

DAFTAR PUSTAKA

- Aamodt, M. G. (2014). *Industrial organisation psychology an applied approach 8th edition.* Ma Cangage Learning 115–146. <https://doi.org/10.4324/9781315824000-12>
- American, U. (2022). *Elementary teaching vs. secondary teaching: which is right for you?* <https://soeonline.american.edu/blog/elementary-teaching-vs-secondary-teaching/>
- Aziz, R., Wahyuni, E. N., & Wargadinata, W. (2017). Kontribusi bersyukur dan memaafkan dalam mengembangkan kesehatan mental di tempat kerja. *INSAN Jurnal Psikologi Dan Kesehatan Mental*, 2(1), 33. <https://doi.org/10.20473/jpkm.v2i12017.33-43>
- Azwar, S. (2015). Penyusunan skala psikologi edisi revisi. *Yogyakarta: Pustaka Pelajar.*
- Emmons, E., M., McCullough, R. A., & Tsang, J. A. (2002). The grateful disposition: A conceptual and empirical topography. *Journal of Personality and Social Psychology*, 82(1), 112–127. <https://doi.org/10.1037/0022-3514.82.1.112>
- Faqumala, D. ., & Pranoto, Y. . (2020). *Kesiapan anak masuk sekolah dasar* (PT.Nasya Expanding Management (ed.)).
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). SAGE Publication.
- Froh, J. J., Sefick, W. J., & Emmons, R. A. (2008). Counting blessings in early adolescents: An experimental study of gratitude and subjective well-being. *Journal of School Psychology*, 46(2), 213–233. <https://doi.org/10.1016/j.jsp.2007.03.005>
- Gabriela, E., Loredana, N., Gherasim, R. D., & Constantin, T. (2023). How trait gratitude relates to teachers' burnout and work engagement : Job demands and resources as mediators. *Current Psychology*, 42(34), 30338–30347. <https://doi.org/10.1007/s12144-022-04086-8>
- Gaol, N. T. L. (2021). Faktor-faktor penyebab guru mengalami stres di sekolah. *Educational Guidance and Counseling Development Jounal*, 4(1), 17–28.
- Goss-Sampson, M. A. (2022). Statistical analysis in JASP: A guide for students: Vol. 5th edition. <https://jasp-stats.org/jasp-materials/booksJASP>
- Gravetter, F. J., & Forzano, L.-A. B. (2019). *Research methods for the bahvioural sciences.* In Cengage (Vol. 53, Issue 9).
- Hamdayama, J. (2022). *Metodologi pengajaran.* Bumi Aksara.
- Ivancevich, J. M., & Matteson, M. T. (1980). *Optimizing human resources: a case for preventive health and stress management.* Organizational Dynamics, 9, 5-25. [https://doi.org/10.1016/0090-2616\(80\)90037-6](https://doi.org/10.1016/0090-2616(80)90037-6)
- Kemendikbud. (2023). *Data pokok pendidikan.* <https://dapo.kemdikbud.go.id/guru>
- Leguminosa, P., Nashori, F., & Rachmawati, M. A. (2017). Pelatihan kebersyukuran untuk menurunkan stres kerja guru di sekolah inklusi. *Jurnal Ilmiah Psikologi Terapan*, 5(2), 186–201. <https://doi.org/10.22219/jipt.v5i2.4563>

- Leonardi, F. N., & Astuti, N. W. (2023). Hubungan stres kerja dengan kesejahteraan psikologis guru. *Provitae: Jurnal Psikologi Pendidikan*, 16(2), 26-37.
- Leka, S. (2003). *Work organisation & stress*. http://www.who.int/occupational_health/publications/en/oehstress.pdf
- Maemunawati, S., & Alif, M. (2020). *Peran guru, orang tua, metode dan media pembelajaran: strategi kbm di masa pandemi covid-19*. 3M Media Karya.
- Moningka, C., & Soewastika, A. W. (2023). Item analysis for gratitude questionnaire 6 items (Cq-6). *Jurnal Ilmiah Psikologi*, 7(1), 49. <https://doi.org/10.22441/biopsikososial.v7i1.20284>
- Parker, D. F., & DeCotiis, T. A. (1983). Organizational determinants of job stress. *Organizational behavior and human performance*, 32(2), 160-177.
- Peterson, C., Ruch, W., Beermann, U., Park, N., & Seligman, M. E. P. (2007). Strengths of character, orientations to happiness, and life satisfaction. *Journal of Positive Psychology*, 2(3), 149–156. <https://doi.org/10.1080/17439760701228938>
- Pramudani, Z. A. (2021). Hubungan antara gratitude dengan stres kerja pada guru sekolah luar biasa. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, 12(2), 239–244. <https://doi.org/10.23887/jibk.v12i2.34083>
- Rahmat, P. (2019). *Strategi belajar mengajar*. Scopindo Media Pustaka.
- Ramadan, D. A., Info, A., & Resilience, C. (2021). Analisis gambaran resiliensi karier guru. *Journal of Innovative Counseling: Theory, Practice, and Research*, 5(1), 1–13. http://www.journal.umtas.ac.id/index.php/innovative_counseling/article/view/3447%0Ahttps://www.journal.umtas.ac.id/index.php/innovative_counseling/article/download/3447/1606
- Rey, D. (2009). *The relationship of gratitude and subjective well-being to self-efficacy and control of learning beliefs among college students*. University of Southern California.
- Riggio, R. E. (2012). *Introduction to industrial / organizational psychology sixth edition*.
- Shultz, K. S., Whitney, D. J., & Zickar, M. J. (2014). *Measurement theory in action case studies and exercises*. In *Journal of Chemical Information and Modeling* (Second edi, Vol. 53, Issue 9). Routledge
- Spector, P. (2016). *Industrial and organizational psychology (7th ed)*. In Department of Psychology University of South Florida. 12(2), 250-260. Routledge
- Suparman. (2018). Identifikasi gejala stres pada guru tingkat sekolah dasar di sekolah lentera harapan tangerang. *Jurnal Pendidikan Dompet Dhuafa*, 8(1), 7–12.
- Turinas, E., Mosley, K. C., & McCarthy, C. J. (2023). Understanding the impact of receiving gratitude on teachers: Assessing the effect of risk-for-stress on perception of gratitude. *Teaching and Teacher Education*, 133(July), 104267. <https://doi.org/10.1016/j.tate.2023.104267>
- Wandansari, G. (2015). *Aktualialisasi nilai-nilai tradisi budaya daerah sebagai kearifan lokal untuk memantapkan jatidiri bangsa*. 540–548.
- Wardani, K. (2010, November). Peran guru dalam pendidikan karakter menurut konsep pendidikan Ki Hadjar Dewantara. In *Proceeding of The 4th*

- International Conference on Teacher Education; Join Conference UPI & UPSI* (pp. 8-10).
- Watkins, P. C., Woodward, K., Stone, T., & Kolts, R. L. (2003). Gratitude and happiness: Development of a measure of gratitude, and relationships with subjective well-being. *Social Behavior and Personality*, 31(5), 431–452. <https://doi.org/10.2224/sbp.2003.31.5.431>
- Wijaya, D. (2019). *Manajemen pendidikan inklusif sekolah dasar*. Kencana.

