

**EFEKTIVITAS BIMBINGAN *FLOW AKADEMIK* UNTUK
MENINGKATKAN KEINGINTAHUAN DALAM BELAJAR**

DISERTASI

**Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar Doktor
Pendidikan Bidang Bimbingan dan Konseling**



Oleh:

**Hartini
NIM 1602714**

**PROGRAM STUDI BIMBINGAN DAN KONSELING
DEPARTEMEN PSIKOLOGI PENDIDIKAN DAN BIMBINGAN
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2020**

Hartini, 2020
**EFEKTIVITAS BIMBINGAN *FLOW AKADEMIK* UNTUK MENINGKATKAN KEINGINTAHUAN DALAM
BELAJAR**
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

HALAMAN PENGESAHAN

HARTINI

**EFEKTIVITAS BIMBINGAN FLOW AKADEMIK UNTUK MENINGKATKAN
KEINGINTAHUAN MAHASISWA DALAM BELAJAR**

Promotor



**Prof. Dr. Sunaryo Kartadinata, M.Pd.
NIP. 19500321 197412 1 001**

Kopromotor



**Prof. Dr. Syamsu Yusuf, LN.,M.Pd.
19500602 198002 1 001**

Anggota



**Prof. Dr. M. Solehuddin, M.Pd., MA
19620208 198601 1 002**

**Mengetahui,
Ketua Departemen Psikologi Pendidikan dan Bimbingan**



**Dr. Nandang Budiman, M.Si
19710219 199802 1 001**

PERNYATAAN

Dengan ini saya menyatakan bahwa Disertasi dengan judul “ Efektivitas Bimbingan Flow Akademik untuk Meningkatkan Keingintahuan dalam Belajar“ ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Juli 2019

Yang membuat

Hartini

NIP. 1602714

Hartini, 2020

EFEKTIVITAS BIMBINGAN FLOW AKADEMIK UNTUK MENINGKATKAN KEINGINTAHUAN DALAM BELAJAR

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

KATA PENGANTAR

Alhamdulillah, puji syukur penulis ucapkan ke hadirat Allah S.W.T atas berkah dan hidayah-Nya yang tiada pernah henti dan terus mengalir hingga hari ini. Atas izin dan kehendak Allah S.W.T penulis telah diberikan kesempatan dan pertolongan dalam menyelesaikan disertasi ini untuk memenuhi sebagian syarat untuk memperoleh gelar Doktor Pendidikan Bidang Bimbingan dan Konseling pada Sekolah Pascasarjana Universitas Pendidikan Indonesia (UPI).

Judul yang diangkat dalam disertasi ini adalah “**Efektivitas Bimbingan Flow Akademik untuk Meningkatkan Keingintahuan dalam Belajar**”. Disertasi ini mengembangkan bimbingan konseling dari bidang bimbingan belajar dengan menggunakan pendekatan *flow* dan teori belajar humanistik untuk meningkatkan keingintahuan dalam belajar.

Pengembangan keingintahuan sangat esensial dikembangkan karena merupakan kemampuan metakognitif yang diperlukan pada generasi abad 21. Keingintahuan merupakan aspek penting yang menjadi motivator dalam berperilaku sepanjang umur. Keingintahuan juga merupakan ibu dari semua ilmu pengetahuan yang menjadi pendorong utama di balik penemuan ilmiah dan kemajuan peradaban, membantu memicu kemajuan ilmiah dan teknologi dan menjadi fitur primer yang harus dimiliki seseorang sebagai persyaratan pembelajaran sehingga keingintahuan semakin dirasakan sebagai suatu kebajikan substansial yang perlu dikembangkan di dunia pendidikan.

Berbagai hasil penelitian terdahulu memberikan arahan bahwa pendekatan *flow* dan teori belajar humanistik sangat representatif dalam mendukung pencapaian peningkatan keingintahuan dalam belajar. Perwujutan proses belajar yang dapat membantu mahasiswa memahami diri dan lingkungannya sehingga dapat meregulasi, mendeterminasi dan mengaktualisasi diri secara optimal melalui integrasi kegiatan bimbingan dan pengajaran agar keingintahuan dalam belajar dapat berkembang secara optimal.

Laporan disertasi ini diharapkan : 1) memperkaya khasanah teori tentang dinamika keingintahuan mahasiswa dalam belajar dan melengkapi berbagai pendekatan yang dapat menunjang pelaksanaan bimbingan belajar di Perguruan Tinggi. 2) dapat digunakan oleh konselor di Perguruan Tinggi sebagai pedoman intervensi dalam melakukan upaya preventif, pengembangan dan kuratif berkenaan dengan keingintahuan mahasiswa dalam belajar. 3) mengembangkan kemampuan metakognitif mahasiswa sebagai calon guru yang profesional sehingga dapat peka terhadap permasalahan dan kebutuhan di lapangan.

Akhirnya, segala puji hanya milik Allah S.W.T yang atas berkah dan rahmatNya, penulis dapat menyelesaikan penelitian ini. Semoga laporan penelitian ini memberikan manfaat bagi berbagai pihak dan dapat dijadikan salah satu referensi bagi pengembangan keilmuan bimbingan dan konseling di Perguruan Tinggi.

Bandung, Juli 2019
Penulis,

Hartini

UCAPAN TERIMA KASIH

Alhamdulillah, puji syukur peneliti ucapkan ke hadirat Allah S.W.T atas berkah dan hidayah-Nya yang tiada henti dan tiada terbilang hingga hari ini. Atas izin Allah penulis telah diberikan kesempatan dan pertolongan untuk dapat menyusun dan menyelesaikan penelitian yang berjudul “**Efektivitas Bimbingan Flow Akademik untuk Meningkatkan Keingintahuan dalam Belajar**”. Disertasi ini disusun untuk memenuhi sebagian syarat untuk memperoleh gelar Doktor Pendidikan Bidang Bimbingan dan Konseling.

Proses penyelesaian studi ini merupakan perjalanan panjang yang banyak mendapatkan bantuan dan bimbingan dari berbagai pihak. Sebagai ungkapan syukur, pada kesempatan ini peneliti ingin menyampaikan terima kasih dan penghargaan setinggi-tingginya kepada yang terhormat:

1. Prof. Dr. Sunaryo Kartadinata, M.Pd. selaku Promotor, Pembimbing Akademis, guru dan dosen yang senantiasa memberi motivasi dan arahan

Hartini, 2020

EFEKТИВИТАС БІМБІНГАН FLOW АКАДЕМІК УНТУК МЕНИНГКАТКАН КЕІНГІНТАХУАН ДАЛAM BELAJAR

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

selama proses pendidikan dan penyusunan disertasi. Terima kasih Prof sudah sangat sabar membimbing dan membantu dalam menemukan konsep dasar keilmuan dan akan selalu jadi inspirator bagi kami. Semoga Prof dan keluarga selalu diberkahi kesehatan, kesuksesan dan panjang umur.

2. Prof. Dr. Syamsu Yusuf. LN.,M.Pd. selaku Co-promotor dan dosen yang senantiasa memberi penguatan dan dorongan untuk tetap *survive* dalam mengembangkan potensi dan keilmuan. Berkat arahan dan bimbingan yang diberikan jadi energi positif untuk menyelesaikan disertasi dengan memanfaatkan waktu sebaik mungkin. Semoga Prof dan Umi selalu dilimpahkan rahmat keselamatan, kesehatan dan kebahagiaan dalam sepanjang kehidupan.
3. Prof. Dr. M. Solehuddin, M.Pd., MA, selaku Anggota Tim Promotor yang mengajarkan ketajaman dalam menjelajah teori, seni dan ketepatan menulis serta bagaimana menata hati sehingga tantangan yang diberikan membuat saya sadar bahwa masih banyak yang harus benahi dalam proses menulis dan mengkaji keilmuan secara mendalam. Semoga Bapak dan keluarga selalu dirahmati kesehatan dan kesuksesan dalam setiap beraktivitas.
4. Bapak dan Ibu yang memberikan penilaian dan pengembangan instrumen dan program bimbingan *flow* akademik yaitu Dr. Ipah Saripah, M.Pd, Dr. Suherman, M.Pd, Dr. Nandang Budiman.,M.Si, Dr. Nani M Sugandhi, M.Pd, Dr. Yusi Riksa Yustiana.,M.Pd, Dr. Idi Warsah, M.Pd.I Dr. Beni Azwar.,M.Pd.,Kons dan Dr. Muna Erawati, S.Psi.,M.Psi sehingga penulis menemukan konsep kerja yang jelas serta dapat menata kondisi psikologis secara positif.
5. Bapak dan Ibu dosen S-3 Bimbingan dan Konseling Universitas Pendidikan Indonesia Prof. Dr. Ahman.,M.Pd., Prof. Dr. Uman Suherman AS.,M.Pd.,

Prof. Dr. Juntika Nurihsan, M.Pd., Prof. Dr. Sawitri Sadarjoen., Dr. Mamat Supriatna, M.Pd., Dr. Nurhidayah.,M.Pd., Dr. Amin Budiamin.,M.Pd., Dr. Anne Hafina., M.Pd., yang telah memberi bimbingan dan ilmu kepada penulis selama menempuh pendidikan. Terkhusus bapak Dr. Ilfiandra.,M.Pd., yang telah memberikan pandangan dan arahan sehingga terlahirnya bimbingan *flow* akademik dalam disertasi ini.

6. Direktur dan Asisten Direktur SPS Universitas Pendidikan Indonesia , beserta jajara nya
7. Seluruh Staf Pascasarjana Universitas Pendidikan Indonesia yang telah memberikan pelayanan dan informasi yang di butuhkan sehingga kami mendapatkan kemudahan dan kelancaran dari melakukan aktivitas akademik. Terkhusus buat bapak Riyanto yang super *care* dan ceria semoga selalu begitu karena kami sangat suka.
8. Bapak Dr. Rahmat Hidayat.MA.,M.Pd, Rektor IAIN Curup, yang selalu memberikan arahan, wejangan dan motivasi agar dapat memanajemen diri sehingga dapat menyelesaikan studi dengan tepat waktu.
9. Bapak Dr. Beni Azwar.,M.Pd.,Kons Wakil Rektor 1, Dr. Hamengkubuwono,M.Pd Wakil Rektor II, Dr. Kusen.,M.Pd Wakil Rektor III dan Hendra Harmi,M.Pd Kepala Unit P3M IAIN Curup yang selalu memberikan dorongan dan bantuan agar dapat segera menyelesaikan studi.
10. Bapak dan Ibu dosen prodi Bimbingan dan Konseling Islam IAIN Curup Fadila.,M.Pd., Dina Hajja Ristianti.,M.Pd.,Kons., Afrizal., M.Pd., Nafrial.,M.Ed., Hasta Purnaputra.,M.Pd.,Kons., Candres Abadi.,M.Pd.,Kons dan staf Mukmin Alfaruq.,S.Pd yang membantu pelaksanaan penelitian. Semoga bimbingan *flow* akademik ini dapat kita kembangkan terus agar potensi dan prestasi akademik mahasiswa kita dapat optimal.

11. Suami tercinta Edi Wahyudi, M.,M.TPd yang sabar, tegas, pengertian dan sebagai motivator sejati yang selalu memberi energi penguatan dan *support* tiada henti. Teruntuk jagoanku Rafif Hibrizi, Putri cantikku Nai'lah Nazhifa dan Atifa Nafisa yang selalu menjadi penyemangat dan pelangi indah dalam perjalanan hidup keluarga. Semoga Allah SWT senantiasa melimpahkan kebahagiaan dan keselamatan bagi kita semua.
12. Keluarga besar tercinta Da Hapdi, Wo Hamida., M.Pd., Aai Hamka.,M.Pd., Wo Hasnaini, Wo Hartati, Ayuk Rofila, Kak Sukat Madi.,S.Pd., Mbak Erni Widyawati.,M.Pd, Kak Muhammad Zuhur, Kak Aim, Makno, Cuna dan semua keponakanku dari keluarga besar Babe H. Mansyur Daud Ys (alm) dan mami Hj. Syarifah (alm) atas doa dan *support* tiada henti. Semoga Mami dan Babe senang melihat Bungsu sudah dapat menyelesaikan Pendidikan S3.
13. Keluarga besar dari ayahanda Muctar Djambak (alm) dan ibunda Djanewar yakni Uda Muswardi, S.Pd., Uni Nini., M.Pd., Unida, Unides, Uni Sos, S.Pd, Da zal, Adiak Satri, S.Pd., Ferry, Resi Puspamulya, S.Pd, Anas beserta ponakan tercinta mohon doanya semoga Dayub juga cepat selesai S3 nya.
14. Teman – temanku seperjuangan Bapak ketua Sahril Buhori, Khai Wahidin, Mas Rifai, Adinda Sofwan, Bapak Syahril, Kang Gian, Kang Andi, Kang Dodi, Bapak Yudi, Adinda Muji, Ninil, Wiwied, Juli, Ibu hajja Ummah, Ibu Ratu dan Ibu hajja Rina. Terima kasih atas semua yang telah dilakukan memberi semangat, motivasi dan selalu mau berbagi ilmu dan pengalaman salam chankoha duo jempol buat angkatan kita 2016.
15. Bapak Dr. Dody Hartanto.,M.Pd , terima kasih atas bimbingan, motivasi dan solusi konselingnya sehingga proses penelitian saya berjalan sesuai harapan, Semoga tetap dapat berbagi ilmu, pengalaman dan dapat memberikan *hope* kepada semua teman dan kerabat dalam mengapai cita-cita yang diinginkan.

Buat Mas Eko Susanto.M.Pd, terima kasih atas motivasi dan selalu siap membantu dalam publikasi jurnal terindeks, semoga Mas selalu dapat membantu teman-teman seperjuangan yang terkendala dalam publikasi jurnal nasional dan internasional terindeks.

16. Mahasiswa semua di Fakultas Tabiyah IAIN Curup. Semoga selalu semangat dan dapat menerapkan berbagai keterampilan belajar yang telah kita latihkan. Optimalkan potensi yang dimiliki untuk mencapai profil lulusan dan calon guru yang kompeten dan profesional.

Ucapan terima kasih juga disampaikan kepada semua pihak yang telah memberikan bantuan yang tidak dapat penulis sebutkan satu persatu. Semoga bantuan, do'a dan kerjasama yang telah diberikan mendapatkan balasan dari Allah S.W.T. *Aamiin Yaa Robbal Alamiin.*

Bandung, Juli 2019

Hartini

Hartini, 2020

**EFEKТИВАС BIMBINGAN FLOW АКАДЕМИК UNTUK MENINGKATKAN KEINGINTAHUAN DALAM
BELAJAR**

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

ABSTRAK

Hartini. 2019. Efektivitas Bimbingan *Flow* Akademik untuk Meningkatkan Keingintahuan dalam Belajar. Disertasi. Dibimbing oleh : Prof. DR. Sunaryo Kartadinata, M.Pd (*Promotor*), Prof. Dr. Syamsu Yusuf. LN.,M.Pd (*Co-Promotor*), Dr. M. Solehuddin, M.Pd., MA (*Anggota*). Sekolah Pascasarjana Universitas Pendidikan Indonesia, Bandung.

Penelitian ini bertujuan menguji efektivitas bimbingan *flow* akademik untuk meningkatkan keingintahuan mahasiswa dalam belajar. Bimbingan *flow* akademik merupakan pengembangan bimbingan belajar dengan menggunakan pendekatan *flow* dan teori belajar humanistik agar mahasiswa mampu memahami diri dan lingkungannya, melalui pengalaman yang dialami sehingga mampu mengaktualisasi diri secara optimal. Bimbingan *flow* akademik akan mengembangkan *absorption*, *enjoyment* dan *intrinsic motivation* agar mahasiswa memiliki pengetahuan, pemahaman, sikap dan perilaku belajar yang dapat mendukung capaian aktualisasi diri yang optimal. Penelitian ini menggunakan pendekatan *mixed methods research* model *Explanatory Sequential Desain*. Penelitian kuantitatif menggunakan *Quasi-Eksperiment The Non Equivalent Control Group* dan penelitian kualitatif menggunakan metode phenomenology. Subjek penelitian berjumlah 52 yakni mahasiswa Bimbingan Konseling Islam sebagai kelompok eksperimen dan mahasiswa Manajemen Pendidikan Islam sebagai kelompok kontrol. Pelaksanaan program bimbingan *flow* akademik dilaksanakan dalam 10 sesi. Evaluasi proses dan hasil menggunakan angket observasi dan dokumentasi dalam mengungkap pengetahuan, keterampilan, sikap dan perilaku belajar melalui kolaborasi dengan konselor dan dosen dalam kegiatan bimbingan dan pengajaran. Hasil penelitian ditemukan keingintahuan mahasiswa fakultas Tarbiyah dalam klasifikasi sedang dan pencapaian cenderung pada aspek kognitif sedangkan ranah afektif dan psikomotor belum berkembang secara optimal. Kebutuhan dan permasalahan mahasiswa menjadi landasan dalam pengembangan program dan pelaksanaan bimbingan. Hasil pelaksanaan bimbingan ditemukan bahwa pelaksanaan bimbingan *flow* akademik efektif dalam meningkatkan keingintahuan mahasiswa dalam belajar.

Kata Kunci : Bimbingan *Flow* Akademik, Keingintahuan

Hartini, 2020

**EFEKТИВИТАС БІМБІНГАН FLOW АКАДЕМІК УНДЛІК МЕНІНГКАТКАН КЕІНГІНТАХУАН ДАЛАН
БЕЛАЖАР**

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

ABSTRACT

Hartini. 2019. The Effectiveness of “Flow” Academic Guidance to Increase Curiosity in Learning. Dissertation. Supervised by: Prof. Dr. Sunaryo Kartadinata, M.Pd. (*Promotor*), Prof. Dr. Syamsu Yusuf L. N., M.Pd. (*Co-Promotor*), Dr. M. Solehuddin, M.Pd., MA (*Member*). School of the Post-Graduate Studies of Universitas Pendidikan Indonesia, Bandung.

This study aims to examine the effectiveness of “flow” academic guidance to increase students’ curiosity in learning. The “flow” academic guidance is developed by adopting the flow approach and humanistic learning theory to enable students to understand themselves and their environment through their lived experiences so that they will be able to actualize themselves optimally. The “flow” academic guidance will develop absorption, enjoyment, and intrinsic motivation in students, allowing them to gain knowledge, understanding, attitudes, and learning behaviors that can support optimal self-actualization. This study employed an explanatory sequential mixed methods design. The quantitative research used the quasi-experimental the non equivalent control group and the qualitative research deployed the phenomenology method. In total, there were 52 research subjects who were students of the Islamic Counseling Guidance (experimental group) and students of Islamic Education Management (control group). The “flow” academic guidance program was carried out in 10 sessions. The evaluation of the program and its outcomes was done through observation and documentation, aimed to reveal students’ knowledge, skills, attitudes and learning behaviors through collaboration with counselors and lecturers in guidance and teaching activities. The results of the study show that the curiosity in learning of Tarbiyah faculty students was in the “medium” category, and their achievements tended to be in the cognitive domain, while the affective and psychomotor domains were not optimally developed. Students’ needs and problems become the foundation in developing and implementing guidance programs. Based

on the results, the implementation of the “flow” academic guidance program was effective in increasing students’ curiosity in learning.

Hartini, 2020

EFEKТИВИТАС БІМБІНГАН FLOW АКАДЕМІК УНТУК МЕНІНГКАТКАН KEINGINTAHUAN DALAM BELAJAR

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

DAFTAR ISI

Halaman Judul	i
Kata Pengantar	ii
Halaman Pengesahan	iv
Halaman Pernyataan tentang Keaslian Disertas dan Pernyataan Bebas	
Plagiarisme	v
Halaman Ucapan Terimakasih	vi
Abstrak	x
Abstract	xi
Daftar Isi	xii
Daftar Tabel	xv
Daftar Gambar	xvii
Daftar Lampiran	xviii
BAB I PENDAHULUAN	1
A. Latar Belakang Masalah	1
B. Rumusan Masalah Penelitian	11
C. Tujuan Penenlitian	13
D. Manfaat Penelitian	14
BAB II KAJIAN TEORI	15
A. Bimbingan <i>Flow</i> Akademik	15
1. Landasan Pemikiran Bimbingan <i>Flow</i> Akademik	15
2. Pengertian Bimbingan <i>Flow</i> Akademik	23
3. Tujuan Bimbingan <i>Flow</i> Akademik	35
4. Karakteristik Bimbingan <i>Flow</i> Akademik	42
5. Metode dan Strategi Bimbingan <i>Flow</i> Akademik	46
6. Rumusan Program Bimbingan <i>Flow</i> Akademik	49
B. Keingintahuan (<i>Curiosity</i>) dalam Belajar	62
1. Pengertian Keingintahuan dalam Belajar	62
2. Komponen Keingintahuan dalam Belajar	64
3. Manfaat dan Fungsi Keingintahuan dalam Belajar	66

4. Kriteria Keingintahuan dalam Belajar	67
5. Dimensi dan Jenis Keingintahuan dalam Belajar	71
6. Pengembangan Keingintahuan dalam Belajar	72
C. Perspektif Bimbingan <i>Flow</i> Akademik untuk Meningkatkan Keingintahuan dalam Belajar	74
BAB III METODE PENELITIAN	84
A. Desain Penelitian	84
B. Partisipan	87
C. Instrument Penelitian	87
1. Jenis Instrumen	87
2. Pengembangan Instrumen	90
D. Prosedur Penelitian	93
E. Analisis Data	95
BAB IV TEMUAN DAN PEMBAHASAN	99
A. Keingintahuan Mahasiswa dalam Belajar	99
B. Rumusan Program Bimbingan <i>Flow</i> Akademik untuk Meningkatkan Keingintahuan dalam Belajar	112
1. <i>Need Assement</i>	112
2. Kajian Teoretik	113
3. Merancang Program Hipotetis	119
4. <i>Expert Justmen</i> Kepada Pakar dan Praktisi	119
5. Uji Coba Program	120
6. <i>Focus Group Discustion (FGD)</i>	121
7. Revisi Program	128
8. Implementasi Program	128
9. Evaluasi Program	129
10. Merevisi Program	130
11. Program Bimbingan <i>flow</i> Akademik untuk Meningkatkan Keingintahuan Mahasiswa dalam Belajar	130
C. Implementasi Program Bimbingan <i>Flow</i> Akademik Untuk Meningkatkan Keingintahuan dalam Belajar	157

D. Perbedaan Keingintahuan Mahasiswa Setelah Pelaksanaan Bimbingan <i>Flow</i> Akademik	212
BAB V KESIMPULAN DAN REKOMENDASI	216
A. KESIMPULAN	216
B. REKOMENDASI	217
DAFTAR PUSTAKA	220
LAMPIRAN	240 - 433

DAFTAR TABEL

Tabel 2.1 Kolaborasi Konselor dan Dosen dalam mengembangkan keingintahuan Mahasiswa dalam Belajar	58
Tabel 3.1 <i>Quasi Experiment the non equivalent control group</i>	85
Tabel 3.2 Pedoman Observasi	89
Tabel 3.3 Kisi-kisi Instrumentasi (Angket)	91
Tabel 3.4 Skor Jawaban Responden	95
Tabel 4. 1 Hasil Deskriptif Statistik Keingintahuan Mahasiswa dalam Belajar	99
Tabel 4.2 Klasifikasi Keingintahuan mahasiswa dalam belajar	100
Tabel 4.3 Keingintahuan berdasarkan Aspek <i>Interest, Novelty Seeking, Openness of Experience</i> dan Explorasi	101
Tabel 4. 4 Tugas Mahasiswa Pada Mata Kuliah Patologi Sosial dan Diagnosis Kesulitan Belajar	126
Tabel 4.5 Langkah-Langkah Pelaksanaan Layanan Bimbingan Kelompok dengan Materi Tentang Pengembangan Potensi Diri	139
Tabel 4.6 Langkah-Langkah Pelaksanaan Layanan Bimbingan Klasikal dengan Materi Tentang Kesadaran Diri akan Tanggungjawab serta Kewajiban dalam Proses Perkuliahan	140
Tabel 4.7 Langkah-Langkah Pelaksanaan Layanan Bimbingan Kelompok dengan Materi Modifikasi Pembelajaran dan Mengulang Materi Perkuliahan	141

Tabel 4. 8 Langkah- Langkah Pelaksanaan Layanan Bimbingan Kelompok dengan Materi Keterampilan Diskusi dengan Teman dan Sumber Lainnya	142
Tabel 4. 9 Langkah-langkah Pelaksanaan Layanan Bimbingan Kelompok dengan Materi Keterampian Menjelajah Informasi Elektronik dan Media Cetak.	143
Tabel 4. 10 Langkah-langkah Pelaksanaan Layanan Bimbingan Kelompok dengan Materi Keterampilan Membuat <i>Mind Mapping</i> dan <i>PowerPoint</i>	144
Tabel 4. 11 Langkah-langkah Pelaksanaan Layanan Bimbingan Kelompok dengan Materi Keterampilan Mencatat, Membuat Ringkasan dan Ikhtisar	145
Tabel 4.12 Langkah-langkah Pelaksanaan Layanan Bimbingan Kelompok dengan Materi Keterampilan Bertanya	146
Tabel 4.13 Langkah-langkah Pelaksanaan Layanan Bimbingan Kelompok dengan Materi Permasalahan Belajar dan Solusinya (Cara Belajar Efektif)	147
Tabel 4.14 Langkah-langkah Pelaksanaan Layanan Bimbingan Kelompok dengan Materi evaluasi diri Dalam Mencapai Kompetensi Profil Lulusan	148
Tabel 4. 15 Sesi Pelaksanaan Bimbingan <i>flow</i> akademik	158
Tabel 4. 16 Evaluasi Pelaksanaan (Proses) Bimbingan <i>Flow</i> Akademik	175
Tabel 4. 17 Hasil Observasi Perilaku Belajar	207
Tabel 4. 18 Hasil <i>Pretest</i> dan <i>Postest</i> Pelaksanaan Evaluasi Perilaku Belajar Melalui Pembelajaran	208
Tabel 4. 19 Hasil Uji Beda <i>Pretest</i> dan <i>Postest</i> Pelaksanaan Evaluasi Perilaku belajar Melalui Pembelajaran	209
Tabel 4. 20 Hasil <i>Pretest</i> dan <i>Postest</i> Keingintahuan Mahasiswa dalam Belajar	212
Tabel 4.21 Kreteria Gain Ternomalisasi	213
Tabel 4. 22 <i>Test of Homogeneity of Variances</i>	213
Tabel 4. 23 Hasil Uji Beda Avona Keingintahuan Mahasiswa dalam Belajar	213

DAFTAR GAMBAR

Gambar 2.1 <i>Figure Enjoyment Arising From Learning</i>	55
Gambar 3.1 <i>Explanatory Sequential Desain</i>	85
Gambar 3.2 Alur Penelitian	94
Gambar 4.1 Grafik Capaian Kognitif, Afektif dan Psikomotor mahasiswa pada Aspek <i>Interest</i>	103
Gambar 4.2 Grafik Capaian Kognitif, Afektif dan Psikomotor mahasiswa pada Aspek <i>Novelty Seeking</i>	106
Gambar 4.3 Grafik Capaian Kognitif, Afektif dan Psikomotor mahasiswa pada Aspek <i>Opennes of Experince</i>	109
Gambar 4.4 Grafik Capaian Kognitif, Afektif dan Psikomotor mahasiswa pada Aspek Explorasi	110
Gambar 4.5 Dokumentasi <i>Focus Group Discustion</i> (FGD) Pertama	122

Gambar 4.6 Dokumentasi <i>Focus Group Discustion</i> (FGD) Kedua	124
Gambar 4.7 Dokumentasi <i>Focus Group Discustion</i> (FGD) Ketiga	125
Gambar 4. 8 Dokumentasi <i>Focus Group Discustion</i> (FGD) Keempat	128
Gambar 4. 9 Tahapan Perumusan Program Bimbingan <i>Flow Akademik</i> Untuk Meningkatkan Keingintahuan Dalam Belajar	156
Gambar 4.10 Dokumentasi Tugas Perkuliahannya	207 -208

DAFTAR LAMPIRAN

Lampiran 1 Angket Keingintahuan dalam Belajar	240
Lampiran 2 Angket Keinginan Mengikuti Proses Perkuliahannya	246
Lampiran 3 Jurnal Harian	247
Lampiran 4 Hasil <i>Exper Jusment</i> Angket Keingintahuan Dalam Belajar	248
Lampiran 5 Tabulasi Angket N 234	253
Lampiran 6 Validitas dan reliabilitas angket Keingintahuan Dalam Belajar	265
Lampiran 7 Hasil <i>Expert Jusment</i> Angket Keinginan Mahasiswa dalam Mengikuti Proses Perkuliahannya	268

Lampiran 8 Tabulasi Angket Keinginan Mahasiswa dalam Mengikuti Proses Perkuliahuan	270
Lampiran 9 Validitas angket Keinginan Mahasiswa Mengikuti Proses Pekuliahuan ...	275
Lampiran 10 Matrik Pengembangan Bimbingan <i>Flow</i> Akademik Berdasarkan Kajian Teori	273
Lampiran 11 <i>Exper Jusment</i> Program	279
Lampiran 12 Landasan Penyusunan Materi Program Bimbingan <i>Flow</i> Akademik Berdasarkan Deskripsi Kebutuhan	289
Lampiran 13 <i>Action Plan</i> Program Bimbingan <i>Flow</i> Akademik Untuk Meningkatkan <i>Curiosity</i> Mahasiswa Dalam Belajar	303
Lampiran 14 Hasil observai penilaian proses dan hasil bimbingan <i>flow</i> akademik ...	329
Lampiran 15 Rencana Pelaksanaan Layanan (RPL)	346
Lampiran 16 Rencana Pembelajaran Semester Genap/Ganjil 2019	409
Lampiran 17 Rubrik pengamatan	423
Lampiran 18 Nilai Gain dan N Gain Kelompok kontrol dan Kelompok Eksperimen.....	429-432

DAFTAR PUSTAKA

Aanstoos, C. Serlin, I., & Greening, T. (2000). "A History of Division 32 (*Humanistic Psychology*) of the American Psychological Association". In D. Dewsbury (Ed.), *Unification through division: Histories of the divisions of the American Psychological Association*, Vol. V. Washington, DC: American Psychological Association.

Agarwal, R., & Karahanna, E. (2000). *Time Flies When You're Having Fun: Cognitive Absorption and Beliefs about Information Technology Usage*. *MIS Quarterly*, 24(4), 665. doi:10.2307/3250951

Ainley, M And Ainley,J. 2011. *Tudent Engagement With Science In Early Adolescence: The Contribution Of Enjoyment To Students' Continuing Interest In Learning About Science*. *Contemporary Educational Psychology*. Journal Homepage: Www.Elsevier.Com/Locate/Cedpsych. Elsevier Inc. All Rights Reserved. Doi:10.1016/J.Cedpsych.2010.08.001

Alberti, E. T., & Witryol, S. L. (1994). *The relationship between curiosity and cognitive ability in third and fifth grade children*. *Journal of Genetic Psychology*, 155, 129–145.

Anderson, J. R., & Schunn, C. D. (2000). *Implications of the ACT-R learning theory: No magic bullets*. In R. Glaser (Ed.), *Advances in instructional psychology*, Vol. 5, educational design and cognitive science. London: Lawrence Erlbaum.

Appleton, J J, Christenson, S L, Kim D, Reschly A L. (2006) *Measuring Cognitive And Psychological Engagement: Validation Of The Student Engagement Instrument*. *Journal Of School Psychology* 44 (2006) 427–445

Arditama, A., Wardani, S., & Purwanti, E. (2018). *Storybook Influence on Science Concept Comprehension Through Curiosity of Fifth Grade Elementary School Student*. *Journal of Primary Education*, 7(1), 1-9. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/21050>.

Arikunto, S. 2006. *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara

Arkorful, V Dan Abaidoo, N (2014) *The Role Of E-Learning, The Advantages And Disadvantages Of Its Adoption In Higher Education*. *International Journal Of Education And Research* Vol. 2 No. 12 December 2014

Arnone, M. P., Small, R. V., Chauncey, S. A., & McKenna, H. P. (2011). *Curiosity, interest and engagement in technology-pervasive learning environments: a new research agenda*. *Educational Technology Research and Development*, 59(2), 181–198. doi:10.1007/s11423-011-9190-9

Baartman, L.K.J. Bruijn E. de (2001). *Integrating knowledge, skills and attitudes: Conceptualising learning processes towards vocational competence*. *Journal Educational Research Review* 6 (2011) 125–134

Bakhru, Kanupriya Misra (2017) *Personal Competencies For Effective Teaching: A Review Basedstudy*. *Educational Quest: An Int. J. Of Education And Applied Social Science*: Vol. 8, Special Issue, Pp. 297-303, June 2017 Doi: 10.5958/2230-7311.2017.00067.8

Bakker, A. B. (2008). *The work-related flow inventory: Construction and initial validation of the WOLF*. *Journal of Vocational Behavior*, 72(3), 400–414. doi:10.1016/j.jvb.2007.11.007

Bell, Daniel and Jahna Kahrhoff. (2006). Active Learning Handbook. Institute for Excellence in Teaching and Learning / Faculty Development Center Webster University. www.webster.edu/ietl/

Bejan, Adrian & Kraus, Allan D. (2003) *Heat Transfer Handbook*. Willey

Bergin, D. A. (1999). *Influences on classroom interest*. *Educational Psychologist*, 34(2), 87–98.

Berlyne, D. E. (1954). *An Experimental Study Of Human Curiosity*. *British Journal Of Psychology. General Section*, 45(4), 256–265. Doi:10.1111/J.2044-8295.1954.Tb01253.X

Berlyne, D. E. (1960). *Conflict, Arousal, And Curiosity*. New York: McGraw-Hill.

Berlyne, D. E. (1965) D. E. Structure and Direction in Thinking. New York: John Wiley & Sons, Inc.

Beswick, D. G. (1971). *Cognitive process theory of individual differences in curiosity*. In H. I. Day, D. E. Berlyne, & D. E. Hunt (Eds.), *Intrinsic motivation: A new direction in education* (pp. 156–170). New York: Holt, Rinehart & Winston

Boshuizen, H. P. A., & Schmidt, H. G. (1992). *On The Role Of Biomedical Knowledge In Clinical Reasoning By Experts, Intermediates And Novices*. Cognitivescience, 16, 153–184.

Bruner, J. S. (1966). *Toward a theory of instruction*, Cambridge, Mass.: Belkapp Press.

Bunge. M. A, (1987). *Philosophy of Psychology*. New York: Springer-Verlag. 44.

Buckholtz, C. & Persch, A. (1994). *An ethological conception of exploratory behavior*. In H. Keller, K. Schneider, & B. Henderson (Eds.), *curiosity and Exploration* (pp. 259-284). Berlin: Springer-Verlag

Bušljeta, R. (2013). *Effective Use Of Teaching And Learning Resources*. Czech-Polish Historical And Pedagogical Journal, 5/2, 55–69. Doi: 10.2478/Cphpj-2013-0014

Cacioppo, J. T., Petty, R. E., Feinstein, J. A., & Jarvis, W. B. G. (1996). *Dispositional Differences In Cognitive Motivation: The Life And Times Of Individuals Varying In Need For Cognition*. *Psychological Bulletin*, 119(2), 197–253. Doi:10.1037/0033-2959.119.2.197

Cacioppo, J., & Petty, R. (1982). *The need for cognition*. Journal of Personality and Social Psychology Copyright 1982 by the American Psychological Association, Inc. 1982, Vol. 42, No. 1, 116-131 0022-3514/82/4201-0116\$00.75

Camp, C. J., Rodrigue, J. R., & Olson, K. R. (1984). *Curiosity in Young, Middle-Aged, and Older Adults*. *Educational Gerontology*.

Caram, C. A., & Davis, P. B. (2005). *Inviting Student Engagement With Questioning*. *Kappa Delta Pi Record*, 42(1), 19–23. doi:10.1080/00228958.2005.10532080

Carolyn H. Hopper, (2009) Practicing College Learning Strategies 7th Edition, Kindle Edition. Australia. ISBN-13: 978-0547199979 ISBN-10: 054719997X

Carpenter J P & Pease, J S (2013) *Preparing Students To Take Responsibility For Learning: The Role Of Non-Curricular Learning Strategies*. Journal Of Curriculum And Instruction, Vol 7, No 2 (2013)

Cermakova, L., Moneta, G. B., & Spada, M. M. (2010). *Dispositional flow as a mediator of the relationships between attentional control and approaches to studying during academic examination preparation*. Educational Psychology, 30(5), 495–511. doi:10.1080/01443411003777697

Chang, C. Y. (2001). *A Problem-Solving Based Computer-Assisted Tutorial for the Earth Sciences*. Journal of Computer Assisted Learning, 17(3), 263-274.

Chi, M. M. (2000). *Group problem solving processes: Social interactions and individual actions for the Theory of Social Behavior*, 30, 1, 27-50, 600-631.

Chi, M. M. (2008). *Flowing Toward Correct Contributions During Groups' Mathematics Problem Solving: A Statistical Discourse Analysis*. Journal Of The Learning Sciences, 17 (3), 415 - 463.

Clark, S., & Seider, S. (2017). *Developing Critical Curiosity in Adolescents. Equity & Excellence in Education*, 50(2), 125–141. doi:10.1080/10665684.2017.1301835

Clay, Rebecca A. (September 2002). "A renaissance for humanistic psychology. The field explores new niches while building on its past." American Psychological Association Monitor, 33

Cobuild, C. (2003). *Advanced Learner's English Dictionary*. London: Harper Collins.

Cohen, W. M., & Levinthal, D. A. (1990). *Absorptive Capacity: A New Perspective on Learning and Innovation*. *Administrative Science Quarterly*, 35(1), 128. doi:10.2307/2393553

Coleman, Andrew (2008). *A Dictionary of Psychology* (3 ed.). Oxford University Press. ISBN 9780199534067.

Corno, L., & Mandinach, E. B. (1983). *The role of cognitive engagement in classroom learning and motivation*. *Educational Psychologist*, 18(2), 88–108. doi:10.1080/00461528309529266

Covington, M. V. (2000). *Goal Theory, Motivation, And School Achievement: An Integrative Review*. Annual Review Of Psychology, 51, 171– 200.

Creswell, John W.(2012) Educational research : *Planning, Conducting, and Evaluating*

Quantitative and Qualitative Research L. — 4th ed. University of Nebraska–Lincoln.

Csikszentmihalyi, (2007) Finding Flow: The Psychology of Engagement With Everyday Life.

https://www.researchgate.net/.../200026151_Finding_Flow_The_Psychology_of_Eng

Csikszentmihályi, M. (1988), "The Flow Experience And Its Significance For Human Psychology", In Csikszentmihályi, M., Optimal Experience: Psychological Studies Of Flow In Consciousness, Cambridge, Uk: Cambridge University Press, Pp. 15–35, Isbn 978-0-521-43809-477e

Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: Harper/Ccjllins (pp. 107- 126 plus Notes)

Csikszentmihalyi, M., Rathunde, K., & Whalen, S. (1993). *Talented teenagers: The roots of success andfailure*. New York: Cambridge University Press

Csikszentmihályi, M.; Abuhamdeh, S. & Nakamura, J. (2005), "Flow", in Elliot, A., *Handbook of Competence and Motivation*, New York: The Guilford Press, pp. 598–698

Csíkszentmihályi, Mihály (1990), *Flow: The Psychology Of Optimal Experience*, New York: Harper And Row, Isbn 0-06-092043-2

Dakhi Saniago (2016) *Curious Students' Learning and Simple Sentence Construction: Responses to Negative Teaching Attitude Performed by English Teacher in South Nias, North Sumatera, Indonesia*. Conference Paper (PDF Available) · December 2016 with 231 Reads Conference: Proceeding of EED Collegiate Forum, 2016, At Universitas Kristen Indonesia, Jakarta, Indonesi

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1992). *Extrinsic And Intrinsic Motivation To Use Computers In The Workplace*. Journal Of Applied Social Psychology, 22, 1111–1132.

Davis, G. A., & Rimm, S. B. (2004). *Education Of The Gifted And Talented (5th Ed.)*. Boston, Ma: Pearson

Deci, Edward L. And. Ryan, Richard M. (2008) *Self-Determination Theory: A Macrotheory Of Human Motivation, Development, And Health*. The Canadian Psychological Association 2008, Vol. 49, No. 3, 182–185 0708-5591/08/\$12.00 Doi: 10.1037/A0012801

Delors, J. (2013). *The treasure within: Learning to know, learning to do, learning to live together and learning to be. What is the value of that treasure 15 years after its publication?* International Review of Education, 59(3), 319–330. doi:10.1007/s11159-013-9350-8

Depue dan Collins (1999) *Neurobiology of the structure of personality: Dopamine, facilitation of incentive motivation, and extraversion*. Cambridge University Press

Diaz Frank M And Silveira J M. (2012) *Dimensions Of Flow In Academic And Social Activities Among Summer Music Camp Participants*. International Journal Of Music Education 31(3) 310 –320 Reprints And Permissions: Sagepub.Co.Uk/Journalspermissions.Nav Doi: 10.1177/0255761411434455

Dillenbourg P. (1999) and *What do you mean by collaborative learning?*. In P. Dillenbourg (Ed) *Collaborative-learning: Cognitive Computational Approaches*. (pp.1-19). Oxford: Elsevier

Dweck, C. S. (1999). *Self-Theories: Their Role In Motivation, Personality, And Development*. Philadelphia: Taylor & Francis

Dalek Çağırın Gülsen, Yavuz Yaman, Yasemin Deringöl, Ismail Özsarı. (2011) *Investigating The Relationship Between Curiosity Level And Computer Self Efficacy Beliefs Of Elementary Teachers Candidates*. TOJET: The Turkish Online Journal of Educational Technology – October 2011, volume 10 Issue 4

Eccles, J. S., & Wigfield, A. (2002). *Motivational beliefs, values, and goals*. Annual Review of Psychology, 53, 109–132

Echols, John M. dan Hassan Shadily, (2007). *Kamus Indonesia - Inggris*, Jakarta: Pt. GramediaPustaka

Egberink A, Gijlers A H, Saab N (2015) *The Effect Of Task And Collaboration Support On Learning Processes And Learning Results In A Cscl Environment*. Chapter In Book/Report/Conference Proceeding › Conference Contribution › Academic › Peer-Review. Event11th International Conference On Computer Supported Collaborative Learning, Cscl 2015: Exploring The Material Conditions Of Learning: Opportunities And Challenges For Cscl - Gothenburg University, Gothenburg, Sweden

Engel, S. (2011). *Children's Need To Know: Curiosity In Schools*. Harvard Educational Review, 81(4), 625–645.

Engeser, S., & Rheinberg, F. (2008). *Flow, Performance And Moderators Of Challenge-Skill Balance. Motivation And Emotion*, 32(3), 158–172. Doi:10.1007/S11031-008-9102-4

Eraut, M. (1994). *Developing professional knowledge and competence*. London/New York, NY: Routledge Falmer.

Fauzi A R, Zainuddin, Atok Ra. (2017) *Penguatan Karakter Rasa Ingin Tahu Dan Peduli Sosial Melalui Discovery Learning*. Jurnal Teori dan Praksis Pembelajaran IPS. P-ISSN 2503-1201 | E-ISSN 2503-5307© FIS, Universitas Negeri Malang 2017 <http://journal2.um.ac.id/index.php/jtppips>

Flow" Bahasa Indonesia Terjemahan Diakses Dari <Https://Www.Babla.Co.Id/Bahasa-Inggris-Bahasa-Indonesia/Flow> Diundu

- Froiland, J M, Oros, E, Smith, L B.S., & Hirchert, T.(2012) *Intrinsic Motivation to Learn: The Nexus between Psychological Health and Academic Success*. Contemporary School Psychology: Formerly "The California School Psychologist" January 2012, Volume 16, Issue 1, pp 91–100
- Froiland, J. M., & Worrell, F. C. (2016). *Intrinsic Motivation, Learning Goals, Engagement, And Achievement In A Diverse High School. Psychology In The Schools*, 53(3), 321–336. Doi:10.1002/Pits.21901
- Galli, G., Sirota, M., Gruber, M. J., Ivanof, B. E., Ganesh, J., Materassi, M., raik, F. I. M. (2018). *Learning facts during aging: the benefits of curiosity. Experimental Aging Research*, 1–18. doi:10.1080/0361073x.2018.1477355
- Giambra, L. M., Camp, C. J., Grodsky, A., (1992), *Curiosity and stimulation seeking across the adult life span: Cross-Sectional and 6-8-year longitudinal findings*. Psychology and Aging, 7 (1), 150-157
- Goleman, Daniel.(2002). *Emotional Intelligence*. Jakarta : Pt : Gramedia Pustaka.
- Gomez, E Avery. Wu D, Passerini K, (2010) *Computer-supported team-based learning: The impact of motivation, enjoyment and team contributions on learning outcomes*. Computers & Education journal homepage: www.elsevier.com/locate/compedu
- Goslin, D.A. (2003). *Engaging Minds: Motivation and Learning in America's Schools*. Lanham, MD: Scarecrow Education.
- Gottfredson, Linda S. (1994) *Stream Science On Intelligence: An Editorial With 52 Signatories, History, And Bibliography*. The Wall Street Journal, December 13, 1994.
- Gottfried, A. E. (1990). *Academic Intrinsic Motivation In Young Elementary School Children*. Journal Of Educational Psychology, 82(3), 525–538. Doi:10.1037/0022-0663.82.3.525
- Green, D. (1990). *Instrument for the measurement of individual and societal attitudes toward drugs*. International Journal of the Addictions, 25, 141-157
- Hagenauer, G & Hascher T. (2014) *Early Adolescents' Enjoyment Experienced In Learning Situations At School And Its Relation To Student Achievement*. Journal Of Education And Training Studies Vol. 2, No. 2; April 2014 Issn 2324-805x E-Issn 2324-8068 Published By Redfame Publishing Url: [Http://Jets.Redfame.Com](http://Jets.Redfame.Com)
- Hager, P., Gonczi, A., & Athanasou, J. (1990). *General issues about assessment of competence*. Assessment & Evaluation in Higher Education, 19, 3–16.
- Hamalik, O (1991) *Manajemen Belajar Di Perguruan Tinggi*, (Bandung : Sinar Baru

Harackiewicz, J. M., & Hulleman, C. S. (2010). *The Importance Of Interest: The Role Of Achievement Goals And Task Values In Promoting The Development Of Interest*. *Social And Personality Psychology Compass*, 4(1), 42–52. Doi:10.1111/J.1751-9004.2009.00207.X

Hardre, P. & Reeve, J. (2003). *Motivational Model Of Rural Students' Intentions To Persi*

Hartini (2018) *Budaya Belajar Suku Rejang*. JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling . Vol 2, No 1 (2018) <http://ejournal.upi.edu/index.php/JOMSIGN/article/view/10832>

Hartini, Kartadinata S, Yusuf S, Solehuddin, Wahyudi M (2018) *Curiosity Profile In Learning: Study On Indonesia Students*. Journal For The Education Of Gifted Young. Scientists, 6(4), 17-35, December 2018 E-Issn: 2149- 360x <Http://Jegys.Org>

Hartini, Kartadinata S, Yusuf S, Solehuddin (2018) *Expressing the Level of Curiosity on Aspects og Interest, Novelty Seeking, Openness of Expereience and Exploration of Student in Learning*. In the international conference on counseling technology and Behavior Science . on 14 & 15 November 2018. Faculty of Education Universitas Negeri Padang Indonesia

Harvey, V. S. (1995). *Teaching Study Skills*. In A. Thomas & J. Grimes (Eds.), *Best Practices In School Psychology* (3rd Ed., Pp. 931-942). Washington, Dc: National Association Of School Psychologists

Hastuti, P W, Widowati A , Setyowarno D. 2018. *Penerapan Model Problem Based Learning untuk Meningkatkan Problem Solving dan Curiosity dalam Pembelajaran IPA 1*. Pancasakti Science Education Journal PSEJ Volume 3 Nomor 1, April 2018, (Hal. 49 - 57) <http://e-journal.ups.ac.id/index.php/psej>

Haworth, John; Stephen Evans (June 1995). "Challenge, Skill And Positive Subjective States In The Daily Life Of A Sample Of Yts Students". *Journal Of Occupational And Organizational Psychology*. 68 (2): 109–121. Doi:10.1111/J.2044-8325.1995.Tb00576

Hektner, J. M. & Csikszentmihalyi, M. (1996, April) *A longitudinal exploration of flow and intrinsic motivation in adolescents*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY

Hidi, S., & Harackiewicz, J. M. (2000). *Motivating The Academically Unmotivated: A Critical Issue For The 21st Century*. *Review Of Educational Research*, 70(2), 151–179. Doi:10.3102/00346543070002151

Hodda , M dan Saini, A (2016) *Academic Procrastination ; A Critical Issue for Consideration*. Article (PDF Available) · August 2016 with 921 Reads

Huang, L.-S. (2005). *Fine-Tuning The Craft Of Teaching By Discussion*. *Business Communication Quarterly*, 68(4), 492–500. Doi:10.1177/108056990506800409

- Husni, Moh. Ali. 2014. *Keefektifan Pembelajaran Matematika dengan Problem Posing dan Problem Solving Ditinjau dari Prestasi dan Curiosity*. PYTHAGORAS: Jurnal Pendidikan Matematika Volume 9–Nomor 1, Juni 2014, (11-21)Available online at: <http://journal.uny.ac.id/index.php/pythagoras>
- Hussain Ch, Abin (2006) *Effect Of Guidance Services On Study Attitudes, Study Habits And Academic Achievement Of Secondary School Students*. Bulletin Of Education & Research June 2006, Vol. 28, No. 1, Pp. 35-45
- Iverson, K., & Colky, D. (2004). *Scenario-based E-learning design. Performance Improvement*, 43(1), 16–22. doi:10.1002/pfi.4140430105
- Jackson S A. Marsh Herbert W. (1996) . *Development And Validation Of A Scale To Measure Optimal Experience: The Flow State Scale*. Journal Of Sport & Exercise Psychology, 1996, 18, 17-35 O 1996 Human Kinetics Publishers, Inc.
- Jackson, S. A., & Csikszentmihalyi, M. (1999). *Flow In Sports: The Keys To Optimal Experiences And Performances*. Champaign, Il: Human Kinetics
- Joint, N. (2003). *Information Literacy Evaluation: Moving Towards Virtual Learning Environments*. The Electronic Library, 21(4), 322-334.
- Jones, A.J.,Staffire, B. & Stewart, N.R (1970) *Principles of Guidance*. Tokyo: McGraw-Hill Kogakusha Company
- Kamus Besar Bahasa Indonesia (Kbbi) Online. *Arti Kata Daya Dan Serap*. Di Akses Dari (<Https://Kbbi.Web.Id/Daya> Dan <Https://Kbbi.Web.Id/Serap>
- Kamus Besar Bahasa Indonesia (KBBI), Kamus Versi Online/Daring. *Arti kata akademik/a akademis* . diakses dari <https://kbbi.web.id/akademis>
- Kang, H. Lee S, Chui C K. (2009) Flow-Based Image Abstraction. *Ieee Transactions On Visualization And Computer Graphics*, Vol. 15, No. 1, January/February 2009
- Kartadinata S (2007). *Seri Landasan bimbingan dan Konseling : Teori Bimbingan dan Konseling*. www.upi.edu. Di akses pada <https://docplayer.info/36885547-Teori-bimbingan-dan-konseling-sunaryo-kartadinata.html>
- Kartadinata. S (2011). *Tindakan Menguak Tabir Bimbingan dan Konseling sebagai Upaya Pedagogis. Kiat Mendidik Sebagai Landasan Profesional Konselor*. Bandung. UPI Press
- Kartadinata. S (2012) . *Pendidikan Harus Antarkan Generasi Emas Indonesia 2045*. Konperensi Nasional Pendidikan Indonesia (Konaspri)VII yang diselenggarakan Universitas Negeri Yogyakarta, di Royal Ambarukmo, Yogyakarta, Kamis (1/11/2012).
- Kartadinata. S (2015)a *Pengembangan Pedagogik Dari Perspektif Pendidikan Dan Pendidikan Guru Abad 21*. Seminar Internasional Pedagogik Ke 6 Pendidikan Guru Sekolah Dasar. Kerjasama Komunitas Pendidik Serantau. Bandung, 15-17 September 2015. Universitas Pendidikan Indonesia

Kartadinata. S (2015)b *Pendidikan Guru dan Generasi Emas Indonesia*. Seminar dan Temu Alumni Akbar dalam Rangkaian Dies Natalis Ke 61. Universitas Pendidikan Indonesia 17 Oktober 2015

Kartadinata. (2016) *Membangun Kesiapan Manusia Indonesia hidup Dalam Masyarakat Ekonomi Asean (MEA) dan Dunia Kerja Global : Tantangan Bagi Pendidikan dan Pendidikan Guru*. Orasi Ilmiah, disampaikan pada acara Dies Natalis ke 60 Universitas Pendidikan Indonesia, 20 Oktober 2016

Kashdan, T. B. (2004). Curiosity. In C. Peterson, & M. E. P. Seligman (Eds.), *Character Strengths And Virtues: A Handbook And Classification* (Pp. 125–141). New York, Ny: Oxford University Press

Kashdan, T. B., Rose, P., & Fincham, F. D. (2004). *Curiosity And Exploration: Facilitating Positive Subjective Experiences And Personal Growth Opportunities*. *Journal Of Personality Assessment*, 82(3), 291–305. Doi:10.1207/S15327752jpa8203_05

Kaslow, N. J., Bebeau, M. J., Lichtenberg, J. W., Portnoy, S. M., Rubin, N. J., Leigh, Et Al. (2007). *Guiding Principles And Recommendations For The Assessment Of Competence*. *Professional Psychology: Research And Practice*, 38, 441–451.

Kecskemeti. M 2013. *The Stance of Curiosity in the Classroom Is There a Place for Counselling Skills in Teachers' Work?*. New Zealand Journal of Counselling

Keller, H., Schneider, K., & Henderson, B. (1994). *Preface: The Study Of Exploration*. In H. Keller, K. Schneider, & B. Henderson (Eds.), *Curiosity And Exploration* (Pp. 199–212). Berlin: Springer-Verlag.

Keller, J., & Landhäuber, A. (2012). *The flow model revisited*. In S. Engeser (Ed.), *Advances in flow research* (pp. 51-64). New York: Springer.

Kementerian Riset, Teknologi Dan Pendidikan Tinggi. 2018. *Kebijakan Kemristekdikti Untuk Pendidikan Bimbingan Dan Konseling. Temu Kolega Prodi*. Jogjakarta, 10 Maret 2018

Kim, L. (1998). *Crisis construction and organizational learning: Capability building in catching-up at Hyundai Motor*. Organization Science, 9(4), 506–521

Klenowski, V. (1995) *Student Self Evaluation Processes in Student Centered Teaching And Learning Contexts Of Australia And England*. *Assessment In Education: Principles, Policy & Practice*, 2(2), 145–163. Doi:10.1080/0969594950020203

Kolko, D. J., & Kazdin, A. E. (1989). *Assessment Of Dimensions Of Childhood Firesetting Among Patients And Nonpatients: The Firesetting Risk Interview*. *Journal Of Abnormal Child Psychology*, 17, 157-176

Kramer, Geoffrey P.; Douglas A. Bernstein; Vicky Phares (2009). *Introduction to Clinical Psychology* (7 ed.). Upper Saddle River, NJ: Pearson Prentice Hall. p. 254

- Krathwohl, D. R. (2002). *A revision of Bloom's taxonomy: An overview*. Theory into Practice, 41, 212–218
- Kreitler, H., & Kreitler, S. (1972). *Psychology Of The Arts*. Durham, Nc: Duke University Press
- Kusurkar, R. A., Croiset, G., & Ten Cate, O. T. J. (2011). *Twelve tips to stimulate intrinsic motivation in students through autonomy-supportive classroom teaching derived from Self-Determination Theory*. Medical Teacher, 33(12), 978–982. doi:10.3109/0142159x.2011.599896
- Lari, Fateme Samiei (2014) *The Impact Of Using Powerpoint Presentations On Students' Learning And Motivation In Secondary Schools*. International Conference On Current Trends In Elt Elsevier Ltd. Open Access Under Cc By-Nc-Nd License. Selection And Peer-Review Under Responsibility Of Urmia University, Iran.
- Lauermann, F., & Karabenick, S. A. (2013). *The meaning and measure of teachers' sense of responsibility for educational outcomes*. Teaching and Teacher Education, 30, 13–26. doi:10.1016/j.tate.2012.10.001
- Lee Eunju (2005) *The Relationship of Motivation and Flow Experience to Academic Procrastination in University Students*, The Journal of Genetic Psychology, 166:1, 5-15, DOI: 10.3200/GNTP.166.1.5-15
- Lefevre, J. (1988). *Flow And The Quality Of Experience During Work And Leisure. Optimal Experience*, 307–318. Doi:10.1017/Cbo9780511621956.018
- Lin Aleck C. H. and Grego Shirley. (2006) *Designing Websites for Learning and Enjoyment: A study of museum experiences*. International Review of Research in Open and Distance Learning Volume 7, Number 3.
- Linley, P. A., & Joseph, S. (Eds.). (2004). *Positive Psychology In Practice*. Doi:10.1002/9780470939338
- Litman, J. A., & Jimerson, T. L. (2004). *The Measurement Of Curiosity As A Feeling-Of-Deprivation*. Journal Of Personality Assessment, 82, 147–157
- Lizzio, A., & Wilson, K. (2004). *Action Learning In Higher Education: An Investigation Of Its Potential To Develop Professional Capability*. Studies In Higher Education, 29, 469–488
- Loewenstein, G. (1994). *The Psychology Of Curiosity: A Review And Reinterpretation*. Psychological Bulletin, 116(1), 75–98. Doi:10.1037/0033-2909.116.1.75
- Lokanath Mishra,(2016) *Focus Group Discussion in Qualitative Research*, TechnoLEARN Vol. 6: No. 1: p. 1-5, June 2016. Doi : 10.5958/2249-5223.2016.00001.2
- Sutikno. M S (2009) *Belajar Dan Pembelajaran “Upaya Kreatif Dalam Mewujudkan Pembelajaran Yang Berhasil”* Prospekt ; Bandung

Mahajan R (2015) *The Key Role Of Communication Skills In The Life Of Professionals*. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 20, Issue 12, Ver. II (Dec. 2015) PP 36-39 e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org

Malone, T. W. (1981). *Toward A Theory Of Intrinsically Motivating Instruction. Cognitive Science*, 5(4), 333–369. Doi:10.1207/S15516709cog0504_2

Marilyn P. Arnone H. Patricia McKenna, Ruth V. Small, Sarah A. Chauncey (2011) *curiosity, interest and engagement in technology-pervasive learning environments: a new research agenda*. *Education Tech Research Dev* (2011) 59:181–198 DOI 10.1007/s11423-011-9190-9

Maw, W. H., & Maw, E. W. (1966). *An Attempt to Measure Curiosity in Elementary School Children. American Educational Research Journal*, 3(2), 147–156. doi:10.3102/00028312003002147

Mayer, J. D. (2008). *Personal Intelligence. Imagination, Cognition And Personality*, 27(3), 209–232. Doi:10.2190/Ic.27.3.B

Mayers, P. (1978). *Flow in adolescence and its relation to the school experience*. Unpublished doctoral dissertation, University of Chicago

McKeachie Wilbert J.(1999), *William James's Talks To Teachers* , 1899 And McKeachie's Teaching Tips, 1999

McKeachie, W.J., Svinicki,M. 2006) *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and ISBN: 0495809292 / 9780495809296*

Miller, G. E. (1990). *The Assessment Of Clinical Skills/Competence/Performance*. Academic Medicine, 65, 63–67.

Millanti, Silmi dan Kusmarni, Yani (2017) *Menumbuhkan Karakter Rasa Ingin Tahu Siswa dalam Pembelajaran Sejarah melalui Media Puzzle*. E-Journal Factrum. Departemen Pendidikan Sejarah. FPIPS UPI

Minke, K. M., & Anderson, K. J. (2005). *Family—School Collaboration and Positive Behavior Support. Journal of Positive Behavior Interventions*, 7(3), 181–185. doi:10.1177/10983007050070030701

Mitchell, M. (1993). *Situational Interest: Its Multifaceted Structure In The Secondary School Mathematics Classroom. Journal Of Educational Psychology*, 85(3), 424–436. Doi:10.1037/0022-0663.85.3.424

- Mitnik, R., Nussbaum, M., & Recabarren, M. (2009). *Developing Cognition With Collaborative Robotic Activities*. Educational Technology & Society, 12 (4), 317–330.
- Moneta, G. B., & Spada, M. M. (2009). *Coping as a mediator of the relationships between trait intrinsic and extrinsic motivation and approaches to studying during academic exam preparation*. Personality and Individual Differences, 46(5-6), 664–669. doi:10.1016/j.paid.2009.01.012
- Moneta, Giovanni (2012). "On The Measurement And Conceptualization Of Flow". In Engeser, Stefan (Ed.). Advances In Flow Research. New York
- Morton, S. (1993). *Socialization-Related learning, job satisfaction, and commitment for new employees in a federal agency*. Unpublished doctoral dissertation, VirginiaPolytechnic Institute and State University
- Muttaqin A and Sopandi W, 2017. *Energy Transformation Topic: Correlation between PreClassroom Reading Activity and Students' Curiosity* . International Conference on Mathematics and Science Education (ICMScE) IOP Publishing IOP Conf. Series: Journal of Physics: Conf. Series 895 (2017) 012021 doi :10.1088/1742-6596/895/1/012021
- Mulyatiningsih, R Dkk. 2001. *Bimbingan Pribadi, Sosial, Belajar, Dan Karier. Petunjuk Praktis Diri Sendiri Untuk Siswa Smp Dan Sma*. Jakarta : Pt Grasindo
- Myrick Robert (2011)*Developmental Guidance And Counseling: A Practical Approach*. Educational Media Corporation® Library Of Ngress Control Number: 2010942410 Isbn 978-1-930572-58-4
- Nakamura Jeanne dan Csikszentmihalyi M (2002). *The Concept of Flow. Copyright statement 'Reprinted with permission of the Oxford University Press, Inc. in C.R. Snyder & S.J. Lopez (Eds.) Handbook of Positive Psychology. New York: Oxford University Press, pp 89-105, 2002'* Oxford University Press. <http://www.oup.com>
- Naz, Arab. Khan, Waseem. Khan, Qaiser. Daraz , Umar (2013) *Teacher's Questioning Effects on Students Communication in Classroom Performance*. Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.7, 2013
- Neal, L., Magazine, L., & Wormer, K. V. (2004). *Making Learning Fun: Plimoth Plantation's Online Learning Centre*. Museums And The Web 2004 Conference, March 31 – April 3, Washington, D.C. <Http://Www.Archimuse.Com/Mw2004/Papers/Neal/Neal.Html>
- Neeley. Shirley J (2004) *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools, A Guide For Program Development Pre-K -12th Grade*. Texas Education Agency.1701 North Congress A venue. Austin, TX 78701
- Newmann, F. M., Wehlage G. G. & Lamborn S. D. (1992) *The significance and sources of student engagement*. In F. Newmann (Ed.), *Student engagement and achievement in American secondary schools*. New York: Teachers College Press.

Nurihsan Achmad Juntika (2006) *Bimbingan Dan Konseling Dalam Berbagai Latar Dan. Kehidupan*. Bandung : Pt Reika Aditama

O'Brien, W. K. (2002). *Applying the transtheoretical model to academic procrastination*. Dissertation Abstracts International: Section B: The Sciences and Engineering, 62(11-B), 5359

OECD. 2016. Pisa 2015 Result In Focus. Di Unduh Pada (2017, 3 Mei) Tersedia [Https://Www.Oecd.Org](https://www.oecd.org)

Olson, K., Camp, C., & Fuller, D. (1984). *Curiosity And Need For Cognition. Psychological Reports*, 54(1), 71–74. Doi:10.2466/Pr0.1984.54.1.71

Oudeyer dan Kaplan (2008) *How can we define intrinsic motivation?* Article. See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/29614795>

Ozaslan, E. N., & Maden, Z. (2013). *The Use Of Powerpoint Presentations At In The Department Of Foreign Language Education At Middle East Technical University*. Middle Eastern & African Journal Of Educational Research, Issue 2.

Pace, S. (2004). *A Grounded Theory of the Flow Experiences of Web Users*. International Journal of Human-Computer Studies, 60 (3), 327-363.

Pakdel Behnaz (2013) *The Historical Context Of Motivation And Analysis Theories Individual Motivation*. International Journal Of Humanities And Social Science Vol. 3 No. 18; October 2013

Parker, R.E., Bianchi, A. and Cheah, T.Y. (2008). *Perceptions of instructional technology: Factors of influence and anticipated consequences*. Educational Technology & Society, 11(2), 274-293

Paruntu, P., Sukestiyarno, Y., & Budi Prasetyo, A. (2018). *Analysis of Mathematical Communication Ability and Curiosity Through Project Based Learning Models With Scaffolding*. Unnes Journal of Mathematics Education Research, 7(1), 26-34. Retrieved from <https://journal.unnes.ac.id/sju/index.php/ujmer/article/view/21864>

Payne, H. J. (2005). *Reconceptualizing Social Skills In Organizations: Exploring The Relationship Between Communication Competence, Job Performance, And Supervisory Roles*. Journal Of Leadership & Organizational Studies, 11(2), 63–77. Doi:10.1177/107179190501100207

Payne, M. (2011). *Humanistic Social Work: Core Principles in Practice*. Chicago: Lyceum, Basingstoke, Palgrave Macmillan

Pearce, J. M., Ainley, M., & Howard, S. (2005). *The ebb and flow of online learning. Computers in Human Behavior*, 21(5), 745–771. doi:10.1016/j.chb.2004.02.019

Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 111 Tahun 2014 Tentang *Bimbingan dan Konseling Pada Pendidikan Dasar dan Pendidikan Menengah*

Peterson C & Seligman.M.E.P (2004) *Character Strengths and Virtues A Handbook and Classification*. American Psychological Associationc.750 First Street, NE, Washington, DC 20002-4242

Pluck, Graham & Johnson, Helen .2011.*Stimulating Curiosity To Enhance Learning*. Gesj: Education Science And Psychology 2011 | No.2(19) Issn 1512-1801

Prayitno Dkk, 2002. *Seri Keterampilan Belajar (Program Semi Que Iv)*. Padang : Depdiknas

Proctor, B. E., Prevatt, F. F., Adams, K. S. (Katharine S., Reaser, A., & Petscher, Y. (2006). *Study Skills Profiles of Normal-Achieving and Academically-Struggling College Students*. Journal of College Student Development, 47(1), 37–51. doi:10.1353/csd.2006.0011

Putra, Nusa dan Hendarman. (2013). *Metode Riset Campur Sari*. Jakarta : Indeks

Rabin, L. A., Fogel, J., & Nutter-Upham, K. E. (2011). *Academic procrastination in college students: The role of self-reported executive function*. *Journal of Clinical and Experimental Neuropsychology*, 33(3), 344–357. doi:10.1080/13803395.2010.518597

Raharja, S et al, 2018. *Mengukur Rasa Ingin Tahu Siswa [Measuring Students' Curiosity]*. A Journal Of Language, Literature, Culture, And Education Polyglot Vol. 14 No. 2 Juli 2018.

Reio Jr, Thomas G, 1997. *Effects Of Curiosity On Socialization-Related Learning And Job Performance In Adults*. The Faculty Of The Virginia Polytechnic Institute And State University In Partial Fulfillment Of The Requirements For The Degree Of

Reiss, S (2008) *The Normal Personality, A New Way Of Thinking About People*. Cambridge University Press. The Edinburgh Building, Cambridge Cb2 8ru, Uk. Published In The United States Of America By Cambridge University Press, New York

Renzulli, J. S. (n.d.). *The Three-Ring Conception of Giftedness: A Developmental Model for Promoting Creative Productivity*. Conceptions of Giftedness, 246–279. doi:10.1017/cbo9780511610455.015

Richard Gross (2010) *Psychology: The Science Of Mind And Behaviour* - Richard Gross . Hodder Education, 2010 - Psychology

Richard, H., & Haya, A. (2009). *Examining student decision to adopt web 2.0 technologies: theory and empirical tests*. Journal of computing in higher education, 21(3), 183-198

Rinkevich, Jennifer L (2015) *The Relationship Among Student Creativity, Curiosity, And Academic Intrinsic Motivation: A Mixed Methods Phenomenological Study Of Sixth Grade Students*. Indiana University Of Pennsylvania Knowledge Repository @ Iup

Ritchhart, R. (2002). *Intellectual Character: What It Is, Why It Matters, And How To Get It*. San Francisco, Ca: Jossey-Bass.

Robbins, S., Davenport, M., Anderson, J., Kliewer, W., Ingram, K., & Smith, N. (2002). *Motivational Determinants And Coping And Academic Behavior Mediators Of First Year College Adjustment: A Prospective Study*. Manuscript Submitted For Publication

Roche, Suzanne M., McConkey, Kevin M. (1990) *Absorption: Nature, assessment, and correlates*. Journal of Personality and Social Psychology, Vol 59(1), Jul 1990, 91-101

Rodríguez - Ardura, I., & Meseguer-Artola, A. (2016). *Flow In E-Learning: What Drives It And Why It Matters*. British Journal Of Educational Technology, 48(4), 899–915. doi:10.1111/Bjet.12480

Rodríguez-Ardura, I., & Meseguer-Artola, A. (2018). *The playfulness of Facebook – Shaped by underlying psychological drivers and gender differences*. Telematics and Informatics. doi:10.1016/j.tele.2018.09.004

Rogatko, T. P. (2007). *The Influence Of Flow On Positive Affect In College Students*. Journal Of Happiness Studies, 10(2), 133–148. doi:10.1007/S10902-007-9069-Y

Ross, J. A., Hogaboam-Gray, A., & Rolheiser, C. (2002). *Student Self-Evaluation in Grade 5-6 Mathematics Effects on Problem- Solving Achievement*. Educational Assessment, 8(1), 43–58. doi:10.1207/s15326977ea0801_03

Rowson, J. (2012). *The Power of curiosity: How linking inquisitiveness to innovation could help to address our energy challenges*. RSA Social Brain Centre, 1, 1-36. Retrieved from <https://www.thersa.org/globalassets/pdfs/blogs/rsa-socialbrain-the-power-of-curiosity.pdf>

Rusmana, Nandang. 2009. *Bimbingan Dan Konseling Kelompok Di Sekolah (Metode, Teknik dan Aplikasi)*. Bandung: Rizqi Press

Ryan, R. M. (1995). *Psychological Needs and the Facilitation of Integrative Processes*. Journal of Personality, 63(3), 397–427. doi:10.1111/j.1467-6494.1995.tb00501.x

Ryan, R. M., & Deci, E. L. (2000). *Self-Determination Theory And The Facilitation Of Intrinsic Motivation, Social Development, And Well-Being*. American Psychologist, 55, 68–78.

Sakaki, M., Yagi, A., & Murayama, K. (2018). *Curiosity in old age: A possible key to achieving adaptive aging*. *Neuroscience & Biobehavioral Reviews*, 88, 106–116. doi:10.1016/j.neubiorev.2018.03.007

Samsudin. (2008). *Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan*. Jakarta: PT. Fajar Interpratama

Sarah B. Keating, (2011) *Curriculum Development and Evaluating in Nursing* (New York: Springer Publishing Company, LLC. 65.

Schaffer O (2013) *Crafting Fun User Experiences: A Method To Facilitate Flow*. Researchget. At: [Https://Www.Researchgate.Net/Publication/272181532](https://www.researchgate.net/publication/272181532)

Schüler, J & Engeser, S (2009) *Incentives and flow experience in learning settings and the moderating role of individual differences*. [ht ps://www.researchgat e.net /publ i cat i on/242175062](https://www.researchgate.net/publication/242175062)

Schüler, J., Sheldon, K. M., & Fröhlich, S. M. (2010). *Implicit Need For Achievement Moderates The Relationship Between Competence Need Satisfaction And Subsequent Motivation*. *Journal Of Research In Personality*, 44(1), 1–12. Doi:10.1016/J.Jrp.2009.09.002

Schweinle, A., Meyer, D. K., & Turner, J. C. (2006). *Striking the Right Balance: Students' Motivation and Affect in Elementary Mathematics*. *The Journal of Educational Research*, 99(5), 271–294. doi:10.3200/joer.99.5.271-294

Seo, Eun Hee (2011) *The Relationships Among Procrastination, Flow, And Academic Achievement. Social Behavior And Personality*, 2011, 39(2), 209-218 © Society For Personality Research (Inc.) Doi 10.2224/Sbp.2011.39.2.209

Sharrona , Juneman Abraham. 2017. *The Role of Curiosity in Making Up Digital Content Promoting Cultural Heritage*. 5th Arte Polis International Conference and Workshop – “Reflections on Creativity: Public Engagement and The Making of Place”, Arte-Polis 5, 8-9 August 2014, Bandung, Indonesia. Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>). Peer-review under responsibility of the Scientific Committee of Arte-Polis 5 doi: 10.1016/j.sbspro.2015.05.089

Shernoff D J, Anderson B, Abdi B and Csikszentmihalyi M (2014) *Flow in schools revisited: Cultivating engaged learners and optimal learning environment*, Raudletge. Francis Taylor

Shernoff, D. J., Csikszentmihalyi, M., Shneider, B., & Shernoff, E. S. (2003). *Student Engagement In High School Classrooms From The Perspective Of Flow Theory*. *School Psychology Quarterly*, 18(2), 158–176. Doi:10.1521/scpq.18.2.158.21860

Shernoff, D.J., Csikszentmihalyi, M., (2009) Flow in schools: *Cultivating engaged learners and optimal learning environments*. citeseerx.ist.psu.edu/viewdoc /download? doi=10.1.1.454.5933&rep=rep1...pdf

Shin, N. (2006). *Online Learner's "Flow" Experience: An Empirical Study*. *British Journal Of Educational Technology*, 37(5), 705–20. Doi:10.1111/J.1467-8535.2006.00641.X

Shor, I. (1992). *Empowering Education: Critical Teaching For Social Change*. Chicago, IL: University of Chicago press

Sinha, T. Bai, Z and Cassell. J (2017). *A New Theoretical Framework for Curiosity for Learning in Social Contexts*. from book Data Driven Approaches in Digital Education. 12th European Conference on Technology Enhanced Learning, EC-TEL 2017, Tallinn, Estonia, September 12–15, 2017 DOI: 10.1007/978-3-319-66610-5_19

Snyder, C.R. & Lopez, S.J. (2007), *Positive Psychology: The Scientific And Practical Explorations Of Human Strengths*, London, Uk: Sage Publications

Solehuddin, (2015) *Disertasi. Peberdayaan Taman Kanak-kanak kurang beruntung melalui pembelajaran berbasis bimbingan*. Program Studi Bimbingan dan Konseling Sekolah Pascasarjana Universitas Pendidikan Indonesia

Solichin, Mohammad Muchlis. 2018. *Teori Belajar Humanistik Dan Aplikasinya Dalam Pendidikan*. ISLAMUNA. Jurnal Studi Islam. Volume 5 Nomor 1 Juni 2018

Somody, C., Henderson, P., Cook, K., & Zambrano, E. (2008). *A Working System of School Counselor Supervision. Professional School Counseling*, 12(1), 2156759X0801200. doi:10.1177/2156759x0801200103

Steel Piers (2007) *The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure*

Stepp-Greany, J. (2002). *Student perceptions on language learning in a technological environment: Implications for the new millennium*. Language Learning & Technology, 6(1), 165-180.

Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Afabeta

Suprapto, Tommy (2009) *Pengantar Teori dan Manajemen Komunikasi*, MedPress, Yogyakarta, Cet. 8

Sundayana, Rostina (2014) *Statistika Penelitian Pendidikan*, Bandung: Alfabeta, hal.151.

- Sumaya, I. C., & Darling, E. (2018). *Procrastination, Flow, And Academic Performance In Real Time Using The Experience Sampling Method*. The Journal Of Genetic Psychology, 179(3), 123–131. Doi:10.1080/00221325.2018.1449097
- Sun, P. Y. T., & Anderson, M. H. (2008). *An Examination of the Relationship Between Absorptive Capacity and Organizational Learning, and a Proposed Integration*. International Journal of Management Reviews, 12(2), 130–150. doi:10.1111/j.1468-2370.2008.00256.x
- Susskind, J. E (2005) *Powerpoints Power In The Classroom: Enhancing Students Self-Efficacy And Attitudes*. 0360-1315/\$ - See Front Matter 2004 Elsevier Ltd. All Rights Reserved. Doi:10.1016/J.Compedu.2004.07.005
- Swan, G. E., & Carmelli, D. (1996). *Curiosity and mortality in aging adults: A 5-year follow-up of the Western Collaborative Group Study*. Psychology and Aging, 11(3), 449–453. doi:10.1037/0882-7974.11.3.449
- Djamarah. S D (2000). *Rahasia Sukses Belajar*. Jakarta: Cerdas Pustaka
- Talmage , Craig A & Knopf, Richard C . (2018) *Wisdom And Curiosity Among Older Learners: Elucidating Themes Of Well-Being From Beautiful Questions In Older Adulthood*. Obm Geriatrics 2018;2(4):025; Doi:10.21926/Obm.Geriatr.1804025.
- Telemaque, E. (2011). *A Review Of: "Brookfield, D. Stephen. (2005).The Power Of Critical Theory: Liberating Adult Learning And Teaching."* Journal Of Research On Christian Education, 20(3), 345–348. Doi:10.1080/10656219.2011.623655
- Tellegen, A., & Atkinson, G. (1974). *Openness to absorbing and self-altering experiences ("absorption"), a trait related to hypnotic susceptibility*. Journal of Abnormal Psychology, 83, 268-277.
- Thoman, D. B., Sansone, C., & Pasupathi, M. (2006). *Talking About Interest: Exploring The Role Of Social Interaction For Regulating Motivation And The Interest Experience*. Journal Of Happiness Studies, 8(3), 335–370. Doi:10.1007/S10902-006-9016-3
- Thompson, R. L., Higgins, C. A., & Howell, J. M. (1991). *Personal Computing: Toward A Conceptual Model Of Utilization*. Mis Quarterly, 15(1), 125-143.
- Thrun Sebastian B (1992). *The Role Of Exploration In Learning Control*. *Handbook of Intelligent Control: Neural, Fuzzy and Adaptive Approaches* David A. White and Donald A. Sofge (editors) Van Nostrand Reinhold, Florence, Kentucky 41022 (publisher)
- Trevino, L. K., & Webster, J. (1992). *Flow In Computer-Mediated Communication*. Communication Research, 19(5), 539– 573. Doi:10.1177/00936509201900500

Trilling, B. and Fadel, C. 2009. *21st Century Skills: Learning for Life in Our Times*. San Francisco, Calif., Jossey-Bass/John Wiley & Sons, Inc

Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 *Tentang Guru dan Dosen*

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 *Tentang Sistem Pendidikan Nasional*.

Vallerand, R J & Bissonnette, R (1992) *Intrinsic, Extrinsic, and Amotivational Styles as Predictors of Behavior: A Prospective Study*. Journal of Personality 60:3, September 1992

Vansteenkiste, M. Simmons, J., Len, W., Sheldon, K.M. & Deci, E.L. (2004). *Motivating Learning, Performing And Persistence: The Synergistic Effects Of Intrinsic Goal Contents And Autonomy-Supportive Contexts*. Journal Of Personality And Social Psychology, 87 , 247-260.

Voss, H., & Keller, H. (1983). *Curiosity and exploration: Theories and results*. New York: Academic Press.

White, R. W. (1959). *Motivation reconsidered: The concept of competence*. Psychological Review, 66, 297–333.

Whitson C And Consoli J, (2009) *Flow Theory And Student Engagement*. Journal Of Cross-Disciplinary Perspectives In Education Vol. 2, No. 1 (May 2009) 40 – 49

Widaningsih (2014) *Strategi Curiosity Based Learning Dalam Pembelajaran Menulis Teks Ilmiah Populer Di Kelas VII SMP Negeri 3 Bandung*. Ranah, Volume 3, Nomor 1, Juli 2014

Willis, Cl . (2006) *Mind Maps As Active Learning Tools*. Published *Mind Maps As Active Learning Tools*.

Wyk, Liesel Van (2004) *The Relationship Between Procrastination And Stress In The Life Of The High School Teacher*. The Faculty Of Economic And Management Sciences At The University Of Pretoria

Yusuf. A Muri (2005) . *Metodologi Penelitian (Dasar-Dasar Penyelidikan Ilmiah)*. Padang: UNP Press.

Yusuf S dan Nurihsan. J 2006. *Landasan Bimbingan dan Konseling*. Bandung : Remaja Rosdakarya

Zahra, S. A., & George, G. (2002). *Absorptive Capacity: A Review, Reconceptualization, And Extension*. Academy Of Management Review, 27(2), 185–203.

Zetriuslita, Wahyudin, & Dahlan, J. A. (2018)a *Association among Mathematical Critical Thinking Skill, Communication, and Curiosity Attitude as the Impact of Problem-Based Learning and Cognitive Conflict Strategy (PBLCCS) in Number Theory Course*. *Infinity*, 7 (1), 15-24 doi:10.22460/infinity.v7i1.p15-24

Zetriuslita, Wahyudin & Jarnawi (2018)b. *Mathematical Communication Ability And Curiosity Attitude Through Problem Based Learning And Cognitive Conflict Strategy Based On Academic Level: A Study In Number Theory*. **PEOPLE: International Journal of Social Science**

Zetriuslita, Wahyudin & Jarnawi . (2017) *Mathematical Critical Thinking and Curiosity Attitude in Problem Based Learning and Cognitive Conflict Strategy: A Study in Number Theory course*. International Education Studies; Vol. 10, No. 7; 2017. ISSN 1913-9020 E-ISSN 1913-9039 Published by Canadian Center of Science and Education

Zhang P, Li Na, and Sun Heshan (2006) *Affective Quality and Cognitive Absorption: Extending Technology Acceptance Research*. Proceedings of the Hawaii International Conference on System Sciences, January, 2006

Zion, M. Icha., & Sadeh, I. (2007). *Curiosity And Open Inquiry Learning*. Journal Of Biological Education, 41(4), 162–169. Doi:10.1080/00219266.2007.9656092

Zuckerman, M. (1994). *Behavioral expressions and biosocial bases of sensation seeking*. New York: Cambridge University Press.

Zuss, M. (2012) *The Practice Of Theoretical Curiosity*. New York, N.Y.: Springer Publishing