

Daftar Pustaka

- Barable, A., & Booth, D. (2020). Increasing Nature Connection in Children: A Mini Review of Interventions. *Frontiers in Psychology*, 11, 492. <https://doi.org/10.3389/fpsyg.2020.00492>
- Barable, A., Booth, D., Adams, D., & Beauchamp, G. (2021). Enhancing Nature Connection and Positive Affect in Children through Mindful Engagement with Natural Environments. *International Journal of Environmental Research and Public Health*, 18(9), 4785. <https://doi.org/10.3390/ijerph18094785>
- Beery, T., & Jørgensen, K. A. (2018). Children in Nature: Sensory engagement and the experience of biodiversity. *Environmental Education Research*, 24(1), 13–25. <https://doi.org/10.1080/13504622.2016.1250149>
- Bezeljak, P., Torkar, G., & Möller, A. (2023). Understanding Austrian middle school students' connectedness with Nature. *The Journal of Environmental Education*, 54(3), 181–198. <https://doi.org/10.1080/00958964.2023.2188577>
- Boettger, T. (2014). *Schwellenräume: Übergänge in der Architektur: Analyse- und Entwurfswerkzeuge*. Birkhäuser.
- Bollack, F. A., & Frampton, K. (2013). *Old Buildings, New Forms: New directions in architectural transformations*. The Monacelli Press.
- Bullock, J. R. (1994). Helping children value and appreciate Nature. *Day Care & Early Education*, 21(4), 4–8. <https://doi.org/10.1007/BF02361407>
- Burke, S. E. L., Sanson, A. V., & Van Hoorn, J. (2018). The Psychological Effects of Climate Change on Children. *Current Psychiatry Reports*, 20(5), 35. <https://doi.org/10.1007/s11920-018-0896-9>
- Cumbo, B., & Welch, R. (2023). What counts as Nature in Designing environmental links to health education curriculum in initial teacher education? *Sport, Education and Society*, 28(6), 667–683. <https://doi.org/10.1080/13573322.2023.2174966>
- Dadvand, P., Pujol, J., Macià, D., Martínez-Vilavella, G., Blanco-Hinojo, L., Mortamais, M., Alvarez-Pedrerol, M., Fenoll, R., Esnaola, M., Dalmau-Bueno, A., López-Vicente, M., Basagaña, X., Jerrett, M., Nieuwenhuijsen, M. J., & Sunyer, J. (2018). The Association between Lifelong GreenSpace Exposure and 3-Dimensional Brain Magnetic Resonance Imaging in Barcelona Schoolchildren. *Environmental Health Perspectives*, 126(2), 027012. <https://doi.org/10.1289/EHP1876>
- Dopko, R. L., Capaldi, C. A., & Zelenski, J. M. (2019). The psychological and social benefits of a Nature experience for children: A preliminary investigation. *Journal of Environmental Psychology*, 63, 134–138. <https://doi.org/10.1016/j.jenvp.2019.05.002>
- Feng, X., & Astell-Burt, T. (2017). Residential Green Space Quantity and Quality and Child Well-being: A Longitudinal Study. *American Journal of Preventive Medicine*, 53(5), 616–624. <https://doi.org/10.1016/j.amepre.2017.06.035>
- Fjørtoft, I. (2004). Landscape as Playscape: The Effects of Natural Environments on Children's Play and Motor Development. *Children, Youth and Environments*, 14(2), 21–44. <https://doi.org/10.1353/cye.2004.0054>
- Frantz, C. M., & Mayer, F. S. (2014). The importance of connection to Nature in assessing environmental education programs. *Studies in Educational Evaluation*, 41, 85–89. <https://doi.org/10.1016/j.stueduc.2013.10.001>

- Fuertes, E., Markevych, I., Thomas, R., Boyd, A., Granell, R., Mahmoud, O., Heinrich, J., Garcia-Aymerich, J., Roda, C., Henderson, J., & Jarvis, D. (2020). Residential GreenSpace and lung function up to 24 years of age: The ALSPAC birth cohort. *Environment International*, 140, 105749. <https://doi.org/10.1016/j.envint.2020.105749>
- Johnstone, A., Martin, A., Cordovil, R., Fjørtoft, I., Iivonen, S., Jidovtseff, B., Lopes, F., Reilly, J. J., Thomson, H., Wells, V., & McCrorie, P. (2022). Nature-Based Early Childhood Education and Children's Social, Emotional and Cognitive Development: A Mixed-Methods Systematic Review. *International Journal of Environmental Research and Public Health*, 19(10), 5967. <https://doi.org/10.3390/ijerph19105967>
- Kerimova, N. (2010). *Green Buffer Spaces landscape organisation of Business and Office Buildings in Saint Petersburg: Problems and solutions*. Conference: Contemporary Landscape Design: New Approaches and Dimensions. https://www.academia.edu/61511539/Green_Buffer_Spaces_landscape_organisation_of_Business_and_Office_Buildings_in_Saint_Petersburg_problems_and_solutions
- Kimmel, L. (2022). *Architecture of Threshold Spaces: A critique of the ideologies of hyperconnectivity and segregation in the socio-political context*. Routledge.
- Leutner, W. G. (1940). EDUCATION And ENVIRONMENT. *School Science and Mathematics*, 40(6), 499–502. <https://doi.org/10.1111/j.1949-8594.1940.tb04173.x>
- Lyon, C., Saupe, E. E., Smith, C. J., Hill, D. J., Beckerman, A. P., Stringer, L. C., Marchant, R., McKay, J., Burke, A., O'Higgins, P., Dunhill, A. M., Allen, B. J., Riel-Salvatore, J., & Aze, T. (2022). Climate change research and action must look beyond 2100. *Global Change Biology*, 28(2), 349–361. <https://doi.org/10.1111/gcb.15871>
- Mahidin, A. M. M., & Maulan, S. (2012). Understanding Children Preferences of Natural Environment as a Start for Environmental Sustainability. *Procedia - Social and Behavioral Sciences*, 38, 324–333. <https://doi.org/10.1016/j.sbspro.2012.03.354>
- Mann, J., Gray, T., Truong, S., Brymer, E., Passy, R., Ho, S., Sahlberg, P., Ward, K., Bentsen, P., Curry, C., & Cowper, R. (2022). Getting Out of the Classroom and Into Nature: A Systematic Review of Nature-Specific Outdoor Learning on School Children's Learning and Development. *Frontiers in Public Health*, 10, 877058. <https://doi.org/10.3389/fpubh.2022.877058>
- McMichael, A. J., Woodruff, R. E., & Hales, S. (2006). Climate change and human health: Present and future risks. *The Lancet*, 367(9513), 859–869. [https://doi.org/10.1016/S0140-6736\(06\)68079-3](https://doi.org/10.1016/S0140-6736(06)68079-3)
- Meier, D. R., & Sisk-Hilton, S. (Eds.). (2013). *Nature Education with Young Children: Integrating Inquiry and Practice* (0 ed.). Routledge. <https://doi.org/10.4324/9780203078396>
- Metz, T. (2022). *Building Meaning: An Architecture studio primer on Design, theory, and history*. Routledge.
- Mohammadi, N., Keshavarz, S. R., & Darabi, Z. (2021). The Impact of Nature, The Teaching and Learning of Elementary Lessons in Students 9-11 Years Old (Case Study: Shiraz Elementary Schools). *Journal of Architectural Environment & Structural Engineering Research*, 4(1), 1–8. <https://doi.org/10.30564/jaeser.v4i1.2186>

Daftar Pustaka

- Mygind, L., Kjeldsted, E., Hartmeyer, R., Mygind, E., Bølling, M., & Bentsen, P. (2019). Mental, physical and social health benefits of immersive Nature-experience for children and adolescents: A systematic review and quality assessment of the evidence. *Health & Place*, 58, 102136. <https://doi.org/10.1016/j.healthplace.2019.05.014>
- Sadafi, N., & Azhdari, L. (2020). Investigating the Impact of Nature in Designing Cultural Environments for Children. *International Journal of Engineering and Management Sciences*, 5(1), 244–256. <https://doi.org/10.21791/IJEMS.2020.1.21>
- Thompson, R. (2015). Climate sensitivity. *Earth and Environmental Science Transactions of the Royal Society of Edinburgh*, 106(1), 1–10. <https://doi.org/10.1017/S1755691015000213>
- Tim Gill. (2014). The Benefits of Children's Engagement with Nature: A Systematic Literature Review. *Children, Youth and Environments*, 24(2), 10. <https://doi.org/10.7721/chilyoutenvi.24.2.0010>
- Van Den Berg, A. E., Maas, J., Verheij, R. A., & Groenewegen, P. P. (2010). Green Space as a buffer between stressful life events and health. *Social Science & Medicine*, 70(8), 1203–1210. <https://doi.org/10.1016/j.socscimed.2010.01.002>
- Weeland, J., Moens, M. A., Beute, F., Assink, M., Staaks, J. P. C., & Overbeek, G. (2019). A dose of Nature: Two three-level meta-analyses of the beneficial effects of exposure to Nature on children's self-regulation. *Journal of Environmental Psychology*, 65, 101326. <https://doi.org/10.1016/j.jenvp.2019.101326>