## DAFTAR PUSTAKA

- Aldrup, K., Klusmann, U. and Lüdtke, O., 2020. Reciprocal associations between students' mathematics anxiety and achievement: Can teacher sensitivity make a difference?. *Journal of Educational Psychology*, 112(4), p.735.
- Alloway, T. P. 2016. 'How does working memory work in the classroom?' *Educational Research and Reviews, 1(4), 134-139.*
- Alloway, T.P., 2006. How does working memory work in the classroom?. *Educational Research and reviews*, *1*(4), pp.134-139.
- Ashcraft, M. H., & Kirk, E. P. 2011. 'The relationships among working memory, math anxiety and performance'. *Journal of Experimental Psychology: General, 130(2), 224-237.*
- Ashcraft, M. H., & Moore, A. M. 2009. "Mathematics anxiety and the affective drop in performance". Journal of Psychoeducational Assessment, 27(3), 197-205.
- Baddeley, A. 2007. *Working memory, thought, and action*. New York, NY, US: Oxford University Press.
- Baddeley, A. 2010. 'Working memory.' Current Biology, 20(4)
- Baddeley, A., 2001. The concept of episodic memory. Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences, 356(1413), pp.1345-1350.
- Baddeley, A., 2019. Working memory and conscious awareness. In *Theories of memory* (pp. 11-28). Psychology Press.
- Baddeley, A.D. & Graham, J. H. 1974. Working memory. *The psychology of learning* and motivation, 8.
- Baddeley, A.D. & Logie, R.H., 1999. Working memory: The multiple-component model.
- Baddeley, A.D. and Lieberman, K., 2017. Spatial working memory. In *Exploring* working memory (pp. 206-223). Routledge.
- Baddeley, A.D., 2017. The concept of working memory: A view of its current state and probable future development. In *Exploring working memory* (pp. 99-106). Routledge.
- Bauer, P.J. & Fivush, R. 2013. Handbook on the development of children's memory. New York: Wiley.
- Begley, J.G., 2014. *Playful texts: Play theory and the adaptation and reception of fantasy genres.* Indiana University of Pennsylvania.
- Begley, P.T., 2007. Ethical school leadership: Defining the best interests of students. *Educational Management Administration & Leadership*, 35(2), pp.205-224.
- Beilock, S. L., & Willingham, D. T. 2014. "Math Anxiety: Can Teachers Help Learners Reduce It? Ask the Cognitive Scientist". *American Educator*. 38 (2): 28–43.
- Berlacon, A. M. 2017. 'How automatic is "automatic vigilance"? The role of working memory in attentional interference of negative information'. *Cogn. Emot.* 23, 1106-1117
- British Columbia Ministry of Education. 2015. Students from refugee backgrounds: A

guide for teachers and schools. Retrieved from http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-tograde- 12/diverse-student-needs/students-from-refugee-backgrounds-guide.pdf 150

- Buchsbaum, R. 2013. 'The role of consciousness in the phonological loop: hidden in plain sight'. *Frontiers in Psychology*, 4:1-5
- Cowan, N. 2014. 'Working memory underpins cognitive development, learning and education'. *Educational Psychology Review*, 26(2):197-223.
- Cowan, R. & Powell, D., 2014. The contributions of domain-general and numerical factors to third-grade arithmetic skills and mathematical learning disability. *Journal of educational psychology*, *106*(1), p.214.
- Creswell, J.W. 2009. Research design, qualitative, quantitative, and mixed methods approaches, (3rd ed.), Los Angeles, CA, Sage Publications.
- Creswell, J.W. 2013. Research Design, Qualitative, Quantitative, and Mixed Methods Approaches. 3rd edition. Los Angeles, CA, Sage Publications.
- Creswell, J.W. 2014. Research Design, Qualitative, Quantitative, and Mixed Methods Approaches. 4th edition. Los Angeles, CA, Sage Publications.
- Devine, A., Soltész, F., Nobes, A., Goswami, U. & Szűcs, D., 2013. Gender differences in developmental dyscalculia depend on diagnostic criteria. *Learning and Instruction*, 27, pp.31-39.
- Eysenck, M.W. and Calvo, M.G., 1992. Anxiety and performance: The processing efficiency theory. *Cognition & emotion*, 6(6), pp.409-434.
- Fuchs, L. S., Geary, D. C., Fuchs, D., Compton, D. L., & Hamlett, C. L. 2014. Sources of individual differences in emerging competence with numeration understanding versus multi-digit calculation skill. *Journal of Educational Psychology*, 106(2), 482-498.
- Gathercole, S. & Pickering, S., 2014. Research Section: Working memory deficits in children with special educational needs. *British Journal of special education*, 28(2), pp.89-97.
- Gathercole, S. 2008. Working memory and learning: A practical guide for teachers. Sage.
- Gathercole, S.E., & Alloway, T.P. 2013. Working memory and learning: A practical guide for teachers. Los Angeles: Sage Publications
- Gray, S., Green, S., Alt, M., Hogan, T., Kuo, T., Brinkley, S., & Cowan, N. 2017. 'The structure of working memory in young children and its relation to intelligence'. *Journal of Memory and Language*, 92, 183–201.
- Gregor, P., 2015. Rooted level-disjoint partitions of Cartesian products. *Applied Mathematics and Computation*, 266, pp.244-258.
- Hasher, L. & Zacks, R.T., 1996. Working memory and aging: Current status of the inhibitory view. *Working memory and human cognition*, pp.66-88.
- Holmes, J. & Gathercole, S. 2014. Taking working memory training from the laboratory into the schools. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 34(4):440-450.
- Hunt, A. and Bolder, E., 2010. Improving children's working memory and classroom

performance. Educational Psychology, 30(2), pp.203-219.

- Jansen, B. R. J. 2013. 'The influence of practicing mathematics with a computeradaptive program on mathematics anxiety, perceived mathematics competence, and mathematics performance'. *Learning and Individual Differences*, 24, 190–197
- Jones, W. J., Childers, T. L., & Jiang, Y. 2012. 'The shopping brain: math anxiety modulates brain responses to buying decisions'. *Biological Psychology*, 89, 201 13.
- Jordan, N.C., Glutting, J., Dyson, N., Hassinger-Das, B. and Irwin, C., 2012. Building kindergartners' number sense: A randomized controlled study. *Journal of educational psychology*, 104(3), p.647.
- Kargar, M., Tarmizi, R. A., & Bayat, S. 2010. Relationship between mathematical thinking, mathematics anxiety and mathematical attitudes among university students. Procedia Social and Behavioural Sciences, 8, 537-542.
- Klem, M., Melby-Lervåg, M., Hagtvet, B., Lyster, S. H., Gustafsson, J., & Hulme, C. 2014. Sentence repetition is a measure of children's language skills rather than working memory limitations. *Developmental Science*, 18(1), 146-154.
- Kline, R. B. (2012). Assumptions of structural equation modelling. In R. Hoyle (Ed.), Handbook of structural equation modelling. New York: Guilford Press
- Krawitz, A., 2013. A meta-analysis of executive components of working memory. Cereb. Cortex 23, 264–282
- Kumar, R. 2014. *Research Methodology a Step-by-step Guide for Beginners*.3rd Edition. London, Sage Publications.
- Kyttala, M., & Bjorn, P. M. 2014. 'The role of literacy skills in adolescents' mathematics word problem performance: Controlling for visuo-spatial ability and mathematics anxiety'. *Learning and Individual Differences*, 29, 59–66.
- Lowry, R. 2013. Significance of the difference between two correlation coefficients. Retrieved March, 11, 2014, from <u>http://vassarstats.net/rdiff.html</u>
- Malik, R.H. and Rizvi, A.A., 2018. Effect of Classroom Learning Environment on Students' Academic Achievement in Mathematics at Secondary Level. Bulletin of Education and Research, 40(2), pp.207-218.
- Mammarella I. C. 2015. 'Math anxiety and developmental dyscalculia: a study on working memory processes'. J. Clin. Exp. Neuropsychol. 37, 878–887.
- Mammarella, I.C., Caviola, S. and Dowker, A. eds., 2019. *Mathematics anxiety: What is known, and what is still missing*. Routledge.
- Maree, K. 2017. First Steps in Research. Pretoria: Van Schaik Publishers. Melby-Lervag, M. & Hulme, C. 2013. 'Is working memory training effective? A metaanalytic review'. *Developmental Psychology*, 49:270-291.
- Messer, D.J. & Nash, G., 2014. Testing for near and far transfer effects with a short, face-to-face adaptive working memory training intervention in typical children. *Infant and Child Development*, 23(1), pp.84-103.
- Miller, E.K., Lundqvist, M. and Bastos, A.M., 2018. Working Memory 2.0. *Neuron*, 100(2), pp 463-475.
- Munoz, E., Sliwinski, M. J., Smyth, J. M., Almeida, D. M. & King, H. A. 2013. 'Intrusive

thoughts mediate the association between neuroticism and cognitive function'. *Personality and Individual Differences*, 55, 898 903.

- Oberauer, K., 2019. Working memory and attention—A conceptual analysis and review. *Journal of cognition*.
- Owens, M. 2014. 'When does anxiety help or hinder cognitive test performance? The role of working memory capacity'. *Br. J. Psychol.* 105, 92–101. 10.1111/bjop.12009
- Tobias, S. 2013. Overcoming math anxiety. New York: W. W. Norton & Company

