

EFFORTS TO INCREASE LEARNING MOTIVATION AND RESILIENCE OF PTM/A STUDENTS DURING THE COVID-19 PANDEMIC USING ISLAMIC NEUROL LINGUISTIC PROGRAMMING

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ABSTRACT

This study aimed to determine the effectiveness of Islamic Neurol Linguistic Programming (INLP) techniques in increasing student motivation and resilience. The subjects of this study were students at PTMA (Muhammadiyah-Aisyiah Higher Education Institutions) in Indonesia. A two-group pretest-posttest experimental design was used, where all research subjects were divided into two treatment groups: the experimental group and the control group. Data collection was measured by using 2 measuring instruments, namely the learning motivation scale and the resilience scale to measure the differences between conditions at the pretest and posttest. This research aimed to provide a practical solution to enhance the learning motivation and resilience of PTMA students during the covid-19 pandemic so that the subjects would be psychologically healthier. The data collected in this study used the Resilience and Motivation scale. Based on statistical tests, it was found that Islamic Neuro Linguistic Programming (INLP) can increase student resilience and learning motivation because INLP is a form of an applicable practical intervention that can be used during daily worship.

Keywords: Islamic NLP, Students

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INTRODUCTION

The global community, including Indonesia, was hit by a *Corona Virus Disease* outbreak, known as Covid-19 which was first discovered in Wuhan, China at the end of 2019. The Covid-19 virus continued to spread rapidly, posing a significant threat to the world's health. The number of infected cases continued to increase. Kompas.com reported that until May 2021 Covid-19 cases had reached 159 million people worldwide (Azanella, 2021). These cases had a profound impact on many sectors due to restrictions and health protocols that must be strictly followed to suppress Covid-19 cases. One of the affected sectors was the Education sector (Agustina, M. T., & Kurniawan, 2020). The government issued regulations on *social distancing* to break the chain of spread of the

virus that makes all Indonesian people carry out activities at home, in terms of work, study, and worship.

The Ministry of Education and Culture issued circular letter number 4, 2020 concerning the Implementation of Education during the *Corona Virus Disease* (Covid-19) Emergency Period (Strategic Plan of the Ministry of Education and Culture 2020-2024, 2020) in which all learning activities were carried out online, including in universities. This was carried out as an effort to prevent the spread of the Covid -19. Students were asked to follow the lecture process through internet media such as *Zoom Meeting*, *WhatsApp Group*, *Classroom*, *Google Meet*, *Ruang Guru*, *Zenius* and so on (Surati & Utami, 2018). However, in online learning, several obstacles were often experienced by students including

internet network instability, decreased enthusiasm for learning due to students' boredom, inappropriate lecture schedules, and lack of internet quota (Putri, Syafril, Hutama, Nugraha, &; Semarang, 2020).

The obstacles experienced by students during the Covid-19 pandemic made learning ineffective. As a student, resilience skills are needed, especially in online learning during the Covid-19 virus pandemic. According to Rojas (2015) resilience is the ability that a person has to face challenges, and will be seen when someone is facing a difficult experience and he knows how to deal with these difficulties. Akbar, Amalia, and Fitriah (2018) stated that when students have good resilience, they are less likely to give up when they face academic difficulties. Having good resilience makes them remain optimistic and continue to think positively so that they have confidence that there will be a solution to the academic difficulties they face. Having high resilience will make students able to survive facing obstacles during online learning (Sari et al, 2020). Research conducted by Harahap et al (2020) found that students who have high resilience were less likely to be discouraged during online classes in the context of Covid-19 and they will be able to learn under various conditions. Therefore, increasing resilience is important so that students can face obstacles during the Covid-19 pandemic.

Various obstacles experienced by students during the Covid-19 pandemic will also reduce motivation in learning. Learning motivation is the overall driving force that exists in students that promotes learning activities, ensures the continuity of learning activities, and provides direction in learning activities, so that students can achieve their goals (Agustina, M. T., &; Kurniawan, 2020). In the direct learning method, students will have more motivation to learn because they can meet face-to-face with lecturers to directly discuss what is learned. But if learning is

carried out online, discussions will be carried out through meeting applications or class *groups* which will make students feel bored, inclined to ignore the material, and likely to engage in games or social media (Devita Cahya Permata., 2015). In addition, online learning presents challenges for lecturers to control and maintain the learning environment because of the constraints of virtual space (T.A.M.Kooij & Kanfer, 2019). This is what makes motivation in learning decrease and even affect learning outcomes (Cahyani dkk, 2020).

The decline in students' learning motivation will affect the learning outcomes, consequently affect and decrease the overall education quality (Eka Damayanti, Muchlisah, Muthmainnah, Subhan Ajrin Sudirman, Muhammad Rusydi Rasyid, 2021). Research conducted by (Sholichah, I. F., Paulana, A. N., &Fitriya, 2019) states that student motivation in learning during the Covid-19 pandemic will decrease due to several factors such as limited teacher supervision, lack of internet availability, especially in remote areas, additional costs for quota purchases, and excessive use of gadgets. Therefore, it is necessary to increase students' learning motivation during the Covid-19 pandemic to achieve success in the learning process, despite the problems faced. With the increase in learning motivation, students will have high learning encouragement and fulfillment during the Covid-19 pandemic (Herawati, Psychology, &; Trunojoyo, 2007)

To increase students' motivation and resilience during the Covid-19 pandemic, an approach such as the NLP approach is needed. The aim is that despite the conditions of this Covid-19 pandemic, students are able to maintain their drive and are able to survive despite the obstacles experienced. NLP or often called *Neuro Linguistic Programming* can be interpreted as patterns resulting from the relationship between the brain (way of

thinking), language, and body conditions (strategies in thinking and behaving) or it can be said that NLP is the influence caused by language on a person's mind or behavior (Ririn et al., 2021). NLP moves on a change, where the change can be done by doing programming or building good or positive speech which is then transformed into brain language (Amin, 2016). Research on efforts to increase learning motivation can be seen in research conducted by Ismuzaroh (2013) on the Application of *Hypnoteaching Through Neurolinguistic Programming* in Chemistry Learning. This study aimed to eliminate negative thoughts about chemistry learning, thereby enhancing student learning motivation. The results following hypnosis sessions on students involved techniques such as light hypnosis commonly used in the teaching and learning process to maintain focus and stabilize emotional levels. This technique includes relaxation to relieve tension, fostering closeness between students and teachers, and employing motivational strategies such as giving shouts that increase enthusiasm, eye contact, and verbal agreement that can build a student-teacher bond. The application of *hypnoteaching through neurolinguistic programming* could increase motivation to learn chemistry by 16.8%.

The research on efforts to increase resilience can be seen in research conducted by Azalia et al (2020) on Neuro Linguistic Programming (NLP) Therapy to Increase Resilience in Adolescents involved *Non-Suicidal Self Injury* (NSSI). The results, obtained after three therapy sessions, revealed that during the first session, the subjects were provided with interventions in the form of *presuppositions, submodalities, reframing, and anchoring* techniques. In the second session, subjects were given intervention in the form of *Swiss pattern* techniques. And in the third session, subjects were given intervention in the form of *perceptual positions* techniques.

Each session spanned a duration of 3 days. As a result, NLP techniques are proven to increase resilience in NSSI adolescents. The subjects demonstrated an increased ability to deal with problems such as feeling confident in themselves, being able to regulate and control negative emotions, and practicing *anchoring* techniques and *Swiss pattern* techniques independently based on what has been taught.

There are four main pillars in NLP to facilitate self-change and achieve desired outcomes namely (1) *Outcome*, before starting something, someone first determines in advance what results to be achieved, (2) *Rapport*, building closeness can make the interlocutor more comfortable which makes the communication process more effective, (3) *Sensory acuity*, the ability to observe the interlocutor using the five senses carefully without giving assumptions or previous judgments that make the interlocutor able to respond with a good *rapport*, (4) *Flexibility*, when you want to achieve the desired results requires a flexibility in communication so that the possibility of achieving the final result is greater (Ismuzaroh, 2013).

Humans were created by Allah SWT in the best form and one of the distinguishing features that set humans apart from other creatures is the existence of reason. This faculty serves as a place to store information that will record various events that occur and be able to recall the past occurrences. But it is also important to note that humans experience forgetfulness (Amen, 2016). In Islamic teachings, it has been mentioned that humans are given reason and mind that are expected to provide benefits and positive value in human life itself. This NLP technique can be a strategy to become a person of *excellence* by utilizing what has been given by Allah SWT so that it is useful for positive things.

The existence of the Qur'an and Hadith can be an Islamic NLP therapy in increasing student motivation and resilience during the

Covid-19 pandemic such as the passage contained in the Qur'an Surah Ar-Rad verse 11 which means: *"Surely Allah does not change the condition of a people so that they change the situation that exists in themselves."* This verse can be interpreted as a motivation that can affect positive thoughts and behaviors (Amin, 2016). Covid-19 pandemic made students experience a decrease in learning motivation and resistance due to various obstacles. However, Islamic therapy *NLP* can influence students' mindset through language. The Qur'an encourages students to think that they will still do their best in learning, transforming boredom and diminished motivation into enthusiasm, comfort, and positive response. *Islamic NLP* also robust a strong foundation of faith education among students because in Quranic terminology humans are created by Allah with the potential of hearing, sight, and heart which implies that Allah allows humans to choose and improve themselves (Nur Hidayat, 2016).

RESEARCH METHODS

The study involved 50 students from various Muhammadiyah and Aisiyah Universities in Central Java and DIY Regions. The research subjects were divided into two treatment groups: 25 students were given INLP training, then given a resilience scale, and 25 students were given INLP training, then given a learning motivation scale. Purposive sampling, a deliberate sampling technique aligned with specific sample requirements, was employed in this study. The research followed a *true experiment utilizing a post-test-only control group design*. This research design featured two treatment groups: one experimental group received INLP training followed by a resilience scale assessment, and another experimental group received INLP training and was assessed using a learning motivation scale.

RESULTS AND DISCUSSION

This study presents 2 hypotheses: firstly, that Islamic NLP is effective in enhancing students' resilience and secondly, Islamic NLP is effective in increasing student motivation. The results of the SPSS test, utilizing Wilcoxon to prove the first hypothesis, yielded the following results.

| Table. 1 | |
|-------------------------------|-----------------------|
| | postresi – preresi |
| With | -2.475 ^b |
| Asymp. Sig. (2-tailed) | .013 |
| a. Wilcoxon Signed Ranks Test | |
| b. Based on positive ranks | |

Based on the table above, it is known that $p < 0.05$ in the *Asymp row part. Sig (2-tailed)* which means Islamic NLP is effective in increasing students' resilience. The results of the second hypothesis test yielded the following results:

| Table. 2 | |
|-------------------------------|-------------------------------|
| | postmotivasi - premotivasi |
| With | -2.178 ^b |
| Asymp. Sig. (2-tailed) | .029 |
| a. Wilcoxon Signed Ranks Test | |
| b. Based on positive ranks | |

Based on the table above, it is known that $p < 0.05$ in the *Asymp row part. Sig (2-tailed)* which means Islamic NLP is effective in increasing student motivation.

Every individual navigating through life requires an ability to thrive in various conditions. In this context, resilience is required in life. Resilience plays an important role in addressing life problems as it aids in mitigating problems experienced by fostering positive motivation both internally and

through support from the closest people (Fatmasari, 2015).

According to Desmita (2017) resilience is the flexible utilizations of abilities or personal capacities possessed by an individual, group, or community. It enables them to confront, prevent, minimize, or even eliminate adverse impacts of an unpleasant thing into something that can be overcome. Resilience in a person instills confidence in taking responsibility for a task or situation, facing difficult situation without retreat, seeking experiences that presents challenges for self-discovery, and daring to take risks for actions undertaken (Hernández de Frutos & Del Olmo Vicén, 2014).

According to (Kooij & Kanfer, 2019), resilience is the ability of an individual to choose to recover from life events experienced in a sad or challenging manner, which is done by increasing knowledge to be adaptive and overcome similar adverse situations in the future. Individuals with good resilience will understand that mistakes or events are not an end to everything and they will derive meaning from these events and use the knowledge gained to strive for higher achievement (Marhayati, Chandra, & Lestari, 2021).

Higher education represents a distinct level of learning from secondary school, where individuals in college actively cultivate knowledge and understanding under the guidance of lecturers. In college, students have a responsibility to contribute to the development of the nation through their academic provisions. Therefore, students are expected to be able to perform various academic tasks in higher education (Sholichah et al, 2018). Nevertheless, a significant number of students continue to face problems such as the numerous demands and rigorous studies, exams, identity formation, academic pressure, challenging assignments, and low grades, among others (Utami, 2020).

The existence of various difficulties students encounter necessitates the cultivation of resilience- an internal capacity enabling them to withstand difficulties and persist in their efforts to complete tasks during their academic journey. Academic resilience is necessary for students to be able to face these difficulties. Academic resilience is the ability that students possess to overcome challenges in academics and attain success, even in the face of underperformance or failure in other aspects (Gunawan, 2020)

Each student faces different challenges and the approach to solving them depends on each individual. When a student is able to solve these difficulties successfully, he can transform the difficulties into opportunities or challenges that can strengthen and gain many other abilities. It becomes challenging when students are unable to overcome the difficulties they feel and to cope with life anymore (Utami, 2020). Students who find it difficult to overcome problems will easily have negative emotions and tend to be short-sighted which can make student conditions depressed so that it is easier to trigger stress. For this reason, it is important for students to have a resilience in themselves so that they can understand how to solve the problems they are facing, be responsible for their academics, and know the capacities that exist in them (Rahayu, Shaleh, & Marliani, 2021).

Every individual has an inherent drive that propels daily activities, as seen in students who have a drive to learn. The drive can be in the form of desires, wills, ideals, that all aim to attain desired goals. According to Sardiman (2012) in the implementation of learning, motivation can be said to be the overall driving force that exists in students so that learning motivation can ensure the continuity of learning activities, which ultimately makes the desired goals of students can be achieved. When a student has motivation to learn, it will bring up an encouragement to carry out

activities in learning so that what is desired from the learning results can be achieved (Rahmawati, 2014).

According to Ulfiyatun & Lubabin (2015) learning motivation serves as driver in individuals, transforming energy into a real activity to achieve certain goals. In other words, learning motivation is a person's psychological condition that drives him to learn. To cultivate robust learning, a student must have the key elements, including the thirst for knowledge, understanding of the material, the purpose of achievement that form the foundation of strong learning motivation (Widiarti, 2018).

Neuro Linguistic Programming (NLP) was first created by Richard Bandler, an expert in computer and physical programming science at the University of Santa California. Based on the research conducted on modeling behavior and habits carried out by three well-known therapists at the time namely Milton Erickson, Virginia Satir, and Fritz Perls in treating patients, Bandler found that these therapeutic strategies and behaviors could be replicated with very accurate results. Sharing the same interest, John Grinder, a specialist linguistic researcher of theory, and Noam Chomsky, a researcher of accents and a model of cultural behavior of language speakers, synergize their expertise in computers, linguistics, and compiling models of human nonverbal behavior. Through research conducted by the two, it was finally concluded that the four models they studied had similar patterns in communicating. The communication patterns used were then applied to others, and it turned out to produce the same great influence (Blanco, Holliman, Muro, Toland, & Farnam, 2017)

Islamic NLP therapy used in this study is rituals in Islamic religious teachings such as *dhikr*, repeating *istigfar*, prayer beads, *takbir*, *hamdalah* and *asmaul husna* repeatedly as words chosen in the process of affirmation of

the mind. Therefore, it is an effort to instill positive thought in humans that will program the brain, mind, soul, and spirit and make human behavior more positive. When someone uses negative languages, their mind may initiate a program that negatively influences human behavior, aligning with the languages they use (Hasbiansyah, 2016). For this reason, this NLP technique can influence the mind through language as demonstrated in the Qur'an or As-Sunnah teaching of Islam. This influence aims to foster a more positive mindset in individuals.

The art of communicating with oneself can be seen from the ILLP process, utterances with the tone of submission to Allah SWT as the Almighty Substance become a powerful weapon to strengthen self-consistency (Marhayati et al., 2021). The INLP resilience variable has an impact on an individual's ability to rise from unpleasant circumstances, derived from the same factor, namely the individual's internal ability, Internalizing words issued through the heart and mind can be a force in itself to rise from unpleasant circumstances (Roth, Vansteenkiste, & Ryan, 2019). The affirmation conveyed through words also significantly impacts individual learning motivation. When positive words reach the ear, the mind responds by aligning with his intended state, prompting the human body to move in accordance with the instruction formed by these thoughts. (Semmens-wheeler & Dienes, 2011).

Every word of praise for Allah SWT contributes to resilience and motivates learning. In the phrase *takbir* (Allahu Akbar), meaning Allah is Great, an individual perceives an additional source of strength beyond himself to overcome challenges. This mindset is grounded in the firm believe that the trials they face are tailored to their capabilities (Knell, 2015). The directive in Islam to learn wherever and whenever fosters an individual's

commitment to maintaining high levels of learning motivation.

The concept of *Islamic* NLP is based on the Qur'an and Hadith such as a fragment of the verse contained in the Qur'an Surah Ar-Rad verse 11 which means: "

Verily Allah does not change the condition of a people so that they change the situation that exists in themselves".

The verse can be interpreted as a motivation capable of influencing people's positive thoughts and behaviors. The content of the verse aforementioned explicitly places the responsibility for the choices squarely on individuals at every crossroads of life (Marhayati et al., 2021). The verse above serves a trigger for enhancing motivation and resilience, particularly among students aspiring to graduate on time, achieve high academic performance, and navigate through challenges and pressure, survive with piled tasks and various pressures. It emphasizes the need for a balanced approach, requiring individuals to exert maximum effort in facing their academic journey (Herawati et al., 2007). The concept of metaphor in INLP can also be paralleled with the concept found in Islam, engaging in extensive historical readings from the past that evoke a positive spirit can cultivate associative thoughts. This allows lessons from historical events to serve as valuable insights for the future (Rahmanadji, 2007). Eliciting a sense of pleasure at the commencement of lectures or when inciting assignments, and maintaining the positive trigger even when students accumulate a workload, can positively influence thinking and behavior. Another practical concept in building motivation and resilience involves engaging in dhikr or the remembrance of Allah SWT, particularly during moments of low motivation or when striving to be resilient. Practice such as doing dhikr, repeating

istighfar, prayer beads, *takbir*, *hamdalah* and *asmaul husna* serves as deliberate efforts to instill a positive thought in humans.

CONCLUSION

The application of INLP (Islamic Neuro Linguistic Program) can serve as an intervention to enhance resilience and motivation, amid the pressure that arises from various sources. INLP serves as a practical and simple method to relax the mind during dhikr, especially considering its versatile individual or group-oriented application.

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