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Adaptation and Psychometric Evaluation of the Quality of School Life Scale in the Indonesian Educational Context

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Abstract

The quality of school life reflects students' perceptions of satisfaction and well-being based on their positive and negative experiences in school settings. This study presents a psychometric adaptation of the Quality of School Life (QSL) scale into the Indonesian context—a crucial step, as no culturally validated version of this instrument previously existed in Indonesia. The study involved 203 high school students and utilized the adapted QSL scale for data collection via Google Forms. Confirmatory Factor Analysis (CFA) was used to evaluate the construct validity. The initial version included 29 items, but two items were excluded due to factor loadings below 0.40. The remaining 27 items showed factor loadings between 0.508 and 0.890. The model fit indices demonstrated satisfactory results (RMSEA = 0.048, CFI = 0.930, TLI = 0.923, SRMR = 0.077). The scale exhibited strong reliability, with Composite Reliability (CR) = 0.98 and Cronbach's Alpha = 0.921. Content validity assessed by 12 expert judges yielded an Aiken's V index of 0.79. Convergent validity was supported by AVE values above 0.50 in all dimensions, while discriminant validity was indicated by the square root of AVE exceeding inter-construct correlations—except for one dimension. These findings confirm the strong psychometric properties of the adapted instrument. The study contributes a culturally relevant and statistically validated tool for assessing students' school life quality in Indonesia, which can serve as a foundation for broader educational evaluation and policy improvement.

INTRODUCTION

Initially, the student admission process in Indonesia was based on academic scores, which led to the classification of schools as either preferable or non-preferable. This classification influenced the school's overall index and reputation. The learning environment in preferable schools was often of higher quality compared to non-preferable ones. Newhouse and Beegle (2011), in their study of Indonesian students, found that school conditions and the quality of school life varied significantly across institutions. Schools in Indonesia have traditionally been categorized not only as preferable or non-preferable but also as public or private. The school environment shapes students' perspectives and significantly impacts their quality of school life.

Over the years, educational policies in Indonesia have undergone transformation. Currently, all schools are officially considered to have equal quality, with student admissions now governed by a zoning system based on geographic location. However, this system has failed to ensure equitable access to education for all students. Preferable schools are now required to accept students with diverse academic motivations and performance levels. As a result, these schools face challenges in maintaining academic standards. This implementation has sparked controversy, as the zoning system is often deemed ill-prepared and potentially detrimental to students' quality of school life.

The quality of school life reflects students' well-being based on their perceptions of both positive and negative experiences at school (Linnakylä, 1996). School quality and the student experience influence learners' attitudes and behaviors. Positive perceptions regarding school, classwork, and teacher support are crucial in enhancing academic performance. A supportive environment fosters academic engagement, helping students focus and thrive in their learning. Prasstianingrum and Rusmawati (2010) highlighted that school life quality significantly impacts students' motivation to learn. Hidajat et al. (2023) emphasized the role of both intrinsic and extrinsic motivation in learning. Bayram and Eksioglu (2020) argued that quality of school life positively affects lifelong learning, while Romlah and Latief (2021) noted its contribution to educational improvement.

Several factors affect school life quality, including facilities, learning processes, administrative services, and teacher quality (Wiyono et al., 2020). Teacher quality, in turn, is influenced by personality and attitude (Alwi et al., 2021), which can shape students' perceptions positively or negatively. Meltem and Ilker (2015) observed that positive experiences enhance school engagement and academic outcomes, whereas negative ones foster dissatisfaction and impede learning. Parental support is also vital in shaping students' school experiences (Sumarsono et al., 2016).

School life quality encompasses students' satisfaction with the learning process, teaching methods, communication with stakeholders (teachers, staff, principals, peers), and experiences that contribute to future success while meeting their social, emotional, and psychological needs (Meltem & Ilker, 2015; Ligan et al., 2013). Ghotra et al. (2016) and Malin and Linnakylä (2001) define school life quality as students' well-being and satisfaction, derived from their positive and negative school experiences. Students' perceptions of school are crucial indicators of academic engagement and success. Those with positive school views tend to participate more actively and perform better.

Hintze and Beyerlein (2016) described an excellent school as one characterized by respect, trust, openness, high aspirations, risk-taking, support, and continuous improvement. According to Bökeoğlu (2007), the quality of school life is a synthesis of students' positive and negative experiences and emotions related to school. Thien and Razak (2013) emphasized that school life quality encompasses classroom engagement, school safety, academic learning, and student attachment. When students feel comfortable

at school, their academic performance improves. Conversely, discomfort hinders learning continuity. Samsudin et al. (2020) emphasized that teachers must create a conducive learning atmosphere that facilitates student comprehension and fosters positive school attitudes. This aligns with Linnakylä's (2001) assertion that school life quality reflects students' well-being and satisfaction based on their experiences and activities in school.

Linnakylä (1996) and William and Batten (1981) proposed six dimensions of school life quality: (a) students' general satisfaction with academics, administration, learning, and peer relationships; (b) student-teacher relationships, focusing on comfort and communication; (c) student status in class, indicating active participation; (d) identity formation at school, involving self-awareness, confidence, and perceived importance; (e) optimism about future achievement and opportunities; and (f) negative feelings about school, including dissatisfaction with learning or peer interaction.

While often used interchangeably, "school life quality" and "school well-being" are distinct. The former refers to satisfaction and well-being derived from school experiences and activities, whereas the latter includes broader elements such as social relationships, personality, and life aspirations. According to Konu and Rimpelä (2002), school well-being involves dimensions like love, belonging, and healing.

William and Batten (1981) initially developed the Quality of School Life (QSL) scale with 40 items, later revised to 29 items across six aspects in 1991 (Linnakylä, 1996). This scale targets students aged 14 and older. Several other QSL instruments have emerged: Sari (2012) created a 35-item scale with five aspects for senior high students; Weintraub and Erez (2009) designed a 36-item tool based on student interviews; and Huang et al. (2017) developed a 21-item scale for elementary students. Ghotra et al. (2016) introduced a shorter four-aspect, 36-item version.

Indonesia's education system is transitioning towards equalizing school quality. However, the zoning system's implementation has revealed numerous challenges. Newhouse and Beegle (2011) noted disparities among Indonesian schools, indicating the continued existence of both favorite and non-favorite institutions.

This study employs William and Batten's (1991) QSL scale to capture students' positive and negative perceptions of school, as it aligns with the research objectives. The current zoning policy has not ensured equitable education access, such as seat availability in all state schools. Furthermore, school leaders and educators often misunderstand the policy's goals, leading to unintended consequences. Reputable public schools must now admit students with diverse and sometimes lower academic achievements, complicating efforts to maintain their academic reputation (Sulistyosari et al., 2023). Consequently, student perceptions of school vary greatly. Suryanto and Komary (2019) highlighted that zoning policies have both positive outcomes-such as school proximity-and negative ones, including limited access to preferred schools.

Given this context, a reliable and culturally adapted scale is essential for measuring school life quality in Indonesia. Among the available tools, William and

Batten's (1991) scale is deemed the most suitable. However, this instrument has not yet been adapted into Indonesian. Thus, there is an urgent need to assess and understand school life quality in Indonesia, which can serve as a foundation for educational improvements. For these reasons, this study aims to adapt the QSL scale to the Indonesian context and assess its psychometric properties, including reliability and validity.

METHOD

Research Design

This research is quantitative in nature, in which the researchers adapt an existing measurement instrument to the Indonesian context. Iliescu (2017) stated that instrument adaptation is a process that involves linguistic, cultural, and contextual adjustments.

The Research Subjects

Table 1

Description Of Subject Data

No	School	Gender		Quantity
		Male	Female	
1	SMA Bina Bangsa	10	24	34
2	SMAN 1 Lawang	11	34	45
3	SMA Aisiyah		28	28
4	SMA Plus Az zahra		15	15
5	SMAN 2 Batu	15	27	42
6	SMAN 5 Malang	9	26	35
7	SMA Islam Batu		4	4
	Quantity	45	158	203

The research subjects are the primary sources of data and possess accurate information related to the focus of the study (Azwar, 2013). The participants were senior high school students in Malang City. High school students were selected because they possess a broader cognitive capacity and are preparing for higher education, prompting them to seek enrollment in their preferred schools. A random sampling technique was used to select participants. Crocker et al. (2008) suggested a minimum sample size of 200 participants, while Gable (in Azwar, 2003) recommended that the number of respondents in a tryout should be 6–10 times the total number of items. Nunnally supported this notion, suggesting that the number of participants should be 5–10 times the number of analyzed items. Referring to Gable's guideline, this study involved 203 participants for a scale consisting of 29 items, thereby meeting the criteria for an instrument tryout.

The Research Instrument

The measurement of school life quality employed the QSL scale developed by William and Batten (1991) and refined by Linnakylä (1996). The scale includes six dimensions: students' general satisfaction, student–teacher relationships, student status in class, student identity formation at school, optimism regarding achievement and future opportunities, and negative affect toward school. The scale comprises 29 items with four response options: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD).

Table 2
The Blueprint of Quality of School Life Scale

No	The Dimensions of Quality of School Life	Items Number
1	The Student's General Satisfaction	1,2,3,4,29
2	Students-Teachers Relationship	5,6,7,8,9
3	Students' Status in Class	10, 11, 12, 13, 14
4	Students' Identity Formation at School	15, 16, 17, 18, 19
5	Feeling Optimistic about Obtaining an Achievement and the Students' Opportunity in the Future	20, 21, 22, 23, 24
6	Students' Negative Affect on Schools	25,26,27,28

Research Procedures

The adaptation process for the research instrument followed the procedure recommended by the International Test Commission for Test Adaptation. This includes: (1) translation, (2) first synthesis, (3) back-translation, (4) second synthesis, (5) content validity testing, (6) instrument tryout, and (7) psychometric evaluation (Hernández et al., 2020; Hambleton et al., 2004).

The adaptation process for the instrument began with a theoretical review of the original scale, namely the Quality of School Life Scale developed by William and Batten (1991). This initial stage provided the conceptual foundation for subsequent translation and adaptation efforts.

Following this, the scale was translated from English to Indonesian by two independent translators. These individuals were carefully selected based on their qualifications, including language proficiency, a strong grasp of psychological testing principles, and expertise in item development and scoring rubrics. One translator was an English language expert, while the other specialized in psychology; both had studied abroad, adding to their cross-cultural competence.

After receiving both translated versions, the researchers conducted a thorough review to select the most accurate and contextually appropriate translation. In some instances, the team re-translated certain items themselves. This process, referred to as Synthesis I, was carried out in collaboration with educational psychology experts who held doctoral degrees from international institutions. The synthesis focused on two criteria: the relevance of each item to the intended construct and the clarity of its phrasing to ensure it was easily understood and unambiguous.

The next step involved back-translation, where two additional translators-who had not been involved in the initial translation-translated the synthesized Indonesian version back into English. The back-translated items were then compared against the original items. Although a word-for-word match was not required, it was essential that the core meanings remained intact. This step led to Synthesis II, also known as expert judgment, conducted by two language specialists. Their role was to ensure that the back-translated items preserved the original meaning of the scale. This synthesis was assessed based on two criteria: comparable language, evaluating the formal accuracy of the translation, and similarity in interpretability, examining whether the items would be understood in the

same way despite different word choices. Both experts held advanced degrees—one with a doctoral degree in English and the other with a master's degree from a foreign university.

Once Synthesis II was complete, the refined items were submitted to a panel of 12 expert judges to evaluate content validity, or Item Content Validity (ICV), following the framework proposed by Polit et al. (2007). These judges, all holding doctoral degrees in psychometrics or psychology from both domestic and international universities, evaluated each item according to four criteria: the extent to which the translated item matched the original meaning, its relevance to the measured construct, its importance in the context of the study (specifically for high school students), and its clarity. A four-point scale was used, ranging from "strongly suitable" to "strongly unsuitable."

Subsequently, a readability test was conducted involving 10 to 20 high school students, the intended users of the scale. This phase assessed whether the students could easily comprehend the translated items. Before the administration of this test, the scale was also reviewed for face validity. The students rated the items on a scale indicating how suitable or understandable they found each statement, contributing to final refinements in wording and phrasing.

The final stage of the adaptation process involved evaluating the psychometric properties of the instrument, including both its reliability and validity, following the guidelines of Hernández et al. (2020). This assessment ensured that the adapted instrument was both theoretically sound and practically applicable in the Indonesian educational context.

Table 3

Adaptation Quality of School Life

No	Quality of School Life Scale (original)	Adaptation
	General satisfaction	**Kepuasan siswa secara umum**
1	I really like to go to school	Saya sangat suka pergi ke sekolah
2	I get satisfaction from the school work I do	Saya mendapatkan kepuasan dari pekerjaan sekolah yang saya lakukan
3	I get enjoyment from being at school	Saya senang berada di sekolah
4	I find that learning is a lot of fun	Saya merasa belajar itu menyenangkan
29	I sometimes get upset	Saya kadang-kadang merasa kecewa
	Teacher-student relation	**Hubungan dengan guru**
5	Teachers treat me fairly in class	Guru memperlakukan saya dengan adil di kelas
6	Teachers are fair and just	Guru-gurunya bersikap adil
7	Teachers listen to what I say	Guru mendengarkan pendapat saya
8	Teachers help me to do my best	Guru membantu saya melakukan yang terbaik
9	Teachers give me the marks I deserve	Guru memberi saya nilai yang selayaknya saya dapatkan
	Status in class	**Status siswa dikelas**
10	People look up to me	Orang-orang mengagumi saya
11	I know that people think a lot of me	Saya tahu orang-orang selalu mempertimbangkan /memikirkan saya
12	I feel important	Saya merasa berharga

13	People have confidence in me	Orang-orang percaya kepada saya
14	People come to me for help	Orang-orang datang kepada saya untuk meminta bantuan
	Identity in class	**Pembentukan identitas siswa dikelas**
15	Mixing with other people helps me understand myself	Berinteraksi dengan orang lain membantu saya memahami diri sendiri
16	I get to know myself better	Saya berusaha memahami diri sendiri dengan lebih baik
17	I learn to get along with other people	Saya belajar berinteraksi dengan orang lain
18	I learn a lot about myself	Saya banyak belajar tentang diri sendiri
19	I have learnt to accept other people as they are	Saya belajar menerima orang lain apa adanya
	Achievement and opportunity	**Perasaan yakin akan memperoleh prestasi dan peluang siswa mencapai masa depan**
20	I know the sorts of things I can do well	Saya mengetahui hal-hal yang bisa saya lakukan dengan baik
21	I know I can reach a satisfactory standard in my work	Saya yakin bisa meraih standar yang memuaskan dalam pekerjaan saya
22	I know I can do well enough to be successful if I try	Saya yakin bisa sukses jika terus mencoba
23	I feel great	Saya merasa mampu berkompetisi
24	I know how to cope with the work	Saya tahu bagaimana cara mengatasi pekerjaan
	Negative affect	**Perasaan negatif siswa terhadap sekolah**
25	I feel depressed	Saya merasa depresi
26	I feel lonely	Saya merasa kesepian
27	I feel restless	Saya merasa kelelahan
28	I feel happy	Saya merasa senang

Data Analysis

Data analysis was conducted using Confirmatory Factor Analysis (CFA) to examine the validity and reliability of the measurement instrument. According to Hair et al. (2017), gathering valid evidence is essential for determining whether a research instrument is capable of producing accurate data and achieving its measurement objectives. CFA was selected as the most appropriate method to verify how well each indicator reflects the underlying latent constructs within the scale.

RESULTS

Content validity testing of the Quality of School Life scale was carried out using Aiken's V formula with 12 expert panellists and four response categories. The resulting coefficient was 0.78. The lowest item validity index was 0.79, which indicates that all items met the threshold for content validity. The detailed results of this analysis are presented in Table 4.

Table 4

Content Validity

No of Item	Similarity	Clarity	Relevancy	Importance	Notes
1	0.94	0.96	0.96	0.96	Equivalent
2	0.92	0.94	0.96	0.94	Equivalent

3	0.88	0.92	0.94	0.94	Equivalent
4	0.88	0.90	0.94	0.94	Equivalent
29	0.94	0.85	0.83	0.85	Equivalent
5	1.00	0.94	0.96	0.96	Equivalent
6	0.88	0.83	0.96	0.90	Equivalent
7	0.96	0.96	0.98	0.98	Equivalent
8	0.96	0.94	0.96	0.96	Equivalent
9	0.90	0.92	0.96	0.96	Equivalent
10	0.79	0.79	0.85	0.85	Equivalent
11	0.88	0.88	0.88	0.88	Equivalent
12	0.94	0.94	0.96	0.96	Equivalent
13	0.94	0.96	0.96	0.98	Equivalent
14	0.94	0.94	0.88	0.90	Equivalent
15	0.92	0.90	0.96	0.92	Equivalent
16	0.92	0.94	0.94	0.94	Equivalent
17	0.94	0.96	0.94	0.94	Equivalent
18	0.98	0.96	0.96	0.96	Equivalent
19	1.00	0.98	0.96	0.96	Equivalent
20	0.98	0.98	0.96	0.96	Equivalent
21	0.92	0.90	0.94	0.94	Equivalent
22	0.96	0.98	0.98	0.96	Equivalent
23	0.85	0.92	0.88	0.90	Equivalent
24	0.88	0.90	0.92	0.92	Equivalent
25	0.94	0.90	0.96	0.96	Equivalent
26	0.94	0.92	0.98	0.98	Equivalent
27	0.94	0.92	0.98	0.98	Equivalent
28	0.88	0.96	0.94	0.94	Equivalent

Table 4 provides the similarity, clarity, relevancy, and importance indices for each item, showing that all items were rated as equivalent. This demonstrates a high degree of consistency and agreement among expert judges regarding the quality of the items.

Table 5

Data Description

	N	Minimum	Maximum	Mean	SD
QSL	203	61.00	108.00	82.4729	8.52271
Valid N	203				

Table 5 presents descriptive statistics of the Quality of School Life data. The scale had a mean score of 82.47 and a standard deviation of 8.52, with observed scores ranging from 61 to 108 across 203 participants.

Table 6

T-Score

Category	T score	Total	Percentage
High	>50	92	45,32%
Low	≤ 50	101	44,68%

Table 6 categorizes participants' scores using T-scores. A T-score greater than 50 was considered high, while a score of 50 or below was classified as low. Based on this classification, 45.32% of students were in the high category, and 54.68% were in the low

category. This distribution suggests that more than half of the students experienced a lower quality of school life, highlighting a need for further evaluation.

To gather construct validity evidence, a Confirmatory Factor Analysis (CFA) was conducted to assess the degree to which each indicator represented the theoretical latent construct. The CFA was performed using the M-Plus program. The scale consisted of six aspects and 29 items: general student satisfaction, student-teacher relationships, student status in class, identity formation at school, optimism about future achievements, and negative affect toward school.

The initial model fit indices showed that two items had factor loadings below 0.40. The Chi-square value was 545.083 with a p-value < 0.001, RMSEA = 0.050, CFI = 0.920, TLI = 0.910, and SRMR = 0.086. These results suggested a mismatch between the theoretical model and the empirical data. According to Ford et al. (1986) and Wang and Wang (2020), a factor loading above 0.40 is acceptable.

After removing the two items with factor loadings below 0.40, a final CFA model was generated using the remaining 27 items. The model fit indices improved to Chi-square = 467.776, p < 0.001, RMSEA = 0.048, CFI = 0.930, TLI = 0.923, and SRMR = 0.077. These results are shown in Table 7. Although the p-value remained below the desired threshold, the RMSEA, CFI, TLI, and SRMR values indicated an acceptable model fit, suggesting that the final model adequately represented the construct of school life quality.

Table 7

Model Fit (N=203)

Fit Parameter	Output	Criteria	Notes
RMSEA	0,048	<0,08	Fit
90%C.I	0,039-0,057	Not Over 0	Fit
CFI	0,930	> 0,90	Fit
TLI	0,923	> 0,90	Fit
SRMR	0,077	< 0,08	Fit

(Schumacker & Lomax, 2016)

Figure 1

The Quality of School Life Scale

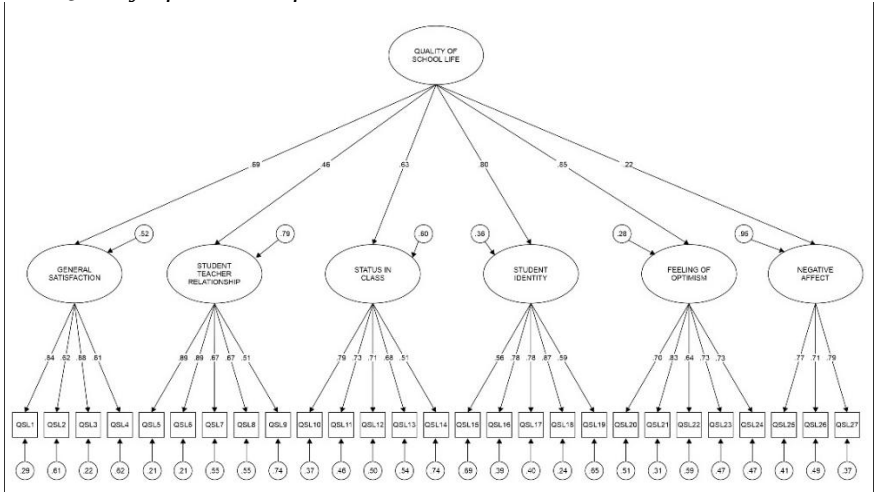

Figure 1 illustrates the structural model of the Quality of School Life scale as tested through Confirmatory Factor Analysis (CFA). The model consists of six latent variables-students' general satisfaction, student-teacher relationships, students' status in class, identity formation, optimism about achievement and future opportunities, and negative affect. Each latent construct is measured by its respective observed variables (items), and the standardized factor loadings are represented along the paths from the constructs to the items. The diagram visually confirms the relationship strength between each indicator and its underlying construct, where most loadings exceed the threshold of 0.50, indicating strong item contributions. The model also shows correlations between the latent variables, providing insight into how these aspects of school life interact within the overall structure. This figure complements the CFA results presented in Table 7 and supports the scale's construct validity.

Table 8

The Validity and Reliability of the Quality of School Life Scale

Dimension (s)	Items	Factor Loading	Alpha		CR		AVE
Students Satisfaction	1	0,845	0,828		0,834		0,563
	2	0,621					
	3	0,881					
	4	0,615					
Teacher-Students Relationship	5	0,887	0,848		0,851		0,544
	6	0,890					
	7	0,671					
	8	0,671					
	9	0,506					
The Students' Status in Class	10	0,791	0,812		0,817		0,847
	11	0,733					
	12	0,709					
	13	0,678					
The Identity Formation	14	0,508	0,837	0,921	0,844	0,968	0,526
	15	0,559					
	16	0,783					
	17	0,775					
	18	0,871					
	19	0,590					
Feeling Optimistic	20	0,698	0,843		0,849		0,531
	21	0,833					
	22	0,643					
	23	0,728					
	24	0,727					
Negative Affect	25	0,765	0,574		0,801		0,574
	26	0,713					
	27	0,794					

Table 8 displays the factor loadings, Cronbach's alpha (α), Composite Reliability (CR), and Average Variance Extracted (AVE) for each dimension. All factor

loadings were above 0.50, except for two items at 0.506 and 0.508, which were retained as they still met minimum acceptability criteria. The CR values ranged from 0.801 to 0.851, indicating strong reliability across dimensions. Cronbach's alpha values also supported internal consistency, with the overall Alpha = 0.921 and CR = 0.968, indicating the instrument had excellent reliability.

The AVE values for each dimension—general satisfaction (0.563), teacher–student relationships (0.544), student status in class (0.476), identity formation (0.526), optimism (0.531), and negative affect (0.574)—demonstrated that five out of six dimensions exceeded the recommended threshold of 0.50, reflecting good convergent validity. Only the dimension of student status in class slightly fell below the threshold.

Table 9

Correlation Between Construct and the Square Root of AVE of the Quality of School Life

	Students Satisfaction	Teacher-Student Relationship	The Students' Status	Students' Identity	Feeling Optimistic	Negative Affect
Students Satisfaction	**0,750**	0,304	0,144	0,237	0,338	0,121
Teacher-Student Relationship	0,551	**0,738**	0,139	0,082	0,075	0,072
The Students' Status	0,379	0,373	**0,690**	0,269	0,269	0,019
Students' Identity	0,487	0,289	0,519	**0,725**	0,539	0,008
Feeling Optimistic	0,581	0,273	0,519	0,734	**0,729**	0,010
Negative Affect	-0,348	0,269	-0,138	-0,090	-0,101	**0,758**

Table 9 presents the correlation matrix between the constructs and the square roots of AVE. For five of the six dimensions, the square root of AVE was greater than the inter-construct correlations, indicating high discriminant validity. However, the dimension of "feeling optimistic" had a lower square root of AVE than its correlation with other constructs, suggesting a potential overlap. Nonetheless, overall findings supported the construct validity of the scale.

DISCUSSION

The school environment and the quality of school life play a crucial role in enhancing students' engagement in academic activities. Maintaining a high quality of school life requires strengthening various components, including students' general satisfaction, student–teacher relationships, student status in class, identity formation, optimism regarding future achievement, and reducing negative affect toward school.

Based on the T-score analysis, 45.32% of respondents reported a high quality of school life, while 54.68% reported a low quality. This indicates that more than half of the

students perceived their school life as unsatisfactory, highlighting the need for targeted improvements. Since quality of school life reflects students' perceptions of their academic and social experiences at school, such a result calls for a critical evaluation of school climate and related practices.

The reliability test revealed a high level of consistency across all dimensions of the scale. Interestingly, the dimensions of optimism about achievement and negative affect showed higher reliability scores in the adapted version than in the original. In the original scale, the Cronbach's alpha values were: general satisfaction = 0.830; student–teacher relationships = 0.830; student status = 0.780; identity formation = 0.710; optimism = 0.670; and negative affect = 0.600. In contrast, the adapted scale produced the following reliability values: general satisfaction = 0.834; student–teacher relationships = 0.851; student status = 0.817; identity formation = 0.844; optimism = 0.849; and negative affect = 0.801. The overall Alpha value of 0.921 and the construct reliability (CR) value of 0.968 demonstrate the strong internal consistency of the adapted instrument.

The CFA analysis identified two problematic items: Item 28 had a negative factor loading, and Item 29 had a loading below 0.30. These results aligned with those of the original scale, confirming the items' inadequacy. Consequently, both items were excluded from the final model due to insufficient factor loading.

The results of the Average Variance Extracted (AVE) analysis demonstrated excellent convergent validity, as most AVE values met or exceeded the recommended threshold of 0.50 (Ghozali, 2014). This means that the indicators adequately represented the latent variables. CFA analysis further supports this, showing that the majority of the items within each construct shared a high proportion of variance.

Additionally, the square root of AVE for most dimensions was higher than the correlations with other constructs, suggesting high discriminant validity. This implies that each construct in the scale is unique and can be reliably distinguished from the others. Only the "feeling optimistic" dimension exhibited a slightly lower square root of AVE than its correlation with other dimensions, indicating a potential overlap in measurement. Nevertheless, the instrument still meets the overall criteria for discriminant validity.

A notable limitation of this study was the sample size. Although the number of participants met the recommended ratio of 5–10 subjects per item, a larger and more proportionally distributed sample would have enhanced the robustness of the findings. Another limitation is the use of Google Forms for data collection, which may have introduced uncontrolled variables and response inconsistencies due to the online format.

CONCLUSION

Based on the results of the analysis, it can be concluded that 45.32% of students demonstrated a high quality of school life, while 54.68% reported a low quality. These

findings highlight that more than half of the student population perceives their school experiences negatively, warranting further investigation and intervention.

The CFA model showed acceptable fit indices, with CFI = 0.930, RMSEA = 0.048, TLI = 0.923, and SRMR = 0.077. The original scale consisted of 29 items; however, two items were removed due to factor loadings below 0.40, resulting in a final version containing 27 valid items. The reliability of the scale was strong, with Composite Reliability (CR) = 0.98 and Cronbach's Alpha = 0.921.

Factor loadings for the valid items ranged from 0.508 to 0.890. The two excluded items were invalid due to one having a negative loading and the other falling below the minimum acceptable value. The AVE (Average Variance Extracted) values for each dimension were all greater than 0.50, indicating strong convergent validity.

Content validity, assessed using Aiken's V and evaluated by 12 expert judges, produced an index of 0.78. All individual items had Aiken's V values above 0.79, suggesting strong equivalence between the adapted and original items.

In terms of discriminant validity, five of the six dimensions had AVE square root values higher than their inter-construct correlations, further supporting the scale's ability to distinguish between different constructs. Only the optimism dimension showed a lower square root AVE compared to its correlations, suggesting slight overlap. Nonetheless, the overall discriminant validity remained strong, indicating that the scale can effectively measure distinct aspects of students' school life experiences.

These results confirm that the adapted scale is both psychometrically sound and contextually relevant for assessing the quality of school life in the Indonesian educational setting.

As for future research, it is recommended that the two invalid items be revised and retested. Additionally, rather than using Google Forms, future studies should consider paper-based administration to allow for better observation and control of participant engagement, ensuring higher data quality and instrument usability.

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