

## DAFTAR PUSTAKA

- Allen, M. J., & Yen, W. M. (2002). *Introduction to measurement theory*. Waveland Press.
- Amelia, A. (2016). Pengembangan instrumen literasi numerasi berbasis HOTS pada materi aritmatika sosial. *Jurnal Riset Pendidikan Matematika*, 3(2), 112–125.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
- Anjarrani, A., & Kurniasih, R. (2023). Analisis kualitas soal numerasi dalam meningkatkan higher order thinking skills (HOTS) siswa. *Jurnal Pendidikan Matematika*, 10(2), 123–135.
- Anwar, F., & Kartika, R. (2023). Kemampuan literasi matematis calon guru dalam pengajuan masalah berorientasi data. *Jurnal Matematika dan Pendidikan Matematika*, 11(1), 65–78. <https://ojs.fkip.ummetro.ac.id/index.php/matematika/article/view/6463>
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.). Wadsworth Cengage Learning.
- Aulia, M., & Umi, M. (2019). Pengembangan soal matematika model PISA level 5 untuk program pengayaan SMP. *Jurnal Pendidikan Matematika*, 6(2), 123–135.
- Auliya, L. (2022). *Pengembangan instrumen tes literasi matematis berbasis budaya Betawi untuk meningkatkan pemahaman siswa dalam konteks budaya lokal* [Undergraduate thesis, Universitas Islam Negeri Syarif Hidayatullah Jakarta].
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice*. Oxford University Press.
- Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5–25. <https://doi.org/10.1080/0969594X.2010.513678>
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. David McKay.
- Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction* (4th ed.). Longman.
- Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. ASCD.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology*, 78(1), 98–104.

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage.
- DeVellis, R. F. (2017). *Scale development: Theory and applications* (4th ed.). Sage.
- Embretson, S. E., & Reise, S. P. (2000). *Item response theory for psychologists*. Lawrence Erlbaum Associates.
- Jang, E. E. (2009). Cognitive diagnostic assessment of L2 reading comprehension ability. *Language Testing*, 26(1), 31–73.
- Kilpatrick, J., Swafford, J., & Findell, B. (2001). *Adding it up: Helping children learn mathematics*. National Academy Press.
- Maradani, M., & Wilson, M. (2021). *Construct modeling for educational measurement*. Routledge.
- Mullis, I. V. S., Martin, M. O., & Hooper, M. (2016). *TIMSS 2015 international results in mathematics*. TIMSS & PIRLS International Study Center.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.
- OECD. (2019). *PISA 2018 assessment and analytical framework: Mathematics, reading, science, and financial literacy*. OECD Publishing.
- OECD. (2023). *PISA 2022 results (Volume I): The state of learning and equity in education*. OECD Publishing.
- Retnawati, H. (2021). *Teori respons butir dan penerapannya*. Parama Publishing.
- Retnawati, H., Hadi, S., & Nugraha, A. (2016). Difficulties in the implementation of higher order thinking skills in mathematics learning curriculum. *Journal of Physics: Conference Series*, 755, 012047.
- Rupp, A. A., Templin, J., & Henson, R. A. (2010). *Diagnostic measurement: Theory, methods, and applications*. Guilford Press.
- Stacey, K. (2011). The PISA view of mathematical literacy in Indonesia. *Journal on Mathematics Education*, 2(2), 95–126.
- Templin, J., & Henson, R. (2006). Measurement of psychological disorders using cognitive diagnosis models. *Psychological Methods*, 11(3), 287–305.
- Wilson, M. (2005). *Constructing measures: An item response modeling approach*. Routledge.
- Zimmerman, B. J., & Schunk, D. H. (2021). *Self-regulated learning and academic achievement: Theoretical perspectives*. Routledge.