

Daftar Pustaka

- Albergaria-Almeida, P. (2011). Critical thinking, questioning and creativity as components of intelligence. *Procedia - Social and Behavioral Sciences*, 30, 357–362. <https://doi.org/10.1016/j.sbspro.2011.10.070>
- Anisa, A. R., & Ipungkarti, A. A. (2021). *Pengaruh Kurangnya Literasi serta Kemampuan dalam Berpikir Kritis yang Masih Rendah dalam Pendidikan di Indonesia*. 01(01).
- Azwar, S. (2015). *Metode Penelitian*. Pustaka Pelajar.
- Bensley, D. A. (2023). Critical Thinking, Intelligence, and Unsubstantiated Beliefs: An Integrative Review. *Journal of Intelligence*, 11(11), 207. <https://doi.org/10.3390/jintelligence11110207>
- Bezdicek, O., Motak, L., Axelrod, B. N., Preiss, M., Nikolai, T., Vyhnalek, M., Poreh, A., & Ruzicka, E. (2012). Czech Version of the Trail Making Test: Normative Data and Clinical Utility. *Archives of Clinical Neuropsychology*, 27(8), 906–914. <https://doi.org/10.1093/arclin/acs084>
- Bonnefon, J.-F. (2018). The Pros and Cons of Identifying Critical Thinking with System 2 Processing. *Topoi*, 37(1), 113–119. <https://doi.org/10.1007/s11245-016-9375-2>
- Bracken, M. R., Mazur-Mosiewicz, A., & Glazek, K. (2019). Trail Making Test: Comparison of paper-and-pencil and electronic versions. *Applied Neuropsychology. Adult*, 26(6), 522–532. <https://doi.org/10.1080/23279095.2018.1460371>
- Butler, H. A., Pentoney, C., & Bong, M. P. (2017). Predicting real-world outcomes: Critical thinking ability is a better predictor of life decisions than intelligence. *Thinking Skills and Creativity*, 25, 38–46. <https://doi.org/10.1016/j.tsc.2017.06.005>
- Carlson, S. M., Zelazo, P. D., & Faja, S. (2013). Executive Function. In P. D. Zelazo (Ed.), *The Oxford Handbook of Developmental Psychology, Vol. 1: Body and Mind* (p. 0). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199958450.013.0025>
- Clifford, J., Boufal, M., & Kurtz, J. (2004). Personality Traits and Critical Thinking Skills in College Students: Empirical Tests of a Two-Factor Theory. *Assessment*, 11, 169–176. <https://doi.org/10.1177/1073191104263250>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5.
- Diamond, A. (2013). Executive Functions. *Annual Review of Psychology*, 64(1), 135–168. <https://doi.org/10.1146/annurev-psych-113011-143750>
- Drapeau, C. E., Bastien-Toniazzo, M., Rous, C., & Carlier, M. (2007). Nonequivalence of computerized and paper-and-pencil versions of Trail Making Test. *Perceptual and Motor Skills*, 104(3 Pt 1), 785–791. <https://doi.org/10.2466/pms.104.3.785-791>
- Dwyer, C., Hogan, M., & Stewart, I. (2012). An evaluation of argument mapping as a

- method of enhancing critical thinking performance in e-learning environments. *Metacognition and Learning*, 7. <https://doi.org/10.1007/s11409-012-9092-1>
- Dwyer, C. P., Hogan, M. J., & Stewart, I. (2014). An integrated critical thinking framework for the 21st century. *Thinking Skills and Creativity*, 12, 43–52. <https://doi.org/10.1016/j.tsc.2013.12.004>
- Ellerton, P. (2019). Critical thinking in adolescence. *The encyclopedia of child and adolescent development*, 1-10.
- Ellerton, P. (2022). On critical thinking and content knowledge: A critique of the assumptions of cognitive load theory. *Thinking Skills and Creativity*, 43, 100975.
- Evans, J. St. B. T., & Stanovich, K. E. (2013). Dual-Process Theories of Higher Cognition: Advancing the Debate. *Perspectives on Psychological Science*, 8(3), 223–241. <https://doi.org/10.1177/1745691612460685>
- Facione, P. A., & Gittens, C. A. (2016). *Think critically* (Third edition). Pearson.
- Fitriani, A., Zubaidah, S., & Hidayati, N. (2022). The quality of student critical thinking: A survey of high schools in Bengkulu, Indonesia. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 8(2), Article 2. <https://doi.org/10.22219/jpbi.v8i2.18129>
- Flanagan, D. P., McDonough, E. M., & Kaufman, A. S. (Eds.). (2018). *Contemporary intellectual assessment: Theories, tests, and issues* (Fourth Edition). The Guilford Press.
- Friedman, N. P., Miyake, A., Corley, R. P., Young, S. E., DeFries, J. C., & Hewitt, J. K. (2006). Not All Executive Functions Are Related to Intelligence. *Psychological Science*, 17(2), 172–179. <https://doi.org/10.1111/j.1467-9280.2006.01681.x>
- Friedman, N. P., & Robbins, T. W. (2022). The role of prefrontal cortex in cognitive control and executive function. *Neuropsychopharmacology*, 47(1), 72–89. <https://doi.org/10.1038/s41386-021-01132-0>
- García-Molina, A., Tirapu-Ustárruz, J., Luna-Lario, P., Ibáñez, J., & Duque, P. (2010). [Are intelligence and executive functions the same thing?]. *Revista De Neurologia*, 50(12), 738–746.
- Gardner, H. (1987). The theory of multiple intelligences. *Annals of dyslexia*, 19-35.
- Gažová, H. (2024). *Evaluating Critical Thinking in Higher Education: An Analysis of University Students Using the CThQ*.
- Goldstein, S., Princiotta, D., & Naglieri, J. A. (2015). Handbook of intelligence. *Evolutionary theory, historical perspective, and current concepts*, 10, 978-1.
- Goodman, S. P., Collins, B., Shorter, K., Moreland, A. T., Papic, C., Hamlin, A. S., ... & Marino, F. E. (2025). Approaches to inducing mental fatigue: A systematic review and meta-analysis of (neuro) physiologic indices. *Behavior Research Methods*, 57(4), 102.
- Gordon, R. A. (2015). *Regression Analysis for The Social Sciences* (2nd ed.). Routledge.

- Gravetter, F. J., & Forzano, L.-A. B. (2018). *Research Methods for the Behavioral Sciences*. Cengage Learning.
- Green, S. B. (1991). How Many Subjects Does It Take To Do A Regression Analysis. *Multivariate Behavioral Research*, 26(3), 499–510. https://doi.org/10.1207/s15327906mbr2603_7
- Halpern, D. F. (2013). *Thought and Knowledge* (0 ed.). Psychology Press. <https://doi.org/10.4324/9781315885278>
- Halpern, D. F., & Dunn, D. S. (2021). Critical Thinking: A Model of Intelligence for Solving Real-World Problems. *Journal of Intelligence*, 9(2), Article 2. <https://doi.org/10.3390/jintelligence9020022>
- Jurado, M. B., & Rosselli, M. (2007). The elusive nature of executive functions: A review of our current understanding. *Neuropsychology Review*, 17(3), 213–233. <https://doi.org/10.1007/s11065-007-9040-z>
- Kobylarek, A., Błaszczyszki, K., Ślósarz, L., & Madej, M. (2022). Critical Thinking Questionnaire (CThQ) – construction and application of critical thinking test tool. *Andragogy Adult Education and Social Marketing*, 2(2), 1. <https://doi.org/10.15503/andr2022.1>
- Ku, K. Y. L. (2009). Assessing students' critical thinking performance: Urging for measurements using multi-response format. *Thinking Skills and Creativity*, 4(1), 70–76. <https://doi.org/10.1016/j.tsc.2009.02.001>
- Li, S., Ren, X., Schweizer, K., Brinthaup, T. M., & Wang, T. (2021). Executive functions as predictors of critical thinking: Behavioral and neural evidence. *Learning and Instruction*, 71, 101376. <https://doi.org/10.1016/j.learninstruc.2020.101376>
- Li, S., Wang, Z., Wang, J., & He, J. (2024). Metacognition predicts critical thinking ability beyond working memory: Evidence from middle school and university students. *Thinking Skills and Creativity*, 53, 101572. <https://doi.org/10.1016/j.tsc.2024.101572>
- Linari, I., Juantorena, G., Ibañez, A., Petroni, A., & Kamienskowski, J. E. (2021). *Unveiling Trail Making Test: Visual and manual trajectories indexing multiple executive processes* (arXiv:2109.15255). arXiv. <https://doi.org/10.48550/arXiv.2109.15255>
- Lizarraga, M., Baquedano, M. T., & Ardaiz, O. (2012). Critical thinking, executive functions and their potential relationship. *Thinking Skills and Creativity*, 7, 271–279. <https://doi.org/10.1016/j.tsc.2012.04.008>
- Luo, M., Hancock, J. T., & Markowitz, D. M. (2022). Credibility Perceptions and Detection Accuracy of Fake News Headlines on Social Media: Effects of Truth-Bias and Endorsement Cues. *Communication Research*, 49(2), 171–195. <https://doi.org/10.1177/0093650220921321>
- Mahanal, S., Tendrita, M., Ramadhan, F., Ismirawati, N., & Zubaidah, S. (2017). The Analysis of Students' Critical Thinking Skills on Biology Subject. *Anatolian Journal of Education*, 2(2), 21–39.
- McGrew, K. S. (2009). CHC theory and the human cognitive abilities project:

- Standing on the shoulders of the giants of psychometric intelligence research. *Intelligence*, 37(1), 1–10. <https://doi.org/10.1016/j.intell.2008.08.004>
- McGrew, S., Breakstone, J., Ortega, T., Smith, M., & Wineburg, S. (2018). Can Students Evaluate Online Sources? Learning From Assessments of Civic Online Reasoning. *Theory & Research in Social Education*, 46(2), 165–193. <https://doi.org/10.1080/00933104.2017.1416320>
- Misra, S., Roberts, P., & Rhodes, M. (2020). Information overload, stress, and emergency managerial thinking. *International Journal of Disaster Risk Reduction*, 51, 101762. <https://doi.org/10.1016/j.ijdr.2020.101762>
- Niileksela, C. R., Reynolds, M. R., Keith, T. Z., & McGrew, K. S. (2016). A Special Validity Study of the Woodcock–Johnson IV. In *WJ IV Clinical Use and Interpretation* (pp. 65–106). Elsevier. <https://doi.org/10.1016/B978-0-12-802076-0.00003-7>
- Noone, C., Bunting, B., & Hogan, M. J. (2016). Does Mindfulness Enhance Critical Thinking? Evidence for the Mediating Effects of Executive Functioning in the Relationship between Mindfulness and Critical Thinking. *Frontiers in Psychology*, 6. <https://doi.org/10.3389/fpsyg.2015.02043>
- Sánchez-Cubillo, I., Periañez, J. A., Adrover-Roig, D., Rodríguez-Sánchez, J. M., Ríos-Lago, M., Tirapu, J., & Barceló, F. (2009). Construct validity of the Trail Making Test: Role of task-switching, working memory, inhibition/interference control, and visuomotor abilities. *Journal of the International Neuropsychological Society*, 15(3), 438–450. <https://doi.org/10.1017/S1355617709090626>
- 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). The Guilford Press.
- Sievertsen, H. H., Gino, F., & Piovesan, M. (2016). Cognitive fatigue influences students' performance on standardized tests. *Proceedings of the National Academy of Sciences*, 113(10), 2621–2624.
- Solihati, N., & Hikmat, A. (2018). Critical Thinking Tasks Manifested in Indonesian Language Textbooks for Senior Secondary Students. *SAGE Open*, 8, 215824401880216. <https://doi.org/10.1177/2158244018802164>
- Stanovich, K. E. (2009). *What intelligence tests miss: The psychology of rational thought*. Yale university press.
- Stanovich, K. E., & West, R. F. (2014). *What intelligence tests miss*. 27(2).
- Sternberg, R. J., & Halpern, D. F. (Eds.). (2020). *Critical Thinking in Psychology* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/9781108684354>
- Toplak, M. E., West, R. F., & Stanovich, K. E. (2014). Rational thinking and cognitive sophistication: Development, cognitive abilities, and thinking dispositions. *Developmental Psychology*, 50(4), 1037–1048. <https://doi.org/10.1037/a0034910>
- Ubaidillah, M., Hartono, H., Marwoto, P., Wiyanto, W., & Subali, B. (2023). How to



- Improve Critical Thinking in Physics Learning? A Systematic Literature Review. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, 28, Article 28. <https://doi.org/10.7358/ecps-2023-028-ubai>
- Widhianingtanti, L. T., Luijtelaar, G. V., Suryani, A. O., Hestyanti, Y. R., & Sulastri, A. (2022). Indonesian Trail Making Test: Analysis of Psychometric Properties, Effects of Demographic Variables, and Norms for Javanese Adults. *Jurnal Psikologi*, 49(2), 104. <https://doi.org/10.22146/jpsi.68953>