

DAFTAR PUSTAKA

- Alexander, K. L., & Pallas, A. M. (1983). Bringing the arrows back in: On the recursivity assumptions in school process models. *Social Forces*, 62, 32-53.
- Arkin, R. M., Appleman, A. J., & Burger, J. M. (1990). Social anxiety, self presentation, and the self-serving bias in causal attribution. *Journal of Personality and Social Psychology*, 38, 23-25.
- Berry, J. W. (2003). Conceptual approaches to acculturation. In K. M. Chun, P. B. Organista, & G. Marín (Eds.), *Acculturation: Advances in theory, measurement and applied research* (pp. 17-37). Washington, D.C.: American Psychological Assoc.
- Biernat, M., Vescio, T. K., & Green, M. L. (1996). Selective self-stereotyping. *Journal of Personality and Social Psychology*, 71, 1194-1209.
- Bordens, K. S., & Abbot, B. B. (2005). *Research design and methods: A process approach*. San Fransisco: McGraw Hill.
- Broh, B. A., (2002). Linking extracurricular programming to academic achievement: Who benefits and why. *Sociology of Education*, 75, 69-95.
- Cohen, R. J., & Swerdlik, M. (2002). *Psychological testing and assessment*. New York: Paperback
- Corten, R., & Dronkers, J. (2006). School achievement of pupils from the lower strata in public, private government-dependent and private government-independent schools: A cross-national test of the Coleman-Hoffer thesis. *Educational Research and Evaluation*, 12, 179-208.
- Chubb, J. E., & Moe, T. M. (1990). *Politics, markets, and America's schools*. Washington, D.C: The Brookings Institution.
- Davis, L., & Tolan, P. H. (1993). Alternative and prevention interventions. In P. H. Tolan & J. B. Cohler (Eds.), *Handbook of clinical research and practice with adolescents* (pp. 427-451). Oxford, England: John Wiley & Sons.
- Depdikbud. (1997). *Himpunan Peraturan Republik Indonesia Bidang Pendidikan Dasar dan Menengah*. Jakarta: Depdikbud.

- Dette, D., & Dalbert, C. (2005). Moving for their first job or staying put? Predictors of high school students' attitudes toward geographic mobility. *Journal of Applied Social Psychology*, 35, 1719-1737.
- Duval, R. W., & Wicklund, S. (1972). *A theory of effective self-awareness*. New York: Academic Press.
- Eid M., & E. Diener. (2001). Norms for experiencing emotions in different cultures: inter- and intranational differences. *Journal of personality and Social Psychology*
- Franzoi, S. L., Davis, M. H., & Markweise, B. (1990). A motivational explanation of private self-consciousness differences. *Journal of Personality*, 58, 641-659.
- Figurski, T. J. (1987). Self-awareness and other-awareness: The use of perspective in everyday life. In K. Yardley & T. Honess (Eds.), *Self and identity: Psychosocial perspective* (pp.197-210). New York: John Wiley.
- Fiske, A. P., Kitayama, S., & Nisbett, R. E. (1998). *The cultural matrix of social psychology*. New York: McGraw-Hill.
- Garbarino, J. (1992). *Children and Families in the Social Environment*. Piscataway, NJ: Aldine Transaction.
- Godwin, R. K., & Kemerer, F. R. (2002). *School choice tradeoffs*. New York: Paperback.
- Hinkle, S., Brown, R. (1990). Intergroup comparisons and social identity: Some links and lacunae. In D. Abrams & M. A. Hogg (Eds), *Social identity theory: Constructive and critical advances*. New York: Harvester.
- Hofmann-Towfigh, N. (2007). Do students' values change in different types of schools. *Journal of Moral Education*, 36, 453-473.
- Hollander, E. P. (1981). *Principles and methods of social psychology*. New York: Oxford University Press.
- Hoy, W. K., & Miskel, C. G. (2001). *Educational administration: Theory, research, and practice*. Boston: McGraw-Hill.
- Hurlock, E. B. (1980). *Developmental psychology: A Life-span approach*. New Delhi: McGraw-Hill.
- Jetten, J., Postmes, T., & McAuliffe, B. J. (2002). We are all individuals': group norms of individualism and collectivism, levels of identification and identity threat. *European Journal of Social Psychology*, 32, 189-207.

- Jetten, J., Spears, R., & Manstead, A. S. (1996). Intergroup norms and intergroup discrimination: Distinctive self-categorization and social identity effects. *Journal of Personality and Social Psychology*, 71, 1222-1233.
- Kim, Y. Y. (1993). *Becoming intercultural*. New York: SAGE.
- Kumar, R. (1996). *Research Methodology*. London: SAGE.
- Lasch, C. H. (1979). *The culture of narcissism*. New York: Paperback.
- Loose, F. (2008). Individualism: Valued differently by parents and teachers of primary junior high and high school students. *Social Psychology of Education*, 11, 117-131.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion and motivation. *Psychological Review*, 98, 224-253.
- McMillen, M. M. (1988). Secondary school teachers' opinions: Public and private schools. *Sociology of Education*, 14, 477-483.
- Minuchin, P. P., & Shapiro, E. K. (1983). The school as a context for social development. *Handbook of child psychology*, 4, 197-274.
- Moos, R. H. (1979). *Evaluating educational environments: Procedures, measures, findings, and policy implications*. San Francisco: Jossey-Bass.
- Newman, L. S. (1993). How individualists interpret behaviour: Idiocentrism and spontaneous trait inference. *Social Cognition*, 11, 243-269.
- Oyserman, D., Coon, H. M., & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: Evaluation of theoretical assumption and meta-analyses. *Psychological Bulletin*, 128, 3-72.
- Oyserman, D., & Lee, S. W. S. (2008). Does culture influence what and how we think? Effects of priming individualism and collectivism. *Psychological Bulletin*, 134, 311-342.
- Piaget, J. (1980). *Adaptation and intelligence*. London: University of Chicago Press.
- Postmes, T., Spears, R., Cihangir, S. (2001). Quality of decision making and group norms. *Journal of Personality and Social Psychology*, 80, 918-930.
- Prasolova-Forland, E. (2002). *Supporting social awareness in education in collaborative virtual environments*. New Orleans, Louisiana: NTNU.
- Ryan, T. G., & Cooper, J. M. (1984). *Those who can teach*. New York: Tameron Books.

- Santrock, J. W. (1990). *Adolescence*. Indiana: Wm. C. Brown Publisher.
- Sarwono, S. W. (2008). *Psikologi remaja*. Jakarta: Rajawali Pers.
- Selman, R.L. (1980). *The growth of interpersonal understanding*. New York: Academic Press.
- Sheldon, K. M. (1996). The social awareness inventory: Development and applications. *Personality and Social Psychology Bulletin*, 22, 620-634.
- Sheldon, K. M., & Johnson, J. T. (1993). Forms of social awareness: Their frequency and correlates. *Personality and Social Psychology Bulletin*, 19, 320-330.
- Tafarodi, R. W., & Smith, A. J. (2001). Individualism-collectivism and depressive sensitivity to life events. *International Journal of Intercultural Relations*, 25, 73-88.
- Triandis, H. C. (1995). *Individualism and collectivism*. San Francisco, CA: Westview Press.
- Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., Wetherell, M. A. (1987). *Rediscovering the Social Group: A Self-Categorization Theory*. Oxford: Blackwell.
- Uichol, K. (2001). *Culture, science and indigenous psychologies: An integrated analysis*. Oxford: Oxford University Press.
- Watt, T. T. (2003). Are small schools and private schools better for adolescents' emotional adjustment. *Sociology of Education*, 76, 344-367.