DAFTAR PUSTAKA

Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research. *Higher Education Research and Development*, *34*(1), 1–14. https://doi.org/10.1080/07294360.2014.934336

Ahiri, J. (2008). *Metodologi Penelitian Pendidikan* (Anwar (ed.); 1st ed.). Universitas Haluoleo Press.

Ahmad, L. F., Danial, M., & Gani, T. (2019). Pengaruh Model Pembelajaran Terhadap Kemandirian Belajar dan Pemahaman Konsep Peserta Didik XI MIA SMA Negeri 2 Gowa Tahun Ajaran 2017/2018 (Studi Materi Pokok Larutan Penyangga). *Chemistry Education Review (CER)*, *2*(2), 58–66. https://doi.org/2597-9361

Ajmal, S. F., & Hafeez, M. (2021). Critical Review on Flipped Classroom Model Versus Traditional Lecture Method. *International Journal of Education and Practice*, *9*(1), 128–140. https://doi.org/10.18488/journal.61.2021.91.128.140

Al-Abdullatif, A. M. (2020). Investigating self-regulated learning and academic achievement in an eLearning environment: The case of K-12 flipped classroom. *Cogent Education*, *7*(1), 1–18. https://doi.org/10.1080/2331186X.2020.1835145

Altas, E. A., & Mede, E. (2021). The Impact Of Flipped Classroom Approach On The Writing Achievement And Self-Regulated Learning Of Pre-Service English Teachers. *Turkish Online Journal of Distance Education*, *22*(1), 66–88. https://doi.org/10.17718/TOJDE.849885

Alten, D. C. D. Van, Phielix, C., Janssen, J., & Kester, L. (2020). Self-regulated learning support in flipped learning videos enhances learning outcomes. *Computers & Education*, *158*(104000), 1–16. https://doi.org/http://doi.org/10.1016/j.compedu.2020.104000

Amir, Z., & Risnawati. (2016). *Psikologi Pembelajaran Matematika* (1st ed.). Aswaja Pressindo.

Arbuyes, H. A. (2021). Flipped Learning Approach: Mathematics Learning Achievement, Attitudes, and Self-Regulation. *Journal of World Englishes and Educational Practices*, *3*(5), 1–12. https://doi.org/10.32996/jweep

Bergmann, J., & Sams, A. (2012). *Flipped Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education.

Bergmann, J., & Sams, A. (2014). *Flipped Learning: Gateway to Student Engagement* (L. Gansel (ed.); 1st ed.). International Society for Technology in Education.

Cakiroglu, U., & Ozturk, M. (2017). Flipped Classroom with Problem Based Activities : Exploring Self-regulated Learning in a Programming Language Course. *Educational Technology & Society Society*, *20*(1), 337–349. https://doi.org/ISSN 1436-4522

Ceylaner, S. G., & Karakuş, F. (2018). Effects of the Flipped Classroom Model on Students' Self-Directed Learning Readiness and Attitudes Towards the English Course. *English Language Teaching*, *11*(9), 129–143. https://doi.org/10.5539/elt.v11n9p129

Chakraborty, R., Unnisa, S. T., & Chechi, V. K. (2017). Classroom Climate and Achievement Motivation as Predictor of Academic Achievement in Higher Secondary School Students. *International Journal of Economic Research*, *14*(21), 143–150. https://doi.org/10.29121/granthaalayah.v5.i3(se).2017.1931

Chen, L. (2016). Impacts of Flipped Classroom in High School Health Education. *Journal of Educational Technology Systems*, *44*(4), 411–420. https://doi.org/10.1177/0047239515626371

Chis, A. E., Moldovan, A.-N., Murphy, L., Pathak, P., & Muntean, C. H. (2018). Investigating Flipped Classroom and Problem-based Learning in a Programming Module for Computing Conversion Course. *Journal of Educational Technology & Society*, *21*(4), 232–247. https://doi.org/ISSN 1436-4522

Choiroh, A. N. L., Ayu, H. D., & Pratiwi, H. Y. (2018). Pengaruh model pembelajaran flipped classroom menggunakan metode mind mapping terhadap prestasi dan kemandirian belajar fisika. *Jurnal Pendidikan Fisika*, *7*(1), 1–5.

Chyr, W. ., Shen, P. ., Chiang, Y. ., Lin, J. ., & Sai, C. W. (2017). Exploring the Effects of Online Academic Help-Seeking and Flipped Learning on Improving Students ' Learning. *Educational Technology and Society*, *20*(3), 20–23.

Darmadi, H. (2018). *Optimalisasi Strategi Pembelajaran: Inovasi Tiada Henti Untuk Meningkatkan Kualitas Proses dan Hasil Belajar Peserta Didik*. GUEPEDIA.

Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development*, *61*(4), 563–580. https://doi.org/10.1007/s11423-013-9305-6

Dermawan, E., Yusnaeni, Ismirawati, N., & Ristanto, R. H. (2021). *Strategi Belajar Mengajar Biologi*. Pustaka Rumah C1nta.

Desmita. (2009). *Psikologi Perkembangan Peserta Didik* (1st ed.). PT Remaja Rosdakarya.

El-Senousy, H., & Alquda, J. (2017a). Effect of Flipped Classroom strategy using Blackboard Mashup tools in enhancing achievement and Self– Regulated learning skills of university students. *World Journal on Educational Technology: Current Issues*, *9*(3), 144–157. https://doi.org/10.18844/wjet.v6i3.1974

El-Senousy, H., & Alquda, J. (2017b). The Effect of Flipped Classroom strategy using Blackboard Mashup tools in enhancing achievement and Self–Regulated learning skills of university students. *World Journal on Educational Technology: Current Issues*, *6*(3), 144. https://doi.org/10.18844/wjet.v6i3.1974

Fauzi, A., & Rahmatika Aini, M. (2020). *An Extended Flipped Classroom The PFAR Model* (R. Aminah (ed.); 1st ed.). Insan Cendekia Mandiri.

Fisher, M., King, J., & Tague, G. (2001). Development of a self-directed learning readiness scale for nursing education. *Nurse Education Today*, *21*(7), 516–525. https://doi.org/10.1054/nedt.2001.0589

Foldnes, N. (2016). The flipped classroom and cooperative learning: Evidence from a randomised experiment. *Active Learning in Higher Education*, *17*(1), 39–49. https://doi.org/10.1177/1469787415616726

Gopalan, C., & Klann, M. C. (2017). The effect of flipped teaching combined with modified team-based learning on student performance in physiology. *Advances in Physiology Education*, *41*(3), 363–367. https://doi.org/10.1152/advan.00179.2016

Hamid, A., & Hadi, M. S. (2020). Desain Pembelajaran Flipped Learning sebagai Solusi Model Pembelajaran PAI Abad 21. *Quality*, *8*(1), 149. https://doi.org/http://dx.doi.org/10.21043/quality.v8i1.7503

Harti, D. (2013). *Pengantar Akuntansi: Bidang Keahlian Bisnis dan Manajemen* (R. Rahmat & Samidin (eds.)). PT Gelora Aksara Pratama.

Hartono. (2018). *Bimbingan Karier* (Kencana (ed.)). Prenada Media.

Hastuti, W. D. (2020). Membangun Motivasi dan Kemandirian Peserta Didik Berkebutuhan Khusus Melalui Flipped Classroom di Masa New Normal Covid-19. *Prosiding Webinar Magister Pendidikan Nonformal UNG*, 181–192.

Hava, K., & Gelibolu, M. F. (2018). The Impact of Digital Citizenship Instruction Through Flipped Classroom Model on Various Variables. *Contemporary Educational Technology*, *9*(4), 390–404. https://doi.org/10.30935/cet.471013

Herwanto, H., Karnasih, I., & Mujib, A. (2020). Pengaruh Pendekatan Pembelajaran Matematika Realistik (PMR) terhadap Kemampuan Pemahaman Konsep Matematis dan Kemandirian Belajar Siswa SMP. *Edumaspul: Jurnal Pendidikan*, *4*(2), 72–77. https://doi.org/ISSN 2580-0469

Hidayah, N., & Sumbawati, M. S. (2019). Efektivitas Model Pembelajaran Flipped Classroom terhadap Self Regulated Learning dan Hasil Belajar Siswa pada Mata Pelajaran Dasar Desain Grafis di SMK N 1 Surabaya. *IT-Edu: Jurnal Information Technology and Education*, *4*(01), 165–173. https://jurnalmahasiswa.unesa.ac.id/index.php/it-edu/article/view/29526

Hosseini, H. M., Ejtehadi, A., & Hosseini, M. M. (2020). Flipping Microlearning-Based EFL Classroom to Enhance Learners' Self-Regulation. *Language Teaching Research Quarterly*, *20*, 43–59. https://doi.org/10.32038/ltrq.2020.20.03

Hui, T. H., & Umar, I. N. (2011). Does a combination of metaphor and pairing activity help programming performance of students with different selfregulated learning level? *Turkish Online Journal of Educational Technology*, *10*(4), 121–129.

Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19), 1 (2020). https://disdik.kalteng.go.id/lib1/SEMenteriNomor4Tahun2020_.pdf

Izzati, M., & Kuswanto, H. (2019). Pengaruh Model Pembelajaran Blanded Learning berbantuan Kahoot terhadap Motivasi dan Kemandirian Siswa. *EDUMATIC: Jurnal Pendidikan Informatika*, *3*(2), 68–75. https://doi.org/10.29408/edumatic.v3i2.1656

Jdaitawi, M. (2019). The Effect of Flipped Classroom Strategy on Students Learning Outcomes. *International Journal of Instruction*, *12*(3), 665–680. https://doi.org/e-ISSN: 1308-1470

Karyati, A., & Rahmawati, Y. (2021). Pembelajaran Kanji Menggunakan Metode Flipped classroom dengan Media Online "Tanoshiijapanese.com" dalam Meningkatkan Kemandirian Belajar Siswa. *Chi'e: Jurnal Pendidikan Bahasa Jepang*, *9*(1), 70–75. https://doi.org/E-ISSN 2685-6662

Kaur, A., & Kauts, A. (2018). Effect of Flipped Classroom Instructional Strategy on Self Directed Learning. *Indian Journal of Public Health Research and Development*, *9*(12), 1654–1656. https://doi.org/10.5958/0976-5506.2018.02228.3

Koponen, J. (2019). The Flipped Classroom Approach for Teaching Cross-cultural Communication to Millennials. *Journal of Teaching in International Business*, *30*(2), 102–124. https://doi.org/10.1080/08975930.2019.1663776

Kostaris, C., Sergis, S., Sampson, D. G., Giannakos, M. N., & Pelliccione, L. (2017). Investigating the Potential of the Flipped Classroom Model in K-12 ICT Teaching and Learning: An Action Research Study. *Educational Technology and Society*, *20*(1), 261–273.

Kristiyani, T. (2016). *Self-Regulated Learning : Konsep, Implikasi, dan Tantangannya Bagi Siswa di Indonesia* (1st ed.). Sanata Dharma University Press.

Kustandi, C., Wargahadibrata, H., Fadhillah, D. N., & Suprayekti, K. I. N. (2020). Flipped classroom for improving self-regulated learning of pre-service teachers. *International Journal of Interactive Mobile Technologies*, *14*(9), 110–127. https://doi.org/10.3991/ijim.v14i09.11858

La Ode Onde, M. K., Aswat, H., Sari, E. R., & Meliza, N. (2021). Analisis Pelaksanaan Pembelajaran Tatap Muka Terbatas (TMT) di masa New Normal terhadap Hasil Belajar Matematika di Sekolah Dasar. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(6), 4400–4406. https://doi.org/10.31004/edukatif.v3i6.1449

Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment. *Journal of Economic Education*, *31*(1), 30–43. http://www.jstor.org/stable/1183338

Lai, C. L., & Hwang, G. J. (2016). A self-regulated flipped classroom approach to improving students' learning performance in a mathematics course. *Computers and Education*, *100*, 126–140. https://doi.org/10.1016/j.compedu.2016.05.006

Laksana, A. P., & Hadijah, H. S. (2019). Kemandirian belajar sebagai determinan hasil belajar siswa (Learning independence as a determinant of student learning outcomes). *Jurnal Pendidikan Manajemen Perkantoran*, *4*(1), 1–7. https://doi.org/10.17509/jpm.v4i1.14949

Liu, Y. Q., Li, Y. F., Lei, M. J., Liu, P. X., Theobald, J., Meng, L. N., Liu, T. T., Zhang, C. M., & Jin, C. De. (2018). Effectiveness of the flipped classroom on the development of self-directed learning in nursing education: A meta-analysis. *Frontiers of Nursing*, *5*(4), 317–329. https://doi.org/10.1515/FON-2018-0032

Lo, C. K., Hew, K. F., & Chen, G. (2017). Toward a set of design principles for mathematics flipped classrooms: A synthesis of research in mathematics education. *Educational Research Review*, *22*, 50–73. https://doi.org/10.1016/j.edurev.2017.08.002

Loyens, S. M. M., Magda, J., & Rikers, R. M. J. P. (2008). Self-directed learning in problem-based learning and its relationships with self-regulated learning. *Educational Psychology Review*, *20*(4), 411–427. https://doi.org/10.1007/s10648-008-9082-7

Masripah, Wiganda, I., & Fatonah, N. (2019). Penerapan Model Pembelajaran Flipped Classroom Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran PAI. *Jurnal Pendidikan UNIGA*, *13*(01), 236–248. https://doi.org/1907-932X

Mirlanda, E. P., Nindiasari, H., Sultan, U., & Tirtayasa, A. (2019). Pengaruh Pembelajaran Flipped Classroom Terhadap Kemandirian Belajar Siswa Ditinjau Dari Gaya Kognitif Siswa. *Pasundan Journal of Research in Mathematics Learnings and Education*, *4*(1), 38–49. https://doi.org/ISSN 2548-2297

Moh. Suardi. (2015). *Belajar dan Pembelajaran* (1st ed.). DEEPUBLISH.

Mukhlisa, R., Gani, A., Winarni, S., Khaldun, I., & Hanum, L. (2021). Independence of Learning and Achievement of Learners' Cognitive Abilities in Thermochemical Materials through the Application of Flipped Classroom. *Jurnal Penelitian Pendidikan IPA*, *7*(4), 523–530. https://doi.org/10.29303/jppipa.v7i4.674

Mulyadi, S., Basuki, A. M. H., & Rahardjo, W. (2017). *Psikologi Pendidikan Dengan Pendekatan Baru dalam Psikologi* (1st ed.). PT Rajagrafindo Persada.

Mutmainah, S., Setiawan, Y., & Purwanto. (2019). *Model Pembelajaran Flipped Classroom : Rumah Belajar*. Kementerian Pendidikan dan Kebudayaan Pusat Teknologi Informasi dan Komunikasi Pendidikan dan Kebudayaan.

Naim, Z. A., & Djazari, M. (2019). Pengaruh Kreativitas Belajar, Persepsi Siswa tentang Metode Mengajar Guru, dan Lingkungan Teman Sebaya Terhadap Prestasi Belajar Akuntansi Dasar Siswa Kelas X Akuntansi dan Keuangan Lembaga SMK Negeri 1 Pengasih Tahun Ajaran 2018/2019. *Jurnal Pendidikan Akuntansi Indonesia*, *XVII*(1), 127–144.

Nasrullah, M. F., & Umardiyah, F. (2020). *Efektivitas Strategi Pembelajaran Think Talk Write (TTW) Pada Pembelajaran Matematika* (1st ed.). Lembaga Penelitian dan Pengabdian Masyarakat (LPMM) Universitas KH. A. Wahab Hasbullah.

O'Flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. *Internet and Higher Education*, *25*, 85–95. https://doi.org/10.1016/j.iheduc.2015.02.002

Orakci, S. (2020). *Paradigm Shifts in 21st Century Teaching and Learning* (1st ed.). IGI Global.

Ovan, & Saputra, A. (2020). *CAMI: Aplikasi Uji Validitas dan Reliabilitas Instrumen Penelitian Berbasis Web* (A. S. Ahmar (ed.); 1st ed.). Yayasan Ahmar Cendekia Indonesia.

Permana, A., & Rochmawati. (2020). Pengembangan Media Pembelajaran Permaian Truth and Dare Pada Mata Pelajaran Akuntansi Dasar Kelas X Akuntansi di SMK Negeri Sambeng Lamongan. *Oikos: Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, *IV*(2), 162–167. https://doi.org/ISSN Online: 2549-2284

Permendikbud RI Nomor 37 tahun 2018 tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 pada Pendidikan Dasar dan Pendidikan Menengah, 2025 JDIH Kemendikbud 1 (2018).

Pintrich, P. R. (2000). Handbook of Self-Regulation. In *Handbook of Self-Regulation* (pp. 451–502). Acedemic Press. http://www.sciencedirect.com/science/article/pii/B9780121098902500433

Pohan, A. E. (2020). *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah* (1st ed.). CV Sarnu Untung.

Putu Indra Kusuma, I. (2020). The Investigation of Flipped Classrooms on Students' Speaking Performance and Self-regulated Learning. *Pertanika Journal of Social Sciences and Humanities*, *28*(3), 2027–2042. https://doi.org/e-ISSN: 2231-8534

Rachman, M. (2016). *Metodologi Penelitian* (A. B. U. Press (ed.)). Adi Buana University Press.

Rahmadini, W. S., & Novianti, R. (2020). Pengaruh Penggunaan Model Pembelajaran Flipped Learning terhadap Kemandirian Anak Usia 5-6 Tahun Di Tk Negeri Pembina 2 Kota Pekanbaru. *Jurnal Educhild : Pendidikan Dan Sosial*, *9*(2), 55. https://doi.org/10.33578/jpsbe.v9i2.7693

Rahmawati, A., & Nuraeni, Z. (2021). Kemandirian Belajar Siswa Melalui Pembelajaran Flipped Classroom pada Materi SPLDV Kelas VIII Berbantuan Video Animasi. *JURNAL SILOGISME : Kajian Ilmu Matematika Dan Pembelajarannya*, *6*(2), 50–60. https://doi.org/2548-7809

Ramadhani, R. (2020). *Desain Pembelajaran Matematika Berbasis TIK: Konsep dan Penerapan* (J. Simarmata (ed.); 1st ed.). Yayasan Kita Menulis.

Rasheed, R. A., Kamsin, A., Abdullah, N. A., Kakudi, H. A., Ali, A. S., Musa, A. S., & Yahaya, A. S. (2020). Self-Regulated Learning in Flipped Classrooms: A Systematic Literature Review. *International Journal of Information and Education Technology*, *10*(11), 848–853. https://doi.org/10.18178/ijiet.2020.10.11.1469

Ririn, R., Budiman, H., & Muhammad, G. M. (2021). Peningkatan Kemampuan Berpikir Kritis Matematis dan Kemandirian Belajar Siswa melalui Model Pembelajaran Problem Solving. *Mathema: Jurnal Pendidikan Matematika*, *3*(1), 1. https://doi.org/10.33365/jm.v3i1.772

Roehling, P. V. (2017). *Flipping the College Classroom: An Evidence-Based Guide*. Springer International Publishing. https://doi.org/https://doi.org/10.1007/978-3-319-69392-7

Rumengan, J., Khaddafi, M., & Milanie, F. (2015). *Metodologi Penelitian Kuantitatif* (1st ed.). Perdana Publishing.

Sanjaya, R. (2020). *21 Refleksi Pembelajaran Daring di Masa Darurat* (Ridwan Sanjaya (ed.)). Universitas Katolik Soegijapranata.

Sanjaya, W. (2017). *Paradigma Baru Mengajar* (1st ed.). Kencana.

Saputra, M. E. A., & Mujib. (2018). Efektivitas Model Flipped Classroom Menggunakan Video Pembelajaran Matematika terhadap Pemahaman Konsep. *Jurnal Matematika*, *1*(2), 173–179. https://doi.org/Print ISSN: 2613-9073, Online ISSN: 2613-9081

Sari, M., Anggoro, B. S., & Sugiharta, I. (2020). Analisis Peningkatkan Kemampuan Pemecahan Masalah Dan Kemandirian Belajar Dampak Flipped Classroom Berbantuan Video Pembelajaran. *Nabla Dewantara: Jurnal Pendidikan Matematika*, *5*(2), 94–106. https://doi.org/10.51517/nd.v5i2.228

Shi, Y., Wang, S., Ma, Y., MacLeod, J., & Yang, H. H. (2018). College Students' Learning Outcomes in Flipped Classroom Instruction: A Literature Review. *Proceedings - 2018 International Symposium on Educational Technology, ISET 2018*, 78–81. https://doi.org/10.1109/ISET.2018.00026

Sidiq, R., Najuah, Suhendro Lukitoyo, P., & Sherin. (2019). *Strategi Belajar Mengajar Sejarah: Menjadi Guru Sukses* (J. Simarmata (ed.); 1st ed.). Yayasan Kita Menulis.

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.

Sletten, S. R. (2017). Investigating Flipped Learning: Student Self-Regulated Learning, Perceptions, and Achievement in an Introductory Biology Course. *Journal of Science Education and Technology*, *26*(3), 347–358. https://doi.org/10.1007/s10956-016-9683-8

Sofiah, L., Yudisthira, & Ardiansyah, R. (2009). *Seri Panduan Belajar dan Evaluasi Ekonomi SMP/MTS Kelas VII* (F. Rea (ed.)). Grasindo.

Subakti, H., Watulingas, K. H., Haruna, N. H., Ritonga, M. W., Simarmata, J., Fauzi, A., Ardiana, D. P. Y., Rahmi, S. Y., Chamidah, D., & Saputro, A. N. C. (2021). *Inovasi Pembelajaran* (A. Rikki (ed.); 1st ed.). Yayasan Kita Menulis.

Suciati, W. (2016). *Kiat Sukses Melalui Kecerdasan Emosional dan Kemandirian Belajar*. CV. Rasi Terbit.

Suciono, W. (2021). *Berpikir Kritis (Tinjauan Melalui Kemandirian Belajar, Kemampuan Akademik, dan Efikasi Diri)* (Kodri (ed.); 1st ed.). CV. Adanu Abimata.

Suhandoko, A. D. J., & Hsu, C. S. (2020). Applying self-regulated learning intervention to enhance students' learning: A quasi-experimental approach. *International Journal of Instruction*, *13*(3), 649–664. https://doi.org/10.29333/iji.2020.13344a

Suharyadi, & Purwanto. (2016). *Statistika: Untuk Ekonomi dan Keuangan Modern* (3rd ed.). Salemba Empat.

Sun, J. C. Y., Wu, Y. T., & Lee, W. I. (2016). The effect of the flipped classroom approach to OpenCourseWare instruction on students' self-regulation. *British Journal of Educational Technology*, *48*(3), 713–729. https://doi.org/10.1111/bjet.12444

Sundari, S., Fuadi, D., & Hidayati, Y. M. (2022). Kemandirian Belajar Matematika Masa Pandemi Covid-19 pada Siswa Sekolah Dasar. *Jurnal Basicedu*, *6*(1), 1389–1397. https://doi.org/10.31004/basicedu.v6i1.2233

Supriatna, U. (2021). Flipped Classroom : Metode Pembelajaran Tatap Muka Terbatas pada Masa Pandemi Covid-19. *Jurnal Ideas : Pendidikan, Sosial, Dan Budaya*, *7*, 57–62. https://doi.org/10.32884/ideas.v7i3.408

Suripto, H., Atika, G. D., Kartini, E., Nurjannah, Nuraisyiah, Khairani Sakdiah, Hastutik, S., Gunartin, & Hardiati, N. (2021). *Pengantar Akuntansi (Perusahaan Jasa)* (Nurjannah (ed.); 1st ed.). Tahta Media Group.

Sze Yean, L. (2019). Promoting Active Learning and Independent Learning Among Primary School Students Using Flipped Classroom. *International Journal of Education, Psychology and Counseling*, *4*(30), 324–341. www.ijepc.com

Talan, T., & Gulsecen, S. (2019). The Effect of A Flipped Classroom on Students ' Achievements , Academic Engagement and Satisfaction Levels. *Turkish Online Journal of Distance Education*, *20*(4), 31–60. https://doi.org/ISSN 1302-6488

Tolks, D., Romeike, B. F., Ehlers, J., Khun, S., Kleinsorgen, C., Huber, J., Fischer, M. R., Bohne, C., & Hege, I. (2020). The online inverted classroom model (oICM). A blueprint to adapt the inverted classroom to an online learning setting in medical and health education. *MedEdPublish*, *9*. https://doi.org/https://doi.org/10.15694/mep.2020.000113.1

Ubaidillah, M. (2019). Penerapan Flipped Classroom Berbasis Teknologi Informasi pada Mata Pelajaran Fiqih di MTs Al-Chusnaniyah Surabaya. *Islamika : Jurnal Ilmu-Ilmu Keislaman*, *19*(01), 34–45. https://doi.org/10.32939/islamika.v19i01.375

Ulya, M. R., Isnarto, Rochmad, & Wardono. (2019). Efektivitas Pembelajaran Flipped Classroom dengan Pendekatan Matematika Realistik Indonesia terhadap Kemampuan Representasi Ditinjau dari Self-Efficacy. *Jurnal PRISMA: Prosiding Seminar Nasional Matematika*, *2*, 3. https://doi.org/ISSN 2613-9189

Umam, K., Nusantara, T., Parta, I. N., Hidayanto, E., & Mulyono, H. (2019). An Application of Flipped Classroom in Mathematics Teacher Education Programme. *International Journal of Interactive Mobile Technologies*, *13*(3), 68–80. https://doi.org/10.3991/ijim.v13i03.10207

Wang, K., & Zhu, C. (2019). MOOC-based flipped learning in higher education: students' participation, experience and learning performance. *International Journal of Educational Technology in Higher Education*, *16*(33), 1–18. https://doi.org/10.1186/s41239-019-0163-0

Wang, X., Li, J., & Wang, C. (2020). The effectiveness of flipped classroom on learning outcomes of medical statistics in a Chinese medical school. *Biochemistry and Molecular Biology Education*, *48*(4), 344–349. https://doi.org/10.1002/bmb.21356

Waryana. (2021). Penerapan Model Pembelajaran Flipped Classroom Berbantuan Google Sites Untuk Meningkatkan Keaktifan dan Hasil Belajar IPS. *EDUTECH : Jurnal Inovasi Pendidikan Berbantuan Teknologi*, *1*(3), 259–267. https://doi.org/10.51878/edutech.v1i3.712

Widodo, L. S., Prayitno, H. J., & Widyasari, C. (2021). Kemandirian Belajar Matematika Siswa Sekolah Dasar melalui Daring dengan Model Pembelajaran Flipped Classroom. *Jurnal Basicedu*, *5*(5), 3902–3911. https://doi.org/10.31004/basicedu.v5i5.1404

Yamada, M., Shimada, A., Okubo, F., Oi, M., Kojima, K., & Ogata, H. (2017). Learning analytics of the relationships among self-regulated learning, learning behaviors, and learning performance. *Research and Practice in Technology Enhanced Learning*, *12*(1). https://doi.org/10.1186/s41039-017-0053-9

Yasmin, I. G. K. (2021). Penerapan Model Pembelajaran Problem Based Learning untuk Meningkatkan Motivasi Belajar IPA. *Journal of Education Action Research*, *5*(2), 159–164. https://doi.org/E-ISSN: 2549-3272

Yousefzadeh, M. (2015). The Effect of Flipped Learning (Revised Learning) on Iranian Students' Learning Outcomes. *Advances in Language and Literary Studies*, *6*(5). https://doi.org/10.7575/aiac.alls.v.6n.5p.209

Yuliasari, E. (2017). Eksperimentasi Model PBL dan Model GDL Terhadap Kemampuan Pemecahan Masalah Matematis Ditinjau dari Kemandirian Belajar. *JIPM (Jurnal Ilmiah Pendidikan Matematika)*, *6*(1), 1. https://doi.org/10.25273/jipm.v6i1.1336

Zimmerman, B. J. (1989). A Social Cognitive View of Self-Regulated Academic Learning. *Journal of Educational Psychology*, *81*(3), 329–339. https://doi.org/10.1037/0022-0663.81.3.329

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, *45*(1), 166–183. https://doi.org/10.3102/0002831207312909

Zimmerman, B., & Schunk, D. (2001). Self-regulated learning and academic achievement: Theoretical perspectives. In *Hoboken : Lawrence Erlbaum Associates, 2012* (2nd ed.). Routledge.