

DAFTAR PUSTAKA

- Annisa, F., & Rinaldi. (2020). Hubungan Antara Perilaku Overprotective Orang Tua Terhadap Penyesuaian Diri Remaja di SMA X Padang. *Jurnal Riset Psikologi*, 2, 1–14.
- Azwar, S. (2011). *Metodologi penelitian*. Pustaka Pelajar.
- Azwar, S. (2012). *Penyusunan Skala Psikologi* (2nd ed.). Pustaka Pelajar.
- Azwar, S. (2015). *Dasar-Dasar Psikometri*. Pustaka Pelajar.
- Chou, W. P., Wang, P. W., Chen, S. L., Chang, Y. P., Wu, C. F., Lu, W. H., & Yen, C. F. (2020). Voluntary reduction of social interaction during the covid-19 pandemic in taiwan: Related factors and association with perceived social support. *International Journal of Environmental Research and Public Health*, 17(21), 1–12. <https://doi.org/10.3390/ijerph17218039>
- Christiana, E. (2020). Burnout Akademik Selama Pandemi Covid 19. *Prosiding Seminar Bimbingan Dan Konseling*, 8–15. <http://pasca.um.ac.id/conferences/index.php/snbk/article/view/1129>
- CNN Indonesia. (2020). *Survei KPAI: Guru Tak Interaktif selama Belajar dari Rumah*. www.cnnindonesia.com. <https://m.cnnindonesia.com/nasional/20200427160228-20-497716/survei-kpai-guru-tak-interaktif-selama-belajar-dari-rumah>
- 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.
- Cohen, S., Janicki-Deverts, D., Turner, R. B., & Doyle, W. J. (2015). Does Hugging Provide Stress-Buffering Social Support? A Study of Susceptibility to Upper Respiratory Infection and Illness. *Psychological Science*, 26(2), 135–147. <https://doi.org/10.1177/0956797614559284>
- Cohen, S., Memelstein, R., Kamarck, T., & Hoberman, H. M. (1985). *Measuring The Functional Components of Social Support*.
- Cohen, S., Underwood, L. G., & Gottlieb, B. H. (2000). Social Support Measurement and Interventions. In *Social Support Measurement and Intervention*. Oxford University Press. <https://doi.org/10.1093/med:psych/9780195126709.003.0010>

- Cohen, S., & Wills, T. A. (1985). Stress, Social Support, and the Buffering Hypothesis Sheldon. *Psychological Bulletin*, 98(2), 310–357. <https://doi.org/10.1037/0033-2909.98.2.310>
- Fiorilli, C., Stasio, S. De, Di, C., & Pepe, A. (2017). *School burnout , depressive symptoms and engagement : Their combined effect on student achievement*. 84(April), 1–12. <https://doi.org/10.1016/j.ijer.2017.04.001>
- Firnanda, G., & Ibrahim, Y. (2020). Peer Social Support Relations with Student Academic Stress. *Jurnal Neo Konseling*, 2(2), 1–6. <https://doi.org/10.24036/00280kons2020>
- Freudenberger, H. J. (1975). The staff burnout syndrome in alternative institutions. 12., *Psychotherapy: Theory, Research, & Practice*, 12, 72–83.
- Gravetter, F. J. (2012). *Research Method for Behavioural Science*. Wadsworth.
- Gravetter, F. J., & Walnau, L. B. (2013). *Statistics for the Behavioral Sciences* (9th ed.). Wadsworth.
- Gungor, A. (2019). Investigating the relationship between social support and school burnout in Turkish middle school students: The mediating role of hope. *School Psychology International*, 40(6), 581–597. <https://doi.org/10.1177/0143034319866492>
- Harahap, S. R. (2020). Proses Interaksi Sosial Di Tengah Pandemi Virus Covid 19. *AL-HIKMAH: Media Dakwah, Komunikasi, Sosial Dan Budaya*, 11(1), 45–53. <https://doi.org/10.32505/hikmah.v11i1.1837>
- Hidayat, D. R., Rohaya, A., Nadine, F., & Ramadhan, H. (2020). KEMANDIRIAN BELAJAR PESERTA DIDIK DALAM PEMBELAJARAN DARING PADA MASA PANDEMI COVID -19 Program Studi Bimbingan dan Konseling , Universitas Negeri Jakarta SELF-REGULATED LEARNING OF STUDENTS STUDYING ONLINE. *PERSPEKTIF Ilmu Pendidikan*, 34(2), 147–154.
- Hidayat, R. (2020). *Stres, Burnout, Jenuh: Problem Siswa Belajar Daring Selama COVID-19*. Tirto.Id. <https://tirto.id/stres-burnout-jenuh-problem-siswa-belajar-daring-selama-covid-19-f3ZZ>
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. SAGE Publication.
- Kim, B., Jee, S., Lee, J., An, S., & Lee, S. M. (2017). Relationships between social support and student burnout: A meta-analytic approach. *Stress and Health*, 34(1), 127–134. <https://doi.org/10.1002/smi.2771>

- Kim, H. S., Sherman, D. K., & Taylor, S. E. (2008). Culture and Social Support. *American Psychologist*, 63(6), 518–526. <https://doi.org/10.1037/0003-066X>
- Kurniasari, A., Pribowo, F. S. P., & Putra, D. A. (2020). Analisis Efektivitas Pelaksanaan Belajar Dari Rumah (Bdr) Selama Pandemi Covid-19. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 6(3), 1–8.
- Latief, P. M. (2015). Hubungan Antara Persepsi Dukungan Sosial Teman Sebaya Dengan Prokrastinasi Akademik Siswa Kelas Xi Di Sma Negeri 1 Prambanan. *Jurnal Riset Mahasiswa Bimbingan Dan ...*, 1–13. <http://journal.student.uny.ac.id/ojs/index.php/fipbk/article/view/272>
- Leiter, M. P., Maslach, C., & Frame, K. (2015). *Burnout*. 1–7. <https://doi.org/10.1002/9781118625392.wbecp142>
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). The Maslach Burnout Inventory Manual. *The Maslach Burnout Inventory, May 2016*, 191–217. <https://www.researchgate.net/publication/277816643>
- Maslach, C., & Leiter, M. P. (1997). *The Truth About Burnout: How Organizations Cause Personal Stress* (p. 202). Josey-Bass.
- Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry*, 15(2), 103–111. <https://doi.org/10.1002/wps.20311>
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). *Job Burnout*. 397–422.
- Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, dan Menteri dalam Negeri Republik Indonesia, Pub. L. No. NOMOR 03/KB/2020; NOMOR 612 TAHUN 2020; NOMOR HK.01.08/Menkes/502/2020 ; NOMOR 119/4536/SJ, 1 (2020).
- Mostert, K., & Pienaar, J. (2020). The moderating effect of social support on the relationship between burnout, intention to drop out, and satisfaction with studies of first-year university students. *Journal of Psychology in Africa*, 30(3), 197–202. <https://doi.org/10.1080/14330237.2020.1767928>
- Oktavianda, C., & Aisyah. (2021). Pelaksanaan Pembelajaran daring pada Mata Pelajaran Sejarah Masa Pandemi Covid-19 di SMA Negeri 5 Padang. *Journal Kronologi*, 3(1), 106–118.
- Oyoo, S. A. (2018). *Academic Resilience as a Predictor of Academic Burnout among Form Four Students in Homa-Bay County , Kenya*. 6(3), 187–200.

- Palupi R, & Findyartini A. (2019). The relationship between gender and coping mechanisms with burnout events in first-year medical students. *Korean J Med Educ*, 4(31), 331–342.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6900345/pdf/kjme-2019-143.pdf>
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human Development* (11th ed.). McGraw-Hill.
- Pawicara, R., & Conilie, M. (2020). Analisis Pembelajaran Daring Terhadap Kejenuhan Belajar Mahasiswa Tadris Biologi Iain Jember di Tengah Pandemi Covid-19. *ALVEOLI: Jurnal Pendidikan Biologi*, 1(1), 29–38.
- Purvanova, R. K., & Muros, J. P. (2010). Gender differences in burnout: A meta-analysis. *Journal of Vocational Behavior*, 77(2), 168–185.
<https://doi.org/10.1016/j.jvb.2010.04.006>
- Purwanto. (2008). *Metodologi Penelitian kuantitatif: untuk Psikologi dan Pendidikan*. Pustaka Pelajar.
- Rahmasari, F. (2016). Hubungan Dukungan Sosial Dengan Burnout Belajar Pada Siswa Kelas Xi Di Sma Negeri 4 Yogyakarta. *E-Journal Bimbingan Dan Konseling*, 4.
- Rehman, A. U., Bhuttah, T. M., & You, X. (2020). Linking burnout to psychological well-being: The mediating role of social support and learning motivation. *Psychology Research and Behavior Management*, 13, 545–554.
<https://doi.org/10.2147/PRBM.S250961>
- Rosa, N. N. (2020). Hubungan Dukungan Sosial Terhadap Motivasi Belajar Daring Mahasiswa Pada Masa Pandemi Covid-19. *TANJAK: Journal of Education and Teaching*, 1(2), 147–153.
<https://doi.org/10.35961/tanjak.v1i2.146>
- Salmela-Aro, K., Kiuru, N., & Nurmi, J. E. (2008). The role of educational track in adolescents' school burnout: A longitudinal study. *British Journal of Educational Psychology*, 78(4), 663–689.
<https://doi.org/10.1348/000709908X281628>
- Salmela-Aro, K., & Tynkynen, L. (2012). Gendered pathways in school burnout among adolescents. *Journal of Adolescence*, 35(4), 929–939.
<https://doi.org/10.1016/j.adolescence.2012.01.001>
- Santrock, J. W. (2016). *Adolescence* (16th ed.). In McGraw-Hill.

- Sarafino, E. P., & Smith, T. W. (2017). *Health Psychology: Biopsychosocial Interactions* (9th ed.). John Wiley & Sons Inc.
- Satgas Penanganan COVID-19. (2020). *Peta Sebaran / Satgas Penanganan COVID-19*. Satgas Penanganan COVID-19. <https://covid19.go.id/peta-sebaran>
- Schaufeli, W. B., Martínez, I. M., Pinto, A. M., Salanova, M., & Barker, A. B. (2002). Burnout and engagement in university students a cross-national study. *Journal of Cross-Cultural Psychology*, 33(5), 464–481. <https://doi.org/10.1177/0022022102033005003>
- Schaufeli, W., Salanova, M., González-romá, V., & Bakker, A. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*, 3(1), 71–92. <https://doi.org/10.1023/A:1015630930326>
- Setiawan, A. P., Masruri, L., Ayu, S., Trastianingrum, P., Metode, E., Daring, P., Jarak, P., Akibat, J., Pelajar, P., & Mahasiswa, D. (2021). Efek Metode Pembelajaran Daring (Pembelajaran Jarak Jauh) Akibat COVID-19: Perspektif Pelajar dan Mahasiswa. *Proyeksi*, 16(1), 83–91.
- Sulaiman, H., Shabrina, F., & Sumarni, S. (2021). Tingkat Self Esteem Siswa Kelas XII pada Pembelajaran Matematika Daring. *Mosharafa: Jurnal Pendidikan Matematika*, 10(2), 189–200.
- Supratiknya, A. (2014). *Pengukuran Psikologis*. pPenerbit Universitas Sanata Dharma.
- Suryani, N. (2017). Hubungan Self Esteem Dengan Sikap Sosial. *Jurnal Bimbingan Dan Konseling*, 3(1), 23–30.
- Szkody, E., Stearns, M., Stanhope, L., & McKinney, C. (2020). Stress-Buffering Role of Social Support during COVID-19. *Family Process*, x(x), 1–14. <https://doi.org/10.1111/famp.12618>
- Taylor, S. E., Sherman, D. K., Kim, H. S., Jarcho, J., Takagi, K., & Dunagan, M. S. (2004). Culture and social support: Who seeks it and why? *Journal of Personality and Social Psychology*, 87(3), 354–362. <https://doi.org/10.1037/0022-3514.87.3.354>
- Uchino, B. N. (2004). *Social support and physical health : understanding the health consequences of relationships*. Yale University.
- Uchino, B. N., Bowen, K., de Grey, R. K., Mikel, J., & Fisher, E. B. (2018). Social Support and Physical Health: Models, Mechanisms, and

Opportunities. In E. B. Fisher (Ed.), *Principles and Concepts of Behavioral Medicine: A Global Handbook* (pp. 341–372). Springer.
<https://doi.org/10.1007/978-0-387-93826-4>

Uchino, B. N., Landvatter, J., Zee, K., & Bolger, N. (2020). Social Support and Antibody Responses to Vaccination: A Meta-Analysis. *Annals of Behavioral Medicine*, 54(8), 567–574. <https://doi.org/10.1093/abm/kaaa029>

UNICEF. (2020a). *Indonesia: Survei terbaru menunjukkan bagaimana siswa belajar dari rumah*. Unicef Indonesia.
<https://www.unicef.org/indonesia/id/press-releases/indonesia-survei-terbaru-menunjukkan-bagaimana-siswa-belajar-dari-rumah>

UNICEF. (2020b). *Pengalaman Sehari-hari selama Pandemi*.

UNICEF, & CIMSA. (2020a). *Ruang Peduli Kesehatan Mental (PEKA) #UReportPeka Volume 1*. <https://indonesia.ureport.in/opinion/4464/>

UNICEF, & CIMSA. (2020b). *Ruang Peduli Kesehatan Mental (PEKA) #UReportPEKA Volume 2: “Kekhawatiran dalam Pembelajaran Jarak Jauh.”* <https://indonesia.ureport.in/opinion/4505/>

World Health Organization. (2020). *Coronavirus Disease (COVID-19)*. World Health Organization. <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19>

Yunanto, T. A. R. (2019). Perlukah Kesehatan Mental Remaja? Menyelisik Peranan Regulasi Emosi dan Dukungan Sosial Teman Sebaya Dalam Diri Remaja. *Jurnal Ilmu Perilaku*, 2(2), 75. <https://doi.org/10.25077/jip.2.2.75-88.2018>

