

# STUDENTS' PSYCHOLOGICAL NEED SATISFACTION IN THE CLASSROOM (EXPERIENTIAL LEARNING APPROACHES)

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**Abstract-** This research examines how students of micro-teaching class understand about students psychological needs and how they fulfill these needs by practicing effective teaching practices. It also explores how experiential learning used to deliver the lesson. The method of the research uses class activity research with two cycles activities. The pretest in first cycle reflects how the students still used their basic capability and the second cycle was the drill of effective teaching and active learning strategies practices using experiential learning methods.

The Results show that the micro-teaching students fulfill their students' psychological needs by applying effective teaching and active learning strategies adjusting to the subject they teach in the classroom. Experiential methods trained them to be skill-full in fulfilling psychological students needs.

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**Keywords** - student's psychological need, classroom, experiential learning.

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## I. INTRODUCTION

Although the success of education has many factors, mostly communication and motivation of a study is formulated by teacher and students in the classrooms. According to SDT these three needs, (Autonomous, Competence and relatedness) when satisfied, promote psychological well-being (Reis et al., 2000) and enable optimal functioning and performance. In contrast, when an individual's environment or personality style does not afford these kinds of experiences, the person fails to thrive. (Vincent, 2003) The fulfillment of students psychological need locates motivation for learning behaviors. Thus the fulfillment of psychological needs is essential.

Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique.

Before conducting real teaching, students would be prepared with some agendas to train their teaching capability, their mastery of teaching method and class management. At UII, students from Islamic Education Department have to conduct classroom observations and real teaching practices in secondary public schools as part required subject.

In this opportunity, the researcher is interested to examine how students of micro-teaching class understand about students psychological needs and how they fulfill these needs by practicing effective teaching practices in the classroom. It also explores how experiential learning used to deliver the lesson. This research specifically discusses about how teaching practice in the classroom can fulfill students psychological need.

## II. PREVIOUS WORKS

A considerable amount of researches examined the implication of teacher evaluation on students psychological need such as Vincent V (2003) Previous Student Psychological Satisfaction, and College-Teacher Course Evaluation,

Two studies examined student psychological need satisfaction as a predictor of positive teacher-course evaluations. In Study 1, 268 undergraduates recalled and rated the quality of a recent important college course, then rated their feelings of autonomy, competence, and relatedness within that course.

Consistent with self-determination theory, all three ratings predicted instructor and/or course ratings. Study 2 found the same pattern in a sample of 179 introductory journalism students nested within 12 sections of a single course. Study 2 also evaluated instructor characteristics as predictors of mean levels of student need satisfaction across the 12 classes. Although instructor age and overall teaching experience were unrelated to students' need satisfaction, greater experience teaching their particular class negatively predicted student autonomy and relatedness need satisfaction. Implications for pedagogical practice are discussed.

Damien Tessier, et al (2010) Based on this theoretical proposition, the purpose of the present study was to test the effects of a training program for three physical education newly qualified teachers on the aforementioned teachers' overt behaviors and students' psychological needs satisfaction, self-determined motivation and engagement in sport-based physical education. Results revealed that from pre to post intervention: (1) teachers managed to improve their teaching style in terms of all three dimensions, and (2) students were receptive to these

changes, as shown by increases in their reported need satisfaction, self-determined motivation and engagement in the class.

Although previous studies have also examined constructs that are conceptually linked with perceived psychological need satisfaction in physical activity settings, such as perceived autonomy support (Hagger, Chatzisarantis, Culverhouse, & Biddle, 2003; VanSteenkiste, Simons, Soenens, & Lens, 2004), self-determined exercise regulations (Mullan & Markland, 1997; Wilson, Rodgers, Fraser, & Murray, and social support (Li, 1999), The overall purpose of the present study was to evaluate select psychometric properties. Thus researcher in this opportunity try to apply this construct in the classroom. To address this purpose, the researcher applied experiential method and did some observation, interviews and data collecting.

### III. THEORITICAL FRAMEWORK

#### 3.1. Student Psychological Needs based on the concept of Self Determined Theory (SDT)

The psychological needs for competence, autonomy, and relatedness have been forwarded by Deci and Ryan (1985, 2002) as innate and essential for nurturing optimal development (Ryan, 1995).

##### Competence

Competence refers to interacting effectively with one's environment while mastering challenging tasks (White, 1959). The need for competence, which is prototypically manifest in intrinsically motivated activity, spurs on cognitive, motor, and social growth (Elkind, 1971; White, 1959). Without making either survival or reproductive skills a proximal aim. White (1959) spoke of a primary propensity for competence, suggesting that there is an energy source in humans (and other mammals) that operates between episodes of homeostatic crisis and does not follow deficit principles

##### Autonomy

Autonomy refers to volition—the organismic desire to self-organize experience and behavior and to have activity be concordant with one's integrated sense of self (Angyal, 1965; deCharms, 1968; Deci, 1980; Ryan & Connell, 1989; Sheldon & Elliot, 1999).

Results indicated that autonomy-oriented individuals displayed a strong positive relation among behaviors and self-reports of traits or attitudes. (Decy, Ryan, 2000: ) Autonomy involves feeling a sense of personal agency and volition such that one's behavior is perceived to emanate from an internal locus of causality (deCharms, 1968).

Why is need satisfaction so important? According to SDT, supporting students' needs helps supply the "spark" to engage students' intrinsic motivations. This is a highly desirable outcome, given the fact that

intrinsically-motivated behaviour is more flexible, persistent, creative, and effective, in addition to being more enjoyable (Deci, Koestner, & Ryan, 1999) If people did not experience satisfaction from learning for its own sake (but instead needed to be prompted by external reinforcements) they would be less likely to engage the domain-specific skills and capacities they inherited. (Decy, Ryan 2000 : 252)

##### Relatedness

Relatedness refers to the desire to feel connected to others—to love and care, and to be loved and cared for (Baumeister & Leary, 1995; Bowlby, 1958; Harlow, 1958; Ryan, 1993). Relatedness refers to a sense of meaningful connection in one's social milieu (Baumeister & Leary, 1995).

#### 3.2. Experiential Learning

Experiential learning is an approach to education that focuses on "learning by doing," on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises. (Felicia, Patrick: 2011) Broadly, experiential learning is any learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations where the instructor directs and facilitates learning. The classroom, laboratory, or studio can serve as a setting for experiential learning through embedded activities such as case and problem-based studies, guided inquiry, simulations, experiments, or art projects (Wurdinger & Carlson, 2010).

The following describes the steps that comprise experiential learning as noted by (Haynes, 2007, para.6 and UC Davis, 2011) (1) Experiencing/Exploring "Doing" Students will perform or do a hands-on minds-On Experience with little or no help from the instructor. Examples might include: Making products or models, role-playing, giving a presentation, problem solving, playing a game. (2)

Sharing/Reflecting "What Happened?" Students will share the results, reactions and observations with their peers. Students will also get other peers to talk about their own experience, share their reactions and observations and discuss feelings generated by the experience. (3)

Processing/Analyzing "What's Important?" Students will discuss, analyze and reflect upon the experience. (4) Generalizing "So What?" Students will connect the experience with real world examples, find trends or common truths in the experience, and identify "real life" principles that emerged. (5) Application "Now What?" Students will apply what they learned in the experience (and what they learned from past experiences and practice) to a similar or different

situation. The instructor should help each student feel a sense of ownership for what was learned.

#### IV. RESEARCH METHOD

This research used Classroom Action Research. CAR is a method of finding out what works best in your own classroom so that you can improve student learning. We know a great deal about good teaching in general (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996).

To maximize student learning, the researcher who also the lecturer used experiential method to train micro-teaching students how they could fulfill students psychological needs in the classroom. The research used two cycles.

The subject of the research is students of Micro-teaching subject from academic year 2013/2014. The first cycle begins with a series of planning actions initiated by lecturer that is also the researcher such as preparing syllabus and teaching concept and the last is conducting pre-test to know students basic teaching skills. The second stage of action research is the action, or transformation, phase. This stage includes actions relating to learning processes (perhaps in the form of role analysis) and to planning and executing behavioral changes in the client organization. (Richard, 1976). Before doing the series of actions, previously lecturer reviewed students teaching practice, explaining about what should they do to fulfill students psychological needs in the classroom. The lecturer also gave some materials about the strategies especially teaching learning strategies. In this cycle, students were motivated to do some more presentations based on the theory required by lecturer. After doing some observation and some interview to the students, research took some notes and did evaluation through video and post test towards the research.

After taking the second as the last cycle, the researcher took some more observation, students review, interviews to build a wider perspective the effect of the experiential learning method in the teaching learning process to transfer the knowledge of active learning strategies.

Researcher collected feedback from students for teaching improvement, gathered data as part of personnel decisions.

#### V. RESULTS

##### 5.1. Applying Class Action Research

The researcher drilled students in turns in each meeting started from the third meeting to the tenth meeting, did some observation, review and evaluation in each teaching practice to control the understanding of the concepts, time management, classroom and students management, the use of strategies adjusted to

the subject and self target evaluation. In the 10th meeting to 14th meeting the lecturer started to take videos and analyze student teaching practice one by one before finally taking conclusion.

##### 5.2. Students' Psychological Need Satisfaction applied in the classroom

After 14 meetings in the classroom, the last two meetings were used to take a post test score. The score were increased from average score 75 to 85 in written post test and 65 to 80 for teaching practice average score.

The study suggests that by allowing students to learn in their own way (autonomy), by providing them with the tools to succeed (competence), and by defusing or removing authoritarian barriers (relatedness), instructors can give their students an interesting, challenging, and intrinsically motivating educational experience. Notably, however, we did not measure students' intrinsic motivation directly in this study; this remains for future research.

Some practice can be determined in this detail:

##### Competence

- Builds self-esteem through conversations with other students.
- Reinforces important material, concepts, and skills.
- Addresses different student learning styles.
- Gives students more opportunity to ask for questions as well as giving comments.
- Tells some stories or some games and asks students to explore what was learned from the stories.
- Reinforces for the well-done work.
- Gives rewards for those who reach the target.
- Gives more games, ice-breaking and teaching strategies and train how to apply them in the classroom.

##### Autonomous

- Provides more frequent and immediate feedback to students.
- Allows students to practice important skills, such as collaboration, through pair and group work.
- Provides students with an opportunity to think about, talk about, and process course material.
- Gives clear instruction for assignments or tasks
- Give a free choice for some topics to discuss.
- Provides opportunity to give comments or to give questions.
- Give trust to students to build some arguments through any media.

##### Relatedness

- Creates a sense of community in the classroom through increased student-student and instructor-student interaction.

- Creates personal connections to the material for students, which increases their motivation to learn.
- Addresses different student learning styles.
- Gives students change to ask for questions.
- Gives reinforcement to those who can give questions and
- Gives same opportunities for all students
- Pays attention on students difficulties in understanding the topic being discussed.
- Knowing student's name and knowing students character, capacity and intelligence, condition.

Micro-teaching students review the class activities in the middle of the section and in the end of the lesson.

"This learning process assist me much in doing such a quick evaluation that I have done well in the class or not" (Yusi Rahmawati- Microteaching students)

"I love game and ice breaking sections. it makes me sure that I can make them happy and feel motivated in the classroom ". (Inaya Nurtriani)

In particular, a colleague's observation of such aspects of teaching as appropriateness of materials and methods, breadth and depth of material covered, the relation of such material to the syllabus and goals of the course, and incorporation of recent developments in the discipline can offer a more informed appraisal of the instructor's mastery of content than can students' perceptions.

### 5.3. Experiential Learning Practice Review

"The experiential learning trains me to perform well in the classroom lab among my friends, gets me ready for the real teaching and makes me more confident in front of the students" (Intan Nur Aini)

Experiential learning experiences has helped students to complete students' preparation for their teaching practice in the next real teaching which reinforce course content and theory. Students learn through Student - rather than instructor-centered experiences by doing, discovering, reflecting and applying new strategies to fulfill their future students psychological need.

Through these experiences, students develop communication skills and self-confidence and gain and strengthen decision-making skills. Lecturer applied experiential learning by asking students to make course outline before teaching, asked them to apply the techniques and teaching strategies, then asked them and their friends to give some evaluation, taking notes so they will not do the same mistakes.

### Obstacles

After doing this experiential teaching practice, some factors such as lacking of time, lacking of experience in the real classroom and inexistence of subject of

Teaching Strategies subject which should become the previous requirement to take this material, made the researcher consider not to take an online class so the class can be conditioned to have more discussions and practices.

### CONCLUSION

The Results show that students could fulfill students' psychological needs by applying effective teaching and active learning strategies adjusting to the subject they taught. Experiential methods trained them to be skill-full in fulfilling psychological students needs. Fulfilling psychological need in teaching learning process leads to students satisfaction.

Lack of basic need satisfaction can lead people to develop need substitutes, which can in turn have the ill-fated consequence of continuing to interfere with attainment of the nutrients they really need.

Despite these limitations, The researcher believes this study offers important experience, as well as suggesting three very important psychological need satisfaction factors for teachers to keep in their mind and to apply as they interact with their students in the classroom.

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