

## Daftar Pustaka

- Ashcraft, M. H. (1992). Cognitive arithmetic: A review of data and theory. *Cognition*, 44(1–2), 75–106. [https://doi.org/10.1016/0010-0277\(92\)90051-I](https://doi.org/10.1016/0010-0277(92)90051-I)
- Bagnoud, J., Dewi, J., & Thevenot, C. (2021). Differences in event-related potential (ERP) responses to small tie, non-tie and 1-problems in addition and multiplication. *Neuropsychologia*, 153, 107771. <https://doi.org/10.1016/J.NEUROPSYCHOLOGIA.2021.107771>
- Berteletti, I., Kimbley, S. E., Sullivan, S. J., Quandt, L. C., & Miyakoshi, M. (2022). Different Language Modalities Yet Similar Cognitive Processes in Arithmetic Fact Retrieval. *Brain Sciences*, 12(2). <https://doi.org/10.3390/brainsci12020145>
- Campbell, J. I. D. (1994). Architectures for numerical cognition. *Cognition*, 53(1), 1–44.
- Campbell, J. I. D., & Clark, J. M. (1992). Cognitive number processing: An encoding-complex perspective. *Advances in Psychology*, 91(C), 457–491. [https://doi.org/10.1016/S0166-4115\(08\)60894-8](https://doi.org/10.1016/S0166-4115(08)60894-8)
- Dehaene, S. (1992). Varieties of numerical abilities. *Cognition*, 44(1–2), 1–42. [https://doi.org/10.1016/0010-0277\(92\)90049-N](https://doi.org/10.1016/0010-0277(92)90049-N)
- Delorme, A., & Makeig, S. (2004). EEGLAB: An open source toolbox for analysis of single-trial EEG dynamics including independent component analysis. *Journal of Neuroscience Methods*, 134(1), 9–21. <https://doi.org/10.1016/j.jneumeth.2003.10.009>
- Domahs, F., Zamarian, L., & Delazer, M. (2008). Sound arithmetic: Auditory cues in the rehabilitation of impaired fact retrieval. *Neuropsychological Rehabilitation*, 18(2), 160–181. <https://doi.org/10.1080/09602010701505648>
- Duverne, S., & Lemaire, P. (2004). Age-Related Differences in Arithmetic Problem-Verification Strategies. *Journals of Gerontology - Series B Psychological Sciences and Social Sciences*, 59(3). <https://doi.org/10.1093/GERONB/59.3.P135>
- Geary, D. C. (1990). A componential analysis of an early learning deficit in mathematics. *Journal of Experimental Child Psychology*, 49(3), 363–383. [https://doi.org/10.1016/0022-0965\(90\)90065-G](https://doi.org/10.1016/0022-0965(90)90065-G)
- Geary, D. C. (2013). Early Foundations for Mathematics Learning and Their Relations to Learning Disabilities. *Current Directions in Psychological Science*, 22(1), 23–27. <https://doi.org/10.1177/0963721412469398>
- Hinault, T., Dufau, S., & Lemaire, P. (2014). Sequential modulations of poorer-strategy effects during strategy execution: An event-related potential study in arithmetic. *Brain and Cognition*, 91, 123–130. <https://doi.org/10.1016/J.BANDC.2014.09.001>
- Hinault, T., & Lemaire, P. (2016). What does EEG tell us about arithmetic strategies? A review. In *International Journal of Psychophysiology* (Vol. 106, pp. 115–126). Elsevier B.V. <https://doi.org/10.1016/j.ijpsycho.2016.05.006>
- Holloway, I. D., & Ansari, D. (2010). Developmental Specialization in the Right Intraparietal Sulcus for the Abstract Representation of Numerical Magnitude. *Journal of Cognitive Neuroscience*, 22(11), 2627–2637. <https://doi.org/10.1162/JOCN.2009.21399>
- Holloway, I. D., Price, G. R., & Ansari, D. (2010). Common and segregated neural pathways for the processing of symbolic and nonsymbolic numerical magnitude: an fMRI study. *NeuroImage*, 49(1), 1006–1017. <https://doi.org/10.1016/J.NEUROIMAGE.2009.07.071>
- Jost, K., Hennighausen, E., & Rösler, F. (2004). Comparing arithmetic and semantic fact

- retrieval: effects of problem size and sentence constraint on event-related brain potentials. *Psychophysiology*, 41(1), 1000–1000. <https://doi.org/10.1111/1469-8986.00119>
- Jung, T.-P., Makeig, S., Humphries, C., Lee, T.-W., McKeown, M. J., Iragui, V., & Sejnowski, T. J. (2000). Removing electroencephalographic artifacts by blind source separation. *Psychophysiology*, 37(2), 163–178. <https://doi.org/10.1111/1469-8986.3720163>
- Kappenman, E. S., Farrens, J. L., Zhang, W., Stewart, A. X., & Luck, S. J. (2021). ERP CORE: An open resource for human event-related potential research. *NeuroImage*, 225, 117465. <https://doi.org/10.1016/j.NEUROIMAGE.2020.117465>
- Khakim, Z., & Kusrohmaniah, S. (2021). Dasar - dasar electroencephalography (EEG) bagi riset psikologi. *Buletin Psikologi*, 29(1), 92. <https://doi.org/10.22146/buletinpsikologi.52328>
- Kok, A. (2001). On the utility of P3 amplitude as a measure of processing capacity. *Psychophysiology*, 38(3), 557–577. <https://doi.org/10.1017/S0048577201990559>
- Lopez-Calderon, J., & Luck, S. J. (2014). ERPLAB: an open-source toolbox for the analysis of event-related potentials. *Frontiers in Human Neuroscience*, 8(1 APR). <https://doi.org/10.3389/FNHUM.2014.00213>
- Luck, S. J. (2014). *An Introduction to The Event-Related Potential Technique* (2nd ed.). MIT Press.
- Mathôt, S., Schreij, D., & Theeuwes, J. (2012). OpenSesame: An open-source, graphical experiment builder for the social sciences. *Behavior Research Methods*, 44(2), 314–324. <https://doi.org/10.3758/S13428-011-0168-7/FIGURES/4>
- Niedeggen, M., & Rösler, F. (1999). N400 effects reflect activation spread during retrieval of arithmetic facts. *Psychological Science*, 10(3), 271–276. <https://doi.org/10.1111/1467-9280.00149>
- Noél, M. P., & Seron, X. (1992). Notational Constraints and Number Processing: A Reappraisal of the Gonzalez and Kolers (1982) Study. <https://doi.org/10.1080/02724989208250623>, 45(3), 451–478. <https://doi.org/10.1080/02724989208250623>
- Peng, P., Congying, S., Beilei, L., & Sha, T. (2012). Phonological storage and executive function deficits in children with mathematics difficulties. *Journal of Experimental Child Psychology*, 112(4), 452–466. <https://doi.org/10.1016/j.JECP.2012.04.004>
- Pribram, K. H., & McGuinness, D. (1975). Arousal, activation, and effort in the control of attention. *Psychological Review*, 82(2), 116–149. <https://doi.org/10.1037/H0076780>
- Price, G. R., Mazzocco, M. M. M., & Ansari, D. (2013). Why mental arithmetic counts: Brain activation during single digit arithmetic predicts high school math scores. *Journal of Neuroscience*, 33(1), 156–163. <https://doi.org/10.1523/JNEUROSCI.2936-12.2013>
- Prieto-Corona, B., Rodríguez-Camacho, M., Silva-Pereyra, J., Marosi, E., Fernández, T., & Guerrero, V. (2010). Event-related potentials findings differ between children and adults during arithmetic-fact retrieval. *Neuroscience Letters*, 468(3), 220–224. <https://doi.org/10.1016/j.neulet.2009.10.094>
- Rivera, S. M., Reiss, A. L., Eckert, M. A., & Menon, V. (2005). Developmental changes in mental arithmetic: Evidence for increased functional specialization in the left inferior

- parietal cortex. *Cerebral Cortex*, 15(11), 1779–1790.  
<https://doi.org/10.1093/cercor/bhi055>
- Szucs, D., & Csépe, V. (2005). The effect of numerical distance and stimulus probability on ERP components elicited by numerical incongruencies in mental addition. *Cognitive Brain Research*, 22(2), 289–300.  
<https://doi.org/10.1016/J.COGBRAINRES.2004.04.010>
- Uittenhove, K., Burger, L., Tacconnat, L., & Lemaire, P. (2015). Sequential difficulty effects during execution of memory strategies in young and older adults. *Memory (Hove, England)*, 23(6), 806–816. <https://doi.org/10.1080/09658211.2014.928730>
- Van Beek, L., Ghesquière, P., De Smedt, B., & Lagae, L. (2014). The arithmetic problem size effect in children: An event-related potential study. *Frontiers in Human Neuroscience*, 8(SEP), 1–11. <https://doi.org/10.3389/FNHUM.2014.00756>
- Vukovic, R. K., & Lesaux, N. K. (2013). The relationship between linguistic skills and arithmetic knowledge. *Learning and Individual Differences*, 23(1), 87–91.  
<https://doi.org/10.1016/J.LINDIF.2012.10.007>
- Zhou, X., Chen, C., Dong, Q., Zhang, H., Zhou, R., Zhao, H., Chen, C., Qiao, S., Jiang, T., & Guo, Y. (2006). Event-related potentials of single-digit addition, subtraction, and multiplication. *Neuropsychologia*, 44(12), 2500–2507.  
<https://doi.org/10.1016/j.neuropsychologia.2006.04.003>
- Zhou, X., Chen, C., Qiao, S., Chen, C., Chen, L., Lu, N., & Dong, Q. (2009). Event-related potentials for simple arithmetic in Arabic digits and Chinese number words: a study of the mental representation of arithmetic facts through notation and operation effects. *Brain Research*, 1302, 212–224. <https://doi.org/10.1016/j.brainres.2009.09.024>
- Zhou, X., & Dong, Q. (2003). Representation formats for addition and multiplication. *Acta Psychologica Sinica*, 35(3), 345–351.