

DAFTAR PUSTAKA

- Amelia, R. N., & Kriswantoro. (2017). Implementasi Item Response Theory sebagai Basis Analisis Kualitas Butir Soal dan Kemampuan Kimia Siswa Kota Yogyakarta. *Jurnal Kimia Dan Pendidikan Kimia*, 2(1), 1–12.
- Arikunto, S. (2021). *Dasar-dasar Evaluasi Pendidikan Edisi 3* (R. Damayanti (ed.)). 1–400.
<https://books.google.com/books?hl=en&lr=&id=j5EmEAAAQBAJ&oi=fnd&pg=PA1&dq=pendidikan&ots=6uAPIgqLXM&sig=P6Zd6yrUVBrKIYSecTW8LvL-eJE>
- Azizah, A., & Wahyuningsih, S. (2020). Penggunaan Model Rasch Untuk Analisis Instrumen Tes Pada Mata Kuliah Matematika Aktuaria. *JUPITEK: Jurnal Pendidikan Matematika*, 3(1), 45–50.
<https://doi.org/10.30598/jupitekvol3iss1pp45-50>
- Campbell, N. A., & Reece, J. B. (2002). *Biologi Jilid 1 Ed.5*. 202–215.
- Cordier, R., Speyer, R., Schindler, A., Michou, E., Heijnen, B. J., Baijens, L., Karaduman, A., Swan, K., Clavé, P., & Joosten, A. V. (2018). Using Rasch Analysis to Evaluate the Reliability and Validity of the Swallowing Quality of Life Questionnaire: An Item Response Theory Approach. *Dysphagia*, 33(4), 441–456. <https://doi.org/10.1007/S00455-017-9873-4/METRICS>
- Dai, B., Zhang, W., Wang, Y., & Jian, X. (2020). Comparison of Trust Assessment Scales Based on Item Response Theory. *Frontiers in Psychology*, 11, 10. <https://doi.org/10.3389/FPSYG.2020.00010/BIBTEX>
- Draheim, C., Harrison, T. L., Embretson, S. E., & Engle, R. W. (2018). What item response theory can tell Us about the complex span tasks. *Psychological Assessment*, 30(1), 116–129. <https://doi.org/10.1037/pas0000444>
- Eaton, P., Johnson, K., Frank, B., & Willoughby, S. (2019a). Classical test theory and item response theory comparison of the brief electricity and magnetism assessment and the conceptual survey of electricity and magnetism. *Physical*

Review Physics Education Research, 15.
<https://doi.org/10.1103/PhysRevPhysEducRes.15.010102>

Eaton, P., Johnson, K., Frank, B., & Willoughby, S. (2019b). Classical test theory and item response theory comparison of the brief electricity and magnetism assessment and the conceptual survey of electricity and magnetism. *Physical Review Physics Education Research*, 15(1), 10102.
<https://doi.org/10.1103/PhysRevPhysEducRes.15.010102>

Fatimah, Laela Umi: Alfath, K. (2019). Analisis Kesukaran Soal Dan Fungsi Distraktor. *Jurnal Komunikasi Dan Pendidikan Islam*, 8(2), 37–64.
<https://journal.staimsyk.ac.id/index.php/almanar/article/view/115/104>

Febriana, R. (2012). *Evaluasi Pembelajaran* (Bunga Sari Fatmawati (ed.)). Bumi Aksara Jl. Sawo Raya No. 18 Jakarta 13220.

Himelfarb, I. (2019). REVIEW OF THE LITERATURE A primer on standardized testing: History, measurement, classical test theory, item response theory, and equating. *J Chiropr Educ*, 33(2), 151–163. <https://doi.org/10.7899/JCE-18-22>

Huda, N., & Wahyuni, T. S. (2020). Penggunaan Aplikasi Item and Test Analysis (Iteman) Pada Soal Try Out UN IPA SMP Tahun 2019. *Jurnal Pembelajaran Sains*, 4(1), 2527–9157.
<http://journal2.um.ac.id/index.php/jpsi/article/view/9738>

Huriaty, D. (2019). Analisis Karakteristik Parameter Butir Berdasarkan Model Logistik 3 Parameter. *Lentera: Jurnal Ilmiah Kependidikan*, 14(2), 33–40.
<https://doi.org/10.33654/JPL.V14I2.885>

Lim, H., Choe, E. M., & Han, K. T. (2022). A Residual-Based Differential Item Functioning Detection Framework in Item Response Theory. *Journal of Educational Measurement*, 59(1), 80–104.
<https://doi.org/10.1111/jedm.12313>

Mardapi, D. (2016). *Pengukuran Penilaian dan Evaluasi Pendidikan* (2nd ed.). Nuha Litera.

- Martinková, P., Drabinová, A., Liaw, Y. L., Sanders, E. A., McFarland, J. L., & Price, R. M. (2017). Checking equity: Why differential item functioning analysis should be a routine part of developing conceptual assessments. *CBE Life Sciences Education*, *16*(2). https://doi.org/10.1187/CBE.16-10-0307/SUPPL_FILE/COMBINEDSUPMATS.PDF
- Moss-Racusin, C. A., van der Toorn, J., Dovidio, J. F., Brescoll, V. L., Graham, M. J., & Handelsman, J. (2016). A “scientific diversity” intervention to reduce gender bias in a sample of life scientists. *CBE Life Sciences Education*, *15*(3), 1–11. <https://doi.org/10.1187/cbe.15-09-0187>
- Nima, A. Al, Cloninger, K. M., Persson, B. N., Sikström, S., & Garcia, D. (2020). Validation of Subjective Well-Being Measures Using Item Response Theory. *Frontiers in Psychology*, *10*, 3036. <https://doi.org/10.3389/FPSYG.2019.03036/BIBTEX>
- Nuryanti, S., Masykuri, M., & Susilowati, E. (2018). Analisis Iteaman dan model Rasch pada pengembangan instrumen kemampuan berpikir kritis peserta didik sekolah menengah kejuruan. *Jurnal Inovasi Pendidikan IPA*, *4*(2), 224–233. <https://doi.org/10.21831/jipi.v4i2.21442>
- Octavia, S. A. (2020). Model-Model Pembelajaran - Google Books. In *Penerbit Deepublish* (p. 6). https://www.google.co.id/books/edition/Model_Model_Pembelajaran/4ByeEAAAQBAJ?hl=id&gbpv=1&dq=pembelajaran+prayogi+dan+estetika&pg=PA91&printsec=frontcover
- Ramadhan, S., Mardapi, D., Prasetyo, Z. K., & Utomo, H. B. (2019). The development of an instrument to measure the higher order thinking skill in physics. *European Journal of Educational Research*, *8*(3), 743–751. <https://doi.org/10.12973/eu-jer.8.3.743>
- Salsabila, F., Nurihsan, J., & Sunarya, Y. (2023). Pengujian Validitas dan Reliabilitas Instrumen Manajemen Diri Remaja: Rasch Model Analysis. *Jurnal Bimbingan Dan Konseling Terapan*, *7*(1), 15–25.

<https://ojs.unpatti.ac.id/index.php/bkt/article/view/1741>

- Sari, I. K. W., & Wulandari, R. (2020). Analisis kemampuan kognitif dalam pembelajaran IPA SMP. *Jurnal Pendidikan Dan Pembelajaran Sains Indonesia (JPPSI)*, 3(2), 145–152.
- Smith, T. I., Louis, K. J., Ricci, B. J., & Bendjilali, N. (2020). Quantitatively ranking incorrect responses to multiple-choice questions using item response theory. *Physical Review Physics Education Research*, 16(1), 10107. <https://doi.org/10.1103/PhysRevPhysEducRes.16.010107>
- Subakti, H., Watulingas, K. H., Haruna, N. H., Ritonga, M. W., Simarmata, J., Ardiana, A. F. D. P. Y., Chamidah, S. Y. R. D., & Saputro, A. N. C. (2021). *Inovasi Pembelajaran* (R. Alex (ed.)). Yayasan Kita Menulis.
- Subali, B., Kumaidi, & Aminah, N. S. (2020). The Comparison of Item Test Characteristics Viewed from Classic and Modern Test Theory. *International Journal of Instruction*, 14(1), 647–660. <https://doi.org/10.29333/IJI.2021.14139A>
- Sumintono, B. (2016). Aplikasi Pemodelan Rasch pada asesmen pendidikan: Implementasi penilaian formatif (assessment for learning). *Makalah Dipresentasikan Dalam Kuliah Umum Pada Jurusan Statistika, Institut Teknologi Sepuluh November, Surabaya, 17 Maret 2016., March*, 1–19. http://eprints.um.edu.my/15876/1/ITS_rasch_model_asesment_for_learning.pdf