

## Daftar Pustaka

- Arends, R. (2008). *Learning to teach*. Pustaka Pelajar.
- Asrul, & Hardianto. (2021). Kendala siswa dalam proses pembelajaran daring selama pandemi covid19 di SMPN Satap 1 Ladongi. *Fkipumkendari*, 1-16. [http://www.fkipumkendari.ac.id/assets/upload/plp\\_magang/fded28a2c1940af27a834b64f9006e a2.pdf.1—16](http://www.fkipumkendari.ac.id/assets/upload/plp_magang/fded28a2c1940af27a834b64f9006e a2.pdf.1—16).
- Astutik, Y. (2020, Agustus 07). Bunda, menteri nadiem sebut sekolah jarak jauh merusak anak. *CNBC, Indonesia*. <https://www.cnbcindonesia.com/tech/20200807171702-37-178306/bunda-menteri-nadiem-sebut-sekolah-jarak-jauh-merusak-anak>
- Braun, V., & Clarke, V. (2012). Thematic analysis. *APA handbook of research methods in psychology*, 57–71. <https://doi.org/10.1037/13620-004>
- Cahyono, A. 2010. Vygotskian Prespective : Proses scaffolding untuk mencapai zone of proximal development (ZPD) peserta didik dan pembelajaran matematika. *Prosiding Seminar Nasional Matematika dan Pendidikan Matematika*, 443 – 444. <http://eprints.uny.ac.id/id/eprint/10480>
- Fahey, G., & Joseph, B.(2020). Parent's perspectives on home based learning in the COVID-19 pandemic. *The Centre For Independent Studies*, 1-22. <https://www.cis.org.au/publications/analysis-papers/parents-perspectives-on-home-based-learning-in-the-covid-19-pandemic/>
- Fan X. (2001). Parental involvement and students' academic achievement : A growth modeling analysis. *The Journal of Experimental Education*, Vol. 70(1), 27-61. <https://doi.org/10.1080/00220970109599497>
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist*, Vol. 34(10), 906. <https://doi.org/10.1037/0003-066X.34.10.906>
- Gerakan Sekolah Menyenangkan (2020, Januari 17). Inspirasi GSM: Menyalakan asa pendidikan di kala pandemi. *Gerakan sekolah menyenangkan*. <https://sekolahmenyenangkan.or.id/inspirasi-gsm-menyalakan-asa-pendidikan-di-kala-pandemi/>
- Hadinagoro, S.S. (2020, Juli 14). Mencermati pembelajaran daring dan ekonomi digital. *Perpustakaan Nasional Republik Nasional*. <https://www.perpusnas.go.id/news-detail.php?lang=id&id=200714075447skx5dmfVjI>
- Hanafiah, M.A., Martiani., & Dewi.C (2021). Pengaruh model pembelajaran numbered head together (NHT) terhadap motivasi belajar pada permainan bola basket siswa SMP. *Edukatif : Jurnal Ilmu Pendidikan*, Vol.1 3(6), 5213-5219. <https://doi.org/10.31004/edukatif.v3i6.1655>
- Harnani, S. (2020, Juli 7). Efektivitas pembelajaran daring di masa pandemic COVID-19. *BDK Jakarta Kementerian Agama RI*. <https://bdjakarta.kemenag.go.id/berita/efektivitas-pembelajaran-daring-di-masa-pandemi-covid-19>
- Herring, S. (2012). Transforming the workplace: critical skills and learning methods for the successful 21st century worker. <http://bigthink.com/expertscorner/transforming-theworkplace-critical-skills-andlearning-methods-for-the-successful-21st-century-worker>.
- Illich, I.(1982). *Deschooling society*. CIDOC. [https://monoskop.org/images/1/17/Illich\\_Ivan\\_Deschooling\\_Society.pdf](https://monoskop.org/images/1/17/Illich_Ivan_Deschooling_Society.pdf).
- Indarti, T. (2019). Implementasi tringa tamansiswa dalam manajemen sdm untuk kemajuan sekolah. *SOSIOHUMANIORA; Jurnal LP3M*, Vol. 5(1), 28-37. <https://doi.org/10.30738/sosio.v5i1.4048>
- Kasih, A.P (2020, November 13). 47 Persen anak Indonesia bosan di rumah, akademisi IPB beri saran. *Kompas News*. <https://edukasi.kompas.com/read/2020/11/13/162554571/47-persen-anak-indonesia-bosan-di-rumah-akademisi-ipb-beri-saran?page=all>
- Kadir, A. (2013). Konsep pembelajaran kontekstual di sekolah. *Dinamika Ilmu*, Vol. 13(3), 17-38. <https://doi.org/10.21093/di.v13i1.20>

- Kusumawati, N, dkk (2020). Revitalisasi learning from home : Pendidikan di masa pandemik COVID-10. *COVID-19 : Perspektif Pendidikan*, 87-98. [https://www.researchgate.net/publication/344436067\\_COVID-19\\_Perspektif\\_Pendidikan/citation/download](https://www.researchgate.net/publication/344436067_COVID-19_Perspektif_Pendidikan/citation/download)
- Leadbeater, C. (2008). What's next? 21 Ideas for 21st century learning. London, The Innovation Unit. <http://charlesleadbeater.net/wp-content/uploads/2010/01/Whats-Next-21-ideas-for-21st-century-learning.pdf>
- Luthra, & Mackenzie. (2020, Maret 30). 4 ways covid-19 could change how we educate future generations. *World Economic Forum*. <http://www.weforum.org/agenda/2020/03/4-ways-covid-19-education-future-generations>.
- Marfuah. (2017). Meningkatkan keterampilan komunikasi peserta didik melalui model pembelajaran kooperatif tipe jigsaw. *Jurnal Pendidikan Ilmu Sosial*, Vol. 26(2), 148-160. <https://doi.org/10.17509/jpis.v26i2.8313>
- Mastur, M., & Santaria, R. (2020). Dampak pandemi covid-19 terhadap proses pengajaran bagi guru dan siswa. *Jurnal Studi Guru dan Pembelajaran*, Vol. 3(2), 289-295. <https://doi.org/10.30605/jsgp.3.2.2020.293>
- McLoughlin, C., & Lee, M.J.W. (2008). The three p's of pedagogy for the networked society: personalization, participation, and productivity. *International Journal of Teaching and Learning in Higher Education*, Vol. 20(1), 10-2. [https://www.researchgate.net/publication/284125788\\_The\\_three\\_P's\\_of\\_pedagogy\\_for\\_the\\_networked\\_society\\_Personalization\\_participation\\_and\\_productivity](https://www.researchgate.net/publication/284125788_The_three_P's_of_pedagogy_for_the_networked_society_Personalization_participation_and_productivity)
- Miller, K., & Lin, M. (2019). Making home-based learning visual: Family perspective on early learning and development through photographs. *School Community Journal*, Vol. 29(2), 9-30. <https://files.eric.ed.gov/fulltext/EJ1236589.pdf>
- Nichols, J. (2013). 4 essential rules of 21st century learning. <http://www.teachthought.com/learning/4-essential-rules-of-21stcentury-learning/>.
- Nurhidayati, D.D. (2016). Peningkatan pemahaman manajemen waktu melalui bimbingan kelompok dengan teknik *problem solving* pada siswa. *Psikopedagogia*, Vol. 5(1), 24-32. <http://dx.doi.org/10.12928/psikopedagogia.v5i1.4592>
- Oktawirawan, D.H. (2020). Faktor pemicu kecemasan siswa dalam melakukan pembelajaran daring di masa pandemi COVID-19. *Jurnal Ilmiah Universitas Batanghari Jambi*, Vol. 20(2), 541-544. <http://dx.doi.org/10.33087/jiubj.v20i2.932>
- Putri, B. D. (2014). Peran faktor keluarga dan karakteristik remaja terhadap perilaku seksual pranikah. *Jurnal Biometrika dan Kependudukan*, Vol. 3(1), 8-19. <http://journal.unair.ac.id/filerPDF/biometrikfde8cc6696full.pdf>
- Putri, Zunita (2020, Juli 26). Kemendikbud : 8.522 sekolah belum berlistrik, 42.159 tak ada akses internet. *DetikNews*. <https://news.detik.com/berita/d-5108489/kemendikbud-8522-sekolah-belum-berlistrik-42159-tak-ada-akses-internet>
- Santrock, J. W. (2003). *Adolescence: Perkembangan remaja*. Erlangga.
- Salsabila, U.H., Sari, L.I., Lathif, K.H., Lestari, A.P., & Ayuning, A. (2020). Peran teknologi dalam pembelajaran di masa pandemi covid-19. *Jurnal Penelitian dan Kajian Sosial Keagamaan*, Vol 17(2), 188-198. <https://ojs.diniyah.ac.id/index.php/Al-Mutharahah/article/download/138/105/>
- Saputro, B. M. S., & Soeharto, T. N. E. D. (2012). Hubungan antara konformitas terhadap teman sebaya dengan kecenderungan kenakalan remaja. *INSIGHT*, Vol. 10(1), 1-15. <https://fpsi.mercubuana-yogya.ac.id/wp-content/uploads/2012/06/1.-HUBUNGAN-ANTARA-KONFORMITAS-TERHADAP-TEMAN-SEBAYA-DENGAN-KECENDERUNGAN-KENAKALAN-PADA-REMAJA.pdf>

- Susilo, S. V. (2018). Refleksi nilai-nilai pendidikan Ki Hadjar Dewantara dalam upaya-upaya mengembalikan jati diri pendidikan indonesia . *The Journal of Clinical Psychiatry*, Vol. 4(1), 33-41. <https://doi.org/10.31949/jcp.v4i1.710>
- Sternin, J.(2007). The vietnam story: narrated by jerry sternin. [http://www.positivedeviance.org/about\\_pd/Monique%20VIET%20NAM%20CHAPTER%20Oct2017.pdf](http://www.positivedeviance.org/about_pd/Monique%20VIET%20NAM%20CHAPTER%20Oct2017.pdf).
- Syaikhudin, A. (2012). Konsep pemikiran pendidikan menurut paulo freire dan ki hajar dewantoro. *Jurnal Kependidikan dan Kemasyarakatan*, Vol. 1(1),79. <https://doi.org/10.21154/cendekia.v10i1.403>
- Syarifudin, AS. (2020). Implementasi pembelajaran daring untuk meningkatkan mutu pendidikan sebagai dampak diterapkannya social distancing. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, Vol. 5(1), 31-34. <https://doi.org/10.21107/metalingua.v5i1.7072>
- Wagner, T. (2010). *Overcoming the global achievement gap*. Cambridge, Mass., Harvard University.
- Walgito, B. (1990). *Pengantar psikologi pendidikan dengan pendekatan baru*. PT. Remaja Rosdakarya
- Wen, Y., Gwendoline, C. L. Q., & Lau, S. Y. (2021). ICT-supported home-based learning in K-12: a Systematic review of research and implementation. *TechTrends*, Vol. 65(3), 371–378. <https://doi.org/10.1007/s11528-020-00570-9>
- Woolfolk, A. (2008). *Educational psychology active learning edition*. Pearson Education.
- Yin, R. (2018). *Case study research: Design and methods (6<sup>th</sup> ed)*. Thousand Oaks,Sage.
- Zapalska, A., & Brozik, D. (2007). Learning styles and online education. *Campus-Wide Information Systems*, Vol. 24(1), 6–16. <https://doi.org/10.1108/10650740710726455>
- Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, Vol. 81(3), 329–339. <https://doi.org/10.1037/0022-0663.81.3.329>
- Zubaidah. (2016). Keterampilan abad ke-21: Keterampilan yang diajarkan melalui pembelajaran. *Conference: Seminar Nasional Pendidikan*. [https://www.researchgate.net/publication/318013627\\_KETERAMPILAN\\_ABAD\\_KE-21\\_KETERAMPILAN\\_YANG\\_DIAJARKAN\\_MELALUI\\_PEMBELAJARAN](https://www.researchgate.net/publication/318013627_KETERAMPILAN_ABAD_KE-21_KETERAMPILAN_YANG_DIAJARKAN_MELALUI_PEMBELAJARAN)