

DAFTAR PUSTAKA

BUKU

- Arikunto, S. (2013). *Dasar-dasar evaluasi pendidikan*. Bumi Aksara.
- Bers, M. U. (2018). *Coding as a playground: Computational thinking in the early childhood classroom*. Routledge.
- Creswell, J. W., & Poth, C. N. (2021). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
- Fullan, M. (2016). *The new meaning of educational change*. Teachers College Press.
- Kafai, Y. B., & Burke, Q. (2015). *Connected code: Why children need to learn programming*. MIT Press.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
- Kriyantono, R. (2020). *Teknik praktis riset komunikasi*. Kencana.
- Merriam, S. B., & Tisdell, E. J. (2016/2020). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook*. Sage Publications.
- Mulyasa, E. (2018). *Manajemen berbasis sekolah: Konsep, strategi, dan implementasi*. Remaja Rosdakarya.
- Papert, S. (1980). *Mindstorms: Children, computers, and powerful ideas*. Basic Books.
- Prensky, M. (2010). *Teaching digital natives: Partnering for real learning*. Corwin Press.
- Sahertian, P. A. (2010). *Konsep dasar & teknik supervisi pendidikan dalam rangka pengembangan sumber daya manusia*. Rineka Cipta.
- Slameto. (2013). *Belajar dan faktor-faktor yang mempengaruhinya*. Rineka Cipta.
- Slavin, R. E. (2015). *Cooperative learning: Theory, research, and practice*. Allyn & Bacon.

- Stake, R. E. (1995). *The art of case study research*. Sage Publications.
- Sudjana, N. (2017). *Penilaian hasil proses belajar mengajar*. Remaja Rosdakarya.
- Sugiyono. (2017). *Metode penelitian pendidikan (Pendekatan kuantitatif, kualitatif, dan R&D)*. Alfabeta.
- Terry, G. R. (1977). *Principles of management*. Richard D. Irwin.
- Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree Press.
- Winkel, W. S. (2009). *Psikologi pengajaran*. Gramedia.
- Yin, R. K. (2018). *Case study research and applications: Design and methods*. Sage Publications.

JURNAL DAN ARTIKEL ILMIAH

- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.
<https://journals.sagepub.com/doi/10.1177/003172171009200119>
- Chaerunnisa, N. A., & Bernard, M. (2021). Analisis minat belajar siswa SD dengan media Scratch. *JPMI (Jurnal Pembelajaran Matematika Inovatif)*, 4(6), 1577-1584. <https://doi.org/10.22460/jpmi.v4i6.1577-1584>
- Chou, P.-N. (2019). *Using ScratchJr to foster young children's computational thinking competence*. *Journal of Educational Computing Research*, 57(7), 1672–1691. <https://doi.org/10.1177/0735633119872908>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. *Learning Policy Institute*.
<https://doi.org/10.54300/122.311>

- DuFour, R. (2004). What is a "professional learning community"? *Educational Leadership*, 61(8), 6–11. <https://www.ascd.org/el/articles/what-is-a-professional-learning-community>
- Ertmer, P. A. (1999). Addressing first-and second-order barriers to technology integration: Understanding resistance to change. *Educational Technology Research and Development*, 47(4), 47–61. <https://doi.org/10.1007/BF02299597>
- Falloon, G. (2016). An analysis of young children's thinking processes when completing 2D software programs. *Computers & Education*, 95, 192–208. <https://doi.org/10.1016/j.compedu.2015.12.009>
- Flannery, L. P., Kazakoff, E. R., Bontá, P., Silverman, B., Bers, M. U., & Resnick, M. (2013). Designing ScratchJr: Support for early childhood learning through computer programming. *Proceedings of the 12th International Conference on Interaction Design and Children (IDC)*, 1–10. <https://doi.org/10.1145/2485760.2485785>
- Grover, S., & Pea, R. (2013). Computational thinking in K–12: A review of the state of the field. *Educational Researcher*, 42(1), 38–43. <https://doi.org/10.3102/0013189X12463051>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381–391. <https://doi.org/10.1080/135406002100000512>
- Handayani, F. (2022). Pengaruh media pembelajaran digital terhadap motivasi belajar siswa. *Jurnal Pendidikan*, 6(1), 45–52. <https://journal.unpas.ac.id/index.php/pendas/article/view/23991>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. *Routledge*. <https://doi.org/10.4324/9780203887332>
- Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: Current knowledge gaps and recommendations for future research. *Educational Technology Research and Development*, 55(3), 223–252. <https://doi.org/10.1007/s11423-007-9033-5>
- Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist*, 41(2), 111–127. https://doi.org/10.1207/s15326985ep4102_4

- Hsu, T. C., Chang, S. C., & Hung, Y. T. (2018). How to learn and how to teach computational thinking: Suggestions based on a review of the literature. *Computers & Education*, 126, 296–310.
<https://doi.org/10.1016/j.compedu.2018.07.004>
- Huda, M. (2020). Model pembelajaran berbasis proyek. *Jurnal Pendidikan*, 4(2), 120–130. <https://doi.org/10.46244/tunasbangsa.v7i1.981>
- Johnson, D. W., & Johnson, R. T. (2017). Cooperative learning. *Educational Researcher*, 38(5), 365–379. <https://doi.org/10.3102/0013189X09339057>
- Kalelioglu, F. (2015). A check of the effects of teaching programming with Scratch on problem-solving skills. *Biomed Research International*, 2015. <https://doi.org/10.1155/2015/703484>
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? *Teachers College Record*, 111(1), 60–90. <https://doi.org/10.1177/016146810911100102>
- Marina, S., & Thompson, R. (2021). The impact of visual programming on students' interest and motivation in elementary school. *Journal of Technology and Education*. <https://www.mdpi.com/2227-7102/15/10/1289>
- Mishra, P., & Koehler, M. J. (2009). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 111(7), 1017–1054. <https://doi.org/10.1177/016146810911100708>
- Nugroho, A. (2021). Pembelajaran kolaboratif berbasis teknologi. *Jurnal Pendidikan Teknologi*, 3(1), 15–23. <https://doi.org/10.30599/jpia.v11i2.3590>
- Nurhaliza, S. (2022). Manajemen pembelajaran berbasis teknologi untuk meningkatkan berpikir komputasional pada anak usia dini. *Jurnal Manajemen Pendidikan*. <https://doi.org/10.31004/obsesi.v6i4.2314>
- Papadakis, S. (2022). Can preschoolers learn computational thinking and coding skills with ScratchJr? A systematic literature review. *Journal of Early Childhood Research*, 20(2), 241–258. <https://doi.org/10.1177/10567879221076077>
- Pratiwi, D. (2023). Pengaruh media ScratchJr terhadap minat belajar siswa pada mata pelajaran informatika. *Jurnal Teknologi Pendidikan*. <https://doi.org/10.31004/obsesi.v7i2.4135>

- Puteri, S. N., & Farhurrohman, O. (2024). Pemanfaatan Scratch untuk meningkatkan motivasi belajar. *Jurnal Pendidikan Dasar*, 8(1), 55–62. <https://file-data.unsika.ac.id/storage/uploads/nAZt5xFjjaEs1CXsuGIC3pwwfs0sPeK2xAHrVwLa.pdf>
- Rahman, A. (2021). Kompetensi digital guru dalam pembelajaran abad 21. *Jurnal Pendidikan*, 5(2), 100–110. <https://doi.org/10.33394/jk.v7i1.3468>
- Sáez-López, J. M., Román-González, M., & Vázquez-Cano, E. (2016). Visual programming languages integrated across the curriculum in elementary school: A case study of the effects of Scratch in five schools. *Computers & Education*, 97, 129–141. <https://doi.org/10.1016/j.compedu.2016.03.003>
- Sari, D., et al. (2022). Perencanaan pembelajaran berbasis teknologi. *Jurnal Pendidikan*, 7(1), 25–33. <https://doi.org/10.31004/basicedu.v6i3.2558>
- Strawhacker, A., & Bers, M. U. (2019). What they learn when coding: Investigating the development of computational thinking in elementary school. *Journal of the Learning Sciences*, 28(3), 1–44. <https://doi.org/10.1080/10508406.2018.1552871>
- Susanto, A. (2022). Profesionalisme guru dalam pembelajaran digital. *Jurnal Pendidikan*, 9(1), 10–18. <https://doi.org/10.31004/obsesi.v6i3.1841>
- Tondeur, J., Aesaert, K., Prestridge, S., & Consuegra, E. (2017). A multilevel analysis of what matters in the training of pre-service teacher's ICT competencies. *Computers & Education*, 122, 32–42. <https://doi.org/10.1016/j.compedu.2018.03.002>
- Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2017). Understanding the relationship between teachers' pedagogical beliefs and technology use in education. *Educational Technology Research and Development*, 65(3), 555–575. <https://doi.org/10.1007/s11423-016-9481-2>
- Wulandari, R. (2021). Efektivitas pembelajaran berbasis proyek. *Jurnal Pendidikan*, 6(2), 88–95. <https://doi.org/10.31004/basicedu.v5i6.1706>

UNDANG-UNDANG DAN REGULASI

- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Kurikulum Merdeka*. Kemendikbudristek.
- Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 13 Tahun 2025 tentang Kerangka Dasar dan Struktur Kurikulum.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.