

## Referensi

- [1] E. A. Meyer, *Cascading style sheets: The definitive guide*. O'Reilly & Associates, Inc., 2000.
- [2] D. Wolf and A. J. Henley, "Cascading Style Sheets (CSS)," in *Java EE Web Application Primer*, Berkeley, CA: Apress, 2017, pp. 115–118. doi: 10.1007/978-1-4842-3195-1\_17.
- [3] V. K. Gupta, "Importance of CSS in Web Development," <https://www.antino.com/blog/importance-css-web-development/>.
- [4] A. Hissom, "Introduction to HTML5 and CSS3," <http://amyhissom.com/HTML5-CSS3/history.html>.
- [5] G. Veletsianos and G. S. Russell, "Pedagogical Agents," in *Handbook of Research on Educational Communications and Technology*, New York, NY: Springer New York, 2014, pp. 759–769. doi: 10.1007/978-1-4614-3185-5\_61.
- [6] Y. Kim and A. L. Baylor, "Pedagogical Agents as Learning Companions: The Role of Agent Competency and Type of Interaction," *Educational Technology Research and Development*, vol. 54, no. 3, pp. 223–243, Jun. 2006, doi: 10.1007/s11423-006-8805-z.
- [7] W. L. Johnson, J. W. Rickel, and J. C. Lester, "Animated pedagogical agents: Face-to-face interaction in interactive learning environments," *Int J Artif Intell Educ*, vol. 11, no. 1, pp. 47–78, 2000.
- [8] B. R. Belland, "Scaffolding: Definition, current debates, and future directions," *Handbook of research on educational communications and technology*, pp. 505–518, 2014.
- [9] M. Hannafin, J. McCarthy, K. Hannafin, and P. Radtke, *Scaffolding performance in EPSSs: Bridging theory and practice*. Association for the Advancement of Computing in Education (AACE), 2001.
- [10] F. A. F. Limo *et al.*, "Personalized tutoring: ChatGPT as a virtual tutor for personalized learning experiences," *Przestrzeń Społeczna (Social Space)*, vol. 23, no. 1, pp. 293–312, 2023.
- [11] C. J. Trammell, M. G. Pleszkoch, R. C. Linger, and A. R. Hevner, "The incremental development process in Cleanroom software engineering," *Decis Support Syst*, vol. 17, no. 1, pp. 55–71, Apr. 1996, doi: 10.1016/0167-9236(95)00022-4.
- [12] V. Braun and V. Clarke, "Using thematic analysis in psychology," *Qual Res Psychol*, vol. 3, no. 2, pp. 77–101, Jan. 2006, doi: 10.1191/1478088706qp063oa.
- [13] M. A. Miljanovic and J. S. Bradbury, "A review of serious games for programming," in *Serious Games: 4th Joint International Conference, JCSG 2018, Darmstadt, Germany, November 7-8, 2018, Proceedings 4*, Springer, 2018, pp. 204–216.
- [14] P. Moreno-Ger, D. Burgos, I. Martínez-Ortiz, J. L. Sierra, and B. Fernández-Manjón, "Educational game design for online education," *Comput Human Behav*, vol. 24, no. 6, pp. 2530–2540, 2008.

- [15] E. Adams and J. Dormans, *Game mechanics: advanced game design*. New Riders, 2012.
- [16] G. Zichermann, “Gamification by design: Implementing game mechanics in web and mobile apps,” *Oreilly & Associates Inc*, 2011.
- [17] S. Kazem Banihashem, M. Bond, N. Bergdahl, and H. Khosravi, “A Systematic Mapping Review at the Intersection of Artificial Intelligence and Self-Regulated Learning: A call for increased theoretical grounding, focus on motivation and diversif”, doi: 10.13140/RG.2.2.13057.47207.
- [18] E. Ortega-Ochoa, J. Quiroga Pérez, M. Arguedas, T. Daradoumis, and J. M. Marquès Puig, “The effectiveness of empathic chatbot feedback for developing computer competencies, motivation, self-regulation, and metacognitive reasoning in online higher education,” *Internet of Things*, vol. 25, p. 101101, Apr. 2024, doi: 10.1016/j.iot.2024.101101.
- [19] U. Kale and S. P. Kang, “The effects of human-like agent character-based supported computer settings on students learning from and interaction with computers,” in *Instructional Systems Design Annual Conference, Bloomington, IN*, 2003.
- [20] Y. Kim and A. L. Baylor, “Research-Based Design of Pedagogical Agent Roles: a Review, Progress, and Recommendations,” *Int J Artif Intell Educ*, vol. 26, no. 1, pp. 160–169, Mar. 2016, doi: 10.1007/s40593-015-0055-y.
- [21] N. Matsuda, W. Weng, and N. Wall, “The Effect of Metacognitive Scaffolding for Learning by Teaching a Teachable Agent,” *Int J Artif Intell Educ*, vol. 30, no. 1, pp. 1–37, Mar. 2020, doi: 10.1007/s40593-019-00190-2.
- [22] J. Filgona, J. Sakiyo, D. M. Gwany, and A. U. Okoronka, “Motivation in learning,” *Asian Journal of Education and social studies*, vol. 10, no. 4, pp. 16–37, 2020.
- [23] N. Brügger, “Website history and the website as an object of study,” *New Media Soc*, vol. 11, no. 1–2, pp. 115–132, 2009.
- [24] M. MacDonald, *Creating a website: the missing manual*. “O’Reilly Media, Inc.,” 2011.
- [25] J. Nielsen and T. K. Landauer, “A mathematical model of the finding of usability problems,” in *Proceedings of the SIGCHI conference on Human factors in computing systems - CHI '93*, New York, New York, USA: ACM Press, 1993, pp. 206–213. doi: 10.1145/169059.169166.
- [26] J. Nielsen, “Heuristic evaluation,” *Usability Inspection Methods/John Wiley & Sons*, 1994.
- [27] G. Charness, U. Gneezy, and M. A. Kuhn, “Experimental methods: Between-subject and within-subject design,” *J Econ Behav Organ*, vol. 81, no. 1, pp. 1–8, Jan. 2012, doi: 10.1016/j.jebo.2011.08.009.
- [28] V. Braun and V. Clarke, “Using thematic analysis in psychology,” *Qual Res Psychol*, vol. 3, no. 2, pp. 77–101, Jan. 2006, doi: 10.1191/1478088706qp063oa.