

REFERENCE

- Akhmad A. (2022). Regulation Of The Minister Of National Education Republic Of Indonesia Number 24 Of 2007 Concerning Standards And Infrastructure Standards For Sd / Mi, Smp / Mts, And Sma / Ma. *BULLET: Jurnal Multidisiplin Ilmu*, 1(03), 273–280. <https://journal.mediapublikasi.id/index.php/bullet/article/view/680>
- Agustianingsih, R., & Mahmudi, A. (2019). How to design open-ended questions? Literature review. *Journal of Physics: Conference Series*, 1320(1). <https://doi.org/10.1088/1742-6596/1320/1/012003>
- Ali, D., Amir MZ, Z., Kusnadi, K., & Vebrianto, R. (2021). Literature Review: Mathematical Creative Thinking Ability, and Students' Self Regulated Learning to Use an Open Ended Approach. *Malikussaleh Journal of Mathematics Learning (MJML)*, 4(1), 52. <https://doi.org/10.29103/mjml.v4i1.3095>
- Assegaf, Z. R., Susanti, W., Esi, N., & Yani, A. (2022). Aplikasi Kahoot Pada Pembelajaran Matematika Materi Sistem Persamaan Linear Dua Variabel. *Adiba: Journal of Education*, 2(4), 507–516. <https://adisampublisher.org/index.php/adiba/article/view/196>
- Apriyani, L., Nurlaelah, I., & Setiawati, I. (2017). *Penerapan model PBL untuk meningkatkan keterampilan berpikir kritis ditinjau dari kemampuan akademik siswa pada materi biologi*.
- Bahar, H., Setiyaningsih, D., Nurmalia, L., & Astriani, L. (2020). Efektifitas Kahoot Bagi Guru Dalam Pembelajaran Di Sekolah Dasar. *KACANEGARA Jurnal Pengabdian Pada Masyarakat*, 3(2), 155–162. <https://doi.org/10.28989/kacanegara.v3i2.677>
- Boaler, J. (1998). Open and closed mathematics: Student experiences and understandings. *Journal for Research in Mathematics Education*, 29(1), 41–62. <https://doi.org/10.2307/749717>
- Bunyamin, A. C., Juita, D. R., & Syalsiah, N. (2020). Penggunaan Kahoot Sebagai Media Pembelajaran Berbasis Permainan Sebagai Bentuk Variasi Pembelajaran. *Gunahumas*, 3(1), 43–50. <https://doi.org/10.17509/ghm.v3i1.28388>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Britania Raya: Addison Wesley.
- Darmawan, D. (2019). *Metode Penelitian Kuantitatif*. Bandung: Remaja Rosdakarya.

- Degeng, I Nyoman Sudana. *Strategi Pembelajaran : Mengorganisasi Isi Dengan Model Elaborasi / I Nyoman Sudana Degeng* .1997
- Fadhilah, N., Nurdyanti, N., Anisa, A., & Wajdi, M. (2022). Integrasi STEM-problem based learning melalui daring terhadap keterampilan berpikir kritis mahasiswa pendidikan biologi. *Jurnal IPA & Pembelajaran IPA*, 6(1), 1–10. <https://doi.org/10.24815/jipi.v6i1.22721>
- Fajar, S. (2004). Pemecahan Masalah, Penalaran dan Komunikasi. *Yogyakarta: Widyaiswara PPPG Matematika Yogyakarta*.
- Fulton, L., & Poeltler, mily. (2013). Developing a Scientific Argument: Modeling and Practice help Students Build Skills in Oral and Written Discourse. *Science and Children*, 50(9), 30–35. https://doi.org/10.2505/4/sc13_050_09_30
- Ghozali, I. (2018). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25*. Semarang: Badan Penerbit Universitas Diponegoro.
- Heri S, Jurusan Matematika, T., & Pamulang, U. (2020). Optimalisasi Keuntungan Produk Cake Dengan Metode Simpleks. *Statmat: Jurnal Statistika Dan Matematika*, 2(1), 34–44. <https://doi.org/10.32493/SM.V2I1.4193>
- Hendriyana, H., Rohaeti, E. E., & Sumarmo, U. (2018). Hard Skills dan Soft Skills Matematik Siswa.
- Hugiono; Purwantana, PK. *Pengantar Ilmu Sejarah* .1992
- Irawan, A., & Surya, E. (2017). Application of the open ended approach to mathematics learning in the sub-subject of rectangular. *International Journal of Sciences: Basic and Applied Research*, 33(3), 270–279.
- Ismail, M. A.-A., & Mohammad, J. A.-M. (2017). Kahoot: A Promising Tool for Formative Assessment in Medical Education. *Education in Medicine Journal*, 9(2), 19–26. <https://doi.org/10.21315/eimj2017.9.2.2>
- INDONESIA. Departemen Pendidikan Nasional. *Kamus Besar Bahasa Indonesia Pusat Bahasa / Departemen Pendidikan Nasional* .2012
- Junpeng, P., Inprasitha, M., & Wilson, M. (2018). Modeling of the open-ended items for assessing multiple proficiencies in mathematical problem solving. *The Turkish Online Journal of Educational Technology*.
- Karadag, N., Boz Yuksekdog, B., Akyildiz, M., & Ibileme, A. I. (2021). Assessment And Evaluation In Open Education System: Students' Opinions About Open-Ended Question (Oeq) Practice. *Turkish Online Journal of Distance Education*, 22(1), 179–193. <https://doi.org/10.17718/TOJDE.849903>

- Kusumawardani, D. R., Wardono, & Kartono. (2018). Pentingnya Penalaran Matematika Dalam Meningkatkan Kemampuan Literasi Matematika [The Importance of Mathematical Reasoning in Improving Mathematical Literacy Skills]. *PRISMA, Prosiding Seminar Nasional Matematika*, 1(1), 588–595.
- Kurniawan, H., Putri, R. I. I., & Hartono, Y. (2018). Developing open-ended questions for surface area and volume of beam. *Journal on Mathematics Education*.
- Kurniawan, A. P. (2015). *STRATEGI PEMBELAJARAN MATEMATIKA Government of Indonesia (GoI) and Islamic Development Bank (IDB)*. <http://digilib.uinsby.ac.id/id/eprint/20207>
- Kholil, M. (2020, February). Students' creative thinking skills in solving mathematical logic problem with open-ended approaches. In *Journal of Physics: Conference Series* (Vol. 1465, No. 1, p. 012044). IOP Publishing.
- Lestari, K. E., & Yudhanegara, M. R. (2018). *Penelitian Pendidikan Matematika*. Bandung: PT Refika Aditama.
- Lestari, N., Hartono, Y., & Purwoko, P. (2016). Pengaruh Pendekatan Open-Ended Terhadap Penalaran Matematika Siswa Sekolah Menengah Pertama Palembang. *Jurnal Pendidikan Matematika*, 10(1). <https://doi.org/10.22342/jpm.10.1.3284.81-95>
- Lestari, W., Selvia, F., & Layliyyah, R. (2019). Pendekatan open-ended terhadap kemampuan metakognitif siswa. *At-Ta'lim: Jurnal Pendidikan*, 5(2), 184–197.
- Munahefi, D. N., Mulyono, Zahid, M. Z., Syaharani, E. A., & Fariz, R. (2021). Analysis of mathematical creative thinking test instruments on open-ended problems with ethnomatematic nuances. *Journal of Physics: Conference Series*, 1918(4). <https://doi.org/10.1088/1742-6596/1918/4/042060>
- Matondang, K. ., Saragih, R. M. B., & Rina Sari. (2023). PENERAPAN PENDEKATAN OPEN ENDED DALAM PEMBELAJARAN MATEMATIKA. *OMEGA: Jurnal Keilmuan Pendidikan Matematika*, 2(2), 65–70. <https://doi.org/10.47662/jkpm.v2i2.469>
- Miftahul Huda. *Model-model Pengajaran Dan Pembelajaran / Penulis, Miftahul Huda* .2013
- Mulyawan, M. I., Setiani, Y., & Hadi FS, C. A. (2023). Efektivitas Pendekatan Open-Ended pada Pembelajaran Matematika untuk Meningkatkan Kemampuan Berpikir HOTS Matematis Siswa SMP. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 7(1), 421–431. <https://doi.org/10.31004/cendekia.v7i1.1911>

- Napitupulu, E. (2008). Peran Penalaran Dalam Pemecahan Masalah Matematik, Artikel Dalam Prosiding Semnas Matematika Dan Pendidikan Matematika. Yogyakarta: Jurusan Pendidikan Matematika FMIPA UNY.
- Nilsen, T., Kaarstein, H., & Lehre, A. C. (2022). Trend analyses of TIMSS 2015 and 2019: School factors related to declining performance in mathematics. *Large-Scale Assessments in Education*, 10(1), 15.
- Nadia, S., Nurhayati, N., & Apriani, W. (2022). Pembelajaran Matematika Melalui Pendekatan Open Ended Terhadap Kemampuan Penalaran Matematis Siswa Di SMA Negeri 1 Samalanga. *Prosiding Seminar Nasional Pendidikan Matematika Universitas Pattimura*, 2(1), 123-128. <https://doi.org/10.30598/snpmunpatti.2021.pp123-128>
- Patton, M. Q. (2014). *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*. Sage Publications.
- Putra, A., & Afrilia, K. (2020). Systematic Literature Review: Penggunaan Kahoot Pada Pembelajaran Matematika. *Jurnal Ilmiah Pendidikan Matematika Al Qalasadi*, 4(2), 110–122. <https://doi.org/10.32505/qalasadi.v4i2.2127>
- Pratiwi, Y., Redjeki, T., & Masykuri, M. (2014). Pelaksanaan Model Pembelajaran Problem Based Learning (Pbl) Pada Materi Redoks Kelas X Sma Negeri 5 Surakarta Tahun Pelajaran 2013/2014. *Jurnal Pendidikan Kimia Universitas Sebelas Maret*, 3(3), 40–48.
- Qu, C., Li, H., Hao, S., Zhang, X., & Yang, W. (2017). The effects of the vegetable prices insurance on the fluctuation of price: Based on Shanghai evidences. *AIP Conference Proceedings*, 1890(November). <https://doi.org/10.1063/1.5005217>
- Ridwan, A. (2013). *Inovasi Pembelajaran*.
- Ruslan, & Santoso. (2013). Pengaruh Pemberian Soal Open-Ended Terhadap Kemampuan Penalaran Matematis Siswa. *Jurnal Kreano*, 4(2), 138–150.
- Rohaeti, E. E., Bernard, M., & Novtiar, C. (2019). Pengembangan Media Visual Basic Application untuk Meningkatkan Kemampuan Penalaran Siswa SMP dengan Pendekatan Open-Ended. *SJME (Supremum Journal of Mathematics Education)*, 3(2), 95–107. <https://doi.org/10.35706/sjme.v3i2.1897>
- Rumapea, R. (2025). Pengaruh Model Pembelajaran Kooperatif Tipe Stad dan Pemberian Soal Open-Ended Terhadap Kemampuan Pemecahan Masalah Matematis Siswa Ditinjau Dari Kemampuan Awal Matematika. *Jurnal Pendidikan Matematika*, 12(1), 1–14. Retrieved from <https://jpm.ejournal.unsri.ac.id/index.php/jpm/article/view/303>

- Santoso, A. (2010). Studi deskriptif effect size penelitian-penelitian di fakultas psikologi universitas sanata dharma. *Jurnal Penelitian*, 14(1).
- Sharp, C. A. (2003). Qualitative Research and Evaluation Methods (3rd ed.). In *Evaluation Journal of Australasia* (Vol. 3, Issue 2, pp. 60–61). <https://doi.org/10.1177/1035719X0300300213>
- Shimada, S. (1997). The significance of an open-ended approach. In *The Open-Ended Approach: A New Proposal for Teaching Mathematics*.
- Shora, R. Y., & Kartono. (2020). Kemampuan Penalaran Matematis dan Kemandirian Belajar Peserta Didik pada Pembelajaran Process Oriented Guided Inquiry Learning dengan Peer Feedback. *Prosiding Seminar Nasional Pendidikan Matematika*, 3, 551–560. <https://journal.unnes.ac.id/sju/index.php/prisma/>
- Sugiyono. (2020). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*.
- Sihombing, C. E., Lubis, R., & Ardiana, N. (2021). Analisis Kemampuan Penalaran Matematis Siswa Selama Pandemi Covid-19 Ditinjau Dari Minat Belajar Siswa. *JURNAL MathEdu (Mathematic Education Journal)*, 4(2), 285–295. <https://doi.org/10.37081/mathedu.v4i2.2540>
- Susanto, A. (2015). *Teori Belajar Dan Pembelajaran Di Sekolah Dasar*. Jakarta: Kencana.
- Sutton, G. W. (2019). *Applied Statistics Concepts For Counselors*. Sunflower.
- Sholihah, I. A., Krenata, N. A. C., & Nisa, N. K. (2023). Analisis Keuntungan dan Kerugian Kahoot sebagai Platform Media Pembelajaran. *Jurnal Pembelajaran Inovatif*, 6(2), 39–44. <https://doi.org/10.21009/JPI.062.06>
- Takahashi, A. (2005). What is The Open-Ended Approach. Chicago: Depault University. (Online) (<http://www.docstoc.com>).
- Thomas, B., & Badger, E. (1991). On their own: Students' responses to open-ended questions in math, reading, science, social studies.
- Tohir, M. (2019). Hasil PISA Indonesia Tahun 2018 Turun Dibanding Tahun 2015.
- Trianto. (2009). *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Prenada Media Group.
- Titin Fatimah, Didin Faqihuddin, & Fajri Ardiansyah. (2022). Kajian Teoritis Pendekatan Humanistik (Al-Madkhal Al-Insan) Dalam Pembelajaran Bahasa Arab. *Albariq: Jurnal Pendidikan Bahasa Arab*, 3(2), 1–19. <https://doi.org/10.24239/albariq.v3i2.35>

Utami, R. W., Endaryono, B. T., & Djuhartono, T. (2020). Meningkatkan Kemampuan Berpikir Kreatif Matematis Siswa Melalui Pendekatan Open-Ended. *Jurnal Ilmiah Kependidikan*, 7(1), 43–48.

Wasik, B. A., & Hindman, A. H. (2013). Realizing the promise of open-ended questions. *Reading Teacher*, 67(4), 302–311.
<https://doi.org/10.1002/trtr.1218>

Widiartana, I. P. H. (2018). The effect of open-ended approach towards students' mathematical reasoning. *Journal of Physics: Conference Series*.

Woolfolk, A. (2004). *Educational Psychology*. New York: Pearson.

Zarkasyi, W. (2015). *Penelitian Pendidikan Matematika*. Refika Aditama.

