

DAFTAR PUSTAKA

- Aiken, L. R. (1980). Content validity and reliability of single items or questionnaires. *Educational and Psychological Measurement*, 40(4), 955–959. <https://doi.org/10.1177/001316448004000419>
- Aiken, L. R. (1985). Three coefficients for analysing Reliability and Validity of rating. *Educational and Psychological Measurement*, 45, 131–142. <https://doi.org/10.1177/07399863870092005>
- Ajzen, I. (2002). Ajzen I. Perceived Behavioral Control, Self-Efficacy, Locus of Control, and the Theory of Planned Behavior1. *Journal of applied social psychology*. 2002;32(4):665-83.No Title. *Journal of Applied Social Psychology*., 32(4), 665–683.
- Ajzen, Icek. (2013). *Attitudes, Personality, and Behaviour*. Open University Press.
- Akçayır, G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. *Computers and Education*, 126(January), 334–345. <https://doi.org/10.1016/j.compedu.2018.07.021>
- APJII. (2017). Penetrasi dan Perilaku Pengguna Internet Indonesia. *Apjii*, (Penetrasi dan Perilaku Pengguna Internet Indonesia), 1–34.
- Arnold-Garza, S. (2014). The flipped classroom teaching model and its use for information literacy instruction. *Communications in Information Literacy*, 8(1), 7–22. <https://doi.org/10.15760/comminfolit.2014.8.1.161>
- Artino, A. R., & McCoach, D. B. (2008). Development and initial validation of the online learning value and self-efficacy scale. *Journal of Educational Computing Research*, 38(3), 279–303. <https://doi.org/10.2190/EC.38.3.c>
- Awidi, I. T., & Paynter, M. (2019a). The impact of a flipped classroom approach on student learning experience. *Computers and Education*, 128(September 2017), 269–283. <https://doi.org/10.1016/j.compedu.2018.09.013>
- Awidi, I. T., & Paynter, M. (2019b). The impact of a flipped classroom approach on student learning experience. *Computers and Education*, 128, 269–283. <https://doi.org/10.1016/j.compedu.2018.09.013>
- Azarlosa, J. L. (2011). Effect of Announced Quizzes on Exam Performance: II. *Journal of Instructional Psychology*, 38(1), 3–7.
- Bandura, A. (1977). *Self Efficacy The Changing of a Society*.
- Benta, D., Bologa, G., Dzitac, S., & Dzitac, I. (2015). University level learning and teaching via e-learning platforms. *Procedia Computer Science*, 55(Itqm), 1366–1373. <https://doi.org/10.1016/j.procs.2015.07.123>
- Bergmann Jon, & Sams Aaron. (2014). *It Helps When the Teacher Is Absent*. 17(3), 4. Retrieved from <http://bit.ly/teachersmatter>.
- Bong, M. (2004). Academic Motivation in Self-Efficacy, Task Value, Achievement Goal Orientations, and Attributional Beliefs. *Journal of Educational Research*, 97(6), 287–298. <https://doi.org/10.3200/JOER.97.6.287-298>

- Chen, F., Lui, A. M., & Martinelli, S. M. (2017). A systematic review of the effectiveness of flipped classrooms in medical education. *Medical Education*, 51(6), 585–597. <https://doi.org/10.1111/medu.13272>
- Cook-Krieg, B. (2011). *Are you man enough to be a nurse? The road less traveled. Graduate Theses and Dissertations. 10341*. Retrieved from <https://lib.dr.iastate.edu/etd>
- Cook, D. A., Levinson, A. J., Garside, S., Dupras, D. M., Erwin, P. J., & Montori, V. M. (2010). *Instructional Design Variations in Internet-Based Learning for Health Professions Education : A Systematic Review*. 85(5), 909–922.
- Dent, J., & Harden, R. (2013). *A Practical Guide for Medical Teachers*. Retrieved from <https://www.elsevier.com/books/a-practical-guide-for-medical-teachers/dent/978-0-7020-4551-6>
- Domínguez, L. C., Sierra, D., Pepín, J. J., Moros, G., & Villarraga, A. (2017). Effect of the Extended Inverted Classroom on clinical simulation for the resuscitation of trauma patients: Pilot study of student perceptions of learning☆. *Colombian Journal of Anesthesiology*, 45(S 2), 4–11. <https://doi.org/10.1097/01819236-201712002-00002>
- Donovan, N. (2015). The Effects of Intrinsic and Extrinsic Motivation on Cognitive Performance in Humans. *The Huron University College Journal of Learning and Motivation*, 53(1).
- Elder, A. (2018). Clinical Skills Assessment in the Twenty-First Century. *Medical Clinics of North America*, 102(3), 545–558. <https://doi.org/10.1016/j.mcna.2017.12.014>
- Fukada, M. (2018). Nursing competency: Definition, structure and development. *Yonago Acta Medica*, 61(1), 1–7.
- Geist, M. J., Larimore, D., Rawiszer, H., & Sager, A. W. Al. (2015). Flipped Versus Traditional Instruction and Achievement in a Baccalaureate Nursing Pharmacology Course. *Nursing Education Perspectives*, 36(2), 114–115. <https://doi.org/10.5480/13-1292>
- Hamalik, O. (2017). *Proses Belajar Mengajar*. 158.
- Hanson, J. (2016). Surveying the experiences and perceptions of undergraduate nursing students of a flipped classroom approach to increase understanding of drug science and its application to clinical practice. *Nurse Education in Practice*, 16(1), 79–85. <https://doi.org/10.1016/j.nepr.2015.09.001>
- Harrington, S. A., Bosch, M. Vanden, Schoofs, N., Beel-Bates, C., & Anderson, K. (2015). Quantitative Outcomes for Nursing Students in a Flipped Classroom. *Nursing Education Perspectives*, 36(3), 179–181. <https://doi.org/10.5480/13-1255>
- Holland, A., Smith, F., McCrossan, G., Adamson, E., Watt, S., & Penny, K. (2013). Online video in clinical skills education of oral medication administration for undergraduate student nurses: a mixed methods, prospective cohort study. *Nurse Education Today*, 33(6), 663–670. <https://doi.org/10.1016/j.nedt.2012.01.006>
- Howitt, C., & Pegrum, M. (2015). Implementing a flipped classroom approach in postgraduate education: An unexpected journey into pedagogical redesign.

Australasian Journal of Educational Technology, 31(4), 458–469.

Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81–96. <https://doi.org/10.1080/09588221.2014.967701>

Jensen, J. L., Kummer, T. A., & Godoy, P. D. M. (2015). Life Sciences Education Improvements from a Flipped Classroom May Simply Be the Fruits of Active Learning. *Life Science Education*, 14(2013), 1–12. <https://doi.org/10.1187/10.1187/cbe.14-08-0129>

Judd, T., & Elliott, K. (2017). Selection and Use of Online Learning Resources by First-Year Medical Students: Cross-Sectional Study. *JMIR Medical Education*, 3(2), e17. <https://doi.org/10.2196/mededu.7382>

Kaufman, D. M., & Mann, K. V. (2013). Teaching and Learning in Medical Education: How Theory Can Inform Practice. *Understanding Medical Education: Evidence, Theory and Practice: Second Edition*, 7–29. <https://doi.org/10.1002/9781118472361.ch2>

Keller, John, M. (1987). Strategies for stimulating the motivation to learn. *Performance & Instruction*, pp. 1–7.

Kemenristekdikti. (2018). *Panduan Penyusunan Kurikulum Pendidikan Tinggi Di Era Industri 4.0*.

Klimova, B. F. (2014). Self-reflection in the Course Evaluation. *Procedia - Social and Behavioral Sciences*, 141, 119–123. <https://doi.org/10.1016/j.sbspro.2014.05.022>

Krautter, M., Dittrich, R., Safi, A., Krautter, J., Maatouk, I., Möltner, A., ... Nikendei, C. (2015). Peyton’s four-step approach: differential effects of single instructional steps on procedural and memory performance – a clarification study. *Advances in Medical Education and Practice*, 399. <https://doi.org/10.2147/amep.s81923>

Kusurkar, R. A., Croiset, G., Galindo-Garré, F., & Ten Cate, O. (2013). Motivational profiles of medical students: Association with study effort, academic performance and exhaustion. *BMC Medical Education*, 13(1). <https://doi.org/10.1186/1472-6920-13-87>

Lepper, M. R., Corpus, J. H., & Iyengar, S. S. (2005). Intrinsic and extrinsic motivational orientations in the classroom: Age differences and academic correlates. *Journal of Educational Psychology*, 97(2), 184–196. <https://doi.org/10.1037/0022-0663.97.2.184>

Liebert, C. A., Lin, D. T., Mazer, L. M., Bereknyei, S., & Lau, J. N. (2016). Effectiveness of the Surgery Core Clerkship Flipped Classroom: A prospective cohort trial. *American Journal of Surgery*, 211(2), 451–457.e1. <https://doi.org/10.1016/j.amjsurg.2015.10.004>

Limniou, M., Schermbrucker, I., & Lyons, M. (2018). Traditional and flipped classroom approaches delivered by two different teachers: the student perspective. *Education and Information Technologies*, 23(2), 797–817. <https://doi.org/10.1007/s10639-017-9636-8>

- Lin, Y., Zhu, Y., Chen, C., Wang, W., Chen, T., Li, T., ... Liu, Y. (2017). Facing the challenges in ophthalmology clerkship teaching: Is flipped classroom the answer? *PLoS ONE*, 12(4), 1–14. <https://doi.org/10.1371/journal.pone.0174829>
- Maslow, A. H. (1993). *Motivasi dan Kepribadian: Teori Motivasi dengan Pendekatan Hierarki Kebutuhan Manusia*. Pustaka Binaman Pressindo.
- McClelland, D. (1961). *The Achieving Society*. New Jersey: Van Nostrand Company.
- McCutcheon, K., O'Halloran, P., & Lohan, M. (2018). Online learning versus blended learning of clinical supervisee skills with pre-registration nursing students: A randomised controlled trial. *International Journal of Nursing Studies*. <https://doi.org/10.1016/j.ijnurstu.2018.02.005>
- Miller, G. E. (1990). *zMiller framework.pdf*.
- Missildine, K., Fountain, R., Summers, L., & Gosselin, K. (2013). Flipping the Classroom to Improve Student Performance and Satisfaction. *Journal of Nursing Education*, 52(10), 597–599. <https://doi.org/10.3928/01484834-20130919-03>
- Orsini, C., Binnie, V. I., & Wilson, S. L. (2016). Determinants and outcomes of motivation in health professions education: a systematic review based on self-determination theory. *Journal of Educational Evaluation for Health Professions*, 13, 19. <https://doi.org/10.3352/jeehp.2016.13.19>
- PIKA. (2018). Inovasi Pembelajaran melalui Blended Learning dan Flipped Learning. Retrieved from NEWSLETTER - Pusat Inovasi dan Kajian Akademik website: <http://pika.ugm.ac.id/wp-content/uploads/2018/07/NEWSLETTER-JULI.pdf>
- Pintrich, P. R., A. O., & A. (1991). Motivated Strategies for Learning Questionnaire (MSLQ). *Mediterranean Journal of Social Sciences*, 6(1), 156–164. <https://doi.org/10.5901/mjss.2015.v6n1p156>
- Ponikwer, F., & Patel, B. A. (2018). Implementation and evaluation of flipped learning for delivery of analytical chemistry topics. *Analytical and Bioanalytical Chemistry*, 410(9), 2263–2269. <https://doi.org/10.1007/s00216-018-0892-2>
- Presti, C. R. (2016). The Flipped Learning Approach in Nursing Education: A Literature Review. *Journal of Nursing Education*, 55(5), 252–257. <https://doi.org/10.3928/01484834-20160414-03>
- Pusat Inovasi dan Kajian Akademik (PIKA). (2018). *Membangun Ekosistem Pendidikan Inovatif di UGM*.
- Rodríguez, G., Díez, J., Pérez, N., Baños, J. E., & Carrió, M. (2019). Flipped classroom: Fostering creative skills in undergraduate students of health sciences. *Thinking Skills and Creativity*, 33(April 2018), 100575. <https://doi.org/10.1016/j.tsc.2019.100575>
- Russell, S. L. (2014). *Intructional technolofy and media for learning*. Pearson.
- Ryan, R. M., & Deci, E. L. (2006). Self-regulation and the problem of human autonomy: Does psychology need choice, self-determination, and will? *Journal of Personality*, 74(6), 1557–1586. <https://doi.org/10.1111/j.1467-6494.2006.00420.x>
- Ryan, R. M., Williams, G. C., Patrick, H., & Deci, E. L. (2009).

- 2009_RyanWilliamsPatrickDeci_HJOP.pdf. *Hellenic Journal of Psychology*, Vol. 6, pp. 107–124.
- Santrock, J. W. (2014a). *Psikologi Pendidikan* (5th ed.). Salemba Humanika.
- Santrock, J. W. (2014b). *Psikologi Pendidikan* (5th ed.). Mc Graw-Hill Education (Asia) and Salemba Empat.
- Saunders, A., Green, R., & Cross, M. (2017). Making the most of person-centred education by integrating flipped and simulated teaching: An exploratory study. *Nurse Education in Practice*, 27, 71–77. <https://doi.org/10.1016/j.nepr.2017.08.014>
- Sayeski, K. L., Hamilton-Jones, B., & Oh, S. (2015). The efficacy of IRIS STAR Legacy modules under different instructional conditions. *Teacher Education and Special Education*, 38(4), 291–305. <https://doi.org/10.1177/0888406415600770>
- Schunk, D. H. (2011). Self-Efficacy and Academic Motivation Self-Efficacy and Academic Motivation. *Educational Psychologist*, 26(February 2014), 37–41. <https://doi.org/10.1080/00461520.1991.9653133>
- Shiau, S., Kahn, L. G., Platt, J., Li, C., Guzman, J. T., Kornhauser, Z. G., ... Martins, S. S. (2018). Evaluation of a flipped classroom approach to learning introductory epidemiology. *BMC Medical Education*, 18(1), 1–8. <https://doi.org/10.1186/s12909-018-1150-1>
- Shih, J. L., Chu, H. C., Hwang, G. J., & Kinshuk. (2011). An investigation of attitudes of students and teachers about participating in a context-aware ubiquitous learning activity. *British Journal of Educational Technology*, 42(3), 373–394. <https://doi.org/10.1111/j.1467-8535.2009.01020.x>
- Simsek, A. (2012). Learner Control. *Encyclopedia of the Sciences of Learning*. Springer, Boston, MA.
- Sinatra, G. M. (2014). The Legacy and the Challenges: Paul Pintrich's Contributions to Personal Epistemology Research. *Educational Psychologist*, 1520(August), 37–41. <https://doi.org/10.1207/s15326985ep4002>
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Rineka Cipta.
- Slavin, R. E. (2018). *Educational Psychology: theory and practice* (12th ed.). Pearson.
- Stayt, L. C. (2012). Clinical simulation: A sine qua non of nurse education or a white elephant? *Nurse Education Today*, 32(5), e23–e27. <https://doi.org/10.1016/j.nedt.2011.06.003>
- Strelan, P., Osborn, A., & Palmer, E. (2020). The flipped classroom: A meta-analysis of effects on student performance across disciplines and education levels. *Educational Research Review*, 100314. <https://doi.org/10.1016/j.edurev.2020.100314>
- Tang, F., Chen, C., Zhu, Y., Zuo, C., Zhong, Y., Wang, N., ... Liang, D. (2017). Comparison between flipped classroom and lecture-based classroom in ophthalmology clerkship. *Medical Education Online*, 22(1), 1395679. <https://doi.org/10.1080/10872981.2017.1395679>
- The evidence for “flipping out”: A systematic review of the flipped classroom in nursing

- education. (2016). *Nurse Education Today*, 38, 15–21. <https://doi.org/10.1016/j.nedt.2015.12.010>
- Thomas, A. K., Smith, A. M., Kamal, K., & Gordon, L. T. (2020). Should You Use Frequent Quizzing in Your College Course? Giving up 20 Minutes of Lecture Time May Pay Off. *Journal of Applied Research in Memory and Cognition*, 9(1), 83–95. <https://doi.org/10.1016/j.jarmac.2019.12.005>
- Utami, H. D., & Hermawati, Y. (n.d.). *VIRTUAL READING ROOM AND DIGITAL LEARNING MATERIAL AS A LEARNING MEDIA IN DISTANCE RUANG BACA VIRTUAL (RBV) DAN BAHAN AJAR (BA) DIGITAL SEBAGAI MEDIA PEMBELAJARAN*.
- Uysal, N. (2016). Improvement of nursing students' learning outcomes through scenario-based skills training. *Revista Latino-Americana de Enfermagem*, 24. <https://doi.org/10.1590/1518-8345.1310.2790>
- Vroom, V. H. (1964). *Work and Motivation*. Oxford, England: Wiley.
- Wanner, T., & Palmer, E. (2015). Personalising learning: Exploring student and teacher perceptions about flexible learning and assessment in a flipped university course. *Computers and Education*, 88, 354–369. <https://doi.org/10.1016/j.compedu.2015.07.008>
- Wigfield, A., & Cambria, J. (2010). Expectancy-value theory: Retrospective and prospective. In *Advances in Motivation and Achievement*. [https://doi.org/10.1108/S0749-7423\(2010\)000016A005](https://doi.org/10.1108/S0749-7423(2010)000016A005)
- Woolley, N. N., & Jarvis, Y. (2007). Situated cognition and cognitive apprenticeship: a model for teaching and learning clinical skills in a technologically rich and authentic learning environment. *Nurse Education Today*, 27(1), 73–79. <https://doi.org/10.1016/j.nedt.2006.02.010>
- Xu, P., Chen, Y., Nie, W., Wang, Y., Song, T., Li, H., ... Zhao, L. (2019a). The effectiveness of a flipped classroom on the development of Chinese nursing students' skill competence: A systematic review and meta-analysis. *Nurse Education Today*, 80(April), 67–77. <https://doi.org/10.1016/j.nedt.2019.06.005>
- Xu, P., Chen, Y., Nie, W., Wang, Y., Song, T., Li, H., ... Zhao, L. (2019b). The effectiveness of a flipped classroom on the development of Chinese nursing students' skill competence: A systematic review and meta-analysis. *Nurse Education Today*, 80(November 2018), 67–77. <https://doi.org/10.1016/j.nedt.2019.06.005>
- Yilmaz, R. (2017). Computers in Human Behavior Exploring the role of e-learning readiness on student satisfaction and motivation in flipped classroom. *Computers in Human Behavior*, 70, 251–260. <https://doi.org/10.1016/j.chb.2016.12.085>
- Zientek, L. R., Fong, C. J., & Phelps, J. M. (2019). Sources of self-efficacy of community college students enrolled in developmental mathematics. *Journal of Further and Higher Education*, 43(2), 183–200. <https://doi.org/10.1080/0309877X.2017.1357071>