

Daftar Pustaka

- Ahmad, S., Hussain, D. A., & Azeem, M. (2012). Relationship of academic self efficacy to self-regulated learning, SI, test anxiety and academic achievement. *International Journal of Education*, 4(1), p12. <https://doi.org/10.5296/ije.v4i1.1091>
- Agung, G., & Budiani, M. S. 2013. Hubungan antara kecerdasan emosi dan self efficacy dengan tingkat stres mahasiswa yang sedang mengerjakan skripsi. *Character*, 01,(2).
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84(3), 261–271. <https://doi.org/10.1037/0022-0663.84.3.261>
- Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology*, 80(3), 260–267. <https://doi.org/10.1037/0022-0663.80.3.260>
- Arabzadeh, M., Kardivar, P., & Dlavar, A. (2012). The effects of teaching self-regulated learning strategy on students' academic delay of gratification. *Interdisciplinary Journal Of Contemporary Research Business*, 4(2), 580–587.
- Ariani, D. W., & Susilo, Y. (2018). Why do it later? Goal orientation, self-efficacy, test anxiety, on procrastination. *Journal of Educational Cultural and Psychological Studies*, 45-73. <https://doi.org/10.7358/ecps-2018-017-wahy>
- Asmawan, M. C. (2016). Analisis kesulitan mahasiswa menyelesaikan skripsi. *Jurnal Pendidikan Ilmu Sosial*. 26 (2) ISSN: 1412-3835, 51-57
- Balapuni, R & Aitken, A (2012, Desember 3-5), Concepts and factors influencing independent learning in IS higher education [Conference session], 23rd Australian Conference on Information System, Geelong
- Bandura, A. (Ed.). (1995). *Self-efficacy in changing societies* (1 ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511527692>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W H Freeman/Times Books/ Henry Holt & Co.
- Bruinsma, M. (2004). Motivation, cognitive processing and achievement in higher education. *Learning and Instruction*, 14(6), 549–568. <https://doi.org/10.1016/j.learninstruc.2004.09.001>
- Button, S. B., Mathieu, J. E., & Zajac, D. M. (1996). Goal orientation in organizational research: A conceptual and empirical foundation. *Organizational Behavior and Human Decision Processes*, 67(1), 26–48. <https://doi.org/10.1006/obhd.1996.0063>

- Chemers, M. M., Hu, L., & Garcia, B. F. (2001). Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational Psychology*, 93(1), 55–64. <https://doi.org/10.1037/0022-0663.93.1.55>
- Cresswell, J. (2014). Educational research: Planning, conducting, and evaluating quantitativw and qualitative research (4th ed.). Perarson New International Edition
- Darmono, A., & Hasan, A. (2002). *Menyelesaikan skripsi dalam satu semester*. Gramedia Widiasarana Indonesia
- Delahaij, R., & van Dam, K. (2016). Coping style development: The role of learning goal orientation and metacognitive awareness. *Personality and Individual Differences*, 92, 57–62. <https://doi.org/10.1016/j.paid.2015.12.012>
- Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256–273. <https://doi.org/10.1037/0033-295X.95.2.256>
- Fasikhah, S., & Fatimah, S. (2013). Self-regulated learning (SRL) dalam meningkatkan prestasi akademik mahasiswa. *Jurnal Ilmiah Psikologi Terapan*, 1(1).
- Gaskill, P. J., & Hoy, A. W. (2002). Self-efficacy and self-regulated learning: The dynamic duo in school performance. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 185–208). Academic Press. <https://doi.org/10.1016/B978-012064455-1/50012-9>
- Geitz, G., Brinke, D. J., & Kirschner, P. A. (2016). Changing learning behaviour: Self-efficacy and goal orientation in PBL groups in higher education. *International Journal of Educational Research*, 75, 146–158. <https://doi.org/10.1016/j.ijer.2015.11.001>
- Hadi, S. N. (2020). Hubungan motivasi belajar dengan regulasi diri dalam belajar pada mahasiswa skripsi. *Jurnal Pendidikan Tambusai*, 4(3), 3169-3176. <https://doi.org/10.31004/jptam.v4i3.824>
- Hardito, R., & Leonardi, T. (2016). Gambaran regulasi diri dalam belajar pada mahasiswa yang tidak menyelesaikan skripsi dalam waktu satu semester di fakultas psikologi Universitas Airlangga. *Jurnal Psikologi Perkembangan*, 5(1), 1-11.
- Hariwijaya, M. (2017). *Metodologi dan teknik penulisan skripsi, tesis, dan disertasi untuk ilmu sosial dan humaniora*. Diandra Kreatif.
- Hayes, A. F. (2018). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (Second edition). Guilford Press.
- Kholidah, E. N. & Alsa, A. (2012). Berpikir positif untuk menurunkan stres psikologis. *Jurnal Psikologi*, 39(1), 67-75. <https://doi.org/10.22146/jpsi.6967>

- Kornell, N., & Metcalfe, J. (2006). Study efficacy and the region of proximal learning framework. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32(3), 609–622. <https://doi.org/10.1037/0278-7393.32.3.609>
- Kurniawan, T. (2020). *Hubungan antara self regulated learning dan problem focus coping pada mahasiswa do Surabaya yang menempuh program skripsi dalam situasi pandemi COVID-19* [skripsi] Universitas 17 Agustus 1945 Surabaya
- Kusnendar, F., Suwachid, & Wijayanto, D. (2013). Analisis penghambat penyelesaian studi mahasiswa S1 Program Studi Pendidikan Teknik Mesin Jurusan Pendidikan teknik dan kejuruan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta. *Jurnal Nosel*, 1-12.
- Laksana, D. G. (2020). *Efektifitas pelatihan regulasi diri untuk menurunkan tingkat prokrastinasi dalam menyelesaikan skripsi pada mahasiswa* [skripsi, Universitas Islam Negeri Raden Intan Lampung]. http://repository.radenintan.ac.id/10643/1/SKRIPSI_PERPUS.pdf
- Laksono, K. M. (2019). *Hubungan Antara efikasi diri akademik dan self regulated learning mahasiswa yang sedang menyusun skripsi* [skripsi, Universitas Sanata Dharma]. http://repository.usd.ac.id/36412/2/139114063_full.pdf
- Liem, A. D., Lau, S., & Nie, Y. (2008). The role of self-efficacy, task value, and achievement goals in predicting learning strategies, task disengagement, peer relationship, and achievement outcome. *Contemporary Educational Psychology*, 33(4), 486–512. <https://doi.org/10.1016/j.cedpsych.2007.08.001>
- Linnenbrink, E. A., & Pintrich, P. R. (2002). Motivation as an enabler for academic success. *School Psychology Review*, 31(3), 313–327. <https://doi.org/10.1080/02796015.2002.12086158>
- Maddux, J. E. (1995). Self-efficacy theory: An introduction. In J. E. Maddux (Ed.), *Self-efficacy, adaptation, and adjustment: Theory, research, and application* (pp. 3–33). Plenum Press. https://doi.org/10.1007/978-1-4419-6868-5_1
- Maddux, J.E. (2009) Self-Efficacy: The Power of Believing You Can. In: Lopez, S.J. and Snyder, C.R., Eds., *Oxford Handbook of Positive Psychology*, Oxford University Press, New York, 335-343.
- Maulia, D. (2011). *Pelatihan belajar berdasar begulasi diri untuk menurunkan prokrastinasi akademik penulis skripsi pada mahasiswa*. [Tesis tidak dipublikasikan]. Fakultas Psikologi Universitas Gadjah Mada
- Meece, J. L., Blumenfeld, P. C., & Hoyle, R. H. (1988). Students' goal orientations and cognitive engagement in classroom activities. *Journal of Educational Psychology*, 80(4), 514–523. <https://doi.org/10.1037/0022-0663.80.4.514>
- Milahwati, H. Q., Cahyadi, S., & Susanto, H. (2017). *Self regulation dan engagement mahasiswa dalam pengerjaan skripsi* [skripsi, Universitas Padjadjaran]. Pustaka ilmiah. <https://pustaka.unpad.ac.id/archives/150141>

- Phillips, J. M., & Gully, S. M. (1997). Role of goal orientation, ability, need for achievement, and locus of control in the self-efficacy and goal—Setting process. *Journal of Applied Psychology*, 82(5), 792–802. <https://doi.org/10.1037/0021-9010.82.5.792>
- Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451–502). Academic Press. <https://doi.org/10.1016/B978-012109890-2/50043-3>
- Pintrich, P. R., Zusho, A., Schiefele, U., & Pekrun, R. (2001). Goal orientation and self-regulated learning in the college classroom: A cross-cultural comparison. Dalam F. Salili, C. Y. Chiu, & Y. Y. Hong (Ed.), *Student Motivation* (hlm. 149–169). Springer US. https://doi.org/10.1007/978-1-4615-1273-8_8
- Puspitasari, A., Purwanto, E., & Noviyani, D. I. (2013). Self regulated learning ditinjau dari goal orientation. *Educational Psychology Journal EPJ 2 (1)*, 1–6.
- Rahmadini, A. (2021). Analisis kesulitan mahasiswa skripsi [studi preliminer tesis]. Fakultas Psikologi, Universitas Gadjah Mada
- Sakiz, G. (2011). Mastery and performance approach goal orientations in relation to academic self-efficacy beliefs and academic help seeking behaviors of college students in Turkey. *Educational Research*, 2 (1), 771–778. ISSN: 2141-5161
- Saraswati, N., Dwiyantri, M., Santoso, A., & Wijayanti, D. Y. (2021). Hubungan efikasi diri dengan kecemasan menyusun skripsi pada mahasiswa keperawatan.. *Holistic Nursing and Health Science*. 4 (1). 1-7. <https://10.14710/hnhs.4.1.2021.1-7>
- Schraw, G., Crippen, K. J., & Hartley, K. (2006). Promoting self-regulation in science education: Metacognition as part of a broader perspective on learning. *Research in Science Education*, 36(1–2), 111–139. <https://doi.org/10.1007/s11165-005-3917-8>
- Susetyo, Y. F., & Kumara, A. (2012). Orientasi tujuan, atribusi penyebab, dan belajar berdasar regulasi diri. *Jurnal Psikologi*, 39(1), 95–111. <https://doi.org/10.22146/jpsi.6969>
- Vermunt, J. D. (2005). Relations between student learning patterns and personal and contextual factors and academic performance. *Higher Education*, 49(3), 205–234. <https://doi.org/10.1007/s10734-004-6664-2>
- Wijaya, Hariz & Nashori, Fuad. (2015). Efektivitas pelatihan efikasi diri untuk menurunkan prokrastinasi mahasiswa dalam mengerjakan skripsi. *Jurnal Intervensi Psikologi*, 7(1). 79–96 <https://doi.org/10.20885/intervensi psikologi.vol7.iss1.art6>
- Wolters, C. A., Yu, S. L., & Pintrich, P. R. (1996). The relation between goal orientation and students’ motivational beliefs and self-regulated learning.

Learning and Individual Differences, 8(3), 211–238.
[https://doi.org/10.1016/S1041-6080\(96\)90015-1](https://doi.org/10.1016/S1041-6080(96)90015-1)

Wolters, C. A., Yu, Sh., & Pintrich, P. R. (t.t.). The relation between goal orientation and students' motivational beliefs and self-regulated learning. *NUMBER*, 8(3), 28.

Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, 82(1), 51–59.
<https://doi.org/10.1037/0022-0663.82.1.51>

Zimmerman, B. J. (1995). Self-efficacy and educational development. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 202–231). Cambridge University Press. <https://doi.org/10.1017/CBO9780511527692.009>

Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, 82(1), 51–59. <https://doi.org/10.1037/0022-0663.82.1.51>

Zimmerman, B. J. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory Into Practice*, 41 (2), 64-70.
https://doi.org/10.1207/s15430421tip4102_2

Zimmerman, B. J., & Schunk, D. H. (2008). Motivation: An essential dimension of self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 1–30). Lawrence Erlbaum Associates Publishers.

Zimmerman, B. J., & Schunk, D. H. (Eds.). (2011). *Handbook of self-regulation of learning and performance*. Routledge/Taylor & Francis Group.