

DAFTAR PUSTAKA

- Abidin, Y. 2016. *Revitalisasi Penilaian Pembelajaran dalam Konteks Pendidikan Multiliterasi Abad ke-21*. Bandung: Refika Aditama.
- Adicondro, N., & Purnamasari, A. (2011). Efikasi diri, Dukungan Sosial Keluarga dan Self Regulated Learning Pada Siswa Kelas VIII, (1).
- Afifuddin; & Saebani, B. A. 2009. *Metodologi Penelitian Kualitatif*, Bandung: Pustaka Setia.
- Alwasilah, A. C. 2009. *Pokoknya Kualitatif Dasar-dasar Merancang dan Melakukan Penelitian Kualitatif*. Jakarta : Pustaka Jaya.
- Arikunto, S. 2010. *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.
- Armeini, A. (2007). Self Regulation Learning Universitas Negeri Jakarta, 16, 13–21.
- Baker, L., & Cerro, L. (2000). Assessing Metacognition in Children and Adults. *Issues in the Measurement of Metacognition*, 99–145.
- Boekaerts, M., & Corno, L. (2005). Self regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology*, 54(2), 199–231.
- Bruning, R. H. (2011). *Cognitive Psychology And Instruction*_Fifht Ediotion.pdf. Boston: Allyn & Bacon.
- Crissanti, M.I., dan Widjayanti, D.B., 2015. Keefektifan Metakognitif Ditinjau dari Prestasi Belajar, Kemampuan Berpikir Kritis, dan Minat Belajar Matematika. *Jurnal Riset Pendidikan Matematika*. Volume 2. Nomor 1.
- Egok, A.S. (2017). *Kemampuan Berpikir Kritis dan Kemandirian Belajar Dengan Hasil Belajar Matematika*. *Jurnal Pendidikan Dasar UNJ*, 7(2), 186-199.
- Faslah, F. (2019). *Kemampuan Metakognitif Peserta Didik Pada Penerapan Pendekatan Realistic Mathematics Education (Rme) Pada Pokok Bahasan Barisan Di Kelas XI-Ipa 4 SMA Negeri 1 Cerme* (Doctoral dissertation, Universitas Muhammadiyah Gresik).
- Flavell, J. H. (Stanford U. (1976). Metacognition and Cognitive Monitoring A New Area of Cognitive-Developmental Inquiry. *American Psychologist*, 34(10), 906–911.
- Flavell, J. H. (Stanford U. (1979). Metacognition and Cognitive Monitoring A New Area of Cognitive — Developmental Inquiry. *American Psychologist*, 34(10), 906–911.

- Gravemeijer, K. P. E. 1994. *Developing Realistic Mathematics Education*. Utrecht: Freudenthal Institute.
- Hadwin, A., & Oshige, M. (2011). Self-regulation, coregulation, and socially shared regulation: Exploring perspectives of social in self-regulated learning theory. *Teachers College Record*, 113(2), 240–264.
- Hamzah. 2007. *Evaluasi Pembelajaran Matematika*. Jakarta: Rajawali Pres.
- Hasselhorn, M., & Labuhn, A. S. (2011). *Metacognition and Self-regulated Learning*. *Encyclopedia of Adolescence* (Vol. 1). Elsevier Inc.
- Hasratuddin, dkk, 2014. Peningkatan Kemampuan Berpikir Kritis Matematis dan Kemandirian Belajar Siswa SMP Melalui Pembelajaran Berbasis Masalah. *Jurnal Kreano*. ISSN:2086-2334. Jurusan Matematika FMIPA UNNES Volume 5 Nomor 2 Bulan Desember Tahun 2014.
- Hasratuddin. 2015. *Mengapa Harus Belajar Matematika?* Medan: Perdana Publishing
- Hünniger, D. (2016). Cognition and Instruction. *En.Wikibooks.Org*.
- Kasinath, H. M. (2013). Understanding and using qualitative methods in performance measurement. *Journal of Educational Studies, Trend and Practices*, 3(1), 46-57.
- Kim, Y. R., Park, M. S., Moore, T. J., & Varma, S. (2013). Multiple levels of metacognition and their elicitation through complex problem-solving tasks. *Journal of Mathematical Behavior*, 32(3), 377–396.
- Kirkley, J. (2003). Principles for Teaching Problem Solving: Technical Paper #4, (January 1998).
- Krathwohl, D. R., Anderson, L. W., Airasian, P. W., Cruikshank, K. A., Mayer, R.E., Pintrich, P. R., Wittrock, M. C. (2002). A Taxonomy For Learning, Teaching, And Assessing: A Revision Of Bloom's Taxonomy Of Educational Objectives. *New York Longman*, 41(4), 302.
- Kusumaningrum, D.S., 2016. Peningkatan Kemampuan Penalaran dan Kemandirian Belajar Matematik Melalui Pendidikan Matematika Realistik Indonesia (PMRI) untuk Siswa SMP. *Jurnal Buana Ilmu*. Vol. 1. No. 1. November 2016.
- Laurens, T. (2010). Penjenjangan Metakognisi Siswa yang Valid dan Reliabilitas, *17(2)*, 201–213.
- Mardalis. 1999. *Metode Penelitian*. Jakarta: PT. Bumi Aksara.
- Matlin, M. W. (2009). *Cognition - Seventh Edition*. United States of America:

John Wiley & Sons.

- Meisura dkk, 2019. Pengaruh Penerapan Strategi Metakognitif Terhadap Kemampuan Pemecahan Masalah Matematis Berdasarkan Kemandirian Belajar Siswa. *Jurnal Ilmiah Pendidikan Matematika*. Vol. 2. No. 1. April 2019.
- Moleong, L. J. 2000. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Montalvo, F. T., & Torres, M. C. G. (2004). Self-regulated learning: Current and future directions. *Electronic Journal of Research in Educational Psychology*, 2(3), 1–34.
- Murniati, dkk, 2013. Pengembangan Perangkat Pembelajaran Matematika Realistik untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa SMP. *Jurnal Pendidikan dan Pengajaran*. Jilid 46 No 2. Juli 2013.
- Nurhayati, Eti. (2011). *Psikologi Pendidikan Inovatif*. Yogyakarta: Pustaka Pelajar
- O'Neil, H. F., & Brown, R. S. (1997). Differential Effects of Question Formats in Math Assessment on Metacognition and Affect, *6511*(310).
- Özcan, Z. Ç. (2016). The relationship between mathematical problem-solving skills and self-regulated learning through homework behaviours, motivation, and metacognition. *International Journal of Mathematical Education in Science and Technology*, 47(3), 408–420.
- OZTURK, N. (2017). Assessing Metacognition: Theory and Practices. *International Journal of Assessment Tools in Education*, 4(2), 134–134.
- Purwanto. 2007. *Instrumen Penelitian dan Pendidikan Pengembangan dan Pemanfaatan*. Yogyakarta: Pustaka Pelajar.
- Putra, N., & Lisnawati, S. 2012. *Penelitian Pendidikan Agama Islam*. Bandung: PT Remaja Rosdakarya.
- Rahmawati, F., 2013. Pengaruh Pendekatan Pendidikan Realistik Matematika dalam Meningkatkan Kemampuan Komunikasi Matematis Siswa Sekolah Dasar. *Fakultas MIPA Universitas Lampung* (2013): 225–238.
- Rifa'i, A & C. T. Anni. 2015. *Psikologi Pendidikan*. Semarang: Unnes Press.
- Roll, I., & Winne, P. H. (2015). Understanding, evaluating, and supporting self-regulated learning using learning analytics. *Journal of Learning*

Analytics, 2(1), 7–12.

- Safitri, 2016. Penerapan Pendekatan Pembelajaran Realistic Mathematics Education (Rme) Dalam Upaya Meningkatkan Kemandirian Belajar Matematika Siswa. *Jurnal SIGMA*. Vol.2. No. 1. Hal. 4-10.
- Sale, M. J., Lohfeld, L. H., & Brazil, K. (2002). Revisiting the quantitative-qualitative debate: Implication for mixed-method research. *Quality and Quantity*, 36(1), 43-53.
- Sarwono, J. 2006. *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Schunk, D. H., & Zimmerman, B. J. (2007). Influencing Children's Self-Efficacy And Self-Regulation Of Reading And Writing Through Modeling. *Materia Japan*, 46(3), 171–174
- Schunk, D. H., & Greene, J. A. (2011). *Handbook of Self-Regulation of Learning and Performance*. New York: Routledge.
- Sholeh, R. A. 2005. *Pendidikan Agama dan Pengembangn untuk Bangsa*. Jakarta: PT. Raja Grafindo Persada.
- Siregar, J., 2019. Pengaruh Pendekatan Matematika Realistik Terhadap Kemampuan Komunikasi Matematis Ditinjau Dari Tahap Perkembangan Kognitif. Prosiding Seminar Nasional & Call For Papers. Program Studi Magister Pendidikan Matematika. Universitas Siliwangi. Tasik Malaya. 19 Januari 2019.
- Subagyo, J. 1999. *Metode Penelitian dalam Teori dan Praktek*. Jakarta: Rineka Cipta
- Sugiyono. 2011. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Alfabeta: Bandung.
- Tayeb, T. dan Putri, A.P. 2017. Kemampuan Metakognisi Untuk Meningkatkan Keterampilan Pemecahan Masalah Matematika Siswa Kelas VIII B MTs Madani Alaudin. Pao-pao. Kabupaten Goa. *Jurnal Matematika dan Pembelajaran*. Vol 5. No 1. Juni 2017.
- Tim MKPBM .2001.strategi pembelajaran matematika kontemporer.JICA: UPI Bandung.
- Turmudi. 2008. *Landasan Filsafat dan Teori Pembelajaran Matematika (Berparadigma Eksploratif dan Investigatif)*. Jakarta : Leuser Cita Pustaka
- Thiagarajan. 1974. *Instructional Development for Training Teachers of Exceptional Children: a sourcebook*, Washington Indiana Univ., Bloomington.

- Trianto. 2011. *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana.
- Trianto. 2009. *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana Prenada Media Group.
- Wells, A. (2009). *Metacognitive therapy for anxiety and depression*. The Guilford Press. New York: The Guilford Press.
- Wijaya, A.2012. *Pendidikan Matematika Realistik Suatu Alternatif Pendekatan Pembelajaran Matematika*. Yogyakarta: Graha Ilmu.
- Wilson, J., & Clarke, D. (2004). Towards the modelling of mathematical metacognition. *Mathematics Education Research Journal*, 16(2), 25–48.
- Wilson, D., & Conyers, M. (2016). *Teaching Students to Drive Their Brains: Metacognitive Strategies, Activities, and Lesson Ideas*.
- Wolters, C. a, & Pintrich, P. R. (1998). Contextual Differences in Student Motivation and Self-Regulated Learning in Mathematics, English, and Social Studies Classrooms. *Instructional Science*, 26(August 1995), 27–47.
- Yamin, M. (2013). *Strategi & Metode Dalam Model Pembelajaran*. Jakarta: Referensi (Gp Press Group)
- Yeo, K. K. J. (2009). Secondary 2 Students' Difficulties in Solving Non Routine Problems. *International Journal for Mathematics Teaching and Learning*, 1–30.
- Zed, Mestika. 2008. *Metode Penelitian*. Metode Penelitian Kepustakaan. Jakarta. Yayasan Obor Indonesia.
- Zohar, A. (1999). Teachers' metacognitive knowledge and the instruction of higher order thinking. *Teaching and Teacher Education*, 15(4), 413–429.
- Zimmerman, B.J. 2000. *Attaining Self-Regulation: A Social Cognitive Perspective*. In M.Boekaerts, P.R. Pintrich & M. Zeidner (Eds.), *Handbook of Self-regulation* (pp.13-35). San Diego, CA: Academic.
- Zimmerman, B. J. (2010). Becoming a Self-Regulated Learner: An Overview, (September 2013), 37–41.
- Zimmerman, B. J. (2015). *Self-Regulated Learning: Theories, Measures, and Outcomes*. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (Second Edi, Vol. 21). Elsevier.