

Daftar Pustaka

- Abdujabborova, T. (2022). Teacher's Talent-Develops Students'creative Ability. *International Journal of Pedagogics*, 2(12), 32-38.
- Adams-Byers, J., Whitsell, S. S., & Moon, S. M. (2004). Gifted students' perceptions of the academic and social/emotional effects of homogeneous and heterogeneous grouping. *Gifted child quarterly*, 48(1), 7-20.
- Adhabi, E., & Anozie, C. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal Of Education*, 9(3), 86. doi: 10.5296/ije.v9i3.11483.
- Adnan Bataineh, K. (2019). Impact of work-life balance, happiness at work, on employee performance. *International Business Research*, 12(2), 99-112.
- Anggoro, W. J., & Widhiarso, W. (2010). Konstruksi dan identifikasi properti psikometris instrumen pengukuran kebahagiaan berbasis pendekatan indigenous psychology: Studi multitrait-multimethod. *Jurnal Psikologi*, 37(2), 176-188.
- Baumeister, R. F., Vohs, K. D., Aaker, J. L., & Garbinsky, E. N. (2013). Some key differences between a happy life and a meaningful life. *The journal of positive psychology*, 8(6), 505-516.
- Bekhet, A. K., Zauszniewski, J. A., & Nakhla, W. E. (2008, January). Happiness: theoretical and empirical considerations. *In Nursing Forum* (Vol. 43, No. 1, pp. 12-23). Malden, USA: Blackwell Publishing Inc.
- Beng, T. S., Ghee, W. K., Hui, N. Y., Yin, O. C., Kelvin, K. W. S., Yiling, S. T., & Loong, L. C. (2022). Happiness at the end of life: A qualitative study. *Palliative & Supportive Care*, 20(1), 69-75.
- Burns, R. A., & Crisp, D. A. (2022). Prioritizing happiness has important implications for mental health, but perhaps only if you already are happy. *Applied Research in Quality of Life*, 17(1), 375-390.
- Carr, A. (2022). *Positive Psychology: The Science of Wellbeing and Human Strengths*. Routledge.
- Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design (international student edition): Choosing among five approaches. *Language*, 25(459p), 23cm.

- Daniels, S., & Piechowski, M. M. (2009). *Living with intensity: Understanding the sensitivity, excitability, and emotional development of gifted children, adolescents, and adults*. Great Potential Press, Inc..
- Diener, E., & Fujita, F. (1995). Resources, personal strivings, and subjective well-being: a nomothetic and idiographic approach. *Journal of personality and social psychology*, 68(5), 926.
- Dodillet, S. (2019). Inclusive elite education in Sweden: Insights from implementing excellence programs into an egalitarian school culture. *Scandinavian Journal of Educational Research*, 63(2), 258-271.
- Edmunds, L. D., & Pryce-Jones, J. (2008). Relationships between happiness, overtime, sick leave and intention to stay or leave. *Selection & Development Review*, 24, 8-12.
- Fredricks, J. A., Alfeld-Liro, C. J., Hruda, L. Z., Eccles, J. S., Patrick, H., & Ryan, A. M. (2002). A qualitative exploration of adolescents' commitment to athletics and the arts. *Journal of adolescent research*, 17(1), 68-97.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American psychologist*, 56(3), 218.
- Geenen, N. Y., Hohelüchter, M., Langhof, V., & Walther, E. (2014). The beneficial effects of prosocial spending on happiness: work hard, make money, and spend it on others?. *The Journal of Positive Psychology*, 9(3), 204-208.
- Gilman, R., & Huebner, S. (2003). A review of life satisfaction research with children and adolescents. *School Psychology Quarterly*, 18(2), 192.
- Graham, C., Higuera, L., & Lora, E. (2011). Which health conditions cause the most unhappiness?. *Health economics*, 20(12), 1431-1447.
- Graziotin, D., Fagerholm, F., Wang, X., & Abrahamsson, P. (2017). Consequences of unhappiness while developing software. In *2017 IEEE/ACM 2nd International Workshop on Emotion Awareness in Software Engineering (SEmotion)* (pp. 42-47). IEEE.
- Graziotin, D., Wang, X., & Abrahamsson, P. (2014). Happy software developers solve problems better: psychological measurements in empirical software engineering. *PeerJ*, 2, e289.
- Graziotin, D., Wang, X., & Abrahamsson, P. (2015). Do feelings matter? On the correlation of affects and the self-assessed productivity in software engineering. *Journal of Software: Evolution and Process*, 27(7), 467-487.

- Harris, R. (2008). *The happiness trap: How to stop struggling and start living*. Shambhala.
- Han, K. S., & Kim, Y. M. (2008). The Research on the Gifted Children's Happiness. *Journal of Gifted/Talented Education*, 18(3), 519-542.
- Hansen, J. B., & Toso, S. J. (2007). Gifted dropouts: Personality, family, social, and school factors. *Gifted Child Today*, 30(4), 30-41.
- Haybron, D. M. (2010). Mood propensity as a constituent of happiness: A rejoinder to Hill. *Journal of Happiness Studies*, 11(1), 19-31.
- Ipgrave, J. (2012). Relationships between local patterns of religious practice and young people's attitudes to the religiosity of their peers. *Journal of Beliefs & Values*, 33(3), 261-274.
- Johnsen, S. K. (2021). Definitions, models, and characteristics of gifted students. In *Identifying gifted students* (pp. 1-32). Routledge.
- Kahija, Y.L. (2017). *Penelitian Fenomenologis: Jalan Memaknai Pengalaman Hidup*. Yogyakarta: PT Kanisius.
- Kane, M. J., Hambrick, D. Z., Tuholski, S. W., Wilhelm, O., Payne, T. W., & Engle, R. W. (2004). The generality of working memory capacity: a latent-variable approach to verbal and visuospatial memory span and reasoning. *Journal of experimental psychology: General*, 133(2), 189.
- Kim-Prieto, C., Diener, E., Tamir, M., Scollon, C., & Diener, M. (2005). Integrating the diverse definitions of happiness: A time-sequential framework of subjective well-being. *Journal of happiness Studies*, 6(3), 261-300.
- Lee, M. A., & Kawachi, I. (2019). The keys to happiness: Associations between personal values regarding core life domains and happiness in South Korea. *PloS one*, 14(1), e0209821.
- Lovecky, D. V. (1992). Exploring social and emotional aspects of giftedness in children. *Roeper Review*, 15(1), 18-25.
- Lu, L., Gilmour, R., & Kao, S. F. (2001). Cultural values and happiness: An East-West dialogue. *The Journal of social psychology*, 141(4), 477-493.
- Lubinski, D., & Benbow, C. P. (2006). Study of mathematically precocious youth after 35 years: Uncovering antecedents for the development of math-science expertise. *Perspectives on psychological science*, 1(4), 316-345.
- Lubinski, D., Benbow, C. P., & Kell, H. J. (2014). Life paths and accomplishments of mathematically precocious males and females four decades later. *Psychological Science*, 25(12), 2217-2232.

- Machů, E., & Morysová, D. (2016). Analysis of the emotion of fear in gifted children and its use in teaching practice. *Procedia-Social and Behavioral Sciences*, 217, 222-228.
- Majid, R. A., & Alias, A. (2010). Consequences of risk factors in the development of gifted children. *Procedia-social and behavioral sciences*, 7, 63-69.
- 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.
- Morawska, A., & Sanders, M. R. (2009). Parenting gifted and talented children: Conceptual and empirical foundations. *Gifted Child Quarterly*, 53(3), 163-173.
- Myers, E. (1985). Phenomenological analysis of the importance of special possessions: An exploratory study. *ACR North American Advances*.
- Müller, S. C., & Fritz, T. (2015, May). Stuck and frustrated or in flow and happy: Sensing developers' emotions and progress. In *2015 IEEE/ACM 37th IEEE International Conference on Software Engineering* (Vol. 1, pp. 688-699). IEEE.
- National Association for Gifted Children. (n.d.). *What is giftedness? National Association for Gifted Children - NAGC*. <https://www.nagc.org/resources-publications/resources/what-giftedness>
- Ng, Y. K. (2022). *Happiness—Concept, Measurement and Promotion* (p. 183). Springer Nature.
- Özdemir, D. A., & İşıksal Bostan, M. (2021). Mathematically gifted students' differentiated needs: what kind of support do they need?. *International journal of mathematical education in science and technology*, 52(1), 65-83.
- Olszewski-Kubilius, P., & Lee, S. Y. (2004). The role of participation in in-school and outside-of-school activities in the talent development of gifted students. *Journal of Secondary Gifted Education*, 15(3), 107-123.
- Ozbey, A. (2020). Human Values and Psychological Well-Being of gifted/Talented Students and Their Peers with Average Development. *GJGC*, 10, 64-78.
- Padmala, S., & Pessoa, L. (2011). Reward reduces conflict by enhancing attentional control and biasing visual cortical processing. *Journal of cognitive neuroscience*, 23(11), 3419-3432.
- Peterson, J. S. (2021). Gifted children and bullying. In *the Social and Emotional Development of Gifted Children* (pp. 131-141). Routledge.
- Pfeiffer, S. I. (2001). Professional psychology and the gifted: Emerging practice opportunities. *Professional psychology: Research and practice*, 32(2), 175.

- Reis, S. M., & Renzulli, J. S. (2004). Current research on the social and emotional development of gifted and talented students: Good news and future possibilities. *Psychology in the Schools*, 41(1), 119-130.
- Rodriguez, J. (2019). The weaponization of student evaluations of teaching: Bullying and the undermining of academic freedom. *AAUP Journal of Academic Freedom*, 10, 1-16.
- Rodríguez Naveiras, E., Verche Borges, E., Hernández Lastiri, P., Montero López, R., & Borges del Rosal, M. Á. (2019). Differences in working memory between gifted or talented students and community samples: A meta-analysis. *Psicothema*.
- Ryan, F., Coughlan, M., & Cronin, P. (2009). Interviewing in qualitative research: The one-to-one interview. *International Journal Of Therapy And Rehabilitation*, 16(6), 309-314. doi: 10.12968/ijtr.2009.16.6.42433
- Santrock. J. W. (2018). *Life-Span Development*. New York: Mcgraw-Hill Education.
- Sawyer, S. M., Azzopardi, P. S., Wickremarathne, D., & Patton, G. C. (2018). The age of adolescence. *The Lancet Child & Adolescent Health*, 2(3), 223-228.
- Seligman, M. E. P. (2005). *Authentic Happiness: Menciptakan kebahagiaan dengan psikologi positif. Terjemahan Eva Yulia Nukman*. Bandung: Mizan Pustaka.
- Shani-Zinovich, S., & Zeidner, M. (2013). The elusive search for the personality of the intellectually gifted student: Some cross-cultural findings and conclusions from the Israeli educational context. *Talent Development & Excellence*, 5(2), 13-22.
- Sharp, S., & Smith, P. (2002). *School bullying: Insights and perspectives*. Routledge.
- Shen, H., Labroo, A., & Wyer Jr, R. S. (2020). So difficult to smile: Why unhappy people avoid enjoyable activities. *Journal of personality and social psychology*, 119(1), 23.
- Sinha, J. W., Cnaan, R. A., & Gelles, R. J. (2007). Adolescent risk behaviors and religion: Findings from a national study. *Journal of adolescence*, 30(2), 231-249.
- Sutratinah Tirtonegoro, S. (1984). *Anak Super Normal: Dan Program Pendidikannya*.
- Tanik, N., & Büyük, U. (2021). Subtle nuances in personality differences between gifted children as perceived by parents and teachers. *Gifted Education International*, 37(3), 305-320.
- Van Tiel, J. M. (2018). *Anakku ADHD, Autisme, atau Gifted. Prenada Media*.

- Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterising and justifying sample size sufficiency in interview-based studies: systematic analysis of qualitative health research over a 15-year period. *BMC medical research methodology*, 18, 1-18.
- Webb, J. T., Gore, J. L., & Amend, E. R. (2007). *A parent's guide to gifted children*. Great Potential Press, Inc..
- Webb, J., Meckstroth, E., & Tolan, S. (2020). *Guiding the gifted child*. SCB Distributors.
- Wirthwein, L., & Rost, D. H. (2011). Giftedness and subjective well-being: A study with adults. *Learning and individual differences*, 21(2), 182-186.
- Zeidner, M. (2021). "Don't worry—be happy": The sad state of happiness research in gifted students. *High Ability Studies*, 32(2), 125-142.