



Daftar Pustaka

- Bahrami, D., & Bahrami, M. A. (2015). Correlation of Self Esteem and Achievement Goals : The Case of Iranian Students. *World Applied Sciences Journal*, 33(4), 557–563. <https://doi.org/10.5829/idosi.wasj.2015.33.04.22300>
- Baumeister, R. F., & Tice, D. M. (1985). Self-esteem and responses to success and failure: Subsequent performance and intrinsic motivation. *Journal of Personality*, 53, 450–467
- Chen, L. H., Wu, C. H., Kee, Y. H., Lin, M. S., & Shui, S. H. (2009). Fear of failure, 2×2 achievement goal and self-handicapping: An examination of the hierarchical model of achievement motivation in physical education. *Contemporary Educational Psychology*, 34(4), 298–305. <https://doi.org/10.1016/j.cedpsych.2009.06.006>
- Chen, Z., Sun, K., & Wang, K. (2018). Self-Esteem, Achievement Goals, and Self-Handicapping in College Physical Education. *Psychological Reports*, 121(4), 690–704. <https://doi.org/10.1177/0033294117735333>
- Cohen, S., Mermelstein, R., Kamarck, T., & Hoberman, H. M. (1985). Measuring the functional components of social support. In I. G. Sarason & B. R. Sarason (Eds.), *Social support: Theory, research, and applications* (pp. 73-94). Martinus Nijhoff.
- Cutrona, C. E., & Suhr, J. A. (1992). Controllability of stressful events and satisfaction with spouse support behaviors. *Communication Research*, 19(2), 154-174. <https://doi.org/10.1177/009365092019002002>
- Dutton, K. A., & Brown, J. D. (1997). Global self-esteem and specific self-views as determinants of people's reactions to success and failure. *Journal of Personality and Social Psychology*, 73, 139–148.
- Ebru Ikiza, F., & Cakarb, F. S. (2010). Perceived social support and self-esteem in adolescence. *Procedia - Social and Behavioral Sciences*, 5, 2338–2342. <https://doi.org/10.1016/j.sbspro.2010.07.460>
- Elliot, A. J., & McGregor, H. A. (2001). A 2×2 achievement goal framework. *Journal of Personality and Social Psychology*, 80(3), 501–519. <https://doi.org/10.1037/0022-3514.80.3.501>
- Elliot, A. J., & Murayama, K. (2008). Achievement goal questionnaire—revised. *PsycTESTS Dataset*. <https://doi.org/10.1037/t00024-000>



- Elliot, A. J., & Pekrun, R. (2007). Emotion in the hierarchical model of approach-avoidance achievement motivation. In P. A. Schutz & R. Pekrun (Eds.), *Emotion in education* (pp. 57–73). Elsevier Academic Press. <https://doi.org/10.1016/B978-012372545-5/50005-8>
- Fox, S., & Jones, S. (2009). The social life of health information. Washington, DC: Pew Internet & American Life Project.
- Goodwin, C. James. (2014). Research in psychology: methods and design (7th ed). Singapore: John Wiley and Sons
- Guidi, C. (2018). Experiencing a gap year: perception from students in the united states. Northeastern University, Boston.
- Hanifuddin, I. M., & Cahyono, R. (2021). Hubungan antara Social Comparison dengan Self Esteem pada Alumni SMA/sederajat Yang Menjalani Gap Year. *Buletin Riset Psikologi Dan Kesehatan Mental (BRPKM)*, 1(1), 859–869. <https://doi.org/10.20473/brpkm.v1i1.27032>
- Hardiantoro, A., & Hardiyanto, S. (2022, Juni 23). Hasil SBMPTN 2022: Jumlah Peserta yang Lolos, Cara Cek, dan Tanda Lulus atau Tidaknya Halaman all. KOMPAS.com. <https://www.kompas.com/tren/read/2022/06/23/140500165/hasil-sbmptn-2022--jumlah-peserta-yang-lolos-cara-cek-dan-tanda-lulus-atau>
- Harris, M. A., & Orth, U. (2020). The link between self-esteem and social relationships: A meta-analysis of longitudinal studies. *Journal of Personality and Social Psychology*, 119(6), 1459–1477. <https://doi.org/10.1037/pspp0000265>
- Haslam, M. B. (2020). How Virtual Communities of Practies via Social Media might Enhance Nurse Education. *The Journal of Social Media for Learning*, 1(1), 130–137. <https://doi.org/10.24377/LJMU.jsml.vol1article359>
- Hayes, R. A., Carr, C. T., & Wohin, D. Y. (2016). It's the Audience: Differences in Social Support Across Social Media. *Social Media and Society*, 2(4). <https://doi.org/10.1177/2056305116678894>
- Heimpel, S. A., Elliot, A. J., & Wood, J. V. (2006). Basic personality dispositions, self-esteem, and personal goals: An approach-avoidance analysis. *Journal of Personality*, 74, 1293–1319.



Hoe, N. D. (2014). Not all types of delay are equal: postsecondary delay in the u.s. and taking a gap year. University of Pennsylvania, Philadelphia

Huh, J., & Ackerman, M. S. (2012). Collaborative Help in Chronic Disease Management: Supporting Individualized Problems. CSCW : proceedings of the Conference on Computer-Supported Cooperative Work. *Conference on Computer-Supported Cooperative Work*, 2012, 853–862.
<https://doi.org/10.1145/2145204.2145331>

Kalyon, A., Dadandi, I., & Yazici, H. (2016). The relationships between self-handicapping tendency and narcissistic personality traits, anxiety sensitivity, social support, academic achievement. *Dusunen Adam: The Journal of Psychiatry and Neurological Sciences*, 29(3), 237–246. <https://doi.org/10.5350/dajpn2016290305>

Kamaryati, N. P., & Malathum, P. (2020). Family support: A concept analysis. *Pacific Rim International Journal of Nursing Research*, 24(3), 403–411.

Koestner, R., Powers, T. A., Holding, A., Hope, N., & Milyavskaya, M. (2020). The relation of parental support of emerging adults' goals to well-being over time: The mediating roles of goal progress and autonomy need satisfaction. *Motivation Science*. Advance online publication. <https://doi.org/10.1037/mot0000169>

Lazzara, J. (2020). Emerging Adulthood. In Lifespan Development. essay, Maricopa Community Colleges

Liu, B., & Wei, L. (2018). Modeling social support on social media: Effect of publicness and the underlying mechanisms. *Computers in Human Behavior*, 87, 263–275.
<https://doi.org/10.1016/j.chb.2018.05.006>

Martin, A. J. (2010). Should students have a gap year? Motivation and performance factors relevant to time out after completing school. *Journal of Educational Psychology*, 102(3), 561–576. <https://doi.org/10.1037/a0019321>

McNallie, J., Timmermans, E., Dorrance Hall, E., Van den Bulck, J., & Wilson, S. R. (2020). Social media intensity and first-year college students' academic self-efficacy in Flanders and the United States. *Communication Quarterly*, 68(2), 115–137. <https://doi.org/10.1080/01463373.2019.1703774>



- Meier, A. M., Reindl, M., Grassinger, R., Berner, V. D., & Dresel, M. (2013). Development of achievement goals across the transition out of secondary school. *International Journal of Educational Research*, 61, 15–25. <https://doi.org/10.1016/j.ijer.2013.03.006>
- Mejova, Y., & Hommadova Lu, A. (2022). I feel you: Mixed-methods study of social support of loneliness on twitter. *Computers in Human Behavior*, 136(July). <https://doi.org/10.1016/j.chb.2022.107389>
- Munson, S. A., Lauterbach, D., Newman, M. W., & Resnick, P. (2010). Happier together: Integrating a wellness application into a social network site. In M. *Persuasive Technology* (pp. 27–39). Springer.
- Naim, A., Fajar, A., & Sayogyo, R. (2019). Statistik pendidikan tinggi tahun 2019 = higher education statistics 2019 (F. Herdiyanto, Ed.). Pusat Data dan Informasi Iptek Dikti. <https://pddikti.kemdikbud.go.id/publikasi>
- Parker, S. K. (2014). Beyond Motivation: Job and Work Design for Development, Health, Ambidexterity, and More. *Annual Review of Psychology*, 65(1), 661–691. <https://doi.org/10.1146/annurev-psych-010213-115208>
- Prodgers, L., Travis, E., & Pownall, M. (2023). “It’s hard to feel a part of something when you’ve never met people”: defining “learning community” in an online era. *Higher Education*, 85(6), 1219–1234. <https://doi.org/10.1007/s10734-022-00886-w>
- Rosenthal, S. (2017). Regression Analysis, Linear. The International Encyclopedia of Communication Research Methods, 1–15. <https://doi.org/10.1002/9781118901731.iecrm0208>
- Rosenberg, M. (1965). *Society and the Adolescent Self-image*. Princeton, NJ: Princeton University Press
- Sarafino and Smith. (2014). Health psychology: biopsychosocial interactions eighth edition. United States of America: Wiley.
- Schibalski, J. V., Müller, M., Ajdacic-Gross, V., Vetter, S., Rodgers, S., Oexle, N., Corrigan, P. W., Rössler, W., & Rüsch, N. (2017). Stigma-related stress, shame and avoidant coping reactions among members of the general population with elevated symptom levels. *Comprehensive Psychiatry*, 74, 224–230. <https://doi.org/10.1016/j.comppsych.2017.02.001>
- Sommet, N., Elliot, A. J., & Course, L. (2016). Encyclopedia of Personality and Individual Differences. *Encyclopedia of Personality*



UNIVERSITAS
GADJAH MADA

Hubungan Dukungan Keluarga dan Dukungan Sosial Online dari Sosial Media Twitter (X) terhadap Tujuan

Penghindaran Penguasaan pada Siswa yang Menjalani Gap Year

Ruliyanti, Dr. Budi Andayani, M.A., Psikolog.

Universitas Gadjah Mada, 2024 | Diunduh dari <http://etd.repository.ugm.ac.id/>

and Individual Differences, 1–4. <https://doi.org/10.1007/978-3-319-28099-8>

Stockemer, D. (2019). Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata (Vol. 1). Springer International Publishing. <https://doi.org/10.1007/978-3-319-99118-4>

Walsh, R. M., Forest, A. L., & Orehek, E. (2020). Self-disclosure on social media: the role of perceived network responsiveness. *Computers in Human Behavior*, 104, 106162. <https://doi.org/10.1016/j.chb.2019.106162>

Zhang, X., Astivia, O. L. O., Kroc, E., & Zumbo, B. D. (2023). How to think clearly about the central limit theorem. *Psychological Methods*, 28(6), 1427–1445. <https://doi.org/10.1037/met0000448>