

DAFTAR PUSTAKA

- [1] V. Trivena, A. R. Ningsih, and A. Jupri, "Misconception on Addition and Subtraction of Fraction at Primary School Students in Fifth-Grade," in *Journal of Physics: Conference Series*, Institute of Physics Publishing, Sep. 2017. doi: 10.1088/1742-6596/895/1/012139.
- [2] M. Hariyani, T. Herman, D. Suryadi, and S. Prabawanto, "Exploration of Student Learning Obstacles in Solving Fraction Problems in Elementary School," *Int J Educ Method*, vol. 8, no. 3, pp. 505–515, Aug. 2022, doi: 10.12973/ijem.8.3.505.
- [3] F. Reinhold, S. Hoch, B. Werner, J. Richter-Gebert, and K. Reiss, "Learning fractions with and without educational technology: What matters for high-achieving and low-achieving students?," *Learn Instr*, vol. 65, Feb. 2020, doi: 10.1016/j.learninstruc.2019.101264.
- [4] Purnomosidi, Wiyanto, Safiroh, and Ida Gantiny, *Senang Belajar Matematika SD/MI Kelas V*. 2018.
- [5] Carolyn Brown, "The Study Foundations for Success: The Final Report of the National Mathematics Advisory Panel (2008)," 2009. [Online]. Available: [www.centerforcsri.orghttp://www.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf](http://www.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf)
- [6] H. S. Nwana, "Intelligent Tutoring Systems: an overview," *Artif Intell Rev*, vol. 4, pp. 251–277, 1990.
- [7] O. Zawacki-Richter, V. I. Marín, M. Bond, and F. Gouverneur, "Systematic review of research on artificial intelligence applications in higher education – where are the educators?," Dec. 01, 2019, *Springer Netherlands*. doi: 10.1186/s41239-019-0171-0.
- [8] H. Wang *et al.*, "Examining the applications of intelligent tutoring systems in real educational contexts: A systematic literature review from the social experiment perspective," *Educ Inf Technol (Dordr)*, vol. 28, no. 7, pp. 9113–9148, Jul. 2023, doi: 10.1007/s10639-022-11555-x.
- [9] S. C. Shih, C. C. Chang, B. C. Kuo, and Y. H. Huang, "Mathematics intelligent tutoring system for learning multiplication and division of fractions based on diagnostic teaching," *Educ Inf Technol (Dordr)*, vol. 28, no. 7, pp. 9189–9210, Jul. 2023, doi: 10.1007/s10639-022-11553-z.
- [10] F. Hermawan, "Using Intelligent Tutoring Systems Through Cognitive Tutor Authoring Tools to Solve Filling Slot Problems," *Jurnal Pendidikan Matematika (Kudus)*, vol. 5, no. 1, p. 93, Jun. 2022, doi: 10.21043/jpmk.v5i1.14484.
- [11] C. L. King, Vincent, Kelvin, H. L. H. S. Warnars, N. Nordin, and W. H. Utomo, "Intelligent Tutoring System: Learning Math for 6th-Grade Primary School Students," *Educ Res Int*, vol. 2021, 2021, doi: 10.1155/2021/5590470.
- [12] A. M. M. Lopes, J. F. D. M. Netto, R. A. L. De Souza, A. B. Mourao, T. O. Almeida, and D. P. R. De Lima, "Improving Students Skills to Solve

- Elementary Equations in K-12 Programs Using an Intelligent Tutoring System,” in *Proceedings - Frontiers in Education Conference, FIE*, Institute of Electrical and Electronics Engineers Inc., Oct. 2019. doi: 10.1109/FIE43999.2019.9028363.
- [13] T. Murray, “Authoring Intelligent Tutoring Systems: An analysis of the state of the art,” 1999. [Online]. Available: www.cs.umass.edu/~tmurray/
 - [14] A. Alkhatlan and J. Kalita, “Intelligent Tutoring Systems: A Comprehensive Historical Survey with Recent Developments,” *Int J Comput Appl*, vol. 181, no. 43, pp. 975–8887, 2019.
 - [15] R. S. Siegler and H. Lortie-Forgues, “Conceptual knowledge of fraction arithmetic,” *J Educ Psychol*, vol. 107, no. 3, pp. 909–918, Aug. 2015, doi: 10.1037/edu0000025.
 - [16] V. Aleven, B. M. McLaren, J. Sewall, and K. R. Koedinger, “The Cognitive Tutor Authoring Tools (CTAT): Preliminary Evaluation of Efficiency Gains,” 2006.
 - [17] V. Aleven, B. M. McLaren, J. Sewall, and K. R. Koedinger, “A New Paradigm for Intelligent Tutoring Systems: Example-Tracing Tutors,” IOS Press, 2009.
 - [18] A. T. Corbett, K. R. Koedinger, and J. R. Anderson, *Handbook of Human-Computer Interaction: Chapter 37 Intelligent Tutoring Systems*. 1997.
 - [19] A. Obersteiner, W. Van Dooren, J. Van Hoof, and L. Verschaffel, “The natural number bias and magnitude representation in fraction comparison by expert mathematicians,” *Learn Instr*, vol. 28, pp. 64–72, 2013, doi: 10.1016/j.learninstruc.2013.05.003.
 - [20] N. Singh, V. K. Gunjan, and J. M. Zurada, *Cognitive Tutor Custom-Tailored Pedagogical Approach*. in *Advanced Technologies and Societal Change*. Singapore: Springer Nature Singapore, 2022. doi: 10.1007/978-981-19-5197-8.