

Adapting the Academic Motivation Scale for Homeschool Students in Indonesia: A Study on Reliability, Validity, and Motivational Profiles

Onggo Susilo¹, Audrey Vivian Chandra², Rusijono³, Andi Mariono⁴

¹ Universitas Negeri Surabaya, Indonesia; onggosusilo@gmail.com

² Universitas Ciputra, Indonesia; audreyxvivian@gmail.com

³ Universitas Negeri Surabaya, Indonesia; rusijono@unesa.ac.id

⁴ Universitas Negeri Surabaya, Indonesia; andimariono@unesa.ac.id

ARTICLE INFO

Keywords:

Academic Motivation Scale;
Homeschool;
Bilingual

Article history:

Received 2024-02-21

Revised 2024-04-13

Accepted 2024-05-29

ABSTRACT

This study explores the adaptation of the Academic Motivation Scale (AMS) for Indonesian homeschool students using English as their second language. The primary objective was to assess the scale's reliability and validity in this unique educational context and to conduct a descriptive analysis of intrinsic, extrinsic, and amotivation scales. A sample of 26 students from Grades 7 to 11 participated, responding to an English-adapted AMS questionnaire. The findings revealed high internal consistency across all motivation scales, as indicated by Cronbach's alpha values (Intrinsic Motivation: 0.918, Extrinsic Motivation: 0.928, Amotivation: 0.868). Pearson correlation coefficients further supported the reliability of individual subscales. Descriptive analysis showed varying mean scores across different motivational dimensions. The study highlights the AMS's potential in diverse linguistic and educational settings, emphasizing the need for contextual adaptations. While the results affirm the scale's applicability in a homeschool environment, the study acknowledges limitations in sample size and suggests future research directions, including expanding the sample size and employing Confirmatory Factor Analysis for more comprehensive validation. This research contributes to the growing body of knowledge on academic motivation in alternative learning environments, particularly in the post-pandemic educational landscape.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Onggo Susilo

Universitas Negeri Surabaya, Indonesia; onggosusilo@gmail.com

1. INTRODUCTION

The exploration of academic motivation within various educational contexts has been significantly advanced by the Self-Determination Theory (SDT), as conceptualized by Deci and Ryan and operationalized through the Academic Motivation Scale (AMS) developed by Vallerand et al. (Vallerand et al., 1992). This scale, instrumental in measuring academic motivation multi-

dimensionally, recognizes the spectrum of motivation ranging from amotivation through extrinsic motivation to intrinsic motivation, each manifesting in different forms and intensities (Algharaibeh, 2021; Ardenska et al., 2019; Pavlova et al., 2022, Dwi Marvianto & Widhiarso, 2018). This widespread applicability underlines the scale's potential for adaptation in diverse learning environments, including homeschool settings where English is the primary language of instruction.

In contemporary educational psychology, the focus has shifted to a broader understanding of learning as not only a cognitive process but also one deeply intertwined with student motivation. The role of motivation, particularly in academic contexts, has been extensively debated and recognized as a critical driver of task performance and achievement. The Academic Motivation Scale (AMS), rooted in the Self-Determination Theory (SDT), has emerged as a key instrument for assessing various dimensions of student motivation, including intrinsic, extrinsic, and amotivated types (Vallerand et al., 1992). This scale, encompassing a range of motivational subtypes, has proven to be a vital tool in understanding and fostering student engagement in academic pursuits. The intrinsic motivation aspect, vital for satisfying internal drives and achieving fulfillment in learning activities (Ryan & Deci, 2020; Vallerand et al., 1992) contrasts with extrinsic motivation, which is driven by external rewards (E. Deci & Ryan, 2002). The AMS's extensive application across various educational levels and settings highlights its versatility and reliability in measuring academic motivation (Zeng & Yao, 2023). However, despite its widespread use, research indicates mixed findings regarding its construct validity, with some studies affirming its factor structure while others suggesting limitations in its convergent and divergent validity (Zeng & Yao, 2023). This underscores the need for continued exploration and validation of the AMS, particularly in diverse educational environments like homeschool settings where English is the primary language of instruction.

The global shift in educational preferences, accelerated by the COVID-19 pandemic, has seen a substantial rise in homeschooling in Indonesia, a trend mirrored worldwide. The closure of schools and the subsequent reliance on virtual classrooms have prompted a significant number of Indonesian students to continue their education through homeschooling models even after the pandemic (Alimbudiono et al., 2022). This shift, though a response to immediate health concerns, has led to a lasting transformation in educational choices.

In Indonesia, homeschooling has emerged as a valuable alternative to traditional education, focusing on enhancing students' cognitive development in ways that conventional schools may not address (Zul Afiat, 2019). Factors such as bullying and negative peer influences in school environments also contribute significantly to its rising popularity. Contrary to certain countries where homeschooling is deemed illegal, the Indonesian government supports this educational approach. The Ministry of Education has established regulations to safeguard and legitimize homeschooling practices in the country (DEPDIKNAS, 2023)

The rise in homeschooling presents unique challenges, particularly in nurturing and maintaining student motivation (Pujiyanti Fauziah, 2019), a key determinant in academic success (Kotera, Taylor, et al., 2023; Usher & Morris, 2012). Homeschooling, inherently dependent on student-driven learning, emphasizes the need for a strong internal motivation. Unlike traditional schooling, where external structures often drive student engagement, homeschooling demands a higher degree of self-motivation and discipline from students (Istiwahyuningsih & Suharto, 2018; Suyatno & Wibowo Saputro, 2017).

In this context, the Academic Motivation Scale (AMS) becomes an essential tool for assessing and understanding the motivation levels of homeschooling students. The AMS, with its comprehensive approach to measuring different dimensions of motivation, including intrinsic and extrinsic motivations, offers valuable insights into the motivational dynamics of students in these alternative educational settings (Alimbudiono et al., 2022; Zeng & Yao, 2023). As homeschooling continues to gain traction in Indonesia and globally, it becomes increasingly important to adapt and validate such tools to ensure they accurately reflect the unique aspects of student motivation in these new learning environments.

Academic motivation, a critical driver of educational success, is increasingly being studied in the context of diverse learning environments. It is broadly categorized into three types: intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation, as defined by Ryan and Deci, is the engagement in an activity for its inherent satisfaction rather than for separable outcomes, and is widely acknowledged as a key predictor of academic performance (Usán et al., 2022). Extrinsic motivation, in contrast, is the pursuit of an activity for its instrumental value, rather than the enjoyment of the activity itself. Amotivation refers to a state where an individual lacks the intention or drive to engage in an activity.

Further, these motivational aspects are subcategorized into seven types: intrinsic motivation-to know (IMTK), intrinsic motivation-toward accomplishments (IMTA), intrinsic motivation-to experience stimulation (IMES), extrinsic motivation-external regulation (EMER), extrinsic motivation-introjected regulation (EMIN), extrinsic motivation-identified regulation (EMID), and amotivation (AMOT). This nuanced understanding of motivation is crucial for effective educational interventions and has been a focus of recent studies, which emphasize the importance of aligning instructional strategies with students' motivational profiles for enhanced academic outcomes (Ardenska et al., 2019; Usán et al., 2022)

In this research, the Academic Motivation Scale (AMS) is utilized to assess these varied dimensions of motivation among homeschooling students. This approach is informed by recent explorations into the effects of motivation on academic achievement and the need to establish the validity and reliability of motivation measurement tools in contemporary educational settings (Kotera, Conway, et al., 2023)

This research introduces a novel approach by focusing on a unique population: Indonesian homeschool students who are learning English as a second language, with English being the primary medium of instruction. This distinctive context presents an opportunity to explore the dynamics of academic motivation in an environment that differs significantly from traditional schooling settings. The primary objective of this study is to rigorously analyze the validation and reliability of the Academic Motivation Scale (AMS) within this specific group. Additionally, a comprehensive descriptive analysis of the AMS will be conducted to deepen our understanding of how motivational factors operate in a homeschool environment where English is not the first language. This research aims to bridge a crucial gap in the existing literature by offering insights into the motivational aspects of students in an emerging educational model, providing valuable implications for educational practices and policies in similar contexts globally. Through this study, we endeavor to contribute to the broader discourse on educational motivation, particularly in alternative learning environments that have become increasingly relevant in today's diverse educational landscape.

2. METHOD

In this research, the methodology revolves around deploying the Academic Motivation Scale (AMS) within a homeschool setting in Indonesia, where students learn in English as their second language. The study involves a sample of 26 students across Grades 7 to 11, who completed the AMS questionnaire that had been adapted to an English version more suitable for this specific population. This adaptation process aligns with recent advancements in adapting academic motivation scales for diverse educational contexts (Mugon et al., 2023)

The questionnaire, encompassing intrinsic, extrinsic, and amotivation scales, was administered without additional instructions to maintain the focus on students' spontaneous responses. This approach mirrors the recent emphasis on preserving the authenticity of students' motivational orientation in educational research

Subsequent analysis of the data focused on three primary aspects: validation and reliability assessment of the AMS in this unique context, and a descriptive analysis of each motivational scale. This tripartite analytical approach is in line with contemporary methodologies emphasizing the importance of validation and reliability testing in educational psychology instruments (Ghazali et al., 2019; Newton et al., n.d.)

In sum, the study aims to contribute to the existing body of knowledge by examining the applicability of the AMS in a relatively unexplored educational setting, thereby providing valuable insights into the motivational dynamics of Indonesian homeschool students learning in English as a second language.

3. RESULTS AND DISCUSSION

Results

The results from the analysis of the Academic Motivation Scale (AMS) in a homeschool environment in Indonesia provide insightful findings regarding the scale's validity and reliability. For intrinsic motivation, the Cronbach's alpha value was 0.918, suggesting excellent internal consistency. The Pearson correlation for individual subscales ranged from 0.663 to 0.840, indicating good reliability for each item (Sugiyono, 2017). Descriptive statistics showed means ranging from 4.31 to 5.08, with standard deviations suggesting moderate variability in responses.

In the extrinsic motivation category, the Cronbach's alpha was even higher at 0.928, further affirming the scale's internal consistency. The Pearson correlations for subscales in this category varied from 0.617 to 0.839, demonstrating a strong and consistent relationship between each item and the overall scale. The means for these items ranged from 3.46 to 4.88, with standard deviations again indicating a moderate spread in the responses.

For amotivation, the Cronbach's alpha was 0.868, which is considered good, and the Pearson correlations ranged from 0.825 to 0.890 for individual items, showing strong reliability. The mean scores for amotivation items were lower, as expected, ranging from 2.27 to 3.19, with standard deviations indicating variability among participants.

These results affirm the validity and reliability of the adapted AMS in the context of Indonesian homeschool students learning in English as a second language. This is consistent with recent studies that emphasize the importance of cultural and contextual adaptation in the utilization of motivation scales (Algharaibeh, 2021a). The descriptive analysis provides a nuanced understanding of how intrinsic, extrinsic, and amotivation manifest in this unique educational setting. This aligns with the broader academic consensus on the multi-dimensional nature of academic motivation and its critical role in educational outcomes (Pavlova et al., 2022).

Discussion

The research revealed substantial internal consistency within the Academic Motivation Scale (AMS) for the intrinsic, extrinsic, and amotivation scales, as indicated by the high Cronbach's alpha values. These findings are in line with prior research emphasizing the reliability of the AMS in various educational settings (Ardenska et al., 2019; Zeng & Yao, 2023). The relatively small sample size of only 26 students from a specific homeschool environment in Indonesia somewhat limits the scope of this study.

The study underscores the importance of contextual adaptation of the AMS, particularly when assessing students who learn in English as a second language. This is crucial in preserving the scale's relevance across diverse linguistic and cultural backgrounds (Algharaibeh, 2021b). The descriptive analysis further provides insights into the distribution of motivational types among the participants, reflecting the nuanced nature of motivation in this unique educational setting.

Moving forward, it is recommended to expand the sample size in future studies to enhance the generalizability of these findings. Additionally, conducting a Confirmatory Factor Analysis (CFA) would be valuable in further validating the factorial structure of the AMS in this context. Such an approach would align with recent advancements in educational research, which emphasize the importance of robust statistical methods to ascertain the validity and reliability of educational scales (Kotera, Taylor, et al., 2023).

4. CONCLUSION

In conclusion, while the current study provides valuable initial insights into the application of the AMS in a homeschool environment where English is a second language, there is ample scope for further research. Expanding the sample size and employing more complex statistical analyses like CFA would significantly contribute to the existing literature, offering a more comprehensive understanding of the AMS's applicability in diverse educational contexts.

REFERENSI

- Algharaibeh, S. A. S. (2021a). The Construct Validity Of Vallerand's Academic Motivation Scale (AMS). *Education Research International*, 2021. <https://doi.org/10.1155/2021/5546794>
- Algharaibeh, S. A. S. (2021b). The Construct Validity Of Vallerand's Academic Motivation Scale (AMS). *Education Research International*, 2021. <https://doi.org/10.1155/2021/5546794>
- Alimbudiono, R. S., Selline, A., Metta, C. H., & Can, J. D. (2022). Student's Motivation, Learning Style And Performance During Study From Home. *Journal Of Educational And Social Research*, 12(5), 152–161. <https://doi.org/10.36941/jesr-2022-0130>
- Ardenska, M., Ardenska, A., & Tomik, R. (2019). Validity And Reliability Of The Polish Version Of The Academic Motivation Scale: A Measure Of Intrinsic And Extrinsic Motivation And Amotivation. *Health Psychology Report*, 7(3), 254–266. <https://doi.org/10.5114/hpr.2019.86198>
- Deci, E., & Ryan, R. M. (2002). Handbook Of Self-Determination Research. In E. L. Deci & R. M. Ryan (Eds.), *Handbook Of Self-Determination Research*. University Of Rochester Press.
- DEPDIKNAS. (2023).
- Ghazali, N. H. C. M., Hamzah, M., Abdullah, N., & Zaini, S. H. (2019). Validation Of An Instrument To Measure The Feedback Conceptions Scale. *International Journal Of Academic Research In Business And Social Sciences*, 9(7). <https://doi.org/10.6007/ijarbss/V9-I7/6091>
- Istiwahyuningsih, T., & Suharto, N. (2018). Reasons For Home Schooling In Indonesia. In *Educational Administration Innovation For Sustainable Development* (Pp. 129–134). CRC Press.
- Kotera, Y., Conway, E., & Green, P. (2023). Construction And Factorial Validation Of A Short Version Of The Academic Motivation Scale. *British Journal Of Guidance And Counselling*, 51(2), 274–283. <https://doi.org/10.1080/03069885.2021.1903387>
- Kotera, Y., Taylor, E., Fido, D., Williams, D., & Tsuda-McCaie, F. (2023). Motivation Of UK Graduate Students In Education: Self-Compassion Moderates Pathway From Extrinsic Motivation To Intrinsic Motivation. *Current Psychology*, 42(12), 10163–10176. <https://doi.org/10.1007/S12144-021-02301-6>
- Mugon, J., Dong, G., Kim, N.-H., & Jobidon, E. (2023). Adapting The Motivated Strategies For Learning Questionnaire For A Writing And Communication Program. *Collected Essays On Learning And Teaching*, 14. <https://doi.org/10.22329/celt.V14i1.7140>
- Newton, P. E., Shaw, S. D., & Cambridge Assessment. (N.D.). *Validity In Educational & Psychological Assessment*.
- Pavlova, I., Bodnar, I., Shvets, V., Petrytsa, P., & Nalyvayko, N. (2022). Adaptation Of The Academic Motivation Scale For Future Professionals In Physical Education And Sports. *Cypriot Journal Of Educational Sciences*, 17(4), 1009–1023. <https://doi.org/10.18844/cjes.V17i4.7117>
- Pujiyanti Fauziah. (2019). *Homeschooling, Kajian Teoritis Dan Praktis* (S. Amalia, Ed.; First Edition). UNY Press.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic And Extrinsic Motivation From A Self-Determination Theory Perspective: Definitions, Theory, Practices, And Future Directions. *Contemporary Educational Psychology*, 61. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif* (P. 284). CV ALFABETA.
- Suyatno, S., & Wibowo Saputro, I. (2017). Homeschooling: Indonesia New Trend Of Islamic Education In The Global Era. *Journal Of Education And Learning (Edulearn)*, 11(4), 426–431. <https://doi.org/10.11591/edulearn.V11i4.5817>

- Usán, P., Salavera, C., Quílez-Robres, A., & Lozano-Blasco, R. (2022). Behaviour Patterns Between Academic Motivation, Burnout And Academic Performance In Primary School Students. *International Journal Of Environmental Research And Public Health*, 19(19). <https://doi.org/10.3390/ijerph191912663>
- Usher, E., & Morris, D. (2012). *Academic Motivation* (Pp. 36–39).
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. (1992). The Academic Motivation Scale: A Measure Of Intrinsic, Extrinsic And Amotivation In Education. *Educational And Psychological Measurement*, 52.
- Zeng, Y., & Yao, D. (2023). A Literature Review Of The Academic Motivation Scale (Ams) And Its Reliability And Validity. *International Journal Of Education And Humanities*, 8(3). <https://doi.org/10.54097/ijeh.V8i3.8081>
- Zul Afiat. (2019). Homeschooling; Pendidikan Alternatif Di Indonesia. *Visipena Journal*, 10(1). <https://doi.org/10.46244/visipena.V10i1.490>