

## Referensi

- AERA, APA, & NCME. (2014). *The Standards for Educational and Psychological Testing*.
- Arendasy, M. E., Hergovich, A., & Sommer, M. (2008). Investigating the 'g'-saturation of various stratum-two factors using automatic item generation. *Intelligence*. <https://doi.org/10.1016/j.intell.2007.11.005>
- Belinda. (2015). *Karakteristik Psikometri Tes PAPS Seri A1*. Universitas Gadjah Mada.
- Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*. <https://doi.org/10.1037/h0040957>
- David, G. G. (2013). *Validity and reliability*. Statistical Associates Publishing. Retrieved from [www.statisticalassociates.com](http://www.statisticalassociates.com)
- Dombrowski, S. C., Canivez, G. L., Watkins, M. W., & Beaujean, A. A. (2015). Exploratory bifactor analysis of the Wechsler Intelligence Scale for Children-Fifth Edition with the 16 primary and secondary subtests. *Intelligence*. <https://doi.org/10.1016/j.intell.2015.10.009>
- Eid, M. (2000). A multitrait-multimethod model with minimal assumptions. *Psychometrika*. <https://doi.org/10.1007/BF02294377>
- Enders, C. K. (2010). *Applied Missing Data Analysis*. Library. <https://doi.org/10.1017/CBO9781107415324.004>
- Fiske, D. W. (1982). Convergent-discriminant validation in measurements and research strategies. *New Directions for Methodology of Social & Behavioral Science*, 12, 77–92.
- Flanagan, D. P., & Dixon, S. G. (2014). The Cattell-Horn-Carroll Theory of Cognitive Abilities. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of Special Education*. John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118660584.ese0431>
- Fogarty, G. J. (1999). Principles and applications of educational and psychological testing, (October), 1–36.
- Furr, M. R., & Bacharach, V. R. (2014). *Psychometrics: An Introduction (Second Ed.)*. Sage Publications.
- Gefen, D., Straub, D., & Boudreau, M.-C. (2000). Structural equation modeling and regression: Guidelines for research practice. *Communications of the Association for Information Systems*. <https://doi.org/10.1.1.25.781>
- Gottfredson, L. S. (2002). Where and why g matters: Not a mystery. *Human*

- Performance*, 15(1/2), 25–46. [https://doi.org/10.1207/S15327043HUP1501&02\\_03](https://doi.org/10.1207/S15327043HUP1501&02_03)
- Gustafsson, J. E. (1984). A unifying model for the structure of intellectual abilities. *Intelligence*. [https://doi.org/10.1016/0160-2896\(84\)90008-4](https://doi.org/10.1016/0160-2896(84)90008-4)
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate Data Analysis. International Journal of Pharmaceutics*. <https://doi.org/10.1016/j.ijpharm.2011.02.019>
- Hart, Y., Dillon, M. . R., Marantan, A., Cardenas, A. L., Spelke, E., & Mahadevan, L. (2017). The Statistical Nature of Geometric Reasoning. *BioRxiv*, 183152. <https://doi.org/10.1101/183152>
- Horn, J. L., & Blankson, N. (2005). Foundations for better understanding of cognitive abilities. In D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (2nd ed., pp. 41–68). New York: Guilford Press.
- Hu, L., & Bentler, P. M. (1998). Fit indices in covariance structure modeling: Sensitivity to underparameterized model misspecification. *Psychological Methods*. <https://doi.org/10.1037/1082-989X.3.4.424>
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*. <https://doi.org/10.1080/10705519909540118>
- Jensen, A. (1982). Reaction time and psychometric g. *A Model for Intelligence*, 93–132. [https://doi.org/10.1007/978-3-642-68664-1\\_4](https://doi.org/10.1007/978-3-642-68664-1_4)
- Jensen, A. R. (1998). The g factor and the design of education. *Intelligence, Instruction, and Assessment: Theory into Practice*, 111–131.
- Johnson, W., Bouchard, T. J., Krueger, R. F., McGue, M., & Gottesman, I. I. (2004). Just one g: Consistent results from three test batteries. *Intelligence*, 32(1), 95–107. [https://doi.org/10.1016/S0160-2896\(03\)00062-X](https://doi.org/10.1016/S0160-2896(03)00062-X)
- Jovanović, V. (2015). Structural validity of the Mental Health Continuum-Short Form: The bifactor model of emotional, social and psychological well-being. *Personality and Individual Differences*. <https://doi.org/10.1016/j.paid.2014.11.026>
- Kan, K. J., Kievit, R. A., Dolan, C., & der Maas, H. van. (2011). On the interpretation of the CHC factor Gc. *Intelligence*. <https://doi.org/10.1016/j.intell.2011.05.003>
- Kolbrin, J. L., Patterson, B. F., Shaw, E. J., Mattern, K. D., & Barbuti, S. M. (2008). Validity of the SAT for predicting first-year college grade point average. *College Board Research Report 08-5*.

- Kuncel, N. R., Credé, M., & Thomas, L. L. (2007). A meta-analysis of the predictive validity of the Graduate Management Admission Test (GMAT) and Undergraduate Grade Point Average (UGPA) for graduate student academic performance. *Academy of Management Learning and Education*. <https://doi.org/10.5465/AMLE.2007.24401702>
- Kuncel, N. R., Hezlett, S. A., & Ones, D. S. (2004). Academic Performance, Career Potential, Creativity, and Job Performance: Can One Construct Predict Them All? *Journal of Personality and Social Psychology*. <https://doi.org/10.1037/0022-3514.86.1.148>
- Lance, C. E., Baranik, L. E., Lau, A. R., & Scharlau, E. A. (2008). If it ain't trait it must be method: (Mis)application of the multitrait-multimethod design in organizational research. In *Statistical and Methodological Myths and Urban Legends: Doctrine, Verity and Fable in the Organizational and Social Sciences*. <https://doi.org/10.4324/9780203867266>
- Marsh, H. W. (1996). Positive and negative global self-esteem: A substantively meaningful distinction or artifactors? *Journal of Personality and Social Psychology*, 70(4), 810–819.
- Newton, P. E., & Shaw, S. D. (2014). *Validity in educational & psychological assessment*. <https://doi.org/10.4135/9781446288856>
- Pattipeilohy, F. W. C. (2017). *Pengujian Validitas Konstruk Tes Potensi Akademik Pascasarjana (PAPS) melalui Analisis Faktor Eksploratori*. Universitas Gadjah Mada.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *The Journal of Applied Psychology*. <https://doi.org/10.1037/0021-9010.88.5.879>
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. (2012). Sources of Method Bias in Social Science Research and Recommendations on How to Control it. *Ssrn*. <https://doi.org/10.1146/annurev-psych-120710-100452>
- Primi, R. (2002). Complexity of geometric inductive reasoning tasks contribution to the understanding of fluid intelligence. *Intelligence*. [https://doi.org/10.1016/S0160-2896\(01\)00067-8](https://doi.org/10.1016/S0160-2896(01)00067-8)
- Reise, S. P. (2012). The Rediscovery of Bifactor Measurement Models. *Multivariate Behavioral Research*. <https://doi.org/10.1080/00273171.2012.715555>
- Rogelberg, S. G. (2004). *Handbook of Research Methods in Industrial and Organizational*

- Psychology*. <https://doi.org/10.1111/b.9781405127004.2004.x>
- Schneider, W. J., & McGrew, K. S. (2012). The Cattell-Horn-Carroll Model of Intelligence. *Contemporary Intellectual Assessment: Theories, Tests, and Issues*. <https://doi.org/10.3233/978-1-60750-588-4-1344>
- Spearman, C. (1904). "General Intelligence," Objectively Determined and Measured Author (s): C. Spearman Source: The American Journal of Psychology, Vol. 15, No. 2 (Apr., 1904), pp. 201-292 Published by: University of Illinois Press Stable URL: [http://www.jsto, 15\(2\), 201-292](http://www.jsto, 15(2), 201-292).
- Taub, G. E., & McGrew, K. S. (2004). A Confirmatory Factor Analysis of Cattell-Horn-Carroll Theory and Cross-Age Invariance of the Woodcock-Johnson Tests of Cognitive Abilities III. *School Psychology Quarterly*, 19(1), 72-87. <https://doi.org/10.1521/scpq.19.1.72.29409>
- Tirre, W. C., & Pena, C. M. (1993). Components of quantitative reasoning: General and group ability factors. *Intelligence*. [https://doi.org/10.1016/0160-2896\(93\)90015-W](https://doi.org/10.1016/0160-2896(93)90015-W)
- Urbán, R., Kun, B., Farkas, J., Paksi, B., Kökönyei, G., Unoka, Z., ... Demetrovics, Z. (2014). Bifactor structural model of symptom checklists: SCL-90-R and Brief Symptom Inventory (BSI) in a non-clinical community sample. *Psychiatry Research*. <https://doi.org/10.1016/j.psychres.2014.01.027>
- Urbina, S. (2004). *Essentials of psychological testing*. Hoboken, NJ: John Wiley & Sons, Inc.
- Viswanathan, M., & Bagozzi, R. P. (2005). *Measurement Error and Research Design*. SAGE Publications. Retrieved from <https://books.google.co.id/books?id=2QhwMtkYmw0C>
- Ward, W. C. (1982). A Comparison of Free-Response and Multiple-Choice Forms of Verbal Aptitude Tests. *Applied Psychological Measurement*, 6(1), 1-11. <https://doi.org/doi: 10.1177/014662168200600101>
- Widhiarso, W. (2017a). Analisis Berbasis Rasch Pada Tes A1 (Pemahaman). *Seri Technical Report UPAP*, 1(2), 1-4.
- Widhiarso, W. (2017b). Analisis Butir dan Penormaan Tes Penalaran (A3). *Seri Technical Report UPAP*, 2(3), 1-7.
- Widhiarso, W., Azwar, S., Suhapti, R., & Haryanta. (2015). Analisis dan Penyempurnaan Aitem-aitem Tes PAPS Seri A1. *Seri Technical Report UPAP*, 2(2), 1-7.
- Widhiarso, W., & Haryanta. (2015). Examining method effect of synonym and



antonym test in verbal abilities measure. *Europe's Journal of Psychology*.  
<https://doi.org/10.5964/ejop.v11i3.865>