

DAFTAR PUSTAKA

- Aelterman, A., Engels, N., Van Petegem, K., & Pierre Verhaeghe, J. (2007). The well-being of teachers in Flanders: the importance of a supportive school culture. *Educational studies*, 33(3), 285-297.
- Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, burnout, anxiety and depression among teachers: A scoping review. *International journal of environmental research and public health*, 19(17), 10706.
- Albrecht, N. J., Albrecht, P. M., & Cohen, M. (2012). Mindfully teaching in the classroom: A literature review. *Australian Journal of Teacher Education (Online)*, 37(12), 1-14.
- Andayani, T. B. N., & Hirawati, H. (2021). Pengaruh Pelatihan Dan Pengembangan Sdm Terhadap Kinerja Karyawan Pt Pos Indonesia Cabang Kota Magelang. *Jurnal Ilmiah Manajemen Ubhara*, 3(2), 11.
- Ardiati, S. S. (2019). Effectiveness mindful teaching to improve teacher happiness. *EDUCARE*, 11(2), 109-126.
- Azwar, S. (2012). *Reliabilitas dan Validitas*. Ed. 4. Yogyakarta, Pustaka Pelajar.
- Baer, R. A. (Ed). (2010). *Assessing Mindfulness and Acceptance Processes in Clients; Illuminating the Theory & Practice of Change*. New Harbinger.
- Baer, R. A., Smith, G. T., Lykins, E., Button, D., Krietemeyer, J., Sauer, S., ... & Williams, J. M. G. (2008). Construct validity of the five facet mindfulness questionnaire in meditating and nonmeditating samples. *Assessment*, 15(3), 329-342.
- Beers Dewhirst, C., & Goldman, J. (2020). Launching motivation for mindfulness: introducing mindfulness to early childhood preservice teachers. *Early Child Development and Care*, 190(8), 1299–1312.
- Benevene, P., De Stasio, S., & Fiorilli, C. (2020). Well-being of school teachers in their work environment. *Frontiers in Psychology*, 11, 1239.
- Beshai, S., McAlpine, L., Weare, K., & Kuyken, W. (2015). A non-randomised feasibility trial assessing the efficacy of a mindfulness-based intervention

- for teachers to reduce stress and improve well-being. *Mindfulness*, 7(1), 198-208.
- Black, D. S., Milam, J., & Sussman, S. (2009). Sitting-meditation interventions among youth: A review of treatment efficacy. *Pediatrics*, 124(3), 532-541.
- Bohlmeijer, E., Prenger, R., Taal, E., & Cuijpers, P. (2010). The effects of mindfulness-based stress reduction therapy on mental health. *Clinical Psychology Review*, 30(2), 100-105.
- Brown, K. W., & Ryan, R. M. (2003). Perils and Promise in Defining and Measuring Mindfulness: Observations from Experience. *Clinical Psychology: Science and Practice*, 11, 242-248
- Buan, Y. A. L. (2021). *Guru dan pendidikan karakter: Sinergitas peran guru dalam menanamkan nilai-nilai pendidikan karakter di era milenial*. Penerbit Adab.
- Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015). Teacher well-being: exploring its components and a practice-oriented scale. *Journal of Psychoeducational Assessment*, 33(8), 744-756.
- Creswell, J. W. (2012). *Research design: pendekatan kualitatif, kuantitatif, dan mixed*.
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied psychology*, 86(3), 499.
- Department for Education. (2018). Factors affecting teacher retention: Qualitative investigation. *CooperGibson Research Report*.
- Dhobith, A. (2024). Analisis Kebijakan Gaji Guru Honorer terhadap Kesejahteraan Hidup Guru Honorer di Indonesia. *PARAMUROBI: JURNAL PENDIDIKAN AGAMA ISLAM*, 7(1), 44-62.
- Dodge, R., Daly, A. P., Huyton, J., & Sanders, L. D. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222-235.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American psychologist*, 56(3), 218.
- Frenzel, A. C. (2014). Teacher emotions. In *International handbook of emotions in education* (pp. 494-519). Routledge.

- Germer, C. K., Siegel, R. D., & Fulton, P. R. (2005). *Mindfulness and Psychotherapy*. New York: The Guilford Press
- GREAT Edunesia. (2024). Survei IDEAS: 74 Persen Guru Honorer dibayar Lebih Kecil dari Upah Minimum Terendah di Indonesia. *Bogor: GREAT Edunesia*. <https://greatedunesia.id/post/berita/survei-ideas-74-persen-guru-honorer-dibayar-lebih-kecil-dari-upah-minimum-terendah-indonesia/2024/>
- Grossman, P., Niemann, L., Schmidt, S., & Walach, H. (2004). Mindfulness-based stress reduction and health benefits. *Journal of Psychosomatic Research*, 57(1), 35-43.
- Handoko, T. H. (2000). *Manajemen sumber daya manusia*. Yogyakarta: bpf, 52.
- Harrison, M. G., Wang, Y., Cheng, A. S., Tam, C. K. Y., Pan, Y. L., & King, R. B. (2025). School climate and teacher wellbeing: The role of basic psychological need satisfaction in student-and school-related domains. *Teaching and teacher education*, 153, 104819.
- Haryati, R. A. (2019). Analisis Pelaksanaan Program Pelatihan dan Pengembangan Karyawan: Studi Kasus Pada PT Visi Sukses Bersama Jakarta. Widya Cipta: *Jurnal Sekretari dan Manajemen*, 3(1), 91-98.
- Hasanah, S. N., & Zainuddin, A. (2024). Pengaruh Kesejahteraan Guru Terhadap Kinerja Guru SD Muhammadiyah PK Kottabarat dan SD Muhammadiyah 10 Tipes. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(2), 902-908.
- Holmes, E. (2005). *Teacher well-being: looking after yourself and your career in the classroom*. RoutledgeFalmer.
- Homeyer, L. E., & Sweeney, D. S. (2022). *Sandtray therapy: A practical manual*. Routledge.
- Ivancevich, J., Konopaske, R., & Matteson, M. T. (2008). *Perilaku dan Manajemen Organisasi*, jilid 1 dan 2. Jakarta: Erlangga.
- Jennings, P. A., & DeMauro, A. A. (2017). Individual-level interventions: Mindfulness-based approaches to reducing stress and improving performance among teachers. *Educator Stress: An Occupational Health Perspective*, 319–346.

- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of educational research*, 79(1), 491-525.
- Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156.
- Kabat-Zinn, J. (2005). *Full Catastrophe Living: Using the Wisdom of your Body and Mind to Face Stress, Pain, and Illness Fifteenth Anniversary Edition*. New York, NY: Bantam Dell.
- Keng, L. S., Smoski, M. J., & Robins, C. J. (2011). Effect of mindfulness on psychological health: A review of empirical studies. *Clinical Psychological Review*, 31(6), 1041- 1056.
- Lutz, A., Jha, A. P., Dunne, J. D., & Saron, C. D. (2015). Investigating the phenomenological matrix of mindfulness-related practices from a neurocognitive perspective. *American Psychologist*, 70(7), 632.
- Mathis, R. L., & Jackson, J. H. (2006). *Manajemen Sumber Daya Manusia*, Jakarta: Salemba Empat.
- Nurjaman, Kadar. 2014. *Manajemen Personalia*. Bandung: Pustaka Setia.
- Ozturk, M., Wigelsworth, M., & Squires, G. (2024). A systematic review of primary school teachers' wellbeing: room for a holistic approach. *Frontiers in Psychology*, 15, 1358424.
- Rahma, U., Fauza, Z., Faizah, F., & Dara, Y. P. (2021). Peran Self Monitoring sebagai Mediator antara Job Characteristics dan Well-Being pada Guru Sekolah Inklusi. *Jurnal Psikologi Teori dan Terapan*, 11(2), 100-115.
- Rahmawati, U. N., Nashori, F., & Rachmahana, R. S. (2020). Pelatihan mindfulness teaching untuk meningkatkan kesejahteraan subjektif guru sekolah inklusi. *Psymphatic: Jurnal Ilmiah Psikologi*, 7(1), 49-60.
- Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2015). Assessing Teachers' Positive Psychological Functioning at Work : Development and Validation of the

- Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, 30(2), 289–306.
- Republik Indonesia. 2015. Undang-Undang Republik Indonesia Nomor 12 Tahun 2015 tentang Guru dan Dosen. Jakarta.
- Robinson, M. D., & Eid, M. (2017). *Introduction to the happy mind: cognitive contributions to well-being*. Springer International Publishing.
- Roeser, R. W., Schonert-Reichl, K. A., Jha, A., Cullen, M., Wallace, L., Wilensky, R., Oberle, E., Thomson, K., Taylor, & Harrison, J. (2013). Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-control field trials. *Journal of educational psychology*, 105(3), 787.
- Said, Abdullah. (2008). Campur Tangan Pemerintah Dalam Penetapan Harga Dasar Beras.
- Saifuddin, A. (2020). *Penyusunan skala psikologi*. Prenada Media.
- Skaalvik, E. M., & Skaalvik, S. (2017). Job demands and job resources as predictors of teacher motivation and well-being. *Teaching and Teacher Education*, 62, 1-13.
- Snyder, C. R. & Lopez, S. J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press
- Snyder, C. R., & Lopez, S. J. (2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strength*. London: Sage Publications
- Supatmi, M. E., Nimran, U., & Utami, H. N. (2013). Pengaruh pelatihan, kompensasi terhadap kepuasan kerja karyawan dan kinerja karyawan. *Profit (Jurnal Administrasi Bisnis)*, 7(1).
- Tamsuri, A. (2022). Literatur Review Penggunaan Metode Kirkpatrick untuk Evaluasi Pelatihan di Indonesia. *Jurnal Inovasi Penelitian*, 2(8), 2723–2734.
- Tarrasch, R., Berger, R., & Grossman, D. (2020). Mindfulness and compassion as key factors in improving teacher's well being. *Mindfulness*, 11, 1049-1061.
- Taylor, S. G., Roberts, A. M., & Zarrett, N. (2021). A brief mindfulness-based intervention (bMBI) to reduce teacher stress and burnout. *Teaching and Teacher Education*, 100, 103284.

- Turner, K., & Theilking, M. (2019). Teacher wellbeing: its effects on teaching practice and student learning. *Issues in Educational Research*, 29(3), 938–960.
- Viac, C., & Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis. *OECD Education Working Papers*, (213), 0_1-81.
- Wahyudin, D. (2020). Pengaruh tingkat kesejahteraan guru dan beban kerja guru terhadap kinerja guru. *An-Nidhom: Jurnal Manajemen Pendidikan Islam*, 5(2), 135-148.
- Williams, J. M., & Kabat-Zinn, J. (2013). *Mindfulness: Diverse perspectives on its meaning, origins and applications*. Routledge.
- Wood, J. T. (2013). *Komunikasi Interpersonal: Interaksi Keseharian Edisi 6*. Jakarta: Salemba Humanika

