DAFTAR PUSTAKA

Alonso, F. (2020). *Digital learning and student engagement in the 21st century*. Springer.

Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2019). Does discovery-based instruction enhance learning? *Journal of Educational Psychology, 111*(5), 897–918. https://doi.org/10.1037/edu0000324

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

Ardhana, I. W. (2004). *Psikologi pendidikan*. PT Rineka Cipta.

Arifin, Z. (2018). Pengaruh media pembelajaran berbasis teknologi terhadap motivasi belajar siswa. *Jurnal Pendidikan*, 19(2), 123–134.

Arina, R., Suparman, S., & Prasetyo, Z. K. (2019). Pembelajaran berbasis riset dalam meningkatkan keterampilan berpikir kritis siswa. *Jurnal Pendidikan IPA Indonesia*, 8(1), 45–54.

Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Arikunto, S. (2019). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.

Arsyad, A. (2021). *Media pembelajaran* (ed. revisi). PT RajaGrafindo Persada.

Brookfield, S. D. (2012). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. Jossey-Bass.

Bruner, J. S. (1961). The act of discovery. *Harvard Educational Review*, 31(1), 21–32.

Buford, J. A. (1992). *Motivation and learning*. McGraw-Hill.

Cabrera, D. (2021). *Systems thinking made simple*. Plectica.

Canva. (2023). *Canva for education*. Canva Pty Ltd.

Carera, R., & Nurmairina, N. (2023). *Pengaruh penggunaan media Canva terhadap hasil belajar siswa sekolah dasar*. Jurnal Pendidikan Dasar, 14(1), 67–78.

Carera, R., & Nurmairina, N. (2024*). Pengaruh media pembelajaran berbantuan aplikasi Canva terhadap hasil belajar siswa sekolah dasar*. Jurnal Ilmiah Pendidikan, 10(2), 66–75.

Care, E., Kim, H., Vista, A., & Anderson, K. (2018). Education system alignment for 21st century skills. *Brookings Institution*.

Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (4th ed.). Wiley.

Dale, E. (1969). *Audiovisual methods in teaching*. Dryden Press.

Davies, M., & Barnett, R. (2020). *The Palgrave handbook of critical thinking in higher education*. Palgrave Macmillan.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.

Deci, E. L., & Ryan, R. M. (2000*). Intrinsic and extrinsic motivations: Classic definitions and new directions*. Contemporary Educational Psychology, 25(1), 54–67.

Duron, R., Limbach, B., & Waugh, W. (2006). Critical thinking framework for any discipline. *International Journal of Teaching and Learning in Higher Education*, 17(2), 160–166.

Dwyer, C. P. (2020). Critical thinking: Conceptual perspectives and practical guidelines. *Cambridge University Press*.

Ennis, R. H. (1996). *Critical thinking*. Prentice Hall.

Ennis, R. H. (2011). *The nature of critical thinking*. University of Illinois.

Ennis, R. H. (2015). *Critical thinking: A streamlined conception*. In M. Davies & R. Barnett (Eds.), *The Palgrave handbook of critical thinking in higher education* (pp. 31–47). Palgrave Macmillan.

Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction (The Delphi Report)*. American Philosophical Association.

Facione, P. A. (2011). *Critical thinking: What it is and why it counts*. Insight Assessment.

Fauzi, A., & Nugraha, D. (2024). Virtual laboratory in chemistry learning. *Journal of Science Education*, 15(2), 88–101.

Firdausi, R. (2023). Pengaruh penggunaan Canva terhadap hasil belajar siswa MI. *Jurnal Pendidikan Madrasah*, 5(1), 23–35.

Garcia, M., & Lopez, R. (2021). The effect of digital learning tools on critical thinking in online learning. *Journal of Educational Technology*, 18(3), 211–223.

Good, T. L., & Brophy, J. E. (1994). *Looking in classrooms*. HarperCollins.

Gunawan, G., Suranti, N. M. Y., & Nisrina, N. (2023). Interactive digital media to improve engagement and critical thinking. *Journal of Educational Technology*, 17(3), 201–214.

Hajar, S., Rahman, A., & Putri, D. (2023). Pengaruh aplikasi Canva terhadap minat belajar siswa. *Jurnal Bahasa Indonesia*, 12(2), 145–156.

Halpern, D. F. (2014). *Thought and knowledge: An introduction to critical thinking* (5th ed.). Psychology Press.

Han, J., & Yin, H. (2022). Teacher motivation: Definition, research development and implications for teachers. *Frontiers in Psychology, 13*, 845381. https://doi.org/10.3389/fpsyg.2022.845381

Hanggara, A., Suryani, Y., & Iskandar, I. (2025). Efek mediasi lingkungan kerja dan motivasi kerja pada pengaruh kepemimpinan kepala sekolah terhadap kinerja guru. *Jurnal Lensa Pendas, 10*(2), 305–316.

Hattie, J. (2023). *Visible learning: The sequel*. Routledge.

Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional media and technologies for learning*. Merrill Prentice Hall.

Hernawati, H., & Supriatna, A. (2025). *Pengaruh penggunaan media interaktif berbasis Canva dalam pembelajaran IPA terhadap kemampuan berpikir kritis siswa.* Jurnal Pendidikan IPA, 14(1), 1–10.

Hernawati, H., Supriatna, A., & Lestari, D. (2024). *Pengaruh media pembelajaran berbasis Canva terhadap motivasi belajar siswa sekolah dasar*. Jurnal Pendidikan dan Pembelajaran, 11(1), 22–31.

Jumantini, S., Rahmawati, R., & Lestari, P. (2023). *Pengembangan media visual kontekstual untuk meningkatkan motivasi belajar dan literasi sains siswa*. Jurnal Pendidikan Sains Indonesia, 11(1), 56–68.

Kartini, & Liliasari. (2012). *Peran guru dalam mengembangkan berpikir kritis siswa*. Jurnal Pendidikan IPA, 4(2), 89–97.

Keller, J. M. (2010). *Motivational design for learning and performance*. Springer.

Klepsch, M., & Seufert, T. (2020). Understanding instructional design effects by differentiated measurement of intrinsic, extraneous, and germane cognitive load. *Instructional Science, 48*(1), 45–77. https://doi.org/10.1007/s11251-019-09502-9

Koeswara, E. (1989). *Motivasi dan emosi*. Angkasa.

Lazonder, A. W., & Harmsen, R. (2016). Meta-analysis of inquiry-based learning: Effects of guidance. *Review of Educational Research, 86*(3), 681–718. https://doi.org/10.3102/0034654315627366

Leppink, J. (2017). Cognitive load theory: Practical implications and an important challenge. *Journal of Taibah University Medical Sciences, 12*(5), 385–391. https://doi.org/10.1016/j.jtumed.2017.05.003

Lestari, S. (2022). *Efektivitas Canva sebagai media pembelajaran Bahasa Indonesia dalam meningkatkan kemampuan berpikir kritis siswa*. Jurnal Pendidikan Bahasa, 9(1), 15–24.

Lestari, S., Widadah, S., & Ayuningtyas, D. (2021*). Kecerdasan emosional dan berpikir kritis siswa.* Jurnal Psikologi Pendidikan, 9(1), 33–44.

Liu, O. L., Frankel, L., & Roohr, K. C. (2022). Assessing critical thinking in higher education: Current state and directions for next-generation assessment. *ETS Research Report Series*, 2022(1), 1–15.

Li, M., & Gao, F. (2023). Digital media use and student motivation: A meta-analytic review. *Educational Technology Research and Development, 71*(4), 1567–1589.

Makrifat, M. (2012). *Pengaruh motivasi belajar terhadap prestasi siswa pada bidang studi Pendidikan Agama Islam*. Jurnal Pendidikan Islam, 5(1), 77–88.

Mariska, R., dkk. (2014). *HOTS dalam pembelajaran*. Jurnal Pendidikan, 6(2), 98–105.

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.

Mayer, R. E. (2014). *Cognitive theory of multimedia learning. In R. E. Mayer (Ed.), The Cambridge handbook of multimedia learning* (pp. 43–71). Cambridge University Press.

Mulyati, S., Iskandar, N., Nuryatin, A., Putri, E., & Radesa, J. (2025). Membangun budaya riset di sekolah: Pelatihan penelitian tindakan kelas untuk meningkatkan kualitas pembelajaran guru. *Kreativasi: Journal of Community Empowerment, 4*(1), 27–36.

Nicholls, J. G. (1984). *Achievement motivation: Conceptions of ability*. Psychological Review, 91(3), 328–346.

OECD. (2023). *PISA 2022 results*. OECD Publishing.

Pajarullah, P., & Triwahyuni, T. (2023). *Media Canva dalam pembelajaran teks biografi*. Jurnal Bahasa dan Sastra, 8(1), 41–52.

Partnership for 21st Century Skills. (2009). *Framework for 21st century learning*

Paul, R., & Elder, L. (2008). *The miniature guide to critical thinking*. Foundation for Critical Thinking.

Pratiwi, R. T., Hadiyanti, N., Setiawan, I., & Nuryatin, A. (2023). Meningkatkan kemampuan berpikir kritis siswa pada mata pelajaran ekonomi melalui

strategi pembelajaran inovatif. *Equilibrium: Jurnal Penelitian Pendidikan dan Ekonomi, 20*(1), xx–xx.

Prihartini, D., & Sriyanto, S. (2023). *Pengaruh penggunaan media pembelajaran aplikasi Canva terhadap kreativitas dan hasil belajar siswa*. Jurnal Teknologi Pendidikan, 8(1), 39–48.

Priska, A., Suryani, N., & Lestari, E. (2022). *Pengaruh media pembelajaran aplikasi Canva terhadap hasil menulis iklan poster siswa SMP*. Jurnal Bahasa dan Sastra Indonesia, 7(2), 101–110.

Pulungan, R., & Simamora, M. (2022). *Influence of Canva based on guided inquiry on students' critical thinking ability and chemical literacy*. Journal of Science Education, 11(2), 145–156.

Putri, A. R., & Hidayat, T. (2023). *Hubungan penggunaan media digital dan kemampuan berpikir kritis siswa kelas XI SMA*. Jurnal Pendidikan Menengah, 6(2), 90–99.

Purnamawati, N. P. W., Sugiarta, I. M., & Mertasari, N. M. S. (2024). *Canva-based e-modules and test forms for enhancing critical thinking abilities in class VIII students*. Journal of Educational Innovation, 8(3), 200–212.

Ryan, R. M., & Deci, E. L. (2000). *Intrinsic and extrinsic motivations*. American Psychologist, 55(1), 68–78.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology, 61*, 101860. https://doi.org/10.1016/j.cedpsych.2020.101860

Sadiman, A. S., Rahardjo, R., Haryono, A., & Harjito. (2012). *Media pendidikan*. PT RajaGrafindo Persada.

Santrock, J. W. (2007). *Educational psychology*. McGraw-Hill.

Sardiman, A. M. (2011). *Interaksi dan motivasi belajar mengajar*. PT RajaGrafindo Persada.

Schunk, D. H. (1991). *Self-efficacy and academic motivation*. Educational Psychologist, 26(3–4), 207–231.

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education*. Pearson.

Schindler, L. A., Burkholder, G. J., Morad, O. A., & Marsh, C. (2017). Computer-based technology and student engagement: A critical review of the literature. *International Journal of Educational Technology in Higher Education, 14*(1), 25.

Skinner, B. F. (1953). *Science and human behavior*. Macmillan.

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2015). *Instructional technology and media for learning*. Pearson.

Snyder, L. G., & Snyder, M. J. (2008). *Teaching critical thinking*. Journal of Research in Business Education, 50(2), 90–99.

Sung, Y.-T., Chang, K.-E., & Liu, T.-C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis. *Computers & Education, 94*, 252–275.

Suryani, Y., et al. (2020). *Model pembelajaran GIKIM*. Jurnal Inovasi Pendidikan, 7(2), 101–112.

Suryani, Y., Jumantini, E., Ramadan, D. J., Pratiwi, R. T., & Iskandar, I. (2023). *Meningkatkan kemampuan berpikir kritis mahasiswa melalui lesson study*. *Jurnal Pendidikan Indonesia*.

Sweller, J. (1988). *Cognitive load during problem solving*. Cognitive Science, 12(2), 257–285.

Sweller, J. (1994). *Cognitive load theory*. Learning and Instruction, 4(4), 295–312.

Sweller, J., Ayres, P., & Kalyuga, S. (2019). *Cognitive load theory* (2nd ed.). Springer.

Tinio, V. L. (2003). *ICT in education*. UNDP Report.

Tiruneh, D. T., Weldeslassie, A. G., Kassa, A., & Cock, M. D. (2021). The effects of problem-based learning on critical thinking: A systematic review and meta-analysis. *Educational Research Review, 34*, 100403.

Triningsih, D. (2021*). Pemanfaatan Canva dalam pembelajaran*. Jurnal Teknologi Pendidikan, 9(1), 12–21.

Uno, H. B. (2016). *Teori motivasi dan pengukurannya*. Bumi Aksara.

Voogt, J., & Roblin, N. P. (2017). A comparative analysis of international frameworks for 21st century competences. *Journal of Curriculum Studies, 49*(3), 403–421

Vroom, V. H. (1946). *Work and motivation*. Wiley.

Vygotsky, L. S. (1978). *Mind in society*. Harvard University Press.

Wang, A. I., & Tahir, R. (2020). *The effect of Kahoot*. Computers & Education, 149, 103818.

Wentzel, K. R. (1997). *Student motivation in middle school*. Journal of Educational Psychology, 89(3), 411–419.

Winkel, W. S. (1984). *Psikologi pengajaran*. Gramedia.

Winkel, W. S. (2009). *Psikologi pendidikan dan evaluasi belajar*. Gramedia.

Wulandari, S., Putra, A., & Pratama, D. (2021). *Canva-based learning and critical thinking*. Jurnal Pendidikan Digital, 6(2), 88–99.

Zainuddin, Z., Surayanah, S., Khotimah, K., Ramila, R., Cholida, C., Rahyuni, R., & Lestariningsih, L. (2023). *Development of interactive multimedia assisted by Canva to enhance students' critical thinking*. Journal of Educational Research and Development, 7(2), 88–99.