Validity and Reliability in Autonomy Needs Scale for Student

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ABSTRACT

The need for autonomy is how the individual thinks that his behaviour comes from himself without being influenced by others. The formation of autonomy was influenced by seven aspects, namely freedom, initiative, self-confidence, responsibility, self-assertiveness, decision-making, and self-control. The purpose of this study is to determine the validity and reliability of the scale of autonomy needs that are made. This article also to explain specifically about the need for autonomy because there are not many articles that explain about autonomy needs of student. This research involved 92 students from various cities and universities to become subjects. The questionnaire consists of 60 items designed to assess aspects of freedom, initiative, self-confidence, responsibility, self-assertiveness, decision-making and self-control. This questionnaire has five alternative answers, namely 1 for "Strongly Disagree", 2 for "Disagree", 3 for "Somewhat Agree", 4 for "Agree", and 5 for "Strongly Agree". The results of this study indicate that it takes three rounds to find the level of validity and reliability on this scale with Cronbach's alpha of 0.937 and the number of items as many as 22 item. This research is expected to provide insight regarding the need for autonomy and it is hoped that research on the scale of this need for autonomy can be further developed in subsequent studies.
Keywords: Validity, Reliability, Autonomy, Student

INTRODUCTION

Every human being has different developmental tasks according to the stage of development. One of the existing development tasks is independence. The task of independence of a person can be realized if a person is able to determine his own choice through an autonomy. The need for autonomy is often experienced and must be fulfilled, one of which occurs in students. In general, students aged between 18-22 years. In the theory of the stages of human development explained by Hurlock that at that age humans enter late adolescence to early adulthood. At this stage the individual is in the phase of forming independence. Humans in this phase need freedom in determining their behaviour. In scientific studies, this freedom is commonly known as the need for autonomy. As found in research by Fleming in 2005 found that the need for autonomy does arise when individuals enter early adolescence because as they get older and the demands to be more independent are getting higher. During this period, individuals consider themselves mature enough and feel that the rules in their environment are too restrictive and restrictive.

According to Mardianti (2020), the need for autonomy is part of self-determination theory, which is a person's basic psychological needs that must be fulfilled. According to Rahmayanthi, Kurniawati, and Nurseto (2022) that the need for autonomy is related to the will that arises from within the individual, especially when he can manage his experiences and activities according to what he believes. The need for autonomy can explain how individuals perceive that their behaviour originates from themselves without being influenced by others (Fedrick, Blumenfeld, & Paris, 2004). The desire to be independent is of course because the individual feels that he can determine his behaviour. So, this is an individual step to make choices, initiate, maintain, and regulate or regulate (Ryan & Deci, 2000).

The need for autonomy is how individuals think that their behaviour comes from themselves without being influenced by others. The desire to be independent because individuals feel able to determine their behaviour. The need for autonomy for students is something very important. According to Niemic and Ryan, the need for autonomy can increase individual self-confidence because it results in increased intrinsic motivation, self-perception, self-esteem, and interest. It can be concluded that this need for autonomy is a person's attribute which is part of the basic belief that thoughts and behaviour can arise from oneself without the influence of others, and this can also be in the form of an individual's ability to determine his destiny to judge himself based on predetermined personal standards.

The need for autonomy which is a stage of human development is considered successful if every human being is able to pass developmental tasks properly. This success must be objective and bring up clear indicators in a person. In order to be able to measure to what extent a developmental task related to the need for autonomy can be achieved by an individual, a measuring tool is needed that is capable of measuring the intended need for autonomy. Currently there are not many scales that can measure the need for autonomy in students.

Currently, there is no valid and reliable instrument for measuring the need for autonomy that can be used to

measure the need for autonomy for students. Based on this, the authors want to measure the validity and reliability of these measuring instruments.

The purpose of this research is to test the validity and reliability of the scale of the need for autonomy for students.

The question to be answered in this study is how the validity and reliability of the scale of autonomy needs in students?

With the existence of research on the scale of the need for autonomy for students that is valid and reliable, it is hoped that it can provide theoretical and practical contributions. The expected theoretical contributions are:

- Contribute to scientific development related to psychological measurement tools regarding the need for autonomy for students.
- Can provide direction for future researchers to be able to develop research related to the scale of autonomy needs in greater depth.

The practical contribution that is expected from this research is that the results of this research can be used by students and also practitioners in the field of human development to measure how high the need for autonomy is in students.

LITERATURE REVIEW

According to Herminingsih (2020), the need for autonomy is a perception that arises in individuals where there is a sense of choice and psychological freedom in initiating and being involved in an activity or role that is sustainable. According to Wenang, Affifatusholihah, & Fadhilah (2020), the need for autonomy is related to a person's ability to plan and create experiences, attitudes, and behaviour to carry out an activity that is in accordance with an integrated sense of self. According to Kasmiati and Indriyani (2021), the need for autonomy is an individual's free attitude to make choices, initiation appears to become a unit that can command something, and the desire to dominate.

According to Yu, Levesque-Bristol, and Maeda (2018), the need for autonomy is certainly important for a reason. The need for autonomy is so important because it is directly relevant to an individual's innate integration tendencies. These behaviours are critical to the initiation and regulation of behaviour, where other needs will be better manifested, and some have even argued that the need for autonomy is part of the "meta needs".

According to Iksan (2019), a person with a need for autonomy has the basic foundation for a complete understanding of the meaning and meaning of his life. This process of understanding is inseparable from the ability to self-correct, find solutions to problems encountered, be able to apply the principles one believes in, and give value to one's existence.

According to Guay (2022), a person with a need for autonomy will feel that he is the initiator of his actions and

in a way that is in accordance with his values and interests. Thus, there will be an active "self" with spontaneous integration, initiation, and involvement in the social context.

As already explained, the need for autonomy is universal and it can be observed that it is not tied to one culture. Syed, Sh. Ahmad, and Shah (2022) reveal that a number of researchers believe that autonomy is bound or inclined to a culture, namely western culture which is known to be more individualistic, whereas individuals actually have a sense of collectivism and especially in Asian cultures which are indifferent to the need for autonomy. Collectivism is a culture or behaviour that has the same beliefs, goals, values and interests but is interdependent from one person to another. Of course, in this culture individual autonomy is suppressed. Unlike individualistic cultures where each individual is independent. Other researchers have pondered whether humans are unable to control their desires and whether the concept of autonomy is a fallacy. This was the subject of an ongoing and vague debate about autonomy.

According to Kasmiati and Indriyani (2021), the need for autonomy is a form of mental attitude that is independent and not independent. This is shown by the behaviour of individuals who want to go out and try to do things on their own, but sometimes they still need someone close to them. According to Garrels and Sigstad (2019), at one time individuals can still rely on something from others by applying values and behaviours according to what others ask for, but a sense of autonomy will arise if these values and behaviours reflect individual self-expression. This need for autonomy still requires positive feedback and assessment in terms of high competence to increase the intrinsic motivation needed to increase independence.

According to Meany (2023), the defining feature of intrinsic motivation is engaging in an activity because someone really finds it interesting and satisfying. Empowering people to determine their own destiny will provide greater joy in an activity and increase motivation because goals are self-determined. Control over what individuals do increases enjoyment and involvement and triggers new ideas and creativity.

According to Meany (2023), it can be said that in the beginning humans were creatures that moved freely to carry out their desires to choose, be independent and sovereign. The absence of a sense of autonomy in a person can affect the soul so that they feel afraid of losing their identity.

According to Ara in a journal written by Sa'diyah (2017), there are seven aspects to form autonomy in a person:

- Freedom. This aspect explains that a person's desire to develop his abilities in order to achieve his goals.
- Initiative. In this case, a person begins to behave based on what he has initiated, namely his ideas and opinions.

- Be confident. Someone will start to dare to choose and believe in their abilities.
- Responsibility. In this aspect, a person begins to dare to act by taking the risks he will face, has a sense of loyalty, and is able to adjust to where he is.
- Firm. Almost the same as the previous aspect, This aspect explains where he begins to rely on what is in him by daring to face the risks that will come and not wavering with his opinion.
- Decision making. Someone will begin to be able to find the root of the problem they are facing and evaluate it.
- Self-control. This aspect explains how a person is able to adjust himself, including social interactions to the feelings he has.

Apart from the aspects that make up a person's autonomy, in articles written by Widodo and Pandjaitan (2019) and Marisa and Utami (2021), there are dimensions that are part of autonomy:

- Attitude. This dimension is defined as the ability to make several choices in making decisions and planning goals.
- Emotional. There is confidence in choices and goals.
- Functional. A person's ability to develop strategies to achieve his goals.
- Technical. How individuals are able to manage and regulate their every action by looking at their abilities and capacities.
- Psychological. There is involvement in the development of individual traits that make them more responsible, think critically, and have control over themselves.
- Political. Individual ability to deal with problems in mastering a condition in the field.

The aspects above show that the need for autonomy cannot be separated from the goals that have been set and how individuals should act. Charry, Goig, and Martínez (2020) revealed that it is important to formulate a goal in life, especially during the developmental period because the desire to achieve a goal will become a proactive engine that motivates individuals to use their skills, such as reflecting on the problems they face.

According to Begum (2019), someone who has a need for autonomy has the ability to make significant decisions about what, how, and when he has to make decisions or act. In the process, individuals will set personal agendas to determine directions in planning, action, monitoring, and evaluation. This happened because his strong will caused something to happen. A person with a need for autonomy will enjoy freedom in choosing their own goals, activities, and means of judgment.

According to Smit and Bol (2020), a theory suggests that everyone has a basic need for autonomy, differences in this need exist between individuals in terms of what decision they should choose. That is, some people prefer to choose their own path, this can be called an autonomy orientation. While others prefer to be guided by their colleagues or can be called a control orientation.

According to Schiemann, Mühlberger, and Jonas (2018), the need for autonomy which is a form of conformity and self-determination seems relatively more important than other basic psychological needs, namely the need for competence and the need for relatedness. Regarding competency needs, of course the abilities and skills can be relevant to help individuals efficiently achieve goals that suit themselves. Similar to competency needs, relatedness needs are good relationships with others to bring up feelings of respect and trust in order to achieve valuable goals and be in harmony with oneself. However, developing competence and forging useful relationships can go a long way toward helping meet the need for autonomy.

According to Meany (2023), facilitating the creation of a positive future requires involving individuals in ownership and control over their lives.

Widodo and Pandjaitan (2019) also stated that the need for autonomy is also influenced by internal and external factors. Internal factors are self-esteem, environmental perception, relationships with people who have authority, the desire to be independent, the willingness to make choices and locus of control. While on external factors, there is a family structure, whether there is control or not, the psychosocial and emotional environment in the family.

According to Meany (2023), an environment that emphasizes independence will support and develop individual decision-making skills dynamically. According to McDaniel, McGee, Beeson, and Prater (2022), this implies that although the need for autonomy exists in everyone, it requires environmental support to actually influence individual behaviour and actions. Individuals who are placed in an environment that fails to support autonomy tend to be less motivated due to an inability to reach their full potential. According to Moreno-Murcia, Barrachina-Peris, Campillo, Estévez, and Huéscar (2021), one example of what an individual's environment can do is to facilitate the need for autonomy by using strategies such as offering multiple options before deciding on action or by encouraging relevance.

According to Rahman, Hidayah, and Mujidin (2019), when someone tries to fulfil their need for autonomy, an intrinsic and extrinsic motivation will emerge that spurs their will or support for the actions taken. Conversely, if someone is controlled by external regulation and introspection it will make them feel controlled, experience pressure in thinking to behave in a certain way. According to (Kasmiati and Indriyani (2021), individuals with low needs for autonomy can be caused by the fact that during their developmental

period, when they are children, adolescents, and adults, they are used to receiving help and relying excessively on other people, one of which is parents.

According to Charry et al. (2020), the emergence of the need for autonomy can be a key factor in success towards a more mature life by reflecting a behaviour, namely the individual's capacity to act independently, cognition, namely self-efficacy which helps in empowering individual abilities. to take an action in various areas of life, and the emotions that are the bonds that are built with other people.

According to Lusiana (2019), there are three levels why a person is able to make his choice, namely:

- Choice as indicated preference.
- Choice as a decision-making process.
- Choice as an expression of individual autonomy and dignity.

According to Marisa and Utami (2021), individuals whose level of autonomy needs are not developed will be reflected in several aspects that will stick to them:

- Lack of development in the aspect of emotional autonomy will make the individual still dependent on others.
- Lack of development of behavioural autonomy causes individuals to lack courage in making their own decisions.
- Underdevelopment of value autonomy makes the individual less able to think in accordance with the values he previously adhered to or believed in.

According to Hamzah (2019), a person's need for autonomy is incompatible with external motivation such as external regulation and introjection regulation because these two things can influence short-term effects on behaviour change. According to van Dorssen-Boog, van Vuuren, de Jong, and Veld (2022), everyone certainly has basic psychological needs that they want to satisfy, one of which is the need for autonomy. So, according to Herminingsih (2020) the level of satisfaction of the need for autonomy has a very important role because this is what differentiates whether there is an identification or integration, not just introjection. According Koka, Tilga, Hein, Kalajas-Tilga, and Raudsepp (2021), satisfaction of the need for autonomy is also the strongest predictor of intrinsic motivation which will be followed by the satisfaction of other psychological needs, such as the need for competence. According to Syed et al. (2022), the need for autonomy that is satisfied will create a transition from behaviour that is initially not independent and then becomes behaviour that is more independent or of one's own choice.

According to Pedhu (2022), someone with high autonomy has a good influence in the form of independence that is formed, the formation of mindsets so that they are able to make their own decisions, and are able to withstand existing social pressures.

According to Marisa and Utami (2021), the need for autonomy is an individual attitude that wants to be more free and wise, especially in planning something and determining the method used to carry it out. Related to this, there are three assessments for individuals on something that has been planned:

- Work method. The ability of a person to determine the way used to get things done.
- Work schedule. The ability of a person to be able to set a series of settlements.
- Work criteria. One's ability to know what is used to be part of the evaluation of what he has done.

According to Soputan and Mulawarman (2021), the nature of autonomy can be said to be an indicator of psychological well-being. This indicator is marked by where individuals can regulate themselves and believe in themselves. The need for autonomy in a person becomes a form of self-disclosure in developing one's potential. This openness can lead to the habit of looking for alternatives and growing the desire to achieve something. The process of growing this need for autonomy requires motivation and an adaptive attitude.

According to Kasmiati and Indriyani (2021), the need for autonomy forms responsibilities that influence so that individuals feel competent, know, and do what they should do. Of course responsibility is something that does not appear naturally or is innate, but this begins with the influence of the environment before the individual finally decides to start his life by making all his decisions independently. A task and obligation becomes a challenge for the individual so that he can complete it. So, a responsibility can be a motivation to improve performance in meeting the needs of autonomy.

According to Baron (2019), someone who has a need for autonomy allows individuals to develop themselves in achieving an achievement and being able to complete things beyond expectations. The nature of autonomy becomes a driver of individuals in increasing achievement because they consider themselves capable and more resourceful in carrying out a task. The need for autonomy is one of the factors where the individual's psychological condition becomes more critical to achieve results that lead to effectiveness and high internal motivation.

According to Ariani (2019), apart from the need for autonomy which is important for motivation, it also has an influence on individual health, especially on feelings of stress and fatigue. Higher levels of autonomy are negatively related to fatigue, especially emotional exhaustion.

According to Scheid, Lupien, Ford, and West (2020), when this feeling of need for autonomy and personal freedom is taken away, people will experience psychological reactions that can cause a number of negative responses. Similarly, when fulfilling this need for autonomy is hampered by several factors, according to Ngara,

Rosdiana, and Rahayu (2022), this can cause problems such as individual self-esteem which will have an impact on quality of life.

According to Brownlow (2022), a lack of autonomy in dealing with difficult situations can be an indicator of the onset of depression and a low level of autonomy is associated with the emergence of depressive symptoms. This shows that the absence of the need for autonomy triggers issues of concern to mental health. Fostering health behaviour change through supported independence can be identified as follows:

- Have a good reason why behaviour change is needed.
- Perform alternative behaviours or activities that require active participation.
- Support individual initiative behaviour through personalization.
- Recognizing opinions or taking alternative approaches to particular contexts.

This research was conducted to test the level of validity and reliability of the scale of autonomy needs that have been made as a measuring tool and given to students. Unlike the research conducted by Mardianti in 2020 entitled "Dukungan Atasan, Harga Diri dan Kebutuhan Dasar Psikologis Karyawan", this research discusses basic psychological needs by using the need for autonomy as one of its dimensions, in addition to the need for competence and the need for relatedness. This research specifically aims to measure empirically how the influence of superior support and self-esteem on the fulfilment of the psychological basis of employees. Other research was also carried out by Faradisa, Kusumastuti, Abdillah, Yondrian, and Surjaningrum in 2021 with the title "Gambaran Motivasi Berprestasi pada Mahasiswa yang Melewati Masa Studi 4 Tahun" which also used the need for autonomy as a factor to reveal a picture of achievement motivation in students who has completed a four-year study period.

METHOD
Source and type of data collected
This research is a quantitative research. Items on the scale of the need for autonomy in students are made based on the aspects described by Ara (1998). The scale consists of 7 aspects namely freedom, initiative, self-confidence, responsibility, self-assertiveness, decision-making and self-control. The total number of items used is 60 items. This scale is in the form of a Likert with 5 alternative answers, namely 1 for "Strongly Disagree", 2 for "Disagree", 3 for "Somewhat Agree", 4 for "Agree", and 5 for "Strongly Agree".

Sampling methodology
The sampling technique in this study used purposive sampling. The criteria of the research subject is someone who enters the age range of late adolescence and early adulthood with status as a student. The reason for these criteria is that this research focuses on the need for

autonomy in students and according to Harlock that developmental tasks that focus on the need for autonomy are in the developmental stages of late adolescents and early adults. This study used 92 students as subjects from various cities and universities.

Data collection technique
Data retrieval was carried out by providing a Google form link to the subject, beginning with the provision of informed consent as a condition for approval from the subject before filling out the scale. Data collection was carried out for 1 month. The data that has been obtained is then tabulated and tested for validity and reliability using SPSS assistance.

RESULT AND DISCUSSION
This research required three rounds to determine the reliability of the scale which was filled in by 92 respondents and contained 60 items consisting of 31 favourable items and 29 unfavourable items.

Table 1. Autonomy Needs Scale Blueprint

	Aspect	Indicator	Item Number		Item		Number of Items
			Fav	Unfav	Fav	Unfav	Arranged
1.	Freedom	Don't depend on other people's decisions	1-4	5-8	4	4	8
2.	Initiative	a. Looking for gaps in a problem b. Dare to express opinion	9-12, 17-20	13-16, 21-24	8	8	16
3.	Self-confidence	Be confident in own abilities	25-28	29-31	4	3	7
4.	Responsibility	Facing problems without relying on others	32-35	36-38	4	3	7
5.	Self-assertiveness	Consistent with the decisions taken	39-41	42-44	3	3	6
6.	Decision-making	Look for solutions to solve the problems faced	45-48	49-52	4	4	8
7.	Self-control	Building cooperation with local communities	53-56	57-60	4	4	8
	Amount				31	29	60

In the first round, it can be seen from the Case Processing Summary that there is one piece of data that needs to be deleted.

First around
Table 2. Case Processing Summary

		N	%
Cases	Valid	91	98.9
	Excluded[a]	1	1.1
	Total	92	100.0

Then, the Cronbach's Alpha obtained was 0.859 and this means that this scale has good reliability. A scale with Cronbach's Alpha showing 0.70-0.90 indicates that its reliability is high so it is considered sufficient, the items on the scale are reliable and consistent. Meanwhile, if the scale's Cronbach's Alpha is <0.50 then the scale has low reliability, then if it shows 0.50-0.70 then it is said to have moderate reliability. If a scale's Cronbach's Alpha reaches >0.90, it means the scale has perfect reliability.

Table 3. Reliability Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A1	186.0879	310.481	.223		.859
A2	185.9121	310.259	.293		.857
A3	186.5275	306.941	.286		.858
A4	185.8571	313.235	.203		.859
A1U	186.0440	308.998	.342		.857
A2U	187.2308	312.957	.218		.858
A3U	186.7473	309.213	.316		.857
A4U	186.9121	311.703	.269		.858
B1	185.4945	309.786	.295		.857
B2	185.6813	310.553	.272		.858
B3	186.2857	306.873	.313		.857
B4	185.6154	312.106	.273		.858
B1U	187.3297	313.179	.166		.859
B2U	187.2967	308.589	.327		.857
B3U	187.9341	313.218	.199		.859
B4U	187.1099	312.077	.160		.860
C1	186.3626	311.034	.230		.858
C2	185.6593	307.049	.407		.856
C3	185.9121	302.414	.588		.853
C4	186.5714	302.137	.490		.854
C1U	186.9451	311.053	.199		.859
C2U	187.7692	314.357	.130		.860
C3U	187.9890	313.500	.175		.859
C4U	187.0769	311.583	.217		.859
D1	185.7912	311.411	.320		.857
D2	185.7033	309.100	.369		.856
D3	185.5714	306.914	.396		.856
D4	185.6703	305.935	.456		.855
D1U	187.1978	312.027	.251		.858
D2U	187.0989	312.779	.214		.858
D3U	187.5055	313.964	.182		.859
E1	186.0330	314.321	.122		.860
E2	186.0330	311.454	.321		.857
E3	186.0110	306.011	.427		.855
E4	186.9341	309.329	.287		.857
E1U	187.7143	311.517	.224		.858
E2U	187.3846	309.439	.283		.857
E3U	187.8132	313.754	.188		.859
F1	185.5165	309.230	.352		.856
F2	185.6593	309.049	.338		.857
F3	185.8022	309.072	.330		.857
F1U	186.5275	311.296	.328		.857
F2U	186.6044	303.708	.482		.854
F3U	187.3846	309.462	.300		.857
G1	186.0220	309.355	.338		.857
G2	185.9670	305.477	.424		.855
G3	185.5824	307.201	.417		.855
G4	185.7363	311.041	.272		.858
G1U	187.4396	311.738	.213		.859
G2U	185.7253	308.335	.382		.856
G3U	187.4286	312.937	.180		.859
G4U	187.5055	307.053	.291		.857
H1	186.6264	307.081	.329		.857
H2	185.9451	309.386	.361		.856
H3	185.8132	306.754	.398		.856
H4	185.6374	309.011	.308		.857
H1U	187.4725	308.496	.310		.857
H2U	187.8791	315.552	.088		.861
H3U	186.4835	314.253	.115		.861
H4U	187.5714	314.137	.130		.860

So, in the Item Analysis table there are 32 items that must be removed.

Table 4. Item Analysis

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.866	60

In the second round, no data was found in the Case Processing Summary table that needed to be deleted.

Second around

Table 5. Case Processing Summary

		N	%
Cases	Valid	92	100.0
	Excludedᵃ	0	.0
	Total	92	100.0

In this second round, Cronbach's Alpha showed 0.901 with the remaining 28 items.

Table 6. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.901	.904	28

The Item Analysis table shows that there are still six items that need to be removed.

Table 7. Item Analysis

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A1U	96.7935	150.385	.376		.899
A3U	97.4891	155.395	.122		.904
B3	97.0217	143.912	.537		.896
B2U	98.0435	159.471	-.062		.908
C2	96.4022	146.177	.587		.895
C3	96.6413	144.562	.687		.894
C4	97.3152	145.251	.537		.896
D1	96.5326	149.087	.544		.897
D2	96.4457	146.140	.645		.895
D3	96.3043	144.742	.634		.894
D4	96.4022	144.617	.679		.894
E2	96.7935	152.188	.349		.900
E3	96.7391	146.678	.535		.896
F1	96.2609	144.591	.707		.893
F2	96.3913	144.658	.660		.894
F3	96.5435	144.207	.674		.894
F1U	97.2717	156.178	.127		.903
F2U	97.3478	149.482	.386		.899
F3U	98.1196	160.480	-.106		.909
G1	96.7717	145.739	.625		.895
G2	96.7065	143.550	.665		.894
G3	96.3261	144.002	.726		.893
G2U	96.4674	145.438	.658		.894
H1	97.3804	151.008	.272		.902
H2	96.6848	147.075	.598		.895
H3	96.5543	145.195	.610		.895
H4	96.3696	143.730	.646		.894
H1U	98.2065	157.440	.021		.907

In the third round, Cronbach's Alpha showed 0.937 with the remaining 22 items.

Third around

Table 8. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.937	.938	22

In the third round, there are no items in the Item Analysis table that need to be removed.

Table 9. Item Analysis

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A1U	80.5652	143.809	.338	.405	.938
B3	80.7935	136.693	.538	.512	.936
C2	80.1739	138.145	.630	.606	.934
C3	80.4130	137.828	.663	.631	.933
C4	81.0870	139.157	.486	.487	.936
D1	80.3043	140.500	.625	.674	.934
D2	80.2174	137.447	.729	.773	.932
D3	80.0761	136.621	.681	.692	.933
D4	80.1739	136.167	.748	.757	.932
E2	80.5652	145.523	.308	.397	.938
E3	80.5109	139.395	.537	.529	.935
F1	80.0326	136.120	.779	.779	.931
F2	80.1630	136.182	.729	.709	.932
F3	80.3152	135.317	.764	.845	.932
F2U	81.1196	143.975	.301	.419	.939
G1	80.5435	137.438	.684	.616	.933
G2	80.4783	136.296	.670	.774	.933
G3	80.0978	135.672	.790	.767	.931
G2U	80.2391	137.327	.708	.789	.933
H2	80.4565	139.570	.613	.658	.934
H3	80.3261	138.574	.581	.722	.935
H4	80.1413	135.112	.718	.714	.932

CONCLUSION AND RECOMMENDATION

This reliability test shows that the Student Autonomy Needs Scale is a good scale. The limitations of this study are: 1) the limited number of subjects used for validity and reliability tests so it is necessary to test with a wider range of subjects so that they can be generalized, 2) the face validity test has also not been carried out so there may be an inaccurate meaning of the item from the subject research, 3) the large number of items used can make the subject become exhausted in filling out so that it will affect the subject's process of answering. In future research it is hoped that there will be a development of a scale of autonomy needs with a wider scope, so that it can be used by several groups with relevant aspects and can be adapted to how the scale is used. In addition, other tests can be carried out so that this scale is rigor for use in measuring student autonomy needs.

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