

## DAFTAR PUSTAKA

- Abdelrahman, R. M. (2020). Metacognitive awareness and academic motivation and their impact on academic achievement of Ajman University students. *Heliyon*, 6(9), e04192. <https://doi.org/10.1016/j.heliyon.2020.e04192>
- Abesha, A. G. (2012). *Effects of Parenting Styles, Academic Self-Efficacy, and Achievement Motivation on the Academic Achievement of University Students in Ethiopia* (Edith Cowan University). Retrieved from <http://ro.ecu.edu.au/theses/461>
- Affum-osei, E., Adom, E. A., Barnie, J., & Forkuoh, S. K. (2014). Achievement motivation, academic self-concept and academic achievement among high school students. *European Journal of Research and Reflection in Educational Sciences*, 2(2), 24–37. <https://doi.org/10.1016/B978-0-08-097086-8.92153-6>
- Affum-osei, E., & Forkouh, S. K. (2014). *Achievement Motivation, Academic Self-Concept And Academic Achievement Among High School Students*. (December 2015).
- Ali, M., & Asrori, M. (2014). *Psikologi Remaja*. Bumi Aksara.
- Allazzam, M. (2015). Learning from Dewey and Vygotsky perspective. *International Journal of Scientific & Engineering Research*, 6(7), 1854–1867. Retrieved from <https://www.ijser.org/researchpaper/Learning-from-Dewey-and-Vygotsky-Perspective.pdf>
- Alnafea, T., & Curtis, D. D. (2017). Influence of mothers' parenting styles on self-regulated academic learning among saudi primary school students. *Issues in Educational Research*, 27(3), 399–416.
- Alotaibi, K., Tohmaz, R., & Jabak, O. (2017). The Relationship Between Self-Regulated Learning and Academic Achievement for a Sample of Community College Students at King Saud University. *Education Journal*, 6(1), 28. <https://doi.org/10.11648/j.edu.20170601.14>
- Amato, P. R. (1990). Dimensions of the Family Environment as Perceived by Children: A Multidimensional Scaling Analysis. *Journal of Marriage and the Family*, 52(3), 613. <https://doi.org/10.2307/352928>
- Ambrose, S. A., Bridges, M. W., & Norman, M. K. (2010). How Learning Works Seven Research-Based Principles for Smart Teaching. In *Microwave and Optical Technology Letters* (FIRST EDIT, Vol. 48). <https://doi.org/10.1002/mop.21454>
- Aregu, B. B. (2013). A study of self-regulated learning strategies as predictors of critical reading. *Educational Research and Reviews*, 8(21), 1961–1965. <https://doi.org/10.5897/ERR2013.1592>
- Arenliu, A., Hoxha, L., Bexulli, D., & Gashi, L. J. (2015). *Parenting Styles and Intrinsic Motivation Among High School Students -Do Parenting Styles Influence Motivation Orientation Liridona Jemini-Gashi Parenting Styles and Intrinsic Motivation Among High School Students - Do Parenting Styles Influence*

- Motivatio*. (April 2014). <https://doi.org/10.13140/2.1.1433.9368>
- Arikunto, S. (2002). *Metodologi Penelitian*. Jakarta: PT. Rineka Cipta.
- Atkinson, W. (1964). *An Introduction To Motivation* (1st ed.). New York: D. Van Nostrand Company, INC.
- Ayub, N. (2014). Effect of Intrinsic and Extrinsic Motivation on Academic Performance. *ResearchGate*, (May), 1–11.
- Bartels, J. M., & Magun-Jackson, S. (2009). Approach-avoidance motivation and metacognitive self-regulation: The role of need for achievement and fear of failure. *Learning and Individual Differences*, 19(4), 459–463. <https://doi.org/10.1016/j.lindif.2009.03.008>
- Berger, A. (2011). *self-Regulation*.
- Berkowitz, M. W., & Bier, M. C. (2004). Research Based Character Education. *Annals of the American Academy of Political and Social Science*, 591(January), 72–85. <https://doi.org/10.1177/0002716203260082>
- Besharat, M. A., Azizi, K., & Poursharifi, H. (2011). The relationship between parenting styles and children's academic achievement in a sample of Iranian families. *Procedia - Social and Behavioral Sciences*, 15, 1280–1283. <https://doi.org/10.1016/j.sbspro.2011.03.277>
- Bhagat, V. (2013). *Extroversion and Academic Performance of Medical Students*. 2(3), 55–58.
- Bibi, F., Chaudhry, ghafoor A., & Awan, Abid Erum, Tariq, B. (2013). Contribution of Parenting Style in life domain of Children. *IOSR Journal of Humanities and Social Science*, 12(2), 91–95. <https://doi.org/10.9790/0837-1229195>
- Blair, C., & Razza, R. P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development*, 78(2), 647–663. <https://doi.org/10.1111/j.1467-8624.2007.01019.x>
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). The Classification of Educational Goals. In *Taxonomy of educational objectives*. America: LONGMANS.
- Boekaerts, M., Pintrich, P., & Zeidner, M. (2000). *Hanbook of self-regulation*.
- Boggiano, A. K., Shields, A., Barrett, M., Kellam, T., Thompson, E., Simons, J., & Katz, P. (1992). Helplessness deficits in students: The role of motivational orientation. *Motivation and Emotion*, 16(3), 271–296. <https://doi.org/10.1007/BF00991655>
- Bornstein, M.H., & Zlotnik, D. (2008). Encyclopedia of Infant and Early Childhood Development. *Encyclopedia of Infant and Early Childhood Development*, 496–509. <https://doi.org/10.1016/B978-012370877-9.00118-3>
- Bornstein, Marc H. (2011). Handbook of Parenting Volume 1 Children and Parenting.

In *Lawrence Erlbaum Associates, Inc., Publishers* (Vol. 1).  
<https://doi.org/10.4324/9780429440847-4>

- Brooks, J. (2011). *The Process Of Parenting edisi ke delapan*.
- Brunstein, J. C., & Heckhausen, H. (2008). Achievement motivation. *Motivation and Action*, (January), 137–183. <https://doi.org/10.1017/CBO9780511499821.007>
- Bücker, S., Nuraydin, S., Simonsmeier, B. A., Schneider, M., & Luhmann, M. (2018). Subjective Well-Being and Academic Achievement: A Meta-Analysis. *Journal of Research in Personality*. <https://doi.org/10.1016/j.jrp.2018.02.007>
- Care, C. (n.d.). *Directorate of Distance Education MA [ Child Care and Education ] II - Semester CHILD IN THE EMERGING*.
- Cetin, B. (2015). Academic Motivation And Self-Regulated Learning In Predicting Academic Achievement in College. *Journal of International Education Research (JIER)*, 11(2), 95–106. <https://doi.org/10.19030/jier.v11i2.9190>
- Chan. (2001). *II . Defining Parent-Child Well-Being I . Defining Parenting III . Summary of Some Local Newspaper Cuttings in Recent Two Years IV . Review on Some Local Studies on Parenting*. 182–184.
- Chen, W. W. (2015). The relations between perceived parenting styles and academic achievement in Hong Kong: The mediating role of students' goal orientations. *Learning and Individual Differences*, 37, 48–54. <https://doi.org/10.1016/j.lindif.2014.11.021>
- Cheng, E. C. . (2011). *The role of self-regulated learning in enhancing learning performance*. (January 2011).
- Cherry, K. (2019). Why Parenting Styles Matter When Raising Children. *Very Well Mind*, 1–6. Retrieved from <https://www.verywellmind.com/parenting-styles-2795072>
- Choe, D. (2020). Parents' and adolescents' perceptions of parental support as predictors of adolescents' academic achievement and self-regulated learning. *Children and Youth Services Review*, 116, 105172. <https://doi.org/10.1016/j.childyouth.2020.105172>
- Conger, R. D., & Conger, K. J. (2002). Resilience in midwestern families selected findings. *Journal of Marriage and Family*, 64(May), 361–373.
- Daniel, G. R., Wang, C., & Berthelsen, D. (2016). Early school-based parent involvement, children's self-regulated learning and academic achievement: An Australian longitudinal study. *Early Childhood Research Quarterly*, 36, 168–177. <https://doi.org/10.1016/j.ecresq.2015.12.016>
- Dapartemen Pendidikan nasional. (2008). *Kamus Besar Bahasa Indonesia*. 1–3.
- Darling, N. (1999). Parenting style and its correlates. ERIC Digest. Eric Digest, 1–7. Retrieved from <http://bern.library.nenu.edu.cn/upload/soft/0-article/+025/25104.pdf>tes. ERIC Digest. *Eric Digest*, 1–7.



- Darling, N., & Steinberg, L. (1993). Parenting Style as Context: An Integrative Model. *Psychological Bulletin*, 113(3), 487–496. <https://doi.org/10.1037/0033-2909.113.3.487>
- Davidoff, L. L. (2014). Introduction to Psychology. In *McGraw-Hill Book Company*. Retrieved from <http://www.saylor.org/books>
- Dia'z, L. A. (2018). *Personal , family , and academic factors affecting low achievement in secondary school Antonia Lozano Díaz*. (April 2003).
- Diaconu-Gherasim, L. R., & Măirean, C. (2016). Perception of parenting styles and academic achievement: The mediating role of goal orientations. *Learning and Individual Differences*, 49, 378–385. <https://doi.org/10.1016/j.lindif.2016.06.026>
- Direktorat Pembinaan PAUD. (2020). *Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Direktorat Pembinaan Pendidikan Masyarakat Tahun 2015*. Jakarta: Direktorat Pembinaan Pendidikan Anak Usia Dini Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kementerian Pendidikan dan Kebudayaan dan UNICEF.
- Does, W., Achievement, A., & Schools, W. C. (n.d.). *Why Does Academic Achievement Matter ? How Will Academic Achievement be Calculated in Minnesota ' s ESSA*. 1–2.
- Dukmak, S., & Ishtaiwa, F. F. (2015). Factors Influencing the Academic Achievement of Students in the Preparatory and Secondary Schools of the United Arab Emirates. *European Journal of Social Sciences*, 46(2), 132–148.
- Farooq, M. S., Chaudhry, a H., Shafiq, M., & Berhanu, G. (2011). Factors Affecting Students' Quality of Academic Performance: A Case of Secondary School Level. *Journal of Quality and Technology Management*, VII(II), 1–14.
- Filimonov, D. (2017). *Extrinsic motivation and incentives*.
- Frankel, L. A., & Kuno, C. B. (2019). The moderating role of parent gender on the relationship between restrictive feeding and a child's self-regulation in eating: Results from mother-only samples may not apply to both parents. *Appetite*, 143(April), 104424. <https://doi.org/10.1016/j.appet.2019.104424>
- Froiland, J. M., & Davison, M. L. (2016). The longitudinal influences of peers, parents, motivation, and mathematics course-taking on high school math achievement. *Learning and Individual Differences*, 50, 252–259. <https://doi.org/10.1016/j.lindif.2016.07.012>
- Gadsden, V. L., Ford, M., & Breiner, H. (2016). Parenting matters: Supporting parents of children ages 0-8. In *Parenting Matters: Supporting Parents of Children Ages 0-8*. <https://doi.org/10.17226/21868>
- Galindo, C., & Sheldon, S. B. (2012). Early Childhood Research Quarterly School and home connections and children ' s kindergarten achievement gains : The mediating role of family involvement. *Early Childhood Research Quarterly*, 27(1), 90–103. <https://doi.org/10.1016/j.ecresq.2011.05.004>

- Gatzka, T. (2021). Aspects of openness as predictors of academic achievement. *Personality and Individual Differences*, 170(May 2020), 110422. <https://doi.org/10.1016/j.paid.2020.110422>
- Gross, R. (2010). Psychology: The Science of Mind and Behaviour 6th Edition. In *Journal of Chemical Information and Modeling* (7th ed., Vol. 53). Milton Park: Hodder Education Publishers.
- Guide, S. (2021). *Want study tips sent straight to your inbox? Sign up for our weekly newsletter!* 1–5.
- Habók, A., Magyar, A., Németh, M. B., & Csapó, B. (2020). Motivation and self-related beliefs as predictors of academic achievement in reading and mathematics: Structural equation models of longitudinal data. *International Journal of Educational Research*, 103(February), 101634. <https://doi.org/10.1016/j.ijer.2020.101634>
- Hargis, J. (2000). The Self-Regulated Learner Advantage: Learning Science on the Internet. *Electronic Journal of Science Education*, 4(4), 1–8. Retrieved from <http://search.proquest.com/docview/62233544?accountid=4840>
- Harmeyer, E., Ispa, J. M., Palermo, F., & Carlo, G. (2016). Predicting self-regulation and vocabulary and academic skills at kindergarten entry: The roles of maternal parenting stress and mother-child closeness. *Early Childhood Research Quarterly*, 37, 153–164. <https://doi.org/10.1016/j.ecresq.2016.05.001>
- Hasan, M., & Sarkar, R. (2018). Achievement Motivation and Academic Achievement of the Secondary Level Students in Uttar Dinajpur District. *RESEARCH REVIEW International Journal of Multidisciplinary*, 3(1), 249–252.
- Hoover, K. V, Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., ... Closson, K. (2014). *Become Involved? and Implications*. 106(2), 105–130.
- Hoskins, D. (2014). Consequences of Parenting on Adolescent Outcomes. *Societies*, 4(3), 506–531. <https://doi.org/10.3390/soc4030506>
- Hoyle, R. H. (2010). *Handbook of Personality and Self-Regulation*. Retrieved from file:///C:/Users/User/Downloads/epdf.pub\_handbook-of-personality-and-self-regulation.pdf
- Huang, J., Lee, C. K. J., & Yeung, S. S. (2020). Predicting reading motivation and achievement: The role of family and classroom environments in Greater China. *International Journal of Educational Research*, 103(February), 101642. <https://doi.org/10.1016/j.ijer.2020.101642>
- Jansen, R. S., van Leeuwen, A., Janssen, J., Jak, S., & Kester, L. (2019). Self-regulated learning partially mediates the effect of self-regulated learning interventions on achievement in higher education: A meta-analysis. *Educational Research Review*, 28, 100292. <https://doi.org/10.1016/j.edurev.2019.100292>
- Jittaseno, P., & Varma S, P. (2017). Influence of Parenting Styles on Self-Regulated Learning Behavior Mediated By Self-Efficacy and Intrinsic Value. *University of Thailand Journals*, (March), 44–62.

<https://doi.org/https://www.researchgate.net/publication/315458200>

Jr, F. A. B., Singh, K., & Bruce, F. A. (2016). *Research in Middle Level Education Quarterly Academic Achievement : A Model Of School Learning For Eighth Grade Students Academic Achievement : A Model Of School Learning For Eighth Grade Students*. 8959.

Karlen, Y., Suter, F., Hirt, C., & Maag Merki, K. (2019). The role of implicit theories in students' grit, achievement goals, intrinsic and extrinsic motivation, and achievement in the context a long-term challenging task. *Learning and Individual Differences*, 74(December 2018), 101757. <https://doi.org/10.1016/j.lindif.2019.101757>

Karreman, A., Tuijl, C. Van, & Aken, M. A. G. Van. (2006). *Parenting and Self-Regulation in Preschoolers : A Meta-Analysis*. (July 2018). <https://doi.org/10.1002/icd.478>

Kaufmann, D., Gesten, E., Santa Lucia, R. C., Salcedo, O., Rendina-Gobioff, G., & Gadd, R. (2000). The relationship between parenting style and children's adjustment: The parents' perspective. *Journal of Child and Family Studies*, 9(2), 231–245. <https://doi.org/10.1023/A:1009475122883>

Kemendikbud. (2017). *Panduan Penilaian HOTS*.

King, L. A. (2017). Psikologi Umum. In *book of School Psychology*.

King Laura. (2010). *Psikologi Umum Jilid 2* (Mc Graw Hi).

Kizilcec, R. F., Pérez-Sanagustín, M., & Maldonado, J. J. (2017). Self-regulated learning strategies predict learner behavior and goal attainment in Massive Open Online Courses. *Computers and Education*, 104, 18–33. <https://doi.org/10.1016/j.compedu.2016.10.001>

Klassen, L., Eifler, E. F., Hufer, A., & Riemann, R. (2019). Why Do People Differ in Their Achievement Motivation? a Nuclear Twin Family Study. *Primenjena Psihologija*, 11(4), 433–450. <https://doi.org/10.19090/pp.2018.4.433-450>

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2005). *Adult Learner*. London: Elsevier.

Kpolovie, J. P., Joe, I. A., & Okoto, T. (2014). Academic Achievement Prediction: Role of Interest in Learning and Attitude towards School. *International Journal of Humanities Social Sciences and Education*, 1(11), 73–100. Retrieved from [www.arcjournals.org](http://www.arcjournals.org)

Kumpas-Lenk, K., Eisenschmidt, E., & Veispak, A. (2018). Does the design of learning outcomes matter from students' perspective? *Studies in Educational Evaluation*, 59(June), 179–186. <https://doi.org/10.1016/j.stueduc.2018.07.008>

Larsen, R. J., & Buss, D. M. (2008). Personality Psychology. In *Journal of Chemical Information and Modeling* (Third Edit, Vol. 53). <https://doi.org/10.1017/CBO9781107415324.004>

Lawrence, A. S. A., & Vimala, A. (2013). *Self Concept and Achievement Motivation Of*



*High School Students. 2–6.*

- Lefton, L. A., & Brannon, L. (2006). *Psychology*. Boston: Allyn and Bacon, Inc.
- Legault, L. (2017). *Intrinsic and Extrinsic Motivation*. (October). <https://doi.org/10.1007/978-3-319-28099-8>
- Lemos, G. C., Abad, F. J., Almeida, L. S., & Colom, R. (2014). Past and future academic experiences are related with present scholastic achievement when intelligence is controlled. *Learning and Individual Differences*, *32*, 148–155. <https://doi.org/10.1016/j.lindif.2014.01.004>
- Lenes, R., McClelland, M. M., ten Braak, D., Idsøe, T., & Størksen, I. (2020). Direct and indirect pathways from children's early self-regulation to academic achievement in fifth grade in Norway. *Early Childhood Research Quarterly*, *53*, 612–624. <https://doi.org/10.1016/j.ecresq.2020.07.005>
- León, J., Núñez, J. L., & Liew, J. (2014). Self-determination and STEM education: Effects of autonomy, motivation, and self-regulated learning on high school math achievement. *Learning and Individual Differences*, *43*, 156–163. <https://doi.org/10.1016/j.lindif.2015.08.017>
- Lestari, S. (2013). Psikologi Keluarga. In *Journal of School Psychology*.
- Lipina, S. J., & Segretin, M. S. (2015). 6000 Días Más: Evidencia Neurocientífica Acerca Del Impacto De La Pobreza Infantil. *Psicología Educativa*, *21*(2), 107–116. <https://doi.org/10.1016/j.pse.2015.08.003>
- Lozano, A. (2018). Personal , Family , and Academic Factors Affecting Low Achievement in Secondary School. *Electronic Journal of Research in Educational Psychology and Psychopedagogy*, *1*(1), 43–66.
- Mahama, J. K., Adjei, A., & Sukpen, S. (2018). Parenting Styles and Children's Classroom Motivation in Tamale Metropolis. *International Journal of Scientific and Research Publications (IJSRP)*, *8*(11). <https://doi.org/10.29322/ijssrp.8.11.2018.p8324>
- Maher, A. (2004). Learning Outcomes in Higher Education: Implications for Curriculum Design and Student Learning. *The Journal of Hospitality Leisure Sport and Tourism*, *3*(2), 46–54. <https://doi.org/10.3794/johlste.32.78>
- Maksum, A. (2013). Sosiologi Pendidikan. In *Sosiologi Pendidikan* (p. 265). Surabaya: a Government of Indonesia (GoI).
- Malone, T. W., & Lepper, M. R. (1987). *Malone \_ Lepper - Making Learning Fun, A Taxonomy \_1987\_.pdf* (pp. 223–253). pp. 223–253.
- Markazi, L., Badrigargari, R., & Shahram, V. (2011). The role of parenting self-efficacy and parenting styles on self-regulation learning in adolescent girls of Tabriz. *Procedia - Social and Behavioral Sciences*, *30*, 1758–1760. <https://doi.org/10.1016/j.sbspro.2011.10.339>
- Matthes, B., & Stoeger, H. (2018). Influence of parents' implicit theories about ability on parents' learning-related behaviors, children's implicit theories, and children's

- academic achievement. *Contemporary Educational Psychology*, 54, 271–280. <https://doi.org/10.1016/j.cedpsych.2018.07.001>
- Mawusi, P. (2013). Parenting and Culture – Evidence from Some African Communities. *Parenting in South American and African Contexts*. <https://doi.org/10.5772/56967>
- McLaughlin, A. C., Rogers, W. A., & Fisk, A. D. (2005). *Importance and interaction of feedback variables: a model for effective, dynamic feedback*. (February).
- Moilanen, K. L., & Manuel, M. L. (2017). Parenting, self-regulation and social competence with peers and romantic partners. *Journal of Applied Developmental Psychology*, 49, 46–54. <https://doi.org/10.1016/j.appdev.2017.02.003>
- Morrison, G. S. (2018). *Fundamentals of Early Childhood Education*. 432.
- Nadari, M., & Saki, K. (2018). The relationship between self-regulated learning, academic self- concept and the academic achievement motivation of students in the second grade of high school. *World Family Medicine Journal/Middle East Journal of Family Medicine*, 16(2), 319–323. <https://doi.org/10.5742/mewfm.2018.93277>
- Nam, S. H., & Chun, J. S. (2014). Influencing factors on mothers' parenting style of young children at risk for developmental delay in South Korea: The mediating effects of parenting stress. *Children and Youth Services Review*, 36, 81–89. <https://doi.org/10.1016/j.chilyouth.2013.11.008>
- Newman, M. (2017). *The relationship between parenting style and self-Regulation in early childhood*.
- OECD. (2007). Understanding the brain: The birth of a learning science. In *Understanding the Brain: The Birth of a Learning Science* (Vol. 9789264029). <https://doi.org/10.1787/9789264029132-en>
- Papalia, D. E., Old, S. W., & Feidman, R. D. (2015). *Human Development*. The McGraw Hill Companies.
- Pasiak, T. (2012). *Tuhan dalam Otak Manusia, Mewujudkan Kesehatan Spiritual Berdasarkan Neurosains*. Bandung: Mzan.
- Perkins, E. ., & Taylor, P. D. (1976). Learning Through Play. *Journal of the Institute of Mental Subnormality (APEX)*, 4(3), 19–22. <https://doi.org/10.1111/j.1468-3156.1976.tb00253.x>
- Piko, B. F., & Balázs, M. Á. (2012). Authoritative parenting style and adolescent smoking and drinking. *Addictive Behaviors*, 37(3), 353–356. <https://doi.org/10.1016/j.addbeh.2011.11.022>
- Pintrich, P. R. (2000). The Role Of Goal Orientation In Self Regulated Learning. In *Handbook of Self-Regulation* (pp. 451–502). Retrieved from <http://cachescan.bcub.ro/e-book/E1/580704/451-529.pdf>
- Psychologiczne, P. F. (2016). *RECENZJE I SPRAWOZDANIA [ Reviews and reports ]*. 622–624.



- Rajabi, S. (2012). Towards Self-Regulated Learning in School Curriculum. *Procedia - Social and Behavioral Sciences*, 47(2009), 344–350. <https://doi.org/10.1016/j.sbspro.2012.06.661>
- Rani, B. S. (2014). Impact of Parenting Styles on Career Choices of Adolescents. *Journal Of Education and Social Policy*, 1(1), 19–22.
- Ren, L., Cheung, R. Y. M., Boise, C., Li, X., & Fan, J. (2020). Fathers' perceived co-parenting and children's academic readiness among Chinese preschoolers: Longitudinal pathways through parenting and behavioral regulation. *Early Childhood Research Quarterly*, 53, 77–85. <https://doi.org/10.1016/j.ecresq.2020.03.005>
- Rheinberg, F., Vollmeyer, R., & Burns, B. D. (2000). 4 Motivation and self-regulated learning. In *Advances in Psychology* (Vol. 131). [https://doi.org/10.1016/S0166-4115\(00\)80007-2](https://doi.org/10.1016/S0166-4115(00)80007-2)
- Rubin, S. (2017). *The relationship between mindfulness and stress among college students Let us know how access to this document benefits you - share your thoughts on our feedback form*. Rowan University.
- Ryan, R. M. ., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Anticancer Research*, 27(6 C), 4403–4409. <https://doi.org/10.1006/ceps.1999.1020>
- Saban, A., & Yıldızlı, H. (2017). Turkish Primary School Teachers' Goal Orientations For Teaching. *International Online Journal of Educational Sciences*, 9(2). <https://doi.org/10.15345/iojes.2017.02.004>
- Sadi, O., & Uyar, M. (2013). The relationship between self-efficacy, self-regulated learning strategies and achievement: A path model. *Journal of Baltic Science Education*, 12(1), 21–33.
- Sadi, Ö., & Uyar, M. (2013). The Relationship between Cognitive Self-regulated Learning Strategies and Biology Achievement: A Path Model. *Procedia - Social and Behavioral Sciences*, 93, 847–852. <https://doi.org/10.1016/j.sbspro.2013.09.291>
- Santrock, J. W. (2002). *Perkembangan Anak Jilid 2 Edisi Kesebelas*.
- Santrock, J. W. (2012). *Life-Span Development*. McGraw-Hill Education.
- Santrock, J. W. (2020). *LIFE-SPAN Development* (Tenth Edit). New York: McGraw-Hill Education.
- Sardareh, S. A., Saad, M. R., & Boroomand, R. (2012). *Self-Regulated Learning Strategies (SRLS) And Academic Achievement In Pre-University EFL Learners*. XXXVII(1), 1–35.
- Sarwar, S. (2017). Influence of Parenting Style on Children's Behaviour. *Journal of Education and Educational Development*, 4(1), 94–110.
- Schunk, D. H. (1995). learning Theories an Educationnal Perspective. In *Space Science Reviews* (Vol. 71). <https://doi.org/10.1007/BF00751323>

- Schunk, D. H. (2012). Learning Theories An Education Perspective. In M. Buchholz (Ed.), *PEARSON* (vi, Vol. 71). <https://doi.org/10.1007/BF00751323>
- Seroussi, D. E., & Yaffe, Y. (2020). Links Between Israeli College Students' Self-Regulated Learning and Their Recollections of Their Parents' Parenting Styles. *SAGE Open*, *10*(1). <https://doi.org/10.1177/2158244019899096>
- Shaljan Areepattamannil, & John G. Freeman. (2008). Academic Self- Concept, and Academic Motivation of Immigrant Adolescents in the Greater Toronto Area Secondary Schools. *Journal of Advanced Academics*, *19*(4), 700–743.
- Shute, V. J., Hansen, E. G., Underwood, J. S., & Razzouk, R. (2011). A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement. *Education Research International*, *2011*(June 2014), 1–10. <https://doi.org/10.1155/2011/915326>
- Slameto. (2015). *Belajar dan Faktor-faktor yang Memengaruhinya*. Jakarta: Rineka Cipta.
- Slavin, R. E. (2018). Educational psychology. In *Psychological Bulletin* (twelfth ed, Vol. 27). <https://doi.org/10.1037/h0075790>
- Soufi, S., Damirchi, E. S., Sedghi, N., & Sabayan, B. (2014). Development of Structural Model for Prediction of Academic Achievement by Global Self-esteem, Academic Self-concept, Self-regulated Learning Strategies and Autonomous Academic Motivation. *Procedia - Social and Behavioral Sciences*, *114*, 26–35. <https://doi.org/10.1016/j.sbspro.2013.12.651>
- Spinath, B. (2012). Academic Achievement. In *Encyclopedia of Human Behavior: Second Edition* (2nd ed.). <https://doi.org/10.1016/B978-0-12-375000-6.00001-X>
- Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbusch, S. M. (1994). Over- Time Changes in Adjustment and Competence among Adolescents from Authoritative, Authoritarian, Indulgent, and Neglectful Families. *Child Development*, *65*(3), 754–770. <https://doi.org/10.1111/j.1467-8624.1994.tb00781.x>
- Sternberg, R. J. (2008). *Psikologi Kognitif*. Yogyakarta: Pustaka pelajar.
- Story, P. A., Hart, J. W., Stasson, M. F., & Mahoney, J. M. (2009). Using a two-factor theory of achievement motivation to examine performance-based outcomes and self-regulatory processes. *Personality and Individual Differences*, *46*(4), 391–395. <https://doi.org/10.1016/j.paid.2008.10.023>
- Subadi, T. (2008). *Sosiologi* (1st ed.). Retrieved from <https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/3007/Sosiologi.pdf?sequence=3&isAllowed=y>
- Suchman, N. E., Rounsaville, B., DeCoste, C., & Luthar, S. (2007). Parental control, parental warmth, and psychosocial adjustment in a sample of substance-abusing mothers and their school-aged and adolescent children. *Journal of Substance Abuse Treatment*, *32*(1), 1–10. <https://doi.org/10.1016/j.jsat.2006.07.002>
- Sudjana, N., & Rivai, A. (2010). *Media Pengajaran*. Bandung: Sinar Baru Algensindo.

- Sugiono. (2019). *Metode Penelitian Kualitatif dan R & D*. Bandung: Alfabeta.
- Sugiyono. (2016). *Statistika Untuk Penelitian*. Bandung: Alfabeta.
- Suriasumantri, J. S. (2000). *Filsafat Ilmu Sebuah Pengantar Populer* (Vol. 53). Jakarta: Pustaka Sinar Harapan.
- Suryabrata, suyadi. (2003). *Buku Psikologi Remaja*. Yogyakarta: UNY Press.
- Tamis-LeMonda, C. S., Way, N., Hughes, D., Yoshikawa, H., Kalman, R. K., & Niwa, E. Y. (2008). Parents' goals for children: The dynamic coexistence of individualism and collectivism in cultures and individuals: Topic review. *Social Development*, 17(1), 183–209. <https://doi.org/10.1111/j.1467-9507.2007.00419.x>
- Turner, E. A., Heffer, R. W., Turner, E. A., Chandler, M., & Heffer, R. W. (2009). <2009\_TurnerChandleretal\_JCSD.pdf>. 50(3), 337–346. <https://doi.org/10.1353/csd.0.0073>
- Valinasab, S., & Zeinali, A. (2018). *The mediational pathway among academic emotions, self-regulated learning, and academic motivation with academic achievement of high school students*. 255–261. <https://doi.org/10.4103/jepjr.jepjr>
- Vimala, & Laurence. (2013). Self-Concept And Achievement Motivation Of High School Students. *Conflux Journal of Education ISSN 2320-9305 June 2013*, 1(1).
- Wang, M., Deng, X., & Du, X. (2018). Harsh parenting and academic achievement in Chinese adolescents: Potential mediating roles of effortful control and classroom engagement. *Journal of School Psychology*, 67(September), 16–30. <https://doi.org/10.1016/j.jsp.2017.09.002>
- Weinstein, C. E., & Macdonald, J. D. (1986). Why does a school psychologist need to know about learning strategies? *Journal of School Psychology*, 24(3), 257–265. [https://doi.org/10.1016/0022-4405\(86\)90058-0](https://doi.org/10.1016/0022-4405(86)90058-0)
- Wigfield, A., Klauda, S. L., & Cambria, J. (2015). Influences on the Development of Academic Self-Regulatory Processes. *Handbook of Self-Regulation of Learning and Performance*. <https://doi.org/10.4324/9780203839010.ch3>
- Woolfolk, A. (2016). *Educational Psychology* (Thirteenth). Pearson.
- Workman, J. O. (2009). *A Cognitive-Mediated Model of Child Social Anxiety and Depression: Examining Children's Relationships with Parents and Teachers*. 26(4), 551–556. Retrieved from [https://libres.uncg.edu/ir/uncg/f/Workman\\_uncg\\_0154D\\_10191.pdf](https://libres.uncg.edu/ir/uncg/f/Workman_uncg_0154D_10191.pdf)
- Xu, M. (2019). The relationship between parental involvement, selfregulated Learning, and reading achievement of fifth graders: A path analysis using the ecls-k database (Vol. 53). <https://doi.org/10.1017/CBO9781107415324.004>
- Yang, Z., Kim, C., Laroche, M., & Lee, H. (2014). Parental style and consumer socialization among adolescents: A cross-cultural investigation. *Journal of Business Research*, 67(3), 228–236. <https://doi.org/10.1016/j.jbusres.2013.05.008>
- Yu, J., & McLellan, R. (2019). Beyond academic achievement goals: The importance



of social achievement goals in explaining gender differences in self-handicapping. *Learning and Individual Differences*, 69(February 2018), 33–44. <https://doi.org/10.1016/j.lindif.2018.11.010>

Zahedani, Z. Z., Rezaee, R., Yazdani, Z., Bagheri, S., & Nabeiei, P. (2016). The influence of parenting style on academic achievement and career path. *Journal of Advances in Medical Education & Professionalism*, 4(3), 130–134. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/27382580> <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC4927255>

Zheng, C., Liang, J. C., Li, M., & Tsai, C. C. (2018). The relationship between English language learners' motivation and online self-regulation: A structural equation modelling approach. *System*, 76, 144–157. <https://doi.org/10.1016/j.system.2018.05.003>

Zhu, Y., & Leung, F. (2010). Motivation and achievement: is there an East Asian model? *Mathematics Education*, *International Journal of Science And*, (February 2010), 9, 1189-1212.

Zimmerman, Barry J; Schunk, D. H. (2013). Self-Regulated Learning and Academic Achievement. In *Journal of Chemical Information and Modeling* (Vol. 53). <https://doi.org/10.1017/CBO9781107415324.004>

Zimmerman, Barry J; Schunk, D. H. (2018). Motivation and self-Regulated Learning. *Journal of School Psychology*, 5. <https://doi.org/10.1017/CBO9781107415324.004>

Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, 82(1), 51–59. <https://doi.org/10.1037//0022-0663.82.1.51>

