

DAFTAR PUSTAKA

- A. Abnisa. (2020). Konsep Motivasi Pembelajaran. *Jurnal Asy-Syukriyah*, 21(2).
- Ahmad Nizar Rangkuti. (2019). *Jumlah Sampel Dalam Penelitian*.
- Alghadari, F., Sudirman, S., & Kurniasi, E. R. (2022). Keterlibatan berpikir siswa: Status “ada” dalam pembelajaran. *Eureka: Journal of Educational Research*, 1(1), 29–40. <https://doi.org/10.56773/ejer.v1i1.5>
- Alkadrie, R. P., Mirza, A., Prodi, H., Matematika, P., & Pontianak, U. (2015). Faktor-Faktor Yang Mempengaruhi Level Metakognisi Dalam Pemecahan Masalah Pertidaksamaan Kuadrat Di Sma. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 4(12), 1–13.
- Anggarwati, M. L., Effendy, E., & Santoso, A. (2020). Pengetahuan Metakognitif Siswa sebagai Dampak Process Oriented Guided Inquiry Learning (POGIL) dan Verifikasi pada Topik Laju Reaksi. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(8), 1134. <https://doi.org/10.17977/jptpp.v5i8.13927>
- Arikunto, S. (2016). *Prosedur penelitian: Suatu pendekatan praktik (Edisi Revisi)*. Rineka Cipta.
- Astuti, P, Qohar A, & H. E. (2019). Proses Berpikir Siswa dalam Menyelesaikan Soal Higher Order Thinking Skills Berdasarkan Pemahaman Konseptual dan Prosedural. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 4(1), 117;123.
- Ataai, Y., et al. (2021). The role of self-regulated learning in students’ academic achievement: A systematic review and meta-analysis. *Educational Psychology Review*, 1(33), 1–34.
- Atmoko, Adi. & Hidayah, N. (2014). *Landasan Sosial Budaya dan Psikologi Pendidikan Terapannya di Kelas*. Gunung Samudera.
- Azis, D. K., Dharin, A., & Waseso, H. P. (2020). Pengembangan Pembelajaran Ilmu Pengetahuan Sosial Sekolah Dasar Berwawasan Sosial-Budaya Berbasis Paikem. *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 25(1), 65–78. <https://doi.org/10.24090/insania.v25i1.3919>
- Baharun, H., Bali, M. M. E. I., Muali, C., & Munawaroh, L. (2020). Self-Efficacy Sebagai Media Peningkatan Profesionalisme Guru Di Madrasah. *Risalah, Jurnal Pendidikan Dan Studi Islam*, 6(2), 344–357. https://doi.org/10.31943/jurnal_risalah.v6i2.158
- Baniani, P., & D. (2020). Predicting Academic Resilience based on Metacognitive Beliefs and Achievement Motivation in High School Students in Shiraz, Iran. *International Journal of Pediatrics*, 9(6). <https://doi.org/https://doi.org/10.22038/ijp.2020.53686.4257>
- Beale, J. (2020). Academic Resilience and its Importance in Education after Covid-19. *Eton Journal for Innovation and Research in Education*, 4, 1–6.
- Boekaerts, M. (1995). Self-regulated learning: Bridging the gap between

- metacognitive and metamotivation theories. *Educational Psychologist*, 30(4), 195–200. https://doi.org/10.1207/s15326985ep3004_4
- Cassidy, S. (2015). Resilience Building in Students: The Role of Academic Self-Efficacy. *Frontiers in Psychology*, 6. <https://doi.org/10.3389/fpsyg.2015.01781>
- Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.01787>
- Chasanah. (2019). *Hubungan strategi self-regulated learning dengan resiliensi akademik pada mahasiswa kelas sore program studi teknik informatika dan teknik elektro Universitas Muhammadiyah Gresik yang bekerja (Doctoral Dissertation, Universitas Muhammadiyah Gresik)*.
- Connor, K.M., Davidson, J. R. T. (2003). *Development Of A New Resilience Scale: The Connor-Davidson Resilience Scale (CD-)Depression And Anxiety*. 76–82.
- Corno, L. (1986). The Metacognitive Control Components Of Self-Regulated Learning. *Contemporary Educational Psychology*, 11(4), 333–346. [https://doi.org/10.1016/0361-476X\(86\)90029-9](https://doi.org/10.1016/0361-476X(86)90029-9)
- Coronado-Hijón, A. & Paneque, M. (2015). *Resiliencia al fracaso escolar y desventaja sociocultural: un reto para la orientación y la tutoría*. En Jiménez, S. y Silva, C. (Coord.).
- Darmayanti, K. K. H., Kristiyani, V., Winata, E. Y., & Anggraini, E. (2023). Cognitive Strategy Use dan Perbedaan Jenis Kelamin pada Siswa Sekolah Menengah Pertama. *Journal of Islamic and Contemporary Psychology (JICOP)*, 3(1s), 33–42. <https://doi.org/10.25299/jicop.v3i1s.12341>
- Dewi Kumalasari, Azmi Luthfiyani, N., & Grasiawaty, N. (2020). Analisis Faktor Adaptasi Instrumen Resiliensi Akademik Versi Indonesia: Pendekatan Eksploratori dan Konfirmatori. *JPPP - Jurnal Penelitian Dan Pengukuran Psikologi*, 9(2), 84–95. <https://doi.org/10.21009/JPPP.092.06>
- Duckworth, A. L. (2016). *Grit: The power of passion and perseverance*. Scribner.
- Durand, F., & Valla, D. (2008). Assessment of Prognosis of Cirrhosis. *Seminars in Liver Disease*, 28(1), 110–122. <https://doi.org/10.1055/s-2008-1040325>
- Dweck, C. S. (2022). *Mindset: The new psychology of success*. Random House.
- Dwiastuti. (2022). Hubungan Resiliensi Akademik dengan Prestasi Akademik Mahasiswa. *Jurnal Psikologi Pendidikan*.
- Dwiastuti, I., Hendriani, W., & Andriani, F. (2021a). Perkembangan penelitian resiliensi akademik di Indonesia: Scoping literature review (The development of academic resilience research in Indonesia: Scoping literature review). *Jurnal Psikologi TALENTA*, 7(1), 23–35. <https://ojs.unm.ac.id/talenta/article/view/23748>
- Dwiastuti, I., Hendriani, W., & Andriani, F. (2021b). Perkembangan Penelitian Resiliensi Akademik Di Indonesia: Scoping Literature Review. *Jurnal*

- Psikologi TALENTA*, 7(1), 23. <https://doi.org/10.26858/talenta.v7i1.23748>
- Edy Soedjoko, dkk. (2022). Analisis Kemampuan Metakognisi Matematis Dalam Pemecahan Masalah Melalui Hands On Activity Self Regulated Learning. *Jurnal Pendidikan Matematika*, 16(1), 1–12.
- Erwanto, A. U. N., Istiqomah, I., & Firdiyanti, R. (2022). Pengaruh Dukungan Sosial Terhadap Resiliensi Akademik Pada Mahasiswa Yang Menempuh Skripsi. *Jurnal Psikohumanika*, 14(2), 77–94. <https://doi.org/10.31001/j.psi.v14i2.1533>
- Fasikhah, S. S., & Fatimah, S. (2013). Self-Regulated Learning (SRL) Dalam Meningkatkan Prestasi Akademik Pada Mahasiswa. *Jurnal Ilmiah Psikologi*.
- Fauziah, N., & Pujiastuti, H. (2020). Analisis Tingkat Kecemasan Siswa Dalam Menghadapi Ujian Matematika. *Transformasi: Jurnal Pendidikan Matematika Dan Matematika*, 4(1), 179–188. <https://doi.org/10.36526/tr.v4i1.872>
- Febriani, T., & Zulmuqim, Z. (2021). Upaya Guru dalam Mengembangkan Self Regulation Peserta Didik pada Pembelajaran Pendidikan Agama Islam di SMK Negeri 8 Padang. *Jurnal Kajian Dan Pengembangan Umat*, 4(1), 9–17. <https://doi.org/10.31869/jkpu.v4i1.2608>
- Fitria, L., Jamaluddin, J., & Artayasa, I. P. (2020). Analisis Hubungan antara Kesadaran Metakognitif dengan Hasil Belajar Matematika dan IPA Siswa SMA di Kota Mataram. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(1), 147. <https://doi.org/10.33394/jk.v6i1.2302>
- Fraenkel, R. J., & Wallen, E. N. (2009). *How to Design and Evaluate Research in Education (7th ed.)*. McGraw-Hills.
- Geste, A. J. (2010). *Urban Elementary Teachers' Negotition Of School Culture And The Fostering If Educational Resilience*. University Of North Carolina at Charlotte.
- Ghozali, I. (2013). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 21 Update PLS Regresi*. Universitas Diponegoro.
- Gorde, M. (2021). *Metacognitive Awareness, Academic Resilience and Academic Achievement in Emerging Adults*. https://www.academia.edu/download/67689591/Metacognitive_Awareness_Academic_Resilience_and_Academic_Achievement_in_Young_Adults.pdf
- Hadi, S. (2004). *Metodologi Research Jilid 3*. Andi.
- Hakimi, A., Jafary Nodoushan, A., Tarazi, Z., Aghaei, H., Saberi, F. (2019). The Effect of Cognitive-Behavioral Training Based on Self-Esteem on Social Adjustment and Academic Achievement Motivation of First- Grade High School Female Students in Ashkezar. *Iranian Journal of Learning & Memory*, 1(4). <https://doi.org/https://doi.org/10.22034/iepa.2019.89170>
- Harahap, A. C. P. (2020). COVID 19: Self Regulated Learning Mahasiswa. *AL-*

- IRSYAD, 10(1). <https://doi.org/10.30829/al-irsyad.v10i1.7646>
- Hardianto, firdaus daud dan A. B. (2020). *Meningkatkan Keterampilan Metakognitif Siswa SMA Berkemampuan Akademik Berbeda Pada Pembelajaran Biologi Melalui Strategi Pblrqa Dipadu Jurnal Belajar*. 1–12.
- Harefa, M., Lase, N. K., & Zega, N. A. (2022). Deskripsi Minat Dan Motivasi Belajar Siswa Pada Pembelajaran Biologi. *Educativo: Jurnal Pendidikan*, 1(2), 381–389. <https://doi.org/10.56248/educativo.v1i2.65>
- Hasan. (2021). *Teori-teori Belajar*. Tahta Media Group.
- Hendriana, H. et al. (2018). *Hard Skills dan Soft Skills Matematik Siswa*. PT Refika Aditama.
- Hernawan, E. (2020). *Pengantar Statistika untuk Penelitian Pendidikan (Edisi Revisi)*. Lembaga Penelitian dan Pengabdian Masyarakat (LPPM) Universitas Siliwangi.
- Hertanto, E. (2017). *Perbedaan Skala Likert Lima Skala Dengan Modifikasi Skala Likert Empat Skala, Metode Penelitian*.
- Husna, F., Nurazizah, H., Aimah, U., & Komalasari, S. (2022). *Pengaruh Organisasi pada Resiliensi Mahasiswa dalam Pandangan Studi Literatur*. 2(2).
- Ike Dwiastuti, W. H. dan F. A. (2022). The Impact of Academic Resilience on Academic Performance in College Syudent During the Covid-19 Pandemic. *International Conference of Psychology*.
- Iqlima JN. (2023). *Ternyata Cuma ada 3 SMA Terbaik di Kota Tasikmalaya, SMA Negeri 1 Tasikmalaya Bukan Juaranya ?* JatimNetwork.Com.
- Isaac, S., & Michael, W. B. (1981). *Handbook in research and evaluation (2nd ed.)*. Edits Publishers.
- Iskandar, S. M. (2014). Pendekatan Keterampilan Metakognitif dalam Pembelajaran Sains di Kelas. *Erudio Journal of Educational Innovation*, 2(2), 13–20. <https://erudio.ub.ac.id/index.php/erudio/article/view/151>
- Jiang, Y., & Kleitman, S. (2015). Metacognition and motivation: Links between confidence, self-protection and self-enhancement. *Learning and Individual Differences*, 37, 222–230. <https://doi.org/10.1016/j.lindif.2014.11.025>
- John H Flavell. (1979). John H. Flavell, Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry. *American Psychologist*, 34(10), 906–911. <https://www.semanticscholar.org/paper/Metacognition-and-Cognitive-Monitoring%3A-A-New-Area-Flavell/ee652f0f63ed5b0cfe0af4cb4ea76b2ecf790c8d>
- Kamaliyah, A., Muharrami, L. K., Yasir, M., & Hadi, W. P. (2022). Analisis Kemampuan Metakognisi Siswa SMP pada Materi Pemanasan Global. *Natural Science Education Research*, 4(3), 258–266. <https://doi.org/10.21107/nser.v4i3.9064>
- Khairunnisa, D. A., & Setyowati, A. (2022). Resiliensi Siswa SMK Selama Masa

- Pandemi COVID-19. *Prosiding Seminar Nasional Hasil ...*, 25–29. <http://www.seminar.uad.ac.id/index.php/semhasmengajar/article/view/6828>
%0A<http://www.seminar.uad.ac.id/index.php/semhasmengajar/article/viewFile/6828/1877>
- Kim, C., Park, S. W., & Cozart, J. (2014). Affective and motivational factors of learning in online mathematics courses. *British Journal of Educational Technology*, 45(1), 171–185. <https://doi.org/10.1111/j.1467-8535.2012.01382.x>
- Kristanto, A., & Pradana, H. D. (2022). Mengembangkan Kemampuan Self-Regulated Learning Bidang Metakognisi. *Jurnal Pedagogi Dan Pembelajaran*, 5(3), 518–524. <https://doi.org/10.23887/jp2.v5i3.44331>
- Kristiyani, T. (2016). Self regulated learning konsep, implikasi, dan tantangannya bagi siswa di Indonesia. In *Sanata Dharma University Press, Yogyakarta*.
- Kurnia, I. N., Suastra, I. W., & Suarsana, I. B. P. (2018). Pengaruh Efikasi Diri dan Motivasi Belajar terhadap Prestasi Belajar Siswa SMP Negeri 1 Mendoyo pada Mata Pelajaran Matematika. *Jurnal Ilmiah Pendidikan Matematika*, 7(2), 60.
- Kustiani Gunawan & Hariani. (2018). Faktor-faktor yang Mempengaruhi Hasil Belajar. *Journal of Education*, 12(1).
- Latifah, E. (2015). Strategi Self Regulated Learning dan Prestasi Belajar: Kajian Meta Analisis. *Jurnal Psikologi*, 37(1), 110 – 129–129. <https://doi.org/10.22146/jpsi.7696>
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and future directions. *Child Development*, 71(3), 553-562.
- Mahmoodi, M. H., Kalantari, B., & Ghaslani, R. (2014). Self-Regulated Learning (SRL), Motivation and Language Achievement of Iranian EFL Learners. *Procedia - Social and Behavioral Sciences*, 98, 1062–1068. <https://doi.org/10.1016/j.sbspro.2014.03.517>
- Maisaroh. (2019). Pengaruh Self Efficacy Dan Self Regulated Learning Terhadap Prestasi Belajar Pada Mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. *Jurnal Fakultas Ekonomi Universitas Negeri Jakarta*, 1–21.
- Martin, A. J. & Marsh, H. W. (2009). Academic Resilience And Academic Buoyancy: Multidimensi and Hierarchical Conceptual Framing of Causes, Correlates and Cognate Constructs. *Oxford Review of Education*, 35(3), 353–370.
- Martin, A.J & Marsh, H. W. (2003). *Academic Resilience and the Four Cs: Confidence, Control, Composure, and Commitment*. Paper presented at NZARE AARE.
- Mehrabian, N., Salehi, H., Tabatabaei, O., & Vahid-Dastjerdi, H. (2022). EFL Teachers' Resilience Prediction Based on Academic Self-Efficacy, Problem Solving Skills, and Metacognitive Skills. *Iranian Evolutionary and Educational Psychology*, 4(2), 228–243.

<https://doi.org/10.52547/ieepj.4.2.228>

- Mesibov, D., & Drmacich, D. (2022). *Helping Students Take Control of Their Own Learning*. Routledge. <https://doi.org/10.4324/9781003284697>
- Mesra, R. (2023). *Strategi Pembelajaran Abad 21*. <https://doi.org/https://doi.org/10.31219/osf.io/ec6du>
- Mohan, V., & Verma, M. (2020). Self-regulated learning strategies in relation to academic resilience. *Self-Regulated Learning Strategies in Relation to Academic Resilience*.
- Mohd Yusoff, A. B., Madihie, A., & Hutasuhut, I. J. (2023). Efikasi Kendiri Sebagai Moderator antara Metakognitif dan Resilien dalam Kalangan Guru Bimbingan dan Kaunseling di Sarawak. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 8(1), e002038. <https://doi.org/10.47405/mjssh.v8i1.2038>
- Moksnes, U. K., Eilertsen, M. B., Ringdal, R., Bjørnsen, H. N., & Rannestad, T. (2019). Life satisfaction in association with self-efficacy and stressor experience in adolescents – self-efficacy as a potential moderator. *Scandinavian Journal of Caring Sciences*, 33(1), 222–230. <https://doi.org/10.1111/scs.12624>
- Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). e-Learning, online learning, and distance learning environments: Are they the same? *The Internet and Higher Education*, 14(2), 129–135. <https://doi.org/10.1016/j.iheduc.2010.10.001>
- Moyano, N., Quílez-Robres, A., & Cortés Pascual, A. (2020). Self-Esteem and Motivation for Learning in Academic Achievement: The Mediating Role of Reasoning and Verbal Fluidity. *Sustainability*, 12(14), 5768. <https://doi.org/10.3390/su12145768>
- Muhali, M., Asy'ari, M., & Sukaisih, R. (2020). Analisis Kemampuan Regulasi Kognisi Peserta Didik dalam Pembelajaran. *Empiricism Journal*, 1(2), 51–59. <https://doi.org/10.36312/ej.v1i2.333>
- Mustofa, R. F., Nabiila, A., & Suharsono, S. (2019). Correlation of Learning Motivation with Self Regulated Learning at SMA Negeri 1 Tasikmalaya City. *International Journal for Educational and Vocational Studies*, 1(6), 647–650. <https://doi.org/10.29103/ijevs.v1i6.1750>
- Mustofa, R. F. R., Duran Corebima, A., Endang Suarsini, E., & Saptasari, M. (2019). The Correlation between Generic Skills and Metacognitive Skills of Biology Education Students in Tasikmalaya Indonesia Through Problem-Based Learning Model. *The Journal of Social Sciences Research*, 54, 951–956. <https://doi.org/10.32861/jssr.54.951.956>
- Mutiya, A. (2020). Self-regulated Learning Dan Resiliensi Akademik Sebagai Determinasi Kemampuan Berpikir Kreatif. *Jurnal Pendidikan Ekonomi Dan Kewirausahaan*, 2(24), 175–184.
- Nafila, M. (2021). Hubungan Regulasi Diri dalam Belajar dengan Resiliensi

- Akademik pada Siswa Kelas XII Program Akselerasi Sekolah Menengah Atas Negeri 9 Malang. *Industry and Higher Education*, 3(1), 1689–1699. <http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dspac.e.uc.ac.id/handle/123456789/1288>
- Najafzadeh, S. (2018). *Investigating the relationship between metacognitive strategies and academic enthusiasm with academic resiliency in second elementary school and first period high school students.*
- Nejati, S., Akbari, B., & Nazari, N. (2019). Comparison of Resilience, Cognitive Emotion Regulation and Metacognitive Beliefs of Primiparous and Multiparous Women. *International Clinical Neuroscience Journal*, 6(4), 146–150. <https://doi.org/10.15171/icnj.2019.27>
- Novia, N., et al. (2016). Pengaruh Model Pembelajaran Kooperatif Tipe Jigsaw terhadap Peningkatan Pengetahuan Deklaratif dan Keterampilan Berpikir Kritis Siswa SMP. *Jurnal Pendidikan Matematika*, 7(2), 149–152.
- Novita, D. D., Mustofa, R. F., & Diella, D. (2023). *Correlation Of Self Regulated Learning And Self Efficacy With Students ' Metacognitive In Biology Subjects.* 7, 9–21.
- Oktiani. (2018). Peranan Self-Efficacy dalam Meningkatkan Prestasi Belajar Siswa. *Psikologi Kognisi*, 3(1).
- Ormrod, J. (2009). *Psikologi Pendidikan Membantu Siswa Tumbuh dan Berkembang.* Erlangga.
- Ozturk, N. (2017). Assessing Metacognition: Theory and Practices. *International Journal of Assessment Tools in Education*, 134–134. <https://doi.org/10.21449/ijate.298299>
- Paulus Lunga, Sitti Anggraini, & Epifania M. Ladapase. (2021). Hubungan Efikasi Diri Dengan Resiliensi Guru Selama Pandemi Covid-19. *Empowerment Jurnal Mahasiswa Psikologi Universitas Buana Perjuangan Karawang*, 1(3), 70–76. <https://doi.org/10.36805/empowerment.v1i3.261>
- Peltier, J. W., Chennamaneni, P. R., & Barber, K. N. (2022). Student Anxiety, Preparation, and Learning Framework for Responding to External Crises: The Moderating Role of Self-Efficacy as a Coping Mechanism. *Journal of Marketing Education*, 44(2), 149–165. <https://doi.org/10.1177/02734753211036500>
- Perdana, R., & Wijaya, E. (2021). Hubungan Self-Regulated Learning dengan Resiliensi Akademik Peserta Didik pada Mata Pelajaran Biologi. *Jurnal Pendidikan Biologi*, 2(13), 182–190.
- Permatasari, R., & Akip, M. (2019). Perangkat Pembelajaran Ipa Berbasis Self-Regulated Learning Untuk Meningkatkan Keterampilan Metakognitif Siswa Sekolah Dasar Di Nanga Pinoh. *Jurnal Pendidikan Informatika Dan Sains*, 8(1), 90. <https://doi.org/10.31571/saintek.v8i1.1107>
- Putri Ningrat, S., Tegeh, I. M., & Sumantri, M. (2018). Kontribusi Gaya Belajar Dan Motivasi Belajar Terhadap Hasil Belajar Bahasa Indonesia. *Jurnal Ilmiah*

- Sekolah Dasar*, 2(3), 257. <https://doi.org/10.23887/jisd.v2i3.16140>
- Reivich, K., & Shatte, A. (2002). (2002). *The Resilience Faktor: 7 Essencial Skill for Overcoming Life's Inevitable Obstacles*. Brodway Book.
- Rohman, F. (2013). Pengaruh Motivasi Belajar, Kompetensi Pedagogik, dan Tanggung Jawab Guru terhadap Self-Efficacy Guru SMP Negeri di Kabupaten Semarang. *Universitas Semarang*.
- Romano, L., Angelini, G., Consiglio, P., & Fiorilli, C. (2021). Academic resilience and engagement in high school students: The mediating role of perceived teacher emotional support. *European Journal of Investigation in Health, Psychology and Education*, 11(2), 334–344. <https://doi.org/10.3390/ejihpe11020025>
- Santosa, I. B. (2015). *Resiliensi: Kemampuan untuk Tumbuh dan Berkembang dalam Menghadapi Tantangan*. Refika Aditama.
- Saufi, M., Budiono, A. N., & Mutakin, F. (2022). Korelasi Self Regulated Learning Dengan Resiliensi Akademik Mahasiswa. *Jurnal Consulenza: Jurnal Bimbingan Konseling Dan Psikologi*, 5(1), 67–75. <http://ejurnal.uij.ac.id/index.php/CONS%0AKORELASI>
- Schraw, G., & Dennison, R. S. (1994). Assessing Metacognitive Awareness. *Contemporary Educational Psychology*, 19(4), 460–475. <https://doi.org/10.1006/ceps.1994.1033>
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective*. 322.
- Sholiha, T. A., Kurniati, N., Tyaningsih, R. Y., & Prayitno, S. (2022). Pengaruh Self-Regulated Learning (SRL) terhadap Hasil Belajar Matematika Siswa Kelas XI SMAN 1 Masbagik. *Jurnal Ilmiah Profesi Pendidikan*, 7(3), 1355–1362. <https://doi.org/10.29303/jipp.v7i3.745>
- Smith, J., & Johnson, A. (2019). Variabilitas jumlah Peserta dalam Penelitian Korelasional: Implikasi Metodologi dan Tujuan Penelitian. *Penelitian Pendidikan*, 15(3), 112–127.
- Solikhah, & A. (2022). *BIOSTATISTIK: Sebuah Aplikasi SPSS dalam Bidang Kesehatan dan Kedokteran*. Jejak Pustaka.
- Sudarisman, S., Studi, P., & Biologi, P. (2015). *Memahami hakikat dan karakteristik pembelajaran biologi dalam upaya menjawab tantangan abad 21 serta optimalisasi implementasi kurikulum 2013*. 2(1), 29–35.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sugiyono. (2019). *Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta*. Alfabeta.
- Sulfemi. (2018). Hubungan Motivasi Belajar dengan Hasil Belajar IPS di SMPS Kabupaten Bogor. *Edutecn*. <https://doi.org/https://doi.org/10.31227/osf.io/eqzcf>
- Sumadyo, M., & Purwantini, L. (2018). Penilaian Kemampuan Metakognitif Siswa Sma Dengan Menggunakan Algoritma K-Means. *Paper Presented At The*

Prosiding Seminar Nasional Energi & Teknologi (Sinergi).

- Supriyadi, D., & Maliki, B. I. (2024). *YUME : Journal of Management Toward Strategic Management Resilience : Integrating Adaptive Strategies in Dynamic Environments*. 7(1), 271–278.
- Taluke, S. A., et al. (2019). *Analisis Data Skala Likert: Teori dan Aplikasi*. Deepublish.
- Titik., K. (2016). *Self Refulated Learning Konsep, Implikasi, dan Tantangannya Bagi Siswa Di Indonesia*. Sanata Dharma University Pers.
- Trigueros, R., Aguilar-Parra, J. M., Mercader, I., Fernández-Campoy, J. M., & Carrión, J. (2020). Set the controls for the heart of the maths. The protective factor of resilience in the face of mathematical anxiety. *Mathematics*, 8(10), 1–11. <https://doi.org/10.3390/math8101660>
- Uno H. (2016). *Teori Motivasi dan pengukurannya Analisis di Bidang Pendidikan*. PT Bumi Aksara.
- Van Hoek, K., & Sara, S. (2019). Academic resilience: A systematic review of the literature. *Educational Research Review*, 27, 100–121.
- Wahyuda, A., Ananda Putri, A. P., Humayroh, S., Reni Rahayu, R. R., & Azzahra Putri Ramadana, A. P. R. (2023). Pengaruh Minat Siswa pada Pembelajaran Biologi Terhadap Hasil Belajar Siswa SMA N 1 Beringin. *Biodik*, 9(1), 123–127. <https://doi.org/10.22437/bio.v9i1.19679>
- Wardana, R. W., Prihatini, A., & Hidayat, M. (2020). Identifikasi Kesadaran Metakognitif Peserta Didik dalam Pembelajaran Fisika. *PENDIPA Journal of Science Education*, 5(1), 1–9. <https://doi.org/10.33369/pendipa.5.1.1-9>
- Wijaya, E. (2021). *Pengukuran dalam penelitian: Teori dan aplikasi*. Pustaka belajar.
- Wulandari. (2023). Resiliensi Akademik Siswa SMA di Masa Pandemi Covid-19. *Jurnal Psikologi Pendidikan*.
- Yoelianita, B. E., & Toga, E. (2022). Hubungan Self-Efficacy dengan Academic Resilience Dimediasi Self-Regulated Learning pada Mahasiswa di Masa Pandemi COVID-19. *Holistic Nursing and Health Science*, 5(2), 226–237. <https://doi.org/10.14710/hnhs.5.2.2022.82-93>
- Yulianto, A. R., Subariyanti, H., & Wardhana, A. K. (2020). Analysis of the Effect of Product Quality and Service Quality on Customer Satisfaction. *Angewandte Chemie International Edition*, 6(11), 951–952., 22(3), 26–37. <https://ejournal.borobudur.ac.id/index.php/1/article/view/648>
- Zahra, C. (2019). *Metakognisi Siswa Dalam Pemecahan Masalah Matematika*. deepublish.
- Zimmerman, B. J., & Martiner-Pons, M. (2001). Construct validation of strategy model of student self-regulated learning. *Journal of Educational Psychology*, 284–290.
- Zimmerman, B. J. & Schunk, D. H. (1998). *Self Regulated Learning: From*

Teaching to Self Reflective Practice. Guilford.

Zimmerman, B. J & Martinez-Pons, M. (1986). Development of a Structured Interview for Assessing Student Use of Self-Regulated Learning Strategies. *American Educational Research Journal Winter, 23(4)*, 614–628.