THE DEVELOPMENT OF E-BOOK BASED ON MULTIPLE INTELLIGENCE TO TRAIN CRITICAL THINKING SKILL ON CELL DIVISION TOPIC

Pengembangan E-book Berbasis Multiple Intelligence untuk Melatih Keterampilan Berpikir Kritis pada Materi Pembelahan Sel

Rizqy Amalya Sofa
Biology Education Undergraduate Study Program, Faculty of Mathematics and Natural Sciences, Universitas Negeri Surabaya
C3 Building 2nd Floor Ketintang Street, Surabaya 60231
Email: rizqy.17030204057@mhs.unesa.ac.id

Sifak Indana
Biology Education Undergraduate Study Program, Faculty of Mathematics and Natural Sciences, Universitas Negeri Surabaya
C3 Building 2nd Floor Ketintang Street, Surabaya 60231
Email: sifakindana@unesa.ac.id

Abstract
Critical thinking skill is one of the thinking skill that student must have to face global competition in 21st century. E-book is one of the alternative teaching materials that can be used in distance learning. E-book combined with multiple intelligences theory can facilitate every type of students’ intelligence in receiving and processing information so it can maximize students’ critical thinking skill. One of the Biology topic that was considered difficult by students and demanded critical thinking skill was cell division topic. The purpose of this research was to develope e-book based on multiple intelligence to train critical thinking skill on cell division topic that are valid and practical. This research used ADDIE model. The e-book was tried out limited on 10 students of SMAN 1 Cerme grade 12th. The validity of the e-book is determined from the validation result of education expert, material expert and biology teacher in terms of content, presentation and language component. The practicality of the e-book is determined by students’ responses to e-book usage. The data analysis technique was carried out by descriptive quantitative. The result of the validity analysis showed an average percentage score of 95% with a very valid category. The practicality of e-book usage showed an average percentage score of 96.53% with a very practical category. Based on the result, it can be conclude that e-book based multiple intelligence to train critical thinking skill on cell division topic is declared valid and practical to be used in the learning process.

Keywords: e-book, multiple intelligence, critical thinking skill, cell division.

Abstrak
Keterampilan berpikir kritis merupakan salah satu keterampilan berpikir yang wajib dimiliki peserta didik untuk mengahadapi tantangan global di abad 21. E-book merupakan salah satu alternatif bahan ajar yang dapat digunakan dalam pembelajaran jarak jauh. E-book yang dikombinasikan dengan teori multiple intelligence dapat memfasilitasi setiap tipe kecerdasan peserta didik dalam mengolah dan menerima informasi sehingga dapat memaksimalkan keterampilan berpikir kritis peserta didik. Salah satu materi biologi yang dianggap sulit oleh siswa dan membutuhkan keterampilan berpikir kritis adalah materi pembelahan sel. Tujuan dari penelitian ini adalah untuk mengembangkan e-book berbasis multiple intelligence pada materi pembelahan sel untuk melatih keterampilan berpikir kritis yang valid dan praktis. Penelitian ini menggunakan model ADDIE. E-book diuji cobakan secara terbatas kepada 10 peserta didik di SMAN 1 Cerme kelas 12. Validitas e-book ditentukan dari data hasil validasi oleh validator ahli pendidikan, ahli materi dan guru biologi yang mencakup komponen isi, penyajian dan bahasa. Kepraktisan e-book ditentukan dari respon peserta didik terhadap penggunaan e-book. Teknik analisis data yang digunakan adalah deskriptif kuantitatif. Hasil dari analisis validitas menunjukkan rata-rata presentase 95% dengan kategori sangat valid. Kepraktisan penggunaan e-book menunjukkan rata-rata presentase 96.53% dengan kategori sangat praktis. Berdasarkan hal tersebut, dapat disimpulkan bahwa e-book berbasis multiple intelligence untuk melatih keterampilan berpikir kritis pada materi pembelahan sel dinyatakan valid dan praktis untuk digunakan dalam pembelajaran.

Keywords: e-book, multiple intelligence, berpikir kritis, pembelahan sel
INTRODUCTION

Educational requirement of 21st century is the achievement of skill in a competency learning activity, which includes life and career skills, technology and media information skills, and learning and innovation skills (Depdikbud, 2014). Learning and innovation skill include critical thinking and problem solving, communication, collaboration and creative. According to that, the Ministry of Education and Culture (2017) conveyed the thinking skills that students in Indonesia need to have, including critical thinking, collaborative, communicative and creative (4C).

Critical thinking is the ability to identify facts of a problem clearly, logically, concisely and efficiently to get a conclusion (Cahyono, 2017; Agnafia, 2019; Defiyanti & Sumarni, 2020). There are six aspects in critical thinking, namely interpretation, analysis, evaluation, inference, explanation and self-regulation (Facione, 2015). In fact, the critical thinking skill of Indonesian students are still in the low category. This is supported by survey data from the Organization for Economic Corporation and Development (OECD) using the International Program for Student Assessment (PISA) test. The result showed that thinking ability of students at levels 5 and 6 is only 8% of the total participants and known to be 0.8% of the 8% participants came from Indonesia. Furthermore, it is also known that about 20% of the total participants have the ability to think below level 2, with a total of 42.3% of this percentage being Indonesian students (OECD, 2016).

Indonesian also have an educational emergency caused by the COVID-19 pandemic. World Health Organization declared COVID-19 as a global pandemic. Coronavirus Disease 2019 (COVID-19) is an infectious disease caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) which attacks the human respiratory system (Kemenkes RI, 2020). Indonesian government decided to temporarily close educational institutions in attempt to reduce the spread of Covid-19 and starting to implement an online learning system (Handarini dan Wulandari, 2020).

The online learning system initiated by the Ministry of Education and Culture intended to keep students entitled to educational service during the covid pandemic so that students can still practice critical thinking skill in accordance with the educational requirement of 21st century. However, in its implementation there are many obstacles, such us poor internet connection, limited use of technology, lack of teacher guidance in difficult subject and lack of independent learning resources that can train critical thinking skill. All of these obstacles decreasing student’s knowledge and critical thinking abilities (Anugrahana, 2020; Azzahra, 2020; Wahyono et al., 2020).

The previous research mentioned that one of the most difficult biological topic is cell division, the research based on the average student learning outcomes on this topic is in the low category (Lestari, 2014; Fillaili, 2015; Parany, 2016). Cell division describes the process of cells go through divide that cannot be seen directly by students. The basic competency in cell division topic is “Analyzing the process of cell division as a basis for inheriting traits from parent to offspring”, the word “analysis” here is one of the critical thinking criteria. (Hartiningrum & Susantini, 2019). Cell division topics is an abstract and complex material, so in its learning activities require all aspect of students’ thinking that can be done by using teaching materials based on multiple intelligence.

Based on several studies, the use of teaching materials based on multiple intelligence can improve students’ learning outcomes and critical thinking skill (Ege, 2016; Winarti, 2019; Attamimi, 2019; Afsoni, 2019; Zuhriyah, 2019; Anwar, 2020). Gardner’s theory of multiple intelligence explains that each student has nine types of intelligence, including spatial-visual, linguistic-verbal, interpersonal, musical-rhythmic, naturalist, bodily-kinesthetic, intrapersonal, logical-mathematics and extensial-spiritual (Ahmad and Sharifah, 2020). Different types of intelligence cause students to have different ways of receiving and processing information (Armstrong, 2013; Abenti, 2020). Multiple intelligence theory helps students to learn according to their type of intelligence so it can maximize students’ understanding and critical thinking skill. Previous research conducted by Wijayanti (2019) stated that e-book based on multiple intelligence can train students critical thinking skill practically with a percentage of 83.33%.

E-book is an electronic version of the book that can be used on a smartphone or PC that contains various features such as images, audio, video, and hyperlinks that allow interaction between students and teacher (Muhammad, 2017). Based on several studies, e-book are effectively use in learning as evidenced by the increased learning outcomes of learners after the use of e-books (Alwan, 2018; Hwang, Tu and Wang, 2018; Harjono et al., 2020; Prasetyono and Hariyono, 2020). Kemenristekdikti (2016) also mentioned that the right
learning resources used in distance learning are ICT-based learning resources, one of the example is e-book.

Based on the description above, to train students’ critical thinking skill in 21st century and in this pandemic situation, the best alternative procedure is developing e-book based on multiple intelligence on cell division topic. There are five types of intelligence used in this e-book that are spatial-visual, linguistic-verbal, interpersonal, musical-rhythmic and logic-mathematics. The type of intelligence used in the e-book has been adapted to the cell division topic. The aim of this study is to develop an e-book based on multiple intelligence on cell division topics, the e-book hoped can facilitate every type of students’ intelligence in receiving and processing information so it can maximize students’ critical thinking skill.

METHOD

This research is a development research using the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). The analysis, design and development stage was conducted from November 2020 to January 2021 at Learning Lab Center for Mathematics and Natural Science, State University of Surabaya. The implementation stage was carried out in February 2021 by online. The implementation stage was conducted by means of limited trials to 10 students of 12th grade science of Senior High School 1 Cerme through WhatsApp group and Google meet. The evaluation stage was done by analyzing the result of e-book validation from three validators and questionnaires of e-book usage responses from students.

The validity of e-book based on multiple intelligences on cell division topic measured based on validation results from one education expert, one material expert and one biology teacher. The result of e-book validity determine the feasibility of the e-book for use in learning. The instrument used to determine the validity of the e-book is a validation sheet that includes the validity of content, presentation and language. The validation result were analyzed descriptively quantitatively, by selecting scores 1-4 using Likert scale. The percentage average score of the criteria can be calculated by the following formula:

\[
P \text{ Validation(\%)} = \frac{\text{Average score of each aspect}}{\text{Average maximum score}} \times 100\%
\]

The percentage of validation result then interpreted using validity criteria (Table 1). E-book-based multiple intelligences cell division material is declared valid if gets value of ≥70% (Riduwan, 2013).

| Table 1. Validity Criteria |
|---------------------------|
| Criteria                  | Percentage          |
| Not valid                 | 25% - 39.9%         |
| Less valid                | 40% - 54.9%         |
| Valid enough              | 55% - 69.9%         |
| Valid                     | 70% - 84.9%         |
| Very Valid                | 85% - 100%          |

Source : (Riduwan, 2013)

The practicality of e-books is measured based on students’ response to e-book usage. The instrument used to analyze the practicality of the e-book is a students response questionnaire instrument filled by ten students of grade 12 science. Student responses are collected via the google form. The e-book’s practical response uses the Guttman model with the answers “Yes” and “No”. The percentage of student response can be calculated by the following formula.

\[
P \text{ Response} = \frac{\text{Number of students answered "Yes"}}{\text{Total number of students}} \times 100\%
\]

The percentage of student response results then interpreted using practicality criteria. E-book based multiple intelligences cell division material is categorized as practical when it gets a positive response ≥61%.

| Table 2. Practicality criteria |
|-------------------------------|
| Criteria                      | Percentage |
| Not practical                 | 0% - 20%    |
| Less practical                | 21% - 40%   |
| Practical enough              | 41% - 60%   |
| Practical                     | 61% - 80%   |
| Very Practical                | 81% - 100%  |

Source : (Riduwan, 2013)

RESULT AND DISCUSSION

The result of this study is an e-book based on multiple intelligence on cell division material to train students’ critical thinking. This e-book consists of several sub-materials namely amitosis, cell cycle, mitosis, meiosis, and gametogenesis. The e-book developed is equipped with a flip feature that allows the reader to feel like reading a printed book on a smartphone or PC. The e-book consists of three parts, namely the introduction, content and closure.
The e-book is designed with paper size A4 and uses Comic Sans MS font size 12. E-book contains text, images, videos, and hyperlinks that linked to the Internet.

Figure 2. Present of text, image, video and hyperlink in the e-book

Figure 3. Content and figure in the e-book

The E-book has several main features based on multiple intelligence that can train critical thinking skills such as Pojok Logika, Pojok Linguistik, Pojok Visual, Pojok Musikal, and Pojok Interpersonal. In addition, there are several other supporting features including Bio Information, Bio Dictionary, and Bio Evaluation.

Table 3. Features in the E-book

| No. | Features | Description |
|-----|----------|-------------|
| 1.  | Pojok Visual | This feature contains videos, images, and critical thinking questions which contain indicator of interpretation, analysis and inference for students with spatial-visual intelligence types. |
| 2.  | Pojok Logika | This feature contains logical questions which contain indicator of analysis, explanation and evaluation for students with logical-mathematical intelligence types. |
| 3.  | Pojok Interpersonal | This feature contains experimental activities that involve cooperation with many people, and contain critical thinking indicator namely self-regulation and evaluation for students with interpersonal intelligence types. |
| 4.  | Pojok Musikal | This feature contains songs and lyrics of cell division topics for students with musical intelligence types. |
| 5.  | Pojok Linguistik | This feature contains comment fields and acronyms that facilitate students with linguistic-verbal intelligence types. |
| 6.  | Bio Information | This feature contains information about the application of cell division topic in real life. |
| 7.  | SEL KANKER Vs SEL NORMAL | This feature contains multiple choice question and essay to train students’ |
One of the characteristics of e-book is a flipbook-type e-book that has a transition effect so that it can be flipped like a printed book. E-Books can be operated using a laptop or smartphone and can be accessed online or offline so that students can access e-books anywhere and anytime. E-Book presents videos that can be accessed offline as well as hyperlinks that can be used to access the intended web page. E-Book with criteria like this is very suitable for distance learning during the current Covid-19 pandemic, it is supported by Ambarita (2020) that electronic media-based learning is very effective for distance learning.

E-Book based on multiple intelligence to train critical thinking skills in cell division material has been vaccinated by three validators, namely lecturers of material experts, lecturers of education experts, and biology teachers who are reviewed based on the components of content, presentation, and language. Here's a recapitulation of multiple intelligence-based cell division e-book validation results (Table 4).

Table 4. Recapitulation of e-book validation results

| No. | Aspect                              | Average score | Percentage(%) | Interpretation |
|-----|------------------------------------|---------------|---------------|----------------|
| 1   | The scope of material and accuracy | 3.67          | 91.67%        | Very valid     |
| 2   | Current information                | 3.67          | 91.67%        | Very valid     |
| 3   | Develop skills and stimulate curiosity | 3.67        | 91.67%        | Very valid     |
| 4   | Contains multiple intelligences insight | 3.67            | 91.67%        | Very valid     |
| 5   | Train critical thinking skill      | 4.00          | 100%          | Very valid     |
|     | **Average of Content**             | **3.73**      | **93.33%**    | **Very valid** |

Based on the validation results by the three e-book validators developed overall obtained a validation score percentage of 95% with a very valid category (Ridwan, 2013). These results show that e-book based on multiple on cell division topics to train critical thinking skills are well worth using in learning.

In the content feasibility component received a percentage value 93.33%, this indicates that the content of the e-book is very valid based on aspects of material coverage, material specificity, loading of multiple intelligences studies, ability to stimulate the proficiency and curiosity of learners, as well as the ability to practice critical thinking skills. Aspect that e-book contain current information received a percentage value of 91.67% with a very valid category. This shows that the cell division material in the e-book is following basic competencies and contains information about the latest phenomena related to cell division material to increase the insights of learners. This is following the opinion of Candra (2016) that a good e-book is an e-book that can provide more knowledge and insight to students.

Aspects that show the characteristics of multiple intelligence received a percentage value 91.67% with a very valid category. The use of multiple intelligence...
aspects in e-book is still incomplete because e-book only use 5 types of intelligence only from the 9 types of intelligence presented by Gardner. The five types of intelligence used in e-book have been adapted to the content of cell division materials and the ability to practice critical thinking. The five types of intelligence are logical-mathematical intelligence showed in “Pojok Logika” fixture, interpersonal intelligence showed in “Pojok Interpersonal” fixture, musical-rhythmic intelligence showed in “Pojok Musical” fixture, spatial-visual intelligence showed in “Pojok Visual” fixture, and linguistic-verbal intelligence showed in “Pojok Linguistik” fixture.

Aspects of ability to train critical thinking skills received a percentage value of 100% indicating that theoretically, e-books based on multiple intelligence cell division materials developed are very feasible to train the critical thinking skills of learners. The results are in accordance with Wijayanti research (2019) that multiple intelligence-based ebooks can train students’ critical thinking skills to the maximum.

The presentation component feasibility component received a percentage value 95.83% with a very valid category, this shows that e-book based on multiple intelligence in cell division material has excellent presentation based on aspects of presentation techniques, supporting material presentation, supporting features, and font selection of letters used in e-books. The presentation of an e-book is very influential on the reading interest of students. Two aspects get a 100% validity score, namely the technique of presenting and selecting letters. Presentation techniques aspect received a percentage value 100% show that the e-book that is compiled has a good presentation systematics that is the balance between sub-chapters and the correct order of presentation of the material to facilitate the reader in understanding the content of e-book material (Rismawati, 2015). The aspect of letter selection that gets the maximum score also shows that the use of font and font size on the e-book is very precise and supports the presentation of e-books.

In the linguistic component obtained a validation score percentage of 95.83% with a very valid category, this indicates that the use of language in the e-book developed is following the PUEBI, and the term used does not give rise to double meaning so that students easily understand the content of the e-book. The use of good language and terms affects the development of e-books because, with good language, the delivery of messages to readers will be easier (Nisyak, 2015).

The practicality of e-book based on multiple intelligence in cell division topics to train critical thinking skills is reviewed from the students' response to the use of e-books. The response to the use of e-books was filled by 10 students of class XII Mipa. The results of the student response are presented in Table 5 below.

Table 5. Recapitulation of Students Response Results

| No. | Creation assessed | Positive Response (%) | Category |
|-----|------------------|-----------------------|----------|
| 1.  | Interesting e-book presentation | 100% | Very practical |
| 2.  | The e-book is easy to operate | 100% | Very practical |
| 3.  | The writing in the e-book can be read clearly | 100% | Very practical |
| 4.  | The font style and size in the e-book can be read clearly | 100% | Very practical |
| 5.  | The images on e-book is clearly visible and illustrates the content of the topic | 100% | Very practical |
| 6.  | The images on e-book can be enlarged easily | 90% | Very practical |
| 7.  | The video on e-book is clearly visible and illustrate the content of the topic | 100% | Very practical |
| 8.  | Flip fiture on e-book can work fine | 90% | Very practical |
| 9.  | Table of content on e-book can be clicked to a specific page | 80% | Practical |
| 10. | The e-book has some interesting fiture | 100% | Very practical |
| Average | 96% | Very practical |

Content of the e-book

11. The e-book contents’ is accordance to the learning objective | 100% | Very practical |
12. E-book contents’ can increase knowledge about cell division topic | 100% | Very practical |
13. Information in the form of articles in e-books help add insight | 100% | Very practical |
Based on the results of the response of students in Table 5, it can be known that the students showed a positive response with an average percentage of 96.53% with the category "Very Practical". The response of students became one of the indicators of the practicality of multiple intelligence-based e-books. In the presentation aspect, it is known that e-books based on multiple intelligence have an interesting presentation to make students more motivated to learn. Retariandalas (2017) stated that interesting presentation in teaching materials is expected to influence students interest in learning so that students can do their learning activities well and can improve the learning outcomes of learners. In addition, e-books have an advantage value related to the flexibility that can facilitate students in using e-books anywhere and anytime through many electronic devices (Zahara, 2014).

In terms of content received a positive response with an average score of 96% with a very practical category. In the content aspect, there are critical thinking criteria such as interpretation, analysis, inference, evaluation, explanation, and self-regulation activities. Interpretation, inference, and evaluation activities do not receive a fully positive response but it's still categorized as very practical. The ability of each student to accept and understand the material is different so some critical thinking criteria are unacceptable to some students. Meanwhile, on other critical thinking criteria, namely analysis, explanation and self-regulation scored 100% with a very practical category. The analysis activity is contained in “Pojok Logika” feature in the form of questions about the problems that occur at the stages of cell division. The explanation activity is contained in “Pojok Visual” feature in the form of study activities about the process of cell division based on video observations. The self-regulation activity is contained in “Pojok Interpersonal” in the form of creating experiment reports. The data result shows that the e-book developed is proven to train students’ critical thinking skills, it’s accordance with Wijayanti's opinion (2019) that multiple intelligence-based e-books can train students’ critical thinking skills practically and effectively.

On the language aspect got a positive response with an average score of 100% with a very practical category, this shows that the use of language, sentence selection, and the use of terms in ebooks have been very good. The use of good language in e-books will facilitate the delivery of information to facilitate students in understanding the material of the ebook (Nurhasikin, 2019).

Ebook-based Multiple intelligence has several advantages that present interesting features to increase the motivation of students in learning and training critical thinking skills following the opinion of Alwan (2018) which states that learning to use e-books can attract students’ learning interests and fit with the current student learning style that is more flexible anywhere and anytime.

**CONCLUSION AND SUGGESTION**

**Conclusion**

E-books based on multiple intelligence on cell division materials to train critical thinking skills are considered very valid and practical to use in learning. E-book validity based on the test results of material expert...
VALIDATORS, EDUCATIONAL EXPERTS, AND BIOLOGY TEACHERS OBTAINED AN AVERAGE PERCENTAGE SCORE OF 95% WITH A VERY VALID CATEGORY BASED ON THE COMPONENT OF PRESENTATION, CONTENT, AND LANGUAGE. THE PRACTICABILITY OF E-BOOK BASED ON THE RESULTS OF STUDENTS’ RESPONSE TO E-BOOK USAGE OBTAINED AN AVERAGE PERCENTAGE SCORE OF 96.53% WITH A VERY PRACTICAL CATEGORY.

SUGGESTION
Based on the study that had been done, the suggestions can be given as follows:

1. Need for further implementation so that the e-books can be applied in the learning not just as supporting material.
2. Study with other materials is necessary considering the response of students is very positive.
3. There needs to be further development of e-book based on multiple intelligences that is more interactive both in terms of appearance and content presented.

ACKNOWLEDGEMENT
Researchers would like to thank Prof. Dr. Muslimim Ibrahim, M.Pd., Dr. Yuliani, M.Si, and Lyna Vinia Kumala Dewi, S.Pd. as validator lecturers who have provided criticism and suggestion and students of 12th grade especially XII Science 1 and XII Science 2 classes of State High School 1 Cerme who have helped this research.

REFERENCES
Abenti, H. 2020. How Do I Teach You? An Examination Of Multiple Intelligences And The Impact On Communication In The Classroom. Journal of Language and Communication, 73(1), 29-33.

Afsani, N. 2019. Hubungan Antara Multiple Intelligences dan Motivasi Belajar dengan Hasil Belajar Biologi Peserta Didik Kelas XI MIA SMAN di Kota Parepare. Prosiding Seminar Nasional Biologi VI, 461-465.

Agnafia, D. 2019. Analisis Kemampuan Berpikir Kritis Siswa Dalam Pembelajaran Biologi. Florea: Jurnal Biologi dan Pembelajarannya, 6(1), 45.

Ahmad, N & Sharifah,N. 2020. Utilization of Gardner’s Multiple Intelligence Theory for School Counselling System with Usability Testing. International Journal of Recent Technology and Engineering (IJRTE), 8(6), 2253-2260.Amstrong, T. 2013. Kecerdasan Multiple di dalam Kelas Edisi Ketiga. Jakarta: Indeks.

Alwan, M. 2018. Pengembangan Multimedia E-Book 3D Berbasis Mobile Learning Untuk Mata Pelajaran Geografi SMA Guna Mendukung Pembelajaran Jarak Jauh. Jurnal At-Tabir STAI Darul Kamal, 1(2), 26-40.

Ambarita, J., Helwaun, H., & Houten, L.Van. 2020. Workshop Pembuatan E-Book Sebagai Bahan Ajar Elektronik Interaktif Untuk Guru Indonesia Secara Online di Tengah Covid 19. Community Engagement & Emergence Journal, 2(1), 44-57.

Anugrahana, A. 2020. Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. Scholaria: Jurnal Pendidikan dan Kebudayaan, 10(3), 282-289.

Anwar, S.H., Rasyid, M. R., Suharti & Sulasteri, S. 2020. Pengembangan Bahan Ajar Berbasis Multiple Intelligences Untuk Meningkatkan Kemampuan Berpikir Kritis. Al asma: Journal of Islamic Education, 2(2), 170-180.

Attamimi, M., Samad, U. 2019. Implementation of The Theory Multiple Intelligences in Improve Competence of Learners On The Subjects of Islamic Religious Education in SMP Negeri 14 Ambon. Al-Iltizam, 4(1), 73-103.

Azzahra, N.F. 2020. Mengkaji Hambatan Pembelajaran Jarak Jauh di Indonesia di Masa Pandemi Covid-19. Center for Indonesia Policy Studies, 2(1), 1-9.

Cahyono, B. 2017. Analisis Keterampilan Berfikir Kritis dalam Memecahkan Masalah Ditinjau Perbedaan Gender. Jurnal Aksiomata, 8(1), 50-64.

Candra, Rustika. 2016. Pengembangan Media Buku Cerita Bergambar Flipbook untuk Peningkatan Hasil Belajar pada Pembelajaran Ilmu Pengetahuan Sosial Siswa Kelas IV Sekolah Dasar Islam Assalam Malang. (Online), (http://etheses.uin-malang.ac.id). (Diakses pada 8 Februari 2020).

Defiyanti & Sumarni, W. 2020. Analisis Kemampuan Berpikir Kritis Setelah Penerapan Problem Based Learning Berbantuan Lembar Kerja Peserta Didik Bermuatan Etnosains. Phenomenon: Jurnal Pendidikan IPA, 9(2), 206-218.

Depdikbud. 2014. Konsep dan Implementasi Kurikulum 2013. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Ege, B., Markus,S.,Dwi, R. 2016. Hubungan Antara Multiple Intelligences Dengan Hasil Belajar Kognitif Siswa Pada Mata Pelajaran Ilmu Pengetahuan Alam. Prosiding Seminar Nasional Pendidikan IPA Pascasarjana UM, 863-872.

Facione, P. 2015. Critical Thinking: What it is and Why it Count.(Online),(http://www.insightassessment.com/content/download/1176/75780/file/what26why.pd
Fillaili, A.S. 2015. Pengembangan Multimedia Interaktif Materi Pembelajaran Sel Untuk Siswa SMA Kelas XII IPA. *Jurnal Pendidikan Hayati Universitas Negeri Malang*, 1(1), 1-10.

Handarini, O.I & Wulandari. 2020. Pembelajaran Daring Sebagai Upaya Study From Home (SPH) Selama Pandemi Covid 19. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(3), 496-503.

Hartininggrum, Y & Susantini,E. 2019. Kelayakan Empiris E-Book Berbasis Hot Pada Materi Pembelajaran Sel Untuk Melatihkan Keterampilan Berpikir Tingkat Tinggi Kelas XII SMA/MA. *BioEdu*, 8(2), 232-239.

Harjono, A., Gunawan, G., Adawiyah, R., Herayanti, L., Hartiningrum, Y & Susantini, E. 2020. Pembelajaran Daring. *Matematika*, 3(2), 182.

Hwang, G. Tu, N. dan Wang, X. 2018. Creating Interactive E-Books Through Learning By Design: The Impacts Of Guided Peer-Feedback On Students’ Learning Achievements and Project Outcomes In Science Courses. *Educational Technology and Society*, 21(1), 25-36.

Kemenkebud. 2017. Panduan Implementasi Kecakapan Abad 21 Kurikulum 2013 di Sekolah Menengah Atas. Jakarta: Kementerian Pendidikan dan Kebudayaan Indonesia.

Kemenkes RI. 2020. *Pedoman Pencegahan dan Pengendalian Coronavirus Disease (COVID-19).* Jakarta: Kementerian Kesehatan Republik Indonesia.

Kemenristekdikti. 2016. *Panduan Pelaksanaan PJJ 2016.* Jakarta: Kementerian Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia.

Lestari, R. 2014. Pengembangan Media Pembelajaran Pembelahan Sel Dengan Menggunakan Macromedia Flash Untuk Kelas XII SMA. *Jurnal Ilmiah Edu Research*, 3(2), 133-138.

Muhammad, M., Rahardian, D., & Safitri, E.R. 2017. Penggunaan Digital Book Berbasis Android untuk Meningkatkan Motivasi dan Keterampilan Membaca Pada Pelajaran Bahasa Bahasa Arab. *Pedagogia: Jurnal Ilmu Pendidikan*, 15(2), 170-182.

Nisyak, S. 2015. Analisis Kelayakan Isi dan Bahasa Buku Ajar Pendidikan Agama Islam dan Budi Pekerti Sekolah Menengah Pertama (SMP) Kelas Tujuh (VII) Penerbit Kementerian Pendidikan dan Kebudayaan.(Online), (http://etheses.unimelang.ac.id/5067/1/11110030.pdf). Diakses pada 20 Januari 2020.

Nurhasikin, Ningsih, K. & Titin, T. 2019. Pengembangan Modul Berbasis Discovery Learning Materi Struktur dan Fungsi Jaringan Tumbuhan SMA. *Jurnal Pendidikan Informatika dan Sains*, 8(2), 163-178.

OECD. 2016. “PISA 2015 Result in Focus.” (Online), (https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf). (Diakses pada 4 Februari 2020).

Parany,R.D.2016. Pemanfaatan Media Pembelajaran Mitosis dan Meiosis Berbasis Multimedia dalam Meningkatkan Pemahaman Peserta Didik Kelas XII MAN 2 Malang Pada Materi Pembelahan Sel. *E-journal umm*, 1(1), 1-10.

Prasetyono, R & Hariyono, R. 2020. Development Of Flipbook Using Web Learning To Improve Logical Thinking Ability In Logic Gate. *International Journal of Advanced Computer Science and Applications*, 11(1), 342-348.

Retariandalas. 2017. Pengaruh Minat Pembaca dan Motivasi Belajar Terhadap Prestasi Belajar IPA Siswa. *Jurnal Formatif*, 2 (7), 190-197.

Rahardian, D.. 2013. Pengantar Statistika untuk Penelitian Pendidikan, Sosial, Ekonomi, Komunikasi dan Bisnis. Bandung: Alfabeta.

Rismawati, E.W. 2015. Kelayakan Penyajian Buku Teks Mahir Berbahasa Indonesia Kelas VII SMP/MTS Kurikulum 2013. *Jurnal Kata (Bahasa,Sastra, dan Pembelajarannya)*, 5(3), 1-10.

Wahyono,P., Hasamah,H., & Budi, A. 2020. Guru Profesional Di Masa Pandemi Covid-19: Review Implementasi, Tangtangan, dan Solusi Pembelajaran Daring. *Jurnal Pendidikan Profesi Guru*, 1(1), 51-65.

Wijayanti, T. 2019. Pengembangan Flipbook Berbasis Multiple Intelligence Pada Materi Substansi Genetika Untuk Melatihkan Keterampilan Berpikir Kritis Siswa Kelas XII SMA. *BioEdu*, 8(2), 253-259.

Winarti, A., Ani, R., & Almubarak. 2019. Efektifitas Strategi Pemecahan Masalah Kolaboratif Berbasis Kecerdasan Majemuk Untuk Meningkatkan Keterampilan Berpikir Kritis. *Jurnal Kependidikan*, 3(2), 172-186.

Zahara, N., Djufri., Muhhibbudin. 2014. Optimalisasi Pembelajaran Dengan E-Book dan Media Pembelajaran Berbasis Multimedia Untuk Meningkatkan Hasil Belajar Siswa Kelas X SMA Pada Materi Dunia Tumbuhan. *Jurnal Biotik*, 2(2), 105-109.

Zuhriyah, N. 2019. Pengembangan Lembar Kegiatan Peserta Didik (LKPD) Berbasis Multiple Intelligence Pada Materi Virus Untuk Meningkatkan Hasil Belajar Siswa Kelas X SMA.
BioEdu, 8(3), 189-197.