

Daftar Pustaka

- Atkinson, R. C. (2002). Achievement versus Aptitude in College Admissions. In R. Zwick (Ed.), *Rethinking the SAT: The Future of Standardized Testing in University Admissions*. New York, NY: Routledge.
- Azwar, S. (2008). *Dasar-Dasar Psikometri*. Yogyakarta: Pustaka Pelajar.
- Barron, L. G., Carretta, T. R., & Rose, M. R. (2016). Aptitude and Trait Predictors of Manned and Unmanned Aircraft Pilot Job Performance, *Military Psychology*, 28(2), 65-77, DOI: 10.1037/mil0000109
- Bejar, I. I., Deane, P. D., Flor, M., & Chen, J. (2017). Evidence of the Generalization and Construct Representation Inferences for the GRE® revised General Test Sentence Equivalence Item Type. *ETS Research Report Series*, 2017(1), 1-25. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/ets2.12134>. doi:10.1002/ets2.12134
- Cain, K., & Oakhill, J. V. (1999). Inference making ability and its relation to comprehension failure in young children. *Reading and Writing: An Interdisciplinary Journal*, 11(5-6), 489-503. <https://doi.org/10.1023/A:1008084120205>
- Cain, K., Oakhill, J., & Bryant, P. (2004). Children's Reading Comprehension Ability: Concurrent Prediction by Working Memory, Verbal Ability, and Component Skills. *Journal of Educational Psychology*, 96, 31-42. <https://doi.org/10.1037/0022-0663.96.1.31>
- Cook, M. D. (2003). *Personnel Selection. Adding Value through People*. Chichester: John Wiley & Sons.
- Evans, J. J., Floyd, R. G., McGrew, K. S., & Leforgee, M. H. (2001). The Relations Between Measures of Cattell-HornCarroll (CHC) Cognitive Abilities and Reading Achievement During Childhood and Adolescence. *School Psychology Review*, 31. doi:10.1080/02796015.2002.12086154
- Flanagan, D. P. & Dixon, S. G. (2013). The Cattell-Horn-Carroll Theory of Cognitive Abilities. *Encyclopedia of special education*.
- Friendenberg, L. (1995). *Psychological testing: design, analysis and use*. Boston: Allyn and Bacon.
- Foti, i. D., S. (1991). Predicting Success on the National Council Licensure Examination-Registered Nurse: Another Piece of the Puzzle. *Journal of Professional Nursing*, 7, 99-104.
- Frey, M. C., & Detterman, D. K. (2004). Scholastic assessment or G? *Psychological Science*, 15(6), 373-378. <https://doi.org/10.1111/j.0956-7976.2004.00687.x>

- Graesser, A. C., Wiemer-Hastings, P., & Wiemer-Hastings, K. (2001). Constructing inferences and relations during text comprehension. *Human Cognitive Processing*, 249. <https://doi.org/10.1075/hcp.8.14gra>
- Hodis, F. A., & Hancock, G. R. (2016). Introduction to the special issue: Advances in quantitative methods to further research in education and educational psychology. *Educational Psychologist*, 51(3-4), 301–304. <https://doi.org/10.1080/00461520.2016.1208750>
- Johnson-Laird, P. N., Bara, B. G. (1984). Syllogistic inference. *Cognition*, 16(1), 1–61. [https://doi.org/10.1016/0010-0277\(84\)90035-0](https://doi.org/10.1016/0010-0277(84)90035-0)
- Katz, L. J., Brown, F. C. (2019). Aptitude and achievement testing. *Handbook of Psychological Assessment*, 143–168. <https://doi.org/10.1016/b978-0-12-802203-0.00005-5>
- Lawrence, I. R., G. Essen, T. Jackson, T. (2003). *A Historical Perspective on The Content of The SAT*. New York: College Entrance Entertainment Board.
- Meredith C. Frey, & Detterman, D. K. (2004). Scholastic Assessment or g? The Relationship Between the Scholastic Assessment Test and General Cognitive Ability. *Psychological Science*, 15.
- Oakhill, J. V., & Cain, K. (2012). The precursors of reading ability in young readers: Evidence from a four-year longitudinal study. *Scientific Studies of Reading*, 16(2), 91–121. <https://doi.org/10.1080/10888438.2010.529219>
- Perfetti, C.A., & Hart, L. (2002). The lexical quality hypothesis. In L. Verhoeven (Ed.), *Precursors of functional literacy*. (pp. 189-213). John Benjamins.
- Perfetti, C.A., & Stafura, J. (2013). Word knowledge in a theory of reading comprehension. *Scientific Studies of Reading*, 18(1), 22–37. <https://doi.org/10.1080/10888438.2013.827687>
- Roberge, J. J., & Craven, P. A. (1982). Developmental relationships between reading comprehension and deductive reasoning. *Journal of General Psychology*, 107(1), 99–105. <https://doi.org/10.1080/00221309.1982.9709912>
- Rodrigues, B., Cadime, I., Viana, F. L., & Ribeiro, I. (2020). Developing and Validating Tests of Reading and Listening Comprehension for Fifth and Sixth Grade Students in Portugal. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.610876>
- Rumsey, M. G., & Arabian, J. M. (2014). Military enlistment selection and classification: Moving forward. *Military Psychology*, 26(3), 221–251. <https://doi.org/10.1037/mil0000040>
- Schneider, W. J., & McGrew, K. S. (2012). The Cattell-Horn-Carroll model of intelligence. In *Contemporary intellectual assessment: Theories, tests, and issues*, 3rd ed. (pp. 99-144). New York, NY, US: The Guilford Press.

- Terregino, C. A., Saguil, A., Price-Johnson, T., Anachebe, N. F., & Goodell, K. (2020). The diversity and success of medical school applicants with scores in the middle third of the MCAT score scale. *Academic Medicine*, 95(3), 344–350. <https://doi.org/10.1097/acm.0000000000002941>
- Thorndike, R. L. (1973). Reading as reasoning. *Reading Research Quarterly*, 135–147.
- Woodcock, R. W. (1998). Extending Gf-Gc theory into practice. In J. J. McArdle & R. W. Woodcock (Eds.), *Human cognitive abilities in theory and practice* (pp. 137–156). Mahwah, NJ: Lawrence Erlbaum.
- Wright, S. R., & Bradley, P. M. (2010). Has the UK clinical aptitude test improved medical student selection? *Medical Education*, 44(11), 1069–1076. <https://doi.org/10.1111/j.1365-2923.2010.03792.x>
- Yates, J., & James, D. (2013). The UK clinical aptitude test and clinical course performance at nottingham: A prospective cohort study. *BMC Medical Education*, 13(1). <https://doi.org/10.1186/1472-6920-13-32>
- Zengilowski, A., Schuetze, B. A., Nash, B. L., & Schallert, D. L. (2021). A critical review of the refutation text literature: Methodological confounds, theoretical problems, and possible solutions. *Educational Psychologist*, 56(3), 175–195. <https://doi.org/10.1080/00461520.2020.1861948>
- Zwick, R. (2004). *Rethinking the Sat: The future of standardized testing in university admissions*. Routledge.