

## Referensi

- Ackerman, P. L., Chamorro-Premuzic, T., & Furnham, A. (2011). Trait complexes and academic achievement: Old and new ways of examining personality in educational contexts. *British Journal of Educational Psychology*, 81(1), 27–40. <https://doi.org/10.1348/000709910X522564>
- AERA, APA, & NCME (Eds.). (2011). *Standards for educational and psychological testing*. Washington, D.C: American Educational Research Association.
- Anastasi, A., & Urbina, S. (1996). *Psychological testing* (7th Edition). Upper Saddle River, N.J: Pearson.
- Azwar, S. (1996). *Tes prestasi*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2012). *Reliabilitas dan validitas*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2015). *Dasar-dasar psikometrika*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2016). *Konstruksi tes kemampuan kognitif*. Yogyakarta: Pustaka Pelajar.
- Cadoret, G., Bigras, N., Duval, S., Lemay, L., Tremblay, T., & Lemire, J. (2018). The mediating role of cognitive ability on the relationship between motor proficiency and early academic achievement in children. *Human Movement Science*, 57, 149–157. <https://doi.org/10.1016/j.humov.2017.12.002>
- Cohen, R. J., Swerdlik, M. E., & Sturman, E. (2013). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed). New York: McGraw-Hill.
- De Smedt, B., Janssen, R., Bouwens, K., Verschaffel, L., Boets, B., & Ghesquière, P. (2009). Working memory and individual differences in mathematics achievement: A longitudinal study from first grade to second grade. *Journal of Experimental Child Psychology*, 103(2), 186–201. <https://doi.org/10.1016/j.jecp.2009.01.004>
- Downey, L. A., Lomas, J., Billings, C., Hansen, K., & Stough, C. (2014). Scholastic success: Fluid intelligence, personality, and emotional intelligence. *Canadian Journal of School Psychology*, 29(1), 40–53. <https://doi.org/10.1177/0829573513505411>
- Furr, R. M., & Bacharach, V. R. (2013). *Psychometrics: An introduction*. SAGE.
- Gregory, R. J. (2014). *Psychological testing: History, principles, and applications* (ed. 7). Boston: Pearson.
- He, Q. (2009). *Estimating the reliability of composite scores*. United Kingdom: Office of Qualifications and Examinations Regulation.
- Isworo, D., Sunarno, W., & Wahyuningsih, D. (2014). Hubungan antara kreativitas siswa dan kemampuan numerik dengan kemampuan kognitif fisika siswa SMP kelas VIII. *Jurnal Pendidikan Fisika*, 2(2), 5.
- Kaloiya, G. S., Basu, S. C., & Basu, S. C. (2017). Academic achievement, behavioral and emotional problem among marginalised children. *The International Journal of Indian Psychology*, 4(3), 36–49.
- Liow, C. J. (2019). *Tes kognitif AJT sebagai alat identifikasi dini disleksia usia 5-7 tahun*. Fakultas Psikologi Universitas Gadjah Mada, Yogyakarta.
- Luthfia, A. (2020). *Construct validation of learning efficiency (Gl) and retrieval fluency (Gr) of AJT cogtest*. Fakultas Psikologi Universitas Gadjah Mada, Yogyakarta.

- Martin, M. O., Mullis, I. V. S., Gonzalez, E. J., & Chrostowski, S. J. (Eds.). (2004). *TIMSS 2003: International science report*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.
- Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in education and psychology* (ed. 4). Fort Worth: Wadsworth Publishing.
- Murphy, K. R., & Davidshofer, C. O. (2004). *Psychological testing: Principles and applications* (ed. 6). Upper Saddle River, N.J: Pearson.
- Musso, M., Kyndt, E., Cascallar, E., & Dochy, F. (2012). Predicting mathematical performance: The effect of cognitive processes and self-regulation factors. *Education Research International*, 2012, 1–13. <https://doi.org/10.1155/2012/250719>
- Passolunghi, M. C., & Lanfranchi, S. (2012). Domain-specific and domain-general precursors of mathematical achievement: A longitudinal study from kindergarten to first grade. *British Journal of Educational Psychology*, 82(1), 42–63. <https://doi.org/10.1111/j.2044-8279.2011.02039.x>
- Pribadi, A., Somakim, S., & Yusup, M. (2018). Pengembangan soal penalaran model TIMSS pada materi geometri dan pengukuran SMP. *Jurnal Pendidikan Matematika*, 1(2), 115–128. <https://doi.org/10.31100/histogram.v1i2.30>
- Reinaldi, E. T. (2018). *Validitas prediktif tes stanford-binet dan cpm terhadap prestasi akademik siswa*. Fakultas Psikologi Universitas Gadjah Mada, Yogyakarta.
- Rogers, M. A. P., Volkmann, M. J., & Abell, S. K. (2007, October). Science and mathematics: A Natural connection. *Science and Children*, 60–61.
- Rudner, L. M. (1994). *Questions to ask when evaluating tests*. ERIC/AE Digest.
- Sanang, Y., & Loekmono, J. T. L. (2012). Hubungan gaya kognitif, kecerdasan emosional dengan prestasi belajar fisika siswa ipa sma kristen barana rantepao toraja. *Satya Widya*, 28(2), 111–125. <https://doi.org/10.24246/j.sw.2012.v28.i2.p111-126>
- Schneider, J. W., & McGrew, K. S. (2012). The Cattell-Horn-Carroll model of intelligence. In *Contemporary Intellectual Assessment: Theories, Tests and Issues* (pp. 99–144). New York: Guilford Press.
- Sumintono, B., & Widhiarso, W. (2015). *Aplikasi pemodelan rasch pada assesment pendidikan*. Cimahi: Trim Komunika.
- Von Stumm, S., Hell, B., & Chamorro-Premuzic, T. (2011). The hungry mind: Intellectual curiosity is the third pillar of academic performance. *Perspectives on Psychological Science*, 6(6), 574–588. <https://doi.org/10.1177/1745691611421204>
- Widhiarso, W., & Suhapti, R. (2018). Penggunaan testlet dalam pengembangan tes psikologi. *INSAN Jurnal Psikologi dan Kesehatan Mental*, 3, 44–61.