

DAFTAR PUSTAKA

- Al Kholifi, M. A. (2015). Pengaruh self-handicapping strategy terhadap integritas akademik mahasiswa calon guru. *Repository Universitas Negeri Jakarta*.
- American College Health Association. (2016). *Spring reference group executive summary*. ACHA.
- Azwar, S. (2017). *Metode Penelitian Psikologi* (Edisi II). Pustaka Pelajar.
- Badrujaman, A., & Cahyawulan, W. (2018). *Statistika: Cara Mudah Belajar Statistika untuk Penelitian*. Program Studi Bimbingan dan Konseling Fakultas Ilmu Pendidikan UNJ.
- Barutçu Yıldırım, F., & Demir, A. (2020). Self-Handicapping Among University Students: The Role of Procrastination, Test Anxiety, Self-Esteem, and Self-Compassion. *Psychological Reports*, 123(3), 825–843. <https://doi.org/10.1177/0033294118825099>
- Beaton, D. E., Bombardier, C., Guillemin, F., & Ferraz, M. B. (2000). Guidelines for The Process of Cross-Cultural Adaptation of Self-Report Measures. *Spine*, 25(24), 3186–3191.
- Boruchovitch, E., Rufini, S. E., Ganda, D. R., Miranda, L. C., & de Almeida, L. S. (2022). Self-handicapping strategies in educational context: construction and validation of the Brazilian Self-Handicapping Strategies Scale (EEAPREJ). *Psicologia: Reflexão e Crítica*, 35(1). <https://doi.org/10.1186/s41155-022-00210-6>
- Chen, Z., Sun, K., & Wang, K. (2018). Self-Esteem, Achievement Goals, and Self-Handicapping in College Physical Education. *Psychological Reports*, 121(4), 690–704. <https://doi.org/10.1177/0033294117735333>
- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixe Methods Approaches. In *Sustainability (Switzerland)* (Vol. 11, Issue 1).
- Fadhli, M., Sudirman, S. A., & Kılınçer, H. (2021). An Investigation into the Self-Handicapping Behaviors in Terms of Academic Procrastination. *International Journal of Islamic Educational Psychology*, 2(2), 191–202. <https://doi.org/10.18196/ijiep.v2i2.13145>
- Galiesta, I. S. (2017). *Pengaruh Fear of Failure Terhadap Self-Handicapping yang Dimediasi Self-Compassion Pada Mahasiswa Pendidikan Indonesia Penerima BIDIKMISI*. Universitas Pendidikan Indonesia.
- Gupta, S., & Geetika, M. (2020). Academic Self-Handicapping Scale: Development and Validation in Indian Context. *International Journal of Instruction*, 13, 87–102.
- Higgins, R. L., Snyder, C. R., & Berglas, S. (1990). *Self-Handcapping: The Paradox That Isn't* (1st Editio). Plenum Press.
- Inta, S., Awalya, A., & Mulawarman, M. (2022). Graded Exposure and Self-Instruction Group Counseling to Reduce Self Handicapping. *Jurnal*

- Bimbingan Konseling*, 11(2), 87–93.
- Jumareng, H., & Setiawan, E. (2021). Self-esteem, adversity quotient and self-handicapping: Which aspects are correlated with achievement goals? *Cakrawala Pendidikan*, 40(1), 147–157. <https://doi.org/10.21831/cp.v40i1.37685>
- Kaur, M., & Raji, N. S. (2022). The Self-Handicapping Scale: Development and Validation In Indian Context. *International Journal of Instruction*, 6, 234–243.
- Masrurah, A. M., Pandang, A., & Latif, S. (2023). Efektivitas Konseling Kelompok Teknik Cognitive Disputation Dalam Mengatasi Academic Self-Handicapping Siswa Sekolah Menengah Pertama. *Journal of Art, Humanity & Social Studies*, 3(3), 2747–2671.
- Midgley, C., & Urdan, T. (1995). Predictors of Middle School Students' Use of Self-Handicapping Strategies. *Journal of Early Adolescence*, 15, 389–411.
- Mofield, E., & Parker Peters, M. (2019). Understanding Underachievement: Mindset, Perfectionism, and Achievement Attitudes Among Gifted Students. *Journal for the Education of the Gifted*, 42(2), 107–134. <https://doi.org/10.1177/0162353219836737>
- Nurcahyaya, H. S., Razak, A., & Tetteng, B. (2024). Efektivitas Pelatihan Regulasi Diri dalam Belajar Terhadap Academi Self-Handicapping Pada Siswa SMA. *JURKAM: Jurnal Konseling Andi Matappa*, 8. <https://garuda.kemdikbud.go.id/documents/detail/4478298>
- Panggalo, L. S. (2019). Academic Self Handicapping Ditinjau Dari Jenis Kelamin, Goal Orientation dan Self Compassion pada Mahasiswa Etnis Toraja di Salatiga. In *Unika Repository*. Universitas Katolik Soegijapranata.
- Park, S. W., & Brown, C. M. (2014). Different perceptions of self-handicapping across college and work contexts. *Journal of Applied Social Psychology*, 44(2), 124–132. <https://doi.org/10.1111/jasp.12204>
- Priyatno, D. (2010). *Paham Analisa Statistik Data dengan SPSS*. Mediakom.
- Schwinger, M., Wirthwein, L., Lemmer, G., & Steinmayr, R. (2014). Academic self-handicapping and achievement: A meta-analysis. *Journal of Educational Psychology*, 106(3), 744–761. <https://doi.org/10.1037/a0035832>
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)*. Penerbit Alfabeta.
- Török, L., Szabó, Z. P., & Tóth, L. (2018). A critical review of the literature on academic self-handicapping: theory, manifestations, prevention and measurement. *Social Psychology of Education*, 21(5), 1175–1202. <https://doi.org/10.1007/s11218-018-9460-z>
- Üzar Özçetin, Y. S., & Hiçdurmaz, D. (2016). Self-Handicapping and Its Impact on Mental Health. *Psikiyatride Guncel Yaklasimlar - Current Approaches in*

Psychiatry, 8(2), 145. <https://doi.org/10.18863/pgy.13806>

- Vidyadhara, K., & Sawitri, D. R. (2020). Hubungan Antara Regulasi Diri Dengan Academic Self-Handicapping Pada Mahasiswa Fakultas Teknik Universitas Diponegoro Yang Sedang Mengerjakan Tugas Akhir. *Jurnal EMPATI*, 7(1), 247–255. <https://doi.org/10.14710/empati.2018.20192>
- Yavuzer, Y. (2015). Investigating the relationship between self-handicapping tendencies, self-esteem and cognitive distortions. *Kuram ve Uygulamada Egitim Bilimleri*, 15(4), 879–890. <https://doi.org/10.12738/estp.2015.4.2434>

