Indonesian Journal of Early Childhood Education Studies (IJECES)
Volume 13, Number 2, November 2024, Pages 177-186
e-ISSN: 2476-9584 (Online), p-ISSN: 2252-8415 (Print)

The Role of an Inclusive Environment in Improving Early Childhood Executive Function Skills

Roby Naufal Arzaqi[1], Aisah Karunia Rahayu[2], Deri Hendriawan[3]
[1,2,3] Universitas Pendidikan Indonesia, Serang, Indonesia

DOI: https://doi.org/10.15294/ijeces.v13i2.15535
Submitted: 29/09/2024 **Revised:** 29/10/2024 **Accepted:** 16/11/2024

ABSTRACT
This study explores the role of an inclusive environment in supporting the development of Executive Function (EF) skills in early childhood. EF is needed to face modern challenges that require critical thinking, problem-solving, and emotional regulation. However, challenges such as the lack of teacher training and adaptive educational resources hinder EF's optimal development. This study uses a qualitative method with a case study design. Through in-depth interviews with three ECCE teachers, then analyzed using thematic analysis, the study found that although an inclusive environment provides an excellent opportunity to develop EF, there is an urgent need for further support, both in teacher training and educational facilities. An inclusively designed environment supports social development and creates ideal conditions for developing EF skills in early childhood, especially for children with special needs. The results of this study are expected to contribute to improving EF skills and encouraging the application of inclusion principles more effectively in early childhood education.

Keywords: Executive Function, Inclusive Environment, Early Childhood

Corresponding Author:

Roby Naufal Arzaqi
Universitas Pendidikan Indonesia, Serang, Indonesia
Email: robynaufal@upi.edu

1. INTRODUCTION

In today's modern era, developing *executive function* (EF) skills in early childhood is increasingly crucial to support success in various aspects of life. EF, which includes working memory, self-control, and cognitive flexibility, is the foundation for critical thinking, problem-solving, and emotion regulation (Prasetyo & Supena, 2021). Amid the challenges of the times, such as early exposure to technology, increasing information, and the need for complex social interactions, children need strong EF to adapt. Children with well-developed EF can better manage distractions, interact positively with others, and solve problems in various contexts. These skills support academic abilities and shape social and emotional abilities essential for long-term success (Kurniastuti et al., 2023; Rahayu & Setiasih, 2022b). Therefore, the development of EF in early childhood is a priority in building a generation ready to face increasingly dynamic global challenges.

An inclusive environment that supports diversity allows each child to develop according to their potential without being limited by physical, mental, or social differences (Arzaqi & Romadona, 2021; Julianti, 2023). Children learn to interact with peers with diverse backgrounds and abilities in this context, enriching their social and cognitive experiences. For example, through interaction with friends who have special needs, children learn to be more empathetic, patient, and tolerant, which in turn helps hone executive function skills such as self-control and cognitive flexibility (Arzaqi & Diana, 2019; Rahayu & Setiasih, 2022a). In addition, an inclusive environment that supports cooperation and active participation can provide more opportunities for children to engage in activities that require problem-solving and decision-making, directly contributing to developing their working memory (Arzaqi et al., 2024; Suwardianto, 2018). In other words, an inclusive environment supports social development and creates ideal conditions for children to develop cognitive skills essential to executive function.

Although an inclusive environment has great potential to support the development of EF skills in early childhood, its implementation still faces significant challenges. One of the main problems is that educators need to have more understanding and skills in inclusively managing diverse classrooms (Arzaqi et al., 2022; Rahayu et al., 2022). Many teachers still need adequate training on teaching strategies to support each child's unique needs, including children with special needs. This is evidenced by the research results showing that teachers, especially in early childhood education, still need to receive adequate training in implementing teaching strategies that support the unique needs of each child, including children with special needs. A study conducted by Harfiani & Mavianti (2019) in Indonesia found that more than 60% of early childhood education teachers feel less confident in teaching children with special needs due to a lack of relevant training. In this study, 68% of the 150 teachers surveyed admitted they had not attended specific training on inclusive education. In addition, research by Mumpuniarti & Lestari (2018) shows that 72% of teachers in inclusive schools admit that they need to fully understand how to use the individualization approach in the classroom with children with special needs. The data show the significant challenges faced in inclusive education systems, where teachers need to understand strategies that can support children's cognitive and social development in general and techniques that can facilitate EF development in children with various needs. This lack of training has resulted in a limited ability of teachers to design a learning environment that optimally supports EF's growth in an inclusive classroom. In addition, limited school resources, such as adaptive learning materials and expert support, are a significant obstacle in creating an environment that supports all children equally (Firli et al., 2020; Rahayu & Setiasih, 2022c).

In addition, social stigma against children with special needs still often arises, both from teachers, parents, and other children, which can hinder the realization of healthy and constructive social interaction (Setiasih et al., 2023). The study's results showed that the lack of positive interaction in an inclusive environment can negatively impact the development of EF skills in early childhood. A survey conducted by Sankalaite et al. (2021) found that children who rarely engage in collaborative activities or do not have the opportunity to interact with peers from diverse backgrounds show a decrease in working memory ability by up to 15%, as well as difficulties in self-control and cognitive flexibility by 20%. Another study by Anderson et al. (2019) also found that children with special needs who cannot engage in active social interactions in an inclusive environment tend to slowly develop decision-making and problem-solving skills. These children feel isolated more often, which hinders their ability to practice managing impulses and adjusting to changing situations. Creating positive interactions in an inclusive environment is essential to supporting EF's optimal development in all children, especially those who need additional support. All of these problems show that while the concept of inclusivity is up-and-coming to support the development of EF, its implementation requires further support in terms of training, resources, and changing public perceptions to run effectively (Arzaqi & Romadona, 2022).

Although previous research has been conducted on the importance of an inclusive environment in supporting the development of EF skills in early childhood, there are some differences, such as the Linnenbrink-Garcia et al. (2018) study that focused on the influence of specific teaching methods in the context of inclusion, without considering the social dynamics and interactions between children in the environment. This contrasts this study, highlighting how the quality of social interaction in an inclusive environment directly affects EF development. Then, the research of Zhu et al. (2019) emphasizes the role of inclusive education policies but needs to explore children's subjective experiences in social interactions profoundly. In contrast, this study will complement these shortcomings by exploring how positive or negative interaction experiences contribute to children's EF skills development.

In addition, the research of García-Campos et al. (2020) examined the relationship between the physical environment and EF development but did not consider the broader social and emotional context. Unlike the study, this study aims to bridge the gap by analyzing the impact of social interaction in an inclusive environment on EF development and providing recommendations to create a more supportive environment for all children. Therefore, this study aims to explore how an inclusive environment can improve EF skills in early childhood. By identifying the key elements of an inclusive environment that contribute to EF development, this study is expected to enhance the quality of early childhood education and support the application of inclusion principles in Indonesia's early childhood education system. The findings of this study are expected to benefit educators, policymakers, and practitioners by providing practical insights into creating inclusive learning environments that foster EF skills. Additionally, this research aims to promote equal opportunities for all children, including those with special needs, to develop their potential optimally and encourage social acceptance and equity within early childhood education.

2. METHOD

This study uses a qualitative approach with a case study design to explore the role of an inclusive environment in developing *executive function* (EF) skills in early childhood. The case study design was chosen because it allows researchers to delve deeply into the context and phenomena that occur

in the field and provide a richer and more comprehensive understanding of the implementation of an inclusive environment in early childhood education practices (Turkstra & Flora, 2002). The study focused on three participating ECCE teachers to understand how they apply an inclusive environment in the EF development of children in their classrooms.

The participants in this study are three early childhood education teachers who are selected purposively, with the following criteria: have at least five years of experience in teaching in an inclusive early childhood education environment, work in different schools (one accredited school participant, two accredited participant B, three accredited participant C) and actively implement an inclusive approach in daily learning. The selection of participants aims to obtain in-depth information from practitioners experienced in implementing inclusive education and how they facilitate the development of children's EF through social interaction in an inclusive classroom (Etikan et al., 2016). Data were collected through in-depth interviews to explore their experiences, perceptions, and strategies for implementing an inclusive environment that supports children's EF development. Semi-structured interview guidelines ensure that the interviews remain focused on the research topic and allow participants to explain their practices and challenges (Ida, 2018).

The data obtained were analyzed using the thematic analysis method. The analysis begins with interview transcripts that are then read thoroughly to identify the main themes that emerge from the data (Anderson et al., 2014). These themes are organized around essential aspects of EF's inclusive environment and development, such as teaching strategies, social interactions, challenges, and child development outcomes. Once the key themes were identified, the data were further analyzed to find patterns and relationships between themes and to delve deeper into teachers' experiences and views on the role of an inclusive environment in early childhood EF development. The following chart illustrates the process of thematic data analysis in this study.

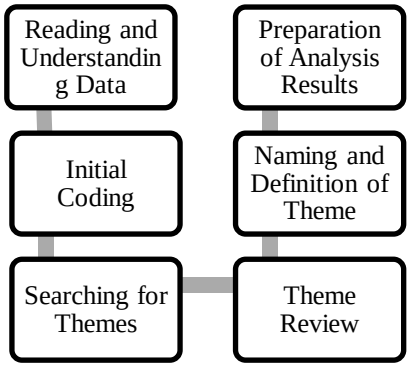

Figure 1 Thematic Data Analysis Process

3. RESULTS AND DISCUSSION

1. Teaching Strategies to Support Inclusivity and *Executive Function* (EF)

Based on the interview results, Participant One stated that in implementing an inclusive environment, an individual approach must be used by recognizing each child's abilities, interests, and special needs. In addition, learning activities are also adjusted to meet the particular needs of children. Meanwhile, Participant Two created a classroom that was friendly and easily accessible to all children, including children with special needs. For example, a study area should allow the child to move or rest as needed. Unlike the two participants, Participant Three used a game activity that encouraged cooperation rather than competition so that all children felt involved. For example, games that require children to work together to achieve a common goal. However, in its application, there

are several obstacles, such as those faced by one participant: When the number of children in the class is too large compared to the number of teachers, it is difficult to give the individual attention needed by each child, especially those who need more support. Meanwhile, participants two and three experienced challenges regarding the lack of educational aids, such as teaching materials that support cultural diversity, language, or ability. In addition, not all schools or early childhood education institutions have access to technology that can help children with special needs or support differentiated-based learning.

The findings from interviews with three participants show various strategies for implementing an inclusive environment in the early childhood education class. The first participant used an individualized approach by recognizing children's unique abilities and needs but experienced challenges due to an imbalance in the teacher-to-student ratio, in line with Vasquez & Marino's (2021) research, which revealed that many teachers felt less confident in supporting children with special needs due to lack of training. The second participant created a welcoming and accessible classroom but faced limitations in educational tools that support diversity. This is consistent with the findings of Gkora & Christou (2023), which showed that many inclusive schools need more teaching materials. Meanwhile, the third participant applied a collaborative approach through play activities that encouraged cooperation but also faced obstacles in accessing technology that supports learning, in line with the results of the research of Hemsley et al. (2018), who noted that limited social interaction could hinder the development of children's EF skills. Despite efforts to create an inclusive environment, challenges such as lack of resources and sub-optimal teacher-student ratios still need to be addressed in supporting optimal child development.

2. Executive Function *(EF)* Skills Development

One participant stated that an inclusive environment that develops early childhood EF skills was, for example, playing a memory card game (to train working memory), in which the child matched the same picture. Children must remember the location of the image they saw before. An inclusive environment can provide this version of the game with images representing diverse cultures so that every child feels connected. Children with special needs can be given additional visual or verbal assistance. While Participant Two exercises self-control, the child plays "Simon Says," where the child is only allowed to move if the command begins with the word "Simon says." This game trains children to resist urges and only move according to the correct commands. In an inclusive environment, this game is used for children struggling to understand verbal instructions. Teachers can use body movements or visual symbols to support their understanding. Then, three participants used a group puzzle game to practice cognitive flexibility. Groups are arranged so children with different backgrounds and abilities work together, such as children with special needs who need larger puzzle pieces or visual aids to make it easier.

There were differences in EF development in working memory, impulse control, and problem-solving between children with special needs and other children, as stated by one participant that children with conditions such as ADHD (Attention Deficit Hyperactivity Disorder) who had difficulty retaining the information needed to complete tasks, such as remembering the steps of instructions given, while the other child was able to use their working memory with are more consistent and efficient, making it easier for them to follow directions and complete more complex tasks. In impulse control development, two participants stated that children with behavioral disorders showed difficulty in controlling their aggression or emotions, making it more difficult to refrain from

impulsive reactions. Other children develop impulse control as they age but usually learn to resist impulses and follow rules more quickly. Then, in the development of problem-solving, Participant Three stated that children with autism spectrum disorder had difficulty in solving problems involving social interaction, such as reading social cues or navigating unstructured situations. They prefer structured and logical solutions but need clarification in situations that require flexibility. Other children can develop flexible and creative approaches when faced with challenges, especially if trained to identify problems, formulate plans, and assess the results of their chosen solutions.

The difference is obtained from monitoring each participant; for example, one participant gave a long-term project involving various aspects of EF, such as building a tower out of blocks with rules that change during the game. Participants then noted how the children worked together and adjusted their strategies to complete the project. Then, two participants used a portfolio for each child that contained a record of their EF skill progress. This portfolio can include the results of the child's work (such as puzzles, group projects, and games involving EF), the teacher's observation notes on how the child handles the challenges that require EF, and the child's reflections on the challenges they face and how they solve them. Meanwhile, Participant Three encouraged children to self-reflect on actions and decisions. They were able to provide essential insights into EF development, such as through small discussions or writing or drawing activities.

Based on the interview results, the first participant explained the application of memory card games to develop children's working memory skills in an inclusive environment. By matching images from different cultures, the game stimulates working memory and creates a connection between children. The research of Koziol et al. (2012) is in line with these findings, which suggests that rich interactions with visual aids can support children with special needs, including those with ADHD, in retaining information. Children with the condition often have trouble remembering instruction steps, while other children can use their working memory more efficiently, creating a significant difference in their ability to complete tasks.

In practicing self-control, the second participant used the game "Simon Says," which challenged the children to resist the urge to move until they heard the correct command. Research by Fischer & Sciarini (2013) shows that children with conduct disorders, as mentioned by participants, often have difficulty controlling emotions and aggression, so refraining from impulsive reactions becomes more challenging. In contrast, other children tend to learn to resist their urges as they get older. This demonstrates the importance of a supportive environment and provides additional strategies, such as visual symbols or body movements, to help children with special needs understand instruction and improve their self-control.

The third participant applied a group puzzle game to practice cognitive flexibility, focusing on the children's backgrounds and abilities. Research shows that children with autism spectrum disorder often have difficulty solving complex social problems and prefer a structured approach (C.-C. Chen et al., 2019). However, other children are usually better able to develop a flexible and creative approach to facing challenges. The use of portfolios by Participant Two, which recorded the child's EF skill progress and self-reflection driven by Participant Three, provided a more holistic picture of EF skill development. Through this method, each child can be observed in detail so that differences in approaches and responses to challenges can be better understood, and appropriate teaching strategies can be applied to improve EF skills effectively.

3. Support and Policies

Participant One stated that her school routinely trains early childhood education teachers on managing inclusive classrooms, including learning strategies responsive to the needs of children with various abilities. Meanwhile, Participant Two stated that his school needed to be more supportive in terms of facilities for children with special needs that the school should facilitate, considering that his school accepts children with special needs to study together. Then, participant Three testified that their school involves parents in the child's learning process, including holding regular meetings with parents of children with special needs to discuss developments and strategies that can be applied at home and school. The school where the three participants worked also partnered with psychologists, therapists, and special education experts to provide more comprehensive support to children with special needs.

The interviews showed variations in the support provided by schools towards developing an inclusive environment in early childhood education classes. The first participant reported that his school routinely provides teachers with inclusive classroom management training, which aligns with the findings of a study by Chen et al. (2021) that emphasizes the importance of training to increase teachers' confidence in teaching children with special needs. However, the second participant revealed that her school was less supportive in providing adequate facilities for children with special needs, which reflects the results of the study by Mukaetova-Ladinska et al. (2022), which showed that many inclusive schools in Indonesia do not have enough resources to support children's needs. On the other hand, the third participant highlighted the importance of parental involvement in the child's learning process, as well as collaboration with professionals such as psychologists and therapists, which corresponds to the research of Jespersen et al. (2021) which recommends parental involvement and professional support to improve the success of inclusive education. Thus, despite efforts to train teachers and engage parents, there are still challenges regarding the facilities and support needed to ensure that all children, including those with special needs, can thrive optimally in an inclusive learning environment.

This study introduces a new perspective by linking the development of executive function (EF) skills in early childhood with implementing an inclusive environment. Most previous research has focused on EF development in general or within conventional education contexts. The novelty of this study lies in the following:

1. Identifying specific elements of an inclusive environment that contribute to EF development is an area that has yet to be extensively explored, particularly in early childhood education.
2. Highlighting the application of inclusive principles within Indonesia's early childhood education system, which often needs more optimal integration.
3. Providing context-specific insights related to local culture and practices in Indonesia, offering a unique contribution compared to similar studies conducted in other countries.

4. CONCLUSION

This study concludes that an inclusive environment is crucial in stimulating early childhood Executive Function (EF) skills by providing equal opportunities for participation in learning activities tailored to each child's needs and abilities. Key elements such as individualized approaches, friendly and accessible spaces, and activity adaptations contribute significantly to developing working memory, impulse control, and cognitive flexibility. Furthermore, inclusive environments promote positive social interactions, enabling children to collaborate, appreciate differences, and practice EF skills in real-life contexts. Despite challenges such as unbalanced teacher-to-student

ratios and limited facilities, schools that effectively implement inclusive principles can support the holistic development of EF skills through tailored strategies and collaboration with parents and educational experts.

Suggestions for Future Research

1. Explore the long-term impact of inclusive environments on EF skill development beyond early childhood, including its influence on academic performance and social-emotional skills.
2. Investigate the specific roles of teachers and parents in fostering EF skills within inclusive environments, focusing on their training needs and involvement strategies.
3. Assess the effectiveness of various inclusive strategies across diverse cultural and socioeconomic contexts to ensure broader applicability of the findings.
4. Examine how technological tools and digital resources complement inclusive practices supporting EF development in early childhood education.

REFERENCES

Anderson, C. A., Bushman, B. J., Bandura, A., Braun, V., Clarke, V., Bussey, K., Bandura, A., Carnagey, N. L., Anderson, C. A., Ferguson, C. J., Smith, J. a, Osborn, M., Willig, C., & Stainton-Rogers, W. (2014). Using Thematic Analysis in Psychology. *Psychiatric Quarterly*, *0887*(1), 37–41. http://www.ncbi.nlm.nih.gov/pubmed/11752478

Arzaqi, R. N., & Diana, D. (2019). The Learning Management For Children With Special Needs (Study In Efata PAUD, Semarang City). *Belia: Early Childhood Education Papers*, *8*(2), 105–112.

Arzaqi, R. N., Hendriawan, D., & Rahayu, A. K. (2024). Strategi Pengembangan Game Digital Berbasis Keterampilan Executive Function Anak Usia Dini. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, *9*(2), 136–148.

Arzaqi, R. N., Rahayu, A. K., Romadhona, N. F., & Setiasih, O. (2022). Strategi Kepala TK dalam Upaya Mitigasi Potensi Learning Loss pada Anak Usia Dini selama Pandemi COVID-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *6*(6), 6102–6109.

Arzaqi, R. N., & Romadona, N. F. (2021). The Kindergarten's Headmaster View of the Potential for Learning Loss in Early Childhood Education during Pandemic COVID-19. *Indonesian Journal of Early Childhood Education Studies*, *10*(2), 143–148.

Chen, C.-C., Ryuh, Y., Hardwick, H., Shirley, R., Brinkley, B., Lim, S., Lee, Y., & Kim, M.-L. (2019). The psychological benefits of inclusive soccer in young adults with and without intellectual disabilities. *Journal of Developmental and Physical Disabilities*, *31*, 847–861.

Chen, Y.-L., Murthi, K., Patten, K., Martin, W., Vidiksis, R., & Riccio, A. (2021). Making On and Off the Spectrum: An Inclusive Program to Support Executive Function, Social Engagement, and STEM Interests in Students on the Spectrum. *American Journal of Occupational Therapy*, *75*.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1–4.

Firli, I., Widyastono, H., & Sunardi, B. (2020). Analisis Kesiapan Guru Terhadap Program Inklusi. *BEST Journal (Biology Education, Sains and Technology)*, *3*(1), 127–132.

Fischer, M., & Sciarini, P. (2013). Europeanization and the inclusive strategies of executive actors. *Journal of European Public Policy*, *20*(10), 1482–1498.

García-Campos, M.-D., Canabal, C., & Alba-Pastor, C. (2020). Executive functions in universal design for learning: Moving towards inclusive education. *International Journal of Inclusive Education*, *24*(6), 660–674.

Gkora, V., & Christou, A. I. (2023). Executive functions, self-regulation, and social media for peace-based inclusive education. *Magna Scientia Advanced Research and Reviews*, *8*(2), 129–140.

Harfiani, R., & Mavianti, M. (2019). Pkm Peningkatan Kualitas Guru Paud Dalam Pembelajaran Pendidikan Agama Islam Berbasis Pendidikan Inklusif Di Kecamatansunggal Kabupaten Deli Serdang. *Ihsan: Jurnal Pengabdian Masyarakat*, *1*(1).

Hemsley, B., Rollo, M., Georgiou, A., Balandin, S., & Hill, S. (2018). The health literacy demands of electronic personal health records (e-PHRs): An integrative review to inform future inclusive research. *Patient Education and Counseling*, *101*(1), 2–15.

Ida, R. (2018). Etnografi virtual sebagai teknik pengumpulan data dan metode penelitian. *The Journal of Society and Media*, *2*(2), 130–145.

Jespersen, J. E., Morris, A. S., Hubbs-Tait, L., & Washburn, I. J. (2021). Evaluation of a parent education program emphasizing responsive parenting and mindfulness: an inclusive randomized controlled trial. *Child & Youth Care Forum*, *50*, 859–883.

Julianti, K. (2023). Model Pendidikan Inklusi pada Mata Pelajaran Pendidikan Agama Islam: Studi Multisitus SDIT Luqman Al-Hakim dan SDIT Assalaam. *Jurnal Kolaboratif Sains*, *6*(10), 1371–1383.

Koziol, L. F., Budding, D. E., & Chidekel, D. (2012). From movement to thought: executive function, embodied cognition, and the cerebellum. *The Cerebellum*, *11*(2), 505–525.

Kurniastuti, I., Evanjeli, L. A., Adimassana, Y. B., Wahyuningrum, C. T., & Bei, S. (2023). *Mengenal Fungsi Eksekutif Dan Pembelajaran Bahasa Anak Tuli*. Sanata Dharma University Press.

Linnenbrink-Garcia, L., Wormington, S. V, Snyder, K. E., Riggsbee, J., Perez, T., Ben-Eliyahu, A., & Hill, N. E. (2018). Multiple pathways to success: Examining integrative motivational profiles among upper elementary and college students. *Journal of Educational Psychology*, *110*(7), 1026.

Mukaetova-Ladinska, E. B., De Lillo, C., Arshad, Q., Subramaniam, H. E., & Maltby, J. (2022). Cognitive assessment of dementia: the need for an inclusive design tool. *Current Alzheimer Research*, *19*(4), 265–273.

Mumpuniarti, M., & Lestari, P. H. K. (2018). Kesiapan guru sekolah reguler untuk implentasi pendidikan inklusif. *JPK (Jurnal Pendidikan Khusus)*, *14*(2), 57–61.

Prasetyo, T., & Supena, A. (2021). Strategi Guru Pembimbing Khusus Untuk Meningkatkan Fungsi Eksekutif Peserta Didik Berkebutuhan Khusus Autis. *Jurnal Basicedu*, *5*(5), 4236–4246.

Rahayu, A. K., Muliasari, D. N., & Halimah, L. (2022). Improving Early Childhood English Speaking Ability through Storyreading Method. *Indonesian Journal of Early Childhood Education Studies*, *11*(1), 1–6.

Rahayu, A. K., & Setiasih, O. (2022a). Clean and Healthy Behavior in Early Childhood During Covid-19 Pandemic. *6th International Conference of Early Childhood Education (ICECE-6 2021)*, 141–146.

Rahayu, A. K., & Setiasih, O. (2022b). Parents' Role in Familiarizing Themselves with Clean and Healthy Living Behavior in Early Childhood during the COVID-19. *Indonesian Journal of Early Childhood Education Studies*, *11*(2), 83–90.

Rahayu, A. K., & Setiasih, O. (2022c). Strategi Orang Tua dalam Membiasakan PHBS Anak Usia Dini saat Pandemi COVID-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(5), 4118–4127. https://doi.org/10.31004/obsesi.v6i5.2115

Sankalaite, S., Huizinga, M., Dewandeleer, J., Xu, C., de Vries, N., Hens, E., & Baeyens, D. (2021). Strengthening executive function and self-regulation through teacher-student interaction in

preschool and primary school children: a systematic review. *Frontiers in Psychology*, *12*, 718262.

Setiasih, O., Rahayu, A. K., & Arzaqi, R. N. (2023). Effective Leadership of Kindergarten Principals in Facing the Impact of Learning Loss in Kindergartners During the Covid-19 Pandemic. *SEA-CECCEP*, *4*(01), 34–42.

Suwardianto, H. (2018). Cognitive therapy dengan pendekatan symptom management theory di intensive care unit rs. Baptis kediri. *Jurnal Penelitian Keperawatan*, *4*(1).

Turkstra, L. S., & Flora, T. L. (2002). Compensating for executive function impairments after TBI: a single case study of functional intervention. *Journal of Communication Disorders*, *35*(6), 467–482.

Vasquez III, E., & Marino, M. T. (2021). Enhancing executive function while addressing learner variability in inclusive classrooms. *Intervention in School and Clinic*, *56*(3), 179–185.

Zhu, J., Li, H., & Hsieh, W.-Y. (2019). Implementing inclusive education in an early childhood setting: A Hong Kong kindergarten case study. *Early Child Development and Care*, *189*(2), 207–219.