventh Edition*. Australia: Wadsworth Cengage Learning.

Kim, H. J., Chacko, P., Zhao, J. H., & Montclare, J. K. (2014). Using Touch Screen Technology Apps and Blogs to Engage and Sustain High School Students' Interest in Chemistry Topics. *Journal of Chemical Education*, 9, pp1818-1822.

Krapp, A., & Prenzel, M. (2011). Research on Interest in Science: Theories, Methods and Findings. *International Journal of Science Education*.

L.Fuini, & Gray, R. (2000). Using Debriefing Activities to Meet the Needs of Multiple Intelligence Learners. *High Ability Studies*, 44-48.

Lazear, D. (2004). *Higher- Order Thinking the Multiple Intelligences Way*. Zphyr Press.

Lazear, D. (2004). *Higher Order Thinking: The Multiple Intelligences Way*. Chicago: Zephyr Press.

Lunenburg, F. C., & Lunenburg, M. R. (2014). Applying Multiple Intelligence in The Classroom: A fresh look at teaching writing. *International Journal of Scholarly Academic Intellectual Diversity*, 16, pp 1-14.

Makaye, A. I., Ndunguru, P. A., & Mkoma, S. L. (2013). Students' Knowledge on Particulate Nature of Matter in Chemistry. *Tanzanian Journal of Natural and Applied Sciences*, 4 (2), pp 648-655.

Wida Nur Wahyu Pratiwi, 2017

THE EFFECT OF MULTIPLE INTELLIGENCE - BASED LEARNING TOWARDS STUDENTS' CONCEPT MASTERY AND INTERES IN MATTER

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

- Maltese, A. V., & Tai, R. H. (2011). *Pipeline Persistence: Examining the Association of Educational Experiences with Earned Degrees in STEM among US Students*. Bloomington: Willey periodicals Inc.
- Mertler, C. A., & Charles, C. (2008). *Introduction to Educational Research 6th Edition*. San Diego: Pearson.
- Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical Reasoning in Psychological and Education*. New York: John Willey & Sons Inc.
- Murray, S., & Moore, K. (2012). Inclusion Through Multiple Intelligence. *Journal of Student Engagement: Education Matters*, 2 (1) , pp 42-48.
- Ng, K. K., Luk, C. H., & Lam, W. M. (2016). The Impact of Social Mobile Applications on Students' Learning Interest and Academic Performance in Hong Kong Sub-Degree Education.
- Nidhi, S., & Tay, C. H. (2017). Multiple Intelligence Assessment Based on Howard Gardner's Research. *International Journal of Scientific and Research Publications*, 7, pp 203-215.
- Obianuju, O. S., O.Akuezulo, E., & Josephine, O. (2015). The Effect of Multiple Intelligence-Based Instructional Technique (MIBIT) on Students' Interest in the Learning of Difficult Biology Concepts. *IOSR Journal of Research & Method in Education*, 5 (3), pp 1-9.
- Okoli Stella Obianuju, E. O., & Josephine, O. (2015). Effect of Multiple Intelligence Based Instructional Technique (MIBIT) on Students' Interest in the Learning of Difficult Biology Concepts. *Journal of Research and Method n Education*.
- Osborne, J., Simon, S., & Collins, S. (2003). Attitudes towards science: a review of the literature and its implications. *International Journal of Science Education*, 25, pp 1049-1079.
- Palmberg, R. (2011). Multiple Intelligence Revisited.
- Putra, R. A., Sudargo, F., Redjeki, S., & Adianto. (2014). The Analysis of Concepts Mastery and Critical Thinking Skills on Invertebrate Zoology Course. *International Journal of Science and Research*, 3 (3), pp 498-500.

- Rashidi, N., & Faham, F. (2011). The effect of Classical Music on the Reading Comprehension of Iranian Students. *Journal of Theory and Practice in Language Studies*, 1 (1), pp 74-82 .
- Renninger, K. A., & Hidi, S. (2011). Revisiting The Conceptualization, Measurement and Generation of Interest. *American Psychological Association*, 46 (3), pp 168-184.
- Samsudin, M. A., Subramaniam, V., & Simeon, M. I. (2015). Comparing the Effect of Inquiry-Based Multiple Intelligence Approach and Non Inquiry-Based Multiple Intelligence Approach on Achievement in Science . *Journal of Education and Learning*, 282-287.
- Shapiro, S., & Wilk, M. (2009, 02 03). *An Analysis of Variance Test for Normality (Complete Samples)*. Retrieved 07 30, 2017, from <http://webSPACE.ship.edu/pgmarr/Geo441/Readings/Shapiro%20and%20Wilk%201965%20-%20An%20Analysis%20of%20Variance%20Test%20for%20Normality.pdf>
- Simsek, U., Yilar, B., & Kucuk, B. (2013). The effects of cooperative learning methods on students' academic achievement in social psychology lesson. *International Journal on New Trends in Education and Their Implications*, 4, pp 5-9.
- Sirhan, G. (2007). Learning Difficulties in Chemistry: an overview. *Journal of Turkish science Education*.
- Somora, M. (2003). *Using the multiple intelligence to increase learning power*. . New Jersey: United States of America.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif dan R&D*. Bandung: Alfabeta.
- Taber, K. (2002). *Chemical Misconception- Prevention, Diagnosis and Cure*. London: Royal Society of Chemistry.
- Tek, O. E., & Peng, Y. K. (2006). The Theory of Multiple Intelligence and its Application in Science Classroom. *SEAMEO RECSAM*, pp 1-6.

- Townsend, K. W., Christodoulou, A., Rietdijk, W., Byrne, J., Griffiths, J. B., & Grace, M. M. (2003). Meet The Scientist: The Value of Short Interactions Between Scientists and Students. *International Journal of Science Education*.
- UNESCO. (2016). *The New 21st Century National Curriculum Brunei Darussalam*. Retrieved July 24, 2017, from http://www.ibe.unesco.org/curricula/brunei/bx_alfw_2008_eng.pdf
- Victoria, F. F., & Paul, A. E. (2014). Enhancing Students' Achievement, Interest and Retention in Chemistry Through an Integrated Teaching Learning approach.
- Wati, H. (2016). The Effect of Jigsaw Towards Third Year Stdudents Learning Interest in IAIN Bukittingi. *At-Ta'lim Journal*, 169-174.
- Wood, D. A. (1960). *Test Construction: Development and Interpretation of Achievement Tests*. Colombus: Charles E Merrill Books Inc.
- Yalmanci, S. G., & Gozum, A. I. (2013). The Effects of Multiple Intelllignce Theory Based Teaching on Students Achievement and Retention of Knowledge (Example of the Enzymes Subject). *International Journal on New Trends in Education and Their Implications*, 4, pp 1653-1663.