



## DAFTAR PUSTAKA

- Abubakar, A., Vijver, F. J. R. Van De, Suryani, A. O., Handayani, P., & Pandia, W. S. (2015). Perceptions of parenting styles and their associations with mental health and life satisfaction among urban Indonesian adolescents. *Journal of Child and Family Studies*, 24, 2680–2692. <https://doi.org/10.1007/s10826-014-0070-x>
- Adelman, M. (1988). Cross-cultural adjustment : A Theoretical perspecive on social support. *International Journal of Intercultural Relations*, 12, 183–204. [https://doi.org/10.1016/0147-1767\(88\)90015-6](https://doi.org/10.1016/0147-1767(88)90015-6)
- Ainley, J., Foreman, J., & Sheret, M. (1991). High school factors that influence students to remain in school. *Journal of Educational Research*, 85(2), 69–80. <https://doi.org/10.1080/00220671.1991.10702816>
- Alerby, E. (2003). During the break we have fun ' : a study concerning pupils ' experience of school. *Educational Research*, 45(1), 17–28. <https://doi.org/10.1080/0013188032000086091>
- Alesa, I., Handrina, G., & Ariati, J. (2017). Hubungan antara internal locus of control dengan school wellbeing pada siswa SMA Kolese Loyola Semarang. *Jurnal Empati*, 6(1), 252–256.
- Allardt, E. (1981). Experiences from the comparative Scandinavian welfare study , with a bibliography of the project. *European Journal of Political Research*, 9, 101–111. <https://doi.org/10.1111/j.1475-6765.1981.tb00591.x>
- Alsa, A., Haq, A. H., Siregar, A. J., Kusumaningrum, F. A., Utami, D., & Bachria, R. D. (2015). Menyusun model yang efisien dan efektif dari dimensi-dimensi school wellbeing untuk memprediksi prestasi belajar Matematika. *Jurnal Psikologi*, 42(1), 15–33. <https://doi.org/10.22146/jpsi.6940>
- Arbuckle, J. L. (2014). *IBM SPSS AMOS User ' s Guide*. IBM Corp.
- Ash, C., & Huebner, E. S. (1998). Life satisfaction reports of gifted middle-school children. *School Psychology Quarterly*, 13(4), 310–321. <https://doi.org/10.1037/h0088987>
- Askill-williams, H., & Lawson, M. J. (2015). Relationship between student's mental health and their perspectives of life at school. *Health Education*, 115(3/4). <https://doi.org/10.1108/HE-02-2014-0007>
- Baker, J. A. (1998). The social context of school satisfaction among urban, low income, African-American students. *School Psychology Quarterly*, 13(1), 25–44. <https://doi.org/10.1037/h0088970>
- Baker, J. A., Dilly, L. J., Aupperlee, J. L., & Patil, S. A. (2003). The developmental context of school satisfaction: schools as psychologically healthy environments. *School Psychology Quarterly*, 18(2), 206–221. <https://doi.org/10.1521/scpq.18.2.206.21861>
- Battistich, V. (2001). Character education , prevention , and positive youth



- development, 1–10. Retrieved from [https://rhyclearinghouse.acf.hhs.gov/sites/default/files/docs/14353-Character\\_Education\\_Prevention\\_and\\_Positive\\_Youth\\_Development.pdf](https://rhyclearinghouse.acf.hhs.gov/sites/default/files/docs/14353-Character_Education_Prevention_and_Positive_Youth_Development.pdf)
- 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). <https://doi.org/10.1111/1529-1006.01431>
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529. <https://doi.org/10.4324/9781351153683-3>
- Bayne, S., & Ross, J. (2007). The ‘ digital native ’ and ‘ digital immigrant ’: a dangerous opposition. In *Annual Conference of The Society for Research into Higher Educations*. University of Edinburgh.
- Ben-Arieh, A. (2005). Where are the children? Children’s role in measuring and monitoring their well-being. *Social Indicators Research*, 74(3), 573–596. <https://doi.org/10.1007/s11205-004-4645-6>
- Ben-ariéh, A., Casas, F., Frønes, I., & Korbin, J. E. (2014). Multifaceted concept of child well-being. In *Handbook of Child Well-Being* (pp. 1–27). <https://doi.org/10.1007/978-90-481-9063-8>
- Bollen, K. A., & Stine, R. A. (1992). Bootstrapping goodness-of-fit measures in structural equation models. *Sociological Methods & Research*, 21, 205. <https://doi.org/10.1177/0049124192021002004>
- Bolognini, M., Plancherel, B., Bettschart, W., & Halfon, O. (1996). Self-esteem and mental health in early adolescence: development and gender differences. *Journal of Adolescence*, 19, 233–245. <https://doi.org/10.1006/jado.1996.0022>
- Bradshaw, J., Keung, A., Rees, G., & Goswami, H. (2011). Children and youth services review children ’ s subjective well-being: International comparative perspectives. *Children and Youth Services Review*, 33(4), 548–556. <https://doi.org/10.1016/j.childyouth.2010.05.010>
- 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>
- Brok, P. Den, Brekelmans, M., & Wubbels, T. (2004). Interpersonal Teacher Behaviour and Student Outcomes, 15.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: research perspectives. *Developmental Psychology*, 22(6), 723–742. <https://doi.org/10.1037/0012-1649.22.6.723>
- Bronstein, P., Ginsburg, G. S., & Herrera, I. S. (2005). Parental predictors of motivational orientation in early adolescence: A longitudinal study. *Journal of Youth and Adolescence*, 34(6), 559–575. <https://doi.org/10.1007/s10964-005-8946-0>



- Brown, L., & Iyengar, S. (2008). Marriage & family review parenting styles : The impact on student achievement. *Marriage & Family Review*, 43(1–2), 14–38. <https://doi.org/10.1080/01494920802010140>
- Carter, A. S., Briggs-gowan, M. J., & Davis, N. O. (2004). Assessment of young children ' s social-emotional development and psychopathology : recent advances and recommendations for practice. *Journal of Child Psychiatry*, 1(45), 109–134. <https://doi.org/10.1046/j.0021-9630.2003.00316.x>
- Chang, J., Huang, C., & Lin, Y. (2015). Mindfulness, basic psychological needs fulfillment, and well-being. *Journal of Happiness Studies*, (43), 1149–1162. <https://doi.org/10.1007/s10902-014-9551-2>
- Cho, E. Y.-N. (2014). A clustering approach to comparing children's wellbeing across countries. *Child Indicators Research*, 7(3), 553–567. <https://doi.org/10.1007/s12187-013-9229-z>
- Chu, P. Sen, Saucier, D. A., & Hafner, E. (2010). Meta-analysis of the relationships between social support and well-being in children and adolescents. *Journal of Social and Clinical Psychology*, 29(6), 624–645. <https://doi.org/10.1521/jscp.2010.29.6.624>
- Cohen, J., McCabe, E. M., & Michelli, N. M. (2009). School climate : Research, policy, practice and teacher education. *Teacher College Record*, 111(1), 180–213.
- Cohen, Sheldon, & Syme, S. L. (1985). Issues in the study and application of social support. In S Cohen & S. L. Syme (Eds.), *Social Support and Health* (pp. 3–22). San Fransisco: Academic Press.
- Cohen, Sheldon, Underwood, L. G., & Gottlieb, B. H. (2000). *Social Support Measurement and Intervention*. <https://doi.org/10.1093/med:psych/9780195126709.001.0001>
- Compton, W. C., Smith, M. L., Cornish, K. A., & Quails, D. L. (1996). Factor structure of mental health measures. *Journal of Personality and Social Psychology*, 71(2), 406–413. <https://doi.org/10.1037//0022-3514.71.2.406>
- Connell, J. P., Spencer, M. B., & Able, L. J. (1994). Educational risk and resilience in African-American youth: context, self, action, and outcomes in school. *Child Development*, 65, 493–506. <https://doi.org/doi.org/10.2307/1131398>
- Creswell, J. W. (2009). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (Third). California: Sage Publication.
- Creswell, J. W., & Clark, V. L. P. (2009). *Designing and Conducting Mixed Methods* (2nd ed.). Los Angeles: Hochschule Liechtenstein.
- Crivello, G., Camfield, L., & Woodhead, M. (2009). How can children tell us about their wellbeing? Exploring the potential of participatory research approaches within young lives. *Social Indicators Research*, 90(1), 51–72. <https://doi.org/10.1007/s11205-008-9312-x>
- Danielsen, A. G., Samdal, O., Hetland, J., & Wold, B. (2009). School-related social support and students ' perceived life satisfaction. *The Journal of Educational*



*Research*, 102(4), 303–320. <https://doi.org/10.3200/JOER.102.4.303-320>

- Davis, E., Priest, N., Davies, B., Sims, M., Harrison, L., Herrman, H., ... Cook, K. (2010). Promoting children's social and emotional wellbeing in childcare centres within low socioeconomic areas: Strategies, facilitators and challenges. *Australasian Journal of Early Childhood*, 35(3). <https://doi.org/10.1177/183693911003500310>
- De Fraine, B., Van Landeghem, G., Van Damme, J., & Onghena, P. (2005). An analysis of well-being in secondary school with multilevel growth curve models and multilevel multivariate models. *Quality and Quantity*, 39(3), 297–316. <https://doi.org/10.1007/s11135-004-5010-1>
- Dennis, T. A., Cole, P. M., Zahn-waxler, C., Mizuta, I., Dyads, U. S. M., Dennis, T. A., ... Mizuta, I. (2002). Self in context: Autonomy and relatedness in Japanese and U. S. mother-preschooler dyads. *Child Development*, 73(6), 1803–1817. <https://doi.org/10.1111/1467-8624.00507>
- Dew, T., & Huebner, E. S. (1994). Adolescents' perceived quality of life: An exploratory investigation. *Journal of School Psychology*, 32(2), 185–199. [https://doi.org/10.1016/0022-4405\(94\)90010-8](https://doi.org/10.1016/0022-4405(94)90010-8)
- Dianzhi, L., & Ronghua, Z. (2006). A Preliminary research on middle school students' academic subjective well-being and its major influential factors. *Frontiers Education China*, 2, 316–327. <https://doi.org/10.1007/s11516-006-0010-7>
- Diener, E. (1994). Assessing subjective well-being: Progress and opportunities. *Social Indicators Research*, 31(2), 103–157. <https://doi.org/10.1007/BF01207052>
- Diener, E. D., Emmons, R. A., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1).
- Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: emotional and cognitive evaluations of life. *Annual Review of Psychology*, 54(1), 403–425. <https://doi.org/10.1146/annurev.psych.54.101601.145056>
- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: three decades of progress. *Psychological Bulletin*, 125(2), 276–302. <https://doi.org/https://doi.org/10.1037/0033-2909.125.2.276>
- Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Weissberg, R. P., Schellinger, K. B., Durlak, J. A., ... Taylor, R. D. (2011). School-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1007/s10972-014-9381-4>
- Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, 21(1), 225–241. <https://doi.org/10.1111/j.1532-7795.2010.00725.x>
- Effendi, A. S., & Siswati. (2016). Hubungan antara school well-being dengan intensi delikueni pada siswa kelas XI SMK Negeri 5 Semarang. *Jurnal Empati*, 5(April), 195–199.



- Elmore, G. M., & Huebner, E. S. (2010). Adolescents' satisfaction with school experiences: relationships with demographics, attachment relationships, and school engagement behavior. *Psychology in the Schools, 47*(6). <https://doi.org/10.1002/pits>
- Engels, N., Aelterman, A., Van Petegem, K., & Schepens, A. (2004). Factors which influence the well-being of pupils in Flemish secondary schools. *Educational Studies, 30*(2), 127–143. <https://doi.org/10.1080/0305569032000159787>
- Fattore, T., Mason, J., & Watson, E. (2007). Children's conceptualisation(s) of their well-being. *Social Indicators Research, 80*(1), 5–29. <https://doi.org/10.1007/s11205-006-9019-9>
- Firmanila, F., & Sawitri, D. R. (2015). Hubungan antara efikasi diri akademik dengan school well-being pada siswa SMP Hang Tuah 1 Jakarta. *Jurnal Empati, 4*(April), 214–218.
- Fletcher, A. C., Walls, J. K., Eanes, A. Y., & David, R. (2010). Maternal management of social relationships as a correlate of children's school-based experiences. *The School Community, 20*(2). Retrieved from <https://eric.ed.gov/?id=EJ908214>
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology. The broaden-and-build theory of positive emotions. *The American Psychologist, 56*(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>
- French, D., Rianasari, M., Pidada, S., Nelwan, P., & Buhrmester, D. (2001). Social support of Indonesian and U.S. children and adolescents by family members and friends. *Merrill-Palmer Quarterly, 47*(3), 377–394. <https://doi.org/10.1353/mpq.2001.0015>
- Froh, J. J., & Bono, G. (2008). Gratitude in Youth. In S. J. Lopez (Ed.), *Positive psychology: Exploring the best in people* (Volume 2, pp. 55–78). Westport, CT: Greenwood.
- Funk, J., Hagan, Ji., & Schimming, J. (1999). Children and electronic games: a comparison of parent's and children's perceptions of children's habits and preferences in a United States sample. *Psychological Medicine, 85*, 883–888. <https://doi.org/10.2466/pr0.85.7.883-888>
- Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance, *95*(1), 148–162. <https://doi.org/10.1037/0022-0663.95.1.148>
- Gadernann, A. M., Schonert-Reichl, K. A., & Zumbo, B. D. (2010). Investigating validity evidence of the satisfaction with life scale adapted for children. *Social Indicator Research, 96*, 229–247. <https://doi.org/10.1007/s11205-009-9474-1>
- Gilman, R., & Huebner, S. (2003). A review of life satisfaction research with children and adolescents. *School Psychology Quarterly, 18*(2), 192–205. <https://doi.org/10.1521/scpq.18.2.192.21858>
- Goh, S. C., & Barry, J. (2000). Teacher interpersonal behavior and elementary students' outcomes.



- Gray, R. M., & Steinberg, L. (1999). Unpacking authoritative parenting : reassessing a multidimensional construct. *Journal of Marriage and Family*, 61(3), 574–587. <https://doi.org/10.2307/353561>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate Data Analysis* (Seventh). London: Pearson.
- Harris, A., & Goodall, J. (2008). Do parents know they matter? Engaging all parents in learning. *Educational Research*, 50(3), 37–41. <https://doi.org/10.1080/00131880802309424>
- Harter, S. (2006). Developmental and individual difference perspective on self esteem. In D. K. Mroczek & T. D. Little (Eds.), *Handbook of Personality Development*. London: Routledge. <https://doi.org/10.4324/9781315805610.ch16>
- Harter, S., Marold, D. B., Whitesell, N. R., & Cobbs, G. (1996). A model of the effects of perceived parent and peer support on adolescent false self behavior. *Child Development*, 67(2), 360–374. <https://doi.org/10.1111/j.1467-8624.1996.tb01738.x>
- Harter, S., Waters, P., & Whitesell, N. R. (1998). Relational self-worth : differences in perceived worth as a person across interpersonal contexts among adolescents. *Child Development*, 69(3), 756–766. <https://doi.org/10.2307/1132202>
- Hascher, T. (2007). Exploring students ' well-being by taking a variety of looks into the classroom. *Hellenic Journal of Psychology*, 4(July 2015), 331–349.
- Hascher, T. (2008). Quantitative and qualitative research approaches to assess student well-being. *International Journal of Educational Research*, 47(2), 84–96. <https://doi.org/10.1016/j.ijer.2007.11.016>
- Hattie, J. (2003). Teachers Make a Difference , What is the research evidence ? In *Australian Council for Education Research (ACER)*. Melbourne. Retrieved from [http://research.acer.edu.au/research\\_conference\\_2003/4/](http://research.acer.edu.au/research_conference_2003/4/)
- Herrero, J., Estevez, E., & Musitu, G. (2006). The relationships of adolescent school-related deviant behaviour and victimization with psychological distress : Testing a general model of the mediational role of parents and teachers across groups of gender and age. *Journal of Adolescence*, 29, 671–690. <https://doi.org/10.1016/j.adolescence.2005.08.015>
- Hirmaningsih, & Minauli, I. (2015). Efektivitas rational emotive behavior therapy untuk meningkatkan harga diri pada anak enuresis. *Jurnal Psikologi*, 11(2), 64–70.
- Hofman, R. H., Hofman, W. H. A., & Guldemon, H. (1999). Social and cognitive outcomes : A comparison of contexts of learning. *School Effectiveness and School Improvement*, 10(3), 352–366. <https://doi.org/https://doi.org/10.1076/sesi.10.3.352.3499>
- Holder, M. D., & Coleman, B. (2009). The contribution of social relationships to children's happiness. *Journal of Happiness Studies*, 10(3), 329–349. <https://doi.org/10.1007/s10902-007-9083-0>



- Holfve-Sabel, M. A. (2014). Learning, Interaction and Relationships as Components of Student Well-being: Differences Between Classes from Student and Teacher Perspective. *Social Indicators Research*, 119(3), 1535–1555. <https://doi.org/10.1007/s11205-013-0557-7>
- Hosogi, M., Okada, A., Fujii, C., Noguchi, K., & Watanabe, K. (2012). Importance and usefulness of evaluating self-esteem in children. *BioPsychoSocial Medicine*, 6(1), 9. <https://doi.org/10.1186/1751-0759-6-9>
- Howes, C., Phillipsen, L. C., & Peisner-Feinberg. (2000). The consistency of perceived teacher – child relationships between preschool. *Journal of School Psychology*, 38(2), 113–132. [https://doi.org/10.1016/s0022-4405\(99\)00044-8](https://doi.org/10.1016/s0022-4405(99)00044-8)
- Huebner, E. S., & Gilman, R. (2003). Toward a focus on positive psychology in school psychology. *School Psychology Quarterly*, 18(2), 99–102.
- Huebner, E. S., Gilman, R., & Laughlin, J. E. (1998). A multimethod investigation of the multidimensionality of children's well-being reports: discriminant validity of life satisfaction and self-esteem. *Social Indicators Research*, 46, 1–22.
- Huebner, E. S., & Gilman, R. (2006). Students who like and dislike school. *Applied Research in Quality of Life*, 1(2), 139–150. <https://doi.org/10.1007/s11482-006-9001-3>
- Huntsinger, C. S., Jose, P. E., & Larson, S. L. (1998). Do parent practices to encourage academic competence influence the social adjustment of Ibcung European American and Chinese American children? *Developmental Psychology*, 34(4), 747–756. <https://doi.org/10.1037//0012-1649.34.4.747>
- Iyer, R. V., Kochenderfer-ladd, B., & Eisenberg, N. (2010). Peer victimization and effortful control : relations to school engagement and academic achievement. *Merril-Palmer Quarterly*, 56(3), 361–387. <https://doi.org/10.1353/mpq.0.0058>
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement. *Urban Education*, 42(1), 82–110. <https://doi.org/10.1177/0042085906293818>
- John-Akinola, Y. O., & Gabhainn, S. N. (2014). Parental participation in primary schools; the views of parents and children. *Health Education*, 114(5), 378–397. <https://doi.org/10.1108/HE-09-2013-0047>
- John-Akinola, Y. O., & Gabhainn, S. N. (2015). Socio-ecological school environments and children's health and wellbeing outcomes. *Health Education*, 115(3–4), 420–434. <https://doi.org/10.1108/HE-03-2014-0041>
- Kahneman, D. (1999). Kahneman\_ObjectiveHappiness.pdf. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), *Well-Being : Foundation of Hedonic Psychology*. New York: Russel Sage Foundation.
- Kang, S., Shaver, P. R., Sue, S., Min, K., & Jing, H. (2003). Culture-specific patterns in the prediction of life satisfaction : roles of emotion , relationship quality , and self-esteem. *Personality and Social Psychology Bulletin*, 29(12), 1596–1608. <https://doi.org/10.1177/0146167203255986>



- Kern, M. L., Waters, L. E., Adler, A., & White, M. A. (2015). A multidimensional approach to measuring well-being in students: Application of the PERMA framework. *Journal of Positive Psychology, 10*(3), 262–271. <https://doi.org/10.1080/17439760.2014.936962>
- King, A. L. D., Huebner, S., Suldo, S. M., & Valois, R. F. (2007). An ecological view of school satisfaction in adolescence: linkages between social support and behavior problems, (2006), 279–295. <https://doi.org/10.1007/s11482-007-9021-7>
- Kinnunen, J., Lindfors, P., Rimpelä, M. K., Salmela-aro, K., Rathmann, K., Perelman, J., ... Lorant, V. (2016). Academic well-being and smoking among 14- to 17-year-old schoolchildren in six European cities. *Journal of Adolescence, 50*, 56–64. <https://doi.org/10.1016/j.adolescence.2016.04.007>
- Kong, F., Ding, K., & Zhao, J. (2015). The relationships among gratitude, self-esteem, social support and life satisfaction among undergraduate students. *Journal of Happiness Studies, 16*, 477–489. <https://doi.org/10.1007/s10902-014-9519-2>
- Konu, A. I., Lintonen, T. P., & Rimpelä, M. K. (2002). Factors associated with schoolchildren's general subjective well-being. *Health Education Research, 17*(2), 155–165. <https://doi.org/10.1093/her/17.2.155>
- Konu, A. I., & Lintonen, T. P. (2006). School well-being in Grades 4-12. *Health Education Research, 21*(5), 633–642. <https://doi.org/10.1093/her/cyl032>
- Kumara, A., Wimbari, S., Fajar Susetyo, Y., & Kisriyani, A. (2017). The epidemiology of Indonesian children and adolescent school-based mental health: validation of school-based mental health information system. *Universal Journal of Psychology, 5*(3), 114–121. <https://doi.org/10.13189/ujp.2017.050303>
- Kurniastuti, I., & Azwar, S. (2014). Construction of student well-being scale for 4-6 th graders. *Jurnal Psikologi, 41*(1), 1–16. <https://doi.org/10.22146/jpsi.6954>
- Laible, D. J., Carlo, G., & Roesch, S. C. (2004). Pathways to self-esteem in late adolescence: the role of parent and peer attachment, empathy, and social behaviours. *Journal of Adolescence, 27*, 703–716. <https://doi.org/10.1016/j.adolescence.2004.05.005>
- Lakey, B., Ross, L. T., Butler, C., & Bentley, K. (1996). Making social support judgements: The role of similarity and conscientiousness. *Journal of Social and Clinical Psychology, 15*(3), 283–304.
- Lau, M., & Bradshaw, J. (2010). Child well-being in the Pacific Rim. *Child Indicators Research, 3*(3), 367–383. <https://doi.org/10.1007/s12187-010-9064-4>
- Lent, R. W. (2004). Toward a unifying theoretical and practical perspective on well-being and psychosocial adjustment. *Journal of Counseling Psychology, 51*(4), 482–509. <https://doi.org/10.1037/0022-0167.51.4.482>
- Liu, W., Mei, J., Tian, L., & Huebner, E. S. (2016). Age and Gender Differences in the Relation Between School-Related Social Support and Subjective Well-



- Being in School Among Students. *Social Indicators Research*, 125(3), 1065–1083. <https://doi.org/10.1007/s11205-015-0873-1>
- Liu, W., Tian, L., Huebner, E. S., & Zheng, X. (2015). Preliminary Development of the Elementary School Students' Subjective Well-Being in School Scale, 917–937. <https://doi.org/10.1007/s11205-014-0614-x>
- Liu, W., Tian, L., Scott Huebner, E., Zheng, X., & Li, Z. (2014a). Preliminary development of the elementary school students' subjective well-being in school scale. *Social Indicators Research*, 120(3), 917–937. <https://doi.org/10.1007/s11205-014-0614-x>
- Liu, W., Tian, L., Scott Huebner, E., Zheng, X., & Li, Z. (2014b). Preliminary Development of the Elementary School Students' Subjective Well-Being in School Scale. *Social Indicators Research*, 120(3), 917–937. <https://doi.org/10.1007/s11205-014-0614-x>
- Liu, Y., Wang, Z., Zhou, C., & Li, T. (2014). Affect and self-esteem as mediators between trait resilience and psychological adjustment. *Personality and Individual Differences*, 66, 92–97. <https://doi.org/10.1016/j.paid.2014.03.023>
- Loeber, R., Ttofi, M. M., Farrington, D. P., Lo, F., Ttofi, M. M., & David, P. (2011). Do the victims of school bullies tend to become depressed later in life? A systematic review and meta-analysis of longitudinal studies. *Journal of Aggression, Conflict and Peace Research*, 3(2), 63–73. <https://doi.org/10.1108/175965911111132873>
- Løhre, A., Lydersen, S., & Vatten, L. J. (2010). School wellbeing among children in grades 1-10. *BMC Public Health*, 10, 526. <https://doi.org/10.1186/1471-2458-10-526>
- Løhre, A., Moksnes, U. K., & Lillefjell, M. (2014). Gender differences in predictors of school wellbeing? *Health Education Journal*, 73(1), 90–100. <https://doi.org/10.1177/0017896912470822>
- Long, R. F., Huebner, E. S., Wedell, D. H., & Hills, K. J. (2012). Measuring school-related subjective well-being in adolescents. *American Journal of Orthopsychiatry*, 82(1), 50–60. <https://doi.org/10.1111/j.1939-0025.2011.01130.x>
- Malhotra, N. K. (2010). *Marketing Research An Applied Orientation*. New Jersey: Prentice Hall.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224–253. <https://doi.org/10.1037//0033-295x.98.2.224>
- Mashford-Scott, A., Church, A., & Tayler, C. (2012a). Seeking children's perspectives on their wellbeing in early childhood settings. *International Journal of Early Childhood*, 44(3), 231–247. <https://doi.org/10.1007/s13158-012-0069-7>
- Mashford-Scott, A., Church, A., & Tayler, C. (2012b). Seeking Children's Perspectives on their Wellbeing in Early Childhood Settings. *International Journal of Early Childhood*, 44(3), 231–247. <https://doi.org/10.1007/s13158-012-0069-7>



012-0069-7

- Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments. *American Psychologist*, *53*, 205–220. <https://doi.org/10.1037//0003-066x.53.2.205>
- Mattanah, J. F. (2001). Parental psychological autonomy and children's academic competence and behavioral adjustment in late childhood: more than just limit-setting and warmth. *Merril-Palmer Quarterly*, *47*(3), 355–376. <https://doi.org/10.1353/mpq.2001.0017>
- Mccullough, M. E., Emmons, R. A., & Tsang, J. (2002). The grateful disposition: A conceptual and empirical topography. *Journal of Personality and Social Psychology*, *82*(1), 112–127. <https://doi.org/10.1037//0022-3514.82.1.112>
- McGregor, I., & Little, B. R. (1998). Personal projects, happiness, and meaning: On doing well and being yourself. *Journal of Personality and Social Psychology*, *74*(2), 494–512. <https://doi.org/10.1037/0022-3514.74.2.494>
- Mclellan, R., & Steward, S. (2015). Measuring children and young people's wellbeing in the school context, *45*(August), 307–332. <https://doi.org/10.1080/0305764X.2014.889659>
- Mellor, D., Stokes, M., Firth, L., Hayashi, Y., & Cummins, R. (2008). Need for belonging, relationship satisfaction, loneliness, and life satisfaction. *Personality and Individual Differences*, *45*, 213–218. <https://doi.org/10.1016/j.paid.2008.03.020>
- Miller, S., Connolly, P., & Maguire, L. K. (2013). Wellbeing, academic buoyancy and educational achievement in primary school students. *International Journal of Educational Research*, *62*, 239–248. <https://doi.org/10.1016/j.ijer.2013.05.004>
- Moore, M. O., & Kirkham, C. (2001). Self-esteem and its relationship to bullying behaviour. *Aggressive Behavior*, *27*, 269–283. <https://doi.org/10.1002/ab.1010>
- Moran, B. L., & Dubois, D. L. (2002). Relation of social support and self-esteem to problem behavior: investigation of differing models. *Journal of Early Adolescence*, *22*(4), 407–435. <https://doi.org/10.1177/027243102237190>
- Murray-harvey, R. (2010). Relationship influences on students' academic achievement, psychological health and well-being at school. *Educational & Child Psychology*, *27*(1), 104–115. Retrieved from [http://growinggreatschoolsworldwide.com/wp-content/uploads/2018/02/ECP27\\_1-Murray-Harvey.pdf](http://growinggreatschoolsworldwide.com/wp-content/uploads/2018/02/ECP27_1-Murray-Harvey.pdf)
- Murray-Harvey, R. (2010). Relationship influences on students' academic achievement, psychological health and well-being at school. *Special Issue: In-School Relationships and Their Outcomes*, *27*(1), 104–115. Retrieved from <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc6&NEWS=N&AN=2010-10870-009>
- Nevitt, J., & Hancock, G. R. (2001). Performance of bootstrapping approaches to model test statistics and parameter standard error estimation in structural



- equation modelling. *Structural Equation Modelling*, 8(3), 353–377. [https://doi.org/10.1207/s15328007sem0803\\_2](https://doi.org/10.1207/s15328007sem0803_2)
- Niemiec, C. P., Lynch, M. F., Vansteenkiste, M., Bernstein, J., Deci, E. L., & Ryan, R. M. (2006). The antecedents and consequences of autonomous self-regulation for college: A self-determination theory perspective on socialization. *Journal of Adolescence*, 29, 761–775. <https://doi.org/10.1016/j.adolescence.2005.11.009>
- Oberle, E., Schonert-Reichl, K. A., & Zumbo, B. D. (2011). Life satisfaction in early adolescence: Personal, neighborhood, school, family, and peer influences. *Journal of Youth and Adolescence*, 40(7), 889–901. <https://doi.org/10.1007/s10964-010-9599-1>
- Opendakker, M.-C., & Van Damme, J. (2000). Effects of schools, teaching staff and classes on achievement and well-being in secondary education: similarities and differences between school outcomes. *School Effectiveness and School Improvement*, 11(2), 165–196. [https://doi.org/10.1076/0924-3453\(200006\)11:2;1-Q;FT165](https://doi.org/10.1076/0924-3453(200006)11:2;1-Q;FT165)
- Orkibi, H., Ronen, T., & Assoulin, N. (2014). The subjective well-being of Israeli adolescents attending specialized school classes. *Journal of Educational Psychology*, 106(2), 515–526. <https://doi.org/10.1037/a0035428>
- Petegem, K., Aelterman, A., Rosseel, Y., & Creemers, B. (2007). Student perception as moderator for student wellbeing. *Social Indicators Research*, 83(3), 447–463. <https://doi.org/10.1007/s11205-006-9055-5>
- Pianta, R. C., Steinberg, M. S., & Rollins, K. B. (1995). The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. *Development and Psychopathology*, 7, 295–312. <https://doi.org/10.1017/s0954579400006519>
- Pietarinen, J., Soini, T., & Pyhältö, K. (2014). Students' emotional and cognitive engagement as the determinants of well-being and achievement in school. *International Journal of Educational Research*, 67, 40–51. <https://doi.org/10.1016/j.ijer.2014.05.001>
- Proctor, C. L., Linley, P. A., & Maltby, J. (2009). Youth life satisfaction: A review of the literature. *Journal of Happiness Studies*, 10(5), 583–630. <https://doi.org/10.1007/s10902-008-9110-9>
- Proctor, C., Linley, P. A., & Maltby, J. (2010). Very happy youths: Benefits of very high life satisfaction among adolescents. *Social Indicator Research*, 98, 519–532. <https://doi.org/10.1007/s11205-009-9562-2>
- Pyhältö, K., Soini, T., & Pietarinen, J. (2010). Pupils' pedagogical well-being in comprehensive school-significant positive and negative school experiences of Finnish ninth graders. *European Journal of Psychology of Education*. <https://doi.org/10.1007/s10212-010-0013-x>
- Renshaw, T. L., & Arslan, G. (2016). Psychometric properties of the student subjective wellbeing questionnaire with Turkish adolescents: A generalizability study. *Canadian Journal of School Psychology*, 31(2), 139–



151. <https://doi.org/10.1177/0829573516634644>

Rigby, K. (2003). Consequences of bullying in schools. *The Canadian Journal of Psychiatry*, 48(9), 583–590. <https://doi.org/10.1177/070674370304800904>

Rodríguez-Fernández, A., Ramos-Díaz, E., Fernández-Zabala, A., Goñi, E., Esnaola, I., & Goñi, A. (2016). Contextual and psychological variables in a descriptive model of subjective well-being and school engagement. *International Journal of Clinical and Health Psychology*, 16(2), 166–174. <https://doi.org/10.1016/j.ijchp.2016.01.003>

Roeser, R. W., Midgley, C., & Urdan, T. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology*, 88(3), 408–422. <https://doi.org/10.1037/0022-0663.88.3.408>

Rosenberg, M., Schooler, C., Schoenbach, C., & Rosenberg, F. (1995). Global self-esteem and specific self-esteem: different concepts, different outcomes. *American Sociological Review*, 60(1), 141–156. <https://doi.org/https://doi.org/10.2307/2096350>

Rosenfeld, L. B., Richman, J. M., & Bowen, G. L. (2000). Social support networks and school outcomes: The centrality of the teacher. *Child and Adolescent Social Work Journal*, 17(3). Retrieved from <https://link.springer.com/article/10.1023/A:1007535930286>

Ruus, V.-R., Veisson, M., Leino, M., Ots, L., Pallas, L., Sarv, E.-S., & Veisson, A. (2007). Students' well-being, coping, academic success, and school climate. *Social Behavior and Personality: An International Journal*, 35(7), 919–936. <https://doi.org/10.2224/sbp.2007.35.7.919>

Ryan, R. M., & Deci, E. L. (2001a). Chirkov, V. I., & Ryan, R. M. (2001). Parent and teacher autonomy-support in Russian and U.S. adolescents: Common effects on well-being and academic motivation. *Journal of Cross-Cultural Psychology*, 32(5), 618–635.

Ryan, R. M., & Deci, E. L. (2001b). On happiness and human potential: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52, 141–166. <https://doi.org/10.1146/annurev.psych.52.1.141>

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic Psychological Needs in Motivation Development and Wellness*. New York: Guilford Publishing. Retrieved from <https://www.guilford.com/books/Self-Determination-Theory/Ryan-Deci/9781462528769/contents>

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>

Samdal, O., Wold, B., & Bronis, M. (1999). Relationship between students' perceptions of school environment, their satisfaction with school and perceived academic achievement: An International study. *School Effectiveness and School Improvement*, 10(3), 296–320.



<https://doi.org/https://doi.org/10.1076/sesi.10.3.296.3502>

- Sarason, I. G., Sarason, B. R., & Pierce, G. R. (1990). Social support : The search for theory. *Journal of Social and Clinical Psychology*, 9(1), 133–147. <https://doi.org/https://doi.org/10.1521/jscp.1990.9.1.133>
- Sari, T., & Ozkan, I. (2016). An Investigation of the relationship between adolescents subjective well-being and perceived parental attitudes. *The Journal of Psychiatry and Neurological Sciences*, 29(2), 155–162. <https://doi.org/10.5350/DAJPN2016290207>
- Sarkova, M., Bacikova-sleskova, M., & Madarasova, A. (2014). Adolescents ' psychological well-being and self-esteem in the context of relationships at school, (December), 37–41. <https://doi.org/10.1080/00131881.2014.965556>
- Sarkova, M., Bacikova-Sleskova, M., Madarasova Geckova, A., Katreniakova, Z., Van den Heuvel, W., & Van Dijk, J. P. (2014). Adolescents' psychological well-being and self-esteem in the context of relationships at school. *Educational Research*, 56(4), 367–378. <https://doi.org/10.1080/00131881.2014.965556>
- Schwarz, B., Trommsdorff, G., & Ben-arieh, A. (2012). Does the importance of parent and peer relationships for adolescents ' life satisfaction vary across cultures? *Journal of Early Adolescence*, 32(1), 55–80. <https://doi.org/10.1177/0272431611419508>
- Sechrest, L. (2005). Validity of measures is no simple matter. *Health Services Research*, 40(5), 1584–1604. <https://doi.org/10.1111/j.1475-6773.2005.00443.x>
- Seligson, J. L., Huebner, E. S., & Valois, R. F. (2003). Preliminary validation of the brief multidimensional students' life satisfaction scale (BMSLSS). *Social Indicator Research*, 61, 121–145. <https://doi.org/https://link.springer.com/article/10.1023/A:1021326822957>
- Shek, D. T. L. (1997). The relation of family functioning to adolescent psychological well-being, school adjustment, and problem behavior. *The Journal of Genetic Psychology*, 158(4), 467–479. <https://doi.org/10.1080/00221329709596683>
- Simmons, C., Graham, A., & Thomas, N. (2015). Imagining an ideal school for wellbeing: Locating student voice. *Journal of Educational Change*, 16(2), 129–144. <https://doi.org/10.1007/s10833-014-9239-8>
- Solomon, P. (2004). Peer support/peer provided services underlying processes, benefits, and critical ingredients. *Psychiatric Rehabilitation Journal*, 27(4), 392–401. <https://doi.org/10.2975/27.2004.392.401>
- Soutter, Anne K., Gilmore, A., & O'Steen, B. (2011). How do high school youths' educational experiences relate to well-being? Towards a trans-disciplinary conceptualization. *Journal of Happiness Studies*, 12(4), 591–631. <https://doi.org/10.1007/s10902-010-9219-5>
- Soutter, Anne Kathryn, O'Steen, B., & Gilmore, A. (2014). The student well-being model: A conceptual framework for the development of student well-being indicators. *International Journal of Adolescence and Youth*, 19(4), 496–520. <https://doi.org/10.1080/02673843.2012.754362>



- Suldo, S. M., & Huebner, E. S. (2006). Is extremely high life satisfaction during adolescence advantageous. *Social Indicator Research*, (78), 179–203. <https://doi.org/10.1007/s11205-005-8208-2>
- Suldo, S. M., James, M., Ashley, F., McMahan, M., & Lisa, A. (2014). American High School Students' Perceptions of Determinants of Life Satisfaction, 485–514. <https://doi.org/10.1007/s11205-013-0436-2>
- Suldo, S. M., Riley, K. N., & Shaffer, E. J. (2006). Academic correlates of children and adolescents' life satisfaction. *School Psychology International*, 27(5), 567–582. <https://doi.org/10.1177/0143034306073411>
- Suldo, S. M., & Shaffer, E. J. (2008). Looking beyond psychopathology : The dual-factor model of mental health in youth. *School Psychology Review*, 37(1), 52–68. Retrieved from [https://www.researchgate.net/profile/Emily\\_Shaffer-hudkins/publication/228656864\\_Looking\\_beyond\\_psychopathology\\_The\\_dual-factor\\_model\\_of\\_mental\\_health\\_in\\_youth/links/54d9215e0cf24647581d8b38.pdf](https://www.researchgate.net/profile/Emily_Shaffer-hudkins/publication/228656864_Looking_beyond_psychopathology_The_dual-factor_model_of_mental_health_in_youth/links/54d9215e0cf24647581d8b38.pdf)
- Tian, L., Chu, S., & Huebner, E. S. (2016). The chain of relationships among gratitude, prosocial behavior and elementary school students' school satisfaction: The role of school affect. *Child Indicators Research*, 9(2), 515–532. <https://doi.org/10.1007/s12187-015-9318-2>
- Tian, L., Du, M., & Huebner, E. S. (2015a). The effect of gratitude on elementary school students' subjective well-being in schools: The mediating role of prosocial behavior. *Social Indicators Research*, 122(3), 887–904. <https://doi.org/10.1007/s11205-014-0712-9>
- Tian, L., Du, M., & Huebner, E. S. (2015b). The effect of gratitude on elementary school students' subjective well-being in schools: The mediating role of prosocial behavior. *Social Indicators Research*, 122(3), 887–904. <https://doi.org/10.1007/s11205-014-0712-9>
- Tian, L., Liu, B., Huang, S., & Huebner, E. S. (2013). Perceived Social Support and School Well-Being Among Chinese Early and Middle Adolescents: The Mediational Role of Self-Esteem. *Social Indicators Research*, 113(3), 991–1008. <https://doi.org/10.1007/s11205-012-0123-8>
- Tian, L., Wang, D., & Huebner, E. S. (2015). Development and validation of the Brief Adolescents' Subjective Well-Being in School Scale (BASWBSS). *Social Indicators Research*, 120(2), 615–634. <https://doi.org/10.1007/s11205-014-0603-0>
- Tian, L., Zhao, J., & Huebner, E. S. (2015). School-related social support and subjective well-being in school among adolescents : The role of self-system factors. *Journal of Adolescence*, 45, 138–148. <https://doi.org/10.1016/j.adolescence.2015.09.003>
- Tomyn, A. J., & Cummins, R. A. (2011). The Subjective Wellbeing of High-School Students : Validating the Personal Wellbeing Index — School Children. *Social Indicator Research*, 101, 405–418. <https://doi.org/10.1007/s11205-010-9668-6>



- Triwahyuningsih, Y. (2017). Kajian meta-analisis hubungan antara self esteem dan kesejahteraan psikologis. *Buletin Psikologi*, 25(1), 26–35. <https://doi.org/10.22146/buletinpsikologi.9382>
- Trommsdorff, G., & Kornadt, H.-J. (2003). Parent-child relations in cross-cultural perspective. In L. Kuczynski (Ed.), *Handbook of Dynamic in Parent-Child Relations* (pp. 271–306). London: Sage Publication.
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and Health Sciences*, 15(3), 398–405. <https://doi.org/10.1111/nhs.12048>
- Van Petegem, K., Aelterman, A., Van Keer, H., & Rosseel, Y. (2008). The influence of student characteristics and interpersonal teacher behaviour in the classroom on student's wellbeing. *Social Indicators Research*, 85(2), 279–291. <https://doi.org/10.1007/s11205-007-9093-7>
- Vedder, P., Boekaerts, M., & Seegers, G. (2005). Perceived social support and well being in school; the role of students' ethnicity. *Journal of Youth and Adolescence*, 34(3), 269–278. <https://doi.org/10.1007/s10964-005-4313-4>
- Verkuyten, M., & Thijs, J. (2002). School satisfaction of elementary school children: The role of performance, peer relations, ethnicity and gender 2795. *Social Indicators Research*, 59(2), 203–228. <https://doi.org/10.1023/A:1016279602893>
- Vyverman, V., & Vettenburg, N. (2009). School well-being among young people: Is it influenced by the parents' socioeconomic background? *Educational Studies*, 35(2), 191–204. <https://doi.org/10.1080/03055690802470373>
- Wang, D., Fletcher, A. C., & Wang, D. (2016). Parenting Style and Peer Trust in Relation to School Adjustment in Middle Childhood. *Journal of Child and Family Studies*, 25(3), 988–998. <https://doi.org/10.1007/s10826-015-0264-x>
- Wentzel, K. R., Battle, A., Russell, S. L., & Looney, L. B. (2010). Social supports from teachers and peers as predictors of academic and social motivation. *Contemporary Educational Psychology*, 35(3), 193–202. <https://doi.org/10.1016/j.cedpsych.2010.03.002>
- Whitlock, J. L. (2006). Youth perceptions of life at school : contextual correlates of school connectedness in adolescence. *Applied Developmental Science*, 10(1), 13–29. <https://doi.org/10.1207/s1532480xads1001>
- Wilkinson, R. B. (2004). The role of parental and peer attachment in the psychological health and self-esteem of adolescents. *Journal of Youth and Adolescence*, 33(6), 479–493. <https://doi.org/10.1023/b:joyo.0000048063.59425.20>
- Wood, A. M., Froh, J. J., & Geraghty, A. W. A. (2010). Clinical Psychology Review Gratitude and well-being: A review and theoretical integration. *Clinical Psychology Review*, 30(7), 890–905. <https://doi.org/10.1016/j.cpr.2010.03.005>
- Yung, Y., & Bentler, P. M. (1994). Bootstrap-corrected ADF test statistics in covariance structure analysis. *British Journal of Mathematical and Statistical*



*Psychology*, 47, 63–84. <https://doi.org/https://doi.org/10.1111/j.2044-8317.1994.tb01025.x>

Zullig, K. J., Huebner, E. S., & Patton, J. O. N. M. (2011). Relationships among school climate domains and school satisfaction. *Psychology in the Schools*, 48(2), 133–145. <https://doi.org/10.1002/pits>

Zullig, K. J., Koopman, T. M., Patton, J. M., & Ubbes, V. A. (2010). School Climate : Historical Review , Instrument Development , and School Assessment. *Journal of Psychoeducational Assessment*, 28(2), 139–152. <https://doi.org/10.1177/0734282909344205>