

DAFTAR PUSTAKA

- Al-Abyadh, M., & Abdel Azeem, H. (2022). Academic Achievement: Influences of University Students' Self-Management and Perceived Self-Efficacy. *10*(3), 55.
- Alarcón Díaz, M., Alcas Zapata, H., Natividad Arroyo, J., & Rodríguez Fuentes, A. (2019, January). Empleo de las estrategias de aprendizaje en la universidad. Un estudio de caso. *7*(1), 10.
- Alhadabi, A., & Karpinski, A. (2020). Grit, self-efficacy, achievement orientation goals, and academic performance in University students. *25*(1), 519-535.
- Almoslamani, Y. (2022). The impact of learning strategies on the academic achievement of university students in Saudi Arabia. *18*(1), 4-18.
- Bakar, M., & Ismail, N. (2019). Metacognitive Learning Strategies in Mathematics Classroom Intervention: A Review of Implementation and Operational Design Aspect. *15*(1).
- Becerra, R., Preece, D., Campitelli, G., & Scott-Pillow, G. (2019). The Assessment of Emotional Reactivity Across Negative and Positive Emotions: Development and Validation of the Perth Emotional Reactivity Scale (PERS). *26*(5), 876-879.
- Bieleke, M., Gogol, K., Goetz, T., Daniels, L., & Pekrun, R. (2021). The AEQ-S: A short version of the Achievement Emotions Questionnaire. *65*, 101940.
- Brew, E., Nketiah, B., & Koranteng, R. (2021). A Literature Review of Academic Performance, an Insight into Factors and their Influences on Academic Outcomes of Students at Senior High Schools. *08*(06), 1-14.
- Briceño Martínez, J., Barrios Aguirre, F., & Castellanos Saavedra, M. (2022). Relationships Between Metacognition, Learning Strategies and Emotions in University Students.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., . . . Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *25*(8), 652-661.
- Capron Puozzo, I., & Audrin, C. (2021, December). Improving self-efficacy and creative self-efficacy to foster creativity and learning in schools. *42*.
- Carmona-Halty, M., Salanova, M., Llorens, S., & Schaufeli, W. (2021). Linking positive emotions and academic performance: The mediated role of academic psychological capital and academic engagement. *40*(6), 2938-2947.
- Carmona-Halty, M., Salanova, M., Llorens, S., & Schaufeli, W. (2019, February). How Psychological Capital Mediates Between Study-Related Positive Emotions and Academic Performance. *20*(2), 605-617.
- Celik, B. (2022). The Effect of Metacognitive Strategies on Self-Efficacy, Motivation and Academic Achievement of University Students. *2*(4).
- Chin, W., Cheah, J.-H., Liu, Y., Ting, H., Lim, X.-J., & Cham, T. (2020). Demystifying the role of causal-predictive modeling using partial least

- squares structural equation modeling in information systems research. *120*(12), 2161-2209.
- Department of Educational Sciences, Faculty of Edu, Gökdağ Baltaoğlu, M., & Güven, M. (2019). Relationship between self-efficacy, learning strategies, and learning styles of teacher candidates (Anadolu University example). *39*(2), 1-11.
- Eakman, A., Kinney, A., Schierl, M., & Henry, K. (2019). Academic performance in student service members/veterans: effects of instructor autonomy support, academic self-efficacy and academic problems. *39*(8), 1005-1026.
- Hair, J., Howard, M., & Nitzl, C. (2020). *Journal of Business Research*, *109*, 101-110.
- Hair, J., Hult, G., Ringle, C., Sarstedt, M., Danks, N., & Ray, S. (2021). *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R: A Workbook*. Springer International Publishing.
- Hair, J., Risher, J., Sarstedt, M., & Ringle, C. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2-24.
- Hassan Majeed, B. (2021, December). The Skill of Making a Decision and its Relationship of Academic Achievement Among Students. *9*(4), 77-89.
- Hayat, A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: a structural equation model.
- Hayat, A., & Shateri, K. (2019). The role of academic self-efficacy in improving students' metacognitive learning strategies. *7*.
- Jilcha Sileyew, I. (2020). Research Design and Methodology. In *Cyberspace*. IntechOpen.
- Jose Rizal University, O. E., Zhao, S., Wei, S., Luo, J., Chen, J., China, T., & China, W. (2020). A Summary of Research on Self-Confidence and Its Role in the Students. *Journal of Advances in Education Research*, *5*(3).
- Junaidi, A. (2020). Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Indonesia: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.
- Kamal, H., Alwan Obaid, Z., Hilal Abed Alqiraishi, Z., Mohammed Hassan Algaragolle, W., Rasheed Hussein, B., Khalid Shehab, T., & Holh Sabit, S. (2022). The effect of academic self-efficacy, positive academic emotions, academic rewards, and metacognitive learning strategies effect on educational institutions' academic performance in Iraq. *22*(2), 275-288.
- Kwesi Nyatsikor, M., Bediako, A., Iddrisu, A., & Nuorikuu Gyilku, A. (2022). Mediating Role of Positive Emotions on Students' Self-Regulated Learning and Academic Achievement: A Case of Colleges of Education in the Bono Region, Ghana. *East African Journal of Education and Social Sciences*, *3*(3), 18-28.
- Leibowitz, J., Lovitt, C., & Seager, C. (2020). Development and Validation of a Survey to Assess Belonging, Academic Engagement, and Self-Efficacy in STEM RLCs. *8*(1).

- Li, S., Wu, H., & Wang, Y. (2024). Positive emotions, self-regulatory capacity, and EFL performance in the Chinese senior high school context. *243*.
- Lin, H.-M., Lee, M.-H., Liang, J.-C., Chang, H.-Y., Huang, P., & Tsai, C.-C. (2020). A review of using partial least square structural equation modeling in e-learning research. *51*(4), 1354-1372.
- Liu, X., Gao, X., & Ping, S. (2019). Post-1990s College Students Academic Sustainability: The Role of Negative Emotions, Achievement Goals, and Self-efficacy on Academic Performance. *11*(3), 775.
- Mahalakshmi, E., Mokshagundam, S., Thirumagal, J., Sheeba, S., & Malini, M. (2023). *Textbook of Research Methodology*. Salihah Publications.
- Mazzetti, G., Paolucci, A., Guglielmi, D., & Vannini, I. (2020). The Impact of Learning Strategies and Future Orientation on Academic Success: The Moderating Role of Academic Self-Efficacy among Italian Undergraduate Students. *10*(5), 134.
- Meng, Q., & Zhang, Q. (2023, March). The Influence of Academic Self-Efficacy on University Students' Academic Performance: The Mediating Effect of Academic Engagement. *15*(7), 5767.
- Navarro, R., Vega, V., Bayona, H., Bernal, V., & Garcia, A. (2023, August). Relationship between technology acceptance model, self-regulation strategies, and academic self-efficacy with academic performance and perceived learning among college students during remote education. *14*.
- Obilor, E. (2023). Convenience and Purposive Sampling Techniques: Are they the Same? *II*(1), 1-7.
- Ogbeibu, S., Jabbour, C., Gaskin, J., Senadjki, A., & Hughes, M. (2021). Leveraging STARA competencies and green creativity to boost green organisational innovative evidence: A praxis for sustainable development. *Business Strategy and the Environment*, *30*(5), 2421-2440.
- Olivier, E., Archambault, I., De Clercq, M., & Galand, B. (2019). Student Self-Efficacy, Classroom Engagement, and Academic Achievement: Comparing Three Theoretical Frameworks. *48*(2), 326-340.
- Ostermann, T., Pawelkiwitz, M., & Cramer, H. (2022, August). The influence of mindfulness-based interventions on the academic performance of students measured by their GPA. A systematic review and meta-analysis. *16*.
- Patel, M., & Patel, N. (2019). Exploring Research Methodology: Review Article.
- Pekrun, R., Frenzel, A., Götz, T., & Perry, R. (2007). The control-value theory of achievement emotions : an integrative approach to emotions in education. 13-36.
- Popa-Velea, O., Pîrvan, I., & Diaconescu, L. (2021). The Impact of Self-Efficacy, Optimism, Resilience and Perceived Stress on Academic Performance and Its Subjective Evaluation: A Cross-Sectional Study. *18*(17), 8911.
- Purwanto, A., & Sudargini, Y. (2021). Partial Least Squares Structural Equation Modeling (PLS-SEM) Analysis for Social and Management Research : A Literature Review. 2.
- Rahadi, D. (2023). *Pengantar Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Lentera Ilmu Madani.
- Robles Mori, H. (2020). 37-51.

- Sainio, P., Eklund, K., Ahonen, T., & Kiuru, N. (2019). The Role of Learning Difficulties in Adolescents' Academic Emotions and Academic Achievement. *52(4)*, 287-298.
- Samir Habis, M. (2021). Qualitative and Quantitative Research Approaches.
- Schweder, S., & Raufelder, D. (2022, Juli). Examining positive emotions, autonomy support and learning strategies: Self-directed versus teacher-directed learning environments. *Learning Environments Research*, *25(2)*, 507-522.
- Sihombing, P., & Arsani, A. (2022). Aplikasi SmartPLS Untuk Statistisi Pemula.
- Slåtten, T., Lien, G., Evenstad, S., & Onshus, T. (2021). Supportive study climate and academic performance among university students: the role of psychological capital, positive emotions and study engagement. *13(4)*, 585-600.
- Swarjana, I. (2022). Populasi - Sampel Teknik Sampling Bias Dalam Penelitian. Yogyakarta: Andi.
- Taghani, A., & Razavi, M. (2022, December). The effect of metacognitive skills training of study strategies on academic self-efficacy and academic engagement and performance of female students in Taybad. *41(12)*, 8784-9792.
- Tang, S., Chen, H., Wang, L., Lu, T., & Yan, J. (2022). The Relationship between Physical Exercise and Negative Emotions in College Students in the Post-Epidemic Era: The Mediating Role of Emotion Regulation Self-Efficacy. *International Journal of Environmental Research and Public Health*.
- Umar, A., & Norawati, S. (2022). Pengaruh Motivasi terhadap Kinerja Karyawan dengan Komitmen Organisasi sebagai Variabel Intervening pada UPT Sungai Duku Pekanbaru. *5(1)*, 835-853.
- Veneracion, E. (2023, November 21). Students' Motivation and Learning Strategies on Academic Performance in Science in the New Normal.
- Vosniadou, S., Darmawan, I., Lawson, M., Van Deur, P., Jeffries, D., & Wyra, M. (2021, December). Beliefs about the self-regulation of learning predict cognitive and metacognitive strategies and academic performance in pre-service teachers. *16(3)*, 523-554.

Undang-Undang

Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.

Website

Siaran Pers Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi No. 179/sipers/A6/IV/2022

<https://www.kemdikbud.go.id/main/blog/2022/04/dampak-positif-penerapan-kurikulum-merdeka>

(diakses pada 29 April 2024)

Luncurkan Kurikulum Merdeka, Mendikbudristek: Ini Lebih Fleksibel

<https://ditpsd.kemdikbud.go.id/artikel/detail/luncurkan-kurikulum-merdeka-mendikbudristek-ini-lebih-fleksibel>

(diakses pada 3 Juli 2024)

Profil STIE Indonesia Banking School

<https://ibs.ac.id/profil-ibs/>

(diakses pada 29 Juli 2024)

