

DAFTAR PUSTAKA

- Afnan., Fauzia, R., & Tanau, M. U. (2020). Hubungan Efikasi Diri dengan Stress pada Mahasiswa yang berada dalam Fase Quarter Life Crisis. *Jurnal Kognisia*, 3(1), 23 – 29. Diunduh melalui <https://ppjp.ulm.ac.id/journals/index.php/kog/article/view/1569>
- Ali, M. (2020, Mei 20). 6 Ribuan Sekolah Ditutup Akibat Pandemi Corona Covid-19. *Liputan6.com*. Diakses dari <https://www.liputan6.com/news/read/4259413/6-ribuan-sekolah-ditutup-akibat-pandemi-corona-covid-19>
- Amalia, V. R., & Nashori, H. F. (2021). Religiusitas, Efikasi Diri, dan Stres Akademik Mahasiswa Farmasi. *Journal of Psychology, Religion and Humanity*, 3(1), 36-55. doi: <https://doi.org/10.32923/psc.v3i1.1702>
- Ambarsarie, R., Yunita, E., & Sariyanti, M. (2021). *Strategi Coping Pada Generasi Z*. Bengkulu: Unit Penerbitan dan Publikasi FKIP Universitas Bengkulu. Diunduh dari https://www.researchgate.net/profile/Riry-Ambarsarie/publication/353945593_Buku_Saku_Coping_Stres_pada_Mahasiswa_Generasi_Z/links/611b65ae169a1a010307e22e/Buku-Saku-Coping-Stres-pada-Mahasiswa-Generasi-Z.pdf
- American Psychological Association Dictionary. Diakses melalui <https://dictionary.apa.org/stress> pada 22 November 2021
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Azwar, S. (2012). *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Belajar.
- Beaton, D. E., Bombardier, C., Guillemin, F., & Ferraz, M. B. (2000). Guidelines for the Process of Cross-Cultural Adaptation of Self-Report Measures. *SPINE*, 25 (24), 3186–3191.
- Bandura, A. (2009). *Self-efficacy in changing societies*. New York: Cambridge University Press. Diunduh dari https://www.researchgate.net/profile/Barry-Zimmerman-2/publication/247480203_Self-efficacy_and_educational_development/links/549b67770cf2b80371371ad5/Self-efficacy-and-educational-development.pdf
- Berjot, S., & Gillet, N. (2011). Stress and coping with discrimination and stigmatization. *Hypothesis and Theory Article*, 2, 1-13. doi: 10.3389/fpsyg.2011.00033
- Bonk, C. J., & Graham, C. R. (2006). *The Hand Book of Blended Learning*. San Francisco: Pfeiffer. Diakses dari <https://books.google.co.id/books?id=2u2TxK06PwUC&printsec=frontcover#v=onepage&q&f=false>

- Bruggeman, B., Tondeur, J., Struyven, K., Pynoo, B., Garone, A., & Vanslambrouck, S. (2020). Experts speaking: Crucial teacher attributes for implementing blended learning in higher education, *The Internet and Higher Education*. doi: <https://doi.org/10.1016/j.iheduc.2020.100772>
- Cataudella, S., Carta, S. M., Mascia, M. L., Masala, C., Petretto, D. R., Agus, M., & Penna, M. P. (2021). Teaching in Times of the COVID-19 Pandemic: A Pilot Study on Teachers' Self-Esteem and Self-Efficacy in an Italian Sample. *International Journal of Environmental Research and Public Health*, 18(8211), 1-14. doi: <https://doi.org/10.3390/ijerph18158211>
- Cerullo, M. (2021, Juni 18). Teachers Battling Stress, Depression During The Pandemic. Diakses dari <https://www.cbsnews.com/news/teachers-had-most-stressful-job-during-pandemic/>
- Ciptadi, B., & Umar, J. (2010). Metode Alteratif untuk Mendeteksi Bias Respons *Social Desirability* pada Item-item Tes Kepribadian. *Jurnal Pengukuran Psikologi dan Pendidikan Indonesia*, 1(1), 1-20.
- Cohen, S., Gianaros, P. J., & Manuck, S. B. (2016). A Stage Model of Stress and Disease. *Perspectives on Psychological Science*, 11(4), 456-463. doi: 10.1177/1745691616646305
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A Global Measure of Perceived Stress. *Journal of Health and Social Behavior*, 24(4), 385-396. doi: <https://doi.org/10.2307/2136404>
- Damayanti, N. R. (2022, Mei 16). PTM 100 Persen 17 Mei Tergantung Wilayah, Cek Aturan Terbaru SKB Menteri. Diakses dari <https://www.detik.com/edu/sekolah/d-6080287/ptm-100-persen-17-mei-tergantung-wilayah-cek-aturan-terbaru-skb-menteri>
- Demaray, M. K. (2020). Advances in understanding and intervening in teacher stress and coping: The Coping Competence-Context Theory. *Journal of School Psychology*, 78, 69-74. doi: <https://doi.org/10.1016/j.jsp.2020.01.001>
- Elvina, L. (2020, Maret 12). WHO Tetapkan wabah virus corona sebagai pandemi global. *Kompastv*. Diakses dari <https://www.kompas.tv/article/70893/who-tetapkan-wabah-virus-corona-sebagai-pandemi-global>
- Etxebarria, N. -O., Santxo, N. B., Mondragon, N. I., & Santamaría, M. D. (2021). The Psychological State of Teachers During the COVID-19 Crisis: The Challenge of Returning to Face-to-Face Teaching. *Frontiers in Psychology*, 11, 1-10. doi: <https://doi.org/10.3389/fpsyg.2020.620718>
- Fauzia, M. (2022, Maret 10). Kemendikbud Izinkan Sekolah Tatap Muka Kembali 100 Persen, Ini Syaratnya. Diakses dari <https://nasional.kompas.com/read/2022/03/10/15481191/kemendikbud-izinkan-sekolah-tatap-muka-kembali-100-persen-ini-syaratnya>

- Gaol, N. T. L. (2016). Teori Stres: Stimulus, Respons, dan Transaksional. *Buletin Psikologi*, 24(1), 1-11. doi: 10.22146/bpsi.11224
- Hamdan., & Wijaya, D. S. (2019). Stres dan Depresi terhadap Volume Saliva. *Journal of Holistic and Traditional Medicine*, 4(1), 353-356.
- Herman, K. C., Rosa, J. H., & Reinke, W. M. (2017). Empirically Derived Profiles of Teacher Stress, Burnout, Self-Efficacy, and Coping and Associated Student Outcomes. *Journal of Positive Behavior Interventions*, 1-11. doi: <https://doi.org/10.1177/1098300717732066>
- Hendryadi. (2017). Validitas Isi: Tahap Pengembangan Awal Kuisisioner. *Jurnal Riset Manajemen dan Bisnis*, 2(2), 169-178. Diunduh melalui https://www.researchgate.net/profile/Hendryadi-Hendryadi/publication/323255432_VALIDITAS_ISI_TAHAP_AWAL_PENGEMBANGAN_KUESIONER/links/5a89bd80f7e9b1a9554281a/VALIDITAS-ISI-TAHAP-AWAL-PENGEMBANGAN-KUESIONER.pdf
- Hidayat, A. (2013). Uji Normalitas dan Metode Perhitungan (Penjelasan Lengkap). Diakses melalui <https://www.statistikian.com/2013/01/uji-normalitas.html>
- Hurlock, E. B. (1980). *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta: Erlangga.
- Juhji. (2016). Peran Urgen Guru Dalam Pendidikan. *Jurnal Ilmiah Pendidikan*, 10(1), 52-62. Diunduh dari <http://www.jurnal.uinbanten.ac.id/index.php/studiadidaktika/article/view/73/75>
- Kementerian Pendidikan dan Kebudayaan. (2020, November 20). Panduan Penyelenggaraan Pembelajaran di Masa Pandemi Coronavirus Disease 2019 (Covid-19). Diunduh dari <https://www.kemdikbud.go.id/main/blog/2020/11/pemerintah-daerah-diberikan-kewenangan-penuh-tentukan-izin-pembelajaran-tatap-muka>
- Kementerian Pendidikan dan Kebudayaan. (2019, Februari 26). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 6 Tahun 2009 tentang Pedoman Organisasi Dan Tata Kerja Satuan Pendidikan Dasar Dan Menengah. Diunduh dari <https://peraturan.bpk.go.id/Home/Details/137717/permendikbud-no-6-tahun-2019>
- Kementerian Pendidikan dan Kebudayaan. (2020, Maret 24). SE Mendikbud: Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Covid-19. Diakses dari <https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-covid19>
- Kush J. M., Goicoechea, E. –B., Musci, R. J., & Stuart, E. A. (2021). Teacher Mental Health During the COVID-19 Pandemic: Informing Policies to Support Teacher

- Well-being and Effective Teaching Practices. Diunduh dari <https://arxiv.org/abs/2109.01547v1>
- Kurniawan, A. W., & Puspitaningtyas, Z. (2016). Metode Penelitian Kuantitatif. Yogyakarta: Pandiva Buku. Diunduh melalui <https://book.asia/book/5686381/2da729>
- Mamluah, S. K., & Maulidi, A. (2021). Pembelajaran Jarak Jauh (PJJ) di Masa Pandemi COVID-19 di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 1683–1688. doi: <https://doi.org/10.31004/basicedu.v5i2.800>
- Matondang, Z. (2009). Validitas dan Reliabilitas Suatu Instrumen Penelitian. *Jurnal Tabularasa PPS Unimed*, (6), 1, 87-97. Diunduh dari <http://digilib.unimed.ac.id/id/eprint/705>
- Mazo, G. N. (2015). Causes, Effects of Stress, and the Coping Mechanism of the Bachelor of Science in Information Technology Students in A Philippine University. *Journal of Education and Learning*, 9(1), 71-78. Diunduh melalui https://www.researchgate.net/publication/281761813_Causes_Effects_of_Stress_and_the_Coping_Mechanism_of_the_Bachelor_of_Science_in_Information_Technology_Students_in_a_Philippine_University
- Mubarok, R. (2022). Manajemen Lembaga Pendidikan dalam Pelaksanaan Pembelajaran Tatap Muka Terbatas. *Jurnal Pendidikan dan Pembelajaran*, 1(1), 1-9. Diunduh melalui <https://journal.ypp3a.org/index.php/diajar/article/view/141/152>
- Mulyasa, E. (2010). *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: Remaja Rosdakarya.
- McKay, M. T., Dempster, M., & Byrne, D. G. (2014). An examination of the relationship between self-efficacy and stress in adolescents: the role of gender and self-esteem. *Journal of Youth Studies*, 17(9), 1131-1151. doi: <http://dx.doi.org/10.1080/13676261.2014.901494>
- Mortel, T. F. (2008). Faking It: Social Desirability Response Bias in Selfreport Research. *Australian Journal of Advanced Nursing*, 25(4), 40-48. Diunduh melalui https://www.researchgate.net/publication/46574012_Faking_it_Social_desirability_response_bias_in_self-report_research
- Nevid, J. S., Rathus, S. A., & Greene, B. (2014). *Abnormal Psychology in A Changing World*. New Jersey: Pearson Education, Inc. Diunduh dari <http://library.lol/main/D367FA02510307FEDF51DD5051E1EFA3>
- Novianti, D. A., Sari, I. K., Saputri, R., Parasian, W., Subekan, A., Hariyanto, E..., & Noerfuad, Z. M. (2021). Kementerian Keuangan Republik Indonesia. *Buku Merekam Pandemi Covid-19 dan Memahami Kerja Keras Pengawal APBN*. Diunduh dari <https://www.kemenkeu.go.id/media/18295/buku-merekam-pandemi-covid-19-dan-memahami-kerja-keras-pengawal-apbn.pdf>

- Ohyver, M. (2018). Uji Nonparametrik. Diakses melalui <https://socs.binus.ac.id/2018/12/08/uji-nonparametrik/>
- Ormrod, J. E. (2009). *Psikologi Pendidikan Membantu Siswa Tumbuh dan Berkembang*. Jakarta: Erlangga.
- Ozdemir, S., & Kerse, G. (2020). The Effects of COVID 19 Process on Health Care Workers: Analysing of the Relationships between Optimism, Job Stress and Emotional Exhaustion. *International and Multidisciplinary Journal of Social Sciences*, 9(2), 178-201. doi: <http://doi.org/10.17583/rimcis.2020.5849>
- Patibang, D. A., & Zubair, A. G. (2017). Efikasi Diri pada Peserta Didik SMA X Makassar. *Jurnal Psikologi Talenta*, 2(2), 1-11. <https://doi.org/10.26858/talenta.v2i2.13200>
- Pressley, T., & Ha, C. (2021). Teaching during a Pandemic: United States Teachers' Self-Efficacy During COVID-19. *Teaching and Teacher Education*, 106, 1-10. doi: <https://doi.org/10.1016/j.tate.2021.103465>
- Prilleltensky, I., Neff, M., & Bessell, A. (2016). Teacher Stress: What It Is, Why It's Important, How It Can be Alleviated. doi: <https://doi.org/10.1080/00405841.2016.1148986>
- Purwanto, A. (2020). Studi Eksplorasi Dampak Work From Home (WFH) Terhadap Kinerja Guru Selama Pandemi Covid-19. *Journal of Education, Psychology and Counseling*, 2(1), 92-100. Diunduh dari <https://ummaspul-e-journal.id/Edupsycouns/article/view/418>
- Putri, N. (2021, Agustus 10). Terbaru! Ini Aturan Lengkap Sekolah Tatap Muka Era PPKM. Cnbc.indonesia. Diunduh dari <https://www.cnbcindonesia.com/tech/20210810084806-37-267396/terbaru-ini-aturan-lengkap-sekolah-tatap-muka-era-ppkm>
- Rifai. (2021). Refleksi Teologis terhadap Tingkat Stress Guru selama Pandemi Covid-19. *Jurnal Teologi dan Pendidikan Kristiani*, 5(2), 396-407. doi: 10.30648/dun.v5i2.458
- Saleh, D., Camart, N., & Romo, L. (2017). Predictors of Stress in College Students. *Front Psychol*, 8(19). DOI: 10.3389/fpsyg.2017.00019
- Sanjaya, F. (2012). Peran Moderasi Kecerdasan Emosi pada Stres Kerja. *Jurnal Dinaika Manajemen*, 3(2), 155-163. Diunduh melalui <https://journal.unnes.ac.id/nju/index.php/jdm/article/view/2453/2506>
- Santrock, J. W. (2003). *Adolescence Perkembangan Remaja*. Jakarta: Erlangga
- Santrock, J. W. (2010). *Educational Psychology*. New York: McGraw-Hill
- Sarafino, E. P., & Smith, T. W. (2011). *Health Psychology Biopsychosocial Interactions*. Hoboken: John Wiley & Sons.

- Sarwono, J. (2006). *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu
- Shahsvarani, A. M., Abadi, E. A. M., & Kalkhoran, M. K. (2015). Stress: Facts and Theories through Literature Review. *International Journal of Medical Reviews*, 2(2), 230-241. Diunduh dari http://www.ijmedrev.com/article_68654.html
- Skaalvik, E.M., & Skaalvik, S. (2016). Teacher Stress and Teacher Self-Efficacy as Predictors of Engagement, Emotional Exhaustion, and Motivation to Leave the Teaching Profession. *Creative Education*, 7, 1785-1799. doi: <http://dx.doi.org/10.4236/ce.2016.713182>
- Smet, B. (1994). *Psikologi Kesehatan*. Jakarta: Gramedia Widiasarana Indonesia
- Sudrajat, J. (2020). Kompetensi Guru di Masa Pandemi Covid-19. *Jurnal Riset Ekonomi dan Bisnis*, 13(1), 100-110. Diunduh melalui <https://journals.usm.ac.id/index.php/jreb/article/view/2434>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta. Diakses melalui <https://b-ok.asia/book/5686376/9d6534>
- Sukitman, T., Yazid, A., & Mas'odi. (2020). Peran Guru Pada Masa Pandemi Covid-19. Diunduh dari <http://research-report.umm.ac.id/index.php/psnpb/article/view/3655/3620>
- The United Nations Educational, Scientific and Cultural Organization (UNESCO)*. Adverse consequences of school closures. Diakses dari <https://en.unesco.org/covid19/educationresponse/consequences> pada 21 November 2021
- Thoits, P. A. (1995). Stress, Coping, and Social Support Processes: Where Are We? What Next?. *Journal of Health and Social Behavior*, 35, 53-79. Diunduh dari <http://www.jstor.org/stable/2626957>
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen. Sekretariat Negara*. Jakarta. Diunduh dari <http://luk.tsipil.ugm.ac.id/atur/UU14-2005GuruDosen.pdf>
- Usman, M. U. (2006). *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya.
- Vaezi, S., & Fallah, N. (2011). The Relationship between Self-efficacy and Stress among Iranian EFL Teachers. *Journal of Language Teaching and Research*, 2(5), 1168-1174. doi: 10.4304/jltr.2.5.1168-1174
- Varughese, J., & Rema. (2021). Perceived Stress, Emotional Intelligence and Self-Efficacy among Nursing Students during the Covid-19 Pandemic. *International Journal of Scientific and Research Publications*, 11(4), 201-207. DOI: <http://dx.doi.org/10.29322/IJSRP.11.04.2021.p11225>
- Wardah, F (2022, Februari 05). Kasus Varian Omicron Meroket, Diskresi Sekolah Tatap Muka Dinilai Tepat. Diakses dari

<https://www.voaindonesia.com/a/kasus-varian-omicron-meroket-diskresi-sekolah-tatap-muka-dinilai-tepat-/6427856.html>

Wong, P. T. P., & Wong, L. C. J. (2006). *Handbook of Multicultural Perspectives on Stress and Coping*. Columbia: Springer. Diunduh melalui <https://psycnet.apa.org/record/2006-01105-000>

World Health Organization (WHO). Coronavirus disease (COVID-19). Diakses dari https://www.who.int/health-topics/coronavirus#tab=tab_1 pada 19 November 2021

Yin, H., Han, J., & Perron, B. E. (2019). Why are Chinese university teachers (not) confident in their competence to teach? The relationships between faculty-perceived stress and self-efficacy. *International Journal of Educational Research*, 100, 1-11. doi: <https://doi.org/10.1016/j.ijer.2019.101529>

Yusuf, M. (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan*. Jakarta: Kencana. Diunduh dari <https://b-ok.asia/book/5686384/1c3491>

Zimmerman, B. J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, 25, 82-91. doi: 10.1006/ceps.1999.1016

Zulkosky, K. (2009). Self-Efficacy: A Concept Analysis. *Nursing Forum*, 44(2), 93-102. doi: <https://doi.org/10.1111/j.1744-6198.2009.00132.x>

