

DAFTAR PUSTAKA

- Arifin, Z. (2017). Kriteria instrumen dalam suatu penelitian. *Jurnal THEOREMS (The Original Research of Mathematics)*, 2(1), 28–36.
- Afnibar, N, D. F., & Putra, A. (2020). Analisis kesulitan belajar mahasiswa dalam kuliah online (studi pada mahasiswa bimbingan konseling islam UIN Imam Bonjol Padang). *Al-Irsyad*, 11(2), 187–196.
- Alaoui, L., & Fons-rosen, C. (2017). Know When to Fold' Em: The Grit Factor. *Barcelona GSE Working Paper*: 899
- Ardis, Nurfaidah., & Aliza, Mira. (2021). Grit as a solution for academic stress in students during the covid-19 pandemic. *Proceeding of Inter-Islamic University Conference on Psychology*, 1 (1).
- Aisyah, N. (2013). Pola asuh demokratis, kepercayaan diri dan kemandirian mahasiswa baru. *Persona, Jurnal Psikologi Indonesia Mei*, Vol. 2, No. 2, 108-121.
- Arya, Bhavana., & Lal, Divya Sarah. (2018). Grit and sense of coherence as predictors of well-being. *Indian Journal of Positive Psychology*, 9 (1), 169-172. DOI: <https://doi.org/10.15614/ijpp.v9i01.11766>
- Azwar, S. (2016). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar
- Bernecker, Katharina., & Job, Veronika. (2019). Mindset theory. In K. Sassenberg & M. L. W. Vliek (Eds.), *Social Psychology in Action: Evidence-Based Interventions from Theory to Practice* (pp. 179–191). Cham, Switzerland: Springer Nature Switzerland.
- Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1), 246–263. <https://doi.org/10.1111/j.1467-8624.2007.00995.x>
- Bibi, S., Wang, Z., Ghaffari, A. S., & Iqbal, Z. (2018). Social Achievement Goals and Academic Adjustment among College Students: Data from Pakistan. *European Online Journal of Natural and Social Sciences*, 7, (3), 588-593.
- Bungin, Burhan. 2001. *Metodologi Penelitian Kualitatif Aktualisasi Metodologis ke Arah Ragam Varian Kontemporer*, Jakarta : Rajawali Pers.

- Cahyani, Y. & Akmal, S. (2017). Peranan Spiritualitas terhadap Resiliensi pada Mahasiswa yang sedang Mengerjakan Skripsi. *Psikoislamedia: Jurnal Psikologi*, 2(1), 32.
- Calo, M., Peiris, C., Chipchase, L., Blackstock, F., & Judd, B. (2019). Grit, resilience and mindset in health students. *The Clinical Teacher*, 16: 317–322
- Chen, S., Ding, Y. & Liu, X. (2021). Development of the growth mindset scale: evidence of structural validity, measurement model, direct and indirect effects in chinese samples. *Current Psychology*, 00, 1-14, <https://doi.org/10.1007/s12144-021-01532-x>
- Chrisantiana, T. G., & Sembiring, T. (2017). Pengaruh growth dan fixed mindset terhadap grit pad amahasiswa Fakultas Psikologi Universitas “X” Bandung. *Humanitas*, 1 (2).
- Christensen, R., and Knezek, G. (2014). Comparative measures of grit, tenacity and perseverance. *Int. J. Learn. Teach. Educ. Res.* 8, 16–30.
- Credé, M.; Tynan, M.C.; Harms, P.D. (2017). Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal. Personal. Social Psychology*, 113, 492.
- Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks: SAGE Publications
- Cross, T. M. (2014). The gritty: grit and non-traditional doctoral student success. *J. Educ. Online* 11, 1–30. doi: 10.9743/jeo.2014.3.4
- Depdiknas. 2003. Undang-undang RI No.20 tahun 2003 Tentang Sistem Pendidikan Nasional.
- Duckworth, A., & Gross, J. J. (2014). Self-Control and Grit: Related but Separable Determinants of Success.
- Duckworth, Angela., Peterson, Christopher., Matthews, Michael., & Kelly, Dennis. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92 (6). DOI: 10.1037/0022-3514.92.6.1087
- Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (Grit–S). *Journal of Personality Assessment*, 91(2), 166–174. doi:10.1080/00223890802634290
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. Scribner: New York, NY, USA

- Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256–273.
- Dweck, C. S., Chiu, C., & Hong, Y. (1995). Implicit Theories : Elaboration and Extension of the Model. *Psychological Inquiry*, February 2016. <https://doi.org/10.1207/s15327965pli0604>
- Dweck, C. S. (2000). *Self-theories and goals: their role in motivation, personality, and development*. Psychology Press.
- Dweck, C. S. (2006). *Mindset: The New Psychology of Success (Vol. 1)*. Random House.
- Dweck, CS. (2008). Can personality be changed? The role of beliefs in personality and change. *Current Directions in Psychological Science*, 17(6):391-394. doi:10.1111/j.1467-8721.2008.00612.x
- Fang, F., Kang, S. P., Liu, S. (2004). *Measuring Mindset Change in the Systemic Transformation of Education*. Association for Educational Communications and Technology.
- Fathoni, Anang., Mustadi, Ali., & Kurniawati, Wahyu. (2021). Persepsi mahasiswa PGSD pada pembelajaran daring di masa pandemic covid-19. *Jurnal Teknologi Pendidikan*, 09 (01). <http://dx.doi.org/10.31800/jtp.kw.v9n1.p107-123>
- Gujarati, Damodar. 2003. *Ekonometri Dasar*. Terjemahan: Sumarno Zain. Jakarta: Erlangga.
- Gonida, E., Kiosseoglou, G., & Leondari, A. (2006). Implicit theories of intelligence perceived academic competence, and school achievement: Testing alternative models. *The American Journal of Psychology*, 119(2), 223–238. <https://doi.org/10.2307/20445336>.
- Hariadi, Lucy., Putri, Siska Adinda Prabowo., & Sunaryono, Joko. (2021). Hubungan antara growth mindset dengan grit pada mahasiswa UNAKI yang telah bekerja. *Universitas AKI Semarang*, 1 (2) : 73-84
- Hidayatullah, M. S., & Shadiqi, M. A. (2020). Konstruksi alat ukur psikologi. *Universitas Lambung Mangkurat Banjarbaru*, 1–69.
- Hochanadel, Aaron., & Finamore, Dora. (2015). Fixed and growth mindset in education and how grit helps students persist in the face of adversity. *Journal of International Education Research*, 11 (1).

Hong, Y., Chiu, C., Dweck, C. S., Lin, D., & Wan, W. (1999). Implicit Theories, Attributions and Coping: A Meaning System Approach. *Journal of Personality and Social Psychology*, 77, 588-599.

<http://dx.doi.org/10.1037/0022-3514.77.3.588>

Jadoon, S.; Iqbal, N. (2018). The impact of growth mindset and resilience on school engagement among adolescents. *Academia Journal of Educational Research*, 6(May), 135–144. <https://doi.org/10.15413/ajer.2018.0102>

Jaeger, B., Freeman, S., Whalen, R., and Payne, R. (2010). Successful students: smart or tough? Paper Presented at 2010 Annual Conference and Exposition: Research on the First Year, American Society of Engineering Education, Louisville, KY.

Kannangara, C., Allen, R. E., Waugh, G., Nahar, N., Khan, S. Z., Rogerson, S., & Carson, J. (2018). All that glitters is not grit: Three studies of grit in university students. *Frontiers in Psychology*, 9.

Kuptsova, S., and Ivanova, M. (2016). Why Men Find Switching Tasks More Difficult. Retrieved from <https://iq.hse.ru/en/news/196842117.html>

Leggett, E. L. (1985). Children's entity and incremental theories of intelligence: Relationships to achievement behavior. In annual meeting of the Eastern Psychological Association, Boston.

Licht, B. G., & Shapiro, S. H. (1982). Sex differences in attributions among high achievers. In meeting of the American Psychological Association, Washington, DC.

Limeri, L. B., Carter, N. T., Choe, J., Harper, H. G., Martin, H. R., Benton, A., & Dolan, E. L. (2020). Growing a growth mindset: Characterizing how and why undergraduate students' mindset change. *International Journal of STEM Education*, 7, 35. <https://doi.org/10.1186/s40594-020-00227-2>

Maxwell, J. A. (2004). Using qualitative methods for causal explanation. *Field Methods*, 16(3), 243–264. <https://doi.org/10.1177/1525822X04266831>.

Meier, J. D., & Kropp, M. (2010). Getting results the agile way: A personal results system for work and life. Bellevue, WA: Innovation Playhouse.

McClendon, C., Neugebauer, R. M., & King, A. (2017). Grit, growth mindset, and deliberate practice in online learning. *Journal of Instructional Research*, 6.

- Orosz, G., Péter-Szarka, S., Bóthe, B., Tóth-Király, I., & Berger, R. (2017). How not to do a mindset intervention: Learning from a mindset intervention among students with good grades. *Frontiers in Psychology*, 8, Article 311.
- Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, 26, 784–793.
- Pebrian, Rizky., Susanti, Santi., & Sumiati, Ati. (2020). The effect of mindset and motivation on grit became accountant of accounting student university in Jakarta. *Jurnal Pendidikan Ekonomi, Perkantoran & Akuntansi (JPEPA)*, 1 (1).
- Rangkuti, A., & Wahyuni, L. (2017). Modul: Analisis data penelitian kuantitatif berbasis classical test theory dan item response theory (rasch model). Jakarta: Universitas Negeri Jakarta
- Riyansah, Wahyu. (2021). Pembelajaran Secara Daring Kurang Efektif. *RadarJambi.co.id*. Retrieved from <https://radarjambi.co.id/read/2021/07/11/27045/pembelajaran-secara-daring-kurang-efektif/>
- Robins, R. W., & Pals, J. L. (2002). Implicit self-theories in the academic domain: Implications for goal orientation, attributions, affect, and self-esteem change. *Self and Identity*, 1(4), 313–336. <https://doi.org/10.1080/15298860290106805>
- Shaughnessy, John J., Zechmeister, Eugene B., & Zechmeister, J. S. (2012). *Research Methods in Psychology* (9th ed.). McGraw-Hill.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- Sujarweni, V. Wiratna. (2019) *Metodologi Penelitian Bisnis & Ekonomi*. Yogyakarta: Pustaka Baru Press.
- Siah, P.C. & Tan, S. H. (2015). Motivational Orientation, Perceived Stress and University Adjustment among First Year Undergraduates in Malaysia. *Journal of Institutional Research South East Asia*, 13, (1), 13-29.
- Sigmundsson, H., Haga, M., & Hermundsdottir, F. (2020). Passion, grit and mindset in young adults: Exploring the relationship and gender differences. *New Ideas in Psychology*, 59. <https://doi.org/10.1016/j.newideapsych.2020.100795>
- Srivastava, D. (2017). Gendered behavior. In K. Nadal (Ed.), *The SAGE encyclopedia of psychology and gender* (pp. 790-792). SAGE Publications, Inc., <https://dx.doi.org/10.4135/9781483384269>

- Stewart, Stacyann. (2015). Grit and self-control as predictors of first-year student success. *All Theses & Dissertations*, 166.
- Setyorini, Ida. (2019). Survei: Tugas Kuliah Jadi Sumber Utama Stres di Kalangan Mahasiswa Kompas.id Retrieved from <https://www.kompas.id/baca/muda/2019/07/03/survei-tugas-kuliah-jadi-sumber-utama-stres-di-kalangan-mahasiswa>
- Vivekanada, Ni Luh Ayu. (2017). Studi deskriptif mengenai grit pada mahasiswa fakultas psikologi Universitas Kristen Maranatha Bandung. *Humanitas*, 1 (3).
- Von Culli, K.R., Tsukayama, E., & Dockworth, A.L. (2014). Unpacking grit: Motivational correlates of perseverance and passion for long-term goal. *The Journal of Positive Psychology*. DOI:10.1080/17439760.2014.898320
- Wahidah, F. R., & Royanto, Lucia. (2019). Peran kegigihan dalam hubungan growth mindset dan school well-being siswa sekolah menengah. *Jurnal Psikologi Talenta*, 4 (2).
- Wider, W., Mustapha, M., Halik, M., & Bahari, F. (2017). Attachment as a Predictor of University Adjustment among Freshmen: Evidence form a Malaysian Public University. *Malaysian Journal of Learning and Instruction*, 14, (1), 111-144.
- Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314. <https://doi.org/10.1080/00461520.2012.722805>
- Yudiaatmaja, Fridayana. (2013). Analisis Regresi dengan Menggunakan Aplikasi Komputer Statistik SPSS. Jakarta: PT Gramedia Pustaka Utama.
- Yudhistira, S., & Murdiani, D. (2020). Pembelajaran jarak jauh: Kendala dalam belajar dan kelelahan akademik. *MAARIF Institute*, 373–393.
- Zeng, G., Hou, H., & Peng, K. (2016). Effect of growth mindset on school engagement and psychological well-being of Chinese primary and middle school students: The mediating role of resilience. *Frontiers in Psychology*, 7(NOV). <https://doi.org/10.3389/fpsyg.2016.01873>