

DAFTAR PUSTAKA

- Ahn, J., Lim, C., & Lee, J. (2020). Immersive virtual reality for science learning: Design, implementation, and evaluation. *Educational Psychology Review*, 32, 1315–1335. <https://doi.org/10.1007/s10648-020-09586-2>
- Ardiansyah, A., & Wulandari, P. (2023). Interactive and immersive learning using 360 virtual reality. In 2023 6th International Conference on Vocational Education and Electrical Engineering (ICVEE) (pp. 1–6). IEEE. <https://doi.org/10.1109/ICVEE58905.2023.10384779>
- Brenner, D., Fauville, G., & Lantz-Andersson, A. (2019). Underwater virtual reality for marine education and ocean literacy: Technological and psychological potentials. *Frontiers in Marine Science*, 6, 644. <https://doi.org/10.3389/fmars.2019.00644>
- Fauville, G., Queiroz, A. C. M., Bailenson, J. N., & Blandin, A. (2020). Participating in a virtual reality ocean acidification experience increases ocean literacy. *Environmental Education Research*, 26(5), 625–642. <https://doi.org/10.1080/13504622.2020.1727854>
- Karpicke, J. D., & Roediger, H. L. (2018). An initiative toward an enhanced industry-reported comfort, accessibility and safety rating system for VR applications. *Human-Centered Computing*, 12(2), 110–121. <https://doi.org/10.1155/2018/2306031>
- de Vargas, C., Pollina, T., Romac, S., Le Bescot, N., et al. (2020). *Plankton Planet: 'seaitizen' oceanography to assess open ocean life at the planetary scale*. bioRxiv. <https://doi.org/10.1101/2020.08.31.263442>
- Yusoff, A., & Shukor, N. A. (2022). Developing ecological consciousness through immersive experience: A phenomenological study of nature-based virtual reality in higher education. *Journal of Moral Education*, 52(1), 37–53. <https://doi.org/10.1080/03057267.2022.2082680>