## **DAFTAR PUSTAKA**

## Artikel Ilmiah:

- Agnew, J. A., & Duncan, J. S. (1989). *The Power of Place (RLE Social & Cultural Geography)* (1st ed.). Routledge. https://doi.org/10.4324/9781315848617
- Aharony, N., & Zion, A. (2019). Effects of WhatsApp's Use on Working Memory Performance Among Youth. *Journal of Educational Computing Research*, 57(1), 226–245. https://doi.org/10.1177/0735633117749431
- An, F., Yu, J., & Xi, L. (2022). Relationship between perceived teacher support and learning engagement among adolescents: Mediation role of technology acceptance and learning motivation. *Frontiers in Psychology*, 13(September), 1–12. https://doi.org/10.3389/fpsyg.2022.992464
- Anshari, M., Almunawar, M. N., Shahrill, M., Wicaksono, D. K., & Huda, M. (2017). Smartphones usage in the classrooms: Learning aid or interference? *Education and Information Technologies*, 22(6), 3063–3079. https://doi.org/10.1007/s10639-017-9572-7
- Ariel, Y., & Elishar-Malka, V. (2019). Learning in the smartphone era: Viewpoints and perceptions on both sides of the lectern. *Education and Information Technologies*, 24(4), 2329–2340. https://doi.org/10.1007/s10639-019-09871w
- Azhari, S. C., Rosali, E. S., Firmansyah, M. F., & Zulian, H. (2022). Investigating Family and Peer Support on Learning Habits and Achievements in Online Learning. *JINOTEP (Jurnal Inovasi Dan Teknologi ..., 9*(2), 136–144. https://doi.org/10.17977/um031v9i22022p136
- Bandura, A. (1991). Social cognitive theory of self-regulation. Organizational Behavior and Human Decision Processes, 50(2), 248–287. https://doi.org/10.1016/0749-5978(91)90022-L
- Barnett, C. (2001). Culture, geography, and the arts of government. *Environment* and Planning D: Society and Space, 19(1), 7–24. https://doi.org/10.1068/d236
- Bayoumy, H. M. M., & Alsayed, S. (2021). Investigating relationship of perceived learning engagement, motivation, and academic performance among nursing

students: A multisite study. *Advances in Medical Education and Practice*, *12*, 351–369. https://doi.org/10.2147/AMEP.S272745

- Borup, J., Jensen, M., Archambault, L., & ... (2020). Supporting students during COVID-19: Developing and leveraging academic communities of engagement in a time of crisis. ... *Teacher Education*. https://www.learntechlib.org/p/216288/
- Bowlick, F. J., Goldberg, D. W., & Bednarz, S. W. (2017). Computer Science and Programming Courses in Geography Departments in the United States. *Professional Geographer*, 69(1), 138–150. https://doi.org/10.1080/00330124.2016.1184984
- Broek, P. Vanden, Linderholm, T., & Gustafson, M. (2001). The effects of readers' goals on inference generation and memory for texts. *Memory & Cognition*, 29(8), 1081–1087.
- Bronson, M. B. (2000). Recognizing and supporting the development of self-regulation in young children. *Young Children*, 55(2), 32-X.
- Capotosto, L., Kim, J. S., Burkhauser, M. A., Oh Park, S., Mulimbi, B., Donaldson, M., & Kingston, H. C. (2017). Family Support of Third-Grade Reading Skills, Motivation, and Habits. *AERA Open*, 3(3), 233285841771445. https://doi.org/10.1177/2332858417714457
- Chang, K. T., Huang, C. C., & Tsaur, S. H. (2019). Tourist geographic literacy and its consequences. *Tourism Management Perspectives*, 29(580), 131–140. https://doi.org/10.1016/j.tmp.2018.11.005
- Chen, Q., & Yan, Z. (2016). Does multitasking with mobile phones affect learning? A review. *Computers in Human Behavior*, 54, 34e42-42. https://doi.org/10.1016/j.chb.2015.07.047
- Chiu, T. K. F. (2021). Applying the self-determination theory (SDT) to explain student engagement in online learning during the COVID-19 pandemic. *Journal of Research on Technology in Education*. https://doi.org/10.1080/15391523.2021.1891998
- Cleary, T. J., & Zimmerman, B. J. (2004). Self-Regulation Empowerment Program: A school-based program to enhance self-regulated and self-motivated cycles

of student learning. *Psychology in the Schools*, 41(5), 537–550. https://doi.org/10.1002/pits.10177

- Corno, L. (1993). The Best-Laid Plans: Modern Conceptions of Volition and Educational Research. *Educational Researcher*, 22(2), 14–22. https://doi.org/10.3102/0013189X022002014
- Costes-Onishi, P., Baildon, M., & Aghazadeh, S. (2020). Moving inquiry-based learning forward: A meta-synthesis on inquiry-based classroom practices for pedagogical innovation and school improvement in the humanities and arts. *Asia Pacific Journal of Education*, 40(4), 552–575. https://doi.org/10.1080/02188791.2020.1838883
- Dai, W., Li, Z., & Jia, N. (2022). Self-regulated learning, online mathematics learning engagement, and perceived academic control among Chinese junior high school students during the COVID-19 pandemic: A latent profile analysis and mediation analysis. *Frontiers in Psychology*, 13(November), 1–11. https://doi.org/10.3389/fpsyg.2022.1042843
- Dalvi-Esfahani, M., Wai Leong, L., Ibrahim, O., & Nilashi, M. (2020). Explaining Students' Continuance Intention to Use Mobile Web 2.0 Learning and Their Perceived Learning: An Integrated Approach. In *Journal of Educational Computing Research* (Vol. 57, Issue 8). https://doi.org/10.1177/0735633118805211
- Dignath, C., Buettner, G., & Langfeldt, H. P. (2008). How can primary school students learn self-regulated learning strategies most effectively?. A metaanalysis on self-regulation training programmes. *Educational Research Review*, 3(2), 101–129. https://doi.org/10.1016/j.edurev.2008.02.003
- Dweck, B. C., & Gardner, H. (2006). Mindset: the new psychology of success. *Choice Reviews Online*, 44(04), 44-2397-44–2397. https://doi.org/10.5860/choice.44-2397
- Efklides, A. (2011). Interactions of metacognition with motivation and affect in self-regulated learning: The MASRL model. *Educational Psychologist*, 46(1), 6–25. https://doi.org/10.1080/00461520.2011.538645
- Fisher, R., Perényi, Á., & Birdthistle, N. (2021). The positive relationship between

flipped and blended learning and student engagement, performance and satisfaction. *Active Learning in Higher Education*, 22(2), 97–113. https://doi.org/10.1177/1469787418801702

- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59–109. https://doi.org/10.3102/00346543074001059
- Fuentes-García, J. P., Martínez Patiño, M. J., Villafaina, S., & Clemente-Suárez, V. J. (2020). The Effect of COVID-19 Confinement in Behavioral, Psychological, and Training Patterns of Chess Players. *Frontiers in Psychology*, 11. https://doi.org/10.3389/fpsyg.2020.01812
- Fuentes, M. C., García-Ros, R., Pérez-González, F., & Sancerni, D. (2019). Effects of parenting styles on self-regulated learning and academic stress in Spanish adolescents. *International Journal of Environmental Research and Public Health*, 16(15). https://doi.org/10.3390/ijerph16152778
- Gao, H., Ou, Y., Zhang, Z., Ni, M., Zhou, X., & Liao, L. (2021). The Relationship Between Family Support and e-Learning Engagement in College Students: The Mediating Role of e-Learning Normative Consciousness and Behaviors and Self-Efficacy. *Frontiers in Psychology*, 12(February). https://doi.org/10.3389/fpsyg.2021.573779
- Hadwin, A. F., & Winne, P. H. (2001). Conotes2: A software tool for promoting self-regulation. *International Journal of Phytoremediation*, 21(1), 313–334. https://doi.org/10.1076/edre.7.2.313.3868
- Harnishfeger, K. K. (1995). Shaping Words to Fit the Soul: The Southern Ritual Grounds of Afro-Modernism. Shaping Words to Fit the Soul: The Southern Ritual Grounds of Afro-Modernism, 1–192. https://doi.org/10.1353/afa.2011.0074
- Hartley, K., Bendixen, L. D., Gianoutsos, D., & Shreve, E. (2020). The smartphone in self-regulated learning and student success: clarifying relationships and testing an intervention. *International Journal of Educational Technology in Higher Education*, 17(1), 1–14. https://doi.org/10.1186/s41239-020-00230-1

Henseler, J., Dijkstra, T. K., Sarstedt, M., Ringle, C. M., Diamantopoulos, A.,

Straub, D. W., Ketchen, D. J., Hair, J. F., Hult, G. T. M., & Calantone, R. J. (2014). Common Beliefs and Reality About PLS: Comments on Rönkkö and Evermann (2013). *Organizational Research Methods*, *17*(2), 182–209. https://doi.org/10.1177/1094428114526928

- Heuzeroth, J., & Budke, A. (2021). Metacognitive Strategies for Developing Complex Geographical Causal Structures—An Interventional Study in the Geography Classroom. *European Journal of Investigation in Health*, *Psychology and Education*, 11(2), 382–404. https://doi.org/10.3390/ejihpe11020029
- Hong, J. E. (2014). Promoting Teacher Adoption of GIS Using Teacher-Centered and Teacher-Friendly Design. *Journal of Geography*, 113(4), 139–150. https://doi.org/10.1080/00221341.2013.872171
- Jaramillo, A., Salinas-Cerda, J. P., & Fuentes, P. (2022). Self-Regulated Learning and Academic Performance in Chilean University Students in Virtual Mode During the Pandemic: Effect of the 4Planning App. *Frontiers in Psychology*, 13(May). https://doi.org/10.3389/fpsyg.2022.890395
- Kerski, J. J. (2015). Geo-awareness, geo-enablement, geotechnologies, citizen science, and storytelling: Geography on the world stage. *Geography Compass*, 9(1), 14–26. https://doi.org/10.1111/gec3.12193
- Kim, S. H. (2022). The Mediating Effect of Self-Regulated Learning on the Relationships Among Emotional Intelligence, Collaboration, and Clinical Performance in Korean Nursing Students. *The Journal of Nursing Research :* JNR, 30(3), e212. https://doi.org/10.1097/jnr.00000000000494
- Konold, T., Cornell, D., Jia, Y., & Malone, M. (2018). School Climate, Student Engagement, and Academic Achievement: A Latent Variable, Multilevel Multi-Informant Examination. AERA Open, 4(4), 1–17. https://doi.org/10.1177/2332858418815661
- Kortabitarte, A., Gillate, I., Luna, U., & Ibáñez-Etxeberria, A. (2018). Las Aplicaciones Móviles Como Recursos De Apoyo En El Aula De Ciencias Sociales : Estudio Exploratorio Con El App "Architecture Gothique / Romane " En Mobile Applications As Support Resources in the Social Sciences

Classroom : Exploratory Study With the. *Revista Electronica Interuniversitaria de Formacion Del Profesorado*, 33, 65–79.

- Lavoué, É., Ju, Q., Hallifax, S., & Serna, A. (2021). Analyzing the relationships between learners' motivation and observable engaged behaviors in a gamified learning environment. *International Journal of Human Computer Studies*, 154(June). https://doi.org/10.1016/j.ijhcs.2021.102670
- Lepp, A., Barkley, J. E., & Karpinski, A. C. (2015). The relationship between cell phone use and academic performance in a sample of U.S. college students. *SAGE Open*, 5(1). https://doi.org/10.1177/2158244015573169
- Liu, H., Yao, M., & Li, J. (2020). Chinese adolescents' achievement goal profiles and their relation to academic burnout, learning engagement, and test anxiety. *Learning and Individual Differences*, 83–84(October), 101945. https://doi.org/10.1016/j.lindif.2020.101945
- Liu, Y., & Shirley, T. (2021). ... a Border: Exploring the Impact of Shifting Study Abroad Online on Students' Learning and Intercultural Competence Development during the COVID-19 Pandemic. *Online Learning*. https://eric.ed.gov/?id=EJ1286986
- Magfirah, I., Rahman, U., & Sulasteri, S. (2015). Pengaruh Konsep Diri Dan Kebiasaan Belajar Terhadap Hasil Belajar Matematika Siswa Kelas Viii Smp Negeri 6 Bontomatene Kepulauan Selayar. *MaPan : Jurnal Matematika Dan Pembelajaran*, 3(1), 103–116. http://journal.uin-alauddin.ac.id/index.php/Mapan/article/view/2753
- Massey, D. (2001). The progress in human geography lecture. *Progress in Human Geography*, 25(2), 157–188. https://doi.org/10.1191/030913201678580467
- May, K. E., & Elder, A. D. (2018). Efficient, helpful, or distracting? A literature review of media multitasking in relation to academic performance. *International Journal of Educational Technology in Higher Education*, 15(1). https://doi.org/10.1186/s41239-018-0096-z
- Meyer, D. K., Turner, J. C., Meyer, D. K., & Turner, J. C. (2010). Educational Psychologist Volume 37 issue 1 2002 [doi 10.1207\_s15326985ep3701\_3] Meyer\_ Debra K.\_ Turner\_ Julianne C. -- Using Instructional Discourse

Analysis to Study the Scaffolding of Student Sel.pdf. October 2014, 37–41. https://doi.org/10.1207/S15326985EP3701

- Murphy, A. B., & Hare, P. R. (2016). The Nature of Geography and Its Perspectives in AP® Human Geography. *Journal of Geography*, 115(3), 95–100. https://doi.org/10.1080/00221341.2015.1111405
- Nguyen, N., Muilu, T., Dirin, A., & Alamäki, A. (2018). An interactive and augmented learning concept for orientation week in higher education. *International Journal of Educational Technology in Higher Education*, 15(1). https://doi.org/10.1186/s41239-018-0118-x
- Oubibi, M., Chen, G., Fute, A., & Zhou, Y. (2023). The effect of overall parental satisfaction on Chinese students' learning engagement: Role of student anxiety and educational implications. *Heliyon*, 9(3), e12149. https://doi.org/10.1016/j.heliyon.2022.e12149
- Panadero, E., & Alonso-Tapia, J. (2014). How do students self-regulate? Review of Zimmerman's cyclical model of self-regulated learning. *Anales de Psicologia*, 30(2), 450–462. https://doi.org/10.6018/analesps.30.2.167221
- Panadero, Ernesto. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8(APR), 1–28. https://doi.org/10.3389/fpsyg.2017.00422
- Pattison, W. D. (1964). The Four Traditions of Geography. *Journal of Geography*, *63*(5), 211–216. https://doi.org/10.1080/00221346408985265
- Pelikan, E. R., Lüftenegger, M., Holzer, J., Korlat, S., Spiel, C., & Schober, B. (2021). Learning during COVID-19: the role of self-regulated learning, motivation, and procrastination for perceived competence. *Zeitschrift Fur Erziehungswissenschaft*, 24(2), 393–418. https://doi.org/10.1007/s11618-021-01002-x
- Pintrich, P. R., Marx, R. W., & Boyle, R. A. (1993). Beyond Cold Conceptual Change: The Role of Motivational Beliefs and Classroom Contextual Factors in the Process of Conceptual Change. In *Review of Educational Research* (Vol. 63, Issue 2). https://doi.org/10.3102/00346543063002167
- Rahm, A. K., Töllner, M., Hubert, M. O., Klein, K., Wehling, C., Sauer, T.,

Hennemann, H. M., Hein, S., Kender, Z., Günther, J., Wagenlechner, P., Bugaj, T. J., Boldt, S., Nikendei, C., & Schultz, J. H. (2021). Effects of realistic e-learning cases on students' learning motivation during COVID-19. *PLoS ONE*, *16*(4 April), 1–13. https://doi.org/10.1371/journal.pone.0249425

- Reeve, J., & Tseng, C. M. (2011). Agency as a fourth aspect of students' engagement during learning activities. *Contemporary Educational Psychology*, 36(4), 257–267. https://doi.org/10.1016/j.cedpsych.2011.05.002
- Riley, M., & Harvey, D. (2007). Talking geography: On oral history and the practice of geography. *Social and Cultural Geography*, 8(3), 345–351. https://doi.org/10.1080/14649360701488765
- Sarstedt, M., Hair, J. F., Ringle, C. M., Thiele, K. O., & Gudergan, S. P. (2016). Estimation issues with PLS and CBSEM: Where the bias lies! *Journal of Business Research*, 69(10), 3998–4010. https://doi.org/10.1016/j.jbusres.2016.06.007
- Schraw, G., & Moshman, D. (1995). Metacognitive theories. *Educational Psychology Review*, 7(4), 351–371. https://doi.org/10.1007/BF02212307
- Schumann, R. L., & Tunks, J. L. (2020). Teaching social responsibility and geographic literacy through a course on social vulnerability in disasters. *Journal of Geography in Higher Education*, 44(1), 142–159. https://doi.org/10.1080/03098265.2019.1697654
- Sitzmann, T., & Ely, K. (2011). A Meta-Analysis of Self-Regulated Learning in Work-Related Training and Educational Attainment: What We Know and Where We Need to Go. *Psychological Bulletin*, 137(3), 421–442. https://doi.org/10.1037/a0022777
- Soja, E. W. (2017). Regions in context: Spatiality, periodicity, and the historical geography of the regional question. *Regions: Critical Essays in Human Geography*, 3, 151–166.
- Sun, Y., Teo, T., & Wang, T. H. (2022). English-Learning Motivation among Chinese Mature Learners: A Comparative Study of English and Non-English Majors. *Behavioral Sciences*, 12(5). https://doi.org/10.3390/bs12050135
- Tuan, Y.-F. (2000). Humanistic geography. Humanistic Psychologist, 28(1-3),

343-352. https://doi.org/10.1080/08873267.2000.9977000

- Urfan, F. (2017). PENGARUH LINGKUNGAN SEKOLAH TERHADAP KECERDASAN SPASIAL PESERTA DIDIK MELALUI AFFORDANCE DAN GEO-LITERACY MENGGUNAKAN ANALISIS JALUR (Studi Kasus SMA Negeri di Kota Bandung dan Kabupaten Bandung). Jurnal Geografi Gea, 16(2), 105. https://doi.org/10.17509/gea.v16i2.3281
- Vallerand, R. J., Fortier, M. S., & Guay, F. (1997). Self-determination and persistence in a real-life setting: Toward a motivational model of high school dropout. *Journal of Personality and Social Psychology*, 72(5), 1161–1176. https://doi.org/10.1037/0022-3514.72.5.1161
- Wang, Y., & Liu, H. (2022). The mediating roles of buoyancy and boredom in the relationship between autonomous motivation and engagement among Chinese senior high school EFL learners. *Frontiers in Psychology*, 13(October), 1–12. https://doi.org/10.3389/fpsyg.2022.992279
- Wolters, C. A. (2003). Regulation of Motivation: Evaluating an Underemphasized Aspect of Self-Regulated Learning. *Educational Psychologist*, 38(4), 189– 205. https://doi.org/10.1207/S15326985EP3804\_1
- Wolters, C. A., Yu, S. L., & Pintrich, P. R. (1996). The relation between goal orientation and students' motivational beliefs and self-regulated learning. *Learning and Individual Differences*, 8(3), 211–238. https://doi.org/10.1016/S1041-6080(96)90015-1
- Xu, W., Zhang, H., Sukjairungwattana, P., & Wang, T. (2022). The roles of motivation, anxiety and learning strategies in online Chinese learning among Thai learners of Chinese as a foreign language. *Frontiers in Psychology*, 13. https://doi.org/10.3389/fpsyg.2022.962492
- Yang, X., Zhang, M., Kong, L., Wang, Q., & Hong, J.-C. (2021). The Effects of Scientific Self-efficacy and Cognitive Anxiety on Science Engagement with the "Question-Observation-Doing-Explanation" Model during School Disruption in COVID-19 Pandemic. *Journal of Science Education and Technology*, 30(3), 380–393. https://doi.org/10.1007/s10956-020-09877-x

Yoo, L., & Jung, D. (2022). Teaching Presence, Self-Regulated Learning and

Learning Satisfaction on Distance Learning for Students in a Nursing Education Program. *International Journal of Environmental Research and Public Health*, *19*(7). https://doi.org/10.3390/ijerph19074160

- Zainudin, M., & Utami, A. D. (2021). Evaluasi pertukaran mahasiswa merdeka berbasis mata kuliah menggunakan provus's discrepancy model dengan double smart. Jurnal Hurriah: Jurnal Evaluasi Pendidikan Dan Penelitian, 2(4), 10–21.
- Zhang, J., Su, T., Liang, X., Xu, Y., Wang, Z., Yu, Y., & Ge, J. (2023). The mediating effect of geospatial thinking on the relationship between family capital and academic achievement in geography. *Frontiers in Psychology*, 14(February), 1–12. https://doi.org/10.3389/fpsyg.2023.1067198
- Zhao, H., Xiong, J., Zhang, Z., & Qi, C. (2021). Growth mindset and college students' learning engagement during the COVID-19 pandemic: A serial mediation model. In *Frontiers in Psychology*. frontiersin.org. https://www.frontiersin.org/articles/10.3389/fpsyg.2021.621094/full
- Zimmerman, B. J. (1986). Becoming a self-regulated learner: Which are the key subprocesses? *Contemporary Educational Psychology*, 11(4), 307–313. https://doi.org/10.1016/0361-476X(86)90027-5
- 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. (2000). Chapter 2: Attening self-regulation A social cognitive perspective. *Handbook of Self-Regulation*, 13–39.
- Zimmerman, B. J. (2013). From Cognitive Modeling to Self-Regulation: A Social Cognitive Career Path. *Educational Psychologist*, 48(3), 135–147. https://doi.org/10.1080/00461520.2013.794676
- Zimmerman, B. J., & Risemberg, R. (1997). RESEARCH FOR THE FUTURE Becoming a Self-Regulated Writer: A Social Cognitive Perspective. *Contemporary Educational Psychology*, 22, 73–101.
- Zimmerman, B. J., & Schunk, D. H. (2018). Handbook of Self-Regulation of Learning. In *Educational Psychology Handbook Seriies*.

## Buku:

Santosa, PI. 2018. Metode Penelitian Kuantitatif: Pengembangan Hipotesis dan Pengujiannya Menggunakan SMARTPLS. Yogyakarta: CV. Penerbit ANDI.