Adaptation and Validation of The Character Strength Inventory for Indonesian Students

Wirda Hanim[1*], Herdi Herdi[2] iD

[1,2] Program Studi Bimbingan dan Konseling, Universitas Negeri Jakarta, Jakarta, Indonesia
Corresponding author: whanim@unj.ac.id

Abstrak

Belum ada penelitian yang secara khusus mengupas dimensi kekuatan karakter siswa. Hasil penelitian ini dapat dijadikan sebagai pilot project untuk mengembangkan dimensi kekuatan karakter siswa yang dapat dijadikan sebagai pilot project dalam program pendidikan dan bimbingan, serta konseling. Penelitian ini bertujuan untuk menganalisis adaptasi dan validasi inventarisasi kekuatan karakter siswa Indonesia. Penelitian ini menggunakan standar prosedur adaptasi dan validasi instrumen dari International Commission Test (2016). Metode ini dipilih karena penelitian ini bertujuan untuk mengadaptasi dan menguji sifat psikometrik instrumen standar CSI bagi mahasiswa sebagai generasi millennial di Indonesia. Sampel penelitian ini berjumlah 741 siswa yang dipilih secara kebetulan. Analisis data sifat psikometrik berdasarkan Item Response Theory meliputi kelayakan item (ukuran item, urutan kecocokan item, dan kualitas instrumen (unidimensionalitas, skala penilaian, reliabilitas item, reliabilitas orang, dan reliabilitas tes) dengan menggunakan Rasch Model v.3.73.Hasil penelitian menunjukkan bahwa SCI memiliki sifat psikometrik yang baik, perlu dilakukan penelitian lebih lanjut untuk mengkaji sifat psikometrik SCI siswa SMA dari berbagai faktor sosio-demografis partisipan.

Kata kunci: *Adaptasi Instrumen, Inventarisasi Kekuatan Karakter, Nilai Dalam Inventaris Tindakan Kekuatan*

Abstract

No research specifically explores the dimensions of student character strength. The results of this study can be used as a pilot project to develop the dimensions of student character strength that can be used as a pilot project in education and guidance and counseling programs. This study aims to analyze the adaptation and validation of the character strength inventory for Indonesian students. This study uses the standard instrument adaptation and validation procedures from the International Commission Test (2016). This method was chosen because this study aims to adapt and test the psychometric properties of the CSI standard instrument for students as millennials in Indonesia. The sample of this study amounted to 741 students who were selected incidentally. Analyzing psychometric property data based on Item Response Theory includes item feasibility (item measure, item fit order, and instrument quality (unidimensionality, rating scale, item reliability, person reliability, and test reliability) using Rasch Model v. 3.73. The results show that SCI has good psychometric properties. Further studies are needed to examine the psychometric properties of SCI for high school students from various socio-demographic factors of participants.

Keywords: Instrument Adaptation, Character Strength Inventory; Values In Action Inventory Of Strength

1. INTRODUCTION

Character is the value of a person's behavior related to oneself, God, and the environment manifested from attitudes and thoughts based on applicable norms. Character can be said as the basic value that will build a person (Somawati & Made, 2019; Sriyanto et al., 2019; Widiyasanti & Ayriza, 2018). A person's character is also formed from the everyday environment. Character is also a characteristic of each individual that can be rooted in the personality in acting, acting, and responding to something (Wahab, 2016; Wayan, 2020). It means that character is related to a person's identity. The three components of good character are moral knowledge, moral feelings, and moral actions (Estiani et al., 2015; Iswantiningtyas & Wulansari, 2019; Suhaida & Idham, 2018). Moral knowledge includes

knowledge in respecting life, responsibility, honesty, tolerance, justice and being a better person. Moral feelings are related to a person's actions concerned with the emotional aspects that someone must feel to become a person of character (Darma et al., 2018; Towoliu et al., 2020). Moral action is related to the results or outcomes of what is known and felt to be true, which consists of several aspects, namely competence, desire, and habit (Hasanah, 2013; Wahono, 2018). Character strength is an interesting issue to study and a national strategic issue included in the National Research Master Plan and the function of national education goals. Strength of character occupies a key and important position in developing the nation's quality of life, competitiveness, dignity, and progress. On the other hand, the strength of a bad and corrupt character can bring a nation to ruin and harm the general public.

Strengths of character are personal traits that reflect positive thoughts, feelings, and behaviors that include 24 types classified into six main moral virtues, namely: wisdom and knowledge, courage, humanity, justice, temperance, and transcendence (Fahmi & Ramdani, 2014; Husna & Saidiyah, 2014). Empirical studies show character strength is a good predictor of life. Research also shows that character strength correlates with and has a significant positive effect on life satisfaction, positive emotions, and orientation towards happiness, fulfillment of life, and complete self-function (Goodman et al., 2017; Heintz et al., 2017; Proctor et al., 2016; Solano & Cesentino, 2016). The intervention results show that character strengths can increase life satisfaction and happiness and reduce depressive symptoms (Wellenzhon et al., 2016). Another study shows that character strength can increase welfare and significantly positively affects the high category ($R2 = .54$) of virtue and sustainable behavior (Corral-Vergudo et al., 2015; Miller & Kim, 2016).

Theoretical, empirical, and legal-formal studies show that the development of the strength of the nation's character is one of the national strategic issues and is included in the 2017-2045 National Research Master Plan in the field of education that supports the function of national education, namely "developing capabilities and shaping the character and civilization of the nation." dignified" as the next generation of the nation (Davies et al., 2017; Haryani et al., 2017; Pratama et al., 2021). The strength of character is the basic capital for a nation to improve its quality, competitiveness, dignity, and development. Students as millennials have personal characteristics, ways of learning, ways of working, as well as different opportunities, challenges, and problems that need to be managed properly, both in the world of education and the world of work, including the strength of their character (Bencsik et al., 2016). Therefore, it is considered important to develop the character strength of students in higher education as agents of change and the nation's next generation. To properly develop student character strengths, an in-depth and comprehensive study of the current state of student character strengths is required.

No research specifically explores the dimensions of student character strength. The results of this study can be used as a pilot project to develop the dimensions of student character strength that can be used as a pilot project in education and guidance and counseling programs. Exploration of student character strength dimensions can be done using standardized instruments and according to the Indonesian culture. The Values In Action Inventory of Strength (VIA) is one of the instruments of character strength that is widely adapted and used in research in various countries (Kinghorn, 2016; Kinghorn et al., 2019; Shogren et al., 2018). The adapted instrument was the Character Strength Inventory (CSI), a short version of this study's VIA character strength instrument. On this rational basis, this study focused on adapting and testing the psychometric properties of CSI for students. This study aims to analyze the adaptation and validation of the character strength inventory for Indonesian students.

2. METHODS

This study uses the standard instrument adaptation and validation procedures from the International Commission Test (2016). This method was chosen because this study aims to adapt and test the psychometric properties of the CSI standard instrument for students as millennials in Indonesia. The CSI adaptation procedure follows the general guidelines for adapting the instrument, namely: "translation, editing, and retranslation by different professional translators." The sample of this study amounted to 741 students at the State University of Jakarta who were selected incidentally. The number of members of this sample is considered adequate because it exceeds the number of participants, at least 30 people, which is considered worthy/enough for a pilot study to produce stable estimation results on a scale of ± 1 logit (Sumintono & Widhiarso, 2015). Psychometric property data analysis techniques based on Item Response Theory include: (a) item eligibility (item measure, item fit order); and (b) instrument quality (unidimensionality, rating scale, item reliability, person reliability, and test reliability) using Rasch Model v. 3.73 (Linacre, 2019).

3. RESULTS AND DISCUSSION

Result

The first question about the description of the feasibility of CSI items was analyzed from the criteria of item measure, item fit order, and DIF using the Rasch Model. Item Measure is used to measure the difficulty level of an item. The test results show that item S15 with +1.52 logit indicates the most difficult item to agree with. In comparison, item S10, with a score of -1.21 logit, is the item that the participants most easily approve. Item Fit Order is used to test fit and misfit items. The study results found that six of the 12 items were fit, namely the numbers S2, S5, S6, S7, S11, and S12. This decision is based on the criteria that the item is said to be fit if the Infit and Outfit Mnsq values are in the range of acceptable values (0.5 MNSQ < 1.5), Pt-MCorr (.4 < pt-MCorr 0.85).

Meanwhile, the Outfit Zstd criteria (-2 < Zstd > +2) were not used because there were more than 500 participants. DIF is used to detect item bias in certain categories of participants. Detected items can be identified based on a probability score of less than 5% (0.05). The test results show that all (24) items are not biased towards gender, ethnicity, faculty, and certain study programs. Based on the three-item eligibility criteria, all (24) items of the Indonesian version of the CSI were fit.

Unidimensionality is tested by principal component analysis (Principle Component Analysis [PCA] of the residuals, which measures the instrument's level of uniformity in measuring what it should measure. The measurement results show a raw variance of 29.9% and a variance that the instrument of 6.7% cannot explain. The requirements for unidimensionality of at least 20% and the variance that the instrument cannot explain less than 15% are met. The rating scale is used to verify whether the rating choices used in the CSI can confuse participants or not. The results of the analysis using the Rasch Model found that the average The observation score starts from logit -2.40 for score choice 1 (often not like me), logit 0.00 for choice score 2 (sometimes like me), and logit 2.40 for choice score 3 (mostly like me). Similar results are also shown by Andrich Threshold, which tests the feasibility of the polytomy score used. It indicates a movement from NONE to negative (-1.24) and continues towards positive (+1.24), respectively. It means that the choice of the rating scale used is valid and appropriate for the participants and does not confuse them.

Statistical results show person measure = +1.83 logit. A higher mean score of logit 0.00 indicates a tendency for participants to answer more highly for each item. Cronbach's Alpha score to measure the reliability of the test, namely the interaction between the person and the item as a whole, shows 0.80, which is high. Likewise, with the score of person

reliability of 0.85 and item reliability of 0.99, it can be concluded that the consistency of participants' answers and a set of tests is high and special. Infit and Outfit Mnsq Mnsq show similar results for persons and items. The average scores are 1.00 and 1.00 and 1.00 and 1.00, respectively, which are close to the ideal score of 1.00. Likewise, Infit and Outfit Zstd show the average person and item scores of 1.00 and 0.99 and 0.00 and 0.00, which means both are equal to 0.00.

Considering the feasibility test results, all (24) items of the Indonesian student version of the CSI were determined in this study. CSI is expected to be a tool for assessing the character strength of Indonesian students. This data can be used as a basis for developing guidance and counseling programs to develop the character strengths of Indonesian students. CSI is a self-report measurement tool with a 3-level Likert scale, ranging from 1 = very unlike me to 3 = mostly like me. Character strength profiles were analyzed using averages and percentages. Classification of character strength, both overall, per dimension of main virtue, and type of character strength using the following criteria: $\bar{X} < 3$ = low, $3 \leq \bar{X} \leq 4$ = moderate, and $\bar{X} > 4$ = high. A high score reflects a higher/better level of character strength and vice versa.

Discussion

Strength of character is one of the studies of positive psychology, which consists of good character. Good character is an individual's quality that makes a person considered morally good. Character is a basic value that builds a person's personality from the environment (Haslip, M & Leona, 2020; Lamb et al., 2019). In addition, the character can also be influenced by the environment. Strength of character can be used to achieve one's well-being and make good decisions by considering feelings or rationality (Hariti et al., 2020; Nida, 2019; Xie et al., 2020). A person who has this power can contribute to the lives of others or the environment (Marini et al., 2019; Sa'pang & Purbojo, 2020). In addition, someone who has a strong character can listen to others and advise people (Alsabahi et al., 2021; Hasanah & Deiniatur, 2020). It can be concluded that character is a person's behavior and is closely related to personality. This personality is always considered a characteristic or characteristic of a person. It causes character education to be interpreted as value education, moral education, and character education that can create goodness in students' lives.

Character is formed from the everyday environment and becomes the hallmark of each individual that can be rooted in the personality in acting, acting, and responding to something (Lavy, 2019; Torimtubun et al., 2020; Webber, 2015). Moral action is related to the results or outcomes of what is known and felt true, consisting of several aspects, namely competence, desire, and habit (Agusman et al., 2018; Kiersch & Gullekson, 2021; Timmermans et al., 2019). Strength of character occupies a key and important position in developing the nation's quality of life, competitiveness, dignity, and progress. On the other hand, the strength of a bad and corrupt character can bring a nation to ruin and harm the general public. Empirical studies show character strength is a good predictor of life. Research also shows that character strength correlates with and has a significant positive effect on life satisfaction, positive emotions, and orientation towards happiness, fulfillment of life, and complete self-function (Goodman et al., 2017; Heintz et al., 2017; Proctor et al., 2016; Solano & Cesentino, 2016).

4. CONCLUSION

This pilot research has produced an adapted version of the CSI to measure Indonesian students' level and type of character strength. However, this adapted version of SCI has

satisfactory psychometric properties. It is evident from the item eligibility criteria, unidimensionality, item reliability, and good test reliability. Studies are needed to develop and test the CAT version of CSI by conducting confirmatory factor analysis on participants for a wider and more representative Indonesian student based on ethno-socio-demographic factors.

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