



The Adaptability of Passion Scale for Tertiary Students in Japanese Online Courses in Indonesia

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Abstract: This study aimed at examining the opportunities for adapting the passion scale to Japanese literature students who carried out the online learning process in Indonesia. This study used quantitative covariance structure design as the application of item response theory. From a sample of 148 undergraduate students, originally from three different courses. Data were obtained by filling out a virtual questionnaire which adapted from the original Dual Model Passion scale. Since this scale had been developed abroad, the data were analysed quantitatively using confirmatory factor analysis and regression, this study replicated the similar analysis while examined passion by using five criteria such as time, like, value, passion, identity as used in the previous development process. In addition, the criteria for student characteristics (gender and age) and conditions (first year vs. advanced year) in attending online lectures by observing the relationship between the two main dimensions of passion). The results showed that first year students tend to have a higher harmonious passion (HP), while second year students had a higher obsessive passion (OP). In conclusion, several things needed to be considered by researchers and lecturers at tertiary institutions such as course and student characteristics, so that students' passion remained good even though they had to study online during the outbreak of the Covid-19.

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Introduction

Passion is a person's strong tendency to do activities that show his/her true identity, whether such activities are important or have the same vibe as how someone sees his/herself. The passion concept, commonly called Dualistic Model Passion (DMP) which consists of 2 dimensions, namely harmonious passion (HP) and obsessive passion (OP) (Vallerand et al., 2003). Harmonious passion refers to the spirit that is in harmony with everyday life, so that it does not cause problems when it is lived. While obsessive passion is a sort of spirit that tends to be contingent, sometimes causing disappointment when someone has to determine priorities between two different activities that take place simultaneously due to inconvenience (Vallerand, 2010, 2016). In general, HP is considered to have a positive impact in the long term, such as continued good performance, and a more balanced life, compared to OP which only benefits in the short term (Vallerand, 2016).

At first glance, some might think that passion is the same as motivation. In language education, motivation is an important factor (Woodrow, 2019). Students, who have strong motivation, are always persistent to continue learning the target language (Burns & García, 2018). Despite facing challenges and obstacles, the students still learn hard. However, it

should be underlined that passion and motivation are different concepts. Motivation is a big concept, where passion is one component that can be included in it. In addition, passion can have a negative or positive impacts (OP vs. HP), while motivation usually only has positive impact (Marsh et al., 2013).

The dualistic passion concept is used in various fields, ranging from sports, job performance (Burke et al., 2015), pure psychology, to education (Bélanger & Ratelle, 2020; Kubo & Sawamiya, 2018; Schellenberg & Bailis, 2015; Stoeber et al., 2011; Vallerand, 2016; Yeh & Chu, 2018). In the field of education, generally students with high harmonious passion show better performance, such as class participation, grades and academic achievement (Bélanger & Ratelle, 2020). Those with high HP tend to have autonomous motivation to achieve personal study targets (Stoeber et al., 2011). If students' OP and HP are high, high academic performance will also be achieved, but only students with high OP are most prone to experiencing mental and physical exhaustion (Bélanger & Ratelle, 2020). Uniquely, there is no significant difference between the passions of male and female students (Kubo & Sawamiya, 2018; Marsh et al., 2013).

In Indonesia, the studies of passion, especially in the field of language education, is still few. In contrast, on learning motivation have found in many previous studies (Andriani & Rasto, 2019; Hamdu & Agustina, 2011; Lestari, 2017; Lomu & Widodo, 2018; Mulyaningsih, 2014; Taufik & Yustina, 2020). Therefore, this current study tried to adapt the passion of foreign language students, namely Japanese at UNAIR, one of the state universities in Surabaya, Indonesia. It was hoped that this study could enriching applied linguistics knowledge, especially passion in learning foreign languages in crucial situations (pandemic). The results of this study were expected to help develop the concept of education in Indonesia, especially in online classes.

The Japanese had been taught formally at Indonesian tertiary level since the beginning of 1960s (Pratama & Purnomo, 2020; Sutedi, 2017). One of the main difficulties in learning this language is the different alphabet with Indonesian, namely Hiragana, Katakana, and Kanji (Suryadi & Rosiah, 2018). For Indonesian students, the most difficult components are Kanji writing and Japanese grammar (Sutedi, 2017). To be able to master it, of course, students need strong passion. Although each university had its own curriculum policy, in general, Japanese language learning materials usually include grammar, Hy ki (Hiragana, Katakana, and Kanji), Ch kai (listening), Dokkai (reading), and some specialization courses in literature or linguistics. Japan (Sutedi, 2017). Lecture materials were usually delivered in offline classes.

The Covid-19 pandemic that began to outbreak in Indonesia since around the end of March / early April 2020, had caused traditional classroom practices which were usually face-to-face in class, to be turned online (Mendikbud, 2020). This sudden big change in the field of education certainly had psychological impacts on both teachers and students. Many of them felt shocked and unprepared. The lecture patterns were different from the usual conventional classes, and had both positive and negative impacts on lecturers and students. A positive opportunity was that students could access materials from anywhere and anytime. However, it was undeniable, not being able to meet classmates in person, and got an atmosphere of learning together offline, had an impact on their enthusiasm for learning.

Through this study, researchers want to explore the existence of HP and OP of students when taking online classes during the Covid-19 pandemic. The question was, could the concept of passion still be adapted in a valid and reliable sense in online classes that must be carried out due to the on going pandemic? Passion could be researched for educators, students, and education stakeholders, however, this study only limited on students. Although



there were times when HP was more important than OP, research on the relationship between HP and OP in e-learning has not been done much (Yeh & Chu, 2018). Continuing previous research, this study proposed the following hypothesis: both passion dimensions were valid, there was significant correlation between HP and OP had valid for a number of differentiating criteria. Therefore, the research questions were formulated as follows: 1) how well the dimensions adopted in terms of psychometric properties (validity, reliability, special criteria), 2) what was the possible difference between gender, and 3) what was the possible difference between courses (course characteristics, student characteristics, older vs younger students)? The answers of such questions would be of benefit to satisfy the purpose of this current study on how valid, reliable, and fulfilling passion criteria for making sure the adaptation of the scale in different socio-cultural conditions of Indonesia.

Research Method

This study used quantitative approach as part of covariance structure model. For having a clear picture on what had been done in order to fulfil the predetermined objectives, the respondents, instrument, and data analysis would be elaborated as the following. A total of 148 people (63 male and 85 female) students of Japanese Studies at Airlangga University participated in this study. They were students from three different courses. Two courses (*Ch ky Nihongo* or Intermediate Japanese Grammar, and *Ch ky Kanji* or Intermediate Kanji) were courses for the second year students. While *Kanji Ny mon* or Introduction to Kanji was a course intended for the first year students. The age of the *Ch ky Nihongo* participants ranged between 230-240 months. For *Ch ky Kanji* participants, the range of age was between 230-248 months. Meanwhile, *Kanji Ny mon* was followed by students aged 225-231 months.

This study was conducted using questionnaires distributed at the end of the even semester lectures (before the final semester exam) in the last week of May 2020, by utilizing the Google Forms. During that time, lectures were held online. The student's answer was purely an evaluation of the class that has been completed completely online. The three courses, even though they taught very different materials, implemented the same method. The instruction method was channelled through using AULA (Airlangga University e-learning platform), WhatsApp groups, and email.

Data collection was carried out by using questionnaires. The function of the questionnaire was not only to identify the identity of the subjects, but also to measure the scale of student passion and the criteria which were broken down into 17 questions. The first twelve items measured the scale of harmonious passion (6 items) and obsessive passion (6 items). The last five ones to measure the passion criteria (Vallerand et al., 2003; Zhao et al., 2015) which represent time (viz. I spend a lot of time engaging in my studies); like (e.g. I like my studies); value (viz. my studies are important for me); passion (viz. my studies are a passion for me), and identity (e.g. my studies are a part of who I am). For each question, there were 5 ratings, from 1 (Strongly disagree) to 5 (Strongly agree). The questionnaire was prepared by adapting the concepts of HP and OP (Vallerand et al., 2003) which was refined (Vallerand, 2010), and adding concepts from previous studies (Marsh et al., 2013). Some of the vocabulary in the questions had been changed according to the respondent's field of study, namely Japanese Studies. Then, the items provided by the author were adapted into Indonesian, and then distributed to students. After obtaining permission from the DMP scale development party, this instrument was adapted into an Indonesian version. All items were retained with modifications for related foreign language learning and then distributed to

students. The next data collection was done through social media using 'google forms'. The google link was distributed by using the WhatsApp group for each course to be filled in by students. The deadline for filling out was one week. The rate of response from the respondents was 100%.

To answer the research questions as previously mentioned, LISREL and SPSS softwares were used. LISREL provided facility of confirmatory factor analysis to test latent variables and appropriate for ordinal data as in observed variables. HP and OP function as latent variables, and the questions that appear in the questionnaires as observed variables. The reliability of such subscales would be tested by Cronbach's alphas. Furthermore, from the valid points of the two scales, two composite variables were created, namely HP and OP in order to describe data, SPSS was used. The description of each item was drawn on average to determine the quantity (criteria for passion) and quality (harmonious and obsessive) of student passion. The passion criteria were also tested the validity of the passion. The five criteria i.e. time, like, value, passion, identity, plus three additional student characteristics (age, gender, sophomore). The first five criteria would be analyzed to reveal the correlation coefficients. As for the three characteristics of students used regression analysis.

By converting to dummy-variables, regression analysis was used to determine whether there were differences between courses and various years of class. *Ch ky Kanji* and *Kanji Ny mon* courses taught Kanji, while *Ch ky Nihongo* teaches grammar. Kanji and grammar were parts of the Japanese language that were difficult for Indonesians to learn (Sutedi, 2017). Then the *Kanji Ny mon* course was taught to first year students. Meanwhile, *Ch ky Kanji* and *Ch ky Nihongo* were courses for second year students. In addition, the analysis also looked at gender differences, between the passions of male students and female students.

Results and Discussion

The research aimed to ensure the validity and reliability of the student passion scale during the Covid-19 outbreak. First, the researchers described the items in general, followed by the differences in age and subjects. Table 1 presented a description of the twelve passion items and the five test criteria. All items spread out naturally without serious suspicion. The results of the CFA analysis on the collected data revealed that the dimensional pattern as shown in Figure 1, there were two constructs on 'harmonious' and 'obsessive passion' with six items for each construct. Both dimensions were re-patterned and supported by the 12 items that were originally hypothesized.

Table 1. Variable Description

Item code	Item statement	Min.	Max.	Mean	Std. Deviation
b1hp	My studies are in harmony with the other activities in my life	1.00	5.00	3.8581	0.94047
b2	I have difficulties controlling my urge to engage in my studies	1.00	5.00	2.3581	0.84925
b3hp	The new things that I discover with my studies allow me to appreciate them even more	1.00	5.00	3.9324	0.70626
b4	I have almost an obsessive feeling for my studies	1.00	5.00	3.8108	0.70326
b5hp	My studies reflect the qualities I like about myself	1.00	5.00	3.6622	0.78726
b6hp	My studies allow me to live a variety of experiences	1.00	5.00	4.0338	0.70388
b7	My studies are the only thing that really turns me on	1.00	5.00	3.6486	0.74564
b8hp	My studies are well integrated in my life	1.00	5.00	3.7500	0.77262
b9	If I could, I would only engage in my studies	3.00	5.00	4.1064	0.62908

b10hp	My studies are in harmony with other things that are part of me	1.00	5.00	3.5541	0.80207
b11	My studies are so exciting that I sometimes lose control over it	1.00	5.00	3.8311	0.67399
b12	I have the impression that my studies control me	1.00	5.00	3.8378	0.73821
b13crit	I spend a lot of time engaging in my studies	2.00	5.00	3.6216	0.81153
b14crit	I like my studies	2.00	5.00	3.9392	0.63058
b15crit	My studies are important for me	2.00	5.00	4.3919	0.62417
b16crit	My studies are a passion for me	1.00	5.00	3.7770	0.74524
b17crit	My studies are part of who I am	2.00	5.00	3.7027	0.79505

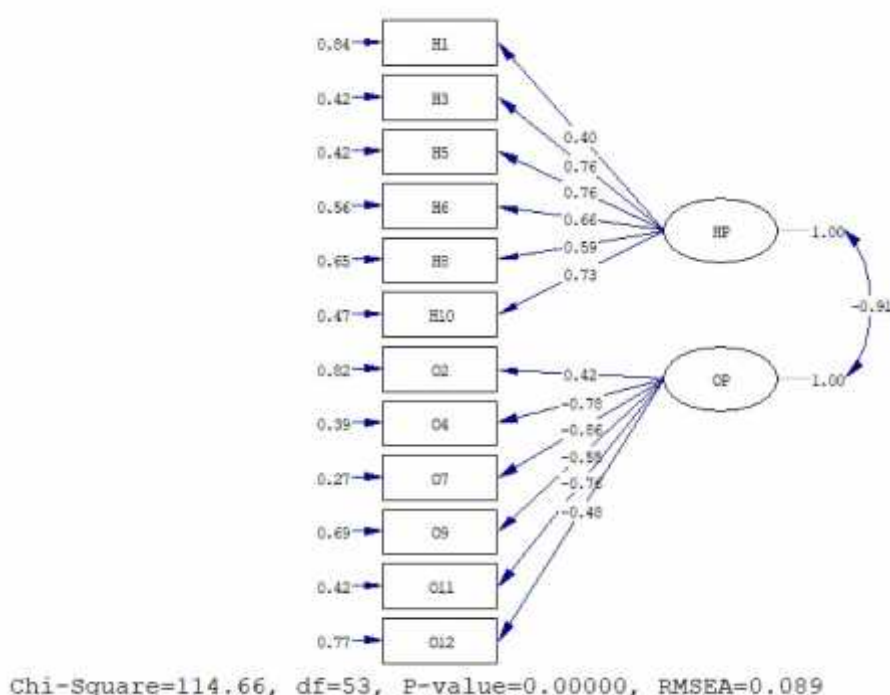


Figure 1. Result of CFA on Students HP and OP

Goodness of fit from CFA was in a tolerable position to confirm the model (RMSEA = 0.089). The loadings of all items in Figure 1 were significant (the t value of each item was above 1.98). All HP items have t values ranging from 4.84 to 10.53 while OP ranged between 5.12 and 10.92. HP and OP were negatively correlated, amounting to -0.91. This meant that those with high HP tended to have a low OP rating, and vice versa. Internal consistencies among items were shown by Cronbach's Alphas of 0.81 for HP and 0.8 for OP which meant high and reliable. Furthermore, based on the valid results of the CFA, two composite variables HP and OP were created to be used in the following analysis.

Other online data collected, then be analyzed by regression on the harmonious and obsessive passion of students from 3 different courses. The three courses were transferred to dummy variables so that the first one (*Kanji Ny mon*) was reflected in the intercept while the second was *Chukkyu Kanji* and the third was *Ch ky Nihongo*. The results in Table 2 showed that the highest score for harmonious passion was in the *Kanji Ny mon* course (average score = 3.634), while the other two courses had lower scores (*Ch ky Kanji* = -0.277 and *Ch ky Nihongo* = -0.162). For the differences between students, there was no significant difference in the harmonious passion of students, both between men and women, between ages, and between the three courses. However, the first-year students of *Ch ky Kanji* course had

larger HP than the second-year students. For gender, the score was negative for boys ($B = -0.39$), so it was concluded that the HP of female students was higher. Then, the results of the regression analysis on students' obsessive passions were presented in Table 3.

Table 2. Regression: Age, Gender, Course, and Harmonious Passion

Independent Variable	Regression estimation			Significance	
	B	SE B	Beta	t	Sig.
Intercept	3.634	1.775		2.047	0.043
Age	0.001	0.008	0.020	0.174	0.862
Male-dummy	-0.039	0.095	-0.034	-0.415	0.679
<i>Ch ky Kanji</i>	-0.277	0.142	-0.234	-1.954	0.053
<i>Ch ky Nihongo</i>	-0.162	0.145	-0.126	-1.117	0.266

Intercept = 3.634 (SE= 1.775); $R^2 = 0.042$; $F = 1.566$ (df = 4), $p = 0.18$

Notes: * $t \pm 1,96$ = significant ($p < 0,05$).

Table 3. Regression: Age, Gender, Course, and Obsessive Passion

Independent Variable	Regression estimation			Significance	
	B	SE B	Beta	t	Sig.
Intercept	2.039	1.155		1.766	0.080
Age in month	0.008	0.005	0.167	1.496	0.137
Male-dummy	0.008	0.062	0.011	0.131	0.896
<i>Ch ky Kanji</i>	-0.372	0.093	-0.474	-3.996	0.000*
<i>Ch ky Nihongo</i>	-0.264	0.096	-0.308	-2.742	0.007*

Intercept = 2.039 (SE= 1.155); $R^2 = 0.12$; $F = 4.615$ (df = 4), $p = 0.002$

Notes: * $t \pm 1,96$ = significant ($p < 0,05$).

In Table 3, both *Ch ky Kanji* ($B = -0.372$) and *Ch ky Nihongo* ($B = -0.264$) courses had negative scores. That was, the OP value of *Ch ky Kanji* and *Ch ky Nihongo* was lower than *Kanji Ny mon* indicated by the intercept. Both courses were intended for sophomores or advanced students. Lower OP scores certainly indicated that sophomores spent less time on their courses. Uniquely, there was significant difference for *Ch ky Kanji* (Sig = 0.000) and *Ch ky Nihongo* (Sig = 0.007) courses. This meant that the two courses had very different OP levels from *Kanji Ny mon* which was followed by first year students. This could be caused by good things and motivated them to be more serious. Then using the last 5 statements regarding the criteria points to assess passion itself, the findings were in Table 4.

Table 4. The Description of Passion Criteria and the Correlation with Constructs

	Mean	Std. Deviation	Correlation	
			Harmonious	Obsessive
13. Time spent on the activity (time -c13)	3.62	0.812	0.240**	-0.258**
14. Liking the activity (liking -c14)	3.94	0.631	0.668**	-0.672**
15. Valuing the activity (valuing -c15)	4.39	0.624	0.549**	-0.554**
16. Passion (the activity is a ...) (passion -c16)	3.78	0.745	0.726**	-0.798**
17. Identity (the activity is part of my ...) (identity)	3.70	0.795	0.554**	-0.511**

Notes: ** $p < 0.01$, 2-tailed.

Five criteria had been previously proposed (Vallerand et al., 2003; Zhao et al., 2015) in the past namely time, liking, valuing, passion, and identity. The average of each criterion item, the lowest was 3.62 and the highest 4.39, all of which were significantly correlated with both passion constructs but were opposite. The five criteria were positively correlated with the harmonious dimension, while negatively on obsessive passion. This finding clarified the negative correlation between factors in Figure 1 above.

Discussion

This study intended to find out opportunities to adapt a valid and reliable passion scale to measure student enthusiasm for learning during the pandemic. Three research questions had been asked. First, regarding validity and reliability as well as specific criteria, it

was found that the twelve hypothesized items in the two dimensions were well confirmed with a negative inter-factor relationship. The reliability of both factors was also high ($\alpha > 0.8$). Specific criteria in terms of time, liking, valuing, passion, and identity were positively and significantly correlated in harmony, while in obsessive was negative. These findings were in line with several previous studies (Marsh et al., 2013; Vallerand, 2010, 2016; Vallerand et al., 2003; Zhao et al., 2015).

The second question was about the probability of gender bias criteria. It was found that there was no difference between male and female students in both harmonious and obsessive passions. Although the data analysis shows that female students outperformed males in both passion dimensions, such findings have not been widely disclosed in previous studies. The third question related to the characteristics of the courses. The results of this study indicated that there was a difference in the influence of subjects involved, but only on obsessive passion. Meanwhile, the age and other characteristics of each individual student were not found to have a significant effect. This finding showed that in general, students still had a strong enthusiasm to take online lectures. In line with the findings of previous research (Adachi, 2015), the age difference which was not too far away, tended not to have a significant difference. Age here was a variable to identify new students and old students who were familiar with learning strategies in college. First year and senior year students had significant difference. The cause of this difference could be interpreted due to various factors such as the quantity of assignments, the level of difficulty of the material, the way of learning and the way the lecturer teaches. A previous study (Schellenberg & Bailis, 2015) revealed that the higher the pressure, and the tasks that must be completed by students, the higher their OP. Researchers agree with this statement, but still needed support from other literature to corroborate such findings.

Higher obsessive spirits could be caused by several things. One of them, because of increasing pressure from universities (Schellenberg & Bailis, 2015). In a previous study, high OP in sophomores did not indicate high mental or physical exhaustion (Stoeber et al., 2011). High obsessive passion by students may come from pressure and heavier tasks. To overcome this, there were several things that could be done. Among those things such as giving more time for quizzes, and inserting podcasts and games (Kwary & Fauzie, 2018).

Uniquely, previous research found that even first-year students, if they did not have passion from the start, then in the end there was no change, they still had low passion at the end of the course (Schellenberg & Bailis, 2015). Of course, several factors could be the cause behind the high or low enthusiasm of students. These factors included: the presence or absence of important values in the tasks given, and high expectations of success (Lee & Feng, 2017).

The involvement of guardians of students directly, could increase student motivation (Adachi, 2013). The flexibility provided by teachers, and good two-way communication between lecturers and students, were some of the main factors that encouraged students to be willing to attend lectures in the midst of a pandemic (Mose, 2020).

Another study (Yamashita, 2020) analysed the motivation of students to learn Japanese in normal situations. For Japanese students, learning motivation was somewhat different, depending on their level of understanding. The more proficient the learners were, the higher their learning motivation, and vice versa for beginner level Japanese learners (Yamashita, 2020). In Taiwan itself, the motivation of students to learn Japanese was quite varied, including for future careers, tourist destinations, as well as self-efficacy and task values (Lee & Feng, 2017).

In addition, this change should also be responded positively by foreign language teachers. Because basically, the existence of ICT aimed to help the teaching and learning



process, especially from the teacher (Djiwandono, 2019). The conditions of lectures during normal conditions, before and during covid, were not the same. This required all parties to quickly adapt in various situations. The COVID-19 pandemic certainly had positive and negative impacts on future education (Azorín, 2020; Thomas & Rogers, 2020; Zhu & Liu, 2020). In addition, different methods of delivering lecture material might result in different student motivation. In addition, special studies on students who accessed materials using mobile phones might have different motivations (Ushioda, 2013) than those who accessed lectures from computer laptops.

Conclusion

Regarding the adaptability of the passion scale in terms of psychometric properties i.e. validity and reliability, it was concluded that all the items and constructs as contained in this measure were valid and reliable. In other words, the scale was adaptable not only without but also during the critical condition like covid outbreak. However, for the educational practitioners and researchers, the evidence discovered that there are still needed some consideration with cautious in relation to the course identities and student characteristics. In addition, keep in mind that HP has an everlasting effect than OP in human life by and large.

Recommendation

Despite the existing limitations, there were still opportunities for lecturers and educational researchers in tertiary institutions. Especially for those who be interested in carrying out further studies; among other things, considering the passion of the same student in a different time span, or expanding the age comparison, from the youngest generation to the oldest generation in a wider and more diverse variety of subjects.

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