

## DAFTAR PUSTAKA

- Abrahams, L., Pancorbo, G., Primi, R., Santos, D., Kyllonen, P., John, O. P., & De Fruyt, F. (2019). Social-emotional skill assessment in children and adolescents: Advances and challenges in personality, clinical, and educational contexts. *Psychological Assessment*, 31(4), 460.
- Agustina, N. A., & Widyastuti, W. (2023). Relationship between Emotion Regulation and Grit in High School Athlete Students. *Indonesian Journal of Innovation Studies*, 21, 10-21070.
- Akbag, M., & Ümmet, D. (2017). Predictive role of grit and basic psychological needs satisfaction on subjective well-being for young adults. *Online Submission*, 8(26), 127-135.
- Alan, S., Boneva, T., & Ertac, S. (2019). Ever failed, try again, succeed better: Results from a randomized educational intervention on grit. *The Quarterly Journal of Economics*, 134(3), 1121-1162.
- Alhadi, S., Saputra, W. N. E., Purwadi, P., Mulyana, S., Supriyanto, A., & Fatmawati, D. (2019). Self-regulation of emotion in students in Yogyakarta Indonesia: Gender differences. *Jurnal Kajian Bimbingan Dan Konseling*, 4(3), 82-87.
- Allen, R. E., Kannangara, C., & Carson, J. (2021). True grit: How important is the concept of grit for education? a narrative literature review. *International Journal of Educational Psychology*, 10(1), 73-87. <https://doi.org/10.17583/IJEP.2021.4578>
- Ariani, L. (2019, April). Keterlibatan siswa (student engagement) di sekolah sebagai salah satu upaya peningkatan keberhasilan siswa di sekolah. In *Prosiding Seminar Nasional & Call Pape*, Banjarmasin (Vol. 13, pp. 103-110).
- Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology: Theory and Practice*, 8(1), 19-32. <https://doi.org/10.1080/1364557032000119616>
- Armenta, C. N., Fritz, M. M., & Lyubomirsky, S. (2017). Functions of positive emotions: Gratitude as a motivator of self-improvement and positive change. *Emotion Review*, 9(3), 183-190.
- Ashiabi, G. S., & O'Neal, K. K. (2015). Child social development in context: An examination of some propositions in Bronfenbrenner's bioecological theory. *Sage Open*, 5(2), 2158244015590840.
- Badan Pusat Statistik (BPS). (2023). *Statistik Indonesia 2023*. <https://www.bps.go.id/id/publication/2023/02/28/18018f9896f09f03580a614b/statistik-indonesia-2023.html>. Diunduh pada 21 Desember 2024
- Bandura, A. (1989). Human agency in social cognitive theory. *American psychologist*, 44(9), 1175.
- Bandura, A. (2023). *Social cognitive theory: An agentic perspective on human nature*. John Wiley & Sons.
- Barbouta, A., Barbouta, C., & Kotrotsiou, S. (2020). Growth Mindset and Grit: How Do University Students' Mindsets and Grit Affect their Academic Achievement? *International Journal of Caring Sciences*, 13(1), 654-664
- Batool, S. S. (2020). Academic achievement: Interplay of positive parenting, self-esteem, and academic procrastination. *Australian Journal of Psychology*, 72(2), 174-187. <https://doi.org/10.1111/ajpy.12280>
- Bazelais, P., Lemay, D. J., & Doleck, T. (2016). How Does Grit Impact College Students' Academic Achievement in Science?. *European Journal of Science and Mathematics Education*, 4(1), 33-43.
- Betancourt, Y. U., & Castro Muñoz, J. A. (2019). Psychosocial risk factors: Its relation with social cognition, Emotion regulation and well-being. *International Journal of Psychological Research*, 12(2), 17-28. <https://doi.org/10.21500/20112084.3741>
- Bireda, A. D., & Pillay, J. (2018). Perceived parent-child communication and well-being among Ethiopian adolescents. *International Journal of Adolescence and Youth*, 23(1), 109-117.
- Blasco-Belled, A., & Alsinet, C. (2022). The architecture of psychological well-being: A network analysis study of the Ryff Psychological Well-Being Scale. *Scandinavian journal of psychology*, 63(3), 199-207.
- Boerma, M., & Neill, J. (2020). The Role of Grit and Self-Control in University Student Academic Achievement and Satisfaction. *College Student Journal*, 54(4), 431-442.
- Bono, G., Reil, K., & Hescocox, J. (2020). Stress and wellbeing in urban college students in the U.S. during the covid-19 pandemic: Can grit and gratitude help? *International Journal of Wellbeing*, 10(3), 39-57. <https://doi.org/10.5502/ijw.v10i3.1331>
- Bortes, C., Ragnarsson, S., Strandh, M., & Petersen, S. (2021). The Bidirectional Relationship Between Subjective Well-Being and Academic Achievement in Adolescence. *Journal of Youth and Adolescence*, 50(5), 992-1002.

- Boyle, G. J., Stankov, L., Martin, N. G., Petrides, K. V., Eysenck, M. W., & Ortet, G. (2016). Hans J. Eysenck and Raymond B. Cattell on intelligence and personality. *Personality and Individual Differences*, 103, 40-47.
- Braun, V., & Clarke, V. (2012). Thematic analysis. *APA Handbook of Research Methods in Psychology*, Vol 2: Research Designs: Quantitative, Qualitative, Neuropsychological, and Biological., 2, 57-71. <https://doi.org/10.1037/13620-004>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge MA: Harvard University Press.
- Bücker, S., Nuraydin, S., Simonsmeier, B. A., Schneider, M., & Luhmann, M. (2018). Subjective well-being and academic achievement: A meta-analysis. *Journal of Research in Personality*, 74, 83-94.
- Cahyono, M. Y. M., Chrisantiana, T. G., & Theresia, E. (2021). Peran Student Well-Being dan School Climate terhadap Prestasi Akademik pada Siswa SMP Yayasan "X" Bandung. *Humanitas (Jurnal Psikologi)*, 5(1), 1-16.
- Cárdenas, D., Finnian, L., Steinberg, D., & Reynolds, K. J. (2022). Youth well-being predicts later academic success. *Scientific Reports (Nature Publisher Group)*, 12(1) doi: <https://doi.org/10.1038/s41598-022-05780-0>
- Chairina, A., & Primana, L. (2022). Efikasi diri sebagai mediator antara strength-based parenting dan academic buoyancy pada masa pandemi COVID-19. *Persona: Jurnal Psikologi Indonesia*, 10(2), 278-296.
- Chen, S. (2024). Structural modeling of Chinese students' academic achievement identity and basic psychological needs: do academic self-efficacy, and mindfulness play a mediating role?. *BMC psychology*, 12(1), 142.
- Chervonsky, E., & Hunt, C. (2019). Emotion Regulation, Mental Health, and Social Wellbeing in a Young Adolescent Sample: A Concurrent and Longitudinal Investigation. *Emotion*, 19(2), 270-282. <https://doi.org/10.1037/emo0000432>
- Christiana, E., Hidayah, N., Lasan, B. B., & Hambali, O. M. (2021, December). Identification of the Emotional Regulations of Surabaya Junior High School Students on the Tendency of Bullying Behavior. In *International Joint Conference on Arts and Humanities 2021 (IJCAH 2021)* (pp. 1155-1157). Atlantis Press.
- Citrandini, M., & Hernawati, N. (2016). Emosi akademik, strategi belajar, dan prestasi akademik siswa sma di wilayah perdesaan. *Jurnal Ilmu Keluarga & Konsumen*, 9(3), 195-205.
- Clark, K. N., Dorio, N. B., Eldridge, M. A., Malecki, C. K., & Demaray, M. K. (2020). Adolescent academic achievement: A model of social support and grit. *Psychology in the Schools*, 57(2), 204-221. <https://doi.org/10.1002/pits.22318>
- Colla, R., Williams, P., Oades, L. G., & Camacho-Morles, J. (2022). "A New Hope" for positive psychology: a dynamic systems reconceptualization of hope theory. *Frontiers in Psychology*, 13, 809053.
- Corominas, M., González-Carrasco, M., & Casas, F. (2020). The importance of feeling adequately heard by adults and enjoying time with family in relation to children's subjective well-being. *Child Indicators Research*, 13(1), 193-214. <https://doi.org/10.1007/s12187-019-09680-0>
- Credé, M., Tynan, M. C., & Harms, P. D. (2017). Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal of Personality and Social Psychology*, 113(3), 492-511. <https://doi.org/10.1037/pspp0000102>
- Creswell, J. W. (2014). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. *Educational Research*, 4, 667.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.
- Cui, G., & Lan, X. (2020). The associations of parental harsh discipline, 'adolescents' gender, and grit profiles with aggressive behavior among chinese early adolescents. *Frontiers in psychology*, 11.
- Dambi, J. M., Corten, L., Chiwaridzo, M., Jack, H., Mlambo, T., & Jelsma, J. (2018). A systematic review of the psychometric properties of the cross-cultural translations and adaptations of the Multidimensional Perceived Social Support Scale (MSPSS). *Health and quality of life outcomes*, 16, 1-19.
- Davidov, E., Meuleman, B., Cieciuch, J., Schmidt, P., & Billiet, J. (2014). Measurement equivalence in cross-national research. *Annual review of sociology*, 40(1), 55-75.
- Das, K. V., Jones-Harrell, C., Fan, Y., Ramaswami, A., Orlove, B., & Botchwey, N. (2020). Understanding subjective well-being: perspectives from psychology and public health. *Public Health Reviews*, 41(1), 1-32. <https://doi.org/10.1186/s40985-020-00142-5>
- Datu, J. A. D. (2017). Sense of relatedness is linked to higher grit in a collectivist setting. *Personality and Individual Differences*, 105, 135-138. <https://doi.org/10.1016/j.paid.2016.09.039>

- Defrain, J., & Asay, S. M. (2014). Strong families around the world: An introduction to the family strengths perspective. *Strong Families Around the World: Strengths-Based Research and Perspectives*, 1–10. <https://doi.org/10.4324/9781315866277-8>
- Diener, E., Tamir, M., & Scollon, C. N. (2006). Happiness, life satisfaction, and fulfillment: The social psychology of subjective well-being. *Bridging social psychology: Benefits of transdisciplinary approaches*, 319-324.
- DiNapoli, J. (2023). Distinguishing between grit, persistence, and perseverance for learning mathematics with understanding. *Education Sciences*, 13(4), 402.
- Devi, B., Khandelwal, B., & Das, M. (2017). Application of Bandura's social cognitive theory in the technology enhanced, blended learning environment. *International Journal of Applied Research*, 3(1), 721-724.
- Draugalis, J. R., & Plaza, C. M. (2009). Best practices for survey research reports revisited: implications of target population, probability sampling, and response rate. *American journal of pharmaceutical education*, 73(8).
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/0022>
- Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the short Grit Scale (Grit-S). *Journal of Personality Assessment*, 91(2), 166–174. <https://doi.org/10.1080/00223890802634290>
- Dumfart, B., & Neubauer, A. C. (2016). Conscientiousness is the most powerful noncognitive predictor of school achievement in adolescents. *Journal of Individual Differences*, 37(1), 8–15. <https://doi.org/10.1027/1614-0001/a000182>
- Dunn, K. (2017). Creating and Piloting an Instrument to Measure the Relationship between Parenting Style and College Student Grit.
- Edossa, A. K., Schroeders, U., Weinert, S., & Artelt, C. (2018). The development of emotional and behavioral self-regulation and their effects on academic achievement in childhood. *International Journal of Behavioral Development*, 42(2), 192-202.
- Edwina, I. P., & Vivekananda, N. L. A. (2017). Kontribusi Grit dan IQ terhadap Prestasi Akademik pada Mahasiswa Fakultas Psikologi Universitas Kristen Maranatha Bandung. Bandung: Universitas Kristen Maranatha. *Psikologia (Jurnal Psikologi)*, Vol 5 (1), January 2020, 1-10. doi Link: 10.21070/psikologia.v5i1.1400
- Eskreis-Winkler, L., Shulman, E. P., Beal, S. A., & Duckworth, A. L. (2014). The grit effect: Predicting retention in the military, the workplace, school and marriage. *Frontiers in Psychology*, 5(FEB), 1–12. <https://doi.org/10.3389/fpsyg.2014.00036>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 00149.
- Farida, L. (2022). Peningkatan Hasil Belajar Matematika Materi Bentuk Aljabar Kelas VII-B MTsN 5 Jombang Menggunakan Pendekatan Saintifik Teaching. *Jurnal Inovasi Keguruan dan Ilmu Pendidikan*, 2(4), 406-413.
- Farrington CA, Roderick M, Allensworth E, dkk.(2016). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance—A Critical Literature Review. Chicago, Ill: University of Chicago Consortium on Chicago School Research.
- Fatimah, I., & Mugiarto, H. (2023). Ethnic Identity And Subjective Well-Being In Students With Javanese And Chinese Backgrounds. *Academic Journal of Psychology and Counseling*, 4(1), 1-26.
- Fredrickson, B. L., & Joiner, T. (2018). Reflections on positive emotions and upward spirals. *Perspectives on psychological science*, 13(2), 194-199.
- Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the social and Emotion health survey for secondary school students. *Social Indicators Research*, 117, 1011-1032.
- Furlong, M. J., Dowdy, E., & Nylund-Gibson, K. (2018). Social Emotion Health Survey-Secondary--2015 Edition. Grantee Submission.
- Furlong, M. J., Nylund-Gibson, K., Dowdy, E., Wagle, R., Hinton, T., & Carter, D. (2020). Modification and Standardization of Social Emotion Health Survey-Secondary--2020 Edition. Grantee Submission.
- Gilar-Corbi, R., Pozo-Rico, T., Castejón, J. L., Sánchez, T., Sandoval-Palis, I., & Vidal, J. (2020). Academic achievement and failure in university studies: Motivational and Emotion factors. *Sustainability (Switzerland)*, 12(23), 1–14. <https://doi.org/10.3390/su12239798>

- Gonçalves, S. F., Chaplin, T. M., Turpin, C. C., Niehaus, C. E., Curby, T. W., Sinha, R., & Ansell, E. B. (2019). Difficulties in Emotion Regulation Predict Depressive Symptom Trajectory from Early to Middle Adolescence. *Child Psychiatry & Human Development*, 50(4), 618–630. <https://doi.org/10.1007/s10578-019-00867-8>
- Griffith, S. F., & Grolnick, W. S. (2014). Parenting in Caribbean families: A look at parental control, structure, and autonomy support. *Journal of Black Psychology*, 40(2), 166-190.
- Gross, J. J., & John, O. P. (2003). Individual Differences in Two Emotion Regulation Processes: Implications for Affect, Relationships, and Well-Being. *Journal of Personality and Social Psychology*, 85(2), 348–362. <https://doi.org/10.1037/0022-3514.85.2.348>
- Grohman, M. G., Ivcevic, Z., Silvia, P., & Kaufman, S. B. (2017). The role of passion and persistence in creativity. *Psychology of Aesthetics, Creativity, and the Arts*, 11(4), 376.
- Guerrero, L. R., Dudovitz, R., Chung, P. J., Dosanjh, K. K., & Wong, M. D. (2016). Grit: A Potential Protective Factor Against Substance Use and Other Risk Behaviors Among Latino Adolescents. *Academic Pediatrics*, 16(3), 275–281. doi: 10.1016/j.acap.2015.12.016
- Hardani, R., & Setiyawati, D. (2022, September). A Scoping Review Study to Identify the Effects of Parenting on Development of Grit During Adolescence. In *Proceedings of International Conference on Psychological Studies (ICPSYCHE)* (Vol. 3, pp. 216-229).
- Hardani, R., Setiyawati, D., & Susetyo, Y. F. (2022a). Grit Scale Adaptation and Validation: Can the Python Semopy Program be Applied to Research in Psychology? . *International Conference on Economics, Business, Tourism & Social Sciences*. Abu Dhabi, United Arab Emirates.
- Hardani, R., Setiyawati, D., & Susetyo, Y. F. (2022b). Strength-Based Parenting Scale Adaptation and Validation for Adolescents in Eastern Culture: Strength-Based Parenting Scale Adaptation. *IJUM JOURNAL OF HUMAN SCIENCES*, 4(2), 15-25.
- Hardani, R., Setiyawati, D., & Susetyo, Y. F. (2024). The validation process of questionnaire emotion regulation on Indonesian adolescents. In *Families Mental Health and Challenges in the 21st Century* (pp. 41-48). Routledge.
- Hardeman, J. (2016). Comparing resilience and grit: An empirical examination. Drexel University.
- Hasibuan, A. D. (2020). Pengaruh Konsep Diri, Percaya Diri, dan Keterampilan Interaksi Sosial terhadap Prestasi Akademik. *Al-Irsyad: Jurnal Pendidikan Dan Konseling*, 10(2).
- Headden, S., & McKay, S. (2015). *Motivation Matters: How New Research Can Help Teachers Boost Student Engagement*. Carnegie Foundation for the Advancement of Teaching.
- Heale, R., & Forbes, D. (2013). Understanding triangulation in research. *Evidence-based nursing*, 16(4), 98-98.
- Heintzelman, S. J. (2018). Eudaimonia in the contemporary science of subjective well-being: Psychological well-being, self-determination, and meaning in life. *Handbook of well-being*, 1-14.
- Hernández, A., Hidalgo, M. D., Hambleton, R. K., & Gómez Benito, J. (2020). International test commission guidelines for test adaptation: A criterion checklist. *Psicothema*, 2020, vol. 32, num. 3, p. 390-398.
- Hidayati, R. (2018). *Kesehatan Sosial dan Emosi (Social Emotional Health) dan Perilaku Konsumtif Pada Mahasiswa*. Skripsi. Universitas Islam Indonesia
- Hilda, N., Purwati, E., Zulfa, A., & Ul'fah Hernaeny, M. P. (2024). Implementasi Teknik Substitusi Sederhana dalam Pemecahan Masalah Trigonometri. *Jurnal Matematika dan Ilmu Pengetahuan Alam*, 4(1), 61-70.
- Hodge, B., Wright, B., & Bennett, P. (2018). The Role of Grit in Determining Engagement and Academic Outcomes for University Students. *Research in Higher Education*, 59(4), 448–460. <https://doi.org/10.1007/s11162-017-9474-y>
- Holder, M. D., & Coleman, B. (2015). Children's friendships and positive well-being. In *Friendship and happiness* (pp. 81-97). Springer, Dordrecht.
- Hou, J., Yu, Q., & Lan, X. (2021). COVID-19 infection risk and depressive symptoms among young adults during quarantine: the moderating role of grit and social support. *Frontiers in Psychology*, 11, 577942.
- Howard, J. M., Nicholson, B. C., & Chesnut, S. R. (2019). Relationships between positive parenting, overparenting, grit, and academic success. *Journal of College Student Development*, 60(2), 189–202. <https://doi.org/10.1353/csd.2019.0018>
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural equation modeling: a multidisciplinary journal*, 6(1), 1-55.
- Huta, V. (2020). How distinct are eudaimonia and hedonia? It depends on how they are measured. *Journal of Well-Being Assessment*, 4(3), 511-537.

- Hutomo, B. A., & Kurniawati, F. (2024). Importance of Basic Psychological Needs Satisfaction in Higher Education: A Systematic Literature Review. *G-Couns: Jurnal Bimbingan dan Konseling*, 9(1), 233-246.
- Ismail, I. A., Pernadi, N. L., & Febriyanti, A. (2022). How To Grab And Determine The Size Of The Sample For Research. *International Journal of Academic and Applied Research (IJAAR)*, 6(9), 88-92.
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, 18(1), 3–20. <https://doi.org/10.1177/1525822X05282260>
- Ivcevic, Z., & Brackett, M. (2014). Predicting school success: Comparing conscientiousness, grit, and emotion regulation ability. *Journal of research in personality*, 52, 29-36.
- Jach, H. K., Sun, J., Loton, D., Chin, T. C., & Waters, L. E. (2018). Strengths and Subjective Wellbeing in Adolescence: Strength-Based Parenting and the Moderating Effect of Mindset. *Journal of Happiness Studies*, 19(2), 567–586. <https://doi.org/10.1007/s10902-016-9841-y>
- Jachimowicz, J. M., Wihler, A., Bailey, E. R., & Galinsky, A. D. (2018). Why grit requires perseverance and passion to positively predict performance. *Proceedings of the National Academy of Sciences of the United States of America*, 115(40), 9980–9985. <https://doi.org/10.1073/pnas.1803561115>
- Jiang, W., Jiang, J., Du, X., Gu, D., Sun, Y., & Zhang, Y. (2020). Striving and happiness: Between- and within-person-level associations among grit, needs satisfaction and subjective well-being. *Journal of Positive Psychology*, 15(4), 543–555. <https://doi.org/10.1080/17439760.2019.1639796>
- Ju, C., Xue, J., Zhang, W., Jiang, X., & Li, Z. (2023). From strength-based parenting to subjective well-being of college students: a chain mediating role of personal growth initiative and strengths use. *Psychological Reports*, 00332941231181656.
- Juniar, N. M. M., Nurmahmudha, D. F., Wahdiyah, I., Tanjung, K., Ardika, M. Y., Iskandar, A. T. A., & Rawita, I. S. (2022). Karakteristik Masyarakat Perkotaan di Komplek Depag Kota Serang Banten. *SOSHUMDIK*, 1(4), 43-54.
- Kalak, N., Lemola, S., Brand, S., Holsboer-Trachsler, E., & Grob, A. (2014). Sleep duration and subjective psychological well-being in adolescence: A longitudinal study in Switzerland and Norway. *Neuropsychiatric Disease and Treatment*, 10, 1199–1207. <https://doi.org/10.2147/NDT.S62533>
- Kankaraš, M. (2017). Personality matters: Relevance and assessment of personality characteristics. *Horizons of Holistic Education*, 2(September), 233–250. [https://www.researchgate.net/publication/285299181\\_ADOLESCENCE\\_THE\\_STAGE\\_OF\\_TRANSITION](https://www.researchgate.net/publication/285299181_ADOLESCENCE_THE_STAGE_OF_TRANSITION)
- Kapur, S. (2015). Does grit have a significant impact on mental well-being?. *Indian Journal of Health and Wellbeing*, 12(1), 1-9.
- Kazi, S., & Galanaki, E. (2019). Piagetian theory of cognitive development. *The encyclopedia of child and adolescent development*, 1-11.
- Keith, K. D. (Ed.). (2019). *Cross-cultural psychology: Contemporary themes and perspectives*. John Wiley & Sons.
- Kemenko PMK. (2024). Bonus Demografi Harus Didukung Kesehatan, Pendidikan Berkualitas, dan Produktivitas. Link: <https://www.kemenkopmk.go.id/bonus-demografi-harus-didukung-kesehatan-pendidikan-berkualitas-dan-produktivitas>. Diunduh pada 22 Desember 2024.
- Kementerian Pendidikan dan Kebudayaan. (2024). Penyerapan Lulusan Perguruan Tinggi. <https://www.kemdikbud.go.id/main/blog/2023/12/peringkat-indonesia-pada-pisa-2022-naik-56-posisi-dibanding-2018>
- Kennedy, G. D., & Tevis, S. (2020). Strategies to prevent burnout: Are grit and optimism the answer? *American Journal of Surgery*, 220(1), 8–9. <https://doi.org/10.1016/j.amjsurg.2020.04.023>
- Khosravi, M., Shams Esfandabad, H., & Farghedani, A. (2022). The Relationship between Character Strength and Psychological well-being: The Moderating Effect of Strength-Based Parenting. *Preventive Counseling*, 3(3), 67-77.
- Khosrojedi, Z., & Heidari, M. (2024). Research Article The Psychometric Characteristics of Strength-Based Parenting Scale, Parent Child Version. *Applied Psychology*, 18(2), 86-106.
- Kline, R. B. (2015). *Principles and practice of structural equation modeling*. Guilford publications.
- Kunnen, E. S., Ruiters, N. M., Jeronimus, B. F., & Gaag, M. A. (Eds.). (2019). *Psychosocial development in adolescence: Insights from the dynamic systems approach*. Routledge.
- Kutsar, D., & Kasearu, K. (2017). Do children like school—Crowding in or out? *International comparison of children's perspectives*. *Children and Youth Services Review*, 80, 140-148.

- Lase, P. D. J., & Wibowo, D. H. (2024). The Power of Peers: Understanding the Link Between Social Support and Grit Among Working Students. *Jurnal Bimbingan dan Konseling Terapan*, 8(1), 9-16.
- Lee, S. Y., You, S., & Furlong, M. J. (2016). Validation of the social Emotion health survey—secondary for korean students. *Child Indicators Research*, 9, 73-92.
- Lepp, A., Barkley, J. E., & Karpinski, A. C. (2014). The relationship between cell phone use, academic performance, anxiety, and Satisfaction with Life in college students. *Computers in Human Behavior*, 31(1), 343–350. <https://doi.org/10.1016/j.chb.2013.10.049>
- Lerner, R. M., Lerner, J. V., Geldhof, G. J., Gestsdóttir, S., King, P. E., Sim, A. T., & Dowling, E. (2018). Studying positive youth development. *Handbook of adolescent development research and its impact on global policy*, 68-82.
- Li, J., & Jiang, Y. (2021). The research trend of big data in education and the impact of teacher psychology on educational development during COVID-19: a systematic review and future perspective. *Frontiers in Psychology*, 12, 753388.
- Li, J., Zhao, Y., Kong, F., Du, S., Yang, S., & Wang, S. (2018). Psychometric assessment of the short grit scale among Chinese adolescents. *Journal of Psychoeducational Assessment*, 36(3), 291-296.
- Lima, R., & Morais, N. (2018). Subjective well-being of children and adolescents: Integrative review. *Ciencias Psicológicas*, 12(2), 249-260.
- Liputo, S., Tupamahu, F., Hasyim, W., Sabiku, S. A., Parman, R., & Hanapi, A. (2023). Prediction of Elementary School Students' Mental Health using Decision Tree Algorithm with K-Fold Cross-Validation in Bone Bolango Regency, Gorontalo Province. *Journal La Multiapp*, 4(6), 253-259.
- Lin, C. L., & Chang, C. Y. (2017). Personality and family context in explaining grit of Taiwanese high school students. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(6), 2197–2213. <https://doi.org/10.12973/EURASIA.2017.01221A>
- Loton, D. J., & Waters, L. E. (2017). The mediating effect of self-efficacy in the connections between strength-based parenting, happiness and psychological distress in teens. *Frontiers in Psychology*, 8, 1707.
- LTMPPT Lembaga Tes Masuk Perguruan Tinggi. (2022). Top 1000 sekolah Tahun 2022 Berdasarkan Nilai UTBK. <https://top-1000-sekolah.lttmppt.ac.id>
- Lucas, G. M., Gratch, J., Cheng, L., & Marsella, S. (2015). When the going gets tough: Grit predicts costly perseverance. *Journal of Research in Personality*, 59, 15–22.
- Ma, C., Ma, Y., & Lan, X. (2020). The moderating role of social identity and grit in the association between parental control and school adjustment in Chinese middle school students. *Frontiers in Psychology*, 11, 677.
- Maarouf, H. (2019). Pragmatism as a supportive paradigm for the mixed research approach: Conceptualizing the ontological, epistemological, and axiological stances of pragmatism. *International Business Research*, 12(9), 1-12.
- MacCann, C., Jiang, Y., Brown, L. E., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotion intelligence predicts academic performance: A meta-analysis. *Psychological bulletin*, 146(2), 150.
- Mahyuddin, R., Elias, H., & Noordin, N. (2009). Emotion intelligence, achievement motivation and academic achievement among students of the public and private higher institutions. *International Journal of Diversity in Organizations, Communities, and Nations*, 9(4), 135-144. [doi:https://doi.org/10.18848/1447-9532/CGP/v09i04/39742](https://doi.org/10.18848/1447-9532/CGP/v09i04/39742)
- Marsh, H. W., Morin, A. J., Parker, P. D., & Kaur, G. (2014). Exploratory structural equation modeling: An integration of the best features of exploratory and confirmatory factor analysis. *Annual review of clinical psychology*, 10(1), 85-110.
- Marshall, L., Rooney, K., Dunatchik, A., & Smith, N. (2017). Developing character skills in schools. *Quantitative Survey*. NatCen Social Research. Department of Education, UK.
- Masarik, A. S., & Conger, R. D. (2017). Stress and child development: A review of the Family Stress Model. *Current opinion in psychology*, 13, 85-90.
- Masud, H., Thurasamy, R., & Ahmad, M. S. (2015). Parenting styles and academic achievement of young adolescents: A systematic literature review. *Quality and Quantity*, 49(6), 2411–2433. <https://doi.org/10.1007/s11135-014-0120-x>
- Mashudi, M. (2021). Inovasi Pembelajaran Aktif di Perguruan Tinggi: Studi Kasus di Institut Agama Negeri Jember. *Southeast Asian Journal of Islamic Education*, 4(1), 13-29.
- Maulana, S. L., & Widyastuti, W. (2023). The Relationship Between Subjective Well Being and Grit in High School Athlete Students. *Indonesian Journal of Innovation Studies*, 21, 10-21070.
- Maxwell, J. A. (2010). Using numbers in qualitative research. *Qualitative inquiry*, 16(6), 475-482.

- McNeal Jr, R. B. (2014). Parent Involvement, Academic Achievement and the Role of Student Attitudes and Behaviors as Mediators. *Universal Journal of Educational Research*, 2(8), 564-576.
- Miller-Matero, L. R., Martinez, S., Maclean, L., Yaremchuk, K., & Ko, A. B. (2018). Grit: A predictor of medical student performance. *Education for Health: Change in Learning and Practice*, 31(2), 109–113. [https://doi.org/10.4103/efh.EFH\\_152\\_16](https://doi.org/10.4103/efh.EFH_152_16)
- Mishra, M. (2016). Confirmatory factor analysis (CFA) as an analytical technique to assess measurement error in survey research: A review. *Paradigm*, 20(2), 97-112.
- Moilanen, K. L., Padilla-Walker, L. M., & Blaacker, D. R. (2018). Dimensions of short-term and long-term selfregulation in adolescence: Associations with maternal and paternal parenting and parent-child relationship quality. *Journal of Youth and Adolescence*, 47(7), 1409–1426.
- Moore, M. T., & Brown, T. A. (2012). Hoyle CFA Chapter - Final Running head : CONFIRMATORY FACTOR ANALYSIS Confirmatory Factor Analysis Timothy A . Brown and Michael T . Moore Correspondence concerning this chapter should be addressed to Timothy A . Brown , Center for Anxiety & Related Disor. July 2012.
- Mozammel, S., Ahmed, U., & Shakar, N. (2021). COVID-19 and online learning: critical insights for academic achievement. *Elementary Education Online*, 20(4), 1452-1457.
- Muenks, K., Wigfield, A., Yang, J. S., & Neal, C. R. O. (2017). How true is grit? Assessing its relations to high school and college. *Journal of Educational Psychology*, 109(5), 599–620. <https://www.apa.org/pubs/journals/features/edu-edu0000153.pdf>
- Muharrani, T., Lubis, R., & Hardjo, S. (2024). The relationship between mindfulness and work-life balance: The mediation role of emotional regulation. *Humanitas*, 21(1), 77-90. doi: <https://doi.org/10.26555/humanitas.v21i1.382>
- Muhibbin, M. A., & Wulandari, R. S. (2021). The role of grit in Indonesian student. *Psychosopia: Journal of Psychology, Religion, and Humanity*, 3(2), 112-123.
- Mujidin, M., Nuryoto, S., Husnul, K. R., Hildaratri, A., & Echoh, D. U. (2023). The role of emotion regulation and empathy in students displaying cyberbullying. *Humanitas*, 20(1), 21-28. doi:<https://doi.org/10.26555/humanitas.v20i1.72>
- Murniasih, E., & Anshori, I. (2024). Tipologi pengajaran dan pendidikan Islam di Banten dalam pengaruh tokoh ulama abad 19-20. Ta'dibuna: *Jurnal Pendidikan Islam*, 13(1), 16-27.
- Nabilah CS, J., & Hermaleni, T. (2021). Kontribusi keberfungsian keluarga terhadap kesejahteraan subjektif pada remaja etnis Minang. *Jurnal Ilmiah Psikologi Terapan*, 9(2), 142–149. <https://doi.org/10.22219/jipt.v9i2.14626>
- Nainggolan, E.A. (2022). Identitas Budaya Konfusianisme: Peluang Menuju Masa Depan Ekonomi & Integrasi Asia Timur?. *Jurnal Transformasi Global* Vol. XX No. XX
- Navarro, J. L., & Tudge, J. R. (2023). Technologizing Bronfenbrenner: neo-ecological theory. *Current Psychology*, 42(22), 19338-19354.
- Niepel, C., Brunner, M., & Preckel, F. (2014). Achievement goals, academic self-concept, and school grades in mathematics: Longitudinal reciprocal relations in above average ability secondary school students. *Contemporary Educational Psychology*, 39(4), 301-313.
- Ningrum, D., & Utami, F. B. (2022). THE EFFECTS OF STRENGTH-BASED PARENTING ON ADOLESCENT'S RESILIENCE AND SELF-ESTEEM IN FAMILIES USING TALENTS MAPPING. *Dialectical Literature and Educational Journal*, 7(2), 82-95.
- Novianti, N., Latifah, M., & Hernawati, N. (2018). Mengoptimalkan faktor diri dan keluarga dalam prestasi akademik remaja. *Jurnal Ilmu Keluarga dan Konsumen*, 11(1), 60-73.
- OECD (2022). PISA 2022 Results (Volume I and II) - Country Notes: Indonesia [https://www.oecd.org/en/publications/2023/11/pisa-2022-results-volume-i-and-ii-country-notes\\_2fca04b9/indonesia\\_0e09c072.html](https://www.oecd.org/en/publications/2023/11/pisa-2022-results-volume-i-and-ii-country-notes_2fca04b9/indonesia_0e09c072.html)
- Ohtani, K., Murayama, K., Ishii, R., Fukuzumi, N., Sakaki, M., Ishikawa, S., ... & Tanaka, A. (2020). Parental Motivational Perseverance Predicts 'Adolescents' Depressive Symptoms: An Intergenerational Analysis with Actor-Partner Interdependence Model. *Journal of youth and adolescence*, 49(1), 212-227.
- Oktaviasari, J., & Widyastuti, W. (2021). Gambaran derajat grit pada remaja-atlet di sma negeri olahraga Jawa Timur. *International Journal on Orange Technologies*, 3(4), 108-114.
- Orenstein, G. A., & Lewis, L. (2022). Eriksons stages of psychosocial development. In *StatPearls [Internet]*. StatPearls Publishing.
- Oyserman, D., Elmore, K., Novin, S., Fisher, O., & Smith, G. C. (2018). Guiding people to interpret their experienced difficulty as importance highlights their academic possibilities and improves their academic performance. *Frontiers in Psychology*, 9, 781.
- Park, H., & Lee, K. S. (2020). The association of family structure with health behavior, mental health, and perceived academic achievement among adolescents: a 2018 Korean nationally representative survey. *BMC public health*, 20, 1-10.

- Park, K. S., Williams, D. M., & Etnier, J. L. (2023). Exploring the use of music to promote physical activity: From the viewpoint of psychological hedonism. *Frontiers in Psychology*, 14, 1021825.
- Pate, A. N., Payakachat, N., Kristopher Harrell, T., Pate, K. A., Caldwell, D. J., & Franks, A. M. (2017). Measurement of grit and correlation to student pharmacist academic performance. *American Journal of Pharmaceutical Education*, 81(6), 1–8. <https://doi.org/10.5688/ajpe816105>
- Patino, C. M., & Ferreira, J. C. (2018). Inclusion and exclusion criteria in research studies: definitions and why they matter. *Jornal Brasileiro de Pneumologia*, 44, 84-84.
- Pinto, R. O., Pattussi, M. P., Fontoura, L. D. P., Poletto, S., Grapiglia, V. L., Balbinot, A. D., ... & Horta, R. L. (2016). Validation of an instrument to evaluate health promotion at schools. *Revista de Saúde Pública*, 50.
- Portal Informasi Indonesia. (2024). Tantangan Besar, Asta Cita, dan Keberlanjutan Pembangunan. Link: <https://indonesia.go.id/kategori/editorial/8747/tantangan-besar-asta-cita-dan-keberlanjutan-pembangunan?lang=1> diunduh pada 22 Desember 2024
- Prasetya, P., & Prihartanti, N. (2015). Perbedaan subjective well being dan hardiness pada remaja SMA program akselerasi dengan program reguler di Surakarta (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Proctor, C. (2024). Subjective well-being (SWB). In *Encyclopedia of quality of life and well-being research* (pp. 6952-6956). Cham: Springer International Publishing.
- Putri, R. Q. D. (2018). KESEHATAN SOSIAL-EMOSIONAL DAN STRES AKADEMIK PADA remaja SEKOLAH MENENGAH ATAS DI SMA NEGERI 2 BALIKPAPAN. Skripsi. Universitas Islam Indonesia.
- Priyohadi, N. D., Suhariadi, F., & Fajrianti, F. (2019). Validity Test for Short Grit Scale (Grit-S) Duckworth on Indonesian Millennials. *Journal of Educational, Health and Community Psychology*, 8(3), 375.
- Purwanto, B. M., Rostiani, R., Widyaningsih, Y. A., & Ignasius Radix, A. J. (2023). Bulk food purchase: The effect of food package waste literacy, a deontic perspective of justice, anticipated emotions, and subjective norms. *Cogent Business & Management*, 10(2) doi:<https://doi.org/10.1080/23311975.2023.2237270>
- Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European journal of education studies*.
- Quinn, P. D., & Duckworth, A. L. (2007, May). Happiness and academic achievement: Evidence for reciprocal causality. In *The annual meeting of the American Psychological Society* (Vol. 24, No. 27.5, p. 2007).
- Rahayu, R. A., Kusdiyati, S., & Borualogo, I. S. (2021). Pengaruh stress akademik terhadap resiliensi pada remaja di masa pandemi covid-19. *Prosiding Psikologi*, 7(2), 398-403.
- Ratnasari, D. U. (2023). The Effect of Strength-Based Parenting, Religious Commitment, Demographic Factors Mediated by Positive Affect on Students' Character Strength. *TAZKIYA Journal of Psychology*, 11(1), 89-100.
- Robertson-Kraft, C., & Duckworth, A. L. (2014). True grit: Trait-level perseverance and passion for long-term goals predicts effectiveness and retention among novice teachers. *Teachers College Record*, 116(3), 1-27.
- Roghani, A. (2021). The Role of Family Process on Academic Educational Achievements in the United States: Evidence from a longitudinal study. *International Journal of Research and Innovation in Social Science (IJRISS)* volume-5-issue-2, 502-506.
- Rolls, E. T. (2015). Taste, olfactory, and food reward value processing in the brain. *Progress in neurobiology*, 127, 64-90.
- Rosalina, E. (2016). Studi Deskriptif Mengenai Kegigihan (Grit) dan Dukungan Sosial pada remaja Gifted Kelas X IA 1 di SMAN 1 Purwakarta. [repository.unisba.ac.id](http://repository.unisba.ac.id).
- Rungkat, R. (2015). Peran Lingkungan Budaya Tionghoa Terhadap Manajemen Kinerja. *CALYPTRA*, 3(2), 1-12.
- Ryan, R. M., & Vansteenkiste, M. (2023). Self-determination theory. In *The Oxford Handbook of Self-Determination Theory* (pp. 3-30). Oxford University Press.
- Sağkal, A. S. (2019). Direct and indirect effects of strength-based parenting on adolescents' school outcomes: Exploring the role of mental toughness. *Journal of Adolescence*, 76(August), 20–29. <https://doi.org/10.1016/j.adolescence.2019.08.001>
- 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., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction. In *Flow and the foundations of positive psychology* (pp. 279-298). Springer, Dordrecht.
- Setiyawati, D., & Jatmika, W. (2018). Indonesian version of SEHS. Research report
- Shi, L., Sun, J., Wu, X., Wei, D., Chen, Q., Yang, W., Chen, H., & Qiu, J. (2018). Brain networks of happiness: Dynamic functional connectivity among the default, cognitive and salience

- networks relates to subjective well-being. *Social Cognitive and Affective Neuroscience*, 13(8), 851–862. <https://doi.org/10.1093/scan/nsy059>
- Shek, D. T., Dou, D., Zhu, X., & Chai, W. (2019). Positive youth development: Current perspectives. *Adolescent health, medicine and therapeutics*, 131-141.
- Sibley, E., & Dearing, E. (2014). Family educational involvement and child achievement in early elementary school for American-born and immigrant families. *Psychology in the Schools*, 51(8), 814-831.
- Sigmundsson, H. (2021). Passion, grit and mindset in the ages 14 to 77: Exploring relationship and gender differences. *New ideas in psychology*, 60, 100815.
- Slavin, R. E. (2018). *Educational psychology: Theory and practice*. Pearson.
- Spielman, R. M., Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2021). *Trait Theorists. Introduction to Psychology (A critical approach)*.
- Steinmayr, R., Heyder, A., Naumburg, C., Michels, J., & Wirthwein, L. (2018). School-related and individual predictors of subjective well-being and academic achievement. *Frontiers in Psychology*, 9(DEC), 1–16. <https://doi.org/10.3389/fpsyg.2018.02631>
- Steinmayr, R., Wirthwein, L., Modler, L., & Barry, M. M. (2019). Development of subjective well-being in adolescence. *International journal of environmental research and public health*, 16(19), 3690.
- Suidat, S., Ekawati, D., Komala, K., Yunengsih, Y., & Prastiko, M. A. D. (2023). Nilai-nilai Keislaman dalam Sistem Kepercayaan Sunda Wiwitan Suku Baduy Banten. *Jurnal Citizenship Virtues*, 3(2), 615-620.
- Sumargi, A. M., & Firlita, S. (2020). Pengasuhan berbasis kekuatan (strength-based parenting) sebagai prediktor harga diri remaja. *Jurnal Sains Psikologi*, 9(1), 26-38.
- Sumargi, A. M., & Giovanni, J. (2021). Strength-based parenting and well-being in adolescence (Strength-based parenting dan kesejahteraan remaja). *ANIMA Indonesian Psychological Journal*, 36(1), 90-107.
- Super, C. M., & Harkness, S. (2020). Research on parental burnout across cultures: Steps toward global understanding. *New Directions for Child and Adolescent Development*, 2020(174), 185-192.
- Suzuki, Y., Tamesue, D., Asahi, K., & Ishikawa, Y. (2015). Grit and work engagement: A cross-sectional study. *PLoS ONE*, 10(9), 1–11. <https://doi.org/10.1371/journal.pone.0137501>
- Syarifuddin, N. A. S., & Siregar, S. M. (2020). Relationship between Grit and Achievement Motivation for University Student During Online Learning. *Psikologia: Jurnal Psikologi*, 5(1), 1-10.
- Tamba, W. F., & Wicaksono, D. A. (2023). Alat Ukur Grit dalam Bidang Psikologi: Literatur Review. *Jurnal Ilmu Psikologi dan Kesehatan (SIKONTAN)*, 1(4), 269-276.
- Tang, X., Wang, M. Te, Guo, J., & Salmela-Aro, K. (2019). Building Grit: The Longitudinal Pathways between Mindset, Commitment, Grit, and Academic Outcomes. *Journal of Youth and Adolescence*, 48(5), 850–863. <https://doi.org/10.1007/s10964-019-00998-0>
- Tang, X., Wang, M. T., Parada, F., & Salmela-Aro, K. (2021). Putting the goal back into grit: Academic goal commitment, grit, and academic achievement. *Journal of youth and adolescence*, 50, 470-484.
- Tangney, J. P., Boone, A. L., & Baumeister, R. F. (2018). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. In *Self-regulation and self-control* (pp. 173-212). Routledge.
- Tashakkori, A., and C. Teddlie. 2003. *Handbook on mixed methods in the behavioral and social sciences*. Thousand Oaks, CA: Sage.
- Tatar, A. E., & Düşteğör, D. (2020). Prediction of academic performance at undergraduate graduation: Course grades or grade point average?. *Applied sciences*, 10(14), 4967.
- Tejada, J. J., & Punzalan, J. R. B. (2012). On the misuse of Slovin's formula. *The philippine statistician*, 61(1), 129-136. [slovin](https://doi.org/10.1080/21683603.2016.1234988)
- Telef, B. B., & Furlong, M. J. (2017). Adaptation and validation of the Social and Emotion Health Survey–Secondary into Turkish culture. *International Journal of School and Educational Psychology*, 5(4), 255–265. <https://doi.org/10.1080/21683603.2016.1234988>
- Thompson, B. (2003). Understanding reliability and coefficient alpha, really. *Score reliability: Contemporary thinking on reliability issues*, 3-23.
- Thorson, G. R., & Gearhart, S. M. (2018). The Adverse Effects of Economic Inequality on Educational Outcomes: An Examination of PISA Scores, 2000–2015. *World Affairs*, 181(3), 286–306. <https://doi-org.ezproxy.ugm.ac.id/10.1177/0043820018799425>
- Tsai, T. I., Luck, L., Jefferies, D., & Wilkes, L. (2024). Challenges in adapting a survey: ensuring cross-cultural equivalence. *Nurse Researcher*, 32(2).
- Tung, I., Noroña, A. N., Morgan, J. E., Caplan, B., Lee, S. S., & Baker, B. L. (2019). Patterns of Sensitivity to Parenting and Peer Environments: Early Temperament and Adolescent

- Externalizing Behavior. *Journal of Research on Adolescence*, 29(1), 225–239. <https://doi.org/10.1111/jora.12382>
- Tus, J. H. O. S. E. L. L. E. (2019). The Impact of the Personality Traits on the Academic Achievement of the Senior High School Students. *Journal of Global Research in Education and Social Science*, 13(6), 208-212.
- Vainio, M. M., & Daukantaitė, D. (2016). Grit and Different Aspects of Well-Being: Direct and Indirect Relationships via Sense of Coherence and Authenticity. *Journal of Happiness Studies*, 17(5), 2119–2147.
- Waters, L. (2015). The Relationship between Strength-Based Parenting with Children's Stress Levels and Strength-Based Coping Approaches. *Psychology*, 06(06), 689–699. <https://doi.org/10.4236/psych.2015.66067>
- Waters, L., & Sun, J. (2016). Can a Brief Strength-Based Parenting Intervention Boost Self-Efficacy and Positive Emotions in Parents? *International Journal of Applied Positive Psychology*, 1(1–3), 41–56. <https://doi.org/10.1007/s41042-017-0007-3>
- Waters, L. E., Loton, D., & Jach, H. K. (2019). Does Strength-Based Parenting Predict Academic Achievement? The Mediating Effects of Perseverance and Engagement. *Journal of Happiness Studies*, 20(4), 1121–1140. <https://doi.org/10.1007/s10902-018-9983-1>
- Weaver, M. S., October, T., Feudtner, C., & Hinds, P. S. (2020). "Good-parent beliefs": research, concept, and clinical practice. *Pediatrics*, 145(6).
- Widiarto, I. K. (2018). Hubungan antara Kesejahteraan Subjektif dan Kecanduan Game Online pada Remaja di Yogyakarta.
- Wilder, S. (2023). Effects of parental involvement on academic achievement: a meta-synthesis. In *Mapping the field* (pp. 137-157). Routledge.
- Yandi, A., Putri, A. N. K., & Putri, Y. S. K. (2023). Faktor-Faktor Yang Mempengaruhi Hasil Belajar Peserta Didik (Literature Review). *Jurnal Pendidikan Siber Nusantara*, 1(1), 13-24.
- Yong, A. G., & Pearce, S. (2013). A beginner's guide to factor analysis: Focusing on exploratory factor analysis. *Tutorials in quantitative methods for psychology*, 9(2), 79-94.
- Yuliah, N. R. (2017). Pengaruh kecerdasan spiritual dan coping stress terhadap kesejahteraan subjektif pada remaja SMA Negeri 1 Kebomas Gresik (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Zahed Zahedani, Rita Rezaee, Zahra Yazdani, Sina Bagheri, & Parisa Nabeiei. (2016). The influence of parenting style on academic achievement and career path. *Journal of Advances in Medical Education & Professionalism*, 4(3), 130–134
- Zaifullah, Z., Cikka, H., & Kahar, M. I. (2021). Strategi Guru Dalam Meningkatkan Interaksi Dan Minat Belajar Terhadap Keberhasilan Peserta Didik Dalam Menghadapi Pembelajaran Tatap Muka Di Masa Pandemi Covid 19. *Guru Tua: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 9-18.
- Zaninotto, P., & Steptoe, A. (2019). Association between subjective well-being and living longer without disability or illness. *JAMA Network Open*, 2(7), e196870-e196870.
- Zendarski, N., Sciberras, E., Mensah, F., & Hiscock, H. (2017). Academic achievement and risk factors for adolescents with attention-deficit hyperactivity disorder in middle school and early high school. *Journal of developmental & behavioral pediatrics*, 38(6), 358-368.
- Zhang, F., Jiang, Y., Ming, H., Ren, Y., Wang, L., & Huang, S. (2020). Family socio-economic status and children's academic achievement: The different roles of parental academic involvement and subjective social mobility. *British Journal of Educational Psychology*, 90(3), 561-579.