

DAFTAR PUSTAKA

- abd Elaziem Mohamed, A., Abdallah Mohammed, H., Mohamed Ahmed Ayed, M., Alghamdi, W., Elsayed Awad Negm, H., & Ahmed Mahmoud, S. (2021). Effect of Brain Gym Training on Intelligence, Knowledge and Information Retention among Children with Developmental Disabilities. *Egyptian Journal of Health Care*, 12(1), 1591–1603.
- Adriani, D., Imran, Y., Mawi, M., Amani, P., & Ilyas, E. I. I. (2020). Effect of Brain Gym® exercises on cognitive function and brain-derived neurotrophic factor plasma level in elderly: a randomized controlled trial. *Universa Medicina*, 39(1), 34–41.
- Anggraini, S., & Dewi, S. K. (2022). Effect of Brain Gym in Increasing the Learning Concentration of 6th Grade on Online Learning during the Covid-19 Pandemic. *Malaysian Journal of Medicine & Health Sciences*, 18.
- Ariastuti, M. D., & Wahyudin, A. Y. (2022). Exploring academic performance and learning style of undergraduate students in English Education program. *Journal of English Language Teaching and Learning*, 3(1), 67–73.
- Ariyanti, A. M., Farlinda, A. R., Putra, P. H. B., Prastowo, A., Nuryati, L., & Arif, D. (2022). Penyuluhan Brain Gym Pada Anak Bimbingan Belajar Kelas 5 SD Desa Sadang. *Community: Jurnal Pengabdian Pada Masyarakat*, 2(3), 15–22.
- Baharuddin, B., & Wahyuni, E. N. (2015). Teori belajar dan pembelajaran. Yogyakarta : Penerbit Ar-Ruzz Media
- Bodrova, E., & Leong, D. J. (2020). The Impact of Psychological Sciences on Early Childhood Education: Child's Mind in Society—A Vygotskian Approach to Early Childhood Education. In *Scientific Influences on Early Childhood Education* (pp. 79–92). Routledge.
- Brain Balance Achievement Centers. (n.d.). *What's the right attention span for my child?* Retrieved from <https://www.brainbalancecenters.com/blog/whats-the-right-attention-span-for-my-child>
- Capodieci, A., Gola, M. L., Cornoldi, C., & Re, A. M. (2018). Effects of a working memory training program in preschoolers with symptoms of attention-

- deficit/hyperactivity disorder. *Journal of Clinical and Experimental Neuropsychology*, 40(1), 17–29.
- Chand, S. P. (2022). Constructivism in education: Exploring the contributions of Piaget, Vygotsky, and Bruner. *International Journal of Science and Research (IJSR)*, 12(7), 954–958.
- Cowan, N. (2008). What are the differences between long-term, short-term, and working memory? *Progress in Brain Research*, 169, 323–338.
- Dian, D., Mediani, H. H., & Minnatillah, M. (2022). Brain Games and Gymnastics on Increasing Concentration Power of Early Childhood. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 5615–5620.
- Drigas, A. S., Karyotaki, M., & Skianis, C. (2018). An integrated approach to neuro-development, neuroplasticity and cognitive improvement. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, 6(3), 4–18.
- El Khuluqo, I. (2020). Brain Gym Optimization Methods in Improving Early Age Child Fine Motor Skills. *1st International Conference on Early Childhood Care Education and Parenting (ICECCEP 2019)*, 37–41.
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37.
- Friedman, N. P., & Robbins, T. W. (2022). The role of prefrontal cortex in cognitive control and executive function. *Neuropsychopharmacology*, 47(1), 72–89.
- Gkintoni, E., Dimakos, I., Halkiopoulos, C., & Antonopoulou, H. (2023). Contributions of neuroscience to educational praxis: A systematic review. *Emerging Science Journal*, 7, 146–158.
- Gkintoni, E., Meintani, P. M., & Dimakos, I. (2021). Neurocognitive and Emotional Parameters in Learning and Educational Process. *ICERI2021 Proceedings*, 2588–2599.
- Habsy, B. A., Rachmawati, A. P., Wiyono, R. F. W. F., & Rakhmanita, A. (2024). Penerapan Perkembangan Kognitif Jean Piaget dan Perkembangan Bahasa Vygotsky dalam Pembelajaran. *TSAQOFAH*, 4(1), 143–158.
- Irshad, S., Maan, M. F., Batool, H., & Hanif, A. (2021). Vygotsky's Zone of

- Proximal Development (ZPD): An evaluative tool for language learning and social development in early childhood education. *Multicultural Education*, 7(6), 234–242.
- Isakova, Z., & Adkhamjonova, M. (2024). THE IMPORTANCE OF LEARNING STYLES IN EDUCATION. *Бюллетень Студентов Нового Узбекистана*, 2(6), 18–26.
- Janssen, J., & Kollar, I. (2021). Experimental and quasi-experimental research in CSCL. *International Handbook of Computer-Supported Collaborative Learning*, 497–515.
- Karlidag, I. Ö. (2021). Creating Learning Environments in Preschool Classrooms: Perspectives of Pre-service Preschool Teachers. *International Journal of Progressive Education*, 17(3), 327–342.
- Khusnidakhon, K. (2021). The importance of enhancing social skills of preschoolers. *European Scholar Journal*, 2(3), 74–78.
- Kusuma, R. N., Insani, Z. N., Pratiwi, W. Y., & Ali, M. (2025). Penerapan Teori Belajar Sosial Vygotsky dalam Strategi Guru Kurikulum Cambridge Mata Pelajaran Matematika pada Tingkat SMP. *Jurnal Ilmiah Wahana Pendidikan*, 11(7. B), 144–155.
- Lasmawan, I. W., & Budiarta, I. W. (2020). Vygotsky's zone of proximal development and the students' progress in learning (A heutagogical bibliographical review). *JPI (Jurnal Pendidikan Indonesia)*, 9(4), 545–552.
- Lev-Ari, T., Beer, H., & Gutfreund, Y. (2022). The ecological view of selective attention. *Frontiers in Integrative Neuroscience*, 16, 856207.
- Little, S., & Derr, V. (2020). The influence of nature on a child's development: Connecting the outcomes of human attachment and place attachment. *Research Handbook on Childhoodnature: Assemblages of Childhood and Nature Research*, 151–178.
- Loftus, G. R., & Loftus, E. F. (2019). *Human memory: The processing of information*. St. Louis. Psychology Press.
- Margolis, A. A. (2020). Zone of Proximal Development, Scaffolding and Teaching Practice. *Cultural-Historical Psychology*, 16(3).

- Markant, J., & Amso, D. (2022). Context and attention control determine whether attending to competing information helps or hinders learning in school-aged children. *Wiley Interdisciplinary Reviews: Cognitive Science*, 13(1), e1577.
- Mendrofa, F. A. M., Iswanti, D. I., & Hani, U. (2020). Efficacy of Brain Gym on the Cognitive Function Improvement of People with Dementia. *Jurnal Keperawatan Jiwa*, 8(4), 557.
- Mousikou, M., Kyriakou, A., & Skordis, N. (2023). Stress and growth in children and adolescents. *Hormone Research in Paediatrics*, 96(1), 25–33.
- Murnaka, N. P. (2023). THE EFFECT OF MEMORY MODELS ON STUDENTS' LEARNING ABILITY. *Journal of Education on Social Issues*, 2(1), 52–82.
- Nardo, A. (2021). Exploring a Vygotskian theory of education and its evolutionary foundations. *Educational Theory*, 71(3), 331–352.
- Ocampo Jr, J. M., Varela, L. P., & Ocampo, L. V. (2017). Effectiveness of brain gym activities in enhancing writing performance of grade I pupils. *Sosiohumanika*, 10(2), 179–190.
- Piaget, J., & Inhelder, B. (2015). *Memory and intelligence (psychology revivals)*.
- Preedy, P., Duncombe, R., & Gorely, T. (2022). Physical development in the early years: The impact of a daily movement programme on young children's physical development. *Education 3-13*, 50(3), 289–303.
- Putri, S. A. P., & Permitasari, I. R. A. (2023). Application of Multimedia-based Brain Gym to Improve Shortterm Memory and Decrease Anxiety in Low Average Students. *Prosiding University Research Colloquium*, 126–134.
- Rasmussen, M. K., Mestre, H., & Nedergaard, M. (2022). Fluid transport in the brain. *Physiological Reviews*, 102(2), 1025–1151.
- Remorosa, M. M. R., Capili, S. R., Decir, E. G. B., Delacruz, J. B., Balase, M. M. H., & Escarlos, G. S. (2024). VYGOTSKY'S SOCIAL DEVELOPMENT THEORY: THE ROLE OF SOCIAL INTERACTION AND LANGUAGE IN COGNITIVE DEVELOPMENT. *International Journal of All Research Writings*, 6(6), 1-4.
- Sadrizadeh, S., Yao, R., Yuan, F., Awbi, H., Bahnfleth, W., Bi, Y., Cao, G.,

- Croitoru, C., de Dear, R., & Haghighat, F. (2022). Indoor air quality and health in schools: A critical review for developing the roadmap for the future school environment. *Journal of Building Engineering*, 57, 104908.
- Salleg-Cabarcas, M. J., Robledo-Castro, C., & Monsalve-Vertel, C. P. (2024). Effect of Hit-Sport-Game Exercise Training on Self-Control and Regulation in Children With Attention Deficit Hyperactivity Disorder (ADHD). *Global Pediatric Health*, 11, 2333794X241287095.
- Saracho, O. N. (2023). Theories of child development and their impact on early childhood education and care. *Early Childhood Education Journal*, 51(1), 15–30.
- Savina, E. (2021). Self-regulation in preschool and early elementary classrooms: Why it is important and how to promote it. *Early Childhood Education Journal*, 49(3), 493–501.
- Schneider, W., & Pressley, M. (2013). *Introduction to memory development during childhood and adolescence*. St. Carolina. Psychology Press.
- Shahid, S. H., Khan, M. A., & Ishtiaq, M. (2022). An overview of the information processing approach and its application to memory, language, and working memory. *Pakistan Languages and Humanities Review*, 6(3), 615-628.
- Shavit, Y., Friedman, I., Gal, J., & Vaknin, D. (2018). *Emerging Early Childhood Inequality: On the Relationship between Poverty, Sensory Stimulation, Child Development, and Achievement*. Taub Center Jerusalem, Israel.
- Suardipa, I. P. (2020). Proses Scaffolding Pada Zone Of Proximal Development (ZPD) Dalam Pembelajaran. *Widyacarya: Jurnal Pendidikan, Agama Dan Budaya*, 4(1), 79–92.
- Suma, K., Pujani, N. M., Yunithasari, N. P. M., Arintama, N. I. W. P. F., Widiani, N. W. D., & Pradnyani, N. K. C. W. (2024). Pendampingan Pengembangan Implementasi Modul Proyek Penguatan Profil Pelajar Pancasila (P5) di Sekolah Dasar Negeri 1 Banjar Jawa Singaraja. *Seminar Nasional Pengabdian Kepada Masyarakat*, 9(1), 1615–1625.
- Suma, K., Sadia, I. W., & Pujani, N. M. (2019). THE EFFECT OF LESSON STUDY ON SCIENCE TEACHERS' PEDAGOGICAL CONTENT

- KNOWLEDGE AND SELF EFFICACY. *International Journal on New Trends in Education & Their Implications (IJONTE)*, 10(4).
- Suma, K., Suwindra, I. N. P., & Sujanem, R. (2020). The effectiveness of blended learning in increasing prospective physics teacher students' learning motivation and problem-solving ability. *JPI (Jurnal Pendidikan Indonesia)*, 9(3), 436–445.
- Tosolini, K. E., Damen, S., Janssen, M. J., & Minnaert, A. E. (2025, April). A Piagetian lens on cognitive development of children and youths with congenital deafblindness: a scoping review. In *Frontiers in Education* (Vol. 10, p. 1479668). Frontiers Media SA.
- Trisiantari, N. K. D., & Diputra, K. S. (2024). Media Komik Berbasis Pendekatan Karakter untuk Mengurangi Kasus Perundungan di Sekolah Dasar. *Indonesian Journal of Instruction*, 5(3), 403–412.
- Trisiantari, N. K. D., Marhaeni, A., & Koyan, I. W. (2013). *Pengaruh Implementasi Model Pembelajaran Kooperatif Tipe Tps Terhadap Kemampuan Berbicara Dan Keterampilan Berpikir Kreatif Pada Siswa Kelas V SD Negeri Gugus III Kecamatan Seririt*. Ganesha University of Education.
- Trisiantari, N. K. D., Sunendar, D., Hartati, T., & Cahyani, I. (2023). Reading Literacy Model Based Tri Hita Karana for Student's Thinking Skills. *Jurnal Ilmiah Sekolah Dasar*, 7(2), 205–214.
- Trisiantari, N. K. D., & Yugafiati, R. (2020). Learning from Home. *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 605–609.
- Vásquez-Carrasco, E., Gómez, C. S., Valdés-Badilla, P., Hernandez-Martinez, J., Villagrán-Silva, F., Aravena-Sagardia, P., Sandoval, C., & Miralles, P. M. (2025). Effectiveness of Combined Cognitive Stimulation and Physical Activity Interventions on Activities of Daily Living, Cognitive Function, and Physical Function in Older People with Mild Cognitive Impairment: A Systematic Review with Meta-Analysis. *Journal of Clinical Medicine*, 14(7), 2261.
- Weinberg, R. (2021). Anxiety, arousal, and motor performance: Theory, research,

- and applications. In *Anxiety in sports* (pp. 95–115). Taylor & Francis.
- Widari, N. P., Dewi, E. U., & Astawa, I. K. (2022). Pengaruh Senam Otak Terhadap Fungsi Kognitif Pada Lansia di RW VI Perumahan Medokan Asri Barat Surabaya. *Jurnal Keperawatan*, 7(1), 24–30.
- Zhou, Z. (2023). Effects of crawling exercises at home on improving young children's behavioral performance during the COVID-19 outbreak. *Journal of Pediatric Nursing*, 73, e311–e318.

