

DAFTAR PUSTAKA

- Adhim, M. R., & Laili, N. (2023). The relationship between peer attachment and self regulated learning in working students. *Indonesian Journal of Innovation Studies*, 21, 10.21070/ijins.v21i.796. <https://doi.org/10.21070/ijins.v21i.796>
- Adicondro, N., & Purnamasari, A. (2011). Efikasi diri, dukungan sosial keluarga dan self regulated learning pada siswa kelas VIII. *Humanitas: Jurnal Psikologi Indonesia*, 8(1), 18–27. <https://journal.hmad.ac.id/index.php/humanitas/article/view/448>
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469–480. <https://doi.org/10.1037/0003-066X.55.5.469>
- Boekaerts, M. (1999). Self-regulated learning: Where we are today. *International Journal of Educational Research*, 31(6), 445–457. [https://doi.org/10.1016/S0883-0355\(99\)00014-2](https://doi.org/10.1016/S0883-0355(99)00014-2)
- Cohen, S., & Hoberman, H. M. (1983). Positive events and social supports as buffers of life change stress. *Journal of Applied Social Psychology*, 13(2), 99–125. <https://doi.org/10.1111/j.1559-1816.1983.tb02325.x>
- Erikson, E. H. (1968). Identity: Youth and crisis. New York: W. W. Norton & Company.
- Farley, J. P., & Kim-Spoon, J. (2014). The development of adolescent self-regulation: Reviewing the role of parent, peer, friend, and romantic relationships. *Journal of Adolescence*, 37(4), 433–440. <https://doi.org/10.1016/j.adolescence.2014.03.009>
- Fasikhah, S. S., & Fatimah, S. (2013). Self-regulated learning (SRL) dalam meningkatkan prestasi akademik pada mahasiswa. *Jurnal Ilmiah Psikologi Terapan*, 1(1), 145–155. <https://doi.org/10.22219/jipt.v1i1.1364>
- Fitria, A., Rahma, E. A., & Aini, D. K. (2024). Dukungan sosial teman sebaya dan self-regulated learning pada mahasiswa perantau. *PSIMPHONI*, 5(1), 31–38. <https://doi.org/10.30595/psimphoni.v5i1.22450>
- Ghozali, I. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25* (Edisi ke-9). Semarang: Badan Penerbit Universitas Diponegoro.
- Hidayat, A. A. A. (2013). Metode penelitian keperawatan dan teknik analisis data. Salemba Medika.

- Hartati, R., Susanto, H., & Lestari, N. (2022). Dukungan sosial teman sebaya dan keterlibatan akademik mahasiswa. *Jurnal Psikologi Pendidikan*, 9(1), 15–27.
- Hou, R., Jin, L., He, J., & Wang, J.-L. (2025). Peer support and learning outcomes in “Study With Me” among Generation Z college students: Mediating roles of motivation, test anxiety, and self-efficacy. *Frontiers in Psychology*, 16, 1582857. <https://doi.org/10.3389/fpsyg.2025.1582857>
- House, J. S. (1981). *Work stress and social support*. Addison-Wesley.
- Imam Ghozali Ghozali, I. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25*. Semarang: Badan Penerbit Universitas Diponegoro.
- International Commission on the Futures of Education. (2021). *Reimagining Our Futures Together: A New Social Contract for Education*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>
- Jatmika, D., Sudarji, S., & Argitha, D. (2013). Gambaran self regulated learning pada mahasiswa Program Studi Psikologi Universitas "X". *Psibernetika*, 6(2), 18–28.
- Khusniyah, W., & Widyastuti. (2022). *The relationship between peer social support and self-regulated learning in vocational high school students*. *Psikologia: Jurnal Psikologi*, 8, 1-10. <https://doi.org/10.21070/psikologia.v8i0.1696>
- Kusnah, O. M., Musawwir, M., & Nurhikmah, N. (2023). Pengaruh dukungan sosial teman sebaya terhadap self-regulated learning pada mahasiswa di Kota Makassar. *Jurnal Psikologi Karakter*, 3(2), 552–559. <https://doi.org/10.56326/jpk.v3i2.2329>
- Lubis, R. H. (2016). Hubungan Dukungan Sosial dan Kecerdasan Emosional dengan Self-Regulated Learning pada Siswa SMA. *Analitika: Jurnal Magister Psikologi UMA*, 8(1), 17–24. <https://doi.org/10.31289/analitika.v8i1.865>
- Lubis, R. H., Lubis, L., & Aziz, A. A. (2015). Hubungan antara dukungan sosial dan kecerdasan emosional dengan self-regulated learning siswa. *Analitika: Jurnal Magister Psikologi UMA*, 7(2), 105–117. <https://doi.org/10.31289/analitika.v7i2.825>
- Martínez-López, Z., Nouws, S., Villar, E., Mayo, M. E., & Tinajero, C. (2023). Perceived social support and self-regulated learning: A systematic review and meta-analysis. *Educational Psychology Review*, 35(4), Article 87. <https://doi.org/10.1007/s10648-023-09825-7>

- Nice, M. L., & Joseph, M. (2023). The features of emerging adulthood and individuation: Relations and differences by college-going status, age, and living situation. *Emerging Adulthood*, 11(5).
- Octavi, R., Putra, A., & Nugroho, B. (2023). Pendidikan tinggi dan pengembangan karakter. *Jurnal Pendidikan Dan Pembelajaran*, 12(2), 45–58.
- Pintrich, P. R. (2000). The Role of Goal Orientation in Self-Regulated Learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of Self-Regulation* (pp. 451–502). Academic Press. <https://doi.org/10.1016/B978-012109890-2/50043-3>
- Puspita, D. (2018). Hubungan dukungan teman sebaya dengan self-regulated learning pada mahasiswa. *Jurnal Psikologi Pendidikan*, 5(2), 78–88.
- Rachmaningtyas, A. T., & Khoirunnisa, R. N. (2022). Hubungan antara dukungan sosial teman sebaya dan self-regulated learning pada mahasiswa tahun pertama di masa pandemi Covid-19. *Character: Jurnal Penelitian Psikologi*, 9(1), 34–45. <https://doi.org/10.26740/cjpp.v9i1.44691>
- Rahmawati, I., Hikmah, N., Assidiqi, M. H., Khotami, M., & Junaidi, J. (2022). Self-regulated learning mahasiswa dalam pembelajaran daring. *Edu Sains: Jurnal Pendidikan Sains dan Matematika*, 10(1), 70–79.
- Rosito, A. C. (2018). Eksplorasi perbedaan strategi self-regulated learning ditinjau dari gender: Suatu studi pada mahasiswa Universitas HKBP Nommensen. *Jurnal Psikologi Universitas HKBP Nommensen*, 4(2), 302–317. <http://repository.uhn.ac.id/handle/123456789/2202>
- Schunk, D. H. (2005). Self-regulated learning: The educational legacy of Paul R. Pintrich. *Educational Psychologist*, 40(2), 85–94. https://doi.org/10.1207/s15326985ep4002_3
- Sidianto, D. F., & Heng, P. H. (2022). Correlation between social support and self-regulated learning in senior high school students during the COVID-19 pandemic. In *Proceedings of the 3rd Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2021)*. Atlantis Press. <https://doi.org/10.2991/assehr.k.220404.274>
- Sumia, & Kurniawan, R. (2020). Pengaruh Dukungan Sosial Teman Sebaya Terhadap Self-Regulated Learning Mahasiswa. *Al-Qalb: Jurnal Psikologi Islam*, 11(1), 44–54. <https://doi.org/10.15548/alqalb.v11i1.1329>

- Suryani, N., & Hendryadi. (2018). The Effect of Learning Strategy and Learning Motivation on Student Learning Outcomes. *Journal of Education and Learning (EduLearn)*, 12(2), 311–316. <https://doi.org/10.11591/edulearn.v12i2.7739>
- Susilowati, N., Lestari, S., Yuniarsih, D., & Maharani, D. H. (2020). Investigating self-regulated learning differences based on gender, scholarship, and student's housing. *Jurnal Pendidikan Ekonomi & Bisnis*, 8(1). <https://doi.org/10.21009/JPEB.008.1.3>
- Sofa, P. N., Andini, D. R. A., Dya, D. A., Luthfiah, K., Fathiarafa, M., Aditiya, Y., & Ramdani, Z. (2024). DEVELOPMENT OF A SELF REGULATED LEARNING SCALE MEASUREMENT TOOL FOR STUDENTS EXPERIENCING ACADEMIC BURNOUT. *IBERS : Jurnal Pendidikan Indonesia Bermutu*, 3(1), 13–25. <https://doi.org/10.61648/ibers.v3i1.78>
- Triyanti, S., & Rozali, Y. A. (2020). Hubungan Dukungan Teman Sebaya dengan Self Regulated Learning pada Mahasiswa yang Tinggal di Kost. *Jurnal Psikologi*, 18(1). https://digilib.esaunggul.ac.id/public/UEU-Journal-17849-11_0769.pdf
- Turan, Z., Kucuk, S., & Karabey, S. C. (2022). The University Students' Self-Regulated Effort, Flexibility and Satisfaction in Distance Education. *International Journal of Educational Technology in Higher Education*, 19(1), 35. <https://doi.org/10.1186/s41239-022-00342-w>
- Villar, E., Real-Deus, E., Martínez-López, Z., Mayo, M. E., & Tinajero, C. (2025). Perceived peer support, motivational self-regulation and academic achievement in adolescents. *British Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1111/bjep.12783>
- Xin, Z., Yang, X., & Zhang, L. (2022). Perceived social support and college student engagement: Moderating effects of a grateful disposition on the satisfaction of basic psychological needs as a mediator. *BMC Psychology*, 10(1), 298. <https://doi.org/10.1186/s40359-022-01015-z>
- Zhang, X., & Qian, W. (2024). The effect of social support on academic performance among adolescents: The chain mediating roles of self-efficacy and learning engagement. *PLoS ONE*, 19(12), e0311597. <https://doi.org/10.1371/journal.pone.0311597>
- Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3), 329–339. <https://doi.org/10.1037/0022-0663.81.3.329>

- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 3–17. https://doi.org/10.1207/s15326985ep2501_2
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press. <https://doi.org/10.1016/B978-012109890-2/50031-7>
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2