

DAFTAR PUSTAKA

- Al-Qur'an dan terjemahannya. (2008). *Departemen Agama RI*. Bandung. Diponegoro.
- Adicondro, Nobelina, and Alfi Purnamasari. "Efikasi diri, dukungan sosial keluarga dan self regulated learning pada siswa kelas VIII." *HUMANITAS (Jurnal Psikologi Indonesia)* 8.1 (2012): 17-27.
- Anandari, D. S. (2013). Hubungan persepsi siswa atas dukungan sosial guru dengan self-efficacy pelajaran matematika pada siswa SMA Negeri 14 Surabaya. *Jurnal Psikologi Pendidikan dan Perkembangan*, 3, 210-217.
- Baker, J. A., Grant, S., & Morlock, L. (2008). The teacher-student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly*, 23(1), 3.
- Barrera, M. (1986). Distinctions between social support concepts, measures, and models. *American journal of community psychology*, 14(4), 413-445.
- Cannon, G. S., Idol, L., & West, J. F. (1992). Educating students with mild handicaps in general classrooms: Essential teaching practices for general and special education. *Journal of Learning Disabilities*, 25, 300-317.
- Cicilia Ratna, T. (2016). Strategi School Well-Being di Sekolah Menengah Atas (SMA) sebagai Alat Evaluasi Sekolah.
- Cox, A., & Williams, L. (2008). The roles of perceived teacher support, motivational climate, and psychological need satisfaction in students' physical education motivation. *Journal of sport and exercise psychology*, 30(2), 222-239.
- Elliot, S. N., Kratochwill, T. R., Littlefield, J., & Travers, J. F. (1999). *Educational Psychology: effective teaching effective learning*. Second Edition. Singapore: McGraww-Hill Book Co.
- Farmer, H. S. (1985). Model of career and achievement motivation for women and men. *Journal of counseling Psychology*, 32(3), 363.

- Firmanila, F., & Sawitri, D. R. (2015). Hubungan Antara Efikasi Diri Akademik Dengan School Well-being Pada Siswa SMP Hang Tuah 1 Jakarta. *Empati*, 4(2), 214-218.
- Finn, J. D. (1993). School Engagement & Students at Risk.
- Hasyim, B. (2013). Islam dan Ilmu Pengetahuan (Pengaruh Temuan Sains terhadap Perubahan Islam). *Jurnal Dakwah Tabligh*, 14(1), 127-139.
- Husin, A. F. (2014). Islam Dan Kesehatan. *ISLAMUNA: Jurnal Studi Islam*, 1(2).
- Kaplan, A., Patrick, H. & Ryan, A. M. (2007). Early Adolescents' Perception of Classroom Social Environment, Motivational Belief, and Engagement. *Journal of Educational Psychology Vol 99 No I*, 83-89
- Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological testing: Principles, applications, & issues. California: Thomson Wadsworth.
- Konu, A., Alanen, E., Lintonen, T., & Rimpelä, M. (2002). Factor structure of the school well-being model. *Health education research*, 17(6), 732-742
- Konu, A. I., & Lintonen, T. P. (2006). School well-being in Grades 4–12. *Health Education Research*, 21(5), 633-642
- Konu, A, & Rimpela, M. (2002). Well-being in schools : A conceptual model. *Journal of Health Promotion Internasional*. 17(1). 79-87.
- Koka, A., & Hein, V. (2005). The effect of perceived teacher feedback on intrinsic motivation in physical education. *International Journal of Sport Psychology*, 36(2), 91.
- Kuntjojo, D. (2009). Metodologi Penelitian. *Universitas Nusantara PGRI Kediri. Kediri*.
- Kumalasari, A. G., & Desiningrum, D. R. (2017). Hubungan Antara Dukungan Sosial Guru Dengan Pengungkapan Diri (Self Disclosure) Pada Remaja. *Empati*, 5(4), 640-644.
- Kosim, M. (2008). Ilmu Pengetahuan dalam Islam (Perspektif Filosofis-Historis). *TADRIS: Jurnal Pendidikan Islam*, 3(2).

- Liputan6.com. Diperoleh pada tanggal 21 Oktober 2017. Melalui *Safari Search Engine*. <http://news.liputan6.com/read/2092175/jam-belajar-bertambah-mendikbud-pastikan-siswa-tak-pulang-malam>.
- Loukas, A. (2007). High-quality school climate is advantageous for all students and may be particularly beneficial for at-risk students. *Leadership Compass*, 5(1).
- Metheny, J., McWhirter, E. H., & O'Neil, M. E. (2008). Measuring perceived teacher support and its influence on adolescent career development. *Journal of Career Assessment*, 16(2), 218-237.
- Mok, M., & Flynn, M. (1997). Does school size affect quality of school life? *Issues in Educational Research* Vol. 7 (1), 69-86.
- Nicaise, V., Cogérino, G., Bois, J., & Amorose, A. J. (2006). Students' perceptions of teacher feedback and physical competence in physical education classes: Gender effects. *Journal of Teaching in Physical Education*, 25(1), 36-57.
- O'Brien, M. (2008). Well-being and post-primary schooling. *Dublin: NCCA*.
- Onuoha, U. C. (2015). Evidence of Academic Self Efficacy, Perceived Teacher Support, Age and Gender as Predictors of School Burnout. *Global Journal of Human-Social Science Research*.
- Papalia D.E., Olds, S.W, & Feldman, R.D. 2009. Human Development (Perkembangan Manusia edisi 10 buku 2). (Penerj. Brian Marwensdy). Jakarta: Salemba Humanika.
- Parsons, R. D., Hinson, S. L., & Sardo-Brown, D. (2001). Educational psychology: practitioner-researcher model of teaching. Singapore: Thomson Learning Ltd.
- Pietarinen, J., Soini, T., & Pyhältö, K. (2014). Students' emotional and cognitive engagement as the determinants of well-being and achievement in school. *International Journal of Educational Research*, 67, 40-51.

- Priatini, W., Latifah, M., & Guhardja, S. (2008). Pengaruh tipe pengasuhan, lingkungan sekolah, dan peran teman sebaya terhadap kecerdasan emosional remaja. *Jurnal Ilmu Keluarga dan Konsumen*, 1(1), 43-53.
- Procidano, M. E., & Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. *American journal of community psychology*, 11(1), 1-24.
- Rahmawati, T. (2014). Pembinaan dalam Menanamkan Kedisiplinan dan Pemberian Hukuman pada Anak Didik. *Artikel Jurnal*.
- Reblin, M., & Uchino, B. N. (2008). Social and emotional support and its implication for health. *Current opinion in psychiatry*, 21(2), 201.
- Reddy, R., Rhodes, J. E., & Mulhall, P. (2003). The influence of teacher support on student adjustment in the middle school years: A latent growth curve study. *Development and psychopathology*, 15(1), 119-138.
- Rizki, M., & Listiara, A. (2014). HUBUNGAN ANTARA PENYESUAIAN DIRI DENGAN SCHOOL WELL-BEING PADA MAHASISWA. *Empati*, 3(4), 356-367.
- Roeser, R. W., & Eccles, J. S. (1998). Adolescents' perceptions of middle school: Relation to longitudinal changes in academic and psychological adjustment. *Journal of Research on Adolescence*, 8(1), 123-158.
- Rosa, Martina. (2017). Ini Empat Dampak Negatif “Full Day School” Menurut MUI. Diperoleh pada tanggal 25 Oktober 2017. Melalui *Safari Search Engine*.
<http://www.netralnews.com/news/pendidikan/read/93600/ini.empat.dampak.negatif.full.day.school>.
- Sarafino, E.P. (1994), *Health Psychology* (2.Ed). New York; Willey.
- Sarwono, W.S. (2015). *Psikologi Remaja*. Jakarta: PT. Raja Grafindo Persada.
- Schaubman, A., Stetson, E., & Plog, A. (2011). Reducing teacher stress by implementing collaborative problem solving in a school setting. *School Social Work Journal*, 35(2), 72-91.

- Setyawan, I., & Dewi, K. S. (2015). Kesejahteraan Sekolah Ditinjau Dari Orientasi Belajar Mencari Makna dan Kemampuan Empati Siswa Sekolah Menengah Atas. *Jurnal Psikologi Undip*, 14(1), 9-20.
- Sirin, S. R., & Rogers-Sirin, L. (2004). Exploring school engagement of middle-class African American adolescents. *Youth & Society*, 35(3), 323-340.
- Sugiyono. (2010). Statistika untuk Penelitian. Bandung : ALFABETA.
- Sugiyono. (2013). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung : ALFABETA.
- Tian, L., Liu, B., Huang, S., & Huebner, E. S. (2013). Perceived social support and school well-being among Chinese early and middle adolescents: The mediational role of self-esteem. *Social indicators research*, 113(3), 991-1008.
- Usman, I. (2008). Perilaku Bullying Ditinjau Dari Peran Kelompok Teman Sebaya Dan Iklim Sekolah Pada Siswa Sma Di Kota Gorontalo. *Fakultas Ilmu Pendidikan Universitas Negeri Gorontalo*.
- Vedder, P., Boekaerts, M., & Seegers, G. (2005). Perceived social support and well being in school; The role of students' ethnicity. *Journal of youth and adolescence*, 34(3), 269-278.
- Vamela, J., & Hasyim, A., & Nurmalina, Y. (2012). Persepsi Siswa Tentang Proses Pembelajaran Oleh Gurunon PKn di SMA Bina Mulya Kedaton Bandar Lampung. Bandar Lampung
- Yahya, Z. M. (2014). Hubungan antara guru dan murid dalam proses pendidikan menurut Imam Al-Ghazali di Sekolah Tinggi Agama Islam Negeri (STAIN). Zawiyah Cot Kala Langsa.