

DAFTAR PUSTAKA

- Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, C. A., & Persson, T. (2020). Strategies for Teaching Students to Think Critically: A Meta-Analysis. *Review of Educational Research*, 85(2), 275–314. <https://doi.org/10.3102/0034654314551063>
- Al Ali, R., Wardat, Y., Helali, M., & Alshrafin, N. (2024). Understanding Word Problems: Pre-service Math Teacher Proficiency. *Environment and Social Psychology*, 9(7). <https://doi.org/10.59429/esp.v9i7.2812>
- Arikunto, S. (2021). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi revisi). Rineka Cipta.
- Avram, C., & Mărușteri, M. (2022). Normality assessment, few paradigms and use cases. *Revista Română de Medicină de Laborator*, 30(3), 269–281.
- Awaludin, A. A. R., Rawa, N. R., Narpila, S. D., Yuliani, A. M., Wewe, M., Gradini, E., Julyanti, E., Haryanti, S., Bhoke, W., & Resi, B. B. F. (2021). *Teori dan Aplikasi Pembelajaran Matematika di SD/MI*. Yayasan Penerbit Muhammad Zaini. <https://books.google.com/books?id=63RQEAAAQBAJ>
- Bergkvist, L., & Rossiter, J. R. (2007). The Predictive Validity of Multiple-Item versus Single-Item Measures of the Same Constructs. *Journal of Marketing Research*, 44(2), 175–184. <https://doi.org/10.1509/jmkr.44.2.175>
- Borchers, C., Yang, K., Lin, J., Rummel, N., Koedinger, K. R., & Aleven, V. (2024). *Combining Dialog Acts and Skill Modeling: What Chat Interactions Enhance Learning Rates During AI-Supported Peer Tutoring?* *BT - Proceedings of the 17th International Conference on Educational Data Mining*. 117–130. <https://educationaldatamining.org/edm2024/>
- Bowen, J. A., & Watson, C. E. (2024). *Teaching with AI: A Practical Guide to a New Era of Human Learning*. Johns Hopkins University Press. <https://press.jhu.edu/books/title/34039/teaching-ai>
- Braun, H. I., Shavelson, R. J., Zlatkin-Troitschanskaia, O., & Borowiec, K. (2020). Performance Assessment of Critical Thinking: Conceptualization, Design, and Implementation. *Frontiers in Education*, 5, 156. <https://doi.org/10.3389/feduc.2020.00156>
- Budiana, I. (2022). *Strategi Pembelajaran*. Penerbit Litnus. <https://penerbitlitnus.co.id/product/strategi-pembelajaran-irwan-budiana-., dkk/>
- Burns, T., & Sinfield, S. (2022). *Essential Study Skills: The Complete Guide to Success at University* (5th ed.). SAGE Publications Ltd. <https://uk.sagepub.com/en-gb/eur/essential-study-skills/book275021>
- Chan, C. K. Y. (2023). *A Comprehensive AI Policy Education Framework for University Teaching and Learning*. <https://arxiv.org/abs/2305.00280>

- Ennis, R. H. (2011). Critical Thinking: Reflection and Perspective Part II. *Inquiry: Critical Thinking Across the Disciplines*, 26(2), 5–19. <https://doi.org/10.5840/inquiryctnews201126215>
- Facione, P. A. (2020). *Critical Thinking: What It Is and Why It Counts*. Insight Assessment. <https://www.insightassessment.com/article/what-why-critical-thinking>
- Fernández-Barros, A., Duran, D., & Viladot, L. (2023). Peer Tutoring in Music Education: A Literature Review. *International Journal of Music Education*, 41(1), 129–140. <https://doi.org/10.1177/02557614221087761>
- Hamdani. (2011). *Strategi Belajar Mengajar*. CV Pustaka Setia. <https://search-lib.ums.ac.id/bib/56060>
- Hamiyah, N., & Jauhar, M. (2014). *Strategi Belajar Mengajar di Kelas*. Prestasi Pustaka.
- Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign. <https://curriculumredesign.org/our-work/artificial-intelligence-in-education/>
- Holmes, W., Bialik, M., & Fadel, C. (2022). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. UNESCO. <https://unesdoc.unesco.org/>
- Hoskinson, A.-M., Cabarcas, S., & Kim, M. (2023). Leveraging ChatGPT for Enhancing Critical Thinking Skills. *Journal of Chemical Education*, 100(10), 3948–3953. <https://doi.org/10.1021/acs.jchemed.3c00505>
- Isrok'atun, & Rosmala, A. (2021). *Model-Model Pembelajaran Matematika*. Bumi Aksara.
- Jannah, E. U., Fathani, A. H., & Fuady, A. (2022). Kemampuan Berpikir Kritis Peserta Didik dalam Memecahkan Masalah Matematis. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 17(12), 83–93. <https://jim.unisma.ac.id/index.php/jp3/article/view/17050>
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günnemann, S., & Hüllermeier, E. (2023). ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education. *Learning and Individual Differences*, 103, 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
- Lohr, S. L. (2010). *Sampling: Design and Analysis* (2nd ed.). Brooks/Cole Cengage Learning. <https://www.cengage.com/c/sampling-design-and-analysis-2e-lohr/>
- Luckin, R. (2022). *AI for Schoolteachers*. Routledge. <https://www.routledge.com/AI-for-Schoolteachers/Luckin/p/book/9780367756512>

- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). SAGE Publications, Inc.
- Moumoulidou, M., Karadimitriou, K., & Pliogou, V. (2020). A Case Study of Peer Tutoring Implementation at University: Investigating the Students' Difficulties that Were Faced with the Method and the Tutors' Difficulties in Applying It. *International Journal of Psychology and Educational Studies*, 7(4), 1–13. <https://doi.org/10.17220/ijpes.2020.04.001>
- Muthmainnah, T. A., Ariya, A. A., & Adnan, A. (2024). Konsep Dasar Metakognisi dalam Proses Pembelajaran. *JIIP: Jurnal Ilmiah Ilmu Pendidikan*, 7(12), 13549–13556. <https://jiip.stkipyapisdampu.ac.id/jiip/index.php/JIIP>
- Nurgiyantoro, B. (2014). *Penilaian Pembelajaran Bahasa Berbasis Kompetensi* (1st ed.). BPFE-Yogyakarta. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=896301>
- Nurhasanah, L., & Gumiandari, S. (2021). Implementasi Metode Pembelajaran Tutor Sebaya terhadap Hasil Belajar Siswa. *Pedagogik: Jurnal Pendidikan*, 16(1).
- Oikarinen, R. M., Oikarinen, J. K., & Havu-Nuutinen, S. (2022). Students' Collaboration in Technology-Enhanced Reciprocal Peer Tutoring as an Approach Towards Learning Mathematics. *Education and Information Technologies*, 27(6), 7519–7548. <https://doi.org/10.1007/s10639-021-10799-3>
- Panggabean, D. U., & Harida, E. S. (2025). Pemanfaatan Artificial Intelligence (AI) dalam Pembelajaran Collaborative Learning di Pendidikan Dasar. *Jurnal Pendidikan Dasar, Menengah & Kejuruan*, 2(2), 221–227. <https://artmediapub.id/index.php/JPDMK/article/view/268>
- Pardos, Z. A., & Bhandari, S. (2024). ChatGPT-generated Help Produces Learning Gains Equivalent to Human Tutor-authored Help on Mathematics Skills. *PLOS ONE*, 19(5), e0304013. <https://doi.org/10.1371/journal.pone.0304013>
- Paul, R., & Elder, L. (2021). *The Miniature Guide to Critical Thinking: Concepts and Tools* (8th ed.). Foundation for Critical Thinking. <https://www.criticalthinking.org/store-page/the-miniature-guide-to-critical-thinking-concepts-and-tools>
- Ramadiani, A. A. (2021). Efektivitas Model Pembelajaran Project Based Learning terhadap Hasil Belajar Matematika Sekolah Dasar. *Primatika: Jurnal Pendidikan Matematika*, 10(2), 93–98. <https://doi.org/10.30872/primatika.v10i2.668>
- Riduwan. (2015). *Metode dan Teknik Menyusun Proposal Penelitian* (Cetakan ke-6). Alfabeta. <https://cvalfabeta.com/product/metode-teknik-penyusun-proposal-penelitian/>
- Rizaldi, M., Ratnawati, O. A., & Pasani, C. F. (2025). Enhancing Students' Critical

- Thinking Through Problem-Based Learning With ChatGPT and GeoGebra. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 14(4), 1078–1096. <https://doi.org/10.24127/ajpm.v14i4.12091>
- Suardipa, I. P. (2020). Proses Scaffolding Zone of Proximal Development (ZPD) dalam Pembelajaran. *Widyacarya*, 4(1).
- Suci Chairunnisa, D., & Eka Lestari, K. (2022). Analisis Kesalahan Siswa Dalam Menyelesaikan Soal Cerita Pada Siswa Kelas VIII di MTS Terpadu Attaqwa 04. *Jurnal Pendidikan Tambusai*, 6(3), 13852–13863. <https://doi.org/10.31004/jptam.v6i3.4553>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (3rd ed.). Alfabeta.
- Sugiyono. (2019a). *Metode Penelitian Kuantitatif*. Alfabeta.
- Sugiyono. (2019b). Teknik Pengambilan Sampel. In *Metode Penelitian Kuantitatif*. Alfabeta.
- Suherman, E., Turmudi, Suryadi, D., Herman, T., Suhendra, & Prabawanto, S. (2003). *Strategi Pembelajaran Matematika Kontemporer*. Universitas Pendidikan Indonesia (UPI). <https://search-lib.ums.ac.id/cgi-bin/koha/opac-detail.pl?biblionumber=70991>
- Thomas, D. R., Lin, J., Gatz, E., Gurung, A., Gupta, S., Norberg, K., Fancsali, S. E., Aleven, V., Branstetter, L., Brunskill, E., & Koedinger, K. R. (2024). *Improving Student Learning with Hybrid Human-AI Tutoring: A Three-Study Quasi-Experimental Investigation BT - Proceedings of the 14th Learning Analytics and Knowledge Conference*. 404–415. <https://learningat-scale.acm.org/lak24/>
- Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., & Huang, R. (2023). What if the Devil Is My Guardian Angel: ChatGPT as a Case Study of Using Chatbots in Education. *Smart Learning Environments*, 10(1), 15. <https://doi.org/10.1186/s40561-023-00237-x>
- Topping, K., Buchs, C., Duran, D., & Van Keer, H. (2017). *Effective Peer Learning: From Principles to Practical Implementation*. Routledge. <https://doi.org/10.4324/9781315676049>
- Topping, K. J. (2000). *Tutoring*. International Academy of Education. <https://unesdoc.unesco.org/ark:/48223/pf0000121143>
- Topping, K. J. (2001). *Peer Assisted Learning: A Practical Guide for Teachers*. Brookline Books. <https://www.brooklinebooks.com/>
- Topping, K. J. (2023). Advantages and Disadvantages of Online and Face-to-Face Peer Learning in Higher Education: A Review. *Education Sciences*, 13(4), 326. <https://doi.org/10.3390/educsci13040326>
- van Rensburg, J. J. (2024). Artificial Human Thinking: ChatGPT's Capacity to Be

a Model for Critical Thinking When Prompted with Problem-Based Writing Activities. *Discover Education*, 3(1). <https://doi.org/10.1007/s44217-024-00113-x>

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press. <https://www.hup.harvard.edu/books/9780674576292>

Wuriyanti, M., & Sari, P. I. (2026). Pengaruh Tutor Teman Sebaya terhadap Kemampuan Berpikir Kritis Siswa Kelas XI di SMAN 9 Kota Jambi. *Scientific Journals of Economic Education (SJEE)*, 10(1), 86–91.

Yampap, U. (2020). Penerapan Model Problem Based Learning untuk Meningkatkan Critical Thinking Skill Peserta Didik Kelas V Sekolah Dasar. *Jurnal Elementary*, 3(2), 58–63. <https://journal.ummat.ac.id/index.php/elementary/article/view/2180>

Zhai, X. (2023). ChatGPT in Education: Methods, Potentials, and Limitations. *Computers in Human Behavior: Artificial Humans*, 1(2), 100022. <https://doi.org/10.1016/j.chbah.2023.100022>

