

DAFTAR PUSTAKA

- Aagaard, J. (2015). Media multitasking, attention, and distraction: a critical discussion. *Phenomenology and the Cognitive Sciences*, 14(4), 885–896. <https://doi.org/10.1007/s11097-014-9375-x>
- Adan, A., & Almirall, H. (1991). Horne & Östberg morningness-eveningness questionnaire: A reduced scale. *Personality and Individual Differences*, 12(3), 241–253. [https://doi.org/10.1016/0191-8869\(91\)90110-W](https://doi.org/10.1016/0191-8869(91)90110-W)
- Adi, S. P. (2016). *Perbedaan kemampuan inhibition diukur dengan stroop-task antara kelompok HMM & LMM pada dewasa awal di Indonesia*. (Skripsi tidak dipublikasikan). Fakultas Psikologi Universitas Gadjah Mada, Yogyakarta.
- Adler, R. F., & Benbunan-Fich, R. (2013). Self-interruptions in discretionary multitasking. *Computers in Human Behavior*, 29(4), 1441–1449. <https://doi.org/10.1016/j.chb.2013.01.040>
- Aïte, A., Cassotti, M., Linzarini, A., Osmont, A., Houdé, O., & Borst, G. (2018). Adolescents' inhibitory control: keep it cool or lose control. *Developmental Science*, 21(1), 1-9. <https://doi.org/10.1111/desc.12491>
- Al-Hashimi, O., Zanto, T. P., & Gazzaley, A. (2015). Neural sources of performance decline during continuous multitasking. *Cortex*, 71, 49–57. <https://doi.org/10.1016/j.cortex.2015.06.001>
- Alhola, P., & Polo-Kantola, P. (2007). Sleep deprivation: Impact on cognitive performance. *Neuropsychiatric Disease and Treatment*, 3(5), 553–567.
- Allman, J. M., Hakeem, A., Erwin, J. M., Nimchinsky, E., & Hof, P. (2006). The Anterior cingulate cortex: The Evolution of an Interface between Emotion and Cognition. *Annals of the New York Academy of Sciences*, 935(1), 107–117. <https://doi.org/10.1111/j.1749-6632.2001.tb03476.x>
- Anderson, M. C., Bunce, J. G., & Barbas, H. (2016). Prefrontal–hippocampal pathways underlying inhibitory control over memory. *Neurobiology of Learning and Memory*, 134, 145–161. <https://doi.org/10.1016/j.nlm.2015.11.008>
- Andhini, Z. A. L. (2018). *Pseudoneglect perseptual dan pseudoneglect representasional pada morning type dan evening type dengan waktu pengetesan yang berbeda*. (Skripsi tidak dipublikasikan). Fakultas Psikologi Universitas Gadjah Mada, Yogyakarta.
- Angell, R., Gorton, M., Sauer, J., Bottomley, P., & White, J. (2016). Don't Distract Me When I'm Media Multitasking: Toward a Theory for Raising Advertising Recall and Recognition. *Journal of Advertising*, 45(2), 198–210. <https://doi.org/10.1080/00913367.2015.1130665>
- Aras, Muhammad. (2016). Social Media Phenomenon and Teenagers' Lifestyle Today in Indonesia. *Advanced Science Letters*, 2(5-6), 1670-1672.

- Arikunto, S. (2013). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Barkley, R. A. (2012). *Executive functions: What they are, how they work, and why they evolved*. New York: Guilford Press.
- Baron, R. M. & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and Social Psychology*, 51(6), 1173-1182.
- Becker, M. W., Alzahabi, R., & Hopwood, C. J. (2013). Media Multitasking Is Associated with Symptoms of Depression and Social Anxiety. *Cyberpsychology, Behavior, and Social Networking*, 16(2), 132–135. <https://doi.org/10.1089/cyber.2012.0291>
- Becker, S. P., Langberg, J. M., & Byars, K. C. (2015). Advancing a Biopsychosocial and Contextual Model of Sleep in Adolescence: A Review and Introduction to the Special Issue. *Journal of Youth and Adolescence*, 44(2), 239–270. <https://doi.org/10.1007/s10964-014-0248-y>
- Bell, A. S. (2011). A Critical Review of ADHD Diagnostic Criteria: What to Address in the DSM-V. *Journal of Attention Disorders*, 15(1), 3–10. <https://doi.org/10.1177/1087054710365982>
- Bharathan, R., Vali, S., Setchell, T., Miskry, T., Darzi, A., & Aggarwal, R. (2013). Psychomotor skills and cognitive load training on a virtual reality laparoscopic simulator for tubal surgery is effective. *European Journal of Obstetrics & Gynecology and Reproductive Biology*, 169(2), 347–352. <https://doi.org/10.1016/j.ejogrb.2013.03.017>
- Borbély, A. A., Daan, S., Wirz-Justice, A., & Deboer, T. (2016). The two-process model of sleep regulation: a reappraisal. *Journal of Sleep Research*, 25(2), 131–143. <https://doi.org/10.1111/jsr.12371>
- Bullock, B., Corlass-Brown, J., & Murray, G. (2014). Eveningness and Seasonality are Associated with the Bipolar Disorder Vulnerability Trait. *Journal of Psychopathology and Behavioral Assessment*, 36(3), 443–451. <https://doi.org/10.1007/s10862-014-9414-5>
- Burak, L. (2012). Multitasking in the University Classroom. *International Journal for the Scholarship of Teaching and Learning*, 6(2). <https://doi.org/10.20429/ijstl.2012.060208>
- Byington, K. W., & Schwebel, D. C. (2013). Effects of mobile Internet use on college student pedestrian injury risk. *Accident Analysis & Prevention*, 51, 78–83. <https://doi.org/10.1016/j.aap.2012.11.001>
- Cain, M. S., Leonard, J. A., Gabrieli, J. D. E., & Finn, A. S. (2016). Media multitasking in adolescence. *Psychonomic Bulletin & Review*, 23(6), 1932–1941. <https://doi.org/10.3758/s13423-016-1036-3>

- Cain, M. S., & Mitroff, S. R. (2011). Distractor Filtering in Media Multitaskers. *Perception*, 40(10), 1183–1192. <https://doi.org/10.1068/p7017>
- Calamaro, C. J., Mason, T. B. A., & Ratcliffe, S. J. (2009). Adolescents Living the 24/7 Lifestyle: Effects of Caffeine and Technology on Sleep Duration and Daytime Functioning. *Pediatrics*, 123(6), 1005–1010. <https://doi.org/10.1542/peds.2008-3641>
- Carney, C. E., Edinger, J. D., Meyer, B., Lindman, L., & Istre, T. (2006). Daily activities and sleep quality in college students. *Chronobiology International*, 23(3), 623–637. <https://doi.org/10.1080/07420520600650695>
- Carrier, L. M., Rosen, L. D., Cheever, N. A., & Lim, A. F. (2015). Causes, effects, and practicalities of everyday multitasking. *Developmental Review*, 35, 64–78. <https://doi.org/10.1016/j.dr.2014.12.005>
- Chan, A. S., Han, Y. M. Y., Leung, W. W., Leung, C., Wong, V. C. N., & Cheung, M. (2011). Abnormalities in the anterior cingulate cortex associated with attentional and inhibitory control deficits: A neurophysiological study on children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 5(1), 254–266. <https://doi.org/10.1016/j.rasd.2010.04.007>
- Chang, T. (2013). *Predictors of multitasking behavior and the impact of multitasking on learning*. (Desertasi tidak dipublikasikan). Business Administration Department Southern Illinois University, Carbondale.
- Chisholm, C. D., Collison, E. K., Nelson, D. R., & Cordell, W. H. (2000). Emergency Department Workplace Interruptions Are Emergency Physicians “Interrupt-driven” and “Multitasking”? *Academic Emergency Medicine*, 7(11), 1239–1243. <https://doi.org/10.1111/j.1553-2712.2000.tb00469.x>
- Christov-Moore, L., Sugiyama, T., Grigaityte, K., & Iacoboni, M. (2017). Increasing generosity by disrupting prefrontal cortex. *Social Neuroscience*, 12(2), 174–181. <https://doi.org/10.1080/17470919.2016.1154105>
- Clapp, W. C., & Gazzaley, A. (2012). Distinct mechanisms for the impact of distraction and interruption on *working memory* in aging. *Neurobiology of Aging*, 33(1), 134–148. <https://doi.org/10.1016/j.neurobiolaging.2010.01.012>
- Coogan, A. N., & McGowan, N. M. (2017). A systematic review of circadian function, chronotype and chronotherapy in attention deficit hyperactivity disorder. *ADHD Attention Deficit and Hyperactivity Disorders*, 9(3), 129–147. <https://doi.org/10.1007/s12402-016-0214-5>
- Cothran, D. L., & Larsen, R. (2008). Comparison of Inhibition in Two Timed Reaction Tasks: The Color and Emotion Stroop Tasks. *The Journal of Psychology*, 142(4), 373–385. <https://doi.org/10.3200/JRLP.142.4.373-385>

- Crowley, S. J., Van Reen, E., LeBourgeois, M. K., Acebo, C., Tarokh, L., Seifer, R., ... Carskadon, M. A. (2014). A Longitudinal Assessment of Sleep Timing, Circadian Phase, and Phase Angle of Entrainment across Human Adolescence. *PLoS ONE*, 9(11), e112199. <https://doi.org/10.1371/journal.pone.0112199>
- Davidson, M. C., Amso, D., Anderson, L. C., & Diamond, A. (2006). Development of cognitive control and executive functions from 4 to 13 years: Evidence from manipulations of memory, inhibition, and task switching. *Neuropsychologia*, 44(11), 2037–2078. <https://doi.org/10.1016/j.neuropsychologia.2006.02.006>
- Dawson, P., & Guare, R. (2009). *Smart but scattered: the revolutionary “executive skills” approach to helping kids reach their potential*. New York: Guilford Press.
- de Souza Palmeira, M. L., & Cristina Marqueze, E. (2016). Excess weight in regular aviation pilots associated with work and sleep characteristics. *Sleep Science*, 9(4), 266–271. <https://doi.org/10.1016/j.slsci.2016.12.001>
- Demark, J., & Gemeinhardt, M. (2002). Anger and it's management for survivors of acquired brain injury. *Brain Injury*, 16(2), 91–108. <https://doi.org/10.1080/02699050110102059>
- Deprez, S., Vandenbulcke, M., Peeters, R., Emsell, L., Amant, F., & Sunaert, S. (2013). The functional neuroanatomy of multitasking: Combining dual tasking with a short term memory task. *Neuropsychologia*, 51(11), 2251–2260. <https://doi.org/10.1016/j.neuropsychologia.2013.07.024>
- Diamond, A. (2013). Executive Functions. *Annual Review of Psychology*, 64(1), 135–168. <https://doi.org/10.1146/annurev-psych-113011-143750>
- Diamond, A., Carlson, S.M., & Beck, D. (2005). Preschool children's performance in task switching in the Dimensional Change Card Sorting task: Separating the dimensions aids the ability to switch. *Developmental Neuropsychology*, 28, 689–729.
- Díaz-Morales, J. F., Escribano, C., & Jankowski, K. S. (2015). Chronotype and time-of-day effects on mood during school day. *Chronobiology International*, 32(1), 37–42. <https://doi.org/10.3109/07420528.2014.949736>
- Dierolf, A. M., Fechtner, J., Böhnke, R., Wolf, O. T., & Naumann, E. (2017). Influence of acute stress on response inhibition in healthy men: An ERP study: Influence of acute stress on response inhibition. *Psychophysiology*, 54(5), 684–695. <https://doi.org/10.1111/psyp.12826>
- Edwards, K. S., & Shin, M. (2017). Media multitasking and implicit learning. *Attention, Perception, & Psychophysics*, 79(5), 1535–1549. <https://doi.org/10.3758/s13414-017-1319-4>

- Ellis, Y., Daniels, B., & Jauregui, A. (2010). The Effect of Multitasking on the Grade Performance of Business Students. *Research in Higher Education Journal*, 8, 1–10.
- Escribano, C., Díaz-Morales, J. F., Delgado, P., & Collado, M. J. (2012). *Morningness/eveningness* and school performance among Spanish adolescents: Further evidence. *Learning and Individual Differences*, 22(3), 409–413. <https://doi.org/10.1016/j.lindif.2011.12.008>
- Fabbian, F., Zucchi, B., De Giorgi, A., Tiseo, R., Boari, B., Salmi, R., ... Manfredini, R. (2016). Chronotype, gender and general health. *Chronobiology International*, 33(7), 863–882. <https://doi.org/10.1080/07420528.2016.1176927>
- Fischer, D., Lombardi, D. A., Marucci-Wellman, H., & Roenneberg, T. (2017). Chronotypes in the US—Influence of age and sex. *Plos One*, 12(6), 18. <https://doi.org/10.1371/journal.pone.0178782>
- Foehr, U. G. (2006). Media multitasking among American youth: Prevalence, predictors and pairings: Report. Menlo Park, CA: Kaiser Family Foundation. Diunduh dari <http://www.kff.org/entmedia/upload/7592.pdf> tanggal 7 Agustus 2019.
- Gagne, J. R., & Saudino, K. J. (2016). The development of *inhibitory control* in early childhood: A twin study from 2–3 years. *Dev Psychol.* 52(3): 391–399.
- Galinsky E. (2010). *Mind in the making: The seven essential life skills every child needs*. New York: Harper Collins Publishers.
- Ganda, H. A. (2016). *Hubungan kecanduan penggunaan smartphone dengan kualitas tidur pada remaja di SMAN 9 Padang tahun 2016*. (Skripsi tidak dipublikasikan). Fakultas Keperawatan Universitas Andalas, Padang.
- Ginexi E, Robertson E (2011) *Translating Research on Inhibitory control for the Prevention of Drug Abuse*. Dalam Bardo MT, Fishbein D, Milich R (eds), *Inhibitory control and Drug Abuse Prevention: From Research to Translation*. New York: Springer.
- Gorgol, J., Stolarski, M., & Matthews, G. (2018). On the moderating role of chronotype on the association between IQ and conscientiousness: The compensation effect occurs only in Evening-types. *Biological Rhythm Research*, 1–12. <https://doi.org/10.1080/09291016.2018.1526483>
- Grahanantyo, Y. A. (2018). *Pengaruh aktivitas fisik terhadap atensi selektif*. (Skripsi tidak dipublikasikan). Fakultas Psikologi Universitas Gadjah Mada, Yogyakarta.
- Guxens, M., Vermeulen, R., van Eijdsen, M., Beekhuizen, J., Vrijkotte, T. G. M., van Strien, R. T., ... Huss, A. (2016). Outdoor and indoor sources of residential radiofrequency electromagnetic fields, personal cell phone and cordless phone use, and cognitive function in 5–6 years old children.

Environmental Research, 150, 364–374.
<https://doi.org/10.1016/j.envres.2016.06.021>

Harrison, Y., & Horne, J. (1998). Sleep loss impairs short and novel language tasks having a prefrontal focus. *Journal of Sleep Research*, 7(2), 95–100.
<https://doi.org/10.1046/j.1365-2869.1998.00104.x>

Harrison, Y., & Home, J. A. (2000). The Impact of Sleep Deprivation on Decision Making: A Review. *Journal of Experimental Psychology: Applied* 6(3):236–249

Hastjarjo, T. D. (2014). Rancangan Eksperimen Acak. *Buletin Psikologi*, 22(2), 73.
<https://doi.org/10.22146/bpsi.11455>

Hayes, A.F., 2013. *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. New York: The Guilford Press.

Hayes, A. F., Montoya, A. K., & Rockwood, N. J. (2017). The analysis of mechanisms and their contingencies: Process versus structural equation modeling. *Australasian Marketing Journal (AMJ)*, 25(1), 76–81.
<https://doi.org/10.1016/j.ausmj.2017.02.001>

Heo, J.-Y., Kim, K., Fava, M., Mischoulon, D., Papakostas, G. I., Kim, M.-J., ... Jeon, H. J. (2017). Effects of smartphone use with and without blue light at night in healthy adults: A randomized, double-blind, cross-over, placebo-controlled comparison. *Journal of Psychiatric Research*, 87, 61–70.
<https://doi.org/10.1016/j.jpsychires.2016.12.010>

Hofmann, W., Schmeichel, B. J., & Baddeley, A. D. (2012). Executive functions and self-regulation. *Trends in Cognitive Sciences*, 16(3), 174–180.
<https://doi.org/10.1016/j.tics.2012.01.006>

Horne JA and Ostberg O (1976) A self-assessment *questionnaire* to determine morningness-eveningness in human circadian rhythms. *Int J Chronobiol* 4:97-110.

Howitt, D., & Cramer, D. (2017). *Understanding statistics in psychology with SPSS* (7 ed.). New York: Pearson.

Hur, Y.-M. (2007). Stability of genetic influence on morningness? eveningness: a cross-sectional examination of South Korean twins from preadolescence to young adulthood. *Journal of Sleep Research*, 16(1), 17–23.
<https://doi.org/10.1111/j.1365-2869.2007.00562.x>

Jamniczky, H. A., McLaughlin, K., Kaminska, M. E., Raman, M., Somayaji, R., Wright, B., & Ma, I. W. Y. (2015). Cognitive load imposed by knobology may adversely affect learners' perception of utility in using ultrasonography to learn physical examination skills, but not anatomy: Ultrasound for Physical Examination and Anatomy. *Anatomical Sciences Education*, 8(3), 197–204. <https://doi.org/10.1002/ase.1467>

- Jeong, S.-H., & Fishbein, M. (2007). Predictors of *Multitasking* with Media: Media Factors and Audience Factors. *Media Psychology*, 10(3), 364–384. <https://doi.org/10.1080/15213260701532948>
- Judd, C. M., Kenny, D. A. (1981). *Estimating the effects of social interventions*. UK: Cambridge Univ Press.
- Junco, R., & Cotten, S. R. (2011). Perceived academic effects of instant messaging use. *Computers & Education*, 56(2), 370–378. <https://doi.org/10.1016/j.compedu.2010.08.020>
- Kalat, J. W. (2013). *Introduction to psychology (10 ed.)*. Belmont: Cengage Learning.
- Kemenristekdikti. (2019). Rakernas Kemenristekdikti 2019 Lahirkan Tujuh Fokus Rekomendasi. Diunduh dari <https://ristekdikti.go.id/kabar/rakernas-kemenristekdikti-2019-lahirkan-tujuh-fokus-rekomendasi/> tanggal 2 September 2019.
- Kemp, S. (2019). Digital 2019: Indonesia. Diunduh dari <https://datareportal.com/reports/digital-2019-indonesia> tanggal 2 September 2019.
- Kırcaburun, K., & Tosuntaş, Ş. B. (2018). Cyberbullying perpetration among undergraduates: evidence of the roles of chronotype and sleep quality. *Biological Rhythm Research*, 49(2), 247–265. <https://doi.org/10.1080/02723646.2017.1352918>
- Kurniawan, A., & Kusrohmaniah, S. (2018). Performa *Inhibitory control* dengan Induksi Sing-a-Song Stress Test pada Dewasa Awal. *Jurnal Psikologi*, 45(1). <https://doi.org/10.22146/jpsi.25846>
- Kusuma, Y. (2017). *Pengaruh aktivitas fisik terhadap inhibisi*. (Skripsi tidak dipublikasikan). Fakultas Psikologi Universitas Gadjah Mada, Yogyakarta.
- Lang, A., & Chrzan, J. (2015). Media *Multitasking*: Good, Bad, or Ugly? *Annals of the International Communication Association*, 39(1), 99–128. <https://doi.org/10.1080/23808985.2015.11679173>
- Lattimore, P., & Mead, B. R. (2015). See it, grab it, or Stop! Relationships between trait impulsivity, attentional bias for pictorial food cues and associated response inhibition following in-vivo food cue exposure. *Appetite*, 90, 248–253. <https://doi.org/10.1016/j.appet.2015.02.020>
- Lau, W. W. F. (2017). Effects of social media usage and social media multitasking on the academic performance of university students. *Computers in Human Behavior*, 68, 286–291. <https://doi.org/10.1016/j.chb.2016.11.043>
- Lee, J., Lin, L., & Robertson, T. (2012). The impact of media *multitasking* on learning. *Learning, Media and Technology*, 37(1), 94–104. <https://doi.org/10.1080/17439884.2010.537664>

- Levandovski, R., Sasso, E., & Hidalgo, M. P. (2013). Chronotype: A review of the advances, limits and applicability of the main instruments used in the literature to assess human phenotype. *Trends in Psychiatry and Psychotherapy*, 35(1), 3–11. <https://doi.org/10.1590/S2237-60892013000100002>
- Levine, L. E., Waite, B. M., & Bowman, L. L. (2007). Electronic Media Use, Reading, and Academic Distractibility in College Youth. *CyberPsychology & Behavior*, 10(4), 560–566. <https://doi.org/10.1089/cpb.2007.9990>
- Li, C. R., & Sinha, R. (2008). Inhibitory control and emotional stress regulation: Neuroimaging evidence for frontal–limbic dysfunction in psycho-stimulant addiction. *Neuroscience & Biobehavioral Reviews*, 32(3), 581–597. <https://doi.org/10.1016/j.neubiorev.2007.10.003>
- Lindenlaub, T., & Sommer, C. (2000). Partial sciatic nerve transection as a model of neuropathic pain: a qualitative and quantitative neuropathological study. *Pain*, 89(1), 97–106. [https://doi.org/10.1016/S0304-3959\(00\)00354-7](https://doi.org/10.1016/S0304-3959(00)00354-7)
- Loftus, A. M., Yalcin, O., Baughman, F. D., Vanman, E. J., & Hagger, M. S. (2015). The impact of transcranial direct current stimulation on inhibitory control in young adults. *Brain and Behavior*, 5(5), n/a-n/a. <https://doi.org/10.1002/brb3.332>
- Loh, K. K., & Kanai, R. (2014). Higher Media Multi-Tasking Activity Is Associated with Smaller Gray-Matter Density in the *Anterior cingulate cortex*. *PLoS ONE*, 9(9), e106698. <https://doi.org/10.1371/journal.pone.0106698>
- Lopez, J., & Orr, J. M. (2018). Media Multitasking Negatively Impacts Cognitive Flexibility. <https://doi.org/10.31234/osf.io/xgk7d>
- Loureiro, F., & Garcia-Marques, T. (2015). *morning* or *evening* person? Which *type* are you? Self-assessment of chronotype. *Personality and Individual Differences*, 86, 168–171. <https://doi.org/10.1016/j.paid.2015.06.022>
- Lucassen, E. A., Zhao, X., Rother, K. I., Mattingly, M. S., Courville, A. B., de Jonge, L., ... for the Sleep Extension Study Group. (2013). *evening* Chronotype Is Associated with Changes in Eating Behavior, More Sleep Apnea, and Increased Stress Hormones in Short Sleeping Obese Individuals. *PLoS ONE*, 8(3), e56519. <https://doi.org/10.1371/journal.pone.0056519>
- Lui, K. F. H., & Wong, A. C.-N. (2012). Does media multitasking always hurt? A positive correlation between multitasking and multisensory integration. *Psychonomic Bulletin & Review*, 19(4), 647–653. <https://doi.org/10.3758/s13423-012-0245-7>
- Lundy-Ekman, L. (2007). *Neuroscience: Fundamentals for rehabilitation (3rd ed.)*. St. Louis: W.B. Saunders Company.
- Luo, Y., Pan, R., Choi, J. H., & Strobel, J. (2018). Effects of Chronotypes on Students' Choice, Participation, and Performance in Online Learning.

- Journal of Educational Computing Research*, 55(8), 1069–1087.
<https://doi.org/10.1177/0735633117697729>
- MacLeod, C. M. (1991). Half a Century of Research on the Stroop Effect: An Integrative Review. *Bull*, 109, 163-203
- MacLeod, C. M. (2007). The concept of inhibition in cognition. Dalam D. S. Gorfein & C. M. MacLeod (Ed.), *Inhibition in cognition*. (hlm. 3–23).
<https://doi.org/10.1037/11587-001>
- MacLeod, C. M. (2015). CIE Chromaticity Coordinates (xyY). Dalam R. Luo (Ed.), *Encyclopedia of Color Science and Technology*. 1–4.
https://doi.org/10.1007/978-3-642-27851-8_1-1
- Mann, D. P., Snover, R., Boyd, J. R., List, A. J., Kuhn, A. J., Devereaux, B. N., ... Middaugh, G. L. (2015). Executive Functioning: Relationship with High School Student Role Performance. *The Open Journal of Occupational Therapy*, 3(4). <https://doi.org/10.15453/2168-6408.1153>
- Masal, E., Randler, C., Beşoluk, Ş., Önder, İ., Horzum, M. B., & Vollmer, C. (2015). Effects of longitude, latitude and social factors on chronotype in Turkish students. *Personality and Individual Differences*, 86, 73–81.
<https://doi.org/10.1016/j.paid.2015.05.019>
- 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>
- May, C. P., & Hasher, L. (1998). Synchrony Effects in Inhibitory control Over Thought and Action. *Journal of Experimental Psychology: Human Perception and Performance*, 24:363–379. doi: <https://doi.org/10.15453/2168-6408.1153>
- Meldrum, R. C., Trucco, E. M., Cope, L. M., Zucker, R. A., & Heitzeg, M. M. (2018). Brain activity, low self-control, and delinquency: An fMRI study of at-risk adolescents. *Journal of Criminal Justice*, 56, 107–117.
<https://doi.org/10.1016/j.jcrimjus.2017.07.007>
- Meltzer, L. (Ed.). (2007). *Executive function in education: From theory to practice*. New York: Guilford Press.
- Miner, M., Brasher, F., McCurdy, M., Lewis, J., & Younggren, A. (2013). Working memory, fluid intelligence, and impulsiveness in heavy media multitaskers. *Psychonomic Bulletin & Review*, 20(6), 1274–1281.
<https://doi.org/10.3758/s13423-013-0456-6>
- Miyake, A., & Friedman, N. P. (2012). The Nature and Organization of Individual Differences in Executive Functions: Four General Conclusions. *Current Directions in Psychological Science*, 21(1), 8–14.
<https://doi.org/10.1177/0963721411429458>
- Miyake, A., Friedman, N. P., Emerson, M. J., Witzki, A. H., Howerter, A., & Wager, T. D. (2000). The Unity and Diversity of Executive Functions and

- Their Contributions to Complex “Frontal Lobe” Tasks: A Latent Variable Analysis. *Cognitive Psychology*, 41(1), 49–100. <https://doi.org/10.1006/cogp.1999.0734>
- Mota, M. C., Waterhouse, J., De-Souza, D. A., Rossato, L. T., Silva, C. M., Araújo, M. B. J., ... Crispim, C. A. (2016). Association between *chronotype*, food intake and physical activity in medical residents. *Chronobiology International*, 33(6), 730–739. <https://doi.org/10.3109/07420528.2016.1167711>
- Mueller, S. T., & Piper, B. J. (2014). The Psychology Experiment Building Language (PEBL) and PEBL Test Battery. *Journal of Neuroscience Methods*, 222, 250–259. <https://doi.org/10.1016/j.jneumeth.2013.10.024>
- Munoz, D. P., & Everling, S. (2004). Look away: The anti-saccade task and the voluntary control of eye movement. *Nature Reviews Neuroscience*, 5(3), 218–228. <https://doi.org/10.1038/nrn1345>
- Murphy, K., McLauchlan, S., & Lee, M. (2017). Is there a link between media-multitasking and the executive functions of filtering and response inhibition? *Computers in Human Behavior*, 75, 667–677. <https://doi.org/10.1016/j.chb.2017.06.001>
- Nakamura, R., & Amakusa, B. (1982). Reaction Times during Stepping Movements. *J Hum Ergol (Tokyo)*, 11, 211–213. doi:10.11183/jhe1972.11.211
- Norbury, R. (2017). A Bibliometric Analysis of the Top 100 Most Cited *Chronotype* Research Papers. *Journal of Circadian Rhythms*, 15(1). <https://doi.org/10.5334/jcr.146>
- Oike, H., Oishi, K., & Kobori, M. (2014). Nutrients, Clock Genes, and Chrononutrition. *Current Nutrition Reports*, 3(3), 204–212. <https://doi.org/10.1007/s13668-014-0082-6>
- Ophir, E., Nass, C., & Wagner, A. D. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences*, 106(37), 15583–15587. <https://doi.org/10.1073/pnas.0903620106>
- Orzech, K. M., Grandner, M. A., Roane, B. M., & Carskadon, M. A. (2016). Digital media use in the 2 h before bedtime is associated with sleep variables in university students. *Computers in Human Behavior*, 55, 43–50. <https://doi.org/10.1016/j.chb.2015.08.049>
- Owens, J. A., Dearth-Wesley, T., Lewin, D., Gioia, G., & Whitaker, R. C. (2016). Self-Regulation and Sleep Duration, Sleepiness, and Chronotype in Adolescents. *PEDIATRICS*, 138(6), e20161406–e20161406. <https://doi.org/10.1542/peds.2016-1406>
- Panetta, L. G. E. (2017). *Student adjustment to university: Impact of circadian misalignment, ADHD symptomology and eveningness chronotype*. (Tesis tidak dipublikasikan). Departement Psikologi Universitas Guelph, Ontario.

- Park, M. (2015). Human multiple information task behavior on the web. *Aslib Journal of Information Management*, 67(2), 118–135. <https://doi.org/10.1108/AJIM-12-2013-0154>
- Passolunghi, M. C., & Siegel, L. S. (2001). Short-Term Memory, *Working memory*, and *Inhibitory control* in Children with Difficulties in Arithmetic Problem Solving. *Journal of Experimental Child Psychology*, 80(1), 44–57. <https://doi.org/10.1006/jecp.2000.2626>
- Pahlevan, A., & Kohan, Z. R. (2017). Compare the quality of life in adults with preferences of morning-evening in Isfahan. *Int J Educ Psychol Res*. 3: 133–7.
- Papoutsis, A., Kastellakis, G., & Poirazi, P. (2017). Basal tree complexity shapes functional pathways in the *prefrontal cortex*. *Journal of Neurophysiology*, 118(4), 1970–1983. <https://doi.org/10.1152/jn.00099.2017>
- Peirce, J. (2019). PsychoPy-Psychology software for Python. 454. Diunduh dari <https://www.psychopy.org/PsychoPyManual.pdf>, tanggal 13 Agustus 2019.
- Pilcher, J. J., & Huffcutt, A. I. (1996). Effects of Sleep Deprivation on Performance: A Meta-Analysis. *Sleep*, 19(4), 318–326. <https://doi.org/10.1093/sleep/19.4.318>
- Pliszka, S. R., Glahn, D. C., & Semrud-Clikeman, M. (2006). Neuroimaging of Inhibitory control Areas in Children With Attention Deficit Hyperactivity Disorder Who Were Treatment Naive or in Long-Term Treatment. *Am J Psychiatry*, 9.
- Potter, G. D. M., Cade, J. E., Grant, P. J., & Hardie, L. J. (2016). Nutrition and the circadian system. *British Journal of Nutrition*, 116(3), 434–442. <https://doi.org/10.1017/S0007114516002117>
- Pratt, N., Willoughby, A., & Swick, D. (2011). Effects of Working memory Load on Visual Selective attention: Behavioral and Electrophysiological Evidence. *Frontiers in Human Neuroscience*, 5. <https://doi.org/10.3389/fnhum.2011.00057>
- Preckel, F., Lipnevich, A. A., Schneider, S., & Roberts, R. D. (2011). Chronotype, cognitive abilities, and academic achievement: A meta-analytic investigation. *Learning and Individual Differences*, 21(5), 483–492. <https://doi.org/10.1016/j.lindif.2011.07.003>
- Prensky, M. (2001). *Digital game-based learning*. New York: The McGraw-Hill Companies.
- Rahafar, A., Maghsudloo, M., Farhangnia, S., Vollmer, C., & Randler, C. (2016). The role of chronotype, gender, test anxiety, and conscientiousness in academic achievement of high school students. *Chronobiology International*, 1-9. DOI: 10.3109/07420528.2015.1107084
- Randler, C., Bechtold, K., & Vogel, M. (2016). Chronotype And Time Of Day Do Not Influence Mathematical Achievement In Standardised Tests, But

- Impact On Affect – Results From A Field Experiment. *International Online Journal of Educational Sciences*, 8(5).
<https://doi.org/10.15345/iojes.2016.05.006>
- Roenneberg, T., Kuehnle, T., Juda, M., Kantermann, T., Allebrandt, K., Gordijn, M., & Mellow, M. (2007). Epidemiology of the human circadian clock. *Sleep Medicine Reviews*, 11(6), 429–438.
<https://doi.org/10.1016/j.smr.2007.07.005>
- Rothbart, M. K., Ellis, L. K., Rosario Rueda, M., & Posner, M. I. (2003). Developing Mechanisms of Temperamental Effortful Control. *Journal of Personality*, 71(6), 1113–1144. <https://doi.org/10.1111/1467-6494.7106009>
- Rosen, C. (2008). The Myth of Multitasking. *Center for the Study of Technology and Society*, 105–110.
- Ross, K. M., Thomas, G. J., & Wing, R. R. (2016). Successful weight loss maintenance associated with morning chronotype and better sleep quality. *Journal of Behavioral Medicine*, 39(3), 465–471.
<https://doi.org/10.1007/s10865-015-9704-8>
- Salvucci, D. D., & Taatgen, N. A. (2011). *The multitasking mind*. New York: Oxford University Press.
- Saudino, K. J. (2012). Sources of Continuity and Change in Activity Level in Early Childhood: Activity Level. *Child Development*, 83(1), 266–281.
<https://doi.org/10.1111/j.1467-8624.2011.01680.x>
- Saudino KJ, & Wang M. (2012). *Quantitative and molecular genetics of temperament*. Dalam Zentner M, Shiner R (Eds), *The Handbook of temperament* (hal 315–346). New York: Guilford.
- Schmidt, C., Collette, F., Reichert, C. F., Maire, M., Vandewalle, G., Peigneux, P., & Cajochen, C. (2015). Pushing the Limits: Chronotype and Time of Day Modulate Working memory-Dependent Cerebral Activity. *Frontiers in Neurology*, 6. <https://doi.org/10.3389/fneur.2015.00199>
- Shih, S.-I. (2013). A Null Relationship between Media Multitasking and Well-Being. *PLoS ONE*, 8(5), e64508.
<https://doi.org/10.1371/journal.pone.0064508>
- Shin, M., Webb, A., & Kemps, E. (2019). Media Multitasking, Impulsivity and Dual Task Ability. *Computers in Human Behavior*, 92, 160–168.
<https://doi.org/10.1016/j.chb.2018.11.018>
- Song, J., Feng, P., Zhao, X., Xu, W., Xiao, L., Zhou, J., & Zheng, Y. (2018). Chronotype regulates the neural basis of response inhibition during the daytime. *Chronobiology International*, 35(2), 208–218.
<https://doi.org/10.1080/07420528.2017.1392550>
- Stroop, J. R. (1935). Studies of interference in serial verbal reactions. *J Exp Psychol*, 18, 643–662.

- Suen, L. K. P., Ellis Hon, K. L., & Tam, W. W. S. (2008). Association between Sleep Behavior and Sleep-Related Factors among University Students in Hong Kong. *Chronobiology International*, 25(5), 760–775. <https://doi.org/10.1080/07420520802397186>
- Tandra, H. (2009). *Segala sesuatu yang harus Anda ketahui tentang osteoporosis: mengenal, mengatasi, dan mencegah tulang keropos*. Jakarta: PT Gramedia Pustaka Utama.
- Tapiro, H., Oron-Gilad, T., & Parmet, Y. (2016). Cell phone conversations and child pedestrian's crossing behavior; a simulator study. *Safety Science*, 89, 36–44. <https://doi.org/10.1016/j.ssci.2016.05.013>
- Teixeira, L. R., Pedrazzoli, M., Luz, A. A., Turte, S. L., de Paula, L. P., Valente, D., ... Fischer, F. M. (2012). Assessment of biological components associated with sleepiness in young working college students. *Sleep Sci*, 5(4), 107–112.
- Tavernier, R., & Willoughby, T. (2014). Sleep problems: predictor or outcome of media use among emerging adults at university? *Journal of Sleep Research*, 23(4), 389–396. <https://doi.org/10.1111/jsr.12132>
- Tyng, C. M., Amin, H. U., Saad, M. N. M., & Malik, A. S. (2017). The Influences of Emotion on Learning and Memory. *Frontiers in Psychology*, 8, 1454. <https://doi.org/10.3389/fpsyg.2017.01454>
- Uncapher, M. R., Lin, L., Rosen, L. D., Kirkorian, H. L., Baron, N. S., Bailey, K., ... Wagner, A. D. (2017). Media Multitasking and Cognitive, Psychological, Neural, and Learning Differences. *Pediatrics*, 140(2), S62–S66. <https://doi.org/10.1542/peds.2016-1758D>
- Uncapher, M. R., & Wagner, A. D. (2018). Minds and brains of media multitaskers: Current findings and future directions. *Proceedings of the National Academy of Sciences*, 115(40), 9889–9896. <https://doi.org/10.1073/pnas.1611612115>
- Urbán, R., Magyaródi, T., & Rigó, A. (2011). Morningness-Eveningness, Chronotypes and Health-Impairing Behaviors in Adolescents. *Chronobiology International*, 28(3), 238–247. <https://doi.org/10.3109/07420528.2010.549599>
- Van den Berg, J. F., Kivelä, L., & Antypa, N. (2018). Chronotype and depressive symptoms in students: An investigation of possible mechanisms. *Chronobiology International*, 35(9), 1248–1261. <https://doi.org/10.1080/07420528.2018.1470531>
- van der Schuur, W. A., Baumgartner, S. E., Sumter, S. R., & Valkenburg, P. M. (2015). The consequences of media multitasking for youth: A review. *Computers in Human Behavior*, 53, 204–215. <https://doi.org/10.1016/j.chb.2015.06.035>

- Wallis, C. (2010). *The impacts of media multitasking on children's learning and development: Report from a research seminar*. New York: The Joan Ganz Cooney Center.
- Winans, S. M. (2015). *Effects of total sleep time and sleep schedule alignment on cognitive functioning in adolescents*. (Tesis tidak dipublikasikan). Universitas Arizona, Arizona.
- Wiradhany, W., & Baumgartner, S. E. (2019). Exploring the variability of media multitasking choice behaviour using a network approach. *Behaviour & Information Technology*, 1–14. <https://doi.org/10.1080/0144929X.2019.1589575>
- Wiradhany, W., van Vugt, M. K., & Nieuwenstein, M. R. (2019). Media multitasking, mind-wandering, and distractibility: A large-scale study. *Attention, Perception, & Psychophysics*. <https://doi.org/10.3758/s13414-019-01842-0>
- Wirt, T., Hundsdoerfer, V., Schreiber, A., Kesztyüs, D., & Steinacker, J. M. (2014). Associations between inhibitory control and body weight in German primary school children. *Eating Behaviors*, 15(1), 9–12. <https://doi.org/10.1016/j.eatbeh.2013.10.015>
- Wirt, T., Schreiber, A., Kesztyüs, D., & Steinacker, J. M. (2015). Early Life Cognitive Abilities and Body Weight: Cross-Sectional Study of the Association of Inhibitory Control, Cognitive Flexibility, and Sustained Attention with BMI Percentiles in Primary School Children. *Journal of Obesity*, 2015, 1–10. <https://doi.org/10.1155/2015/534651>
- Wood, E., Mirza, A., & Shaw, L. (2018). Using technology to promote classroom instruction: assessing incidences of on-task and off-task multitasking and learning. *Journal of Computing in Higher Education*, 30(3), 553–571. <https://doi.org/10.1007/s12528-018-9185-1>
- Wood, E., Zivcakova, L., Gentile, P., Archer, K., De Pasquale, D., & Nosko, A. (2012). Examining the impact of off-task multi-tasking with technology on real-time classroom learning. *Computers & Education*, 58(1), 365–374. <https://doi.org/10.1016/j.compedu.2011.08.029>
- Woods, H. C., & Scott, H. (2016). #Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. *Journal of Adolescence*, 51, 41–49. <https://doi.org/10.1016/j.adolescence.2016.05.008>
- Yaribeygi, H., Panahi, Y., Sahraei, H., Johnston, T. P., & Sahebkar, A. (2017). The Impact of Stress on Body Function: A Review. *Excli Journal*, 16: 1057-1072.