

# DIFERENTIATED LEARNING FOR ELEMENTARY SCHOOL STUDENTS WITH NEURODEVELOPMENTAL DISORDERS: A SYSTEMATIC LITERATURE REVIEW

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## ***ABSTRACT***

*This study examines differentiated learning for elementary school students with neurodevelopmental disorders, such as ADHD, autism spectrum disorder (ASD), and dyslexia. The study emphasizes the importance of adaptive and inclusive learning approaches to address diverse student needs. This research employed a Systematic Literature Review (SLR) method using the PRISMA 2020 framework. Data were collected using the Harzing Publish or Perish (PoP) application from Scopus, Google Scholar, Crossref, and Elicit, with inclusion criteria limited to Scopus- or SINTA-indexed articles published between 2020 and 2025. Of the 158 identified articles, four met all eligibility criteria and were analyzed using NVivo to identify key themes. The findings indicate that differentiated learning improves academic achievement, learning engagement, and students' socio-emotional development by adjusting content, processes, products, and learning environments. The review also highlights the importance of teacher readiness, interdisciplinary collaboration, and inclusive school support in optimizing learning outcomes and inclusive educational practices in elementary schools.*

**Keywords:** *Differentiated Learning, Students, Neuropsychological Developmental Disorders*

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## INTRODUCTION

Education is the right of every individual, including children with neuropsychological developmental disorders who often experience obstacles in the learning process at school. The diversity of student characteristics requires educators to implement responsive and adaptive learning approaches. One approach that is increasingly relevant in understanding students' individual characteristics is neuropsychology, which examines the relationship between brain function, cognition, and behavior (Farohi & Parhan, 2024). Neuropsychology helps explain executive functions such as planning, self-regulation, attention, mental flexibility, and goal-directed behavior, which are important aspects influencing students' learning processes (Ayomi, 2022, Goldstein & Jack A. Naglieri, 2014).

Neuropsychological developmental disorders in school-aged children can influence cognitive functioning, learning behavior, and academic achievement (Pratiwi et al., 2022). Disorders such as ADHD, autism spectrum disorder (ASD), dyslexia, and learning disabilities often affect students' attention, communication, social interaction, and information processing abilities (Kosim, 2022). These conditions require educators to understand students' diverse characteristics and implement learning approaches that accommodate their specific needs (Latip & Supena, 2019). Early support from educators, parents, and health professionals is essential to help children participate optimally in learning activities and social environments.

Differentiated learning is an instructional approach that adapts content, process, product, and learning environment according to students' readiness, interests, and learning profiles (Wahyuningsari et al., 2022, Herwina, 2021). This approach allows students to learn according to their abilities and individual characteristics, thereby increasing learning motivation and

engagement (Fenty Tiara Junika et al., 2024). In the context of elementary education, differentiated learning is particularly important for students with neuropsychological developmental disorders because they require flexible instructional strategies and individualized support in receiving and processing information. Therefore, understanding neuropsychology can assist educators in designing more inclusive and responsive differentiated learning practices.

Although previous studies have discussed differentiated learning and neuropsychological developmental disorders separately, limited research specifically examines how neuropsychological understanding can support the implementation of differentiated learning strategies in elementary education. Most studies tend to focus either on clinical aspects of developmental disorders or on general differentiated instruction practices without integrating both perspectives comprehensively. As a result, there is still limited understanding regarding the practical relationship between neuropsychological characteristics of students and the design of effective differentiated learning strategies in inclusive elementary classrooms.

This study seeks to address this gap by analyzing the role of neuropsychological understanding in supporting differentiated learning implementation for students with developmental disorders in elementary schools. The study is expected to contribute theoretically by strengthening the connection between neuropsychology and inclusive pedagogy, as well as practically by providing insights for educators in designing more adaptive and student-centered learning strategies. Based on these issues, this study aims to examine the relationship between neuropsychological understanding and the implementation of differentiated learning for students with developmental disorders in elementary schools. The study specifically explores how neuropsychological characteristics influence the selection and implementation of differentiated instructional strategies in inclusive classroom settings.

## METHOD

This type of research *Systematic Literature Review* (SLR), which aims to find relevant data. A *Systematic Literature Review* (SLR) is one of the methods used to collect and evaluate research results related to the topic being studied (Putri & Juandi, 2022). This research includes several steps from formulation, literature search, determination of criteria, analysis, and drawing appropriate research results. The steps are explained as follows:

### 1. Researcher's Question Formulation

The questions are arranged based on the formulation of the problem, which is related to the research topic. The question is, how is the implementation of differentiated learning for students with neuropsychological development disorders in elementary schools? This review also seeks to identify how neuropsychological characteristics influence the selection and implementation of differentiated learning strategies in inclusive elementary classrooms

### 2. Literature Search

The search was carried out using the tools Harzing *Publish or Perish* (PoP) (Mccallum, 2010), which originates from databases *Scopus*, *Google Scholar*, *Crossref*, and *Elicit* as an additional source of data. The literature search was conducted systematically between January and March 2025 using several databases, namely *Scopus*, *Google Scholar*, *Crossref*, and *Elicit*. The search process employed Boolean operators AND and OR to combine keywords. The search strings used were:

- a. "Differentiated Learning" AND "Neuropsychological Developmental Disorders."
- b. "Differentiated Instruction" AND ADHD
- c. "Inclusive Education" AND Autism Spectrum Disorder
- d. "Elementary School" AND Dyslexia AND Learning Disabilities.

The researcher limited the search to English-language and Indonesian-language journal articles published between 2020 and 2025.

### 3. Inclusion Criteria

This *inclusion* criterion requires a value of eligibility in taking literature sources that will later be used as results by researchers. The criteria for selecting literature include:

- a. Literature in the form of journal articles.

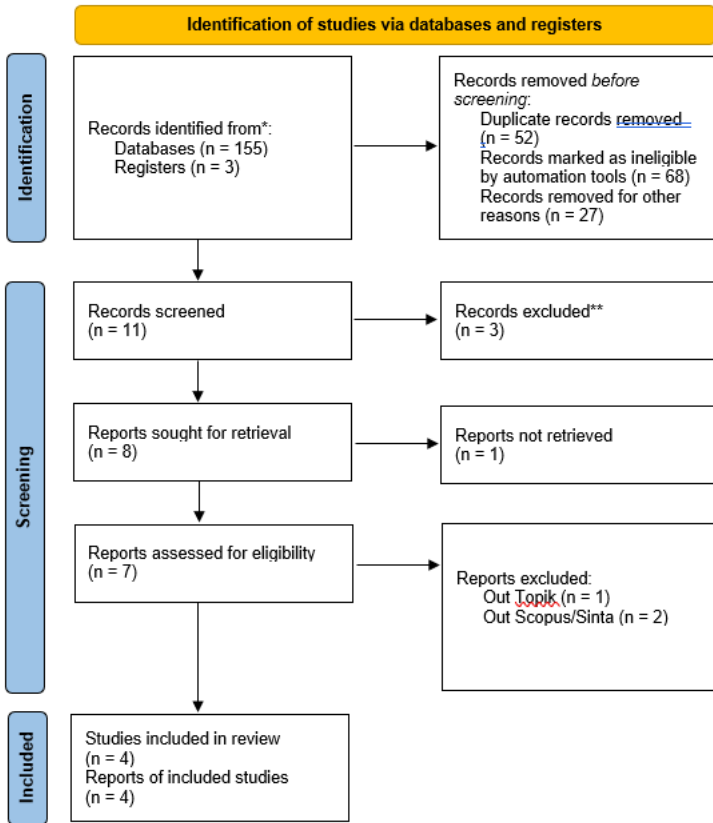
- b. Scopus and Sinta-indexed literature
- c. Literature published in the last 5 years, from 2020 to 2025.
- d. Literature related to differentiated learning for students with neuropsychological developmental disorders in elementary school.

The exclusion criteria included conference proceedings, book chapters, unpublished manuscripts, duplicate articles, articles without full-text access, and studies not directly related to differentiated learning or neuropsychological developmental disorders. The quality assessment of selected studies was conducted by evaluating relevance to the research objectives, clarity of methodology, credibility of indexed journals, and adequacy of findings related to differentiated learning implementation.

In the next stage, the researcher used the method Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 (Muhaymin Hakim Abdullah et al., 2022). There are 4 stages in data selection, namely (Liberati et al., 2009): *identification* (identification), *screening* (screening), *eligibility* (suitability), and *inclusion* (final article) (Linnenluecke et al., 2020). Then detected using the NVivo application to produce more relevant research in the study. The NVivo application was not only used to generate a word cloud but also to conduct thematic analysis through coding procedures. The researcher categorized recurring concepts, themes, and patterns related to neuropsychological characteristics, differentiated learning strategies, and inclusive classroom implementation. The coding results were then interpreted to identify dominant themes and relationships among studies

#### 4. Data Collection

The collection of literature results was carried out by searching for publications detected by *Harzing Publish or Perish (PoP)* from various database sources, Scopus, *Google Scholar*, *Crossref*, and *Elicit*, according to the inclusion criteria (Mccallum, 2010). With the keywords used in the literature search, namely: Differentiated Learning, Students, and Neuropsychological Developmental Disorders. From the results of the literature search on *Harzing Publish or Perish (PoP)*, Several data were obtained, which became the research data, as shown in the image below:



**Figure 1.** Results of Data Identification Analysis Using PRISMA Flow Diagram

Based on the results of data management in the PRISMA diagram above, at the identification stage, a total of 158 records were identified from databases ( $n = 155$ ) and registers ( $n = 3$ ). Before the screening process, 147 records were removed, consisting of duplicate records ( $n = 52$ ), records marked as ineligible by automation tools ( $n = 68$ ), and records removed for other reasons ( $n = 27$ ). As a result, 11 records remained for the screening stage. During the screening process, 3 records were excluded because they did not meet the inclusion criteria, leaving 8 reports sought for retrieval. However, 1 report could not be retrieved, so 7 reports were successfully assessed for eligibility. At the eligibility stage, 3 reports were excluded, consisting of studies

that were out of topic ( $n = 1$ ) and studies not indexed in Scopus/SINTA ( $n = 2$ ). Finally, 4 studies fulfilled all eligibility criteria and were included in the final literature review. Although four studies fulfilled the eligibility criteria, the researcher acknowledges that the limited number of selected articles may reduce the comprehensiveness and generalizability of the review findings. Therefore, future studies are encouraged to expand the database sources and inclusion scope to obtain broader evidence regarding differentiated learning and neuropsychological developmental disorders.

## RESULTS AND DISCUSSION

### RESULT

The process of literature search on Harzing Publish or Perish (PoP) indexed from various database sources, namely Scopus, Google Scholar, Crossref, as well as Elicit, with a publication span from 2020 to 2025, produced 158 literature records related to differentiated learning, neuropsychological developmental disorders, and learners. After the screening and eligibility stages using the PRISMA 2020 framework, only 4 articles fulfilled all inclusion criteria and were selected for further analysis. Although the number of selected studies was limited, the articles represented relevant discussions regarding differentiated learning implementation for students with neuropsychological developmental disorders in elementary education settings.

The selected studies were then classified based on authors, journal sources, publication year, indexing status, and research focus, as presented in the following table:

**Table 1.** Classification of Selected Literature

No	Author Name	Journal Name	Volume and Edition	Indexing	Amount
1	Yuda Ardi Saputra and Ayu Rizki Susilowati	Jurnal Didaktika Pendidikan Dasar	Vol 7, No 2, 2023	Sinta 2	1
2	M.K. Colvin, etl	<i>Child Neuropsychology</i>	Vol 28, No 5, 2022	Scopus	1

No	Author Name	Journal Name	Volume and Edition	Indexing	Amount
3	Hamidah dan Prasetyo Adi Nugroho	JIMPS: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah,	Vol 8, No 4, 2023	Sinta 5	1
4	Bahauddin Azmy dan Arif Mahya Fanny	Inventa: Jurnal Pendidikan Guru Sekolah Dasar	Vol 7, No 2, 2023	Sinta 5	1

Table 1 above shows that the selected literature consisted of four journal articles indexed by Scopus and Sinta. The studies were considered relevant after filtering abstracts, keywords, research objectives, and methodological suitability according to the research focus. The literature selection process through Harzing Publish or Perish (PoP) and Elicit ensured that the studies specifically addressed differentiated learning practices, neuropsychological developmental disorders, and inclusive elementary education contexts.

The findings from the reviewed studies indicate that differentiated learning positively contributes to improving students' participation, engagement, and academic performance, particularly for learners with neuropsychological developmental disorders such as ADHD, autism spectrum disorder, dyslexia, and learning disabilities. The studies consistently emphasized that students with different neuropsychological characteristics require flexible instructional approaches adjusted to their learning readiness, cognitive profiles, and individual needs.

Based on the thematic analysis conducted using NVivo, several major themes were identified from the selected studies. The first theme relates to the effectiveness of differentiated learning implementation. The studies revealed that differentiated instruction helps students better understand learning materials through adaptive teaching strategies, modified learning activities, and individualized support systems. Flexible learning environments were also found to increase students' motivation and classroom participation.

The second theme concerns challenges in implementing differentiated learning in inclusive classrooms. Several studies reported that teachers experienced difficulties in identifying students' neuropsychological characteristics, managing heterogeneous classrooms, and designing learning activities suitable for different cognitive abilities. Limited training and lack of institutional support also became barriers to effective implementation.

The third theme focuses on teacher competencies and neuropsychological understanding. The reviewed studies highlighted that teachers' understanding of executive functions, attention regulation, emotional control, and cognitive flexibility plays an important role in selecting appropriate differentiated learning strategies. Neuropsychological knowledge helps teachers recognize students' strengths and limitations more accurately, thereby supporting more responsive instructional decision-making.

The fourth theme relates to support systems in inclusive education. The findings showed that collaboration among teachers, parents, and health professionals contributes significantly to supporting students with neuropsychological developmental disorders. Early identification, continuous assistance, and adaptive learning environments were considered essential factors for improving students' learning outcomes and social participation.

In addition to thematic analysis, the NVivo application was also used to visualize dominant terms through a word cloud. However, the interpretation of findings was not solely based on word frequency but also on conceptual relationships identified during the coding process. The thematic coding process enabled the researcher to identify recurring patterns, relationships, and differences among the selected studies more systematically.

Despite these findings, the researcher acknowledges that the limited number of analyzed studies restricts the comprehensiveness and generalizability of the review results. Therefore, the conclusions drawn from this review should be interpreted carefully, and future studies are encouraged to include broader database sources and larger numbers of relevant studies to strengthen evidence regarding differentiated learning and neuropsychological developmental disorders in inclusive elementary education.

## DISCUSSION

The results of the study from four literature sources that became the research data are explained in Figure 2 below. The analysis of the selected studies demonstrates that differentiated learning has a significant relationship with the educational needs of students with neuropsychological developmental disorders in elementary schools. The reviewed studies consistently indicate that individualized instructional approaches positively influence students' cognitive, emotional, and academic development. Furthermore, the findings reveal that differentiated learning is not only associated with academic achievement but also with students' participation, social interaction, and emotional adaptation in inclusive classroom environments.

**Table 2.** Research Results of 4 Literatures

No	Author Name	Research result
1	Yuda Ardi Saputra and Ayu Rizki Susilowati	The results of the study showed that before the implementation of differentiated learning, no GPPH students achieved learning completion. However, after cycle I, completion increased to 100% in PPKn subjects and 50% in Indonesian, Social Studies, and Arts and Culture. In cycle II, the learning completion of GPPH students reached 100% in all subjects. These findings indicate that differentiated learning is effective in improving the learning outcomes of GPPH students (Saputra & Susilowati, 2023).
2	M.K. Colvin, et al	The results of the study indicate that the need for learning disorder screening by child neuropsychologists is expected to increase due to disrupted access to education, especially for children with social disparities. Flexible consultation models, both face-to-face and telemedicine, for early detection of learning disorders expand access to neuropsychological services without increasing waiting times and encourage

No	Author Name	Research result
		collaboration between health professionals (Colvin et al., 2022).
3	Hamidah dan Prasetyo Adi Nugroho	The results of the study revealed that children with Autism Spectrum Disorder (ASD) experience significant changes in cognitive, emotional, and social interaction aspects. It was found that they have challenges in information processing, language, and executive function; experience disturbances in sensory perception and integration; and difficulties in recognizing and expressing emotions. In addition, their social interactions tend to be limited, which impacts their ability to adapt and form social relationships. These results emphasize the importance of an individualistic approach and appropriate support to support the holistic development of children with ASD (Hamidah, 2023).
4	Bahauddin Azmy dan Arif Mahya Fanny	The results of the study indicate that learning differentiation is an approach that adapts the learning process to the needs, interests, abilities, and learning styles of students. The goal is to create effective and responsive learning. Teachers can organize differentiation through four aspects: content, process, product, and learning environment. By adjusting tasks and strategies based on students' readiness, interests, and academic profiles, differentiation can improve the quality and outcomes of learning (Azmy & Arif Mahya Fanny, 2023).

Based on Table 2, the reviewed studies show several interconnected findings regarding differentiated learning and neuropsychological developmental disorders. Although each study focused on different aspects, common patterns emerged related to



## **Neuropsychological Developmental Disorders in Elementary Schools.**

Differentiated learning is an instructional approach that adapts teaching strategies according to students' readiness, interests, abilities, and learning profiles (Hanafiah et al., 2024). The reviewed studies consistently demonstrate that differentiated learning positively influences students' academic performance, motivation, and classroom participation. This finding supports previous international research showing that adaptive learning environments can improve cognitive engagement and reduce learning barriers among students with developmental disorders.

The findings of Saputra and Susilowati (2023) demonstrate a substantial increase in learning completion after differentiated learning was implemented. This improvement suggests that flexible instructional adjustments allow students with developmental disorders to process information more effectively according to their cognitive capacities. These results align with neuropsychological theories emphasizing that executive functioning, attention regulation, and cognitive flexibility significantly influence learning performance.

Children with Autism Spectrum Disorder (ASD) often experience impairments in executive functioning, emotional regulation, language processing, and sensory integration (Hamidah, 2023). Neuropsychological theory explains that abnormalities in brain structures such as the frontal cortex, temporal cortex, hippocampus, and amygdala contribute to difficulties in planning, social interaction, and adaptive behavior. Consequently, students with ASD frequently struggle with information processing and classroom adaptation. In this context, differentiated learning becomes particularly important because it enables teachers to modify instructional content, classroom activities, and learning environments according to students' neuropsychological characteristics.

The neuropsychological approach also explains that developmental disorders in children with ASD are associated with disturbances in sensory processing and sensory integration. Students may show hyper-reactive or hypo-reactive responses to environmental stimuli, which can affect their classroom behavior and learning participation (Mukhtar, 2016). Therefore, differentiated learning strategies that provide flexible sensory environments and individualized instructional support are essential to facilitate more effective learning experiences.

Compared with broader international findings, the reviewed studies similarly highlight the importance of individualized educational approaches for students with developmental disorders. However, international studies tend to place stronger emphasis on evidence-based interventions, assistive technology integration, and multi-disciplinary collaboration. In contrast, the reviewed local studies focus more on classroom instructional adaptation and teacher responsiveness. This difference indicates that differentiated learning implementation in Indonesia still requires stronger institutional support and integration with neuropsychological assessment systems.

The findings also reveal that teacher competency plays a central role in the success of differentiated learning implementation. Teachers are expected to understand students' executive functioning profiles, including attention control, emotional regulation, planning abilities, and cognitive flexibility (Goldstein & Naglieri, 2014). Such understanding allows teachers to determine appropriate instructional modifications, classroom management strategies, and assessment approaches. Therefore, professional development programs focusing on neuropsychology and inclusive pedagogy are essential for strengthening teachers' instructional competencies.

In addition, the studies emphasize the importance of collaboration between schools, parents, and health professionals. Colvin et al., (2022) highlight that early screening and flexible neuropsychological consultation services can improve early identification and intervention processes. This finding suggests that differentiated learning cannot function effectively without adequate support systems. Schools need to develop inclusive policies that integrate neuropsychological assessment, individualized educational planning, and collaborative intervention strategies.

Theoretically, this study strengthens the relationship between neuropsychology and differentiated learning by demonstrating that cognitive and behavioral characteristics significantly influence instructional effectiveness. Practically, the findings provide implications for teachers and schools in designing adaptive learning environments responsive to students' neuropsychological needs. Schools are encouraged to provide teacher training, inclusive learning resources, and collaboration mechanisms with psychologists and neuropsychologists to support inclusive education implementation.

Despite these findings, this study has several limitations. The review only included four eligible studies, which limits the comprehensiveness and generalizability of the conclusions. In addition, most of the selected studies were conducted within limited educational contexts and did not comprehensively examine long-term instructional outcomes. Therefore, future research is recommended to include broader international databases, larger numbers of empirical studies, and more diverse educational contexts to strengthen evidence regarding differentiated learning for students with neuropsychological developmental disorders.

Overall, the findings indicate that differentiated learning is an effective and responsive educational approach for students with neuropsychological developmental disorders in elementary schools. When supported by neuropsychological understanding, teacher competency, and collaborative support systems, differentiated learning can improve not only academic achievement but also students' cognitive, emotional, and social development in inclusive educational settings.

## **CONCLUSION**

Differentiated learning for students with neuropsychological developmental disorders in elementary schools is an effective approach for improving academic achievement and supporting students' holistic development. By adapting learning activities according to students' individual needs, interests, abilities, and neuropsychological characteristics, differentiated learning helps create more inclusive and responsive classroom environments. The findings of this study indicate that differentiated learning contributes positively to students' motivation, classroom participation, cognitive development, and social-emotional growth, particularly for students with ADHD, Autism Spectrum Disorder (ASD), dyslexia, and other learning disabilities. This study also strengthens the relationship between neuropsychology and differentiated learning by showing that understanding executive functioning, attention regulation, emotional control, and sensory processing can help teachers design more adaptive instructional strategies. In addition, collaboration between teachers, parents, psychologists, and health professionals is essential to support students' learning needs comprehensively within inclusive education settings.

Despite these contributions, this study has several limitations because the review only included four selected studies, which restricts the comprehensiveness and generalizability of the findings. Most of the reviewed studies were also conducted within limited educational contexts and did not examine long-term outcomes in depth. Therefore, future research is recommended to conduct broader empirical studies focusing on differentiated learning for students with ADHD, ASD, dyslexia, and other neuropsychological developmental disorders in elementary schools. Further studies should also explore teacher competencies, neuropsychological assessment, executive functioning-based learning strategies, and inclusive school policies to strengthen differentiated learning practices in inclusive education.

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