DAFTAR PUSTAKA

Agosto, D. E. (2022). *Information Literacy and Libraries in the Age of Fake News*.

Al, A., Henson, H., & Lickteig, D. (2021). Assessing preservice elementary teachers ' conceptual understanding of scienti fi c literacy. *Teaching and Teacher Education*, *102*, 103327. https://doi.org/10.1016/j.tate.2021.103327

Ayd, E. (2020). *The effect of mind mapping on young children's critical thinking skills*. https://doi.org/10.1016/j.tsc.2020.100743

Bauer, J., & Booth, A. E. (2019). Early Childhood Research Quarterly Exploring potential cognitive foundations of scientific literacy in preschoolers : Causal reasoning and executive function. *Early Childhood Research Quarterly*, *46*, 275–284. https://doi.org/10.1016/j.ecresq.2018.09.007

Bernard, S. (2024). Investigating curriculum integrated information literacy. *Journal of Academic Librarianship*, *50*(1), 102839. https://doi.org/10.1016/j.acalib.2023.102839

Buran, A., & Filyukov, A. (2015). Mind Mapping Technique in Language Learning. *Procedia - Social and Behavioral Sciences*, *206*(November), 215–218. https://doi.org/10.1016/j.sbspro.2015.10.010

Bury, S. (2024). Reinventing information literacy instruction during the covid-19 pandemic: Exploring experiences, evolutions and implications for online information literacy programming. *Journal of Academic Librarianship*, *50*(2), 102851. https://doi.org/10.1016/j.acalib.2024.102851

Buzan, T. (2006). *The Ultimate Book of Mind Maps*. 542. http://books.google.com/books?id=v4-D6Pu_9bAC&pgis=1

Cahyani, P. R., Sulistiasih, & Sarengat. (2018). *Pengaruh Metode Mind Mapping terhadap Hasil Belajar IPS SD*. *1*(2), 1–12. http://jurnal.fkip.unila.ac.id/index.php/pgsd/article/view/16271

Carroll, A. J., & Borycz, J. (2024). Integrating large language models and generative artificial intelligence tools into information literacy instruction. *Journal of Academic Librarianship*, *50*(4), 102899. https://doi.org/10.1016/j.acalib.2024.102899

Dahlen, S. P. C., Nordstrom-Sanchez, K., & Graff, N. (2024). At the intersection of information literacy and written communication: Student perspectives and practices related to source-based writing. *Journal of Academic Librarianship*, *50*(6), 102959. https://doi.org/10.1016/j.acalib.2024.102959

Delmond, A. R., Weber, E. M., & Busch, H. S. (2024). An interdisciplinary assessment of information literacy instruction. *Journal of Academic Librarianship*, *50*(5), 102944. https://doi.org/10.1016/j.acalib.2024.102944

Demirel, M., & Caymaz, B. (2015). Prospective Science and Primary School Teachers' Self-efficacy Beliefs in Scientific Literacy. *Procedia - Social and Behavioral Sciences*, *191*, 1903–1908. https://doi.org/10.1016/j.sbspro.2015.04.500

Doshi, A., Weinert, S., & Attig, M. (2024). Self-regulatory abilities as predictors of scientific literacy among children in preschool and primary school years. *Learning and Individual Differences*, *114*(July), 102515. https://doi.org/10.1016/j.lindif.2024.102515

Dragoş, V., & Mih, V. (2015). Scientific Literacy in School. *Procedia - Social and Behavioral Sciences*, *209*(July), 167–172. https://doi.org/10.1016/j.sbspro.2015.11.273

Feng, R., Alsager, H. N., Azizi, Z., & Sarabani, L. (2023). Heliyon Impact of mind-mapping technique on EFL learners ' vocabulary recall and retention , learning motivation , and willingness. *Heliyon*, *9*(6), e16560. https://doi.org/10.1016/j.heliyon.2023.e16560

Fu, Q., Lin, C., Hwang, G., & Zhang, L. (2019). Computers & Education Impacts of a mind mapping-based contextual gaming approach on EFL students ' writing performance , learning perceptions and generative uses in an English course. *Computers & Education*, *137*(April), 59–77. https://doi.org/10.1016/j.compedu.2019.04.005

Garalka & Darmanah. (2012). *Metodologi Penelitian*.

Gormally, C., Brickman, P., Hallar, B., & Armstrong, N. (2009). Effects of Inquiry-based Learning on Students' Science Literacy Skills and Confidence. *International Journal for the Scholarship of Teaching and Learning*, *3*(2).

https://doi.org/10.20429/ijsotl.2009.030216

Green, J. (2020). Powerful Ideas of Science and How to Teach Them. In *Powerful Ideas of Science and How to Teach Them*. Routledge. https://doi.org/10.4324/9780429198922

H. Rifa'i, A. (2021). Pengantar Metodologi Penelitian. In *Antasari Press*.

Hastjarjo, T. D. (2019). Rancangan Eksperimen-Kuasi. *Buletin Psikologi*, *27*(2), 187. https://doi.org/10.22146/buletinpsikologi.38619

Ho, Y. R., Chen, B. Y., Li, C. M., & Chai, E. G. Y. (2023). The distance between the humanities and medicine: Building a critical thinking mindset by interdisciplinary dialogue through mind mapping. *Thinking Skills and Creativity*, *50*(November), 101420. https://doi.org/10.1016/j.tsc.2023.101420

Hu, Y., & Xie, M. (2024). Exploring the benefits of mind mapping in teaching pre-anesthetic evaluation to anesthesia residents. *Asian Journal of Surgery*, *xxxx*, 1015–1016. https://doi.org/10.1016/j.asjsur.2024.06.069

Julien, H., & Barker, S. (2009). How high-school students find and evaluate scientific information: A basis for information literacy skills development. *Library and Information Science Research*, *31*(1), 12–17. https://doi.org/10.1016/j.lisr.2008.10.008

King, F. (2019). *Cartooning and Mind Mapping in the Doctoral Journey*. *4*, 1–20.

Kumar, V., Kumar, S., & Singh, R. (2024). Social Sciences & Humanities Open Environmental socio-scientific issues as contexts in developing scientific literacy in science education : A systematic literature review. *Social Sciences & Humanities Open*, *9*(November 2023), 100765. https://doi.org/10.1016/j.ssaho.2023.100765

LeMire, S., Xu, Z., Dorsey, L. G., & Hahn, D. (2024). Information literacy skill mastery across the undergraduate degree: An examination of first-generation and continuing-generation students. *Journal of Academic Librarianship*, *50*(5), 102932. https://doi.org/10.1016/j.acalib.2024.102932

Lindsay, S. (2011). *(Professional Learning 11) Simon Lindsay (auth.), John Loughran, Kathy Smith, Amanda Berry (eds.) - Scientific Literacy Under the Microscope_ A Whole School Approach to Science Teaching and Learning-*

S.pdf.

Liu, Y., Tong, Y., & Yang, Y. (2018). The Application of Mind Mapping into College Computer The Application of Mind Mapping into College Computer Programming Teaching Programming Teaching. *Procedia Computer Science*, *129*, 66–70. https://doi.org/10.1016/j.procs.2018.03.047

Maknun, D. (2017). *Ekologi*.

Q'Donoghue, N. (2011). Separating fact from fiction. In *Pharmacy News* (Issue JULY). https://doi.org/10.12968/s0261-2097(22)60606-3

Reiska, P., Soika, K., Möllits, A., Rannikmäe, M., & Soobard, R. (2015). Using Concept Mapping Method for Assessing Students' Scientific Literacy. *Procedia - Social and Behavioral Sciences*, *177*(July 2014), 352–357. https://doi.org/10.1016/j.sbspro.2015.02.357

Sugiono. (2015). *Metode Penelitian Pendidikan*. 14.

Techakosit, S., & Wannapiroon, P. (2015). Connectivism Learning Environment in Augmented Reality Science Laboratory to Enhance Scientific Literacy. *Procedia - Social and Behavioral Sciences*, *174*(2), 2108–2115. https://doi.org/10.1016/j.sbspro.2015.02.009

Udompong, L., Traiwichitkhun, D., & Wongwanich, S. (2014). Causal Model of Research Competency Via Scientific Literacy of Teacher and Student. *Procedia - Social and Behavioral Sciences*, *116*(2001), 1581–1586. https://doi.org/10.1016/j.sbspro.2014.01.438

Utina, R. (2009). *Ekologi dan Lingkungan Hidup* (Issue september 2016).

Wen, C., Liu, C., Chang, H., & Chang, C. (2020). Computers & Education Students ' guided inquiry with simulation and its relation to school science achievement and scientific literacy. *Computers & Education*, *149*(January), 103830. https://doi.org/10.1016/j.compedu.2020.103830

Wiraputra, I. P. F. A., Suastra, I. W., & Sudiana, I. N. (2023). Dampak Positif Model Pembelajaran SAVI Berbantuan Mind Mapping Terhadap Literasi Sains dan Hasil Belajar IPA. *Jurnal Imiah Pendidikan Dan Pembelajaran*, *7*(1), 124–133. https://doi.org/10.23887/jipp.v7i1.60087

Wu, T., & Chen, A. (2017). Combining e-books with mind mapping in a reciprocal

teaching strategy for a classical Chinese course. *Computers & Education*. https://doi.org/10.1016/j.compedu.2017.08.012

Young, S., & Maley, M. (2018). Using Practitioner-engaged Evidence Synthesis to Teach Research and Information Literacy Skills: A Model and Case Study. *Journal of Academic Librarianship*, *44*(2), 231–237. https://doi.org/10.1016/j.acalib.2018.02.002

Agosto, D. E. (2022). *Information Literacy and Libraries in the Age of Fake News*.

Al, A., Henson, H., & Lickteig, D. (2021). Assessing preservice elementary teachers ' conceptual understanding of scienti fi c literacy. *Teaching and Teacher Education*, *102*, 103327. https://doi.org/10.1016/j.tate.2021.103327

Ayd, E. (2020). *The effect of mind mapping on young children's critical thinking skills*. https://doi.org/10.1016/j.tsc.2020.100743

Bauer, J., & Booth, A. E. (2019). Early Childhood Research Quarterly Exploring potential cognitive foundations of scientific literacy in preschoolers : Causal reasoning and executive function. *Early Childhood Research Quarterly*, *46*, 275–284. https://doi.org/10.1016/j.ecresq.2018.09.007

Bernard, S. (2024). Investigating curriculum integrated information literacy. *Journal of Academic Librarianship*, *50*(1), 102839. https://doi.org/10.1016/j.acalib.2023.102839

Buran, A., & Filyukov, A. (2015). Mind Mapping Technique in Language Learning. *Procedia - Social and Behavioral Sciences*, *206*(November), 215–218. https://doi.org/10.1016/j.sbspro.2015.10.010

Bury, S. (2024). Reinventing information literacy instruction during the covid-19 pandemic: Exploring experiences, evolutions and implications for online information literacy programming. *Journal of Academic Librarianship*, *50*(2), 102851. https://doi.org/10.1016/j.acalib.2024.102851

Buzan, T. (2006). *The Ultimate Book of Mind Maps*. 542. http://books.google.com/books?id=v4-D6Pu_9bAC&pgis=1

Cahyani, P. R., Sulistiasih, & Sarengat. (2018). *Pengaruh Metode Mind Mapping terhadap Hasil Belajar IPS SD*. *1*(2), 1–12.

http://jurnal.fkip.unila.ac.id/index.php/pgsd/article/view/16271

Carroll, A. J., & Borycz, J. (2024). Integrating large language models and generative artificial intelligence tools into information literacy instruction. *Journal of Academic Librarianship*, *50*(4), 102899. https://doi.org/10.1016/j.acalib.2024.102899

Dahlen, S. P. C., Nordstrom-Sanchez, K., & Graff, N. (2024). At the intersection of information literacy and written communication: Student perspectives and practices related to source-based writing. *Journal of Academic Librarianship*, *50*(6), 102959. https://doi.org/10.1016/j.acalib.2024.102959

Delmond, A. R., Weber, E. M., & Busch, H. S. (2024). An interdisciplinary assessment of information literacy instruction. *Journal of Academic Librarianship*, *50*(5), 102944. https://doi.org/10.1016/j.acalib.2024.102944

Demirel, M., & Caymaz, B. (2015). Prospective Science and Primary School Teachers' Self-efficacy Beliefs in Scientific Literacy. *Procedia - Social and Behavioral Sciences*, *191*, 1903–1908. https://doi.org/10.1016/j.sbspro.2015.04.500

Doshi, A., Weinert, S., & Attig, M. (2024). Self-regulatory abilities as predictors of scientific literacy among children in preschool and primary school years. *Learning and Individual Differences*, *114*(July), 102515. https://doi.org/10.1016/j.lindif.2024.102515

Dragoş, V., & Mih, V. (2015). Scientific Literacy in School. *Procedia - Social and Behavioral Sciences*, *209*(July), 167–172. https://doi.org/10.1016/j.sbspro.2015.11.273

Feng, R., Alsager, H. N., Azizi, Z., & Sarabani, L. (2023). Heliyon Impact of mind-mapping technique on EFL learners ' vocabulary recall and retention , learning motivation , and willingness. *Heliyon*, *9*(6), e16560. https://doi.org/10.1016/j.heliyon.2023.e16560

Fu, Q., Lin, C., Hwang, G., & Zhang, L. (2019). Computers & Education Impacts of a mind mapping-based contextual gaming approach on EFL students ' writing performance , learning perceptions and generative uses in an English course. *Computers & Education*, *137*(April), 59–77.

https://doi.org/10.1016/j.compedu.2019.04.005

Garalka & Darmanah. (2012). *Metodologi Penelitian*.

Gormally, C., Brickman, P., Hallar, B., & Armstrong, N. (2009). Effects of Inquiry-based Learning on Students' Science Literacy Skills and Confidence. *International Journal for the Scholarship of Teaching and Learning*, *3*(2). https://doi.org/10.20429/ijsotl.2009.030216

Green, J. (2020). Powerful Ideas of Science and How to Teach Them. In *Powerful Ideas of Science and How to Teach Them*. Routledge. https://doi.org/10.4324/9780429198922

H. Rifa'i, A. (2021). Pengantar Metodologi Penelitian. In *Antasari Press*.

Hastjarjo, T. D. (2019). Rancangan Eksperimen-Kuasi. *Buletin Psikologi*, *27*(2), 187. https://doi.org/10.22146/buletinpsikologi.38619

Ho, Y. R., Chen, B. Y., Li, C. M., & Chai, E. G. Y. (2023). The distance between the humanities and medicine: Building a critical thinking mindset by interdisciplinary dialogue through mind mapping. *Thinking Skills and Creativity*, *50*(November), 101420. https://doi.org/10.1016/j.tsc.2023.101420

Hu, Y., & Xie, M. (2024). Exploring the benefits of mind mapping in teaching pre-anesthetic evaluation to anesthesia residents. *Asian Journal of Surgery*, *xxxx*, 1015–1016. https://doi.org/10.1016/j.asjsur.2024.06.069

Julien, H., & Barker, S. (2009). How high-school students find and evaluate scientific information: A basis for information literacy skills development. *Library and Information Science Research*, *31*(1), 12–17. https://doi.org/10.1016/j.lisr.2008.10.008

King, F. (2019). *Cartooning and Mind Mapping in the Doctoral Journey*. *4*, 1–20.

Kumar, V., Kumar, S., & Singh, R. (2024). Social Sciences & Humanities Open Environmental socio-scientific issues as contexts in developing scientific literacy in science education : A systematic literature review. *Social Sciences & Humanities Open*, *9*(November 2023), 100765. https://doi.org/10.1016/j.ssaho.2023.100765

LeMire, S., Xu, Z., Dorsey, L. G., & Hahn, D. (2024). Information literacy skill mastery across the undergraduate degree: An examination of first-generation

and continuing-generation students. *Journal of Academic Librarianship*, *50*(5), 102932. https://doi.org/10.1016/j.acalib.2024.102932

Lindsay, S. (2011). *(Professional Learning 11) Simon Lindsay (auth.), John Loughran, Kathy Smith, Amanda Berry (eds.) - Scientific Literacy Under the Microscope_ A Whole School Approach to Science Teaching and Learning-S.pdf*.

Liu, Y., Tong, Y., & Yang, Y. (2018). The Application of Mind Mapping into College Computer The Application of Mind Mapping into College Computer Programming Teaching Programming Teaching. *Procedia Computer Science*, *129*, 66–70. https://doi.org/10.1016/j.procs.2018.03.047

Maknun, D. (2017). *Ekologi*.

Q'Donoghue, N. (2011). Separating fact from fiction. In *Pharmacy News* (Issue JULY). https://doi.org/10.12968/s0261-2097(22)60606-3

Reiska, P., Soika, K., Möllits, A., Rannikmäe, M., & Soobard, R. (2015). Using Concept Mapping Method for Assessing Students' Scientific Literacy. *Procedia - Social and Behavioral Sciences*, *177*(July 2014), 352–357. https://doi.org/10.1016/j.sbspro.2015.02.357

Sugiono. (2015). *Metode Penelitian Pendidikan*. 14.

Techakosit, S., & Wannapiroon, P. (2015). Connectivism Learning Environment in Augmented Reality Science Laboratory to Enhance Scientific Literacy. *Procedia - Social and Behavioral Sciences*, *174*(2), 2108–2115. https://doi.org/10.1016/j.sbspro.2015.02.009

Udompong, L., Traiwichitkhun, D., & Wongwanich, S. (2014). Causal Model of Research Competency Via Scientific Literacy of Teacher and Student. *Procedia - Social and Behavioral Sciences*, *116*(2001), 1581–1586. https://doi.org/10.1016/j.sbspro.2014.01.438

Utina, R. (2009). *Ekologi dan Lingkungan Hidup* (Issue september 2016).

Wen, C., Liu, C., Chang, H., & Chang, C. (2020). Computers & Education Students ' guided inquiry with simulation and its relation to school science achievement and scientific literacy. *Computers & Education*, *149*(January), 103830. https://doi.org/10.1016/j.compedu.2020.103830

Wiraputra, I. P. F. A., Suastra, I. W., & Sudiana, I. N. (2023). Dampak Positif Model Pembelajaran SAVI Berbantuan Mind Mapping Terhadap Literasi Sains dan Hasil Belajar IPA. *Jurnal Imiah Pendidikan Dan Pembelajaran*, *7*(1), 124–133. https://doi.org/10.23887/jipp.v7i1.60087

Wu, T., & Chen, A. (2017). Combining e-books with mind mapping in a reciprocal teaching strategy for a classical Chinese course. *Computers & Education*. https://doi.org/10.1016/j.compedu.2017.08.012

Young, S., & Maley, M. (2018). Using Practitioner-engaged Evidence Synthesis to Teach Research and Information Literacy Skills: A Model and Case Study. *Journal of Academic Librarianship*, *44*(2), 231–237. https://doi.org/10.1016/j.acalib.2018.02.002