

DAFTAR PUSTAKA

- Abdellatif, M. S. (2022). Modeling the Relationships Between Academic Boredom, Self-Compassion, and Quality of Academic Life Among University Students. *SAGE Open*, 12(4), 1–14. <https://doi.org/10.1177/21582440221141703>
- Affandi, L. H., Saputra, H. H., & Husniati, H. (2020). Apakah Tingkat Kebahagiaan Bisa Menjelaskan Hasil Belajar Siswa Sekolah Dasar? *Progres Pendidikan*, 1(3), 168–176. <https://doi.org/10.29303/prospek.v1i3.21>
- Aggarwal, R., & Ranganathan, P. (2019). Study Designs: Part 2 - Descriptive Studies. *Perspectives in Clinical Research*, 10(1), 34–36. https://doi.org/10.4103/picr.PICR_154_18
- Agormedah, E. K., Ankomah, F., Srem-Sai, M., Nugba, R. M., Quansah, F., Hagan, J. E., Okan, O., Dadaczynski, K., & Schack, T. (2024). Effects of Gender and Age Interaction on Sense of Coherence and Subjective Well-Being of Senior High School Students in Northern Ghana. *Education Sciences*, 14(2), 1–13. <https://doi.org/10.3390/educsci14020178>
- Al Isfahani, F. R., Sutijono, S., & Farid, D. A. M. (2021). Traditional play therapy “Bancakan” Efektif dalam Mengurangi Kejenuhan Pembelajaran Daring Siswa SMA saat Pandemi Covid-19. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 5(1), 77–86. <https://doi.org/10.26539/teraputik.51604>
- Andersen, S. L., & Teicher, M. H. (2008). Stress, Sensitive Periods, and Maturation Events in Adolescent Depression. *Trends in Neurosciences*, 31(4), 183–191. <https://doi.org/10.1016/j.tins.2008.01.004>
- Ariani, D. W. (2021). The Relationship of Passion, Burnout, Engagement, and Performance: An Analysis of Direct and Indirect Effects among Indonesian Students. *Journal of Behavioral Science*, 16(2), 86–98.
- Ballas, D., & Tranmer, M. (2012). Happy People or Happy Places? A Multilevel Modelling Approach to the Analysis of Happiness and Well-Being. *International Regional Science Review*, 35(1), 70–102.

<https://doi.org/10.1177/0160017611403737>

- Bandhu, D., Mohan, M. M., Nittala, N. A. P., Jadhav, P., Bhadauria, A., & Saxena, K. K. (2024). Theories of Motivation: A Comprehensive Analysis of Human Behavior Drivers. *Acta Psychologica*, 244(February), 1–16. <https://doi.org/10.1016/j.actpsy.2024.104177>
- Bartko, W. T., & Eccles, J. S. (2003). Adolescent Participation in Structured and Unstructured Activities: A Person-Oriented Analysis. *Journal of Youth and Adolescence*, 32(4), 233–241. <https://doi.org/10.1023/A:1023056425648>
- Basma, B., & Savage, R. (2023). Teacher Professional Development and Student: Reading in Middle and High School: A Systematic Review and Meta-Analysis. *Journal of Teacher Education*, 74(3), 214–228. <https://doi.org/10.1177/00224871231153084>
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles? *Psychological Science in the Public Interest*, 4(1), 1–44. <https://doi.org/10.1111/1529-1006.01431>
- Beard, J. G., & Ragheb, M. G. (1980). Measuring Leisure Satisfaction. *Journal of Leisure Research*, 12(1), 20–33. <https://doi.org/10.1080/00222216.1980.11969416>
- Blanchflower, D. G., & Bryson, A. (2024). The Female Happiness Paradox. *Journal of Population Economics*, 37(1), 1–27. <https://doi.org/10.1007/s00148-024-00981-5>
- Blanchflower, D. G., & Oswald, A. J. (2004). Well-being Over Time in Britain and the USA. *Journal of Public Economics*, 88(7–8), 1359–1386. [https://doi.org/10.1016/S0047-2727\(02\)00168-8](https://doi.org/10.1016/S0047-2727(02)00168-8)
- Boyoung, K., Eunjoo, K., & Sang Min, L. (2017). Examining Longitudinal Relationship among Effort Reward Imbalance, Coping Strategies and Academic Burnout in Korean Middle School Students. *School Psychology International*, 38(6), 628–646. <https://doi.org/10.1177/0143034317723685>
- BPS Kota Batam. (2022). *Jumlah Murid Sekolah Menengah Atas (SMA) menurut*

Status Sekolah 2020-2022.

<https://batamkota.bps.go.id/indicator/28/207/1/jumlah-murid-sekolah-menengah-atas-sma-menurut-status-sekolah.html>

Brito, R., Joseph, S., & Sellman, E. (2021). Mindfulness “in” Education as a Form of Iatrogenesis. *Journal of Transformative Education*, 19(3), 261–283. <https://doi.org/10.1177/1541344620987231>

Cam, Z., & Ogulumus, S. (2019). From Work Life to School: Theoretical Approaches for School Burnout. *Psikiyatride Güncel Yaklaşımlar*, 11(1), 80–99. <https://doi.org/10.18863/pgy.392556>

Cao, Y., Yang, Z., Yu, Y., & Huang, X. (2022). Physical Activity, Sleep Quality and Life Satisfaction in Adolescents: A Cross-Sectional Survey Study. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.1010194>

Çapri, B., Gündüz, B., & Akbay, S. E. (2013). The Study of Relations Between Life Satisfaction, Burnout, Work Engagement and Hopelessness of High School Students. *International Education Studies*, 6(11), 35–46. <https://doi.org/10.5539/ies.v6n11p35>

Celko, J. (2009). Scales. In *Joe Celko's Data, Measurements and Standard in SQL* (pp. 45–49). Morgan Kaufmann. <https://doi.org/10.1016/C2009-0-19387-X>

Cho, S., Lee, M., & Lee, S. M. (2023). Burned-Out Classroom Climate, Intrinsic Motivation, and Academic Engagement: Exploring Unresolved Issues in the Job Demand-Resource Model. *Psychological Reports*, 126(4), 1954–1976. <https://doi.org/10.1177/00332941211054776>

Chui, W. H., & Wong, M. Y. H. (2016). Gender Differences in Happiness and Life Satisfaction Among Adolescents in Hong Kong: Relationships and Self-Concept. *Social Indicators Research*, 125(3), 1035–1051. <https://doi.org/10.1007/s11205-015-0867-z>

Cleveland, R. E., & Sink, C. A. (2017). Student Happiness, School Climate, and School Improvement Plans. *Professional School Counseling*, 21(1), 2156759X1876189. <https://doi.org/10.1177/2156759x18761898>

- Cohn, M. A., Fredrickson, B. L., Brown, S. L., Mikels, J. A., & Conway, A. M. (2009). Happiness Unpacked: Positive Emotions Increase Life Satisfaction by Building Resilience. *Emotion*, 9(3), 361–368. <https://doi.org/10.1037/a0015952>
- Davis, L., Whiteside, J. L., & Cherng, H. S. (2021). One Size Fits All? Gender, Race/Ethnicity, and Happiness in Schools. *Teachers College Record*, 123(1). <https://doi.org/10.1177/016146812112300107>
- De Rijk, A. E., Le Blanc, P. M., Schaufeli, W. B., & De Jonge, J. (1998). Active Coping and Need for Control as Moderators of the Job Demand-Control Model: Effects on Burnout. *Journal of Occupational and Organizational Psychology*, 71(1), 1–18. <https://doi.org/10.1111/j.2044-8325.1998.tb00658.x>
- Direktorat Jenderal Pendidikan Anak Usia Dini, P. D. dan P. M. (2023a). *Data Pokok Pendidikan SMAN 19 Batam*. Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi. <https://dapo.kemdikbud.go.id/>
- Direktorat Jenderal Pendidikan Anak Usia Dini, P. D. dan P. M. (2023b). *Data Pokok Pendidikan SMAS Kartini*. Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi. <https://dapo.kemdikbud.go.id/sekolah/FEBEA7278241FFA5D559>
- Esteban-Cornejo, I., Martinez-Gomez, D., Sallis, J. F., Cabanas-Sánchez, V., Fernández-Santos, J., Castro-Piñero, J., Veiga, O. L., Marcos, A., Gomez-Martinez, S., Nova, E., Diaz, E. L., Zapatera, B., Veses, A. M., Mujico, J. R., Gheorghe, A., Villagra, H. A., Del-Campo, J., Cordente, C., Diaz, M., ... Gómez-Gallego, F. (2015). Objectively Measured and Self-Reported Leisure-Time Sedentary Behavior and Academic Performance in Youth: The UP&DOWN Study. *Preventive Medicine*, 77, 106–111. <https://doi.org/10.1016/j.ypmed.2015.05.013>
- Freire, T., & Ferreira, G. (2020). Do I Need to Be Positive to Be Happy? Considering the Role of Self-Esteem, Life Satisfaction, and Psychological Distress in Portuguese Adolescents' Subjective Happiness. *Psychological Reports*, 123(4), 1064–1082. <https://doi.org/10.1177/0033294119846064>
- Freire, T., & Teixeira, A. (2018). The Influence of Leisure Attitudes and Leisure Satisfaction on Adolescents' Positive Functioning: The Role of Emotion

- Regulation. *Frontiers in Psychology*, 9(AUG), 1–12.
<https://doi.org/10.3389/fpsyg.2018.01349>
- Garcia, I. M. (2023). Global Perspectives on Value Education in Primary School. In *Teaching Education in Values Through Games in Primary Education* (I, p. 21). Centro Universitario de la Defensa de San Javier. <https://doi.org/10.4018/978-1-6684-9295-6.ch007>
- Graham, M. H. (2003). Confronting Multicollinearity in Ecological. *Ecology*, 84(11), 2809–2815. <https://doi.org/https://doi.org/10.1890/02-3114>
- Graves, B. S., Hall, M. E., Dias-Karch, C., Haischer, M. H., & Apter, C. (2021). Gender Differences in Perceived Stress and Coping Among College Students. *Plos One*, 16(8 August), 1–12. <https://doi.org/10.1371/journal.pone.0255634>
- Gregory, A. M., & Sadeh, A. (2012). Sleep, Emotional and Behavioral Difficulties in Children and Adolescents. *Sleep Medicine Reviews*, 16(2), 129–136. <https://doi.org/10.1016/j.smr.2011.03.007>
- Hellwell, J. F., Layard, R., Sachs, J. D., Neve, J.-E. De, Aknin, L. B., & Wang, S. (2024). Happiness and Age: Summary. In J. F. Hellwell, R. Layard, J. D. Sachs, J.-E. De Neve, L. B. Aknin, & S. Wang (Eds.), *World Happiness Report 2024* (pp. 1–8). Wellbeing Research Centre. https://doi.org/https://happiness-report.s3.amazonaws.com/2024/WHR+24_Ch0-1.pdf
- Herlambang, Y. T. (2021). *Pedagogik: Telaah Kritis Ilmu Pendidikan dalam Multiperspektif* (Y. Abidin & R. A. Kusumaningtyas (eds.)). Bumi Aksara.
- Herrmann, J., Koeppen, K., & Kessels, U. (2019). Do Girls Take School too Seriously? Investigating Gender Differences in School Burnout From a Self-Worth Perspective. *Learning and Individual Differences*, 69(November 2018), 150–161. <https://doi.org/10.1016/j.lindif.2018.11.011>
- Hills, P., Argyle, M., & Reeves, R. (2000). Individual Differences in Leisure Satisfaction: An Investigation of Four Theories of Leisure Motivation. *Personality and Individual Differences*, 28(4), 763–779. [https://doi.org/https://doi.org/10.1016/S0191-8869\(99\)00137-3](https://doi.org/https://doi.org/10.1016/S0191-8869(99)00137-3)
- Holzer, J., Bürger, S., Lüftenegger, M., & Schober, B. (2022). Revealing Associations

- between Students' School-Related Well-Being, Achievement Goals, and Academic Achievement. *Learning and Individual Differences*, 95(February), 102140. <https://doi.org/10.1016/j.lindif.2022.102140>
- Hyseni Duraku, Z., & Hoxha, L. (2021). Effects of School Climate and Parent Support on Academic Performance: Implications for School Reform. *International Journal of Educational Reform*, 30(3), 222–236. <https://doi.org/10.1177/10567879211015946>
- Ifdil, I., Lela, L., Syahputra, Y., Fitria, L., Zola, N., Pratiwi Fadli, R., Barseli, M., Eka Putri, Y., & Amalianita, B. (2023). Academic Stress Among Male and Female Students After the Covid-19 Pandemic. *COUNS-EDU: The International Journal of Counseling and Education*, 7(3), 120–127. <https://doi.org/10.23916/0020220740130>
- Igbo, J. N., Onu, V. C., & Obiyo, N. O. (2015). Impact of Gender Stereotype on Secondary School Students' Self-Concept and Academic Achievement. *SAGE Open*, 5(1), 1–10. <https://doi.org/10.1177/2158244015573934>
- In, H. (2022). Longitudinal and Reciprocal Relationships between Self-Esteem, School Adjustment, and Happiness in Korean secondary School Students. *School Psychology International*, 43(2), 135–155. <https://doi.org/10.1177/01430343211072426>
- Isaeni, N., & Nugraha, A. (2022). *Teknologi dalam Transformasi Pembelajaran Kurikulum Merdeka*. Direktorat Guru Pendidikan Dasar. <https://gurudikdas.kemdikbud.go.id/news/teknologi-dalam-transformasi-pembelajaran-kurikulum-merdeka>
- Jaismin, Chukkali, S., Jain, A., & Peter, A. (2023). Effects of a Mindfulness-based Intervention on Well-being Among Rural Adolescents with Academic Anxiety. *Journal of Indian Association for Child and Adolescent Mental Health*, 19(4), 385–393. <https://doi.org/10.1177/09731342231221606>
- Kalan, M. E., Jebai, R., Zarafshan, E., & Bursac, Z. (2021). Distinction Between Two Statistical Terms: Multivariable and Multivariate Logistic Regression. *Nicotine and Tobacco Research*, 23(8), 1446–1447. <https://doi.org/10.1093/ntr/ntaa055>

- Kaya, S. (2016). The Relationship between Leisure Satisfaction and Happiness among College Students. *Universal Journal of Educational Research*, 4(3), 622–631. <https://doi.org/10.13189/ujer.2016.040322>
- Kemp, S., & Grace, R. C. (2021). Using Ordinal Scales in Psychology. *Methods in Psychology*, 5, 100054. <https://doi.org/10.1016/j.metip.2021.100054>
- Kim, S. H., & Cho, D. (2022). Psychometric Properties of Leisure Satisfaction Scale (LSS)-short form: A Rasch Rating Model Calibration Approach. *BMC Psychology*, 10(1), 1–9. <https://doi.org/10.1186/s40359-022-00861-1>
- Kudrnacova, M., & Kudrnac, A. (2023). Better Sleep, Better Life? Testing the Role of Sleep on Quality of Life. *PLoS One*, 18(3), 1–18. <https://doi.org/10.1371/journal.pone.0282085>
- Kuo, Y. K., Wang, J. H., Kuo, T. H., & Ho, L. A. (2021). Leisure Satisfaction Influences Learning Performance Among Community College Students. *SAGE Open*, 11(4). <https://doi.org/10.1177/21582440211067238>
- Kurniawati, F. N. A. (2022). Meninjau Permasalahan Rendahnya Kualitas Pendidikan di Indonesia dan Solusi. *Academy of Education Journal*, 13(1), 1–13. <https://doi.org/10.47200/aoej.v13i1.765>
- Lajunen, T., Gaygisiz, E., & Wang, W. (2023). Sleep and Happiness: Socio-Economic, Population and Cultural Correlates of Sleep Duration and Subjective Well-Being in 52 Countries. *Frontiers in Sleep*, 2. <https://doi.org/10.3389/frsle.2023.1118384>
- Lampropoulou, A. (2018). Personality, School, and Family: What is Their Role in Adolescents' Subjective Well-Being. *Journal of Adolescence*, 67(January), 12–21. <https://doi.org/10.1016/j.adolescence.2018.05.013>
- Lauderdale, D. S., Knutson, K. L., Yan, L. L., Liu, K., & Rathouz, P. J. (2008). Self-Reported and Measured Sleep Duration: How Similar Are They? *Epidemiology*, 19(6), 838–845. <https://doi.org/10.1097/EDE.0b013e318187a7b0>
- Lee, M., & Larson, R. (2000). The Korean “Examination Hell”: Long Hours of Studying, Distress, and Depression. *Journal of Youth and Adolescence*, 29(2), 249–271. <https://doi.org/10.1023/A:1005160717081>

- Lee, M., Lee, M. K., Yaung, H., Lee, T., & Lee, S. M. (2022). Academic Hatred: Focusing on the Influence of a Supportive Classroom Climate. *SAGE Open*, 12(2). <https://doi.org/10.1177/21582440221094820>
- Lescroart, M. A. (2022). Student Academic Engagement and Burnout Amidst COVID-19: The Role of Purpose Orientations and Disposition Towards Gratitude in Life. *Journal of College Student Retention: Research, Theory and Practice*, 1–23. <https://doi.org/10.1177/15210251221100415>
- Levant, R. F., Allen, P. A., & Lien, M. C. (2014). Alexithymia in Men: How and When do Emotional Processing Deficiencies Occur? *Psychology of Men and Masculinity*, 15(3), 324–334. <https://doi.org/10.1037/a0033860>
- Li, B., Wu, Y., Wen, Z., & Wang, M. (2014). Adolescent Student Burnout Inventory in Mainland China: Measurement Invariance Across Gender and Educational Track. *Journal of Psychoeducational Assessment*, 32(3), 227–235. <https://doi.org/10.1177/0734282913508246>
- Liu, H. L., Carotta, C. L., Lavender-Stott, E. S., & Garcia, A. S. (2024). Thriving Through Stress: Leisure Satisfaction, Hope, Growth, and Well-Being during the Covid-19 Pandemic. *World Leisure Journal*, 66(1), 72–91. <https://doi.org/10.1080/16078055.2023.2228753>
- Liu, Z., Xie, Y., Sun, Z., Liu, D., Yin, H., & Shi, L. (2023). Factors Associated with Academic Burnout and Its Prevalence among University Students: A Cross-Sectional Study. *BMC Medical Education*, 23(1), 1–13. <https://doi.org/10.1186/s12909-023-04316-y>
- LTMPT. (2022). *Top 1000 Sekolah Tahun 2022 Berdasarkan Nilai UTBK*. Lembaga Tes Masuk Perguruan Tinggi. https://top-1000-sekolah.ltmpt.ac.id/?Peringkat2022Search%5Brank_nas%5D=&Peringkat2022Search%5Bket%5D=&Peringkat2022Search%5Bnpsn%5D=&Peringkat2022Search%5Bnama_slta%5D=19&Peringkat2022Search%5Bnilai_akhir%5D=&Peringkat2022Search%5Bprovinsi%5D=keulauan+r
- Lyubomirsky, S., King, L., & Diener, E. (2005). The Benefits of Frequent Positive Affect: Does Happiness Lead to Success? *Psychological Bulletin*, 131(6), 803–

855. <https://doi.org/10.1037/0033-2909.131.6.803>

Lyubomirsky, S., & Lepper, H. S. (1999). A Measure of Subjective Happiness: Preliminary Reliability and Construct Validation. *Social Indicators Research*, 46(2), 137–155. <https://doi.org/10.1023/A:1006824100041>

Marks, G. N. (2014). Demographic and Socioeconomic in Student Achievement Over the School Career. *Australian Journal of Education*, 58(3), 223–247. <https://doi.org/10.1177/0004944114537052>

Matsumoto, H., Sato, S., Asada, A., & Chiashi, K. (2018). Exploring the Relationship among Leisure Engagement, Affective and Cognitive Leisure Involvement, and Subjective Happiness: A Mediating Role of Leisure Satisfaction. *World Leisure Journal*, 60(2), 111–126. <https://doi.org/10.1080/16078055.2018.1444669>

May, R. W., Bauer, K. N., & Fincham, F. D. (2015). School Burnout: Diminished Academic and Cognitive Performance. *Learning and Individual Differences*, 42, 126–131. <https://doi.org/10.1016/j.lindif.2015.07.015>

May, R. W., Rivera, P. M., Rogge, R. D., & Fincham, F. D. (2020). School Burnout Inventory: Latent Profile and Item Response Theory Analyses in Undergraduate Samples. *Frontiers in Psychology*, 11(March), 1–15. <https://doi.org/10.3389/fpsyg.2020.00188>

McCabe, K., Bray, M. A., Kehle, T. J., Theodore, L. A., & Gelbar, N. W. (2011). Promoting happiness and life satisfaction in school children. *Canadian Journal of School Psychology*, 26(3), 177–192. <https://doi.org/10.1177/0829573511419089>

Mertoğlu, M. (2020). Factors Affecting Happiness of School Children. *Journal of Education and Training Studies*, 8(3), 10. <https://doi.org/10.11114/jets.v8i3.4674>

Mohd Hashim, I. H., & Mohd Zaharim, N. (2020). Happiness Among Malaysian Adolescents: The Role of Sociodemographic Factors and Everyday Events. *SAGE Open*, 10(3). <https://doi.org/10.1177/2158244020940695>

Moussa, N. M., & Ali, W. F. (2022). Exploring the Relationship Between Students' Academic Success and Happiness Levels in the Higher Education Settings During the Lockdown Period of COVID-19. *Psychological Reports*, 125(2),

986–1010. <https://doi.org/10.1177/0033294121994568>

- Nemcek, D., Kurkova, P., & Wittmannova, J. (2019). Gender Differences in Subjective Well-Being of Healthy High-School Students. *Acta Facultatis Educationis Physicae Universitatis Comenianae*, 59(2), 161–171. <https://doi.org/10.2478/afepuc-2019-0014>
- Niazov, Z., Hen, M., & Ferrari, J. R. (2022). Online and Academic Procrastination in Students With Learning Disabilities: The Impact of Academic Stress and Self-Efficacy. *Psychological Reports*, 125(2), 890–912. <https://doi.org/10.1177/0033294120988113>
- Noll, H.-H. (2004). Social Indicators and Quality of Life Research: Background, Achievements and Current Trends. In N. Genov (Ed.), *Advances in Sociological Knowledge: Over Half a Century* (pp. 151–181). VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-663-09215-5_7
- Nurasyiyah, D. A. (2014). Pendekatan Metakognitif dalam Pembelajaran Matematika untuk Pencapaian Kemampuan Koneksi dan Pemecahan Masalah Matematika Siswa SMA. *Jurnal Ilmiah Matematika Dan Pendidikan Matematika*, 6(2), 115. <https://doi.org/10.20884/1.jmp.2014.6.2.2910>
- Okano, K., Kaczmarzyk, J. R., Dave, N., Gabrieli, J. D. E., & Grossman, J. C. (2019). Sleep Quality, Duration, and Consistency are Associated with Better Academic Performance in College Students. *Npj Science of Learning*, 4(1). <https://doi.org/10.1038/s41539-019-0055-z>
- Oktavia, F. T. A., Maharani, D., & Qudsiyah, K. (2023). Problematika Penerapan Kurikulum Merdeka Belajar pada Pembelajaran Matematika di SMK Negeri 2 Pacitan. *Edumatic: Jurnal Pendidikan Matematika*, 4(<https://ejournal.stkippacitan.ac.id/ojs3/index.php/edumatic/issue/view/81>), 14–23. <https://ejournal.stkippacitan.ac.id/ojs3/index.php/edumatic/article/view/685/554>
- Otsuka, Y., Kaneita, Y., Itani, O., Jike, M., Osaki, Y., Higuchi, S., Kanda, H., Kinjo, A., Kuwabara, Y., & Yoshimoto, H. (2020). The Relationship between Subjective Happiness and Sleep Problem in Japanese Adolescents. *Sleep*

- Medicine*, 69, 120–126. <https://doi.org/10.1016/j.sleep.2020.01.008>
- Pang, L., Liu, C., Lin, Y., & Xie, X. (2022). The Distance Between Theoretical and Practical Leisure Activities Influenced Life Satisfaction. *Revista de Psicologia Del Deporte*, 31(3), 211–221.
- Panjaitan, R., Yudhistira, T., Jasrol, M., Nurahman, A., Afriyanti, R., Aristoputra, M. I., Deliana, S., Jhonata, D., & Yudiantono, F. O. (2024). *Kompilasi Data Statistik Sektoral Pemerintah Kota Batam Tahun 2024*. <https://satudata.batam.go.id/web/wp-content/uploads/2024/05/KOMPILASI-DATA-STATISTIK-SEKTORAL-PEMERINTAH-KOTA-BATAM-TAHUN-2024-2.pdf>
- Paramita, R. W. D., Rizal, N., & Sulistyan, R. B. (2021). *Metode Penelitian Kuantitatif Buku Ajar Perkuliahan Metodologi Penelitian Bagi Mahasiswa Akuntansi & Manajemen*. Widya Gama Press.
- Pramesti, N. A., & Dasuki, M. S. (2019). *Hubungan Asupan Zat Besi, Pendidikan Ibu, dan Intelligence Quotient dengan Prestasi Akademik pada Anak Sekolah di Madrasah Ibtidaiyah Muhammadiyah, Kartasura*. 1–12.
- Pratycia, A., Putra, A. D., Ghina, A., Salsabila, M., & Adha, F. I. (2023). Analisis Perbedaan Kurikulum 2013 dengan Kurikulum Merdeka Jurnal Pendidikan Sains dan Komputer. *Jurnal Pendidikan Sains Dan Komputer*, 3(1), 58–64.
- Pressman, S. D., & Cohen, S. (2005). Does Positive Affect Influence Health. *Psychological Bulletin*, 131(6), 925–971. <https://doi.org/10.1037/0033-2909.131.6.925>
- Purnama Dewi, R., & Yosef, H. (2017). Hubungan Antara Academic Self-Confidence dengan Kejenuhan (Burnout) Belajar Siswa SMK Negeri 1 Indralaya Utara. *Konseling Komprehensif*, 4(November), 14–27.
- Purwanto, A. (2023). *Kota Batam: Kota Industri, Perdagangan, dan Pintu Masuk ke Singapura*. Kompas.id. <https://kompaspedia.kompas.id/baca/profil/daerah/kota-batam-kota-industri-perdagangan-dan-pintu-masuk-ke-singapura>
- Raharjo, D. S., & Santosa, A. D. (2020). STATA 14 untuk Penelitian. In *Angewandte Chemie International Edition*, 6(11), 951–952. (Vol. 3, Issue 1).

<https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>

- Raiziene, S., Pilkauskaite-Valickiene, R., & Zukauskiene, R. (2014). School Burnout and Subjective Well-being: Evidence from Cross-lagged Relations in a 1-year Longitudinal Sample. *Procedia - Social and Behavioral Sciences*, 116, 3254–3258. <https://doi.org/10.1016/j.sbspro.2014.01.743>
- Rankin, J. L., Lane, D. J., Gibbons, F. X., & Gerrard, M. (2004). Adolescent Self-Consciousness: Longitudinal Age Changes and Gender Differences in Two Cohorts. *Journal of Research on Adolescence*, 14(1), 1–21. <https://doi.org/10.1111/j.1532-7795.2004.01401001.x>
- Robbins, M., Francis, L. J., & Edwards, B. (2010). Happiness as Stable Extraversion: Internal Consistency Reliability and Construct Validity of the Oxford Happiness Questionnaire among Undergraduate Students. *Current Psychology*, 29(2), 89–94. <https://doi.org/10.1007/s12144-010-9076-8>
- Rudi, & Imaduddin, A. (2021). Kondisi Burnout Siswa Berdasarkan Jenis Kelamin. *Journal of Innovative Counseling: Theory, Research & Practice*, 5(1), 14–26.
- Rulita, M., Wardhani, S., & W.S. Sumah, A. (2021). Analisis Kejenuhan dan Minat Belajar Siswa dalam Pembelajaran Daring pada Pelajaran Biologi di SMAN 1 Unggulan Muara Enim. *Biodik*, 7(4), 95–106. <https://doi.org/10.22437/bio.v7i4.14490>
- Rusman. (2017). *Belajar & Pembelajaran: Berorientasi Standar Proses Pendidikan*. Kencana.
- Saidi, S. S., & Siew, N. M. (2019). Investigating the Validity and Reliability of Survey Attitude towards Statistics Instrument among Rural Secondary School Students. *International Journal of Educational Methodology*, 5(4), 651–661. <https://doi.org/10.12973/ijem.5.4.651>
- Salmela-Aro, K. (2017). Dark and Bright Sides of Thriving - School Burnout and Engagement in the Finnish Context. *European Journal of Developmental Psychology*, 14(3), 337–349. <https://doi.org/10.1080/17405629.2016.1207517>
- Salmela-Aro, K., Kiuru, N., Leskinen, E., & Nurmi, J. E. (2009). School Burnout Inventory (SBI) Reliability and Validity. *European Journal of Psychological*

- Assessment*, 25(1), 48–57. <https://doi.org/10.1027/1015-5759.25.1.48>
- Salmela-Aro, K., Muotka, J., Alho, K., Hakkarainen, K., & Lonka, K. (2016). School Burnout and Engagement Profiles Among Digital Natives in Finland: A Person-Oriented Approach. *European Journal of Developmental Psychology*, 13(6), 704–718. <https://doi.org/10.1080/17405629.2015.1107542>
- Salmela-Aro, K., & Tynkkynen, L. (2012). Gendered Pathways in School Burnout Among Adolescents. *Journal of Adolescence*, 35(4), 929–939. <https://doi.org/10.1016/j.adolescence.2012.01.001>
- Schleicher, A. (2019). *PISA 2018: Insight and Interpretations*.
- Setyawan, I. K. A. (2012). Analisis Korelasi Kompleksitas Materi, Daya Dukung, dan Intake Siswa terhadap Prestasi Belajar Biologi pada Sekolah Menengah Pertama (SMP) Negeri di Kecamatan Kuta Kabupaten Badung. *Jurnal Penelitian Dan Evaluasi Pendidikan Indonesia*, 2(1).
- Shih, S. S. (2013). The Effects of Autonomy Support Versus Psychological Control and Work Engagement Versus Academic Burnout on Adolescents Use of Avoidance Strategies. *School Psychology International*, 34(3), 330–347. <https://doi.org/10.1177/0143034312466423>
- Shin, K., & You, S. (2013). Leisure Type, Leisure Satisfaction and Adolescents' Psychological Wellbeing. *Journal of Pacific Rim Psychology*, 7(2), 53–62. <https://doi.org/10.1017/prp.2013.6>
- Silen, A. P. (2014). Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional, dan Kecerdasan Spiritual Terhadap Prestasi Akademik. *Bisnis Dan Ekonomi*, 21(2), 116–133. <https://www.unisbank.ac.id/ojs/index.php/fe3/article/view/3841>
- Simonds, A. P. (1978). *Karl Mannheim 's Sociology of Knowledge*. Clarendon Press.
- Singh, G., Sharma, S., Sharma, V., & Zaidi, S. Z. H. (2023). Academic Stress and Emotional Adjustment: A Gender-Based Post-COVID Study. *Annals of Neurosciences*, 30(2), 100–108. <https://doi.org/10.1177/09727531221132964>
- SMA Kartini Batam. (2022). *Mengenal SMA Kartini*. <https://smakartinibatam.sch.id/read/13/mengenal-sma-karti-batam>
- Spiers, A., & Walker, G. J. (2009). The Effects of Ethnicity and Leisure Satisfaction

- on Happiness, Peacefulness, and Quality of Life. *Leisure Sciences*, 31(1), 84–99.
<https://doi.org/10.1080/01490400802558277>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif* (Setiyawami (ed.)). Alfabeta.
- The conversation. (2018). *Men and Women Experience Happiness Differently - Here's Why?* The Conversation. <https://theconversation.com/men-and-women-experience-happiness-differently-heres-why-104507>
- Thoilliez, B. (2011). How to Grow up Happy: An Exploratory Study on the Meaning of Happiness from Children's Voices. *Child Indicators Research*, 4(2), 323–351.
<https://doi.org/10.1007/s12187-011-9107-5>
- Thompson, C. G., Kim, R. S., Aloe, A. M., & Becker, B. J. (2017). Extracting the Variance Inflation Factor and Other Multicollinearity Diagnostics from Typical Regression Results. *Basic and Applied Social Psychology*, 39(2), 81–90.
<https://doi.org/10.1080/01973533.2016.1277529>
- Tian, L., Tian, Q., & Huebner, E. S. (2016). School-Related Social Support and Adolescents' School-Related Subjective Well-Being: The Mediating Role of Basic Psychological Needs Satisfaction at School. *Social Indicators Research*, 128(1), 105–129. <https://doi.org/10.1007/s11205-015-1021-7>
- Trainor, S., Delfabbro, P., Anderson, S., & Winefield, A. (2010). Leisure Activities and Adolescent Psychological Well-Being. *Journal of Adolescence*, 33(1), 173–186. <https://doi.org/10.1016/j.adolescence.2009.03.013>
- Veenhoven, R. (2012). Happiness: Also Known as “Life Satisfaction” and “Subjective Well-Being. In K. C. Land, A. C. Michalos, & M. J. Sirgy (Eds.), *Handbook of Social Indicators and Quality of Life Research* (pp. 63–77). Springer Publishers.
<https://doi.org/10.1007/978-94-007-2421-1>
- Veenhoven, R. (2014). Why Sociological Theory of Happiness Falls Short. *Why Sociological Theory of Happiness Falls Short*, 13–14, 1–4.
https://doi.org/https://www.researchgate.net/publication/268097306_Why_Sociological_Theory_of_Happiness_Falls_Short
- Vela, J. C., Lerma, E., & Ikonopoulou, J. (2017). Evaluation of the Life Satisfaction and Subjective Happiness Scales with Mexican American High

- School and College Students. *Hispanic Journal of Behavioral Sciences*, 39(1), 34–45. <https://doi.org/10.1177/0739986316681298>
- Vyas, K. R., & Prajapati, M. (2020). A Study of the Happiness Among the Students with Reference to Their Education Level and Gener. *The International Journal of Indian Psychology*, 8(4), 0–5. <https://doi.org/10.25215/0804.002>
- Wahyono, & Rispantyo. (2020). Pengaruh Pemanfaatan Waktu Luang, Intensitas Interaksi Guru dan Keluarga terhadap Presatasi Belajar Siswa. *Jurnal Manajemen Sumberdaya Manusia*, 6(July), 1–23.
- Wang, W. C. (2019). Exploring the Relationship Among Free-Time Management, Leisure Boredom, and Internet Addiction in Undergraduates in Taiwan. *Psychological Reports*, 122(5), 1651–1665. <https://doi.org/10.1177/0033294118789034>
- Werdecker, L., & Esch, T. (2021). Burnout, satisfaction and happiness among German General Practitioners (GPs): A cross-sectional Survey on Health Resources and Stressors. *PLoS ONE*, 16(6 June), 1–19. <https://doi.org/10.1371/journal.pone.0253447>
- Wilson, N. S., Grisham, D. L., & Smetana, L. (2009). Investigating Content Area Teachers’ Understanding of a Content Literacy Framework: A Yearlong Professional Development Initiative. *Journal of Adolescent & Adult Literacy*, 52(8), 708–718. <https://doi.org/10.1598/JA>
- Wood, J. V., Heimpel, S. A., Manwell, L. A., & Whittington, E. J. (2009). This Mood is Familiar and I Don’t Deserve to Feel Better Anyway: Mechanisms Underlying Self-Esteem Differences in Motivation to Repair Sad Moods. *Journal of Personality and Social Psychology*, 96(2), 363–380. <https://doi.org/10.1037/a0012881>
- Yoo, J. (2022). Attitude Toward Leisure, Satisfaction with Leisure Policy, and Happiness are Mediated by Satisfaction with Leisure Activities. *Scientific Reports*, 12(1), 1–10. <https://doi.org/10.1038/s41598-022-16012-w>
- Yu, G. B., & Kim, N. (2021). The Effects of Leisure Life Satisfaction on Subjective Wellbeing Under the Covid-19 Pandemic: The Mediating Role of Stress Relief.

Sustainability (Switzerland), 13(23). <https://doi.org/10.3390/su132313225>

- Zabuska, A., Ginsborg, J., & Wasley, D. (2018). A Preliminary Comparison Study of Burnout and Engagement in Performance Students in Australia, Poland and the UK. *International Journal of Music Education*, 36(3), 366–379. <https://doi.org/10.1177/0255761417751242>
- Zapata-Lamana, R., Sanhueza-Campos, C., Stuardo-álvarez, M., Ibarra-Mora, J., Mardones-Contreras, M., Reyes-Molina, D., Vásquez-Gómez, J., Lasserre-Laso, N., Poblete-Valderrama, F., Petermann-Rocha, F., Parra-Rizo, M. A., & Cigarroa, I. (2021). Anxiety, Low Self-Esteem and A Low Happiness Index are Associated with Poor School Performances in Chilean Adolescents: A Cross-Sectional Analysis. *International Journal of Environmental Research and Public Health*, 18(21). <https://doi.org/10.3390/ijerph182111685>
- Zhang, J., Wang, X., & Mu, S. (2023). Self-compassion Mediates the Relationship between Alexithymia and Learning Burnout in Chinese Primary and Secondary School Student: A Cross-sectional Study. *School Psychology International*, 0(0), 1–17. <https://doi.org/10.1177/01430343231182387>
- Zhao, Y., Zheng, Z., Pan, C., & Zhou, L. (2021). Self-Esteem and Academic Engagement Among Adolescents: A Moderated Mediation Model. *Frontiers in Psychology*, 12(June), 1–9. <https://doi.org/10.3389/fpsyg.2021.690828>
- Zhang, H., Dai, Y., & Liu, H. (2021). English Proficiency and Happiness: The Mediation of Income Satisfaction and Leisure Satisfaction and the Moderation of the National Economy. *SAGE Open*, 11(4).