

## DAFTAR PUSTAKA

- Abdillah. (2018). Munculnya Kreativitas Siswa Akibat Ill Structured Mathematical Problem. *Jurnal Matematika Dan Pembelajaran*, 6(1), 48–59.
- Alexander, K. (2007). *Effect Instruction in creative proble, Solving on Cognition, Creativity, and satisfaction among Ninth grade Student in an Introduction toWord Agricultural Science and Technology Course*. Disertasi pada Texas Tech University.
- Amit, M., & Fouze, Q. (2016). Weaving culture and mathematics in the classroom: The case of Bedouin ethnomathematics. In M. Rosa (Ed.). Current and future perspectives of ethnomathematics as a program. *Hamburg, Germany: Springer Open*, 23–50.
- Anggraeni, I. (2019). *Pengembangan Perangkat Pembelajaran Matematika Model Ill-Structured Problem Solving dengan Strategi Cubes untuk Meningkatkan Kemampuan Berpikir Kreatif*. UIN Sunan Ampel Surabaya.
- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arini, Z., & Rosyidi, A. H. (2016). Profil Kemampuan Penalaran Siswa SMP dalam Menyelesaikan Masalah Matematika Ditinjau dari Tipe Kepribadian Extrovert dan Introvert. *MATHE Dunesa*, 2(5), 127–136.
- Aziz, A., Kusmayadi, T.A., dan Sujadi,I. (2014). *Proses Berpikir Kreatif Dalam Pemecahan Masalah Matematika Ditinjau Dari Tipe Kepribadian Dimensi Myer-Briggs Siswa Kelas Viii Mts Nw Suralaga Lombok Timur Tahun Pelajaran 2013/2014*.
- Blutner, R., & Hochadel, E. (2010). To qubits for C.G Jung's theory of personality. *Cognitive Systems Research*, 11(2), 243–259.
- Dardiri, Y. (2020). Proses Berpikir Divergen Peserta Didik dalam Memecahkan Masalah Matematika Ditinjau dari Tipe Kepribadian Myer Briggs. *Journal of Authentic Research on Mathematics Education (JARME)*.
- Dewiyani, M. J. (2009). *Karakteristik Proses Berpikir Peserta didik dalam Mempelajari Matematika Berbasis Tipe Kepribadian*. Prosiding Seminar Nasional Penelitian, Pendidikan dan Penerapan MIPA Universitas Negeri Yogyakarta. 481–492.
- Dilla, Siska & Hidayat, W. (2018). Faktor Gender dan Resiliensi dalam Pencapaian Kemampuan Berpikir Kreatif Matematis Siswa SMA. *Journal of Medives*, 2(1), 129–136.
- Dini. (2018). *Pengembangan Media Komik matematika Berbasis Edutainment Pada Bangun Ruang Sisi Datar*. Diploma thesis, UIN Raden Fatah Palembang.<http://repository.radenfatah.ac.id/id/eprint/5688>

- Dominika & Virlia, S. (2018). *Hubungan Tipe Kepribadian Ekstrovert-Introvert dengan Penerimaan*. 7(1), 31–39.https://doi.org/10.24036/020188718735-0-00.
- Dossey, L. (2016). Introverts:A Defense. EXPLORE. *The Jounal of Science and Healing*, 12(3), 151–160.doi:10.1016/j.e3xplore.2016.02.007
- Emerson, T. L., Linda, E., & Kim, M. (2016). Cooperative Learning and Personality Type. *International Review of Economics Education*, 21, 21–29.
- Ervynck, G. (2002). *Mathematical Creativity. Advanced Mathematical Thinking*.42-53.Doi:10.1007/0-306-47203-1-3.E-book.
- Ferguson, J., & Fletcher, C. (1987). Personality Type and Cognitive Style. *Psychological Reports*, 60(3), 959–964.
- Fitriana, N., dan Rahaju, E. (2020). *Proses berpikir kreatif siswa smp berdasarkan tahapan Wallas dalam memecahkan masalah matematika ditinjau dari tipe kepribadian extrovert dan introvert*. Jurnal Mathedunesa Vol 9 No 1.
- Forgeard, M. J., & Eichner, K. V. (2014). *Creativity as a target and tool for positive interventions*. In A.C. Parks, & S. M. Schuller (Eds.), *The Wiley Blackwell Handbook of Positive Psychological Interventions*. New York: John Wiley & Sons.
- Hall dan Lindzey. (1993). *Psikologi Kepribadian*. Jakarta: Rajawali Pers.
- Harahap, S. (2018). Upaya Peningkatan Hasil Belajar Bangun Ruang Sisi Datar Melalui Model Pembelajaran Kooperatif Tipe Jigsaw Pada Siswa Kelas VIII-G SMP Negeri 13Tangerang. *Indonesia Digital Journal of Mathematics Education.*, 5 (ISSN 2407-8530).
- Haylock, D. W. (1987). Mathematical Creativity in Schoolchildren. *The Journal of Creative Behavior*, 21, 48–59.
- Hegui, Z. (2021). *three-dimensional bit-level image encryption algorithm with Rubik's cube method*. *Mathematics and computers in Simulations*.
- Hong, Jee Yun., dan Kim, M. (2016). Mathematical Abstraction in the solving of Ill-Structured Problems by Elementary School Student in Korea. *Eurasia Journal of Mathematics, Science&Technology Education*, 12(2).
- Indraningtias, A, and Wijaya, R. (2017). Pengembangan Perangkat Pembelajaran BerbasisPendekatan Matematika Realistik Materi Bangun Ruang Sisi Datar Berorientasi Pada Kemampuan Berpikir Kritis Siswa Kelas VIII SMP. *Jurnal Pendidikan Matematika*, 6(5), 24–36.
- Karno, L. (2015). Profil Berpikir Kreatif Siswa SMK dalam Memecahkan Masalah Matematika Ditinjau dari Tipe Kepribadian Extrovert –Introverty. *Thesis Universitas Muhammadiyah Malang*.
- Keirsey, D. (2009). *About 4 Temperaments, Please Understand Me*. California: (Diakses 20 Februari 2021).
- Kemp, A., and Vidakovic, D. (2021). Ways secondary mathematics teachers apply

- definitions in Taxicab geometry for a real-life situation. *Journal of Mathematical Behavior*.
- Kerr, B., & Gagliardi, C. (2003). *Measuring creativity in research and practice. Positive psychological assessment: A handbook of models and measures* (pp. 155–169). American Psychological Association. <https://doi.org/10.1037/10612-010>
- Khaerunnisa & Pamungkas, A. (2018). Pengembangan Instrumen Kecakapan Matematis dalam Konteks Kearifan Lokal Budaya Banten pada Materi Bangun Ruang Sisi Datar. *Jurnal Matematika Kreatif Inovatif*.
- Laycock, M. (1970). *Creative Mathematics at Nueva, arithmetic Teacher*. 17(4), 325–328.
- Leng, Y., & Hoo, C. (1997). *Explaining the thinking, Learning Styles, and cognition Construct. The mathematics Educator*. 2(1), 113–127.
- Lisfa, N. (2017). *Pengaruh Model ill-structured Problem Solving dan Kemampuan Awal matematika Terhadap Kemampuan Berpikir Reflektif Matematis*. UIN Syarif Hidayatullah.
- Machikin. (2019). *Compact stereoscopic prism-based optical system with an improved accuracy of 3-D geometrical measurements*.<https://doi.org/j.ijleo.2019.04.004>
- Miles, M., dan Huberman, A. (2007). *Analisis Data Kualitatif Buku Sumber tentang Metode-Metode Baru. Terjemahan Tjetjep Rohendi Rohisi*. Jakarta: Universitas Indonesia.
- Moleong, L. J. (2009). *Metodologi Penelitian Kualitatif*. Bandung. Yogyakarta: Remaja Rosdakarya.
- Mudrika, N. (2009). *MBTI (Myers-Briggs Type Indicator)* (Ebook). yogyakarta.
- Munandar, S. (2002). *Kreativitas dan keberbakatan*. Jakarta: Pustaka Utama.
- Mutia. (2017). Analisis Kesulitan Siswa SMP dalam Memahami Konsep Kubus Balok dan Alternative Pemecahannya. *Beta Jurnal Tadris Matematika*, 1, 100–110.
- Nadjafikhah, M., Yaftian, N., & Bakhshhalizadeh, S. (2012). Mathematical creativity: Some definitions and characteristics. *Procedia - Social and Behavioral Sciences*, 31, 285–291.
- Oakley, B., & Elhajj, I. (2004). *Turning student groups into effective teams*. 2(1), 9–34.
- Okawa. (2021). Application of three-dimensional detailed geometry to simulation of melt progression in an intricate BWR lower head. *Annals of Nuclear Energy*.
- Owens, K. (2015). An ecocultural perspective on visuospatial reasoning in geometry and measurement education. Visuospatial reasoning. *Springer International Publishing*, 291–308.
- Pangestu, S. dan Yuanita, T. (2019). *Proses berpikir kreatif matematis siswa extrovert dan introvert smp kelas VIII berdasarkan tahapan Wallas*.

- [https://journal.institutpendidikan.ac.id/index.php/musharafa.](https://journal.institutpendidikan.ac.id/index.php/musharafa)
- Plucker, J.A., & Dow, G. T. (2004). Why isn't creativity more important to educational psychologists? Potentials, pitfalls, and future directions in creativity research. *Educational Psychologist*, 39(2), 83–96.
- Prabawanto. (2019). *Pengembangan Instrumen Tes Kemampuan Pemecahan Masalah Matematis Siswa*. *Jurnal Pedagogik Pendidikan Dasar*. Vol 6 No 1.
- Putra, H. D. (2018). Kemampuan Berpikir Kreatif Matematik Siswa SMP di Cimahi. *Jurnal Matematik Kreatif-Inovatif*. doi:<http://dx.doi.org/10.15294/kreano.v9il.1247>
- Rahmawan, E., Sumaryanto, T., & Supriyadi, S. (2016). Pengembangan Instrumen Penilaian Kinerja Kemampuan Bernyanyi Berbasis Android. *Journal of Educational Research and Evaluation*, 5(1), 81–89.
- Ratnasari, D. (2015). *Proses berpikir kreatif siswa berdasarkan tingkat berpikir kreatif dalam memecahkan soal cerita sub pokok bahasan keliling dan luas segiempat berbasis tahapan Wallas*. <https://e-repository.unej.ac.id>
- Ridlo, M. (2019). *Pengembangan Media Pembelajaran Matematika Berbasis Android Materi Bangun Ruang Sisi Datar untuk kelas VIII SMP/MTS*. Skripsi: IAIN Salatiga.<https://e-repository.perpus.iainsalatiga.ac.id>
- Rosa, M., Shirley, L., et. al. (2016). *In guise of conclusion*. In M. Rosa (Ed.). *Current and future perspectives of ethnomathematics as a program*. Hanburg Germany: SpringerOpen ICME-13 Topical Surveys.
- Runco, M. A. (2004). *Everyone has creative potential*. *Creativity: From potential to realization* (pp.21–30). American Psychological Association. <https://doi.org/10.1037/10692-002>
- Ruseffendi, E. T. (2010). *Dasar-Dasar Penelitian Pendidikan dan Bidang Non-Eksakta Lainnya*. Bandung: Tarsito.
- Salminen, M., Henttonen, P., & Ravaja, N. (2016). The role of personality in dyadic interaction:A psychophysiological study. *International Journal of Psychophysiology*.
- Sari, Yulia., & Amilda, S. (2017). Identifikasi Kemampuan Kognitif Siswa Dalam Menyelesaikan Soal-Soal Materi Bangun Ruang Sisi Datar. *Jurnal Pendidikan Matematika RAFA*, 3(2).
- Sari, Anggraita. (2018). *Pengaruh Model Ill-Structured Problem Solving terhadap Kemampuan Berpikir Kreatif Matematis*. Skripsi: Universitas Islam Negeri Syarif Hidayatulloh Jakarta.
- Sari, A. (2017). *Pengembangan Media pembelajaran Berbantuan Web dengan Pendekatan Etnomatematika Pada Pokok Bahasan Bangun Ruang Sisi datar*. *Jurnal Pendidikan Matematika RAFA*, No.2. <https://doi.org/10.19109/jpmrafa.v3i2.1738>.
- Schoevers, E. (2019). *Promoting pupils' creative thinking in primary school mathematics: A case study, Thinking Skills and*

- Creativity.*<https://doi.org/10.1016/j.tsc.2019.02.003>
- Simonton, D. (2002). Underrepresented populations in creativity research. *Creativity Research Journal*, 14, 279–280.
- Siswono, T. (2016). *Berpikir Kritis dan Berpikir Kreatif sebagai Fokus Pembelajaran Matematika*. Seminar Nasional Matematika dan Pendidikan Matematika (SEMATIK). FPMIPA UNIVERSITAS PGRI SEMARANG. <https://scholar.google.co.id>
- Siswono, T. (2016). *Proses Berpikir Kreatif Siswa Dalam Memecahkan dan Mengajukan Masalah Matematika*.UNESA. *Jurnal Ilmu Pendudikan. Jilid 15 Nomor 1 Februari hlm 60-68.*<https://scholar.google.co.id>
- Sitorus, J. (2016). Students' creative thinking process stage:Implementation of realistic mathematics education. *Thinking Skill and Creativity*, 22, 111–120.
- Sriraman, B. (2005). Are giftedness and creativity synonyms in mathematics? *Journal of Secondary Gifted Education*, 17, 20–36.
- Sternberg, R. (2006). *The Nature of creativity*. *Creativity Research Journal*. 18(1), 87–99.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Supratman. (2015). *Conjecturing via analogical reasoning of creative thinking level in constructing equation sliced cone*. *The 11th IMT-GT International Conference on Mathematics, Statistics and Its Applications 2015*. 121–133.
- Supratman. (2013). *Piaget's Theory in the Development of Creative Thinking*. *Korean Society of Mathematical Education*. 17(4), 291–307.
- Tierney, R. (2015). *The introverted presenter*. E-book.Doi:10.1007/978-1-4842-1088-8.
- Vernert & Bshouty, D. (2019). Development of Competencies for teaching geometry through an ethnomathematical approach. *The Journal of Mathematical Behavior*.
- Widhiarso, W. (2011). *SKALO: Program Analisis Skala Guttman*. Yogyakarta: Fakultas Psikologi UGM.
- Widiantari, K. S. & Herdiyanto, Y. K. (2013). Perbedaan Intensitas Komunikasi Melalui Jaringan Sosial antara Tipe Kepribadian Enstrovert dan Introvert pada Remaja. *Jurnal Psikologi Udayana*, 1(1), 106–115.
- Yuan, X. & Sriraman, B. (2011). An exploratory study of relationships between students' creativity and mathematical problem-posing abilities. *The Elements of Creativity and Giftedness in Mathematics*, 5–28.
- Yulianti, D. E. (2013). *Keefektifan Model-Eliciting Activities Pada Kemampuan Penalaran dan Diposisi Matematis Siswa*. Volume 2 No 1. Unnes Journal Mathematics of Education.
- Zafar, S. And Meenakshi, K. (2012). *A Study On The Relationship Between Extroversion-Introversion And Risk-Taking In The Context Of Second Language*

*Acquisition.*