

DAFTAR PUSTAKA

- Acar, B. dan Tarhan, L. (2013). Inquiry-Based Laboratory Activities in Electrochemistry: High School Student's Achievements and Attitudes. *Journal of Research Science Education*, 43:413-435.
- Akbas, A. & Kan, A. (2007). Affective factors that influence chemistry achievement (motivation and anxiety) and the power of these factors to predict chemistry achievement. *Journal of Turkish Science Education*, 4(1), pp. 10-19.
- Anisa, F. & Yulianto, E. (2017). Analisis Faktor yang Mempengaruhi Pembelajaran Kimia di SMA Teuku Umar Semarang. *Seminar Nasional Pendidikan, Sains dan Teknologi*. FPMIPA. Universitas Muhammadiyah Semarang.
- Arikunto, S. (2012). *Dasar –dasar Evaluasi Pendidikan*.(Edisi Revisi). Jakarta : Bumi Aksara.
- Atay, P., D. (2006). Relative influence of cognitive and motivational variables on genetic concept i traditional and learning cycle classrooms. (Dissertation). Middle East Technical University, Ankara.
- Baser, M. (2007). *The contribution of learning motivation, reasoning ability and learning orientation to ninth grade international baccalaurate and national program students' understanding of meiosis and mitosis*. (Dissertation). Middle East Technical University, Ankara.
- Bazerman, C. (2004). Intertextuality: How texts rely on other texts. *What writing does and how it does it: An introduction to analyzing texts and textual practices*, 83-96.
- Bhat, M. A. (2016). The predictive power of reasoning ability on academic.
- Bickel, P.J. and E.L. Lehmann (1979), Descriptive statistics for nonparametric models (IV. Spread), in: J. Jureckova, ed., *Contributions to Statistics* (Academia, Prague), pp. 33-40.
- Bodner, G.M. & Domin D. S. (2000). Mental models: The role of representations in problem solving in chemistry. *University Chemistry Education*, 4(1), pp. 24-30.
- BouJaoude, S., Salloum, S., & Abd-El-Khalick, F. (2004). Relationships between selective cognitive variables and students' ability to solve

- chemistry problems. *International Journal of Science Education*, 26(1), 63-84.
- Brown, T. E., LeMay, H. E., Bursten, B. E., Murphy, C. J., & Woodward, P. M. (2012). *Chemistry the central science Twelfth Edition*. United State: Prentice Hall. Hal.707.
- Cantu. L. L. & J. D. Herron, (1978). Concrete and Formal Piagetian Stages and Science Concept Attainment. *Journal of Research in Science Teaching*, 15(2), 135-143.
- Cavas, P. (2011). Factors affecting the motivation of Turkish primary students for science learning. *Science Education International*, 22(1), 31-42.
- Chandrasegaran, A.L., Treagust, D.F. dan Mocerino, M. (2007). The Development of a Two- Tier Multiple- Choice Diagnostic Instrument for Evaluating Secondary School Students' Ability to Describe and Explain Chemical Reaction Using Multiple Levels of Representation. *Chem. Educ. Res Practice*, 8 (3), 293-307.
- Chang, R. (2010). *Chemistry 10th Edition*. United State: McGraw-Hill. Hal. 591.
- Chiappetta, E. L., & Russell, J. M. (1982). The relationship among logical-thinking, problem solving instruction, and knowledge and application of earth science subject matter. *Science Education*, 66(1), 85-93.
- Chittleborough, G. & Treagust, D. (2007). The modelling ability of non major chemistry students and their understanding of the sub-microscopic level. *Journal Royal Society of Chemistry*, 8(3), pp. 274-292.
- Dahar, R.W. 2011. *Teori-Teori Belajar*. Jakarta: Erlangga. 63-64
- Dahlia, C. (2011). *Analisis Kesulitan Pemahaman Materi Larutan Penyangga Pada Siswa Kelas XI Reguler dan Kelas XI RSBI SMA Negeri 1 Kudus*. Tesis Magister pada UNS : tidak diterbitkan
- Dalgety, J., Coll, R. K., & Jones, A. (2003). The development of the Chemistry Attitudes and Experiment Questioner (CAEQ). *Journal of Research in Science Teaching*, 40 (5), 649-668.
- De Vaus, D. A., & de Vaus, D. (2001). *Research design in social research*. Sage.
- Dhindsa, H. & Treagust, D. F. (2009). Conceptual understanding of Bruneian tertiary students: Chemical bonding and structure.

Eka Rianty Diantari, 2018

STUDI INTERTEKSTUAL ASPEK PENGUASAAN KONSEP

LARUTAN PENYANGGA, SIKAP TERHADAP PEMBELAJARAN KIMIA DAN KEMAMPUAN BERPIKIR LOGIS

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

- Brunai International Journal of Science & Mathematical Education, 1(1), 33-51.
- Eagly, A. H. & Chaiken, S. (1993). *The Psychology of Attitudes*. Fort Worth, TX: Harcourt Brace Jovanovitch.
- Ebenezer, J. V., & Zoller, U. (1993). Grade 10 students' perceptions of and attitudes toward science teaching and school science. *Journal of research in science teaching*, 30(2), 175-186.
- Fah, L. Y. (2009). Logical thinking abilities among form 4 students in the interior division of Sabah, Malaysia. *Journal of Science and Mathematics Education in Southeast Asia*, 32(2), 161-187.
- Felianti, N. (2017). *Strategi Pembelajaran Intertekstual dengan Pemecahan Masalah pada Materi Larutan Penyangga untuk Meningkatkan Penguasaan Konsep dan Keterampilan Proses Sains Siswa*. (Tesis). Universitas Pendidikan Indonesia, Bandung.
- Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education*. McGraw-Hill Higher Education.
- Franco, C., & Colinvaux, D. (2000). Grasping Mental Models. Dalam Gilbert, J.K. & Boulter, C.J. (Penyunting), *Developing models in science education* (pp. 93-118). Dordrecht: Kluwer Academic Publishers.
- Hamdi, A. S., & Bahrudin, E. (2015). *Metode penelitian kuantitatif aplikasi dalam pendidikan*. Deepublish.
- Henderson, L. & Tallman, J. (2006). *Mental models, stimulated recall and teaching computer information literacy*. Lanham WD: Scarecrow Press
- Hill, O. W., Pettus, W. C., & Hedin, B. A. (1990). Three studies of factors affecting the attitudes of blacks and females toward the pursuit of science and science related careers. *Journal of Research in Science Teaching*, 27(4), 289-314.
- Imhof, M., & Spaeth-Hilbert, T. (2013). The Role of Motivation, Cognition, and Conscientiousness for Academic Achievement. *International Journal of Higher Education*, 2(3), 69.
- Jansoon, H., Coll, R & Samsook, E. (2009). Understanding mental models of dilution in thai students. *International journal of environmental & science education*. 4(2), hlm. 147-168.

Eka Rianty Diantari, 2018

STUDI INTERTEKSTUAL ASPEK PENGUASAAN KONSEP

LARUTAN PENYANGGA, SIKAP TERHADAP PEMBELAJARAN KIMIA DAN KEMAMPUAN BERPIKIR LOGIS

Universitas Pendidikan Indonesia

| repository.upi.edu

| perpustakaan.upi.edu

- Juliansyah, J., Kurniati, T., & Fitriani, F. (2016). Analisis Hubungan Kemampuan Berpikir Formal dengan Hasil Belajar Siswa dalam Pembelajaran Kimia di Kelas X SMA Negeri 9 Pontianak. *Ar-Razi Jurnal Ilmiah*, 4(2).
- Koballa, T. R., & Crawley, F. E. (1985). The influence of attitude on science teaching and learning. *School Science and Mathematics*, 85, 222–232.
- Kozma, R. (2003). The material features of multiple representations and their cognitive and social affordances for science understanding. *Learning and Instruction*, 13(2), 205-226.
- Kratwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of educational objectives, Handbook II: Affective domain. David McKay Company. Inc., New York.
- Kurniawan, A. M., & Prayitno, Y. (2012). Menggali Pemahaman Siswa SMA pada Konsep Larutan Penyangga Menggunakan Instrumen Diagnostik Two-tier. *Universitas Negeri Malang*.
- Lawson, A. E., and Renner, J. W. (1975). Relationships of science subject matter and developmental levels of learners. *Journal of Research in Science Teaching*, 12, 347-358.
- McDonald, S., Criswell, B., & Dreon, O. (2008). Inquiry in the chemistry classroom: Perplexity, model, testing, and synthesis. *Science as inquiry in the secondary setting*. Arlington, VA: National Science Teachers Association.
- Mentari, L., Suardana, I. N., & Subagia, I. W. (2014). Analisis Miskonsepsi Siswa SMA pada Pembelajaran Kimia untuk Materi Larutan Penyangga. *Jurnal Pendidikan Kimia*, 2(1). Hal 76-87.
- Oliva, J.M. (2003). The structural coherence of students' conceptions in mechanics dan conceptual change. *International Journal of Science Education*, 25(5), pp. 539-561.
- Orgill, M.K dan Sutherland, A. (2008). Undergraduate Chemistry Students Perceptions of and Misconceptions about Buffer and Buffer Problems. *Chem.Ed. Res. Prac.*9, 131-142.
- Rakhmawan, A., & Vitasari, M. (2016). Keterampilan berpikir logis sebagai Prediktor Keberhasilan Mahasiswa dalam Perkuliahan Kimia Dasar. *Jurnal Penelitian dan Pembelajaran IPA*, 2(1), 99-109.

Eka Rianty Diantari, 2018

STUDI INTERTEKSTUAL ASPEK PENGUASAAN KONSEP

LARUTAN PENYANGGA, SIKAP TERHADAP PEMBELAJARAN KIMIA DAN KEMAMPUAN BERPIKIR LOGIS

Universitas Pendidikan Indonesia

| repository.upi.edu

| perpustakaan.upi.edu

- Rubiyanti, R.D. (2014). *Tes Diagnostik Model Mental Two-Tier pada Materi Larutan Penyangga*. (Skripsi). FPMIPA UPI: Tidak dipublikasi
- Sa'idah, G., & Suyono. (2012). Penerapan Strategi Pembelajaran POEODE (Predict, Discuss, Explain, Observe, Discuss, Explain) untuk Mereduksi Miskonsepsi Siswa pada Materi Pokok Hidrolisis Garam di SMA N 2 Bojonegoro. *Prosiding Seminar Nasional Kimia Unesa*. Surabaya, UNS.
- Salta, K., & Tzougraki, C. (2004). Attitudes toward chemistry among 11th grade students in high schools in Greece. *Science Education*, 88(4), 535-547.
- Schibeci, R. A., & Riley, J. P. (1986). Influence of students' background and perceptions on science attitudes and achievement. *Journal of Research in Science teaching*, 23(3), 177-187.
- Silberberg, M. S. dan Patricia Amateis. (2015). *Chemistry: The Molecular Nature of Matter and Change, Seventh Edition*. New York: McGraw-Hill Education. Hal. 827-828.
- Sirhan, G. (2007). Learning difficulties in chemistry: An overview. *Journal of Turkish science education*, 4(2), 2.
- Sudarmo, U. (2009). Miskonsepsi Siswa SMA Terhadap Konsep-konsep Kimia. *Prosiding Seminar Nasional Kimia dan Pendidikan Kimia*, ISBN : 979-498-467-1.
- Sugiyono. 2014. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*. Bandung: Alfabeta. Hal.11
- Suherman, E. (2003). *Strategi Pembelajaran Matematika Kontemporer*. Bandung: UPI.
- Sumarna, dkk. (2006). *Kimia untuk SMA/MA Kelas XI*. Bogor: Regina
- Syah, Muhibbin. (2006). *Psikologi Belajar*. Jakarta: PT. Raja Grafindo Persada.
- Tan, K.C.D., Taber K., Goh N.K., dan Chia L.S. (2005). The ionization energy diagnostic instrument: a two-tier multiple-choice instrument to determine high school student's understanding of ionization energy. *Chem.Educ. Res. Pract.*6, (4), 180-197.
- Tobin, K.G. & Capie, W. (1982). Relationships between formal reasoning ability, locus of control, academic engagement and integrated process skill achievement. *Journal of Research in Science Teaching*, 19(2), 113-121.

Eka Rianty Diantari, 2018

STUDI INTERTEKSTUAL ASPEK PENGUASAAN KONSEP

LARUTAN PENYANGGA, SIKAP TERHADAP PEMBELAJARAN KIMIA DAN KEMAMPUAN BERPIKIR LOGIS

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

- Treagust, D. F., Chittleborough, G., & Mamiala, T. (2003). The role of sub-microscopic and symbolic representations in chemical explanations. *International Journal of Science Education*, 25(11), 1353–1368.
- Trifone, J. D. (1987). The Test of Logical Thinking: Applications for teaching and Placing science students. *The American Biology Teacher*, 411-416.
- Turyasni.I.(2008). *Analisis Level Mikroskopik dalam Buku Teks Kimia SMA, Pembelajaran, dan Pemahaman Siswa pada Materi Larutan Penyangga*. Skripsi Sarjana pada FPMIPA UPI: tidak diterbitkan.
- Tuyuz,C.(2009). Development of Two Tier Diagnostic Instrument and Assess Student' Understanding in Chemistry. *Academic Journal*. 4(6):626-631.
- Wang, C.Y. (2007). *The Role Of Mental-Modeling Ability, Content Knowledge, and Mental Models In General Chemistry Students' Understaning About Molecular Polarity*. (Disertasi). University of Missouri, Missouri.
- Wiji. (2014). *Pengembangan Desain Perkuliahan Kimia Sekolah Berbasis Model Mental untuk Meningkatkan Pemahaman Materi Subyek Mahasiswa Calon Guru Kimia*. Disertasi Universitas Pendidikan Indonesia.
- Whittney, F. L. (1960). *The Element of Research*. Asian Eds. Osaka: Overseas Book Co. hlm.756
- Whitten, K. W., Davis, R. E., Peck, M. L., & Stanley, G. G. (2014). *Chemistry Tenth Edition*. USA: Brooks/Cole Cengage Learning.Hal. 756-759.
- Wu, H. K. (2003). Linking the microscopic view of chemistry to real life experiences: Intertextuality in a high-school science classroom. *Science Education*, 87(6), 868-891
- Yenilmez, A., Sungur, S., & Tekkaya, C. (2006). Students' achievement in relation to reasoning ability, prior knowledge and gender. *Research in Science & Technological Education*, 24(1), 129-138.
- Yunitasari, W. dkk. (2013). *Pembelajaran Direct Instruction Disertai Hierarki*

Eka Rianty Diantari, 2018

STUDI INTERTEKSTUAL ASPEK PENGUASAAN KONSEP

LARUTAN PENYANGGA, SIKAP TERHADAP PEMBELAJARAN KIMIA DAN KEMAMPUAN BERPIKIR LOGIS

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

Konsep untuk Mereduksi Miskonsepsi Siswa pada Materi Larutan
Penyangga Kelas XI IPA Semester Genap SMA Negeri 2 Sragen.
Jurnal Pendidikan Kimia. Vo.2. No.3. Universitas Sebelas Maret.