

Adaptation and Validation of the Self-Efficacy Questionnaire for Children (SEQ-C) for Indonesian Orphanage Students

by Ghozali Rusyid Affandi¹, Widyastuti² Mohammad Faizal Amir^{3*}, Moh.
Vickri Dwi Saputra⁴

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Adaptation and Validation of the Self-Efficacy Questionnaire for Children (SEQ-C) for Indonesian Orphanage Students

Ghozali Rusyid Affandi¹, Widyastuti², Mohammad Faizal Amir^{3*}, Moh. Vickri Dwi Saputra⁴

^{1,2,4} Psychology Department, Faculty of Psychology and Education Sciences, Universitas Muhammadiyah Sidoarjo

³ Primary School Teacher Education Department, Faculty of Psychology and Education Sciences, Universitas Muhammadiyah Sidoarjo

*Corresponding Author e-mail: faizal.amir@umsida.ac.id

Abstract: Students living in orphanages tend to have higher risk behaviors and low self-efficacy compared to those cared for by their parents. On the other hand, self-efficacy is an individuals' capacity that can improve academic and non-academic achievement. However, until now, there has been no adaptation of a special self-efficacy scale for students in Indonesian. This study aims to adapt the Self Efficacy Questionnaire for Children (SEQ-C) into Indonesian and determine the quality of its psychometric properties. The adaptation model refers to the concept developed by Beaton with 5 (five) stages, including initial translation, synthesis of the translations, back translation, expert committee, and pre-final version testing. This research was conducted offline and online on students who live in the Aisyiyah Orphanage in East Java and students who are cared for by their parents with an age range of 12-18 years (N = 187; Boys 16% and Girls 83%). Data analysis using confirmatory factor analysis (CFA) and internal consistency reliability using JASP Version 16.0.0. The results of the CFA in model 2 show that there is a model fit (5)odel fit) with the data, with a score of $2 = 169.999$ ($p = 0.421 > 0.05$); $RMSEA = 0.008 < 0.08$; $CFI = 0.999 > 0.9$; $TLI = 0.999 > 0.9$; $SRMR = 0.059 < 0.08$ and has a loading factor > 0.4 . Reliability test using internal consistency on each factor SEQ-C shows good results (including factors A, B, and C). SEQ-C, adapted into Indonesian, has met adequate validity and reliability to be used as a measuring tool for self-efficacy in students living in orphanages in Indonesia. However, it needs to be tested on students more generally, starting from elementary to high school.

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Introduction

According to Bandura et al. (1999), self-efficacy is an individual's belief about his ability to organize and carry out the desired tasks and actions to achieve maximum results. With adequate self-efficacy, it will help orphanage students to increase their psychological



capacity while in the orphanage. The results of previous studies show that students with good self-efficacy positively impact the realm of study and their socio-economic (Malinauskas, 2017; Stolz et al., 2022). Students who live in orphanages tend to have higher risk behaviors and lower communication skills and self-efficacy compared to those cared for by their parents (Rezaie & Alizadeh, 2017). This is also supported by research that shows that the self-efficacy of orphanage students tends to be in the low-medium category (Atieka, 2015). The results of interviews and SSCT tests conducted by (Suryaningrum, 2015) show indications of low self-efficacy of orphanage students in achieving their life goals, both in the context of studies and economics and social.

In education, students' academic performance, reflected in learning outcomes and learning achievement, is apparently influenced by their self-efficacy (Anggraeni et al., 2020; Honicke & Broadbent, 2016). The higher the self-efficacy of students, the higher the student's learning outcomes, but for students who have low self-efficacy, it will impact their low learning outcomes. This is because it turns out that students with high self-efficacy will be able to increase their motivation to study harder compared to those with low self-efficacy (Manuaba & Susilawati, 2019).

The research results showed that although a student has a clear goal (goal setting) in his studies, if his self-efficacy is low, then this will also affect his learning performance, which is also not optimal (Affandi & Hastjarjo, 2011). This is because self-efficacy is a mediator that will increase the influence of goal setting on students' academic performance. Not only that, the positive impact of self-efficacy also affects students' interest in continuing their studies at a higher level. The higher the students' self-efficacy level, the greater their interest in studying (Rokhimah, 2014). Self-efficacy for students also has a positive impact on socio-economic factors. A student with high self-efficacy is better able to adjust when he is in an orphanage so that he is more able to carry out activities in the orphanage with a happy feeling (Mahmudi & Suroso, 2014; Rahma, 2011). Not only that, but self-efficacy also helps orphanage students get up faster from the adversity they experience when facing a problem (Laura, 2019). Even from an economic point of view, it turns out that someone with high self-efficacy will have an impact on decreasing anxiety in looking for work (Hood et al., 2021; Prasetyo, 2005; Razak, 2021). Thus allowing someone to be more confident when looking for work, participate in the selection and be more productive in doing a job.

To measure self-efficacy, many researchers have developed measuring instruments by referring to the concept of self-efficacy proposed by Bandura. The development of self-efficacy measuring tools that have been carried out there are those that specifically measure certain conditions until they are general. As is known in previous studies can help teachers understand students to determine the level of student achievement. (1) specific self-efficacy measuring tools include the College Self-Efficacy Inventory (CSAI) to determine self-efficacy in Hispanic students in the process of adjusting to higher education in the United States (Solberg et al., 1993). (2) the Patterns of Adaptive Learning Scales (PALS) developed by Midgley et al. (2000) explores self-efficacy in learning adaptability. (3) ABC (Academic Behavioral Confidence) proposed by Sander & Sanders (2009), which is designed to measure students' academic confidence. Of these several scales, it is a scale developed to measure academic self-efficacy precisely. In addition, self-efficacy has also been developed specifically to determine a person's confidence to keep doing activities despite experiencing pain, called the Pain Self Efficacy Questionnaire (PSEQ) (Tonkin, 2008). The Adolescent Asthma Self-Efficacy Questionnaire (AASEQ) was developed to find out beliefs to manage the situation so that asthma symptoms subside (Holley et al., n.d.).



General Self Efficacy (GSE) also uses a general self-efficacy measurement tool. The GSE was initially developed by Jerusalem and Schwarzer in 1979, consisting of 20 items (Scholz et al., 2002). Then, in 1995, GSE was modified to 10 items. Scholz suggested that this instrument has an internal consistency of Cronbach's alpha which ranges from 0.75 to 0.91. GSE has been adapted and translated into 28 languages. Despite the complaints, responses to the items on all three GSE measures show satisfactory psychometric qualities, especially at lower GSE levels. According to the findings, the New General Self-Efficacy Scale performs slightly better than the other measures in terms of efficiency of item discrimination, item information, and relative test information function (Scherbaum et al., 2006). The following is the internal consistency of Cronbach's alpha obtained from several countries 0.85 (Country workers), 0.85 (workers from Costa Rica), 0.88 (East Germany), 0.79 (German students), 0.81 (Poland students), 0.79 (American students), 0.82 (Turkish students) (Luszczynska et al., 2005).

Not many of the self-efficacy measuring tools that have been developed and adapted (both specific and general) have adapted measuring tools that contain three factors at once (such as the SEQ-C) which covers three domains, namely, academic, social, and emotional. SEQ-C was developed by Muris (2001) and is the only instrument suitable for children and students. This subscale contains seven items related to the "ability to cope with negative emotions". This scale was developed in the Netherlands, with a limited sample of Europeans, namely students aged 14–17. SEQ-C consists of 24 items with answer choices according to the conditions under which the subject feels, namely 1 (not at all) to 5 (excellent) (Muris, 2001). The final result of the factor analysis of the 24 items is only 21 items with a conceptually consistent loading factor and three items with a low loading factor (item 1, item 18, and item 23) (Muris, 2001).

The adaptation of previous research had only been adapted outside Indonesia. Such as in the United States, where the SEQ-C has been validated. The results showed that at the item level, two items had been removed in the factor analysis due to the inability to analyze the factors clearly so that the SEQ-C item became 19 items with the reliability level: the academic self-efficacy factor =0.82, emotional self-efficacy =0.79, and social self-efficacy =0.73 (Suldo & Shaffer-Hudkins, 2007). Apart from America, the SEQ-C adaptation was carried out in South Korea to determine children's self-efficacy in the welfare system (Kim et al., 2015). The adaptation Self Efficacy Questionnaire for Children (SEQ-C) results have a Cronbach's alpha of 0.85 to 0.88. The results of exploratory factor analysis (EFA) with the 21-item SEQ-C version show that the items in each SEQ-C factor show acceptable factor loadings, namely academic self-efficacy (0.53-0.72), social self-efficacy (0.39-0.58) and emotional self-efficacy (0.59-0.72) (Habibi et al., 2014). An SEQ-C adaptation was also carried out in the Malaysian context by conducting a Rasch Model analysis, which showed that SEQ-C had good reliability and had a valid and reliable set of items (Tan & Chellappan, 2018).

The SEQ-C created by Muris has not yet been subject to any research in Indonesian. This is significant because language influences knowledge and cognitive structure (Lupyan et al., 2020). Additionally, language can affect and mold strategic thinking and decision-making to address challenges (Gleitman & Papafragou, 2012). The current scale must be modified to measure data from the Indonesian context. Thus, this study aims to translate the SEQ-C into Indonesian and assess the psychometric quality of the instrument.



Research Method

This research method is in the form of an adaptation of the SEQ-C into Indonesian, referring to the five stages of adaptation developed by (Beaton et al., 2000), including initial translation, synthesis, back translation, Expert Committee, and test of the pre-final version. However, the researcher did not do back translation because the adaptation carried out in this study used the concept of Forward-Adaptation Designs, which did not require back translation (Hambleton & Kanjee, 1995). The test of the pre-final version of the translation of the SEQ-C into Indonesian is intended to empirically determine the measuring instrument's quality through psychometric property analysis, namely validity and reliability.

The participants in this study were 187 students at the Aisyiyah Orphanage in East Java, Indonesia. The sampling technique used in this study is purposive sampling, which refers to the criteria, including students who live in the orphanage and students who live with their families but are financed by the orphanage (following the orphanage development activities regularly). Eighteen years old and at the school level of elementary school, middle school, or high school. The percentage of these participants comprised men as much as 16% and women as much as 83%.

Data collection techniques in this study used the SEQ-C scale (Muris, 2001), which has been adapted with several 21 items that can represent three domains of self-efficacy, namely: (1) social self-efficacy, which is related to a person's ability to establish relationships with friends; peers, (2) academic self-efficacy, which is the cognitive ability to manage behavior in learning, understand learning materials, and achieve academic expectations; (3) emotional self-efficacy related to the ability to deal with negative emotions. It includes 7 items in each subscale, with each item being rated on a range of 1 to 5 points which mean not at all to very good, with Cronbach's alpha ranging from .85 to 0.88 (Muris, 2001). A higher score indicates a higher level of self-efficacy.

The analytical procedure carried out in this study is divided into three stages. In the first stage of the analysis, the discriminatory power of items was carried out using item rest correlation with the help of the JASP 0.16 program. The second stage, the constructed validity analysis, uses Confirmatory Factor Analysis (CFA). This CFA analysis determines the suitability between items and their theoretical constructs (Said et al., 2011). The CFA method used is Diagonally Weighted Least Square (DWLS) because the data is ordinal (Li, 2016; Sari et al., 2013). The criteria used to test the accuracy of the model include CFI 0.90, TLI 0.90, RMSEA 0.08, SRMR 0.08, and Chi-Square 0.05 (Byrne, 2010). The third stage, namely testing the reliability per factor of the Self Efficacy Questionnaire for Children (SEQ-C), including academic self-efficacy, emotional self-efficacy, and social self-efficacy, using Cronbach's alpha to determine the reliability of multidimensional constructs in each factor (Hagelin et al., 2009; Peters, 2014).

Result and Discussion

Results of the Indonesian SEQ-C Adaptation

The procedure for adopting the SEQ-C is carried out through several stages. The first stage is to translate the original English text into Indonesian, which two translators carry out with English and Indonesian skills. The results of the translation in this first stage produce T1 and T2. The results of the translation are then compared and integrated by researchers and adapted to the Indonesian language in general, which results in T12. The researchers did not



translate the results of T12 into English because the researchers referred to the concept of forward-adaptation designs. The expert committee reviewed the T1, T2, and T12 results in the subsequent stage to determine whether the items were appropriate given the context of the variables and the grammar used. To test a prefinal SEQ-C scale script on research participants, researchers used the results of this agreement. The examples of translation results and validation results in a pre-final script can be seen in Table 1.

Table 1. Translation Results of SEQ-C in Indonesian

Faktor SEQ-C	No. Item	Original Item	T1	T2	Prefinal Version
Academic Self-efficacy	4	How well can you study when there are other exciting things to do?	How well can you study when there are more exciting things you can do?	How well can you study when there are other exciting things to do?	How well can you study when you can do so many other exciting things?
Emotional self-efficacy	9	How well can you prevent becoming nervous?	How well can you prevent yourself from getting nervous?	How well can you control yourself so you don't feel anxious?	How well can you prevent yourself from getting nervous?
Social Self efficacy	6	How well do you succeed in staying friends with other children?	How well have you managed to maintain your friendships with other children?	How well did you manage to stay friends with other kids?	How well can you be friends/friends with other children?

Note: SEQ-C = Self-Efficacy Questionnaire for Children

Item Discrimination Index Construct Validity of the SEQ-C

The item discrimination index analysis on the 21-item version of the SEQ-C (Muris, 2001) using item rest correlation showed that all items had $r > 0.3$, ranging from 0.336 to 0.607. This indicates that each item of the Self Efficacy Questionnaire for Children (SEQ-C) has a good discrimination index and can distinguish individuals based on their self-efficacy. The results of the calculation of the SEQ-C item discrimination index on student subjects in Indonesia can be seen in table 2.

The construct validity test on the Self-Efficacy Questionnaire for Children (SEQ-C) uses CFA with the DWLS method, which aims to determine the item's suitability with the underlying theoretical construct. There are 2 models in the SEQ-C factor analysis. Model 1 includes all items from the SEQ-C, which amounted to 21 items (Muris, 2001), and Model 2 eliminates items that have a factor loading of 0.4. Table 3 shows the model fit index based on CFA, and Table 4 shows the standardized loading factor for each SEQ-C item. In model 1, testing is carried out based on three self-efficacy factors, including 21 final items (Muris, 2001). The results of the measurement model test on the SEQ-C model 1 as contained in table 3 indicate a good fit of the model (goodness of fit) with a score of $\chi^2 = 203,634$ ($p = 0.178 >$



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0.05); RMSEA = 0.019 0.08; CFI = 0.996 > 0.9; TLI = 0.995 > 0.9; SRMR = 0.062 0.08. The social self-efficacy factor, which is comprised of the item "How well can you express your opinion when your classmates disagree with your opinion?" (S1), was found to have a factor loading of 0.4 during the testing of model 1. This means that the item does not describe the theoretical construct of social self-efficacy, as stated in Table 4.

Table 2. Discrimination Index of SEQ-C Item Version 21 Item

Number of Item SEQ-C (21 versions)	Item-rest correlation	Mean	Std. Deviation
Item 1	0.306	3.263	1.095
Item 2	0.395	3.993	1.111
Item 3	0.479	3.939	0.95
Item 4	0.47	3.612	1.108
Item 5	0.46	3.971	0.991
Item 6	0.541	3.399	0.94
Item 7	0.423	3.259	1.225
Item 8	0.568	3.349	1.053
Item 9	0.551	3.939	0.927
Item 10	0.472	4.036	0.938
Item 11	0.447	3.712	1.096
Item 12	0.581	3.576	0.923
Item 13	0.468	3.223	1.092
Item 14	0.605	3.888	1.069
Item 15	0.492	3.439	0.92
Item 16	0.378	4.094	1.047
Item 17	0.545	3.716	0.974
Item 18	0.564	4.047	0.97
Item 19	0.536	3.446	1.102
Item 20	0.603	3.856	0.9
Item 21	0.423	3.367	1.106

Note: SEQ-C = Self-Efficacy Questionnaire for Children

In model 2, it is still based on three self-efficacy factors, but in model 2, item 1 (S1) is excluded from the CFA analysis. The results show that by removing items with a loading factor of 0.4, the results show an increase in the loading factor for the other items shown in model 2 (Table 4). In detail, the loading factor for academic self-efficacy with 7 items ranges from 0.585–0.726; for emotional self-efficacy with 7 items has a loading factor ranging from 0.47–0.725; while social self-efficacy with 6 items has a loading factor ranging from 0.476–0.715 (Figure 1). The results of the measurement model test on SEQ-C model 2 show that there is a fit model with the data, with a score of $\chi^2 = 169,999$ ($p = 0.421 > 0.05$); RMSEA = 0.008 < 0.08; CFI = 0.999 > 0.9; TLI = 0.999 > 0.9; SRMR = 0.059 < 0.08 as shown in table 3.

Table 3. Fit Index for CFA Model on SEQ-C

Fit index	Model 1: 21 Item	Model 2: 20 Item
χ^2	203.634 (df = 186; p = 0.178)	169.999 (df = 167; p = 0.421)



RMSEA	0.019	0.008
CFI	0.996	0.999
TLI	0.995	0.999
SRMR	0.062	0.059

Note: SEQ-C = Self-Efficacy Questionnaire for Children, CFA = confirmatory factor analysis; RMSEA = root mean square error of approximation; CFI = comparative fit index; TLI = Tucker-Lewis index; SRMR = standardized root mean square residual. Model 1 is a 3-factor model with a total of 21 items. Model 2 is a 3-factor model with 20 items that issue 1 item, namely item number 1 (S1).

Table 4. Factor Loading Item SEQ-C

	Model 1	Model 2
Academic Self Efficacy		
3. How well can you study when you can do so many other interesting things? (A1)	0.583	0.585
6. How well can you master a chapter for the test? (A2)	0.654	0.652
9. How well do you manage to finish all your homework every day? (A3)	0.651	0.653
12. How well can you focus during class? (A4)	0.702	0.703
15. How well did you pass in all subjects? (A5)	0.619	0.62
17. How well can you satisfy your parents or family with the schoolwork you can complete? (A6)	0.627	0.62
20. How well can you pass school exams? (A7)	0.724	0.726
Emotional Self Efficacy		
2. How well do you manage to cheer yourself up when you experience an unpleasant event? (E1)	0.469	0.47
4. How well do you manage to calm yourself down when you're really scared? (E2)	0.564	0.564
8. How well can you prevent yourself from getting nervous? (E3)	0.673	0.673
11. How well can you control your feelings? (E4)	0.563	0.574
14. How well can you encourage yourself when you're feeling down? (E5)	0.722	0.725
19. How well did you manage to suppress negative thoughts? (E6)	0.618	0.607
21. How well have you managed to suppress feelings of worry about things that are not necessarily going to happen? (E7)	0.489	0.483
Social Self Efficacy		
1. How well can you express your opinion when your classmates disagree with you? (S1)	0.349	-
5. How well can you be friends/friends with other children? (S2)	0.581	0.597
7. How well can you chat/talk to people you don't know? (S3)	0.49	0.487
10. How well can you cooperate harmoniously with your classmates? (S4)	0.588	0.594
13. How well can you tell other kids that they are doing something you don't like? (S5)	0.536	0.529
16. How well can you tell your friends about funny incidents/experiences when you are together? (S6)	0.466	0.476
18. How well did you maintain your friendships with other children? (S7)	0.701	0.715



Note: n = 278. Model 1: 21 items. Model 2: 20 items by removing item number 1 (S1). SEQ-C = Self-Efficacy Questionnaire for Children. All factor loadings were significant $p < .001$

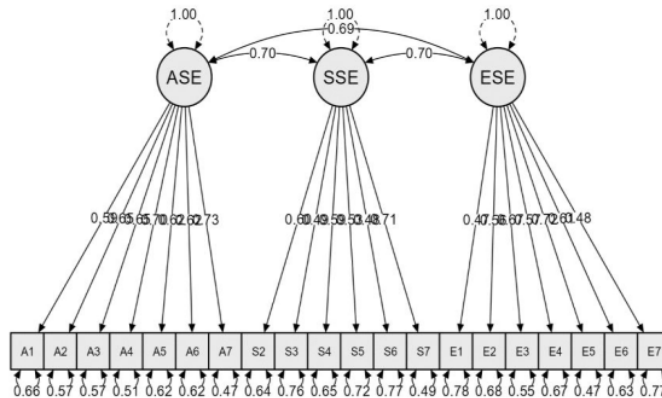


Figure 1. CFA Path Diagram on SEQ-C Model 2 (n = 278)

Note: ASE = Academic Self-Efficacy, SSE = Social Self-Efficacy, ESE = Emotional Self-Efficacy

Descriptive Statistics and Reliability SEQ-C

Table 5. shows the results of a descriptive analysis of self-efficacy in students in Indonesia. The mean total self-efficacy score from SEQ-C model 2 (20 items) between male and female students was higher for female students. The average total self-efficacy score for female students is 73.84 and for male students, 71.972. The average academic self-efficacy shows that female students (25.68) show a higher average when compared to male students (24.5). The mean of social self-efficacy also shows that the mean of female students (22,767) is higher than that of male students (22,236). Likewise, the emotional self-efficacy of female students (25.393) also showed a higher average when compared to male students (25.236). The reliability results on the SEQ-C Model 2 show that the Cronbach Alpha coefficient on each self-efficacy factor and the total score has good internal consistency. For the academic self-efficacy factor, = 0.834, for the social self-efficacy factor, = 0.722, while the emotional self-efficacy factor shows reliability = 0.786. The internal consistency reliability for the total score of = 0.885.

Table 5. Descriptive Statistics – Reliability of Model 1 and Model 2 SEQ-C

	Gender	n	Mean	SD	Range	Min	Max	Cronbach's α (Model 1: SEQ-C 21 Item)	Cronbach's α (Model 2: SEQ-C 20 Item)
Academic Self-efficacy	Female	206	25.68	4.396	21	14	35	0.834	0.834
	Male	72	24.5	4.642	20	15	35		
Social Self-efficacy	Female	206	22.767	4.143	18	12	30	0.717	0.722
	Male	72	22.236	3.833	17	13	30		
Emotional	Female	206	25.393	5.128	24	11	35	0.786	0.786



Self- efficacy	Male	72	25.236	4.886	20	15	35		
Total Self- efficacy	Female	206	73.84	11.527	56	42	98	0.885	0.885
	Male	72	71.972	11.57	52	45	97		

The purpose of this study was to adapt the Indonesian Self Efficacy Questionnaire for Children (SEQ-C) and to test its validity and reliability on student subjects in Indonesian culture. The SEQ-C adaptation refers to the self-efficacy scale developed by Muris after the psychometric test, which consisted of 21 items. The analysis results in model 1 show that there is 1 item with a loading factor below 0.4, so it must be discarded because it does not describe the theoretical construct of self-efficacy. Model 2 with 20 items shows an increase in factor loading on each SEQ-C item, namely 0.47–0.726, and has a good model fit. The results of this study are by the construct of self-efficacy theory compiled by Muris (2001) with reference to 3 self-efficacy factors: academic self-efficacy, emotional self-efficacy, and social self-efficacy. The previously developed SEQ-C consisted of 24 items. After testing, factor analysis showed that 3 items failed, meaning that the remaining 21 items were valid and had a good model fit (Muris, 2001).

The instruments adapted in this study can later be helpful in future research as a data collection tool to test individual beliefs about their abilities to carry out their duties as students. In the long term, SEQ-C is a valid instrument for measuring academic, social, and emotional self-efficacy in the long term to understand student development during adolescence (Kim et al., 2015). The SEQ-C is an essential instrument in providing a measure of students' beliefs about their social, academic, and emotional competencies. SEQ-C has adequate conformity with a well-explained factor structure where there are three domains: academic, social, and emotional (Farnia et al., 2020).

Belief in students plays a vital role in predicting motivation and expectations, which determines the level of persistence and effort in achieving the desired results (Burić & Kim, 2020; Kim et al., 2015; Manuaba & Susilawati, 2019). Self-efficacy can shape the development of behavior, attitudes and socio-emotions while carrying out their beliefs (de Fátima Goulão, 2014). Students' positive beliefs can be adjusted by recognizing the influence of family, peers, and school (Coleman & Karraker, 2008). Several previous researchers have also tested the validity and reliability of SEQ-C among students (Habibi et al., 2014; Suldo & Shaffer-Hudkins, 2007; Tan & Chellappan, 2018). Tan & Chellappan (2018) mention that academic self-efficacy produces the highest reliability value among the three domains of self-efficacy. This study's results align with previous research that the level of academic self-efficacy is higher than the level of social and emotional self-efficacy (Habibi et al., 2014). This is similar to the research results that self-efficacy has the highest reliability value of 0.83. Academic self-efficacy has a strong relationship with academic achievement (Loo & Choy, 2013; Yokoyama, 2019)

The SEQ-emotional C's self-efficacy domain revealed a significant relationship with the life satisfaction dimension, showing that students with high levels of life satisfaction typically hold optimistic beliefs about their capacity to succeed academically, socially, and in managing negative emotions (Caprara et al., 2013; Deer et al., 2018; Schneider et al., 2022). In this study, it was found that the self-efficacy of female students was higher than that of male students. This is in line with previous research, which stated that female students had higher academic and social self-efficacy than male students (Malinauskas, 2017). This



impacts the achievement of different academic achievements between female and male students (Affandi & Hastjarjo, 2011; Honicke & Broadbent, 2016; Mont & Dogan, 2015).

Conclusion

The conclusion of this study shows that the results of the adaptation of SEQ-C into Indonesian have good validity and reliability. The CFA results show that the model fits the data; although of the 21 items, there is 1 item that has a poor loading factor, so it is not included in the Indonesian version of the SEQ-C scale. However, this study has limitations. Firstly, this research has not been investigated by correlating it with other scales, such as the subjective well-being scale, anxiety scale, or others. Second, this scale is limited to being tested on non-clinical subjects, namely students who live in orphanages.

Recommendation

Based on the analysis results and the limitations of this study, the researchers suggest that clinical samples should also be tested. In order to identify them more precisely concerning how the SEQ-C items function and to correlate them with other scales to ascertain their predictive validity on different variables, it is also advised to analyze psychometric properties using other approaches, such as the Rasch model.

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