

## DAFTAR PUSTAKA

- Abalı Öztürk, Y. & Demir, M. K. (2018). An analysis of graduate theses on early education: The case of Turkey. *International Electronic Journal of Elementary Education*, 10(5), 583-590.
- Adriany, V. (2013) *Gendered Power Relations within Child-Centred Discourse: An Ethnographic Study in a Kindergarten in Bandung, Indonesia*. (PhD Thesis) Lancaster University, Lancaster, England.
- Ahmad, I., Gul, R., (2022) Covid-19 Outbreak, Challenges and Possibilities for An Online System of Education. An Interdisciplinary Approach in The Post-Covid-19 Pandemic Era. *Nova Science Publisher*, Publication Date: September 21, 2022
- Aina, O., & Cameron, P. (2011). Why does gender matter? Counteracting stereotypes with young children. *Dimensions of Early Childhood*, 39(3), 11–19. <https://hawthornefamilyplayschool.org/wp-content/uploads/2013/10/whydoesgendermatter.pdf>
- Alberto Quílez-Robres -Robres, Nieves Moyano dan Alejandra Cortyaitus-Pascual. (2021). Motivational, Emotional, and Social Factors Explain Academic Achievement in Children Aged 6–12 Years: A Meta-Analysis; *Education Sciences*, Vol. 11; 513.
- Alexander, G. M., Wilcox, T., & Woods, R. (2009). Sex differences in infants' visual interest in toys. *Archives of Sexual Behavior*, 38(3), 427–433.
- Allan, D. M., Allan, N. P., Lerner, M. D., Farrington, A. L., & Lonigan, C. J. (2015). Identifying unique components of preschool children's self-regulatory skills using executive function tasks and continuous performance tests. *Early Childhood Research Quarterly*, 32, 40–50. <https://doi.org/10.1016/j.ecresq.2015.02.001>
- Amelia K. Searle, Michael G. Sawyer, Lauren R. Miller-Lewis and Peter A. Baghurst. 2014. Prospective Associations between Children's Preschool Emotional and Behavioral Problems and Kindergarten Classroom Engagement, and the Role of Gender; *The Elementary School Journal*, Vol. 114, No. 3, pp. 380-405
- Anabela Caetano Santos, Celeste Simões, Marcia H.S. Melo e, Margarida F. Santos, Iara Freitas e, Catia Branquinho, Carmel Cefai f, Patrícia Arriaga. (2023). A systematic review of the association between social and emotional competencies and student engagement in youth; *Educational Research Review*, Vol. 39; 100535.
- Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychol. Schs.*, 45, 369–386. <https://doi.org/10.1002/pits.20303>
- Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology*, 44(5), 427–445. <https://doi.org/10.1016/j.jsp.2006.04.002>
- Archambault, I., Vandenbossche-Makombo, J., & Fraser, S. L. (2017). Students' oppositional behaviors and engagement in school: The differential role of the student-teacher relationship. *Journal of Child and Family Studies*, 26(6), 1702–1712. <https://doi.org/10.1007/s10826-017-0691-y>

- Archer, J. (2004). Sex differences in aggression in real-world settings: A meta-analytic review. *Review of General Psychology*, 8(4), 291–322. <https://doi.org/10.1037/1089-2680.8.4.291>
- Archer, J. (2009). Does sexual selection explain human sex differences in aggression; *Behavioral and Brain Sciences*, 32(3–4), 249–266. <https://doi.org/10.1017/S0140525X09990951>
- Ausubel, D. P. (1968). *Educational psychology: A cognitive view*. New York: Holt, Rinehart, & Winston.
- Axelson, R. D., & Flick, A. (2010). Defining student engagement. *Change: The Magazine of Higher Learning*, 43(1), 38–43. <https://doi.org/10.1080/00091383.2011.533096>
- Azkananda Widiyani. 2012. Handbook of Research on Student Engagement: Springer, DOI 10.1007/978-1-4614-2018-7
- Bacanlı, H. (1999). *Sosyal beceri eğitimi*. Ankara: Nobel.
- Balter, A., van Rhijn, T., & Davies, A. (2016). The development of sexuality in childhood in early learning settings: An exploration of early childhood educators' perceptions. *The Canadian Journal of Human Sexuality*, 25(1), 30–40. <http://dx.doi.org/10.3138/cjhs.251-A3>
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Baron-Cohen, S. (2002). *The extreme male brain theory of autism*. *Trends in Cognitive Sciences*, 6(6), 248–254.
- Bem, S. L. (1974). The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, 42, 155–162. <https://doi.org/10.1037/h0036215>
- Benenson, J. F., Tennyson, R., & Wrangham, R. W. (2011). Male more than female infants imitate propulsive motion. *Cognition*, 121(2), 262–267.
- Berenbaum, S. A., & Hines, M. (1992). Early androgens are related to childhood sex-typed toy preferences. *Psychological Science*, 3(3), 203–206. <https://doi.org/10.1111/j.1467-9280.1992.tb00028.x>
- Birch, S., & Ladd, G. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology*, 35, 61–79. doi:10.1016/S0022-4405(96)00029-5
- Blackburn, S. (2004). *Women and The State in Modern Indonesia*. Cambridge: Cambridge University Press.
- Blair, C., & Diamond, A. (2017). *Biological processes in prevention and intervention: The promotion of self-regulation as a means of preventing school failure*. *Development and Psychopathology*, 20(3), 899–911.
- Blakemore, J. E. O., & Centers, R. E. (2005). Characteristics of boys' and girls' toys. *Sex Roles*, 53(9–10), 619–633. <https://doi.org/10.1007/s11199-005-7729-0>
- Bohn-Gettler, C. M., Pellegrini, A. D., Dupuis, D. et al. (2010). A longitudinal study of preschool children's (homo sapiens) sex segregation. *Journal of Comparative Psychology*, 124(2), 219–228.
- Book, A. S., Starzyk, K. B., & Quinsey, V. L. (2001). The relationship between testosterone and aggression: A meta-analysis. *Aggression and Violent Behavior*, 6(6), 579–599. [https://doi-org.ezproxy.uky.edu/10.1016/S1359-1789\(00\)00032-X](https://doi-org.ezproxy.uky.edu/10.1016/S1359-1789(00)00032-X)

- Bornstein, M. H., Putnick, D. L., Gartstein, M. A., Hahn, C. S., Auestad, N., & O'Connor, D. L. (2015). Infant temperament: Stability by age, gender, birth order, term status, and socioeconomic status. *Child Development*, 86(3), 844–863. <https://doi.org/10.1111/cdev.12367>
- Børve, H. E., & Børve, E. (2017). Rooms with gender: Physical environment and play culture in kindergarten. *Early Child Development and Care*, 187(5–6), 1069–1081. <https://doi.org/10.1080/03004430.2016.1223072>
- Brody, D.L., Scheiner, E.Y., Ari, D.B., Tzadok, Y., van der Aalsvoort, G.M., & Lepola, J. (2020). Measuring motivation in preschool children: a comparison of Israeli, Dutch, and Finnish children. *Early Child Development and Care*, 190, 150–160. <https://doi.org/10.1080/03004430.2018.1459593>
- Brown, C. S., & Tam, M. J. (2019). Parenting girls and boys. In M. H. Bornstein (Ed.), *Handbook of parenting* (3rd ed.) (pp. 258–287). New York: Routledge.
- Browne, N. (2004). *Gender equity in the early years*. London: Open University Press.
- Burchinal, M., Pianta, R., Ansari, A., Whittaker, J., & Vitiello, V. (2023). Kindergarten academic and social skills and exposure to peers with pre-kindergarten experience. *Early Childhood Research Quarterly*, 62, 41–52. [10.1016/j.ecresq.2022.07.012](https://doi.org/10.1016/j.ecresq.2022.07.012).
- Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106(4), 676.
- Butler, J. (1990). *Gender trouble; Feminism and the Subversion of Identity*. London: Routledge.
- Butler, J. (2004). *Undoing gender*. New York: Routledge.
- Caldarella, P. & Merrill, K. W. (1997). Common dimensions of social skills of children and adolescents: A taxonomy of positive behaviors. *School Psychology Review*, 26(2), 264–268.
- Caprara, G. V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2017). *Prosocial foundations of children's academic achievement*. *Psychological Science*, 11(4), 302–306.
- Caprara, G. V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial foundations of children's academic achievement. *Psychological Science*, 11 (4), 302–306. <https://doi.org/10.1111/1467-9280.00260>
- Carol Lynn Martin and Diane Ruble. 2004. Children's Search for Gender Cues Cognitive Perspectives on Gender Development; *Current Directions In Psychological Science*. Volume 13, Number 2
- Carol Lynn Martin Arizona, Diane N. Ruble and Joel Szkrybalo. 2002. Cognitive Theories of Early Gender Development; *The American Psychological Association*, Vol. 128, No. 6, 903–933.
- Carpenter, B., Egerton, J., Cockbill, B., Bloom, T., Fotheringham, J., Rawson, H., & Thistlethwaite, J. (2015). *Engaging learners with complex learning difficulties and disabilities*. London, UK: Routledge
- Cerna, L. et al. (2021), "Promoting inclusive education for diverse societies: A conceptual framework", *OECD Education Working Papers*, No. 260, OECD Publishing, Paris, <https://dx.doi.org/10.1787/94ab68c6-en>.

- Chaplin, T. M., & Aldao, A. (2013). Gender differences in emotion expression in children: A meta-analytic review. *Psychological Bulletin*, 139(4), 735.
- Chapman, R. (2016). A case study of gendered play in preschools: How early childhood educators' perceptions of gender influence children's play. *Early Child Development and Care*, 186(8), 1271–1284. <https://doi.org/10.1080/03004430.2015.1089435>
- Chi, M. T. H. (2009). Active-constructive-interactive: A conceptual framework for differentiating learning activities. *Topics in Cognitive Science*, 1, 73–105.
- Chi, M. T. H., & Wylie, R. (2014). The ICAP framework: Linking cognitive engagement to active learning outcomes. *Educational Psychologist*, 49, 219–243.
- Chick, K. A., Heilman-Houser, R. A., & Hunter, M. W. (2002). The Impact of Child Care on Gender Role Development and Gender Stereotypes. *Early Childhood Education Journal*, 29(3), 149–154. <https://doi.org/10.1023/A:1014528424032>
- Christenson, A. L. Reschly, & C. Wylie (Eds.). *Handbook of Research on Student Engagement* (pp. 695–703). NY: Springer.
- Christia Spears Brown, Sharla D. Biefeld and Michelle J. Tam. 2020. Gender in Childhood; *Cambridge University Press is part of the University of Cambridge*. DOI: 10.1017/9781108874281
- Cleary, T. J., & Zimmerman, B. J. (2012). A cyclical self-regulatory account of student engagement: Theoretical foundations and applications. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 237–258). New York, NY: Springer <https://doi.org/10.1007/978-1-4614-2018-7>
- Collins, P. H. (2000) 'Gender, black feminism and black political economy'. *Annals of the American Academy of Political and Social Science*, 568(1), pp. 41–53.
- Connell, J. P., & Wellborn, J. G. (1991). Competence, autonomy, and relatedness: A motivational analysis of self-system processes. In M. Gunnar & L. A. Sroufe (Eds.), *Minnesota Symposium on Child Psychology* (Vol. 23). Chicago: University of Chicago Press.
- Coolahan, K., Fantuzzo, J., Mendez, J., & McDermott, P. (2000). Preschool peer interactions and readiness to learn: Relationships between classroom peer play and learning behaviors and conduct. *Journal of Educational Psychology*, 92(3), 458–465. <https://psycnet.apa.org/doi/10.1037/0022-0663.92.3.458>.
- Council of Europe (2019), "Sex and gender", Gender Matters, <https://www.coe.int/en/web/gender-matters/sex-and-gender> (accessed on 9 February 2022).
- D'Mello, S., Dieterle, E., & Duckworth, A. (2017). Advanced, analytic, automated (AAA) measurement of engagement during learning. *Educational Psychologist*, 52(2), 104–123. <https://doi.org/10.1080/00461520.2017.1281747>
- Danielson, C. K. & Phelps, C. R. (2003). The assessment of children's social skills through self-report: a potential screening instrument for classroom

- use. *Measurement and Evaluation in Counseling and Development*, 35(4), 18-29.
- Demaray, M. K., & Malecki, C. K. (2002). *Critical levels of perceived social support associated with student adjustment*. *School Psychology Quarterly*, 17(3), 213-241.
- Dinella, L. M., Weisgram, E. S., & Fulcher, M. (2017). Children's gender-typed toy interests: Does propulsion matter. *Archives of Sexual Behavior*, 46(5), 1295–1305.
- Downer, J., & Pianta, R. C. (2006). Academic and cognitive functioning in first grade: Associations with earlier home and childcare predictors and with concurrent home and classroom experiences. *School Psychology Review*, 35(1), 11–30. [10.1080/02796015.2006.12087999](https://doi.org/10.1080/02796015.2006.12087999).
- Dragana Pavlović Breneselović and Živka Krnjaja. 2016. Discourses on gender in early childhood education and care (ECEC) setting: *Equally discriminated against; journal of pedagogy*. 7 (2): 51 – 77. DOI 10.1515/jped-2016-0011
- Eccles, J. S. (2015). *Gendered social influences on children's motivation and achievement*. In *Gender differences in aspirations and attainment* (pp. 125-146). Cambridge University Press.
- Eccles, J. S. (2016). Engagement: Where to next? *Learning and Instruction*, 43, 71–75. <http://doi.org/10.1016/j.learninstruc.2016.02.003>.
- Eccles, J. S., & Wigfield, A. (2002). *Motivational beliefs, values, and goals*. *Annual Review of Psychology*, 53(1), 109-132.
- Eliot, L. (2009) *Pink brain, blue brain: How small differences grow into troublesome gaps-and what we can do about it*. New York, USA: Houghton Mifflin Harcourt Publishing Company.
- Else-Quest, N. M., Hyde, J. S., Goldsmith, H. H., & Van Hulle, C. A. (2006). Gender differences in temperament: A meta-analysis. *Psychological Bulletin*, 132(1), 33.
- Endendijk, J. J., Groeneveld, M. G., van der Pol, L. D. et al. (2017). Gender differences in child aggression: Relations with gender-differentiated parenting and parents' gender-role stereotypes. *Child Development*, 88(1), 299–316.
- European Institute for Gender Equality (2022), Relevance of gender in the policy area, <https://eige.europa.eu/gender-mainstreaming/policy-areas/education> (accessed on 7 January 2022).
- Fabes, R. A., Hanish, L. D., & Martin, C. L. (2003). Children at play: The role of peers in understanding the effects of child care. *Child Development*, 74(4), 1039–1043.
- Faisal, A., Nurdiana, I., & Fakhri, M. (2019). *Persepsi Orang Tua Terhadap Pendidikan Anak Usia Dini dan Dampaknya terhadap Keterlibatan Anak* [Jurnal]. *Jurnal Pendidikan Anak Usia Dini*, 5(2), 123-134.
- Finn, J. D., & Zimmer, K. (2012). Student engagement: What is it? Why does it matter? In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 97–132). New York, NY: Springer.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906–911. <https://doi.org/10.1002/bit.23191>

- Fletcher, A. (2015). Meaningful student involvement guide to students as partners in school change. Soundout.
- Fredericks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). *School engagement: Potential of the concept, state of the evidence*. *Review of Educational Research*, 74(1), 59-109.
- Fredricks, J. A., & McColskey, W. (2012). The Measurement of Student Engagement: A Comparative Analysis of Various Methods and Student Self-Report Instruments. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 763-782). Springer.
- Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*. <https://doi.org/10.1002/pits.20302>
- Gagne, J. R., Miller, M. M., & Goldsmith, H. H. (2013). Early but modest gender differences in focal aspects of childhood temperament. *Personality and Individual Differences*, 55(2), 95–100. <https://doi.org/10.1016/j.paid.2013.02.006>
- Greene, B. A. (2015). Measuring Cognitive Engagement With Self-Report Scales: Reflections From Over 20 Years of Research. *Educational Psychologist*, 50(1), 14-30. <https://doi.org/10.1080/00461520.2014.989230>
- Gresham, F. M. & Elliott, S. N. (1984). Assessment and classification of children's social skills: A review of methods and issues; *School Psychology Review*, 13, 292-301.
- Grewal, I., & Kaplan, C. (2006). An introduction to women's studies: *Gender in a transnational world*. New York: McGraw Hill.
- Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. Kamil & P. Mosenthal (Eds.), *Handbook of reading research* (Vol. 3, pp. 403-422). Mahwah, NJ: Lawrence Erlbaum.
- Haider Khan, Rani Gul & Murtaza Zeb. 2023. The Effect of Students' Cognitive and Emotional Engagement on Students' Academic Success and Academic Productivity; *Journal of Social Sciences Review*, 3(1), 322-334. <https://doi.org/10.54183/jssr.v3i1.141>
- Halim, M. L., Ruble, D. N., Tamis-LeMonda, C. S., Zosuls, K. M., Lurye, L. E., & Greulich, F. K. (2014). Pink frilly dresses and the avoidance of all things “girly”: Children's appearance rigidity and cognitive theories of gender development. *Developmental Psychology*, 50(4), 1091–1101. <https://doi.org/10.1037/a0034906.supp>
- Halpern, D. F. (2012). *Sex differences in cognitive abilities*. Psychology Press.
- Hamm, J. V., & Zhang, L. (2010). School contexts and the development of adolescents' peer relations. In J. L. Meece, & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 128-145). New York, NY: Routledge.
- Hattie, J. (2019). *Visible learning: Feedback*. Routledge.
- Havik, T., & Westergård, E. (2019). Do teachers matter? Students' perceptions of classroom interactions and student engagement. *Scandinavian Journal of Educational Research*, 1–20. doi:10.1080/00313831.2019.1577754

- Helme, S., & Clarke, D. (2001). Identifying cognitive engagement in the mathematics classroom. *Mathematics Education Research Journal*, 13(2), 133–153. <https://doi.org/10.1007/BF03217103>
- Hidayati, U. (2019). *Metode Pembelajaran yang Menarik untuk Meningkatkan Keterlibatan Anak di PAUD* [Jurnal]. *Jurnal PAUD*, 6(1), 45-56.
- Hirschfeld, L. A., & Gelman, S. A. (1994). *Mapping the mind: Domain specificity in cognition and culture*. Cambridge University Press.
- Hoang, N., Holopainen, L., & Siekkinen, M. (2019). Children's classroom engagement and disaffection in Vietnamese kindergartens. *Educational Psychology*, 39, 254–270. <https://doi.org/10.1080/01443410.2018.1524854>
- Hyde, J. S. (1984). How large are gender differences in aggression? A developmental meta-analysis. *Developmental Psychology*, 20(4), 722–736. <https://doi.org/10.1037/0012-1649.20.4.722>
- Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60(6), 581–592. <https://doi.org/10.1037/0003-066X.60.6.581>
- Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & van Anders, S. M. (2019). The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist*, 74(2), 171–193. <https://doi.org/10.1037/amp0000307>
- Isabelle Archambault and Veronique Dupere. 2017. Joint trajectories of behavioral, affective, and cognitive engagement in elementary School: *The Journal of Educational Research*. VOL. 110, NO. 2, 188–198 <http://dx.doi.org/10.1080/00220671.2015.1060931>
- Janne Pietarinen, Tiina Soini & Kirsi Pyhä Ito. 2014. Students emotional and cognitive engagement as the determinants of well-being and achievement in school; *International Journal of Educational Research*, 67. 40–51 <http://dx.doi.org/10.1016/j.ijer.2014.05.001>
- Jimena Cosso, Ana Rita Russo dari Vivo, Sascha Hein, Liceth Paola Reales Silvera, Lucero Ramirez-Varela & Liliana Angelica Ponguta. (2022). Impact of a Social-emotional Skills-Building Program (Pisoton) on Early Development of Children in Colombia: A Pilot Effectiveness Study; *International Journal of Educational Research*, Vol. 111; 101898.
- Johnson, D. W., & Johnson, R. T. (2020). *Cooperative learning and social interdependence theory*. In *Theories of School Psychology* (pp. 93-109). Springer.
- Junttila, N., Vauras, M., Niemi, P., & Laakkonen, E. (2012). Multisource assessed social competence as a predictor for children's and adolescents' later loneliness, social anxiety, and social phobia. *Journal for Educational Research Online*, 4(1), 73–98.
- Kaya, H. E. (2015). Stereotyped Gender Role Presentations in Turkish Primary Schooling System. *International Academic Research for multidisciplinary*, 3(9):104-125.
- Kim, C., Park, S. W., Cozart, J., & Lee, H. (2015). From motivation to engagement: The role of effort regulation of virtual high school students in mathematics courses. *Journal of Educational Technology and Society*, 18(4), 261–272.

- Knight, G. P., Guthrie, I. K., Page, M. C., & Fabes, R. A. (2002). Emotional arousal and gender differences in aggression: A meta-analysis. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, 28(5), 366–393.
- Krajcik, J. S., & Shin, N. (2021). *Project-based learning*. In *The Cambridge handbook of learning sciences* (2nd ed., pp. 283-297). Cambridge University Press.
- Krisztián Józsa dan Karen Caplovitz Barrett. (2018). Affective and Social Mastery Motivation in Preschool as Predictors of Early School Success: A Longitudinal Study; *Early Childhood Research Quarterly*, Vol. 45; 81–92.
- Ladd, G. W., Herald-Brown, S. L., & Kochel, K. P. (2009). *Peers and motivation*. In K. R.
- Ladd, G. W., & Burgess, K. B. (1999). Charting the relationship trajectories of aggressive, withdrawn, and aggressive/withdrawn children during early grade school. *Child Development*, 70, 910–929. doi: 10.1111/1467-8624.00066
- Laevers, F. (1997). Assessing the quality of childcare provision: ‘involvement’ as criterion. *Researching Early Childhood*, 3, 151–165.
- Lam, S. et al. (2012). Do girls and boys perceive themselves as equally engaged in school? The results of an international study from 12 countries. *Journal of School Psychology*, 50(1), 77-94.
- Lee, W., & Reeve, J. (2012). Teachers’ estimates of their students’ motivation and engagement: Being in synch with students. *Educational Psychology*, 32(6), 727–747. <https://doi.org/10.1080/01443410.2012.732385>
- Legkauskas, V., & Magelinskaite-Legkauskiene, S. (2021). Social competence in the 1st grade predicts school adjustment two years later. *Early Child Development and Care*, 191(1), 83–92. <https://doi.org/10.1080/03004430.2019.1603149>
- LeMay Sheffield, S. (2004) *Women and science: Social impact and interaction*. New Brunswick, New Jersey, USA: Rutgers University Press.
- Lenroot, R. K., Gogtay, N., Greenstein, D. K., Wells, E. M., Wallace, G. L., Clasen, L. S., Blumenthal, J. D., Lerch, J., Zijdenbos, A. P., Evans, A.C., Thompson, P. M. and Giedd, J. N. (2007) ‘Sexual dimorphism of brain developmental trajectories during childhood and adolescence’. *Neuroimage*, 36(4), pp. 1065–1073.
- Li, Y., & Lerner, R. M. (2011). Trajectories of school engagement during adolescence: Implications for grades, depression, delinquency, and substance use. *Developmental Psychology*, 47, 233–247. <http://dx.doi.org/10.1037/a0021307.21244162>.
- Lin, X., Wang, C., & Eccles, J. S. (2020). *Gender differences in academic motivation: A longitudinal investigation*. *Journal of Educational Psychology*, 112(5), 938-950.
- Linnenbrink, E. A. (2005). The Dilemma of Differentiating Between Cognitive and Emotional Engagement. *Educational Psychologist*, 40(2), 67-73. [https://doi.org/10.1207/s15326985ep4002\\_3](https://doi.org/10.1207/s15326985ep4002_3)
- Loeber, R., Capaldi, D. M., & Costello, E. (2013). Gender and the development of aggression, disruptive behavior, and delinquency from childhood to early

- adulthood. In P. H. Tolan & B. L. Leventhal (Eds.), *Disruptive behavior disorders* (pp. 137–160). New York: Springer.
- Luo, W., Hughes, J. N., Liew, J., & Kwok, O. (2009). Classifying academically at-risk first graders into engagement types: Association with long term achievement trajectories. *The Elementary School Journal*, 109, 380–405. <http://dx.doi.org/10.1086/593939>.
- Lytton, H., & Romney, D.M. (1991). Parents' differential socialization of boys and girls: A meta-analysis. *Psychological Bulletin*, 109(2), 267–296. <https://doi.org/10.1037/0033-2909.109.2.267>
- Maccoby, E. E. (1990). The role of gender identity and gender constancy in sex-differentiated development. *New Directions for Child Development*
- Maccoby, E. E., & Jacklin, C. N. (1974). *The psychology of sex differences*. Stanford University Press.
- MacNaughton, G. (2000). *Rethinking gender in early childhood education*. St Leonards: Allen & Unwin.
- Madeleine Sjomana, Mats Granlund, Anna Karin Axelsson, Lena Almqvist and Henrik Danielsson. 2021. Social interaction and gender as factors affecting the trajectories of children's engagement and hyperactive behaviour in preschool; *British Journal of Educational Psychology* (2021), 91, 617–637
- Marlowe, H. A., Jr. (1986). Social intelligence: Evidence for multidimensionality and construct independence. *Journal of Educational Psychology*, 78, 52–58.
- Martin, C. L., & Ruble, D. N. (2010). *Patterns of gender development*. Annual Review of Psychology, 61, 353–381.
- Martin, C. L., Andrews, N. C., England, D. E., Zosuls, K., & Ruble, D. N. (2017). A dual identity approach for conceptualizing and measuring children's gender identity. *Child Development*, 88(1), 167–182. <https://doi.org/10.1111/cdev.12568>
- Martin, C. L., Fabes, R. A., Hanish, L., Leonard, S., & Dinella, L. M. (2011). Experienced and expected similarity to same-gender peers: Moving toward a comprehensive model of gender segregation. *Sex Roles*, 65(5–6), 421–434.
- Martin, C. L., Ruble, D. N., & Szkrybalo, J. (2002). Cognitive theories of early gender development. *Psychological Bulletin*, 128(6), 903–933. <https://doi.org/10.1037/0033-2909.128.6.903>
- Matsumura, L., Slater, S., & Crosson, A. (2008). Classroom climate, rigorous instruction, and curriculum, and students' interactions in urban middle schools. *The Elementary School Journal*, 108(4), 293–312.
- Mischel, W. (1966). A social learning view of sex differences in behavior. In E. Maccoby (Ed.), *The development of sex differences* (pp. 57–81). Stanford, CA: Stanford University Press.
- Moi, T. (1999) *What is a woman? And other essays*. Oxford: Oxford University Press
- Muehlenhard, C. and Z. Peterson (2011), “Distinguishing between sex and gender: History, current conceptualizations, and implications”, *Sex Roles*, Vol. 64/11, <https://doi.org/10.1007/s11199-011-9932-5>.

- Newman, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). *The significance and sources of student engagement*. In *Student engagement and achievement in American secondary schools* (pp. 11-39). Teachers College Press.
- Newmann, F., & Wehlage, G. (1993). Five Standards of Authentic Instruction; *Educational Leadership*, 50(7), 8-12.
- Nicolopoulou, A., Barbosa de Sá, A., Ilgaz, H., & Brockmeyer, C. (2010). Using the transformative power of play to educate hearts and minds: From Vygotsky to Vivian Paley and beyond. *Mind, Culture, & Activity*, 17, 42–58. [10.1080/10749030903312512](https://doi.org/10.1080/10749030903312512).
- Nivet, A. E., Eisner, M., Malti, T., & Ribeaud, D. (2014). Sex differences in aggression among children of low and high gender inequality backgrounds: A comparison of gender role and sexual selection theories. *Aggressive Behavior*, 40(5), 451–464. <https://doi.org/10.1002/ab.21530>
- OECD (2019), PISA 2018 Results (Volume II): *Where All Students Can Succeed*, PISA, OECD Publishing, Paris, <https://dx.doi.org/10.1787/b5fd1b8f-en>.
- OECD. (2018). *Investing in youth: Norway*. Paris: OECD Publishing.
- Olson, K. R., & Gülgöz, S. (2018). Early findings from the TransYouth Project: Gender development in transgender children. *Child Development Perspectives*, 12(2), 93–97. <https://doi.org/10.1111/cdep.12268>
- Ottavia Brussino and Jody McBrien. 2022. Gender stereotypes in education: Policies and practices to address gender stereotyping across OECD education systems. Organisation for Economic Co-operation and Development. No 127.
- Özyürek, A. (2015). Okul öncesi çocukların sosyal beceri düzeyleri ile anne tutumları arasındaki ilişkinin incelenmesi. *Milli Eğitim Dergisi*, 45(206), 106-12.
- Pagani, L. S., Fitzpatrick, C., & Parent, S. (2012). Relating kindergarten attention to subsequent developmental pathways of classroom engagement in elementary school. *Journal of Abnormal Child Psychology*, 40, 715–725. <http://dx.doi.org/10.1007/s10802-011-9605-4>
- Pakarinen, E., Salminen, J., Lerkkanen, M.-K., & von Suchodoletz, A. (2018). Reciprocal associations between social competence and language and pre-literacy skills in preschool. *Journal of Early Childhood Education Research*, 7(2), 207–234. <https://jecer.org/reciprocal-associations-between-social-competence-and-language-and-pre-literacy-skills-in-preschool/>.
- Paoletti, J. B. (2012). *Pink and blue: Telling the boys from the girls in America*. Bloomington: Indiana University Press.
- Patrick, H., Ryan, A. M., & Kaplan, A. (2007). *Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement*. *Journal of Educational Psychology*, 99(1), 83-98.
- Perry, J. C., Liu, X., & Pabian, Y. (2010). School engagement as a mediator of academic performance among urban youth: The role of career preparation, parental career support, and teacher support. *The Counseling Psychologist*, 38, 269–295. <http://dx.doi.org/10.1177/0011000009349272>.
- Piaget, J. (1954). *The Construction of Reality in the Child*. New York: Basic Books. <http://dx.doi.org/10.1037/11168-000>

- Pintrich, P. R., & De Groot, E. (1990). Motivated and self-regulated learning components of academic performance. *Journal of Educational Psychology*, 82, 33-40.
- Ramey, H. L., Rose-Krasnor, L., Busseri, M. A., Gadbois, S., Bowker, A., & Findlay, L. (2015). Measuring psychological engagement in youth activity involvement. *Journal of Adolescence*, 45, 237-249. doi:10.1016/j.adolescence.2015.09.006
- Renno, M. P., & Shutts, K. (2015). Children's social category-based giving and its correlates: Expectations and preferences. *Developmental Psychology*, 51, 533-543. <https://doi.org/10.1037/a0038819>.
- Reschly, A. L., & Christenson, S. L. (2012). *Jingle, jangle, and conceptual haziness: Evolution and future directions of the engagement construct*. In *Handbook of Research on Student Engagement* (pp. 3-19). Springer.
- Rizky Nopiyanti, Humairah, Azizah Husin. Keterlibatan Orang Tua dalam Pendidikan Anak pada Kelompok Bermain. *Journal of Non Formal Education and Community Empowerment*. Volume 5(1): 1-8. <http://journal.unnes.ac.id/sju/index.php/jnfc>
- Robinson, K. (2014). Building relationships early: Educating children on gender variance and sexual diversity. *Contemporary Issues in Early Childhood*, 14(1), 81-87. <https://doi.org/10.2304/ciec.2014.14.1.81>
- Robson, S., & Rowe, V. (2012). Observing young children's creative thinking: Engagement, involvement and persistence. *International Journal of Early Years Education*, 20, 349-364.
- Robyn Gibbs and Dr Jenny Poskitt. 2010, Student Engagement in the Middle Years of Schooling (Years 7-10): *A Literature Review Report to the Ministry of Education*.
- Rotgans, J. I., & Schmidt, H. G. (2011). Cognitive engagement in the problem-based learning classroom. *Advances in Health Sciences Education*, 16(4), 465-479. <https://doi.org/10.1007/s10459-011-9272-9>
- Ruble, D. N., Lurye, L. E., & Zosuls, K. M. (2007). Pink frilly dresses (PFD) and early gender identity. *Princeton Report on Knowledge*, 2(2).
- Ruble, D. N., Martin, C. L., & Berenbaum, S. A. (2006). Gender development. In N. Eisenberg, W. Damon, & R. M. Lerner (Eds.), *Handbook of child psychology: Social, emotional, and personality development*, Vol. 3 (6th ed., pp. 858-932). Hoboken, NJ: John Wiley & Sons. Ruble, D. N., Taylor, L. J., Cyphers, L., Greulich, F. K.
- Ruffing, S., Wach, F., Spinath, F. M., Brünken, R., & Karbach, J. (2015). Learning strategies and general cognitive ability as predictors of gender-specific academic achievement. *Frontiers in Psychology*, 6, Article ID 1238. doi:10.3389/fpsyg.2015.01238
- Rune Storli & Ellen Beate Hansen Sandseter. (2019). Children's play, well-being and involvement: how children play indoors and outdoors in Norwegian early childhood education and care institutions; *International Journal of Play*, VOL. 8, NO. 1, 65-78.
- Saide Özbey, Mehlika Köyceğiz. (2019). Investigation of the Effect of Social Skills Training on the Motivation Levels of Preschool Children; *International Electronic Journal of Elementary Education*, Vol. Vol. 11, No. 5; 477-486.

- Saleem, A., Gul, R., Ahmad, A. (2021). Efektivitas Program Pengembangan Keprofesian Berkelanjutan Menurut Persepsi Guru Tingkat Dasar. *Ilkogretim Online*, 20 (3), 53-72.
- Saleem, S., Ali, A., & Azam, S. M. (2021). *Motivation, perseverance and academic achievement: The mediating role of emotional intelligence*. *Journal of Educational Psychology*, 113(3), 587-599.
- Samancı, O. & Uçan, Z. (2017). Çocuklarda sosyal beceri eğitimi. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 21(1), 281-288.
- Sarah Reddington. 2020. Early Childhood Educators' Understandings of How Young Children Perform Gender During Unstructured Play; *Journal Of Childhood Studies*. Vol. 45 No. 4
- Šarūnė Magelinskaitė, Albina Kepalaitė, Visvaldas Legkauskas. (2014). Relationship between social competence, learning motivation, and school anxiety in primary school; *Procedia - Social and Behavioral Sciences*, Vol. 116; 2936 – 2940.
- Sawyer, A. C., Miller-Lewis, L. R., Searle, A. K., Sawyer, M. G., & Lynch, J. W. (2015). Is greater improvement in early self-regulation associated with fewer behavioral problems later in childhood? *Developmental Psychology*, 51, 1740–1755. <https://psycnet.apa.org/doi/10.1037/a0039829>.
- Sax, L. (2005) *Why gender matters: what parents and teachers need to know about the emerging science of sex differences*. New York, USA: Broadway Books.
- Schoning, S., Engeliena, A., Kugeld, H., Schafer, S., Schiffbauer, H., Zwitserloode, P., Pletziger, E., Beizai, P., Kerstinga, A., Ohrmann, P. Grebf, R. R, Lehmann, W. Heindeld, W., Arolt. V. and Konrada, C. (2007) 'Functional anatomy of visuo-spatial working memory during mental rotation is influenced by sex, menstrual cycle and sex steroid hormones', *Neuropsychologia* 45(14), pp. 3203–3214
- Searle, A. K., Miller-Lewis, L. R., Sawyer, M. G., & Baghurst, P. A. (2013). Predictors of children's kindergarten classroom engagement: preschool adult-child relationships, self-concept, and hyperactivity/inattention. *Early Education & Development*, 24, 1112–1136. <https://doi.org/10.1080/10409289.2013.764223>
- Shutts, K., Roben, C. K. P., & Spelke, E. S. (2013). Children's use of social categories in thinking about people and social relationships. *Journal of Cognition and Development*, 14(1), 35–62.
- Sirunyan, A. M., Tumasyan, A., Adam, W., Ambrogi, F., Asilar, E., Bergauer, T., . . . Del Valle, A. E. J. T. E. P. J. C. (2020). Extraction and validation of a new set of CMS PYTHIA 8 tunes from underlying-event measurements. 80, 1-47.
- Skinner, E. A., & Pitzer, J. R. (2012). Developmental dynamics of student engagement, coping, and everyday resilience. In S. L. Christenson, A. L. Reschly & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 21-44). New York: Springer Science & Business Media.
- Smith, T., & Smith, J. (2021). *Social interaction and cognitive engagement in early childhood classrooms: The role of teacher-student relationships*. *Early Childhood Research Quarterly*, 54, 172-185.

- Snowman, J., Dobozy, E., Scevak, J., Bryer, F., Bartlett, B., & Biehler, R. F. (2009). *Psychology applied to teaching* (1st Australian ed.). Milton: John Wiley & Sons Australia.
- Stephens, T.L. (2015). Encouraging Positive Student Engagement and Motivation: Tips for Teachers <https://it.pearson.com/aree-disciplinari/english/motivation/encouraging-positif-student-engagement-and-motivation.html>
- Stern DN. (2005) *Intersubjectivity: The American Psychiatric Publishing Textbook of Psychoanalysis*. Arlington, VA: American Psychiatric Publishing.
- Sudarsana, I. W. (2017). *Pengaruh Pendidikan Anak Usia Dini Terhadap Perkembangan Anak* (Tesis). Universitas Pendidikan Indonesia.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif R&D*. Bandung: Alfabeta.
- Tenenbaum, H. R., Winstone, N. E., Leman, P. J., & Avery, R. E. (2020). How effective is peer interaction in facilitating learning? A meta-analysis. *Journal of Educational Psychology*, 112(7), 1303. 10.1037/edu0000436.
- Thompson, A. E., & Voyer, D. (2014). Sex differences in the ability to recognise non-verbal displays of emotion: A meta-analysis. *Cognition & Emotion*, 28(7), 1164–1195. <https://doi.org/10.1080/02699931.2013.875889>
- Tomasello, M. (2019). *Becoming human: A theory of ontogeny*. Cambridge, MA: Belknap Press.
- Tomporowski, P. D., McCullick, B., Pendleton, D. M., & Pesce, C. (2015). Exercise and children's cognition: The role of exercise characteristics and a place for metacognition. *Journal of Sport & Health Science*, 4(1), 47–55.
- Trautner, H. M., Ruble, D. N., Cyphers, L., Kirsten, B., Behrendt, R., & Hartmann, P. (2005). Rigidity and flexibility of gender stereotypes in childhood: Developmental or differential ?. *Infant and Child Development: An International Journal of Research and Practice*, 14(4), 365–381.
- Trawick-Smith, J., Wolff, J. Koschel, M. and Vallarelli, A. (2015) 'Effects of Toys on the Play Quality of Preschool Children: Influence of Gender, Ethnicity, and Socioeconomic Status' *Early Childhood Education*. 43(4), pp.249–256.
- Trayes, J., Harr e, N., & Overall, N. C. (2012). A youth performing arts experience. *Journal of Adolescent Research*, 27(2), 155–182. doi:10.1177/0743558411417867
- Ulum, Chafidhatul. 2018. Keterampilan Sosial Peserta Didik dalam Pembelajaran Tematik di Kelas V MI Muhammadiyah Selo Kulon Progo. *Jurnal Pendidikan Dasar Islam*. Volume 10, Nomor 02. Hal 111-135.
- Van Anders, S. M. (2015). Beyond sexual orientation: Integrating gender/sex and diverse sexualities via sexual configurations theory. *Archives of Sexual Behavior*, 44(5), 1177–1213.
- Vecchione, M., Alessandri, G., & Marsicano, G. (2014). Academic motivation predicts educational attainment: Does gender make a difference? *Learning and Individual Differences*, 32, 124–131. doi:10.1016/j.lindif.2014.01.003
- Veríssimo, N. V., Mussagy, C. U., Oshiro, A. A., Mendonça, C. M. N., de Carvalho Santos-Ebinuma, V., Pessoa, A., . . . Pereira, J. F. B. J. G. C. (2021). From green to blue economy: Marine biorefineries for a

- sustainable ocean-based economy. 23(23), 9377-9400. <https://doi.org/10.1039/d1gc03191k>
- Voyer, D., & Voyer, S. (2014). *Gender differences in scholastic achievement: A meta-analysis*. *Psychological Bulletin*, 140(4), 1174-1204.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wang, M.-T., & Eccles, J. S. (2012). Adolescent behavioral, emotional, and cognitive engagement trajectories in school and their differential relations to educational success. *Journal of Research on Adolescence*, 22, 31–39. <http://dx.doi.org/10.1111/j.1532-7795.2011.00753.x>
- Wang, M.-T., & Eccles, J. S. (2012). *Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school*. *Child Development*, 83(3), 877-895.
- Wang, M.-T., & Fredricks, J. A. (2014). The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence. *Child Development*, 85(2), 722–737. doi:10.1111/cdev.12138
- Wang, M.-T., Fredricks, J. A., Ye, F., Hofkens, T. L., & Linn, J. S. (2016). The Math and Science Engagement Scales: Scale development, validation, and psychometric properties. *Learning and Instruction*, 43, 16–26. doi:10.1016/j.learninstruc.2016.01.008
- Wardle, F. (2007). The challenge of boys in our early childhood programs. *Early Childhood News*.16(1), 16–21.
- Waters, E., & Sroufe, L. A. (1983). *Social competence as a developmental construct*. *Developmental Review*, 3(1), 79–97. [https://doi.org/10.1016/0273-2297\(83\)90010-2](https://doi.org/10.1016/0273-2297(83)90010-2)
- Wehlage, G. G., Rutter, R. A., Smith, G. A., Lesko, N. L., & Fernandez, R. R. (1989). *Reducing the risk: Schools as communities of support*. Philadelphia: Farmer press.
- Wei Hong, Rui Zhen, Ru-De Liu, Ming-Te Wang, Yi Ding & Jia Wang. 2020. The longitudinal linkages among Chinese children’s behavioural, cognitive, and emotional engagement within a mathematics context; *An International Journal of Experimental Educational Psychology*, DOI: 10.1080/01443410.2020.1719981
- Weisgram, E. S., & Dinella, L. M. (2018). *Gender typing of children’s toys: How early play experiences impact development*. Washington, DC: American Psychological Association.
- Wen, C., Zhang, W., Li, D.-P., Yu, C.-F., & Dai, W.-Z. (2010). Relationship between junior students’ gratitude and academic achievement: With academic engagement as the mediator (in Chinese). *Psychological Development and Education*, 26(6), 598–605. doi:10.16187/j.cnki. issn 1001-4918.2010.06.013
- Wentzel, K. R. (1994). Relation of social goal pursuit to social acceptance, classroom behavior, and perceived social support. *Journal of Educational Psychology*, 86, 173-182.
- Wentzel, K. R. (1998). Social relationship and motivation in middle school: the role of parents, teachers and peers. *Journal of Educational Psychology*, 90(2), 202- 209.

- Wentzel, K. R. (2016). *Teacher-student relationships and adolescent competence at school*. *Journal of Educational Psychology*, 91(1), 22-30.
- Wentzel, K. R., & Muenks, K. (2016). *Peer relationships, motivation, and academic performance at school*. In *Handbook of motivation at school* (2nd ed., pp. 586-610). Routledge.
- WHO (World Health Organization). (2018). Gender, health and the 2030 agenda for sustainable development. [www.who.int/bulletin/volumes/96/9/18-211607](http://www.who.int/bulletin/volumes/96/9/18-211607).
- Wigfield, A., & Eccles, J. S. (2020). *Expectancy-value theory of achievement motivation: Contemporary advances and enduring contributions*. *Educational Psychologist*, 55(1), 68-82.
- Wigfield, A., Eccles, J. S., Fredricks, J. A., Simpkins, S., Roeser, R. W., & Schiefele, U. (2015). Development of achievement motivation and engagement. In R. M. Lerner & M. E. Lamb (Eds.), *Handbook of child psychology and developmental science*, vol. 3 (7th ed., pp. 1-44). Hoboken, NJ: John Wiley & Sons
- Wing Kai Fung dan Kevin Kien Hoa Chung. (2023). Longitudinal association between children's mastery motivation and cognitive school readiness: Executive functioning and social-emotional competence as potential mediators; *Journal of Experimental Child Psychology*, Vol. 234; 105712.
- Wolpert, L. (2014) Why can't a woman be more like a man. London: Faber and Faber Limited.
- Wood, W., & Eagly, A. H. (2002). A cross-cultural analysis of the behavior of women and men: Implications for the origins of sex differences. *Psychological bulletin*, 128(5), 699-727. <https://doi.org/10.1037/0033-2909.128.5.699>
- Yulindrasari, H. (2006) Gendered parenting in Indonesian Magazine: A Discourse Analysis
- Zembat, R., Yılmaz, H., & Küsmüş, G. İ. (2018). Okul öncesi dönem çocuklarının mizaç özellikleri ile sosyal becerileri arasındaki ilişkinin incelenmesi. *Serkan Dinçer (Ed), Değişen dünyada eğitim* (s.43-56). Ankara: Pegem.
- Zeng, H., Xu, C., Fan, J., Tang, Y., Deng, Q., Zhang, W., & Long, X. (2020). Antibodies in infants born to mothers with COVID-19 pneumonia. *JAMA*. <https://doi.org/10.1001/jama.2020.4861>
- Zhang, X., Sun, L., & Li, Y. (2021). *Gender differences in academic engagement and self-regulation among young students*. *Journal of Educational Psychology*, 113(5), 857-870.
- Zhou, G., Gul, R., & Tufail, M. (2022). Does servant leadership stimulate work engagement? The moderating role of trust in the leader. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.925732>
- Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3), 329-339. doi:10.1037/0022-0663.81.3.329
- Zosuls, K. M., Ruble, D. N., Tamis-LeMonda, C. S., Shrout, P. E., Bornstein, M. H., & Greulich, F. K. (2009). The acquisition of gender labels in infancy: Implications for gender-typed play. *Developmental Psychology*, 45(3), 688-701. <https://doi.org/10.1037/a0014053>