

Daftar Pustaka

- Afriyani, I. (2010). *Subjective wellbeing mahasiswa di kota makassar (Skripsi)*. Universitas Negeri Makassar.
- Ariwibowo, F. & Nurhidayatullah, D. (2019). Teknik rational emotif behavior therapy untuk meningkatkan self efficacy siswa di sma negeri 3 makassar. *Educandum*, 5(2).
- Ayhan, A. B. & Beyazit, U. (2021). The associations between loneliness and slow learner in children and neglectful behaviors of their parents. *Child Indicators Research*, 14, 1863-1879. <https://doi.org/10.1007/s12187-021-09818-z>
- Badan Pengembangan Sumber Daya Manusia Pendidikan dan Penjaminan Mutu Pendidikan, Kementrian Pendidikan dan Kebudayaan. (2012). *Prinsip pengembangan atensi pada anak dengan lamban belajar*. Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Taman Kanak-Kanak dan Pendidikan Luar Biasa.
- Banerjee, P. A. (2016). A systematic review of factors linked to poor academic performance of disadvantaged students in science and maths in schools. *Cogent Education*, 3(1). <https://doi.org/10.1080/2331186x.2016.1178441>
- Borah, R. R. (2013). Slow learners: Role of theachers and guardians in honing their hidden skills. *International Journal of Educational Planning & Administration*, 3(2), 139-143.
- Brann, L. (2012). *The handbook of contemporary clinical hypnosis: Theory and practice*. John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781119950905>
- Brian, K. (2020). Self esteem and academic achievement in middle school students: A correlational study. *Centenary University ProQuest Dissertations Publishing*.
- Chaniago, Y. & Ariana, A. D. (2018). Hubungan antara acceptance of disability dengan self esteem pada individu dewasa awal dengan tuna rungu. *Jurnal Psikologi Klinis dan Kesehatan Mental*.
- Chiu, L., Lee, H. W., & Lam, W. K. (2018). The effectiveness of hypnotherapy in the treatment of chinese psychiatric patients. *International Journal of Clinical and Experimental Hypnosis*, 66(3), 315–330. <https://doi.org/10.1080/00207144.2018.1461472>
- Coopersmith, S. (1967). *The antecedents of self esteem*. Freeman and Company.
- Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. SAGE.
- Curtis, C. K. & Shaver, J. P. (1981). Improving slow learners self esteem in secondary social studies classes. *The Journal of Educational Research*, 74(4), 217-223. <http://dx.doi.org/10.1080/00220671.1981.10885312>
- Dryden, W., & David, D. (2008). Rational emotive behavior therapy: Current status. *Journal of Cognitive Psychotherapy*, 22(3), 195–209. <https://doi.org/10.1891/0889-8391.22.3.195>

- D. (2014). Affective bibliotherapy untuk meningkatkan self esteem pada anak slow learner di SD inklusi. *Universitas Ahmad Dahlan Journal*.
- Ellis, A., & Dryden, W. (2007). *The practice of rational emotive behavior therapy* (2nd ed.). Springer Publishing.
- Evans, J., & Lynn, S. J. (2021). Effects of hypnosis, suggestion, and implementation intention instructions on mystical-type experiences: A replication and extension. *Psychology of Consciousness: Theory, Research, and Practice Advance online publication*. <https://doi.org/10.1037/cns0000278>
- Faber, J & Fonseca, L. M. (2014). How sample size influences research outcomes. *Dental Press Journal of Orthodontics*, 19(4). <https://doi.org/10.1590/2176-9451.19.4.027-029.ebo>
- Haneesh, K., Krishnakumar, P., Sukumaran, S. L., & Riyaz, A. (2013). Risk factors for scholastic backwardness in children. *Indian Pediatrics*, 50, 955-958. <https://doi.org/10.1007/s13312-013-0197-7>
- Harwiningtyas, A. N. & Yuniarti, K. W. (2022). *Effectiveness of hypnotic guided imagery in improving quality of life of individuals with psychosomatics (Thesis)*.
- Krishnakumar, P., Geeta, M. G., & Palat, R. (2006). Effectiveness of individualized education program for slow learners. *The Indian Journal of Pediatrics*, 73(2), 135–137. <https://doi.org/10.1007/bf02820203>
- Liu, M., Wu, L., & Ming, Q. (2015). How does physical activity intervention improve self-esteem and self-concept in children and adolescents? Evidence from a meta-analysis. *PloS One*, 10(8). <https://doi.org/10.1371/journal.pone.0134804>
- Mahanani, A. N. & Yuniarti, K. W. (2022). *Effectiveness of hypnotic guided imagery to improve quality of life in individuals with cardiovascular disease (Thesis)*.
- Michael, F.A. (2000). *A study guide DSM IV*. American Psychiatry
- Mruk, C. J. (2006). *Research, theory, and practice*. Springer Publishing Company.
- Moene, F. C., & Roelofs, K. (2012). *Hypnosis in the treatment of conversion and somatization disorders*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198570097.013.0026>
- Núñez-Regueiro, F., & Núñez-Regueiro, S. (2021). Identifying salient stressors of adolescence: A systematic review and content analysis. *Journal of Youth and Adolescence*, 50(12), 2533–2556. <https://doi.org/10.1007/s10964-021-01492-2>
- Nurdianti, R., & Yuniarti, K. W. (2020). *Efektivitas hypnotic guided imagery untuk meningkatkan quality of life pada individu dengan fobia spesifik (Thesis)*. Universitas Gadjah Mada.
- Oriol, X., Amutio, A., Mendoza, M., Da Costa, S., & Miranda, R. (2016). Emotional creativity as predictor of intrinsic motivation and academic engagement in university students: The mediating role of positive emotions. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.01243>

- Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current Directions in Psychological Science*, 23, 381-387. <https://doi.org/10.1177/0963721414547414>
- Orth, U., & Robins, R. W. (2022). Is high self-esteem beneficial? Revisiting a classic question. *American Psychologist*, 77(1), 5–17. <https://doi.org/10.1037/amp0000922>
- Page, P. (2014). Beyond statistical significance: Clinical interpretation of rehabilitation research literature. *International Journal of Sport Physical Therapy*, 9(5), 726-736.
- Peixoto, F., & Almeida, L. S. (2010). Self-concept, self-esteem and academic achievement: Strategies for maintaining self-esteem in students experiencing academic failure. *European Journal of Psychology of Education*, 25(2), 157-175. <https://doi.org/10.1007/s10212-010-0011-z>
- Ramsey, P.H. (2007). *Factorial design*. Sage Publication
- Rosenberg, M. (1965). *Society and the adolescent self image*. Princeton University Press.
- Ruhela, R. The pain of the slow learners. *Online International Interdisciplinary Research Journal*, 5(5), 193-200.
- Schwartz, M. (2009). Cognitive development and learning: Analyzing the building of skills in classrooms. *Mind, Brain, and Education*, 3(4), 198–208. <https://doi.org/10.1111/j.1751-228x.2009.01070.x>
- Shapero, B.G. & Steinberg, L. (2013). Emotional reactivity and exposure to household stress in childhood predict psychological problems in adolescence. *Journal of Youth and Adolescence*, 42(10). <https://doi.org/10.1007/s10964-013-9954-0>
- Shaw, S. R. (2010). *Rescuing students from the slow learner trap*. National Association of Secondary School Principals.
- Shechtman Zipora. (2009). *Treating child and adolecenct aggression throught bibliotyeraphy*. Springer.
- Siagian, T. V. J. & Yuniarti, K. W. (2022). *Effectivity hypnotic guided imagery to improve subjective well-being in individual with type 2 diabetes mellitus (Thesis)*.
- Singh, G. (2006). Effectiveness of individualized education program for slow learners. *Indian Journal of Pediatric*, 73, 1045. <https://doi.org/10.1007/BF02758318>
- Skeens, L. M. (2017). Guided imagery: A technique to benefit youth at risk. *National Youth At Risk Journal*, 2(2). <https://doi.org/10.20429/nyarj.2017.020207>
- Somaryanti. & Astutik.D. (2013). Family therapy dalam menangani pola asuh orang tua yang salah pada anak slow learner. *Jurnal Bimbingan dan Konseling Islam*, 3(1).
- Sudit, E., Luby, J., & Gilbert, K. (2021). Sad, sadder, saddest: Recognition of sad and happy emotional intensity, adverse childhood experiences and depressive symptoms in preschoolers. *Child Psychiatry & Human Development*. <https://doi.org/10.1007/s10578-021-01203-9>

- Sultana, S. R. (2022). Slow learning: Exploring some causes. *Journal of Emerging Technologies and Innovative Research*, 9(1).
- Suseno, B. & Yuniarti, K. W. (2022). *The feasibility study of hypnotic guided imagery to improve the subjective well-being in individuals with ischaemic heart disease (Thesis)*.
- Tansley, A. E. & Gulliford, R. (1959). *The education of slow learning children*. Taylor & Francis Group.
- Thatcher, D. C., & Robinson, M. J. (1990). The unemployment game. *Simulation & Gaming*, 21(3), 284–290. <https://doi.org/10.1177/1046878190213007>
- Trisnani, R. P., Hidayah, N., Ramli, M., & Indreswari, H. (2023). Self esteem problem on slow learners student and strategies to solve it in inclusive schools. *Journal for Re Attach Therapy and Developmental Diversities*, 6(6), 405-413.
- Tsagris, M. & Pandis, N. (2021). Normality tes: Is it really necessary?. *Am J Orthod Dentofacial Orthop*. <https://doi.org/10.1016/j.ajodo.2021.01.003>
- Uswatunnisa, A. & Yuniarti, K. W. (2022). *Effectiveness of hypnotic guided imagery in increasing the quality of life in individuals with obesity (Thesis)*.
- Visentin, D. C., Cleary, M., & Hunt, G. E. (2019). The earnestness of being important: Reporting non-significant statistical results. *Journal of Advanced Nursing*, 76(4), 917-919. <https://doi.org/10.1111/jan.14283>
- Wahyuni, A. F., Widyastuti, W., & Dewi, E. M. P. (2016). *Pengaruh pelatihan yoga terhadap peningkatan afek positif remaja perempuan di panti asuhan (Thesis)*.
- Watson, D., & Clark, L. A. (1999). *The PANAS-X: Manual for the positive and negative affect schedule-expanded form*. <https://doi.org/10.17077/48vt-m4t2>
- Widhiarso, W. (2011). *Aplikasi anava campuran untuk desain eksperimen pre-post test design*.
- Williamson, A. (2019). What is hypnosis and how might it work?. *Palliative Care: Research and Treatment*, 12. <https://doi.org/10.1177%2F1178224219826581>