

ABSTRACT

Rahmawati, Oktalia. 2014. The Effect of Psychological Needs on Academic Hardiness of Accelerated Students in *Madrasah Aliyah* in Malang. Thesis. Faculty of Psychology, Maulana Malik Ibrahim State Islamic University of Malang.

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The students of accelerated programs are the students which run education program faster than the regular program students. The students are required to meet the target of a high cognitive. This situation makes accelerated students less able to meet the needs of affective and psychomotor. On the other hand, students also have the need to interact with others in correctly and appropriately express their emotions. This lack of attention to the psychological needs makes students depressed and less able to adapt themselves. It is important for the school to meet the psychological needs of students to improve resilience in the face of academic pressure. The ability to learn resilience in the above referred to as academic hardiness (AH).

Academic Hardiness was based on two cognitive-oriented theories (Benishek & Lopez, 2001), the hardiness and academic motivation. Psychological needs are human need that can give a feeling prosperous and happy, as the need for praise, affection, freedom to act, feeling safe and free, and so on (Dirgagunarsa, 1983). Fulfilment of psychological needs described by Deci & Ryan with self-determination theory (SDT). SDT was composed of three basic needs: autonomy, competence, and relatedness. Gannelen & Paul (1984) said that the three components of hardiness trait differently related to social support, someone's feels connected with others, beaccepted by others, and meant for someone else. Relatedness needs are closely related to the needs of competence, because significant feedback from others can be an important contributor to feelings of competence in adolescents (Fredricks et al 2002).

This study involved 78 students of accelerated program in MAN 1 and MAN 3 Malang. The instrument to collect data was the psychological needs scale adapted from Johnson and Finney (2004) and academic hardiness scale adapted from Benishek, et al (2010). The result of analysis showed that there was a strong effect of the psychological needs on the academic hardiness of students simultaneously, but partially psychological needs of relatedness need are much stronger than autonomy and competence in affecting academic hardiness of accelerated program students.

Keywords: Psychological Needs, Academic Hardiness, Student of Accelerated Program