



Daftar Pustaka

- Abadani, R. L., & Haryanta. (2017). *Pendekatan model Rasch untuk analisis psikometri pada tes GMST UGM* [Skripsi, Universitas Gadjah Mada]. ETD UGM. <http://etd.repository.ugm.ac.id/penelitian/detail/113767>
- Anazia, I. U. (2019). Quantitative and verbal aptitudes as predictors of senior secondary school students' performance in economics. *IAFOR Journal of Education*, 7(1), 7-18.
- Azanella, L. A. (2021, June 14). Pengumuman LTMPT: 184.942 peserta lolos SBMPTN 2021, ini rinciannya. KOMPAS.com. <https://www.kompas.com/tren/read/2021/06/14/124000665/pengumuman-ltmpt--184.942-peserta-lolos-sbmptn-2021-ini-rinciannya?page=all>.
- Azwar, S. (2008). Kualitas tes potensi akademik versi 07a. *Jurnal Penelitian dan Evaluasi Pendidikan*, 12(2).
- Azwar, S. (2016). *Penyusunan skala psikologi*. Yogyakarta: Pustaka Pelajar.
- Berkowitz, M., & Stern, E. (2018). Which cognitive abilities make the difference? Predicting academic achievements in advanced STEM studies. *Journal of Intelligence*, 6(4), 48.
- Bogal-Allbritten, R., & Allbritten, B. (2000). 15. Psychological testing as a tool in assessing undergraduate students for admission to a baccalaureate social work program. In *Gatekeeping in BSW programs* (pp. 293-307). Columbia University Press.
- Brown, T. A. (2015). *Confirmatory factor analysis for applied research*. Guilford Publications.
- Colom, R., Escorial, S., Shih, P. C., & Privado, J. (2007). Fluid intelligence, memory span, and temperament difficulties predict academic performance of young adolescents. *Personality and Individual Differences*, 42(8), 1503-1514.
- Cormier, D. C., Bulut, O., McGrew, K. S., & Frison, J. (2016). The role of Cattell-Horn-Carroll (CHC) cognitive abilities in predicting writing achievement during the school-age years. *Psychology in the Schools*, 53(8), 787–803.
- Coyle, T. R., & Pillow, D. R. (2008). SAT and ACT predict college GPA after removing g. *Intelligence*, 36(6), 719-729.
- Coyle, T. R. (2014). Predictive validity of non-g residuals of tests: More than g. *Journal of Intelligence*, 2(1), 21-25.
- Daller, M., Müller, A., & Wang-Taylor, Y. (2021). The C-test as predictor of the academic success of international students. *International Journal of Bilingual Education and Bilingualism*, 24(10), 1502-1511.
- Davison, M. L., Jew, G. B., & Davenport Jr, E. C. (2014). Patterns of SAT scores, choice of STEM major, and gender. *Measurement and Evaluation in Counseling and Development*, 47(2), 118-126.
- Delaney, J. M., & Devereux, P. J. (2020). Math matters! The importance of mathematical and verbal skills for degree performance. *Economics Letters*, 186, 108850.



- Elrod, E., & Park, J. Y. (2020). A comparison of students' quantitative reasoning skills in STEM and non-STEM math pathways. *Numeracy: Advancing Education in Quantitative Literacy*, 13(2).
- Esipenko, E. A., Maslennikova, E. P., Budakova, A. V., Sharafieva, K. R., Ismatullina, V. I., Feklicheva, I. V., ... & Malykh, S. B. (2018). Comparing spatial ability of male and female students completing humanities vs. technical degrees. *Psychology in Russia: State of the art*, 11(4), 37-49.
- Gazzaniga, M. S., Heatherton, T. F., & Halpern, D. F. (2010). *Psychological science*. New York: WW Norton.
- Gignac, G. E. (2014). Fluid intelligence shares closer to 60% of its variance with working memory capacity and is a better indicator of general intelligence. *Intelligence*, 47, 122-133.
- Hana, L. (2020). Stigma superioritas IPA atas IPS di tingkat SMA. *Jurnal Studi Kultural*, 5(2), 72–75.
- Hausmann, M. (2014). Arts versus science—Academic background implicitly activates gender stereotypes on cognitive abilities with threat raising men's (but lowering women's) performance. *Intelligence*, 46, 235-245.
- Hunsley, J., & Lee, C. M. (2017). *Introduction to clinical psychology*. John Wiley & Sons.
- Ingthorsson, R. D. (2013). The natural vs. The human sciences: Myth, methodology and ontology. *Discusiones filosóficas*, 14(22), 25-41.
- Kalat, J. W. (2016). *Introduction to psychology*. Cengage Learning.
- Kampa, N., Scherer, R., Saß, S., & Schipolowski, S. (2021). The relation between science achievement and general cognitive abilities in large-scale assessments. *Intelligence*, 86, 101529.
- Kaufman, A. S., Kaufman, J. C., Liu, X., & Johnson, C. K. (2009). How do educational attainment and gender relate to fluid intelligence, crystallized intelligence, and academic skills at ages 22–90 years?. *Archives of Clinical Neuropsychology*, 24(2), 153-163.
- Kent, P. (2017). Fluid intelligence: A brief history. *Applied Neuropsychology: Child*, 6(3), 193-203.
- Li, D., & Shi, J. (2021). Fluid intelligence, trait emotional intelligence and academic performance in children with different intellectual levels. *High Ability Studies*, 32(1), 51-69.
- Little, T. D., Cunningham, W. A., Shahar, G., & Widaman, K. F. (2002). To parcel or not to parcel: Exploring the question, weighing the merits. *Structural Equation Modeling*, 9(2), 151-173.
- Matsunaga, M. (2008). Item parceling in structural equation modeling: A primer. *Communication methods and measures*, 2(4), 260-293.
- Moë, A., Hausmann, M., & Hirnstein, M. (2020). Gender stereotypes and incremental beliefs in STEM and non-STEM students in three countries: Relationships with performance in cognitive tasks. *Psychological research*, 1-14.
- Mu'awanah, S. (2015). Perang stigma antara siswa IPA/IPS di Man Lasem. *Paradigma*, 3(1).



- North, S. (2005). Different values, different skills? A comparison of essay writing by students from arts and science backgrounds. *Studies in Higher Education*, 30(5), 517-533.
- Otero, T. M. (2017). Brief review of fluid reasoning: Conceptualization, neurobasis, and applications. *Applied Neuropsychology: Child*, 6(3), 204-211.
- Rhoades, E. B., Ricketts, J., & Friedel, C. (2009). Cognitive potential: How different are agriculture students?. *Journal of agricultural education*, 50(3).
- Rohmah, Y. S., & Widhiarso, W. (2019). *Pengujian validitas konstruk Gadjah Mada Scholastic Test (GMST) melalui analisis faktor eksploratori* [Skripsi, Universitas Gadjah Mada]. ETD UGM. <http://etd.repository.ugm.ac.id/penelitian/detail/154414>
- Santos, J. C. D., & Boyon, M. C. L. (2020). Numerical and verbal reasoning aptitudes as predictors of STEM students' performance on limits and continuity. *Educational Measurement and Evaluation*, 11, 14-24.
- Schweizer, K., Troche, S. J., & Rammsayer, T. H. (2011). On the special relationship between fluid and general intelligence: New evidence obtained by considering the position effect. *Personality and Individual Differences*, 50(8), 1249-1254.
- Sharobeam, M. H. (2016). The variation in spatial visualization abilities of college male and female students in STEM fields versus non-STEM fields. *Journal of College Science Teaching*, 46(2).
- Strong, R., Germine, L., & Wilmer, J. (2021). Human talent and career development: Distinct cognitive profiles of STEM versus non-STEM professionals and college majors. *Journal of Vision*, 21(9), 2393-2393.
- Toma, R. B. (2020). Perceived difficulty of school science and cost appraisals: A valuable relationship for the STEM pipeline?. *Research in Science Education*, 1-13.
- Ullstadius, E., Carlstedt, B., & Gustafsson, J.-E. (2004). Multidimensional item analysis of ability factors in spatial test items. *Personality and Individual Differences*, 37, 1003–1012
- West, S. G., Taylor, A. B., & Wu, W. (2012). Model fit and model selection in structural equation modeling. *Handbook of structural equation modeling*, 1, 209-231.
- Wicherts, J. M., & Dolan, C. V. (2010). Measurement invariance in confirmatory factor analysis: An illustration using IQ test performance of minorities. *Educational Measurement: Issues and Practice*, 29(3), 39-47.
- Widhiarso, W. (2019). Pembuktian validitas terkait struktur Tes Potensi Akademik Pascasarjana (PAPS) Universitas Gadjah Mada. *Jurnal Psikologi*, 46(2), 145- 162.
- Weijters, B., & Baumgartner, H. (2022). On the use of balanced item parceling to counter acquiescence bias in structural equation models. *Organizational Research Methods*, 25(1), 170-180.
- Zubaiddah, N. (2021, June 15). *UGM terima 2.925 calon mahasiswa lewat SBMPTN 2021, ini link untuk daftar ulang*. SINDOnews.com. <https://edukasi.sindonews.com/read/456204/211/ugm-terima-2925-calon-mahasiswa-lewat-sbmptn-2021-ini-link-untuk-daftar-ulang-1623740800>.



Zwick, R. (2004). Part I: Standardized tests and american education: What is the past and future of college admissions testing in the United States? In R. Zwick (Ed.), *SAT rethinking the future of standardized testing in university admissions*. New York, NY: Routledge.