

## DAFTAR PUSTAKA

- Alkhatib, O. J. (2019). A framework for implementing higher-order thinking skills (problem-solving, critical thinking, creative thinking, and decision-making) in engineering & humanities. *2019 Advances in Science and Engineering Technology International Conferences (ASET)*, 1–8. doi: 10.1109/ICASET.2019.8714232
- Alsowat, H. (2016). An EFL flipped classroom teaching model: Effects on english language higher-order thinking skills, student engagement and satisfaction. *Journal of Education and Practice*, 7(9), 108–121.
- Amanisa, H. Z., & Maftuh, B. (2021). A literature review: Flipped classroom model to developing students' higher order thinking skills. *International Conference on Elementary Education*, 3(1), 105–111.
- Ariyana, Y., Pudjiastuti, A., Bestary, R., & Zamroni. (2018). *Buku pegangan pembelajaran keterampilan berpikir tingkat tinggi: Program peningkatan kompetensi pembelajaran berbasis zonasi*. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan.
- Arnidah, & Anwar, C. R. (2021). Membangun kemampuan berpikir tingkat tinggi siswa melalui pelatihan soal-soal berbasis HOTS pada guru-guru di Kabupaten Barru. *Seminar Nasional Pengabdian Kepada Masyarakat*, 978–982.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Eugene, OR: International Society for Technology in Education.
- Bergmann, J., & Sams, A. (2013, Maret 1). Flip your students' learning. *Association for Supervision and Curriculum Development (ASCD)*. Diambil dari <https://www.ascd.org/el/articles/flip-your-students-learning>
- Bloom, J. (2018, April 21). Have you buried your gifts?. *Desiring God*. Diambil dari <https://www.desiringgod.org/articles/have-you-buried-your-gifts>
- Condrat, V. (2018). Helping students develop higher order thinking skills. In Alecu Russo Balti State University (Ed.), *Utilizarea tehnologiilor educaționale și informaționale moderne pentru formarea competențelor profesionale ale studenților în instituțiile de învățământ superior [The use of modern educational and informational technologies for the training of professional competences of the students in higher education institutions]* (hal. 238–242). Bălți: Profadapt.
- Daniati, Ismanto, B., & Luhsasi, D. I. (2020). Upaya peningkatan motivasi dan hasil belajar mahasiswa dengan penerapan model pembelajaran e-learning berbasis Google Classroom pada masa pandemi Covid-19. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 6(3), 601–608.
- Dewi, P., Elvia, R., & Elvinawati. (2021). Pengembangan butir soal HOTS untuk menguji kemampuan berpikir tingkat tinggi siswa di MA Negeri 2 kota Bengkulu. *Alotrop*, 5(2), 141–148.

- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. doi: 10.1177/0047239520934018
- Dinni, H. N. (2018). HOTS (high order thinking skills) dan kaitannya dengan kemampuan literasi matematika. *PRISMA, Prosiding Seminar Nasional Matematika, 1*, 170–176.
- Direktorat Pembinaan Sekolah Menengah Atas. (2019). *Modul penyusunan soal keterampilan berpikir tingkat tinggi (high order thinking skills) kimia*. Jakarta: Author.
- Erickson, M. J. (1990). *Christian theology*. Grand Rapids, MI: Baker Book House.
- Estes, M. D., Ingram, R., & Liu, J. C. (2015). A review of flipped classroom research, practice, and technologies. *International HETL Review (IHR)*, 4(7), [Online].
- Flipped Learning Network. (2014). The four pillars of F-L-I-P™. *Flipped Learning Network*. Diambil dari [https://flippedlearning.org/wp-content/uploads/2016/07/FLIP\\_handout\\_FNL\\_Web.pdf](https://flippedlearning.org/wp-content/uploads/2016/07/FLIP_handout_FNL_Web.pdf)
- Gariou-papalexiou, A., Papadakis, S., Manousou, E. (Gelly), & Georgiadu, I. (2017). Implementing a flipped classroom: A case study of biology teaching in a Greek high school. *Turkish Online Journal of Distance Education*, 18(3), 47–65. doi: 10.17718/tojde.328932
- Greene, A. E. (1998). *Reclaiming the future of Christian education: A transforming vision*. Colorado Springs, CO: Purposeful Design Publication.
- Hanifah, N. (2019). Pengembangan instrumen penilaian higher order thinking skill (HOTS) di sekolah dasar. *Current Research in Education: Conference Series Journal*, 1(1), 1–8.
- Haryanto, P. C., & Arty, I. S. (2019). The application of contextual teaching and learning in natural science to improve student's HOTS and self-efficacy. *Journal of Physics: Conference Series*, 1233, 1–8. doi: 10.1088/1742-6596/1233/1/012106
- Hoekema, A. A. (2008). *Manusia: Ciptaan menurut gambar Allah*. Surabaya: Penerbit Momentum.
- Ismail, S. S., & Abdulla, S. A. (2019). Virtual flipped classroom: New teaching model to grant the learners knowledge and motivation. *Journal of Technology and Science Education*, 9(2), 168. doi: 10.3926/jotse.478
- Izagirre-Olaizola, J., & Morandeira-Arca, J. (2020). Business management teaching-learning processes in times of pandemic: Flipped classroom at a distance. *Sustainability*, 12(23), 1–17. doi: 10.3390/su122310137
- Jdaitawi, M. (2019). The effect of flipped classroom strategy on students learning outcomes. *International Journal of Instruction*, 12(3), 665–680. doi: 10.29333/iji.2019.12340a
- Kurniawan, G. F. (2020). Problematika pembelajaran sejarah dengan sistem daring. *Diakronika*, 20(2), 76–87. doi: 10.24036/diakronika/vol20-iss2/148

- Kvashnina, O. S., & Martynko, E. A. (2016). Analyzing the potential of flipped classroom in ESL teaching. *International Journal of Emerging Technologies in Learning (iJET)*, 11(3), 71–73. doi: 10.3991/ijet.v11i03.5309
- Latorre-Coscolluela, C., Suárez, C., Quiroga, S., Sobradie-Sierra, N., Lozano-Blasco, R., & Rodríguez-Martínez, A. (2021). Flipped Classroom model before and during COVID-19: using technology to develop 21st century skills. *Interactive Technology and Smart Education*, 18(2), 189–204. doi: 10.1108/ITSE-08-2020-0137
- Lee, K., & Lai, Y. (2017). Facilitating higher-order thinking with the flipped classroom model: A student teacher's experience in a Hong Kong secondary school. *Research and Practice in Technology Enhanced Learning*, 12(1), 1–14. doi: 10.1186/s41039-017-0048-6
- Lie, T. G. (2013). Tantangan dalam pendidikan dan pengajaran masa kini. *Jurnal Teologi Stulos*, 12(1), 1–24.
- Mahanal, S. (2019). Asesmen keterampilan berpikir tingkat tinggi. *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika*, 3(2), 51–73. doi: 10.36312/e-saintika.V3I2.128
- Mas'ud, H., & Surjono, H. D. (2018). The implementation of flipped classroom learning model using Moodle to increase students' higher order thinking skills. *Journal of Educational Science and Technology (EST)*, 4(3), 187–194. doi: 10.26858/est.v1i1.6521
- Nastiti, F., & Abdu, A. (2020). Kesiapan pendidikan Indonesia menghadapi era Society 5.0. *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, 5(1), 61–66. doi: 10.17977/um039v5i12020p061
- Nurpanti, S., Sutrisno, & Wijaya, A. F. C. (2019). Implementasi model flipped classroom berbasis pendidikan untuk pembangunan berkelanjutan (PPB) dalam meningkatkan keterampilan berpikir kritis. *Seminar Nasional Fisika (SiNaFi) 5.0*, 1(1), 208–214.
- OECD. (2019). *PISA 2018 results (volume I): What students know and can do*. Paris: OECD. doi: 10.1787/5f07c754-en
- Purnamawati, P., & Saliruddin, S. (2017). The effectiveness of the use of metacognition-based industrial electronic learning tools in growing higher order thinking skills (HOTS). *Jurnal Pendidikan Vokasi*, 7(2), 139–148. doi: 10.21831/jpv.v7i2.13447
- Pusat Penelitian Kebijakan Kemdikbud. (2019). *Pengembangan model pembelajaran matematika berbasis higher order thinking skills (HOTS): Faktor-faktor yang memengaruhi keberhasilan pembelajaran Matematika Berbasis HOTS*. Jakarta: Author.
- Pusat Penilaian Pendidikan. (2019). *Panduan penulisan soal HOTS (higher order thinking skills)*. Jakarta: Author.
- Rahayu, S. (2017). Promoting the 21st century scientific literacy skills through innovative chemistry instruction. *AIP Conference Proceedings*, 1911, 1–8. doi: 10.1063/1.5016018

- Rasmitadila, R., Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109. doi: 10.29333/ejecs/388
- Rezky, M. P., Sutarto, J., Prihatin, T., Yulianto, A., & Haidar, I. (2019). Generasi milenial yang siap menghadapi era Revolusi Digital (Society 5.0 dan Revolusi Industri 4.0) di bidang pendidikan melalui pengembangan sumber daya manusia. *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 2(1), 1117–1125.
- Riza, Z., & Setyarini, S. (2020). EFL flipped-classroom: Promoting HOTS in speaking skill. *Proceedings of the Twelfth Conference on Applied Linguistics (CONAPLIN 2019)*, 251–255. doi: 10.2991/assehr.k.200406.051
- Rouf, A. (2019). Reaktualisasi dan kontekstualisasi kearifan lokal dengan Manhaj Global: Upaya menjawab problematika dan tantangan pendidikan di era Society 5.0 dan Revolusi Industri 4.0. *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 2(1), 42–46.
- Saraswati, P. M. S., & Agustika, G. N. S. (2020). Kemampuan berpikir tingkat tinggi dalam menyelesaikan soal HOTS mata pelajaran matematika. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 257. doi: 10.23887/jisd.v4i2.25336
- Sinaga, K. (2017). Penerapan flipped classroom pada mata kuliah kimia dasar untuk meningkatkan self-regulated learning belajar mahasiswa. *Jurnal Inovasi Pendidikan Kimia*, 11(2), 1932–1944.
- Stöhr, C., Demazière, C., & Adawi, T. (2020). The polarizing effect of the online flipped classroom. *Computers & Education*, 12(1), 1–12. doi: 10.1016/j.compedu.2019.103789
- Sucipto, S. (2017). Pengembangan keterampilan berpikir tingkat tinggi dengan menggunakan strategi metakognitif model pembelajaran problem-based learning. *Jurnal Pendidikan (Teori dan Praktik)*, 2(1), 63–71. doi: 10.26740/jp.v2n1.p77-85
- Supriati, N., & Febriani, S. R. (2021). Implementasi pembelajaran bahasa indonesia menggunakan model flipped classroom berbasis pembelajaran online. *EDUKATIF: Jurnal Ilmu Pendidikan*, 3(5), 2652–2663. doi: 10.31004/edukatif.v3i5.871
- Tucker, B. (2012). The flipped classroom: Online instruction at home frees class time for learning. *Education Next*, 12(1), 82–83.
- Tung, K. Y. (2013). *Filsafat pendidikan Kristen*. Yogyakarta: Penerbit ANDI.
- Umami, R., Rusdi, M., & Kamid, K. (2021). Pengembangan instrumen tes untuk mengukur higher order thinking skills (HOTS) berorientasi programme for international student asesment (PISA) pada peserta didik. *JP3M (Jurnal Penelitian Pendidikan dan Pengajaran Matematika)*, 7(1), 57–68. doi: 10.37058/jp3m.v7i1.2069
- Utami, P. B., Suyatna, A., & Distrik, I. W. (2020). E-learning based on “problem-

based learning” as optical instrument learning complement: Efforts to grow the high order thinking skills. *Journal of Science Education*, 21(1), 30–36.

Widiawati, L., Joyoatmojo, S., & Sudiyanto. (2018). Higher order thinking skills as effect of problem based learning in the 21st century learning. *International Journal of Multicultural and Multireligious Understanding*, 5(3), 96–105.

Winarti. (2015). Profil kemampuan berpikir analisis dan evaluasi mahasiswa dalam mengerjakan soal konsep kalor. *Jurnal Inovasi dan Pembelajaran Fisika*, 2(1), 19–24.

Zubaidah, S. (2017). Pembelajaran kontekstual berbasis pemecahan masalah untuk mengembangkan kemampuan berpikir kritis. *Seminar Nasional: Mengimplementasikan Pendidikan Biologi Berwawasan Konservasi dalam Mewujudkan Sumber Daya Manusia yang Berkarakter*, 6, 1–17.

