

Kepustakaan

- Abubakar, A., & Ulamy Alya, N. (2020). Refunction family during Covid-19 pandemic: study among students of Anthropology UGM). *SAMARAH: Jurnal Hukum Keluarga Dan Hukum Islam*, 4(1), 151. <https://doi.org/10.22373/sjhk.v4i1.7051>
- Anafi, M. & L. (2018). Optimisme untuk sembuh penyalahguna napza: Studi deskriptif di pusat rehabilitasi rumah damai Semarang). *Intuisi : Jurnal Psikologi Ilmiah*, 4(1), 19–24.
- Aristovnik, A., Keržič, D., Ravšelj, D., Tomaževič, N., & Umek, L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. *Sustainability (Switzerland)*, 12(20), 1–34. <https://doi.org/10.3390/su12208438>
- Aryansah, J. E., & Sari, S. P. (2021). *Analisis peran regulasi emosi mahasiswa terhadap kebijakan school from home di masa pandemi Covid 19*. 6(1), 8–14.
- Ashari, B. H., Wibawa, B. M., & Persada, S. F. (2017). Analisis deskriptif dan tabulasi silang pada konsumen online shop di Instagram (Studi kasus 6 pada universitas di Kota Surabaya). *Jurnal Sains Dan Seni ITS*, 6(1), 17–21.
- Azwar, S. (2012). *Penyusunan Skala Psikologi*. Pustaka Pelajar.
- Baik, C., Larcombe, W., & Brooker, A. (2019). How universities can enhance student mental wellbeing: The student perspective. *Higher Education Research and Development*, 38(4), 674–687. <https://doi.org/10.1080/07294360.2019.1576596>
- Batz-Barbarich, C., & Tay, L. (2017). *Gender differences in subjective well-being*. 1–15. http://files.435/Batz-Barbarich et Tay - 2017 - Gender Differences in Subjective Well-Being.pdf%0Ahttp://www.researchgate.net/publication/321058044_Gender_Differences_in_Subjective_Well-Being
- Bauer, G. F., & Hämmig, O. (2014). Bridging occupational, organizational and public health: A transdisciplinary approach. *Bridging Occupational, Organizational and Public Health: A Transdisciplinary Approach*, 9789400756, 1–249. <https://doi.org/10.1007/978-94-007-5640-3>
- Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Research*, 287(March), 112934. <https://doi.org/10.1016/j.psychres.2020.112934>

- Chen, R. ning, Liang, S. wei, Peng, Y., Li, X. guo, Chen, J. bin, Tang, S. yao, & Zhao, J. bo. (2020). Mental health status and change in living rhythms among college students in China during the COVID-19 pandemic: A large-scale survey. *Journal of Psychosomatic Research*, 137(August), 110219. <https://doi.org/10.1016/j.jpsychores.2020.110219>
- Cobo-Rendón, R., Pérez-Villalobos, M. V., Páez-Rovira, D., & Gracia-Leiva, M. (2020). A longitudinal study: Affective wellbeing, psychological wellbeing, self-efficacy and academic performance among first-year undergraduate students. *Scandinavian Journal of Psychology*, 61(4), 518–526. <https://doi.org/10.1111/sjop.12618>
- Cook, T., Roy, A. R. K., & Welker, K. M. (2019). Music as an emotion regulation strategy: An examination of genres of music and their roles in emotion regulation. *Psychology of Music*, 47(1), 144–154. <https://doi.org/10.1177/0305735617734627>
- Denovan, A., & Macaskill, A. (2017). Stress and subjective well-being among first year UK undergraduate students. *Journal of Happiness Studies*, 18(2), 505–525. <https://doi.org/10.1007/s10902-016-9736-y>
- Dewi, K. S. (2012). *Buku Ajar: Kesehatan Mental*. UPT UNDIP Press Semarang.
- Diener, E. (2013). The Science of Well-Being. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). Springer.
- DiMaria, C. H., Peroni, C., & Sarracino, F. (2020). Happiness matters: Productivity gains from subjective well-being. *Journal of Happiness Studies*, 21(1), 139–160. <https://doi.org/10.1007/s10902-019-00074-1>
- Elmer, T., Mephram, K., & Stadtfeld, C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. *PLoS ONE*, 15(7 July), 1–13. <https://doi.org/10.1371/journal.pone.0236337>
- Emmons, R. A., & Stern, R. (2013). Gratitude as a psychotherapeutic intervention. *Journal of Clinical Psychology*, 69(8), 846–855. <https://doi.org/10.1002/jclp.22020>
- Eva, N., Parameitha, D. D., Farah, F. A. M., & Nurfitriana, F. (2021). *Academic resilience and subjective well-being amongst college students using online learning during the COVID-19 pandemic*. <https://doi.org/10.18502/kss.v4i15.8206>
- Fernández González, L., González Hernández, A., & Trianes Torres, M. V. (2017). Relaciones entre estrés académico, apoyo social, optimismo-pesimismo y

- autoestima en estudiantes universitarios. *Electronic Journal of Research in Education Psychology*, 13(35), 111–130.
<https://doi.org/10.14204/ejrep.35.14053>
- Fink, G. (2009). Stress: Definition and history. *Encyclopedia of Neuroscience*, January 2010, 549–555. <https://doi.org/10.1016/B978-008045046-9.00076-0>
- Fitri, K. (2020). *Hubungan optimisme dengan kebersyukuran pada mahasiswa Fakultas Psikologi Universitas Islam Negeri Ar-Raniry Banda Aceh di masa pandemi COVID-19*. Universitas Islam Negeri Ar-Raniry.
- Froh, J. J., Yurkewicz, C., & Kashdan, T. B. (2009). Gratitude and subjective well-being in early adolescence: Examining gender differences. *Journal of Adolescence*, 32(3), 633–650.
<https://doi.org/10.1016/j.adolescence.2008.06.006>
- Ganggi, R. I. P. (2020). Information anxieties and information distrust: The effects of overload information about COVID - 19. *E3S Web of Conferences*, 202, 1–6. <https://doi.org/10.1051/e3sconf/202020215014>
- Gonzalez-Bernal, J. J., Rodríguez-Fernández, P., Santamaría-Peláez, M., González-Santos, J., León-Del-barco, B., Minguez, L. A., & Soto-Cámara, R. (2021). Life satisfaction during forced social distancing and home confinement derived from the covid-19 pandemic in Spain. *International Journal of Environmental Research and Public Health*, 18(4), 1–10.
<https://doi.org/10.3390/ijerph18041474>
- Griffin, P. W., & Ward, P. M. (2016). Happiness and subjective well-being. *Encyclopedia of Mental Health: Second Edition*, 2, 285–293.
<https://doi.org/10.1016/B978-0-12-397045-9.00041-0>
- 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>
- Hartono. (2019). *Metodologi Penelitian*. Zanafra Publishing.
- Hasanah, U., Fitri, N. L., Supardi, & PH, L. (2020). *Depresi pada mahasiswa selama masa pandemi covid-19*. 8(4), 421–424.
- Hasibuan, A. D. (2020). Faktor-faktor yang mempengaruhi kebahagiaan belajar mahasiswa di masa pandemi covid-19. *Jurnal Pendidikan Dan Konseling*, 10(1), 79–85. <http://jurnal.uinsu.ac.id/index.php/al-irsyad>
- Heizomi, H., Allahverdipour, H., Asghari Jafarabadi, M., & Safaian, A. (2015).

- Happiness and its relation to psychological well-being of adolescents. *Asian Journal of Psychiatry*, 16, 55–60. <https://doi.org/10.1016/j.ajp.2015.05.037>
- Hinz, A., Sander, C., Glaesmer, H., Brähler, E., Zenger, M., Hilbert, A., & Kocalevent, R. D. (2017). Optimismo y pesimismo en la población general: propiedades psicométricas del Life Orientation Test (LOT-R). *International Journal of Clinical and Health Psychology*, 17(2), 161–170. <https://doi.org/10.1016/j.ijchp.2017.02.003>
- Horstman, H. K., Hays, A., & Maliski, R. (2016). Parent–Child Interaction. In *Oxford Research Encyclopedia of Communication* (Issue August 2016). <https://doi.org/10.1093/acrefore/9780190228613.013.278>
- KA, T. (1986). The early adult transition and friendships: mechanisms of support. *Adolescence*, 593–606.
- Kamaliya, N., Setyowibowo, H., Cahyadi, S., Psikologi, F., & Padjadjaran, U. (2021). *Kesejahteraan subjektif mahasiswa di masa pandemi Covid-19*. 5(2). <http://ejournal.mandalanursa.org/index.php/JISIP/index>
- Kashdan, T. B., Mishra, A., Breen, W. E., & Froh, J. J. (2009). Gender differences in gratitude: Examining appraisals, narratives, the willingness to express emotions, and changes in psychological needs. *Journal of Personality*, 77(3), 691–730. <https://doi.org/10.1111/j.1467-6494.2009.00562.x>
- Kelly, H. (2011). *The classical definition of a pandemic is not elusive*. World Health Organization. <https://www.who.int/bulletin/volumes/89/7/11-088815/en/#:~:text=A pandemic is defined as,are not considered pandemics>.
- Kemendikbud. (2020). *Klasterisasi Perguruan Tinggi Tahun 2020*.
- Kementrian Riset, Teknologi, P. T. (2020). *Profil perguruan tinggi Universitas Gadjah Mada*. <https://web.archive.org/web/20201125224451/https://forlap.ristekdikti.go.id/perguruantinggi/detail/OEVEMUQwQ0UtRjEyMi00QjM3LUE4NDktMjVGODFCMzM1Mzk1>
- Khasanah, I., Prihartanti, N., & Marwanto, M. (2020). Social support and future optimism of adolescent at Salatiga Islamic Orphanage. *IJIP: Indonesian Journal of Islamic Psychology*, 2(2), 225–241. <https://doi.org/10.18326/ijip.v2i2.225-241>
- Krause, N. (2009). Religious involvement, gratitude, and change in depressive symptoms over time. *International Journal for the Psychology of Religion*, 19(3), 155–172. <https://doi.org/10.1080/10508610902880204>

- Krout, R. E. (2007). Music listening to facilitate relaxation and promote wellness: Integrated aspects of our neurophysiological responses to music. *Arts in Psychotherapy*, 34(2), 134–141. <https://doi.org/10.1016/j.aip.2006.11.001>
- Langer, Á. I., Ulloa, V. G., Aguilar-Parra, J. M., Araya-Véliz, C., & Brito, G. (2016). Validation of a Spanish translation of the Gratitude Questionnaire (GQ-6) with a Chilean sample of adults and high schoolers. *Health and Quality of Life Outcomes*, 14(1), 1–9. <https://doi.org/10.1186/s12955-016-0450-6>
- Liew, J., McTigue, E. M., Barrois, L., & Hughes, J. N. (2008). Adaptive and effortful control and academic self-efficacy beliefs on achievement: A longitudinal study of 1st through 3rd graders. *Early Childhood Research Quarterly*, 23(4), 515–526. <https://doi.org/10.1016/j.ecresq.2008.07.003>
- Luhmann, M., Hofmann, W., Eid, M., & Lucas, R. E. (2012). Subjective well-being and adaptation to life events: A meta-analysis. *Journal of Personality and Social Psychology*, 102(3), 592–615. <https://doi.org/10.1037/a0025948>
- Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, 9(2), 111–131. <https://doi.org/10.1037/1089-2680.9.2.111>
- Mansfield, L., Daykin, N., & Kay, T. (2020). Leisure and wellbeing. *Leisure Studies*, 39(1), 1–10. <https://doi.org/10.1080/02614367.2020.1713195>
- Martin, A. J., Nejad, H. G., Colmar, S., & Liem, G. A. D. (2013). Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. *Journal of Educational Psychology*, 105(3), 728–746. <https://doi.org/10.1037/a0032794>
- Martínez, L., Valencia, I., & Trofimoff, V. (2020). Subjective wellbeing and mental health during the COVID-19 pandemic: Data from three population groups in Colombia. *Data in Brief*, 32. <https://doi.org/10.1016/j.dib.2020.106287>
- Nickerson, C., Diener, E., & Schwarz, N. (2011). Positive affect and college success. *Journal of Happiness Studies*, 12(4), 717–746. <https://doi.org/10.1007/s10902-010-9224-8>
- Oketch-Oboto, J. W., & Okunya, L. O. (2018). The relationship between levels of stress and academic performance among University of Nairobi Students. *International Journal of Learning and Development*, 8(4), 1. <https://doi.org/10.5296/ijld.v8i4.13840>
- Organization for Economic Co-Operation and Development. (2013). *OECD Guidelines on Measuring Subjective Wellbeing*. OECD Publishing.

- Permatasari, A. N., Inten, D. N., Wiliani, W., & Widiyanto, K. N. (2020). Keintiman komunikasi keluarga saat social distancing pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 346. <https://doi.org/10.31004/obsesi.v5i1.577>
- PH, L., Mubin, M. F., & Basthomi, Y. (2020). Penyebab stres mahasiswa selama pandemi Covid-19. *Jurnal Ilmu Keperawatan Jiwa*, 3(2), 203–208.
- PIKA UGM. (2020). *Infografis pembelajaran daring bagi mahasiswa*. <https://pika.ugm.ac.id/file/infografis-pembelajaran-daring-mahasiswa/>
- Punam, D., & Washington, A. (2015). Impact of stress on work performance and career development – application of Herzberg ' S theory for handling stress effectively. *International Journal of Education and Research*, 3(6), 127–138. <https://www.ijern.com/journal/2015/June-2015/10.pdf>
- Ratnasari, S., & Suleeman, J. (2017). Perbedaan regulasi emosi perempuan dan laki-laki di perguruan tinggi. *Jurnal Psikologi Sosial*, 15(1), 35–46. <https://doi.org/10.7454/jps.2017.4>
- Ratnawati, A., & Yulianti, K. Y. (2021). Peran kecerdasan emosional terhadap resiliensi akademik pada mahasiswa yang melakukan pembelajaran daring. *Manuskrip Tidak Dipublikasi*.
- Rayan, M. D. N. (2021). *Menurunnya tingkat kebahagiaan mahasiswa di masa pandemi covid-19*.
- Restubog, S. L. D., Ocampo, A. C. G., & Wang, L. (2020). Taking control amidst the chaos: Emotion regulation during the COVID-19 pandemic. *Journal of Vocational Behavior*, 119(May), 1–6. <https://doi.org/10.1016/j.jvb.2020.103440>
- Rey, D. (2010). The relationship of gratitude and subjective well-being to self-efficacy and control of learning beliefs among college students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 70(7-A), 2388. http://gateway.proquest.com/openurl?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&res_dat=xri:pqdiss&rft_dat=xri:pqdiss:3368634%5Cnhttp://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc6&NEWS=N&AN=2010-99010-360
- Robinson, D. L. (2008). Brain function, emotional experience and personality. *Netherlands Journal of Psychology*, 64(4), 152–168. <https://doi.org/10.1007/bf03076418>
- Rogowska, A. M., Kuśnierz, C., & Bokszezanin, A. (2020). Examining anxiety, life satisfaction, general health, stress and coping styles during COVID-19

- pandemic in Polish Sample of University Students. *Psychology Research and Behavior Management*, Volume 13, 797–811. <https://doi.org/10.2147/prbm.s266511>
- Rusman, A. & F. N. (2020). Deskripsi kebahagiaan belajar mahasiswa BKI pada masa pandemi COVID-19. *Jurnal Pendidikan Dan Konseling*, 2859(2), 197–203.
- Scheier, M. F., Charles, S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism: A reevaluation of the Life Orientation Test. *Journal of Personality and Social Psychology*, 67(6), 1063–1078. <https://doi.org/10.1037//0022-3514.67.6.1063>
- Shadiqi, M. A., Hariat, R., Hasan, K. F. A., I' anah, N., & Istiqomah, W. Al. (2020). Jurnal psikologi sosial : Panic buying pada pandemi COVID - 19 : Telaah literatur dari perspektif psikologi. *Psikologi Sosial*, 18(59), 12. <https://doi.org/10.7454/jps.2020.xx>
- Sholihah, M., Kardeti, D., & Subardhini, M. (2020). Kualitas kelekatan anak dengan pengasuh di Lembaga Kesejahteraan Sosial Anak (Lksa) Al-Kautsar Lembang Kabupaten Bandung Barat. *EMPATI: Jurnal Ilmu Kesejahteraan Sosial*, 8(2), 139–153. <https://doi.org/10.15408/empati.v8i2.16406>
- Silva, R. G., & Figueiredo-Braga, M. (2018). Evaluation of the relationships among happiness, stress, anxiety, and depression in pharmacy students. *Currents in Pharmacy Teaching and Learning*, 10(7), 903–910. <https://doi.org/10.1016/j.cptl.2018.04.002>
- Simon, R. W., & Nath, L. E. (2004). Gender and emotion in the United States: Do men and women differ in self-reports of feelings and expressive behavior? *American Journal of Sociology*, 109(5), 1137–1176. <https://doi.org/10.1086/382111>
- Susanto, Y., Livingstone, A. G., Ng, B. C., & Cambria, E. (2020). The Hourglass Model Revisited. *IEEE Intelligent Systems*, 35(5), 96–102. <https://doi.org/10.1109/MIS.2020.2992799>
- Taylor, S. (2019). *The Psychology of Pandemics: Preparing for the Next Global Outbreak of Infectious Disease*. Cambridge Scholars Publishing.
- Tomás, J. M., Gutiérrez, M., Pastor, A. M., & Sancho, P. (2020). Perceived social support, school adaptation and adolescents' subjective well-being. *Child Indicators Research*, 13(5), 1597–1617. <https://doi.org/10.1007/s12187-020-09717-9>
- Wager, T. D., & Ochsner, K. N. (2005). Sex differences in the emotional brain.

NeuroReport, 16(2), 85–87. <https://doi.org/10.1097/00001756-200502080-00001>

Watkins, P. C., Uher, J., & Pichinevskiy, S. (2015). Grateful recounting enhances subjective well-being: The importance of grateful processing. *Journal of Positive Psychology*, 10(2), 91–98. <https://doi.org/10.1080/17439760.2014.927909>

Wrzus, C., Zimmermann, J., Mund, M., & Neyer, F. J. (2015). Friendships in young and middle adulthood: Normative patterns and personality differences. *Psychology of Friendship*.

Wrzus, Cornelia, Wagner, J., & Neyer, F. J. (2012). The interdependence of horizontal family relationships and friendships relates to higher well-being. *Personal Relationships*, 19(3), 465–482. <https://doi.org/10.1111/j.1475-6811.2011.01373.x>

Yalçın, I. (2011). Social support and optimism as predictors of life satisfaction of college students. *International Journal for the Advancement of Counselling*, 33(2), 79–87. <https://doi.org/10.1007/s10447-011-9113-9>

Yarrington, J. S., Lasser, J., Garcia, D., Vargas, J. H., Couto, D. D., Marafon, T., Craske, M. G., & Niles, A. N. (2021). Impact of the COVID-19 pandemic on mental health among 157,213 Americans. *Journal of Affective Disorders*, 286(February), 64–70. <https://doi.org/10.1016/j.jad.2021.02.056>

Zhong, L. F. (2009). Academic stress and subjective well-being: The moderating effects of perceived social support. *IE and EM 2009 - Proceedings 2009 IEEE 16th International Conference on Industrial Engineering and Engineering Management*, 07, 1321–1324. <https://doi.org/10.1109/ICIEEM.2009.5344424>