

## ABSTRAK

Suharini Wahyu, 2013. **The Relationship of Self-Concept Accelerated Student with Their Social Interaction among Students at Madrasah Aliyah Malang 1**. Thesis. Malang : Faculty of Psychology UIN Malang  
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Teens often face a number of problems when interacting with others, especially acceleration students who have less tolerant of environment. The most prominent problems on the acceleration students, in general, are, individualized, and arrogant (think more intelligent than other students). Those problems can be influenced by self-concept of every student. This statement is in accordance with the views of Burns (1993) states that the relations between self-concept and social interaction on student acceleration are a view, judgment, and individuals confidence to behave in the society especially in their social life.

The purposes of this study are (1) Knowing the self-concept of accelerated students in Madrasah Aliyah Negeri Malang 1. (2) Knowing the social interaction of accelerated students in Madrasah Aliyah Negeri Malang 1. (3) Knowing the relationship between self-concept of accelerated students and social interaction among students at Madrasah Aliyah Negeri Malang 1.

Research design which is used in this study is the correlation of non-intervention and the types of data including quantitative research. Technique of sampling in this study uses populated samples where the total population and the sample are same that all the students of acceleration class MAN Malang 1 with 41 students, divided into 11<sup>th</sup> grade and 12<sup>th</sup> grade. For the reliability calculation uses technique of *Alpha Cronbach*, whereas for attesting statistical analysis correlation uses *Product Moment Pearson*.

By using the formula of Product Moment Person Correlation showed  $r_{hitung} > r_{tabel}$  ( $0.635 > 0.308$ ) which means that the hypothesis in this study is proved. There is a positive relationship between self-concept of accelerated students and social interaction among students MAN Malang 1. It means that if self concept of accelerated students is more and better, so their social interaction is also better, and conversely.