

DAFTAR PUSTAKA

- Adicondro, N. ;, & Purnamasari, A. (2011). Efikasi diri, dukungan sosial keluarga dan self regulated learning pada siswa kelas viii. *Humanitas*, 7(1)(1).
- Ahmadi, A. (2015). Relation between methods of struggling with Stress and the method of solving problem by self-regulated learning. *Procedia - Social and Behavioral Sciences*, 171, 1273–1279. <https://doi.org/10.1016/j.sbspro.2015.01.241>
- Alsa, A. (n.d.). Kontroversi uji asumsi dalam statistik parametrik. *Buletin Psikologi*, (1), 18–22.
- Arjanggi, R., & Setiowati, A. (2013). Meningkatkan belajar berdasar regulasi diri melalui pembelajaran kooperatif tipe jigsaw. *Makara Seri Sosial Humaniora*, 17(1), 55–63. <https://doi.org/10.7454/mssh.v17i1.1801>
- Azevedo, R., & Cromley, J. G. (2004). Does training on self-regulated learning facilitate students ' learning with hypermedia ? *Journal of Educational Psychology*, 96(3), 523–535. <https://doi.org/10.1037/0022-0663.96.3.523>
- Aziz, A. (2016). Hubungan Dukungan Sosial dengan Self Regulated Learning pada Siswa SMA Yayasan Perguruan Bandung Tembung. *Jurnal Pendidikan Ilmu-Ilmu Sosial*, 103–113.
- Aziz, A., & Fatma, A. (2013). Hubungan antara dukungan sosial dengan penyesuaian diri orang tua yang memiliki anak autis. *Talenta Psikologi*, II(2), 141–159.
- Azmi, S. (2016). Self Regulated Learning Salah Satu Modal Kesuksesan Belajar dan Mengajar, 19–20.
- Azwar, S. (2012). *Penyusunan skala psikologi*. Jogjakarta: Pustaka Pelajar.
- Baron, & B. (2003). *Psikologi Sosial Edisi Sepuluh jilid 2*. Jakarta: Erlangga.
- Bintoro, W., Purwanto, E., & Noviyani, D. I. (2013). Hubungan self regulated learning dengan kecurangan akademik mahasiswa. *Educational Psychology Journal*, 2(1), 57–64.
- Brown, D. L. (2015). African american resiliency : examining racial socialization and social support as protective factors and social support as protective factors. *Journal of Black Psychology*, 34(1)(October). <https://doi.org/10.1177/0095798407310538>
- Cleary, T. J., & Zimmerman, B. J. (2004). Self-regulation empowerment program: a school-based program to enhance self-regulated and self-motivated cycles of student learning. *Psychology in the Schools*, 41(5).

- Crockett, L. J., Iturbide, M. I., Stone, R. A. T., & Mcginley, M. (2007). Acculturative stress , social support , and coping : relations to psychological adjustment among mexican american college students. *American Psychological Association*, *13*, 347–355. <https://doi.org/10.1037/1099-9809.13.4.347>
- Gottlieb, B. H., & Bergen, A. E. (2010). Social support concepts and measures. *Journal of Psychosomatic Research*, *69*(5), 511–520. <https://doi.org/10.1016/j.jpsychores.2009.10.001>
- Hadi, S. (2000). *Metodologi Research Jilid 2*. Yogyakarta: Andi Offset.
- Handono; Bashori. (2013). Hubungan antara penyesuaian diri dan dukungan sosial terhadap stres lingkungan pada santri baru. *Jurnal Fakultas Psikolog*, *1*(2), 79–89.
- Jake, J., & Kalenda, J. (2015). Self-regulated learning : critical-realistic conceptualization. *Procedia - Social and Behavioral Sciences*, *171*, 178–189. <https://doi.org/10.1016/j.sbspro.2015.01.105>
- Khaliq, I., & Alsa, A. (2015). Belajar berdasar regulasi diri dan dukungan sosial sebagai prediktor prestasi belajar matematika. *Gadjah Mada Journal Of Psychology*, *1*(2), 74–81.
- Laird, T. F. N. (2014). College students ' experiences with diversity and their effects on academic self- confidence , social agency , and ..., (September). <https://doi.org/10.1007/s11162-005-2966-1>
- Lauster, P. (1992). *Tes kepribadian (terjemahan D.H. Gulo)*. Jakarta: Bumi Aksara.
- Mahmudi, Faisal; Mayangsari, Marina Dwi; Rachmah, D. N. (2015). Hubungan peer attachment dengan self regulated learning pada siswa boarding school. *Jurnal Ecopy*, *2*(1), 31–35.
- Mary., & Shalini, J. F. (2013). Assessing the academic behavioral confidence of the secondary school students. *Journal of Humanities and Social Science*, *8*(1), 41–45.
- Maslihah, sri. (2011). Studi tentang hubungan dukungan sosial, penyesuaian sosial di lingkungan sekolah dan prestasi akademik siswa SMP IT assyfa boarding school subang jawa barat. *Jurnal Psikologi*, *10* (2), 103–114.
- Mulyadi, S., Basuki, A. M. H., & Rahardjo, W. (2016). Student ' s tutorial system perception , academic self-efficacy , and creativity effects on self-regulated learning. *Social and Behavioral Sciences*, *217*, 598–602. <https://doi.org/10.1016/j.sbspro.2016.02.059>

- Naomi, P. (2010). Bukti empiris tentang self regulated learning dan prestasi akademik mahasiswa (studi kasus pada universits X. *Jurnal Universitas Paramadina*, 7(1)(October 2015), 46–58.
- Pintrich, P. R. (1999). The role of motivation in promoting and sustaining self-regulated learning. *International Journal of Educational Research*, 31, 459–470.
- Priyatno, D. (2016). *SPSS handbook: analisis data, olah data, dan penyelesaian kasus-kasus statistik*. Yogyakarta: MediaKom.
- Putri. (2016). Hubungan antara dukungan sosial dan flow akademik dengan prestasi belajar matematika siswa SMA. *Jurnal Ilmiah Mahasiswa Universitas Surabaya*, 5(1), 1–21.
- Rachmah, D. N. (2015). Regulasi diri dalam belajar pada mahasiswa yang memiliki peran banyak. *Jurnal Psikologi*, 42(1)(1), 61–77.
- Rola, D. (2012). Perbedaan self regulated learning antara mahasiswa yang bekerja dan yang tidak bekerja, 1996.
- Sander, P., & Sanders, L. (2003). Measuring confidence in academic study : A summary report. *Electronic Journal of Research in Educational Psychology*, 1(1), 1–17.
- Sander, P., & Sanders, L. (2006). Understanding academic confidence. *Psychology Teaching Review*, 12(1), 29–42.
- Sander, P., & Sanders, L. (2009). Measuring academic behavioural confidence : the ABC scale revisited, 34(1), 19–35. <https://doi.org/10.1080/03075070802457058>
- Sanders, L., & Sander, P. (2007). Academic Behavioural Confidence : A comparison of medical and psychology students, 5(3), 633–650.
- Sarafino, E. P. (2008). *Biopsychosocial Interactions. sixth edition*. USA: John Wiley & Sons.
- Siregar, L. M. (2016). Hubungan antara dukungan sosial keluarga dengan kesulitan belajar. *Psychopedia*, 1(1), 49–55.
- Sugiyono. (2010). *Metode penelitian pendidikan*. Bandung: Alfabeta.
- Swediati, N. (2001). Perlukah uji asumsi statistik dilakukan?. *Buletin Psikologi*, (1), 23–28.
- Taufiyanti, F. (2017). The influence of fathering and peer support on self regulated learning SMA muhammadiyah 2 yogyakarta. *Internasional Seminar on Chemical Education*, 2, 315–329.

- Vandini, I. (2015). Peran kepercayaan diri terhadap prestasi belajar matematika siswa. *Jurnal Formatif*, 5(3), 210–219.
- Widhiarso, W. (2012). Tanya jawab tentang uji normalitas. *Buletin Psikologi*, 1–5.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: historical background, methodological developments, and futur prospects. *American Educational Research Journal*, 45(1), 166–183.
<https://doi.org/http://doi.org/10.3102/00028312909>