

DAFTAR PUSTAKA

- Ab, J. S. (2021). Perbedaan Kemandirian Belajar Ditinjau dari Gender dan Disposisi Matematis. *INOMATIKA*, 3(2), 188-201.
- Abdillah, F. M., et al. (2021). "Implementasi Penilaian Autentik dalam Kurikulum 2013." *JKTP: Jurnal Kajian Teknologi Pendidikan* 4(1): 41-50.
- Abdullah, I. H. (2013). "Berpikir kritis matematik." *Delta-Pi: Jurnal Matematika dan Pendidikan Matematika* 2(1).
- An, S. A., et al. (2023). "Music activities as an impetus for Hispanic elementary students' mathematical disposition." *Journal of Mathematics Education*: 39-55.
- Anita, I. W. A. W. (2015). "Pengaruh motivasi belajar ditinjau dari jenis kelamin terhadap kemampuan berpikir kritis matematis." *Jurnal Ilmiah P2M STKIP Siliwangi* 2(2): 246-251.
- Anugraheni, I. (2020). Analisis kesulitan mahasiswa dalam menumbuhkan berpikir kritis melalui pemecahan masalah. *Jurnal Cendekia*, 4(1), 261-267
- Ardianingtyas, I. R., Sunandar, S., & Dwijayanti, I. (2020). Kemampuan berpikir kritis siswa SMP ditinjau dari kemampuan pemecahan masalah matematika. *Imajiner: Jurnal Matematika Dan Pendidikan Matematika*, 2(5), 401-408.
- Arifin, Z. (2010). "Evaluasi Pembelajaran Prinsip, Teknik, Prosedur, Remaja." *Rosdakarya, Bandung*.
- Ashford-Rowe, K., et al. (2014). "Establishing the critical elements that determine authentic assessment." *Assessment & Evaluation in Higher Education* 39(2): 205-222.
- Astriani, D., Susilo, H., Suwono, H., & Lukiat, B. (2017). Profil keterampilan berpikir analitis mahasiswa calon guru IPA dalam perkuliahan biologi umum. *JPPIPA (Jurnal Penelitian Pendidikan IPA)*, 2(2), 66-70.
- Awan, R.-U.-N., et al. (2011). "A Study of Relationship between Achievement Motivation, Self Concept and Achievement in English and Mathematics at Secondary Level." *International Education Studies* 4(3): 72-79
- Awofala, A. O., et al. (2022). "Mathematics productive disposition as a correlate of senior secondary school students' achievement in mathematics in Nigeria." *International Journal of Mathematical Education in Science and Technology* 53(6): 1326-1342.
- Aydın, B. B. and Y. D. Coşkun (2016). "The relationship between math achievement motivation and reflective thinking skills towards problem solving." *Edu 7: Yeditepe Üniversitesi Eğitim Fakültesi Dergisi* 5(7): 12-28.

- Azizah, D. and V. Fadlikah (2023). "Analysis Of Mathematical Problem-Solving Ability In View Of Mathematical Disposition." *MATHLINE: Jurnal Matematika Dan Pendidikan Matematika* 8(1): 153-169
- Basicedu* 5(5): 4334-4339
- Beyers, J. (2011). "Student dispositions with respect to mathematics: What current literature says." *Motivation and disposition: Pathways to learning mathematics*: 69-79.
- Borah, M. (2021). "Motivation in learning." *Journal of Critical Reviews* 8(2): 550-552..
- Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. Ascd.
- Bouslama, F., et al. (2003). "A novel outcome-based educational model and its effect
- Bowell, T. and G. Kemp (2005). *Critical thinking: A concise guide*, Routledge.
- Brawley, N. (2009). Authentic Assessment versus Traditional Assessment: A Comparative study.
- Briggs, M., et al. (2008). *Assessment for learning and teaching in primary schools*, Learning Matters Brookhart, S. M. and A. J. Nitko (2019). *Educational assessment of students*, Pearson Upper Saddle River, NJ.
- Brown, C. A. (2002). "Portfolio Assessment: How Far Have We Come?"
- Cahya, E. and D. Juandi (2021). "Students' Critical Thinking Skills in Solving Mathematical Problems; A Systematic Procedure of Grounded Theory Study." *International Journal of Instruction* 14(4): 529-548.
- Callison, D. (1998). "Authentic assessment." *School Library Media Activities Monthly* 14(5): 42
- Căprioară, D. (2015). "Problem solving-purpose and means of learning mathematics in school." *Procedia-Social and Behavioral Sciences* 191: 1859-1864.
- Cardoso-Espinosa, E. O., et al. (2021). "The Development of Mathematics and Soft Skills at the Graduate Level through Project-Based Learning in Times of COVID-19." *TEM Journal* 10(4)
- Cohen, J. (2013). *Statistical power analysis for the behavioral sciences*. routledge.
- Columba, L. and K. A. Dolgos (1995). "Portfolio assessment in mathematics." *Reading Improvement* 32(3): 174
- Crespo, R. M., et al. (2010). Aligning assessment with learning outcomes in outcome-based education. *IEEE EDUCON 2010 Conference*, IEEE

- Dannefer, E. F., et al. (2012). "Evidence within a portfolio-based assessment program: what do medical students select to document their performance?" *Medical teacher* 34(3): 215-220
- Darwanto, D. (2019). "Hard Skills Matematik Siswa: Pengertian dan Indikatornya." *Eksponen* 9(1): 21-27.
- Darwazeh, A. N. (2017). "A new revision of the [revised] Bloom's Taxonomy." *Distance Learning* 14(3): 13-28.
- Deep, S., et al. (2020). "The problem-based learning approach towards developing soft skills: A systematic review." *The Qualitative Report* 25(11): 4029-4054.
- Drake, S. M. and J. L. Reid (2020). 21st century competencies in light of the history of integrated curriculum. *Frontiers in Education*, Frontiers Media SA
- Dwijuliani, R., et al. (2021). Increasing student achievement motivation during online learning activities. *Journal of Physics: Conference Series*, IOP Publishing.
- Ennis, R.H. (1998). Is critical thinking culturally biased? *Teaching Philosophy* , 21 (1), p.16 33.
- Firmansyah, E., et al. (2021). Mathematical disposition of strategic thinking ability in working on HOTS questions. *Journal of Physics: Conference Series*, IOP Publishing.
- Fishbach, A. and K. Woolley (2022). "The structure of intrinsic motivation." *Annual Review of Organizational Psychology and Organizational Behavior* 9: 339-363.
- Fisher, A. (2009). "Berpikir kritis sebuah pengantar." *Jakarta: Erlangga* 4
- Florea, N. M. and E. Hurjui (2015). "Critical thinking in elementary school children." *Procedia-Social and Behavioral Sciences* 180: 565-572.
- Frensch, P. A. and J. Funke (2014). *Complex problem solving: The European perspective*, Psychology Press.
- Gea, A. A. (2014). Time management: Menggunakan waktu secara efektif dan efisien. *Humaniora*, 5(2), 777-785.
- Gerritsen-van Leeuwenkamp, K. J., et al. (2019). "Students' perceptions of assessment quality related to their learning approaches and learning outcomes." *Studies in Educational Evaluation* 63: 72-82.
- Glazer, E. M. (2001). *Using internet primary sources to teach critical thinking skills in mathematics*, Bloomsbury Publishing USA.
- Graafland, J. H. (2018). "New technologies and 21st century children: Recent trends and outcomes."

- Great School Partnership. (2016). The Glossary of Education Reform for Journalists, Parents, and Community Members. [Online] Available at: <https://www.edglossary.org/portfolio/> [Accessed 19 Februari 2024].
- Hadisyahputra, D., et al. (2021). "Pengaruh Pemberian Feedback pada Penilaian Portofolio terhadap Hasil Belajar Siswa." *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial* 8(7): 1880-1888.
- Hartanti, N. (2021). "Pengaruh kecerdasan logis matematis dan kemampuan berpikir kritis terhadap kemampuan pemecahan masalah matematis." *Alfarisi: Jurnal Pendidikan MIPA* 2(3).
- Heppner, P. P. and C. H. Petersen (1982). "The development and implications of a personal problem-solving inventory." *Journal of counseling psychology* 29(1): 66.
- Handayani, K. (2017). Analisis Faktor–Faktor Yang Mempengaruhi Kemampuan Pemecahan masalah Soal Cerita Matematika.
- Herman, T. (2001). Asesmen Portofolio dalam Pembelajaran Matematika. *Prosiding Seminar Nasional Matematika* Universitas Gajah Mada. Yogyakarta.
- Hermawan, Y., Suherti, H., & Gumilar, R. (2020). Pengaruh Lingkungan Belajar (Lingkungan Keluarga, Lingkungan Kampus, Lingkungan Masyarakat) Terhadap Prestasi Belajar Mahasiswa. *Jurnal Edukasi (Ekonomi, Pendidikan Dan Akuntansi)*, 8(1), 51-58.
- Hodaňová, J. and D. Nocar (2016). Mathematics importance in our life. *INTED2016 Proceedings*, IATED.
- <https://pusmendik.kemdikbud.go.id/an/page/download/16> (Diakses, 4 Oktober 2023)
- Huda, N. and W. Syafmen (2021). "The Relationship between Students' Mathematical Disposition and Their Learning Outcomes." *Journal of Education and Learning (EduLearn)* 15(3): 376-382.
- Hudojo, H. (2005). Pengembangan Kurikulum dan Pembelajaran Matematika. Malang, Indonesia: Universitas Negeri Malang.
- Hutajulu, M., et al. (2019). "The effect of mathematical disposition and learning motivation on problem solving: an analysis." *Infinity Journal* 8(2): 229-238.
- Iiskala, T., et al. (2011). "Socially shared metacognition of dyads of pupils in collaborative mathematical problem-solving processes." *Learning and Instruction* 21(3): 379-393.
- Ihsan, M. (2016). Pengaruh metakognisi dan motivasi terhadap kemampuan pemecahan masalah matematika melalui kreativitas siswa kelas VIII SMP Negeri di Kecamatan Kindang Kabupaten Bulukumba. *Al-Khwarizmi: Jurnal Pendidikan Matematika dan Ilmu Pengetahuan Alam*, 4(2), 129-140.

- Jailani, J. (2012). "Rancangan Model Penilaian Portofolio Di Sekolah." *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan dan Pengajaran* 12(2)
- Koca, S. A. and H.-J. Lee (1998). "Portfolio Assessment in Mathematics Education. ERIC Digest."
- Koh, K. H. (2017). Authentic assessment. *Oxford research encyclopedia of education*
- Kusainun, N. (2020). "Analisis Standar Penilaian Pendidikan di Indonesia." *JP (Jurnal Pendidikan): Teori dan Praktik* 5(1)
- Kusmaryono, I., et al. (2019). "The Effect of Mathematical Disposition on Mathematical Power Formation: Review of Dispositional Mental Functions." *International Journal of Instruction* 12(1): 343-356.
- Lubis, A. F. (2020). Manajemen Kurikulum Berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI) di Perguruan Tinggi Islam. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 4(02), 146-158.
- Lystiani, E. (2011). Pengembangan Softskill Mahasiswa Calon Guru Melalui Perkuliahan di Jurusan Pendidikan Matematika. *Prosiding Seminar Nasional Penelitian, Pendidikan dan Penerapan MIPA, Fakultas MIPA, Universitas Negeri Yogyakarta*.
- Maehr, M. L. (1974). Culture and achievement motivation. *American Psychologist*, 29(12), 887.
- Mahanal, S. (2006). Suatu Contoh Implementasi Portofolio Sebagai Asesmen Autentik pada Mata Pelajaran Sains di Sekolah Dasar. In *Prosiding Seminar Nasional MIPA UNY Yogyakarta pada Tanggal* (Vol. 1). [Online] Available at: <https://core.ac.uk/download/pdf/33509705.pdf> [Accessed 20 Februari 2024].
- Maričić, S. and K. Špijunović (2015). "Developing critical thinking in elementary mathematics education through a suitable selection of content and overall student performance." *Procedia-Social and Behavioral Sciences* 180: 653-659.
- Martin-Kniep, G. O. (2022). *Portfolio Assessment*, Routledge.
- Maxwell, K. (2001). *Positive learning dispositions in mathematics*.
- McArthur, J. (2023). "Rethinking authentic assessment: work, well-being, and society." *Higher education* 85(1): 85-101.
- McClelland, D. C. (1961). *Achieving society*, Simon and Schuster.
- McDonald, B. (2012). "Portfolio assessment: Direct from the classroom." *Assessment & Evaluation in Higher Education* 37(3): 335-347.
- Midgett, C. W. and S. K. Eddins (2001). "NCTM's principles and standards for school mathematics: Implications for administrators." *Nassp Bulletin* 85(623): 35-42.

- Mimin, H. (2007). "Model dan teknik penilaian pada tingkat satuan pendidikan." *Jakarta: Reference.*
- Minarti, E., et al. (2020). Mathematical disposition ability and critical thinking: Evaluation of middle school students. *Journal of Physics: Conference Series*, IOP Publishing.
- Mogonea, F. (2015). "Portfolio-Tool for (self) Evaluation of Students-Future Teachers." *Procedia-Social and Behavioral Sciences* 180: 860-864.
- Mosha, H. J. (2012). "A case study of learning materials used to deliver knowledge and skills or competency-based curricula (in Tanzania)." *Association for the Development of Education in Africa (ADEA)* 60.
- Moya, S. S. and J. M. O'Malley (1994). "A portfolio assessment model for ESL." *The Journal of Educational Issues of Language Minority Students* 13(1): 13-36
- Mulyana, E. (2009). "Pengaruh model pembelajaran matematika knisley terhadap peningkatan pemahaman dan disposisi matematis siswa sekolah menengah atas program ilmu pengetahuan alam." *Universitas Pendidikan Indonesia.*
- Muslich, M. (2011). "Authentic assessment: Penilaian berbasis kelas dan kompetensi." *Bandung: Refika Aditama.*
- Nahrowi, A. (2006). *Maulana. Pemecahan masalah matematis. Bandung, Upi Press.*
- Narimawati, U., & Sarwono, J. (2022). Kajian Tentang Indeks Kecocokan Model Dalam Pemodelan Persamaan Struktural Berbasis Kovarian D Alam Lisrel Dan Amos Serta Berbasis Partial Least Square Dalam Pls Sem. *Majalah Ilmiah UNIKOM*, 20(2), 85-94.
- Nasution, N. B. (2011). Penilaian Autentik Dalam Pembelajaran Dapat Meningkatkan Kejujuran Mahasiswa Bk Reguler B Fip Unimed Pada Waktu Ujian.
- Nopriana, T. (2015). "Disposisi matematis siswa melalui model pembelajaran geometri Van Hiele." *FIBONACCI: Jurnal Pendidikan Matematika dan Matematika* 1(2): 80-94.
- Noviyanti, E. D., Purnomo, D., & Kusumaningsih, W. (2021). Analisis Kemampuan Berpikir Reflektif dalam Pemecahan masalah matematis Ditinjau dari Gaya Kognitif. Imajiner: *Jurnal Matematika dan Pendidikan Matematika*, 3(1), 57-68.
- on student learning, curriculum development, and assessment." *Journal of Information Technology Education: Research* 2(1): 203-214
- Phonapichat, P., et al. (2014). "An analysis of elementary school students' difficulties in mathematical problem solving." *Procedia-Social and Behavioral Sciences* 116: 3169-3174.

- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of educational psychology*, 82(1), 33.
- Polya, G. (2014). *How to solve it: A new aspect of mathematical method*. In *How to solve it*. Princeton university press.
- Putra, A. K., et al. (2017). Mathematical disposition of junior high school students viewed from learning styles. *AIP Conference Proceedings*, AIP Publishing.
- Rosa, N. N. (2020). Hubungan dukungan sosial terhadap motivasi belajar daring mahasiswa pada masa pandemi covid-19. *TANJAK: Journal of Education and Teaching*, 1(2), 147-153.
- Rennert-Ariev, P. (2019). "A theoretical model for the authentic assessment of teaching." *Practical Assessment, Research, and Evaluation* 10(1): 2
- Reston, V. (2000). "Principles and standards for school mathematics." *The National Council of Teachers of Mathematics*.
- Retnawati, H. (2016). Proving content validity of self-regulated learning scale (The comparison of Aiken index and expanded Gregory index). *REiD (Research and Evaluation in Education)*, 2(2), 155-164.
- Richard, L. (2005). "880.. Critical Thinking."
- Rizki, L. M., & Priatna, N. (2019, February). Mathematical literacy as the 21st century skill. In *Journal of Physics: Conference Series* (Vol. 1157, No. 4, p. 042088). IOP Publishing.
- Rosnaeni, R. (2021). "Karakteristik dan asesmen pembelajaran abad 21." *Jurnal*
- Rusdin, N. M. and S. R. Ali (2019). "Students' Interest toward Learning Activities Based-on 4Cs Skills in Mathematics Classroom: A Need Analysis Study." *International Journal of Academic Research in Business and Social Sciences* 9(6)
- Sa'adah, S., & Zanthi, L. S. (2019). Pengaruh Disposisi Matematis Terhadap Kemampuan Berpikir Kritis Pada Siswa SMP. *Journal on Education*, 1(3), 405-410.
- Saher, A.-S., et al. (2022). "Traditional versus Authentic Assessments in Higher Education." *Pegem Journal of Education and Instruction* 12(1): 283-291.
- Sani, R. A. (2022). *Penilaian autentik*, Bumi Aksara
- Santoso, B. (2007). Penilaian Portofolio Dalam Matematika. *Jurnal Pendidikan Matematika*, 1(2), 31-38. <https://doi.org/10.22342/jpm.1.2.811>
- Sari, C. K., et al. (2017). "Penilaian Portofolio dalam Pembelajaran Matematika." *URECOL*: 211-216.
- Sari, N. M., et al. (2019). "The Effect of Different Ways in Presenting Teaching Materials on Students' Mathematical Problem Solving Abilities." *International Journal of Instruction* 12(4): 495-512

- Scoular, C., Ramalingam, D., Duckworth, D., & Heard, J. (2020). Assessment of general capabilities: Skills for the 21st-century learner. Final report.
- Seli, H. (2019). *Motivation and learning strategies for college success: A focus on self-regulated learning*, Routledge.
- Setiamiharja, R. (2011). Penilaian Portopolio Dalam Lingkup Pembelajaran Berbasis Kompetensi. *EduHumaniora| Jurnal Pendidikan Dasar Kampus Cibiru*, 3(2).
- Setiana, D. S. and R. Y. Purwoko (2020). "Analisis kemampuan berpikir kritis ditinjau dari gaya belajar matematika siswa." *Jurnal Riset Pendidikan Matematika* 7(2): 163-177.
- Setiawan, H., et al. (2014). Soal matematika dalam PISA kaitannya dengan literasi matematis dan keterampilan berpikir tingkat tinggi. *Prosiding seminar nasional matematika, universitas Jember*
- Selya, A. S., Rose, J. S., Dierker, L. C., Hedeker, D., & Mermelstein, R. J. (2012). A practical guide to calculating Cohen's f^2 , a measure of local effect size, from PROC MIXED. *Frontiers in psychology*, 3, 111.
- Siahaan, B. Z. (2011). "Pengaruh Kemampuan Kerja, Persepsi Peran Dan Motivasi Kerja Terhadap Kinerja Pegawai Administrasi Universitas Negeri Jakarta." *Jurnal manajemen pendidikan* 2(1): 48-57.
- Sidabutar, M. (2020). Pengaruh motivasi belajar terhadap prestasi akademik mahasiswa. *Epistema*, 1(2), 117-125.
- Sole, M. A. (2012). "The mathematics portfolio: An alternative tool to evaluate students' progress." *Journal of Mathematics Education at Teachers College* 3(1).
- Stiggins, R. J. (1994). *Student-centered classroom assessment*. New York: Merrill.
- Sudjana, N. (2005). Metode Statistika Edisi keenam. *Bandung: PT. Tarsito*.
- Sudrajat, D. (2016). "Portofolio: Sebuah model penilaian dalam kurikulum berbasis kompetensi." *Intelegensia: Jurnal Pendidikan dan Pembelajaran* 1(2): 1-8.
- Suhaedi, D., et al. (2020). Analysis of instruments and mathematical disposition using Rasch model. *IOP Conference Series: Materials Science and Engineering*, IOP Publishing.
- Suherman, E. (2003). "Strategi pembelajaran matematika kontemporer." *Bandung: Jica*.
- Suherman, E. (2007). Asesmen Portofolio. *Educare*. [Online] Available at: <http://jurnal.fkip.unla.ac.id/index.php/educare/article/view/52> [Accessed 19 Februari 2024].
- Sumardi, M. (2020). *Teknik pengukuran dan penilaian hasil belajar*. Deepublish.
- Sumarmo, U. (2010). *Berpikir dan disposisi matematik: Apa, mengapa, dan bagaimana dikembangkan pada peserta didik*. [Online]. Tersedia:

<http://math.sps.upi.edu/wp-content/upload/2010/02, BERPIKIR-DAN-DISPOSISI-MATEMATIK-SPS-2010.pdf>. [10 Mei 2011].

- Sumartono, S. and N. Mardiana (2022). "Pengaruh Motivasi Dan Kemandirian Belajar Terhadap Kemampuan Berpikir Kritis Siswa Dengan Pendekatan Model Pembelajaran Eliciting Activities (Studi Kasus Smp Dharma Wanita Taman, Sidoarjo)." *SIBATIK JOURNAL: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, dan Pendidikan* 1(8): 1535-1542.
- Surapranata, S. and M. Hatta (2004). "Penilaian portofolio implementasi kurikulum 2004." *Bandung: PT. Remaja Rosdakarya*.
- Sürücü, L., & Maslakci, A. (2020). Validity and reliability in quantitative research. *Business & Management Studies: An International Journal*, 8(3), 2694-2726.
- Susilo, B., et al. (2020). Critical thinking skills based on mathematical dispositions in problem-based learning. *Journal of Physics: Conference Series*, IOP Publishing.
- Susilowati, E., Hartini, S., Suyidno, S., Mayasari, T., & Winarno, N. (2020). Hubungan antara kemampuan pemecahan masalah terhadap ketrampilan berpikir kritis pada materi deret. In *Prosiding Seminar Nasional Lingkungan Lahan Basah* (Vol. 5, No. 1, pp. 119-125).
- Suwandi, S., et al. (2019). "Teacher Competence in Authentic and Integrative Assessment in Indonesian Language Learning." *International Journal of Instruction* 12(1): 701-716.
- Suwarma, D. M. (2009). "Suatu alternatif pembelajaran kemampuan berpikir kritis matematis." *Jakarta: Cakrawala Maha Karya*.
- Suzuki, M. (2024). "The ethical potential of L2 portfolio assessment: A critical perspective review." *Ethics and Context in Second Language Testing*: 106-132
- Syah, M. Y. A., & Arisona, R. D. (2021). Model Penilaian Portofolio sebagai Upaya Meningkatkan Hasil Belajar IPS Terpadu. *Jurnal Ilmiah Ilmu Pengetahuan Sosial Indonesia (JIIPSI)*, 1(2), 91-105.
- Syaifuddin, M. (2020). "Implementation of Authentic Assessment on Mathematics Teaching: Study on Junior High School Teachers." *European Journal of Educational Research* 9(4): 1491-1502.
- Taherdoost, H. (2016). Sampling methods in research methodology; how to choose a sampling technique for research. *How to choose a sampling technique for research* (April 10, 2016).
- Tangdhanakanond, K. and S. Wongwanich (2015). "State, problems and guidelines for solving problems in implementing student portfolio assessment in elementary schools in Thailand." *Procedia-Social and Behavioral Sciences* 171: 1381-1387

- Tapalova, O. B. (2014). Achievement Motivation as an Internal Factor of Student's Personality Development. *Literacy Information and Computer Education Journal (LICEJ)*, 5(1), 1408-1412.
- Thompson, C. S. and E. C. Rathmell (1988). "NCTM's standards for school mathematics, K-12." *The Arithmetic Teacher* 35(9): 17-19.
- Tongsilp, A. (2013). "A path analysis of relationships between factors with achievement motivation of students of private universities in Bangkok, Thailand." *Procedia-Social and Behavioral Sciences* 88: 229-238.
- Ulfiana, E. (2019). The students' mathematical critical thinking skill ability in solving mathematical problems. *Journal of Physics: Conference Series*, IOP Publishing.
- Vaughan, K. (2017). "The role of apprenticeship in the cultivation of soft skills and dispositions." *Journal of Vocational Education & Training* 69(4): 540-557.
- Weiner, B. (1990). "History of motivational research in education." *Journal of educational Psychology* 82(4): 616.
- Werdhiastutie, A., et al. (2020). "Achievement motivation as antecedents of quality improvement of organizational human resources." *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Volume 3*: 747-752.
- Widyastuti, S. R., et al. (2020). Kerangka Konseptual Perancangan Model Authentic Assessment. *Prosiding Seminar Nasional Pascasarjana*.
- Wilson, J. (2014). Essentials of business research: A guide to doing your research project. *Essentials of business research*, 1-376.
- Winata, A., et al. (2021). "Analisis kemampuan numerasi dalam pengembangan soal asesmen kemampuan minimal pada siswa kelas XI SMA untuk menyelesaikan permasalahan science." *Jurnal Educatio Fkip Unma* 7(2): 498-508.
- Yunus, M., et al. (2021). "The Influence of Online Project Collaborative Learning and Achievement Motivation on Problem-Solving Ability." *European Journal of Educational Research* 10(2): 813-823.
- Yunus, M., et al. (2021). "The Influence of Online Project Collaborative Learning and Achievement Motivation on Problem-Solving Ability." *European Journal of Educational Research* 10(2): 813-823.
- Yunus, M., et al. (2021). "The Relationship between Achievement Motivation, Metacognitive Awareness, Attitudes and Problem-Solving Abilities in Students." *Cypriot Journal of Educational Sciences* 16(1): 32-45.
- Yusmar, F. and R. E. Fadilah (2023). "Analisis Rendahnya Literasi Sains Peserta Didik Indonesia: Hasil PISA dan Faktor Penyebab." *LENSA (Lentera Sains): Jurnal Pendidikan IPA* 13(1): 11-19
- Zhanty, R. Y. L. S. (2019). Disposisi Matematik Terhadap Kemampuan Berpikir Kreatif Matematik Siswa SMK. *Journal on Education*, 1(3), 113-118.

Zumaroh, L. S., & Haqiqi, A. K. (2022). Pengaruh disposisi matematis siswa terhadap kemampuan pemahaman konsep dan pemecahan masalah matematis pada materi tabung kelas ix. *Jurnal Tadris Matematika*, 5(1), 111-122.



Intelligentia - Dignitas

