



## DAFTAR REFERENSI

- Abd-Elmotaleb, M., & Saha, S. K. (2013). The role of academic self-efficacy as a mediator variable between perceived academic climate and academic performance. *Journal of Education and Learning*, 2(3), 117-129.
- Adeymo, D. A. (2007). Moderating influence of emotional intelligence on the link between academic-self efficacy and achievement of university students. *Psychology Developing Societies*, 19(2), 199-213.
- Adler-Constantinescu, C., Besu, E.-C., & Negovan, V. (2013). Perceived social support and perceived self-efficacy during adolescence. *Social and Behavioral Sciences*, 78, 275-279.
- Ahmad, S., Hussain, A., & Azeem, M. (2012). Relationship of academic self-efficacy to self-regulated learning, SI, test anxiety and academic achievement. *International Journal of Education*, 4(1), 12-25.
- Alt, D. (2015). College students' academic motivation, media engagement and fear of missing out. *Computers in Human Behavior*, 40, 111-119.
- Armstrong, C. L., & Collins, S. J. (2009). Attracting younger audiences: Examining how access to local news content influences participations of credibility on younger readers. *Atlantic Journal of Communication*, 17, 101-114.
- Ashwin, P., & McVitty, D. (2015). The meaning of student engagement: Implications for policies and practices. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), *The european higher education area: Between critical reflection and future policies* (pp. 343-359). New York: Springer.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Development*. 40(5), 518-529.
- Azwar, S. (2003). *Validitas prediktif diferensial pada ujian tulis UM UGM*. (Tesis tidak terpublikasi). Universitas Gadjah Mada, Yogyakarta
- Azwar, S. (2013a). *Metode penelitian*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2013b). *Reliabilitas dan validitas* (Edisi ke-4). Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2015). *Pengantar psikologi inteligensi*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2016). *Penyusunan skala psikologi* (Edisi ke-2). Yogyakarta: Pustaka Pelajar
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1-45). New York: Cambridge University Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Company.



- Banta, T. W., Palomba, C. A., & Kinzie, J. (2012). *Assessment essentials : Planning, implementing and improving assessment in higher education*. California: Josey-Bass.
- Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. California: Josey Bass.
- Baron, R. A., & Byrne, D. (2005). *Psikologi sosial* (R. Djuwita, Trans.). Jakarta: Penerbit Erlangga. (Naskah asli diterbitkan tahun 2004).
- Berns, R. M. (2013). *Child, family, school, community: Socialization and support (9th ed.)*. California: Wadsworth.
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1971). *Taxonomy of educational objectives: The classification of educational goals*. Michigan: David McKay Company.
- Boekaerts, M. (2016). Engagement as an inherent aspect of the learning process. *Learning and Instruction*, 43, 76-83.
- Bosman, L., & Zagenczyk, T. (2011). Revitalize your teaching: Creative approaches to applying social media in the classroom. In B. White, & P. Tsang (Eds.), *Social media tools and platforms in learning environments* (pp. 3-16). New York: Springer.
- Bucy, E. P., & Newhagen, J. E. (2004). *Media access: Social and psychological dimensions of new technology use*. New Jersey: Lawrence Erlbaum Associates Publishers.
- Case, J. M. (2008). Alienation and engagement: Development of an alternative theoretical framework for understanding student learning. *Higher Education*, 55, 321-332.
- Chang, J., & Le, T. N. (2005). The influence of parents, peer delinquency, and school attitudes on academic achievement in Chinese, Cambodian, Laotian or Mien, and Vietnamese youth. *Crime & Delinquency*, 51, 238-264.
- Chen, J. J.-L. (2008). Grade-level differences: Relations of parental, teacher and peer support to academic engagement and achievement among Hong Kong student. *School Psychology*, 29, 183-198.
- Cizek, G. J. (1997). Learning, achievement and assessment: constructs at a crossroad. In G. D. Phye (Ed.), *Handbook of classroom assessment: Learning, achievement and adjustment* (pp. 1-32). California: Academic Press.
- CN, Desinta, Vinia, & Dimas. (2014, May 10). *Serba-serbi rekrutmen PT Pertamina (Persero) Tbk*. Careernews. Retrieved August 4, 2015, from Careernews: <http://careernews.id/event/view/2509-Serba-Serbi-Rekrutmen-PT-Pertamina-Persero-Tbk>
- Creswell, J. (2015). *Riset pendidikan: Perencanaan, pelaksanaan dan evaluasi riset kualitatif dan kuantitatif* (H.P. Soetjipto dan S.M. Soetjipto, Trans.). Yogyakarta: Pustaka Pelajar. (Naskah asli diterbitkan tahun 2012).



- Deci, E. L., & Ryan, R. M. (2002). The paradox of achievement: The harder you push, the worse it gets. In J. Aranson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 61-87). California: Academic Press.
- Direktorat Jenderal Pembelajaran dan Kemahasiswaan. (2015). *Panduan Penyusunan Capaian Pembelajaran*. Retrieved June 1, 2016, from Direktorat Jenderal Pembelajaran dan Kemahasiswaan:[belmawa.ristekdikti.go.id/dev/wp-content/uploads/2015/11/6A-Panduan-Penyusunan-CP.pdf](http://belmawa.ristekdikti.go.id/dev/wp-content/uploads/2015/11/6A-Panduan-Penyusunan-CP.pdf)
- Dron, J., & Anderson, T. (2014). *Teaching crowds: Learning and social media*. Alberta: Athabasca University Press.
- ECC UGM. (2014). *Lowongan Pekerjaan*. Retrieved Agustus 5, 2015, from ECC UGM: <https://ecc.ft.ugm.ac.id/employer/site/view/991>
- Feldman, D. B., & Kubota, M. (2015). Hope, self-efficacy, optimism and academic achievement: Distinguishing construct and levels of specificity in predicting college grade-point average. *Learning and Individual Differences*, 37, 210-216.
- Fenning, B. E., & May, L. N. (2013). "Where there is a will, there is an A": Examining the roles of self-efficacy and self-concept in college students' current educational attainment and career planning. *Social Psychology Education*, 16, 635-650.
- Finn, J. D., & Zimmer, K. S. (2012). Student engagement: Why is it? why does it matter? In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 97-127). New York: Springer.
- Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In S. L. Christenson, A. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 763-782). New York: Springer.
- 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.
- Gokcek, T., Taskin, D., & Yildiz, C. (2014). Investigation of graduate students' academic self-efficacy belief. *Procedia -Social and Behavioral Sciences*, 141, 1134-1139.
- Goleman, D. (2000). *Emotional Intelligence* (T. Hermaya, Trans.). Jakarta: PT Gramedia Pustaka Utama. (Naskah asli diterbitkan pada tahun 1995).
- Gulliford, A., & Miller, A. (2015). Raising educational achievement: What can instructional psychology contribute? In T. Cline, A. Gulliford, & S. Birch (Eds.), *Educational psychology: Topics in applied psychology* (2nd ed.) (pp. 83-107). New York: Routledge.



- Hall-Phillips, A., Park, J., Chung, T. L., Anaza, N. A., & Rathod, S. R. (2016). I (heart) social ventures : Identification and social media engagement. *Journal of Business Research*, 69, 484-491.
- Harper, S. R., & Quaye, S. J. (2009). Beyond sameness, with engagement and outcomes for all. In S. R. Harper, S. J. Quaye, E. M. Bensimon, & G. D. Kuh (Eds.), *Student engagement in higher education* (pp. 1-15). New York: Routledge.
- Hejazi, E., Shahraray, M., Masomeh, F., & Asgary, A. (2009). Identity styles and academic achievement: Mediating role of academic self-efficacy. *Social Psychology Education*, 12, 123-135.
- Hen, M., & Goroshit, M. (2014). Academic procrastination, emotional intelligence, academic self-efficacy and GPA: A comparison between students with and without learning disabilities. *Journal of Learning Disabilities*, 47(2), 116-124.
- Hughes, J. N., Im, M. H., & Wehrly, S. E. (2014). Effect of peer nominations of teacher-student support at individual and classroom levels on social and academic outcomes. *Journal of School Psychology*, 52, 309-322.
- Johnson, M. L., & Kestler, J. L. (2013). Achievement goals of traditional and nontraditional aged college students: Using the 3x2 achievement goal framework. *International Journal of Educational Research*, 61, 48-59.
- Joughin, G. (2009). *Assessment, learning and judgement in higher education: a critical review*. New South Wales: Springer.
- Joyce, B., Showers, B., & Fullan, M. (2002). *Student achievement through staff development* (3rd ed.). Alexandria: Longman Inc.
- Jufri, M. (1999). *Efikasi diri, ketrampilan belajar dan penyesuaian diri sebagai prediktor prestasi akademik mahasiswa tahun pertama*. (Tesis tidak terpublikasi). Universitas Gadjah Mada, Yogyakarta
- Junco, R. (2014). *Engaging students through social media: Evidence-based practices for use in student affairs*. California: Josey-Bass.
- Junco, R., Helberger, G., & Loken, E. (2010). The effect of twitter on college student engagement and grades. *Journal of Computer Advanced Learning*, 27(2), 1-14.
- Kahn, W. A. (1992). To be fully there: Psychological presence at work. *Human Relation*, 45, 321-349.
- Kementerian Perencanaan Pembangunan Nasional/ Badan Perencanaan Pembangunan Nasional. (2014). *Penerimaan Calon Pegawai Negeri Sipil Kementrian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional*. Retrieved Agustus 4, 2015, from Kementerian PPN/Bappenas: <https://rekrutmen.bappenas.go.id/persyaratan>
- Kementerian Riset Teknologi dan Pendidikan Tinggi. (2015). *Rencana strategis Kementerian Riset Teknologi dan Pendidikan Tinggi tahun 2015 - 2019*.



- Retrieved Juli 23, 2016, from Kementerian Riset Teknologi dan Pendidikan Tinggi Republik Indonesia: <http://ristekdikti.go.id/renstra/>
- Khan, S., Haynes, L., Armstrong, A., & Rohner, R. P. (2010). Perceived teacher acceptance, parental acceptance, academic achievement, and school conduct of middle school students in the Mississippi Delta Region of the United States. *Cross-Cultural Research*, 44(3), 283-294.
- Klassen, R. M., Krawchuk, L. L., & Rajani, S. (2008). Academic procrastination of undergraduates: Low self-efficacy to self-regulate predicts higher levels of procrastination. *Contemporary Educational Psychology*, 33, 915-931.
- Koul, R., Clariana, R. B., Jitgarun, K., & Songsriwittaya, A. (2009). The influence of achievement goal orientation on plagiarism. *Learning and Individual Differences*, 19, 506-512.
- Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1970). *Taxonomy of educational objectives: The classification on educational goals*. New York: David McKay Company, Inc.
- Kristanti, E. Y. (2010, June 2). *Tiap tahun, ratusan mahasiswa ITB drop out*. Vivanews. Retrieved January 25, 2016, from viva.co.id: [http://nasional.news.viva.co.id/news/read/155001-tiap\\_tahun\\_5\\_10\\_mahasiswa\\_itb\\_drop\\_out](http://nasional.news.viva.co.id/news/read/155001-tiap_tahun_5_10_mahasiswa_itb_drop_out)
- Kurotsuchi, K., & Soldner, M. (2011). Undergraduate living-learning program and student outcomes. In J. C. Smart, & M. B. Paulsen (Eds.), *Higher education : Handbook of theory and research*. Vol 26. (pp. 1-56). New York: Springer.
- Lawson, M. A., & Lawson, H. A. (2013). New conceptual frameworks for student engagement research, policy and practice. *Review of Educational Research*, 88(3), 432-479.
- Lemos, M. S. (2015). Distinctiveness and relevance of mastery, appearance and normative dimensions of achievement goals. *16th biannual conference of research on Learning and Instruction*.
- Luhmann, N. (2012). The evolution of information and communication technologies. In T. Pfeffer (Ed.), *Virtualization of universities : Digital media and the organization of higher education institutions* (pp. 5-20). New York: Springer.
- Machell, K. A., Blalock, D. V., Kashdan, T. B., & Yuen, M. (2016). Academic achievement at the cost of ambition: The mixed result of a supportive, interactive environment on socially anxious teenagers. *Personality and Individual Differences*, 89, 166-171.
- Maddux, J. E. (1995). *Self-efficacy, adaptation and adjustment: Theory, research and application*. New York: Springer.
- Mahatmya, D., Lohman, B. J., Matjasko, J. L., & Farb, A. F. (2012). Engagement across developmental periods. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 45-64). New York: Springer.



- Moneta, G. B. (2011). Need for achievement, burnout, and intention to leave: Testing an occupational model in education. *Personality and Individual Differences*, 98, 274-278.
- Moran, M., Seaman, J., & Tinti-Kane, H. (2012). *How today's higher education faculty use social media*. Boston: Pearson.
- Muis, K. R., & Edwards, O. (2009). Examining the stability of achievement goal orientations. *Contemporary Educational Psychology*, 34(4), 265-277.
- Neier, S., & Zayer, L. T. (2015). Student perception and experiences of social media in higher education. *Journal of Marketing Education*, 1-11. doi:10.1177/0273475315583748.
- Newhagen, J. E., & Bucy, E. P. (2004). Routes to media access. In E. P. Bucy, & J. E. Newhagen (Eds.), *Media access: social and psychological dimensions of new technology use* (pp. 3-26). New Jersey: Lawrence Erlbaum Associates.
- Ngai, E. W., Tao, S. S., & Moon, K. K. (2015). Social media research : Theories, construct and conceptual frameworks. *International Journal of Information Management*, 35, 33-44.
- Nisiforou, E. A., & Laghos, A. (2015). Examining the effect of gender identity on the use of social media technology: A higher education approach. *Journal of Arts and Humanities*, 4(4), 16-32.
- Noll, A. M. (2002). Technology and the future of the university. In W. H. Dutton, & B. D. Loader (Eds.), *Digital academe: The new media and institutions of higher education and learning* (pp. 35-38). New York: Routledge.
- Pekrun, R. (2009). Emotions at school. In K. R. Wentzel, & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 575-604). New York: Routledge.
- Perez-Pena, R. (2013, February 1). *Students disciplined in Harvard scandal*. *The New York Times*. Retrieved April 30, 2013, from The New York Times: [http://www.nytimes.com/2013/02/02/education/harvard-forced-dozens-to-leave-in-cheating-scandal.html?\\_r=0](http://www.nytimes.com/2013/02/02/education/harvard-forced-dozens-to-leave-in-cheating-scandal.html?_r=0)
- Prince, D., & Nurius, P. S. (2014). The role of positive academic self-concept in promoting school success. *Children and Youth Services Review*, 43, 145-152.
- Reschly, A. L., & Christenson, S. L. (2012). Jingle, jangle and conceptual haziness: evolution and future directions of the engagement construct. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 3-20). New York: Springer.
- Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement and academic achievement. *Journal of Educational Psychology*, 1-13. doi: 10.1037/a0027268.



- Rosengard, D., Tucker-McLaughlin, M., & Brown, T. (2014). Students and social news: How college students share news through social media. *Electronic News*, 8(2), 120-137.
- Rustika, I. M. (2014). *Faktor-faktor yang mempengaruhi prestasi akademik pada remaja*. (Tesis tidak terpublikasi). Universitas Gadjah Mada, Yogyakarta
- Santoso, S. (2015). *Menguasai statistik multivariat: Konsep dasar dan aplikasi SPSS*. Jakarta: Elex Media Komputindo.
- Santrock, J. W. (2011a). *Educational psychology* (5<sup>th</sup> ed.). New York: McGraw-Hill.
- Santrock, J. W. (2011b). *Life span development*. New York: McGraw-Hill.
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25, 293-315.
- Schaufeli, W. B., & Bakker, A. B. (2010). Defining and measuring work engagement: Bringing clarity to the concept. In A. B. Bakker, & M. P. Leiter (Eds.), *Work engagement: A handbook of essential theory and research* (pp. 10-24). New York: Psychology Press.
- Schlenker, B. R., Schlenker, P. A., & Schlenker, K. A. (2013). Antecedent of academic engagement and the implications for college grades. *Learning and Individual Differences*, 27, 75-81.
- Schunk, D. H., & Pajares, F. (2009). Self-efficacy theory. In K. R. Wentzel, & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 35-54). New York: Routledge.
- Sharma, H. L., & Nasa, G. (2014). Academic self-efficacy: A reliable predictor of educational performances. *British Journal Education*, 2(3), 57-64.
- Shernoff, D. J. (2013). *Optimal learning environments to promote student engagement*. New York: Springer.
- Siregar, A. J. (2015). *Student engagement dan parent involvement sebagai prediktor prestasi belajar matematika siswa SMA Yogyakarta*. (Tesis tidak terpublikasi). Universitas Gadjah Mada, Yogyakarta
- Slavin, R. A. (2006). *Educational psychology: Theory and practice* (8th ed.). Boston: Pearson Education Inc.
- Sobaih, A. E., Moustafa, M. A., Ghandforoush, P., & Khan, M. (2016). To use or not to use? Social media in higher education in developing countries. *Computers in Human Behavior*, 58, 296-305.
- Sternberg, R. J., & Williams, W. M. (2009). *Educational psychology* (2nd ed.). New York: Pearson.
- Tierney, W. G., Corwin, Z. B., Fullerton, T., & Ragusa, G. (2014). *Postsecondary play: The role of games and social media in higher education*. Baltimore: John Hopkins University Press.



- Torres, V. (2011). Using student development theories to explain student outcomes. In J. C. Smart, & M. B. Paulsen, *Higher education: Handbook of theory and research*. 26 (pp. 425-448). New York: Springer.
- van Dijck, J. (2013). *The culture of connectivity: A critical history of social media*. New York: Oxford University Press.
- Weiser, D. A., & Riggio, H. R. (2010). Family background and academic achievement: Does self-efficacy mediate outcomes? *Social Psychology Education*. 13., 367-383.
- Wentzel, K. R. (2010). Students' relationship with teachers. In J. L. Meece, & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 75-91). New York: Routledge.
- Wheeler, S., Yeomans, P., & Wheeler, D. (2008). The good, the bad and the wiki: Evaluating student-generated content for collaborative learning. *British of Educational Technology*, 39(6), 987-995.
- Wikansari, R. (2012). *Keterikatan siswa pada sekolah sebagai mediator hubungan persepsi siswa pada lingkungan sekolah dengan kesuksesan akademik*. Tesis. (Tesis tidak terpublikasi). Yogyakarta: Universitas Gadjah Mada.
- Wilson, T. D., Damiani, M., & Shelton, N. (2002). Improving the academic performance of college student with brief attributional interventions. In J. Aranson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 89-108). California: Academic Press.
- Winkel, W. S. (1996). *Psikologi pengajaran*. Jakarta: PT Grasindo.
- Woolfolk, A. (2009). *Educational psychology: Active learning edition* (H.P. Soetjipto., S.M. Soetjipto, Trans.). Yogyakarta: Pustaka Pelajar. (Naskah asli diterbitkan tahun 2005).
- Yorke, M. (2008). *Grading student achievement in higher education: Signals and shortcomings*. Oxon: Routledge.
- Zheng, B., & Warschauer, M. (2015). Participation, interaction and academic achievement in an online discussion environment. *Computers & Education*, 84, 78-89.
- Zimmerman, B. J. (1999). Self-efficacy and educational development. In A. Bandura, *Self-efficacy in changing societies* (pp. 202-231). New York: Cambridge University Press.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary educational psychology*, 25, 82-91.
- Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. Washington: American Psychological Association.
- Zolkepli, I. A., & Kamarulzaman, Y. (2015). Social media adoption : The role of media needs and innovation characteristics. *Computers in Human Behavior*, 43, 189-209.



Zuffiano, A., Alessandri, G., Gerbino, M., Kanacri, B. P., Di Guinta, ..., Caprara, G. V. (2013). Academic achievement: The unique contribution of self-efficacy beliefs in self-regulated learning beyond intelligence, personality traits and self-esteem. *Learning and Individual Differences*, 23, 158-162.