



DAFTAR PUSTAKA

- Akhtar, H. (2018). *Penyusunan skala pendek ipip-bfm-25 indonesia untuk mengukur kepribadian big five* (Unpublished master's thesis). Universitas Gadjah Mada, Yogyakarta.
- Anderson, A. R., Christenson, S. L., Sinclair, M. F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology*, 42(2), 95-113.
- Annisa, N.M. (2017). *Motivasi Akademik dan Partisipasi Kegiatan Ekstrakurikuler sebagai Prediktor Keterikatan Siswa pada Sekolah* (Unpublished master's thesis). Universitas Gadjah Mada, Yogyakarta.
- Appleton, J.J., Christenson, S.L. & Furlong, M. J. (2008) Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct. *Psychology in the Schools*, 45, 369-386. <http://dx.doi.org/10.1002/pits.20303>
- Aritonang, K, T. (2008). Minat dan Motivasi dalam Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan Penabur*. No.10 Tahun ke-7 (2008) 11-21
- Arora, R. & Adhikari, B. (2013). A Study on Personality as Predictor of Dedication Component of Work Engagementl, *International Journal of Development and Social Research*, Vol. 2, No. 1, pp. 53-60. ISSN: 2249-7293
- Ashkanasy, N. M., & Daus, C. S. 2002. Emotion in the workplace: The new challenge for managers. *Academy of Management Executive*, 16(1): 76–86
- Ashton, M. C., & Lee, K. (2001). A theoretical basis for the major dimensions of personality. *European Journal of Personality*, 15(5), 327-353
- Azwar, S. (2012). Reliabilitas dan validitas (Edisi Keempat). Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2014). *Penyusunan skala psikologi (Edisi ke 2)*. Yogyakarta: Pustaka Pelajar.
- Bandura, A. (1997). *Self efficacy: The exercise of control*. New York: W.H. Freeman and Company.



Bauer, K. W., & Liang, Q. (2003). The effect of personality and precollege characteristics on first-year activities and academic performance. *Journal of College Student Development*, 44, 277–290

Bong, M., & Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really?. *Educational psychology review*, 15(1), 1-40.

Busteed, B. (2013). The school cliff: Student engagement drops with each school year. *The Gallup Blog*.

Caraway, K., Tucker, C. M., Reinke, W. M., & Hall, C. (2003). Self-efficacy, goal orientation, and fear of failure as predictors of school engagement in high school students. *Psychology in the Schools*, 40(4), 417-427.

Caspi, A., Chajut, E., Saporta, K., & Beyth-Marom, R. (2006). The influence of personality on social participation in learning environments. *Learning and Individual Differences*, 16(2), 129-144.

Conard, M. A. (2006). Aptitude is not enough: How personality and behavior predict academic performance. *Journal of Research in Personality*, 40, 339 –346

Chang, Diang-Fu., & Chien, Wei-Cheng. (2015). Determining the Relationship between academic self efficacy and Student Engagement by meta-analysis. *International Conference on Education Reform*
<https://dx.doi.org/10.2991/ermm-15.2015.37>

Chemers, M. M., Hu, L. T., & Garcia, B. F. (2001). Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational psychology*, 93(1), 55.

Christenson, S. L., Reschly, A. L., & Wylie, C. (2012). *Handbook of Research on Student Engagement*. New York: Springer.

Cilliers, J. R. (2016). *The influences of study demands, study resources and personality characteristics on first-year students' engagement* (Doctoral dissertation, North-West University (South Africa), Potchefstroom Campus).

Creswell, J. W. (2012). Educational research. *Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.

Costa Jr, P. T., & McCrae, R. R. (1995). Domains and facets: Hierarchical personality assessment using the Revised NEO Personality Inventory. *Journal of Personality Assessment*, 64(1), 21–50.



De Raad, B. E., & Perugini, M. E. (2002). *Big five assessment*. Hogrefe & Huber Publishers.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.

Digman, J. M. (1990). Personality structure: Emergence of the five-factor model. *Annual Review of Psychology*, 41(1), 417–440

Dolan, D. M. (2011). *Enhancing student engagement using online, asynchronous, reflective discussions* (Disertasi). Diunduh dari Proquest. (3474276).

Durán, Auxiliadora, Extremera, Natalio, Rey, Lourdes, Fernández-Berrocal, Pablo, & Montalbán, F. Manuel. (2006). Predicting academic burnout and engagement in educational settings: Assessing the incremental validity of perceived emotional intelligence beyond perceived stress and general self-efficacy. *Psicothema*, 18(Supp.), 158–164.

Eyong, E. I., David, B. E., & Umoh, A. J. (2014). The Influence of Personality Trait on the Academic Performance of Secondary School Students in Cross River State, Nigeria. *IOSR Journal Of Humanities And Social Science*, 19(3), 12-19.

Feist, J., & Feist, G. . (2012). *Theories of Personality* (8th ed.). New York: McGraw-Hill.

Finn, J. D., & Voelkl, K. E. (1993). School characteristics related to student engagement. *The Journal of Negro Education*, 62(3), 249-268.

Finn, J. D. & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter? In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 97-132). New York: Springer Science+Business Media, LLC. Retrieved from <https://scholar.google.co.id/>

Firdausih, A. (2018). *Efikasi diri bahasa inggris sebagai mediator antara orientasi tujuan penguasaan dan keterikatan siswa* (Unpublished master's thesis). Universitas Gadjah Mada, Yogyakarta.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of evidence. *Review of Educational Research*, 74(1), 59-109, doi: 10.3102/00346543074001059



- Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., & Mooney, K. (2011). Measuring Student Engagement in Upper Elementary through High School: A Description of 21 Instruments. *Issues & Answers. REL 2011-No. 098. Regional Educational Laboratory Southeast.*
- Gibbs, R., & Poskitt, J. (2010). Student engagement in the middle years of schooling (years 7-10): A literature review. *Report to The Ministry of Education*. New Zealand: Ministry of Education.
- Goldberg, L. R. (1992). The development of markers for the Big-Five factor structure. *Psychological Assessment, 4*(1), 26.
- Guenther, C. L., & Miller, R. L. (2011). Factors that promote student engagement. *Promoting student engagement, 1*, 10-17.
- Halida, A.N. (2017). *Persepsi Siswa Tentang Perilaku Interpersonal Guru dan Partisipasi Kegiatan Ekstrakurikuler sebagai Prediktor Keterikatan Siswa pada Sekolah* (Unpublished master's thesis). Universitas Gadjah Mada, Yogyakarta.
- Hirschfield, P. J., & Gasper, J. (2011). The relationship between school engagement and delinquency in late childhood and early adolescence. *Journal of youth and adolescence, 40*(1), 3-22.
- Jang, H., Reeve, J., & Deci, E. L. (2010). Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology, 102*(3), 588-600
- Kholid, A. (2015). *Hubungan efikasi diri dan dukungan teman sebaya dengan keterlibatan siswa pada sekolah* (Tesis). Diunduh dari eprints UMS. (33734).
- Komarraju, M., & Karau, S. J. (2005). The relationship between the big five personality traits and academic motivation. *Personality and individual differences, 39*(3), 557-567.
- Komarraju, M., Karau, S. J., & Schmeck, R. R. (2009). Role of the Big Five personality traits in predicting college students' academic motivation and achievement. *Learning and individual differences, 19*(1), 47-52.
- Kreitner, R., & Kinicki, A. (2001). *Organisational behaviour*. 5th international ed. Maiden head: McGraw-Hill, 223.



Larsen, R. J., & Buss, D. M. (2005). Introduction to personality. In *Personality psychology: Domains of knowledge about human nature* (2nd ed., pp. 1-23). Boston: McGraw-Hill.

Libbey, H. P. (2004). Measuring student relationships to school: Attachment, bonding, connectedness, and engagement. *Journal of School Health*, 74, 274–283.

Linnenbrink, E. A. & Pintrich, Paul R. (2003). The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 19(2), 119-137, doi: 10.1080/10573560308223

Linville, D. (2014). Student interest and engagement in the classroom: Relationships with student personality and developmental variables. *Southern Communication Journal*, 79(3), 201-214.

Macey, W. H., & Schneider, B. (2008a). The meaning of employee engagement. *Industrial and organizational Psychology*, 1(1), 3-30.

Marti, C. N. (2008). Dimensions of student engagement in American community colleges: Using the Community College Student Report in research and practice. *Community College Journal of Research and Practice*, 33(1), 1-24.

McCrae, R. R., & Costa, P. T. (2003). *Personality in adulthood: A five-factor theory perspective*. Guilford Press.

Milfont, T. L., & Sibley, C. G. (2012). The big five personality traits and environmental engagement: Associations at the individual and societal level. *Journal of Environmental Psychology*, 32(2), 187-195

Moses, L., Hall, C., Wuensch, K., De Urquidi, K., Kauffmann, P., Swart, W., & Dixon, G. (2011). Are math readiness and personality predictive of first-year retention in engineering? *The Journal of Psychology*, 145, 229–245

Mostert, K., & Rothmann, S. (2006). Work-related well-being in the South African Police Service. *Journal of Criminal Justice*, 34(5), 479-491.

Muenks, K., Wigfield, A., Yang, J. S., & O'Neal, C. R. (2017). How true is grit? Assessing its relations to high school and college students' personality characteristics, self-regulation, engagement, and achievement. *Journal of Educational Psychology*, 109(5), 599.



- Mullis, R. L., Rathge, R., & Mullis, A. K. (2003). Predictors of academic performance during early adolescence: A contextual view. *International Journal of Behavioral Development*, 27, 541–548
- Mustika, R.A. & Kusdiyati, S. (2015). *Studi Deskriptif Student Engagement pada Siswa Kelas XI IPS di SMA Pasundan 1 Bandung*. Psympathic, Prosiding Psikologi Spesia Seminar Penelitian Sivitas Akademika Unisba, Vol. 1, No. 2, Tahun 2015.
- Newmann, F., Lamborn, S., & Wehlage, G. (1992). The significance and sources of student engagement. *Student engagement and achievement in American secondary schools*, 11-39.
- Noftle, E. E., & Robins, R. W. (2007). Personality predictors of academic outcomes: Big five correlates of GPA and SAT scores. *Journal of Personality and Social Psychology*, 93(1), 116-130.
- Nurmalasari, Y. (2012). *Efektivitas teknik restrukturisasi kognitif dalam menangani stres akademik siswa (pra eksperimen terhadap siswa kelas 7 RSBI SMPN 1 Lembang tahun ajaran 2010/2011*. (Tesis). Diunduh dari UPI Digital Repository. (21492).
- O'Connor, M.C. & Paunonen, S.V. (2007). Big Five personality predictors of post-secondary academic performance. *Personality and Individual Differences*, 43, 971-990
- O'Farrell, S. L., & Morrison, G. M. (2003). A factor analysis exploring school bonding and related constructs among upper elementary students. *The California School Psychologist*, 8(1), 53-72.
- Ongore, O. (2014). A Study of Relationship Between Personality Traits and Job Engagement. *Procedia - Social and Behavioral Sciences* 141 (2014) 1315 – 1319.
- Ormrod, J. E. (2003). *Educational psychology developing learner fourth edition*. Ohio: Merrill Prentice Hall.
- Park, S., Holloway, S.D., Arendtsz, A., Bempechat, J., & Li, J. (2011). What Makes Students Engaged in Learning? A time-use study of within- and between-individual predictors of emotional engagement in low-performing high schools. *Journal of Youth and Adolescence*, 41(3), 390-401. doi: 10.1007/s10964-011-9738-3



Puspitasari, I. (2017). *Partisipasi kegiatan ekstrakurikuler dan efikasi diri akademik sebagai prediktor keterikatan siswa pada sekolah* (Unpublished master's thesis). Universitas Gadjah Mada, Yogyakarta.

Qureshi, A., Wall, H., Humphries, J., & Balani, A. B. (2016). Can personality traits modulate student engagement with learning and their attitude to employability?. *Learning and Individual Differences*, 51, 349-358.

Rashedi, M., & Abolmaali, K. (2014). The relationship between personality characteristics and the psycho-social climate of the classroom in the engagement of high school students studying mathematics. *sciences*, 1(5), 225-234.

Rotermund, S. L. (2010). *The role of psychological precursors and student engagement in a process model of high school dropout*. University of California, Santa Barbara.

Rosser, A. (2002). 8 Challenges for women combining caring work with employment. AUTHOR Morrow, Lou, Ed.; Verins, Irene, Ed.; Willis, Eileen, Ed. *Mental Health and Work: Issues and Perspectives*, 150.

Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38, 437–460

Salanova, M., Schaufeli, W., Martínez, I., & Bresó, E. (2010). How obstacles and facilitators predict academic performance: The mediating role of study burnout and engagement. *Anxiety, Stress & Coping*, 23(1), 53-70.

Salgueira, A., Costa, P., Gonçalves, M., Magalhães, E., & Costa, M. J. (2012). Individual characteristics and student's engagement in scientific research: a cross-sectional study. *BMC medical education*, 12, 95. doi:10.1186/1472-6920-12-95

Sanchez-Cardona, I., Rodriguez-Montalbán, R., Acevedo-Soto, E., Lugo, K. N., Torres-Oquendo, F., & Toro-Alfonso, J. (2012). Self-efficacy and openness to experience as antecedent of study engagement: An exploratory analysis. *Procedia-Social and Behavioral Sciences*, 46, 2163-2167.

Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness studies*, 3(1), 71-92.

Schults, D.P., & Schultz, S.E. (2013). *Theories of Personality*. USA: Wadsworth.



- Schunk, D. H. (1995). Self-efficacy and education and instruction. Dalam *Self-efficacy, adaptation, and adjustment* (pp. 281-303). Springer, Boston, MA.
- Schunk, D. H., & Mullen, C. A. (2012). Self-efficacy as an engaged learner. Dalam *Handbook of research on student engagement* (pp. 219-235). Springer, Boston, MA.
- Sewell, AM., & St George, AM. (2000). Developing efficacy beliefs in the classroom. *Journal of Educational Enquiry*. 1(2), 58-71
- Sharan, S., & Tan, I. G. C. (2008). Student engagement in learning. *Organizing schools for productive learning*, 41-45.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2007). *Metodologi penelitian psikologi*. Yogyakarta: Pustaka Pelajar
- Simons-Morton, B., & Chen, R. (2009). Peer and parent influences on school engagement among early adolescents. *Youth & society*, 41(1), 3-25.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of educational psychology*, 85(4), 571.
- Spence, D. J., & Usher, E. L. (2007). Engagement with Mathematics Courseware in Traditional and Online Remedial Learning Environments: Relationship to Self-Efficacy and Achievement. *Journal of Educational Computing Research*, 37(3), 267–288. <https://doi.org/10.2190/EC.37.3.c>
- Strus, W., Cieciuch, J., & Rowiński, T. (2017). The Polish adaptation of the IPIPBFM-50 questionnaire for measuring five personality traits in the lexical approach. *Roczniki Psychologiczne/Annals of Psychology*, 17(2), 347– 366
- Sulea, C., Van Beek, I., Sarbescu, P., Virga, D., & Schaufeli, W. B. (2015). Engagement, boredom, and burnout among students: Basic need satisfaction matters more than personality traits. *Learning and Individual Differences*, 42, 132-138.
- Trowler, V. (2010). Student engagement literature review. *The higher education academy*, 11(1), 1-15.
- Ulfah, M. (2018). *Efikasi diri akademik sebagai mediator keterlibatan orangtua dan keterikatan siswa dengan sekolah* (Unpublished master's thesis). Universitas Gadjah Mada, Yogyakarta.



UNIVERSITAS
GADJAH MADA

Peran Efikasi Diri Akademik, Conscientiousness, dan Emotional Stability Terhadap Keterikatan Siswa pada Sekolah
ULYA NURUL MUSLIHAH, Dr. Esti Hayu Purnamaningsih, M.S., Psikolog

Universitas Gadjah Mada, 2019 | Diunduh dari <http://etd.repository.ugm.ac.id/>

Wang, M. T., & Degol, J. (2014). Staying Engaged: Knowledge and Research Needs in Student Engagement. *Child development perspectives*, 8(3), 137-143.

Wildermuth, C. D. (2008). A perfect match: decoding employee engagement - Part II: engaging jobs and individuals. *Industrial and Commercial Training*, 40 (4), pp. 206-210

Wolf-Wendel, L., Ward, K., & Kinzie, J. (2009). A tangled web of terms: the overlap and the unique contributon of involvment, engagement, and inegration to understandin college student success. *Journal of College Student Development*, 50 (4), 407-428.

Yazzie-Mintz, E. (2007). Voices of Students on Engagement: A Report on the 2006 High School Survey of Student Engagement. *Center for Evaluation and Education Policy, Indiana University*.

Zecca, G., Györkös, C., Becker, J., Massoudi, K., de Bruin, G. P., & Rossier, J. (2015). Validation of the French Utrecht Work Engagement Scale and its relationship with personality traits and impulsivity. *Revue Européenne de Psychologie Appliquée/European Review of Applied Psychology*, 65(1), 19-28.