

33. Adaptation of Academic Psychological Capital Questionnaire in Bahasa Indonesia

by Sunawan Sunawan

Submission date: 23-Feb-2022 08:22PM (UTC+0700)

Submission ID: 1769096862

File name: emic_Psychological_Capital_Questionnaire_in_Bahasa_Indonesia.pdf (260.15K)

Word count: 2378

Character count: 13246

Adaptation of Academic Psychological Capital Questionnaire in Bahasa Indonesia

A.Setyandari
 Universitas Sanata Dharma
 Yogyakarta
 setyandari@usd.ac.id

Mungin Eddy Wibowo
 Universitas Negeri Semarang
 Edy Purwanto
 Universitas Negeri Semarang

Sunawan
 Universitas Negeri Semarang

Abstract---This study aimed to adapt the Academic Psychological Capital Questionnaire developed by Luthans et.al. [4] in Bahasa Indonesia. This version is adapted from Psychological Capital Questionnaire developed by Luthan et.al.(2007). Academic psychological capital questionnaire assesses 4 dimensions of the Psychological Capital i.e. hope, efficacy, resiliency and optimism. Adaptation was carried out using steps of adaptation suggested by Beaton [2]. The adaptation process was done through translation, synthesis, back translation, expert review, and pre-testing. The translated version of the questionnaire was tested to 20 college students to check its readability. The final adapted version of the questionnaire was then tested to 82 college students. Item total correlation shows that there are 12 items that have high correlation values (rtt .310 -.576). There are 12 items which show low correlation values (rtt .052 - 0.292). Statistical analysis showed that the reliability of the alpha Cronbach coefficient is .759. Revision on the adaptation items which showed low item-total correlation values is suggested.

Keywords: *Psychological capital, Academic Psychological Capital Questionnaire*

I. INTRODUCTION

The development in the positive psychology has affected approach used in mental health. The development of strengths and positive capacities of a person have gained attention and considered as an important part of the development of mental health. The mental health is defined more than the absence of illness, but also the function of positive capacities of the person which can be described in a continuum categorized as flourishing, moderate and languishing [2]. Related to the positive capacities of the individu, Luthans [5] has developed a construct which is known as psychological capital (PsyCap). Psycap is a positive psychological capacities which consist of hope, efficacy, resiliency and optimism. The four dimensions combined together yielded a better synergetic effect compare to each dimension separately [6]. The construct was first developed in industry setting. It is then also developed in the academic setting. Research in academic setting has shown that psychological capital has positive relationship with many positive psychological attribute such as mental health [8], academic engagement [7], academic involvement and intrinsic

motivation [9]

To measure the academic psychological capital, Luthans et.al. [4] had developed Academic Psychological Capital Questionnaire (A-PCQ) based on the Psychological Capital Questionnaire developed by Luthans et. al. [5]. This study is aimed to adapt Academic Psychological Questionnaire in Bahasa Indonesia. The adaptation is considered important to provide a questionnaire to measure academic psychological capital which is available in Bahasa Indonesia. The adaptation of the questionnaire followed stages suggested by Beaton [2].

The Academic Psychological Capital Questionnaire uses Likert Scale with 6 responses, namely Strongly Disagree, Disagree, Somewhat Disagree, Somewhat Agree, Agree, Strongly Agree. The questionnaire has 24 items. The minimal score of each dimension is 6 and the maximal score is 36. The range of the total score is between 24 – 144. Items 13, 20 and 23 are scored reverse. The item distribution of the questionnaire is presented in Table 1.

Table 1. Item Distribution of Academic Psychological Capital Questionnaire

| No | Dimension | Item Number | Total Items |
|----|------------|--|-------------|
| 1 | Hope | 7,8,9,10, 11,12 | 6 |
| 2 | Efficacy | 1,2,3,4,5,6 | 6 |
| 3 | Resiliency | 13R, 14, | 6 |
| 4 | Optimism | 15, 16, 17, 17, 18, 19, 20R, 21, 22, 23R, 24 | 6 |

II. METHODS

2.1 Procedure

The process of adaptation followed stages suggested by Beaton [2] which consisted of translation, back translation, expert review, pretesting, test trial of the instrument.

2.1.1 Translation

The translation of the instruments from English to Bahasa Indonesia was conducted by two translators. The first translator understand the concept of psychological capital while the second

translator did not have knowledge on psychological capital. There were no substantial differences between the result of the translations, although there were some differences in the dictions used. The translated items of the questionnaire were then synthesized. Some words were translated into phrases in order to make the items easy to understand. For examples the word “contributing” was translated into “menyampaikan pendapat” and “strategies” was translated into “cara-cara untuk mencapai tujuan” (item number 3).

2.1.2 Back translation

The synthesized translation was then back translated into English by two translators who have English knowledge and were not involved in the translation to Indonesian version. The result of the back translation was compared to the original version of the questionnaire and considered as equivalent.

2.1.3 Expert review

The adaptation version of the questionnaire was then reviewed by two experts. There were inputs to simplify the questionnaire instruction. There were inputs for adaptation of item number 20

(If something can go wrong for me with my... , it will.). The adapted version was then modified into “Saya membayangkan sesuatu yang buruk akan terjadi pada saya berkaitan dengan ...” .

2.1.4 2.1.4. Pretesting

The adapted version of the questionnaire was then pretested to 22 college students to check its readability. There were comments that some of the translated items are too long.

2.1.5 Test trial of the instrument

The adapted version of the questionnaire was then revised based on the pretesting result and comments and then tested to 80 college students.

2.2 Data Analysis

Data analysis was conducted by testing the reliability of the adaptation version of the questionnaire with Alpha Cronbach reliability test. The analysis was also carried out to test the item total correlation using SPSS. The list of the original items and the adaptation items and item-total correlation values are shown in Table 2.

Table 2 Original items, Adaptation items, and Item-total correlation values

| No | Original item | Adaptation item | Item total | Con-clusion |
|----|---|--|------------|---------------------|
| 1 | I feel confident analyzing a long-term problem to find a solution concerning my..... | Saya merasa percaya diri untuk menemukan jalan keluar bagi permasalahan yang bersifat jangka panjang berkaitan dengan | .391 | Item can be used |
| 2 | I feel confident in representing my ideas concerning my..... | Saya merasa percaya diri untuk mengungkapkan ide-ide yang saya miliki berkaitan dengan | .245 | Item needs revision |
| 3 | I feel confident contributing to discussions about strategies on my..... | Saya merasa percaya diri untuk menyampaikan pendapat dalam diskusi tentang cara-cara untuk mencapai tujuan yang berkaitan dengan | .273 | Item needs revision |
| 4 | I feel confident setting targets/goals on my..... | Saya merasa percaya diri menetapkan target-target /tujuan-tujuan berkaitan dengan | .312 | Item can be used |
| 5 | I feel confident contacting people to discuss problems concerning my..... | Saya merasa percaya diri dalam berkomunikasi dengan orang lain untuk membahas permasalahan-permasalahan yang berkaitan dengan | .225 | Item needs revision |
| 6 | I feel confident sharing information with a group of students about my..... | Saya merasa percaya diri untuk berbagi informasi kepada teman-teman saya tentang | .208 | Item needs revision |
| 7 | If I should find myself in a jam about my , I could think of many ways to get out of the jam. | Jika saya menghadapi masalah dalam , saya memiliki berbagai cara untuk menyelesaikan masalah tersebut. | .518 | Item can be used |
| 8 | At the present time, I am energetically pursuing my goals. | Saat ini saya merasa bersemangat untuk mengejar tujuan-tujuan saya. | .312 | Item can be used |
| 9 | There are lots of ways around any problem concerning my..... | Ada banyak jalan keluar untuk masalah apapun yang berkaitan dengan | .457 | Item can be used |

Table 2, cont.

| | | | | |
|----|---|---|------|---------------------|
| 10 | Right now, I see myself as being pretty successful concerning my..... | Saat ini, saya melihat diri saya cukup berhasil berkaitan dengan | .353 | Item can be used |
| 11 | I can think of many ways to reach my current goals regarding... | Saya mempunyai banyak cara untuk mencapai tujuan saya saat ini berkaitan dengan | .575 | Item can be used |
| 12 | At this time, I am meeting the goals that I have set for myself concerning..... | Saat ini, saya sudah mencapai tujuan-tujuan yang saya tetapkan berkaitan dengan | .446 | Item can be used |
| 13 | When I have a setback with, I have trouble recovering from it, moving on. | Saat mengalami kegagalan berkaitan dengan ... , saya sulit untuk bangkit kembali dan melupakan hal tersebut. | .117 | Item can be used |
| 14 | I usually manage difficulties one way or another concerning my..... | Saya biasanya mengatasi masalah yang saya hadapi dalam ... dengan menggunakan berbagai cara. | .576 | Item can be used |
| 15 | I can be "on my own" so to speak, if I have to regarding my..... | Jika kondisi mendesak, saya bisa mengerjakan sendiri hal-hal berkaitan dengan | .068 | Item needs revision |
| 16 | I usually take stressful things in stride with regard to my..... | Saya biasanya dapat dengan cepat mengatasi kesulitan-kesulitan yang saya alami berkaitan dengan | .412 | Item can be used |
| 17 | I can get through difficult times at school because I've experienced difficulty before concerning my..... | Saya dapat melalui masa-masa sulit di kampus karena sebelumnya saya sudah pernah mengalami kesulitan berkaitan dengan | .044 | Item can be used |
| 18 | I feel I can handle many things at a time with my..... | Saya rasa saya mampu mengerjakan berbagai hal sekaligus berkaitan dengan | .310 | Item can be used |
| 19 | When things are uncertain for me with regards to, I usually expect the best. | Ketika saya mengalami situasi tidak menentu berkaitan dengan ... , biasanya saya mengharapkan yang terbaik. | .096 | Item needs revision |
| 20 | If something can go wrong for me with my , it will. | Saya membayangkan sesuatu yang buruk akan terjadi pada saya berkaitan dengan | .265 | Item needs revision |
| 21 | I always look on the bright side of things regarding my..... | Saya selalu melihat sisi baik dari berbagai hal berkenaan dengan saya. | .350 | Item can be used |
| 22 | I'm optimistic about what will happen to me in the future as it pertains to my..... | Saya optimis dengan apapun yang akan terjadi pada diri saya di masa depan berkaitan dengan | .292 | Item needs revision |
| 23 | With regards to my, things never work out the way I want them to. | Berkaitan dengan ... , saya merasa semua hal tidak sesuai dengan apa yang saya inginkan. | .052 | Item needs revision |
| 24 | I approach my as if "every cloud has a silver lining." | Dalam menjalani ini, saya memiliki prinsip "ada hikmah dibalik setiap masalah". | .096 | Item needs revision |

III. DISCUSSION

The adaptation process of a questionnaire is not merely a translation of the language used. The equivalence between the original version and the adaptation version of the questionnaire is an important point in an adaptation of questionnaire [2]. Statistical analysis showed that the reliability of the alpha coefficient of the questionnaire is .759. The data analysis also revealed that there were 12 items which showed high item total correlation values (rtt

> 0.3). These items can be used in the adaptation version of the questionnaire. There were 12 items which showed low item total correlation (rtt< 0.3). These items need to be revised to fulfill item-total correlation values as a part of the questionnaire [1].

Each item in the Academic Psychological Capital Questionnaire is responded twice (related to Overall life and School work). The respondents might not familiar with this format. A simpler format of the questionnaire should be considered in the adaptation version of the questionnaire so that it

is easier for the respondents to give their responses. Another thing that may affect the item validity might relate to the items which have blank parts in the middle of the item such as in item number 7 (*Jika saya menghadapi masalah dalam , saya memiliki berbagai cara untuk menyelesaikan masalah tersebut*), item number 13 (*Saat mengalami kegagalan berkaitan dengan ... , saya sulit untuk bangkit kembali dan melupakan hal tersebut*), item number 14 (*Saya biasanya mengatasi masalah yang saya hadapi dalam ... dengan menggunakan berbagai cara*), item number 21 (*Saya selalu melihat sisi baik dari berbagai hal berkenaan dengan saya*), item number 23 (*Berkaitan dengan ... , saya merasa semua hal tidak sesuai dengan apa yang saya inginkan*), and item number 24 (*Dalam menjalani ini, saya memiliki prinsip "ada hikmah dibalik setiap masalah"*). In this questionnaire there are 3 items (item no. 13, 20, 23) which were scored reverse. These three reversed items showed low item total correlation values.

IV. CONCLUSION

The adaptation version of the Academic Psychological Capital Questionnaire showed a Cronbach alpha reliability value of .759 There were 12 items that can be used in the adaptation version (rtt > 0.3) of the questionnaire. There were 12 items that need to be revised (rtt < 0.3) in the adaptation version of the questionnaire. Future studies can use other statistical analysis to measure the validation of the questionnaire.

REFERENCES

- [1] Azwar, S. Reliabilitas dan Validitas. Edisi 4. (2014). Pustaka Pelajar.
- [2] Beaton, D.E., Bombardier, C. Guillemin F., & Ferraz, M.B. (2000). "Guidelines for the Process of Cross-Cultural Adaptation of Self-Report Measures". *SPINE*, Number 24, vol.25, pp.3186-3191.
- [3] Keyes, C.L. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of health and social behavior*, 207-222.
- [4] Luthans, B.C, Luthans, K.W., Jensen, S. (2012). The impact of business school students' psychological capital on academic performance. *Journal of Education for Business*, 87: 253-259.
- [5] Luthans, F., Avolio, B, Avey, J.B, & Norman, S.M. (2007). Psychological Capital: Measurement and relationship with performance and job satisfaction. *Personnel Psychology*, 60, 541-572.
- [6] Luthans, F., Youssef, C.M., & Avolio, B.J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford, uk: University Press.
- [7] Martinez, IM., Youssef-Morgan, CM, Chambel, MJ, Marques-Pinto, A. (2019). Antecedents of academic performance of university students: academic engagement and psychological capital resources. *Educational Psychology*. DOI:10.1080/01443410.2019.162338
- [8] Selvaraj, P.R., & Bhat, C.S. Predicting the mental health of college students with psychological capital. *Journal of Mental Health*. 2018; 27(3): 279-287. DOI:10.1080/09638237.2018.1469738
- [9] Siu, O. L., Bakker, A. B., & Jiang, X. (2014). Psychological capital among university students: Relationships with study engagement and intrinsic motivation. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being*, 15(4), 979-994. <https://doi.org/10.1007/s10902-013-9459-2>

33. Adaptation of Academic Psychological Capital Questionnaire in Bahasa Indonesia

ORIGINALITY REPORT

19%

SIMILARITY INDEX

17%

INTERNET SOURCES

11%

PUBLICATIONS

10%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

7%

★ etd.ohiolink.edu

Internet Source

Exclude quotes On

Exclude matches Off

Exclude bibliography On

33. Adaptation of Academic Psychological Capital Questionnaire in Bahasa Indonesia

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4
