Validation of the Indonesian version of the self-compassion scale for youth using Rasch model analysis

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Abstract

Adolescence is a phase marked by stress, emotional instability, and low self-esteem, often leading to self-criticism and social withdrawal. To cope with these challenges, adolescents need self-compassion to maintain self-kindness and achieve better psychological well-being. This study aims to measure adolescent self-compassion using the Self-Compassion Scale for Youth (SCSY), a 17-item scale developed to suit the competencies of adolescents, as the original Self-Compassion Scale (SCS) is less applicable for this age group. A quantitative survey design was employed, with data from 105 high school students (aged 16-17, predominantly Sundanese, residing in rural areas) analyzed using JASP and Winstep for Rasch Model measurement. Results indicated that the SCSY demonstrated acceptable validity and reliability, confirming its suitability for adolescent self-compassion measurement. Findings underscore the importance of self-compassion in fostering emotional stability and resilience, suggesting that school-based guidance and counseling could benefit from incorporating self-compassion training to enhance mental health support for adolescents. The SCSY's tailored approach facilitates early detection of self-compassion levels, enabling counselors to provide targeted interventions that align with adolescents' developmental needs.

Keywords: Self-Compassion Scale for Youth (SCSY), Emotional Stability, Rasch Model, Psychological Well-being, School Guidance and Counseling

Abstrak

Masa remaja adalah fase yang ditandai dengan stres, ketidakstabilan emosi, dan harga diri yang rendah, yang seringkali mengarah pada kritik diri dan penarikan diri dari lingkungan sosial. Untuk mengatasi tantangan ini, remaja perlu mengembangkan sikap self-compassion guna menjaga sikap baik terhadap diri sendiri dan mencapai kesejahteraan psikologis yang lebih baik. Penelitian ini bertujuan untuk mengukur tingkat self-compassion pada remaja menggunakan *Self-Compassion Scale for Youth (SCSY)*, sebuah skala 17 item yang dirancang sesuai dengan kompetensi remaja, karena *Self-Compassion Scale (SCS)* kurang relevan untuk kelompok usia ini. Metode penelitian menggunakan desain survei kuantitatif dengan data dari 105 siswa sekolah menengah atas (berusia 16-17 tahun, mayoritas beretnis Sunda, tinggal di pedesaan) yang dianalisis menggunakan aplikasi JASP dan Winstep untuk pengukuran Model Rasch. Hasil penelitian menunjukkan bahwa instrumen SCSY memiliki validitas dan reliabilitas yang cukup, sehingga cocok digunakan untuk mengukur self-compassion pada remaja. Temuan ini menyoroti pentingnya self-compassion dalam mendorong stabilitas emosi dan ketahanan diri, serta menyarankan agar program bimbingan dan konseling berbasis sekolah dapat memasukkan pelatihan self-compassion untuk meningkatkan dukungan kesehatan mental bagi remaja. Pendekatan SCSY yang disesuaikan ini memudahkan deteksi dini tingkat self-compassion, sehingga memungkinkan konselor memberikan intervensi yang sesuai dengan kebutuhan perkembangan remaja.

Kata Kunci: *Self-Compassion Scale for Youth (SCSY)*, Stabilitas Emosi, Rasch Model, Kesejahteraan Psikologis, Bimbingan dan Konseling Sekolah

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INTRODUCTION

Adolescence is a transition period for individuals to gain independence, social friends, self-acceptance and autonomy. Adolescents face personal difficulties, namely unstable emotions and mental health risks (Cheung et al., 2023). Cheung et al (2023) further explained that academic achievement, social pressure the need to be popular, self-consciousness about physical image or physical appearance, sexual attractiveness and friendship conformity increase the risk of adolescents experiencing stress and feelings of failure. So that adolescents are vulnerable to self-criticism, feelings of isolation and emotional vulnerability due to emotional instability driven by abstract thinking. Adolescents who have negative self-assessments are implicated in high levels of anxiety and depression (K. D. Neff & McGehee, 2010).

Conformity in adolescence has positive and negative impacts. The negative impact of conformity is that adolescents become alienated and not accepted in the group environment because they do not conform to the group's cultural standards. This makes adolescents feel a sense of failure in finding peer groups and adolescents fail to overcome their own problems (Hurlock, 1980). The adolescent phase is also referred to as the "identity crisis" phase, where adolescents begin to look for the ideal form of who they are and what they will be like when they enter adulthood. Many adolescents fail to form a self-identity due to the bad influence of the environment and following the wrong idol (Hurlock, 1980). Older adolescents tend to experience higher levels of stress and emotional distress as they reach adult levels of autonomy. The process of self-identity formation in adolescents is faced with emotional instability stemming from adolescents concerns about self-evaluation and ongoing comparisons in the social environment (K. D. Neff & McGehee, 2010).

Therefore, to deal with this, adolescents must master self-compassion in order to reduce anxiety, depression and failure experienced (Sari et al., 2022). The path to self-compassion is taken from Buddhism which is defined by Neff (K. Neff, 2003) as being open and understanding of oneself, being warm and accepting of oneself when facing vulnerable or failed moments and painful things (Karakasidou et al., 2021). Self-compassion refers to a healthy and balanced relationship when the self is struggling (Karakasidou et al., 2021).

Through self-compassion will encourage adolescents to have positive relationships and a sense of community (Bluth et al., 2018). Adolescents who have high self-compassion tend to have low stress levels, high levels of happiness and well-being (Henje et al., 2024). In addition, self-compassion is a significant factor that protects against psychopathology and mediates negative relationships (Deniz et al., 2022). Self-compassion plays an important role in achieving adolescent well-being during the phase of identity formation and self-concept development (K. D. Neff et al., 2021). So self-compassion is very helpful for adolescent well-being during the transition to early adulthood (Nazari et al., 2022).

Through self-compassion adolescents are able to activate the system to calm themselves in the turmoil of emotional instability and are better able to recognize and regulate their emotional state. Adolescent emotional instability can hinder good emotion regulation skills. Self-compassion can work for effective coping with emotional problems in early

adolescence. The adolescent phase that will lead to the adult phase is more vulnerable to stress and environmental changes because technology (Nazari et al., 2022).

Self-compassion encourages adolescents to adapt to life stress and increase self-esteem (Muris et al., 2019). Through self-compassion encourages adolescents to care more and love themselves before loving others (Marshall et al., 2020). Self-compassion is an emotion regulation strategy that consciously accepts failures and shortcomings as part of the experience (Amaliah et al., 2024). Adolescents who have high self-compassion are able to connect with acceptance to others with empathy (Marshall et al., 2020).

Although the concept of self-compassion has existed in eastern psychological thought, this perspective is new in western world and extends Buddhist concepts in psychology (Finlay-Jones et al., 2015; K. Neff, 2003, 2020). Self-compassion extends the understanding of mental well-being (Barnard & Curry, 2011; K. D. Neff, 2011; K. D. Neff & Germer, 2013; Smeets et al., 2014; Yarnell et al., 2015), increased self-esteem (K. D. Neff, 2011; Utami, 2017) and stress reduction in mindfulness-based programs (Barnard & Curry, 2011; Bluth et al., 2016; Rochani et al., 2022).

Being self-compassionate means increasing self-compassion and decreasing self-compassion (uncompassionate) (Marshall et al., 2020; K. D. Neff & Tóth-Király, 2022). Self-compassion is a concept that includes self-kindness, shared humanity and caring (Deniz et al., 2022; Karakasidou et al., 2021; K. Neff, 2003; K. D. Neff et al., 2021). The self-compassion mindset represents a balance between increased self-compassion of self-kindness, common humanity and mindfulness and

decreased self-critical aspects of self-judgment, isolation and overidentification (K. Neff, 2020; K. D. Neff et al., 2021).

According to K. Neff (2003; 2021) aspects of self-compassion include self-kindness, which is being warm, supportive and treating oneself well. Common humanity involves recognizing the shared imperfect experience that all humans fail and make mistakes. Mindfulness is surviving painful thoughts and feelings by being mindful of the present experience of suffering. Self-judgment means harshly criticizing oneself for failures. Isolation involves feeling alone in suffering. Overidentification occurs when the individual becomes so identified with their suffering that they lose perspective (Finlay-Jones et al., 2015; Gruber et al., 2023; Nazari et al., 2022; K. Neff, 2003; K. D. Neff, 2016).

Research on self-compassion in adolescents is increasing but published research is still very limited and lacking Nazari et al., (2022), in contrast to self-compassion research in adults (Gruber et al., 2023). Most self-compassion research is conducted on adult populations using the Self-Compassion Scale (SCS), a frequently used instrument that has been translated into 19 languages (Kotsou & Leys, 2016; Muris et al., 2019; K. D. Neff, 2016; K. D. Neff & Tóth-Király, 2022; Zhao et al., 2023).

This is inversely proportional to the Self-Compassion Scale Youth (SCSY) instrument which is still very little used, especially in Indonesia (Amaliah et al., 2024; K. D. Neff, 2016; K. D. Neff et al., 2021). Whereas it is very important to conduct in-depth research on self-compassion in adolescents to improve adolescents' mental well-being (Muris et al., 2019). Adolescents need well-being and happiness in undergoing this phase, so SCSY is the right measurement tool to measure adolescent

self-compassion because it is in accordance with the competencies that adolescents have (Henje et al., 2024; K. D. Neff et al., 2021).

The purpose of this study is to develop and validate the SCSY measuring instrument developed by K. Neff et al., (2021); K. D. Neff et al., (2021) using a sample of adolescents in public high schools in Sukabumi Regency and its implications for Guidance and Counseling services in school settings so that the implementation of Guidance and Counseling services can increase self-compassion in adolescents.

METHOD

The method used in this research is a quantitative method with a survey design. Quantitative research encourages researchers to identify a research problem based on trends in the field or the need to explain why something happens. This means that research problems can be best answered through research that encourages researchers to establish different trends (Creswell, 2012). Quantitative research has been associated with epistemology, the positivist paradigm and is understood from the point of view that social phenomena can occur and be studied as objective phenomena (Houser, 2020).

Participant

The participants in this study were students who were in grade X at SMA Negeri 1 Nagrak, totaling 105 people with an age range of 15-17 years (15 years = 10 people, 16 years = 78 people, 17 years = 17 people) with details of 61 women and 44 men. There were 104 participants of Sundanese ethnicity and 1 person of Batak ethnicity. The area of residence of the participants was 97 people from rural areas and 8 people from urban areas.

Instrument

The instrument used is the Self-Compassion Scale for Youth (SCSY) which was reconstructed by K. Neff et al., (2021) and then translated into Indonesian. The total statement items amounted to 17 items taken from aspects of Self-Compassion K. Neff, (2003) which consisted of self-kindness vs self judgment, common humanity vs isolation and mindfulness vs overindetification. The scale used is a Likert scale with 5 alternative answers, namely 1) Almost Never, 2) Rarely, 3) Sometimes, 4) Very Often and 5) Almost Always. For unfavorable answers, the reverse scoring is done 1 = 5, 2 = 4, 3 =3, 4 = 2 and 5 = 1 (K. Neff et al., 2021).

Tablel 1. Aspect of Self-Compassion Scale Youth

Aspek	Item		
	+	-	Total
Self-Kindness vs Self-Judgment	1, 9, 15	3, 7, 12	6
Common Humanity vs Isolation	4, 8, 13	2, 10, 18	6
Mindfulness vs Overidentification	6, 17, 11	5, 14	5

Research Procedures

Data collection was carried out once through the distribution of Google Form and was directly supervised by the researcher. Data collection was carried out on Friday, May 17, 2024 starting at 07.30 to 11.30 using three classes. In validating the measuring instrument, several stages are carried out (Ayu in Amaliah et al., 2024), namely :

a. Authorization. The researcher conducted licensing procedures to use the SCSY instrument which will be translated and adapted to the subject, culture in Indonesia. The researcher sent permission via email kneff@austin.utexas.edu on April 8,

2024. It was replied to and authorized on the same date.

b. Literature Review which aims to collect theories and information from several articles obtained using the Publish or Pearish version 8 and AI Connected Paper applications. In addition, researchers used the Libgen website to search for book literature related to self-compassion. After conducting a literature review, the author finally began to reconstruct the article that was used as a reference in writing the research.

c. The Language Translation stage aims to translate into Indonesian. Researchers used the results of the SCSY instrument which were translated through the UPI Language Center Institute.

Design dan Analysis

The research design uses a survey design, where researchers can collect data from many students and various classes in schools that help researchers get an accurate picture and more precise generalizations about self-compassion among adolescents (Creswell, 2012).

Data analysis in this study used Jeffrey's Amazing Statistics Program (JASP) application. This application continues to be developed by researchers from the University of Amsterdam by providing a simple display and easily accessible data (Malay, 2022). It is further analyzed with the Rasch model which provides a higher level of accuracy and validity (Sumintono & Widhiarso, 2014, 2015). Rasch model measurement is used to evaluate individual performance measuring one single dimension so that the sample will answer the items in the test correctly based on the ability and difficulty of the items (Sumintono, n.d.).

Rasch analysis processes data into ordinal first and then processed which produces data in accordance with scientific conditions (Rosli et al., 2020; Sumintono, n.d.). According to Sumintono & Widhiarso (2015) in the Rasch Model, raw data cannot be directly analyzed; it needs to be converted into an 'odds ratio' before being converted into logit units through logarithmic transformation. This represents the probability of a respondent responding to an item. The Rasch Model can be used as a method of returning data to scientific conditions (Sumintono & Widhiarso, 2014).

JASP data analysis procedures are statistical descriptives validation analysis, reliability analysis, confirmatory factor analysis (CFA) and exploratory factor analysis (EFA). Then analyze using the Rasch model, namely the assumption of undimensionality, variable maps, item fit MNSQ and ZSTD and rating scale to see the effectiveness of the scale used.

RESULTS
Descriptive Statistic JASP

The data used is Nominal, Ordinal and Continous which provides a clear and concise description of the data set including average, mean, median, mode. In JASP, you can directly see skewnes, which measures the asymmetry of the data or the level of asymmetry of a data distribution. Asymmetric data has an unbalanced mean, mean, median and mode concentrated on the sides of the curve (Lee & Jang, 2016). Kurtosis serves to measure whether the data is normally distributed towards curvature or flat (Malay, 2022).

Tabel 2. Desriptive Statistics

| Descriptive Statistics						
	SK vs SJ		CH vs I		M vs OI	
	L	P	L	PP	L	P
Valid	44	61	44	61	44	61
Missing	0	0	0	0	0	0
Mean	19.61	18.90	19.25	17.79	15.64	14.11
Median	19.50	19.00	19.00	18.00	16.00	14.00
Std. Deviation	2.863	2.644	2.813	2.758	2.479	2.557
Skewness	0.3780	-0.1922	0.2048	-0.5348	-0.7034	0.1401
Std. Error of Skewness	0.3575	0.3063	0.3575	0.3063	0.3575	0.3063
Kurtosis	0.6929	0.5363	-0.3393	0.2413	2.225	-0.3782
Std. Error of Kurtosis	0.7017	0.6038	0.7017	0.6038	0.7017	0.6038
Minimum	14.00	11.00	14.00	10.00	7.000	9.000
Maximum	28.00	25.00	26.00	23.00	21.00	20.00
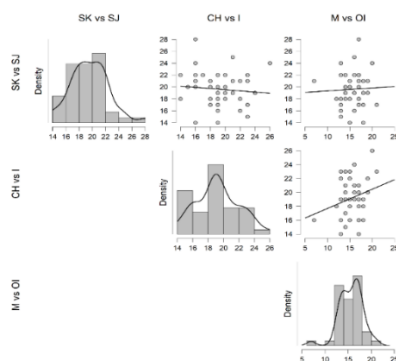
Figure 1. Distribution Data Boys
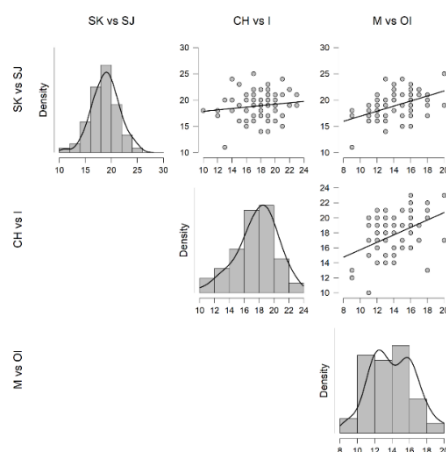
Figure 2 Distribution Data Girls

From the data above, it can be interpreted that all valid participants are 105, the mean data is 14.11 - 19.21. The male mean is 15.64 - 19.61, which means that the mean value of male participants is 1 to 2,

namely participants almost never and rarely towards self-compassion. The female mean is 14.11 - 18.90, which means that the mean value of male participants is 1 - 2, namely participants almost never and rarely have self-compassion. However, the male mean is higher than the female mean. The median of the data is 18.5, which means that participants rarely have self-compassion. The male median of 19.00 means that self-compassion is very rare. The female median is 18.00, meaning that self-compassion is very rare.

The standard deviation of the data is the smaller the value with the mean, the less varied the data is and vice versa. The standard deviation data is 0.30 to 0.35, which means that the data is less varied because the mean data is 1 to 2. Minimum male data is 0.70 and a maximum of 0.28, meaning that men at least choose a minimum of Almost Never and a maximum of Sometimes. Minimum female data is 0.90 and a maximum of 0.25, meaning that women choose Almost Never to Sometimes. Normal data skewnes must meet indicators -2 to 2. Male skewnes data is -0.7 - 0.37, which means that the data is normally distributed. Female skewnes data is -0.19 - 0.20, which means the data is normally distributed. Kurtosis is looking at the tapering of the data to determine whether the data is normally distributed or not. Male kurtosis data -0.30 - 2.22 means the data is not normal. Female kurtosis data -0.37 - 0.5 means the data is normal.

Reliability Analysis JASP

Reliability is done to test the reliability and stability of the instrument when it is retested several times and the results remain consistent (Creswell, 2012). Reliability has a standardized indicator, namely :

Nilai	Keterangan
$r_{11} < 0.20$	Sangat rendah
$0.20 \le r_{11} < 0.40$	Rendah
$0.40 \le r_{11} < 0.70$	Sedang
$0.70 \le r_{11} < 0.90$	Tinggi
$0.90 \le r_{11} < 1.00$	Sangat tinggi

Figure 3. Reliability Indikator

Scale Reliability Statistics

	McDonald's ω	Cronbach's α
scale	0.494	0.415

Note. Of the observations, 105 were used, 0 were excluded listwise, and 105 were provided.

Tabel 3. Reliability SCSY

After conducting reliability testing in the JASP application, the resulting instrument data is 0.49 for McDonald's and 0.45 for Cronbach Alpha, which means that the instrument is in the medium category. The quality of the items in the instrument is categorized as moderate (Creswell, 2012; Sumintono & Widhiarso, 2014).

Confirmatory Factor Analysis (CFA) JASP

CFA was conducted to test whether the findings of research data using the SCSY instrument have model compatibility with SCSY research conducted by the main researcher, Kristin Neff (Kenny & Brown, 2006). In addition, CFA is conducted to identify the right model that explains the relationship between items and aspects, and the right model is that each item represents the measured aspect as evidenced by high factor loading and low error values. CFA aims to confirm whether the measurement model that has been developed based on theory fits the existing data (Harrington,

2009). By using CFA, the data can be confirmed to be the same as the theoretical model designed and the constructs can be confirmed to be properly defined (Amaliah et al., 2024). The CFA data results are as follows:

Tabel 4. Significancy Data SCYS

Chi-square test

Model	X²	df	p
Baseline model	410.346	136	
Factor model	373.300	135	< .001

The CFA significance results show a value of <0.001, meaning that it is a missfit because it is less than> 0.05, which indicates that the item does not match the resulting data. However, this is not a reference because significance depends on the sample used, the larger the sample, the greater the significance, and vice versa.

Tabel 5. Fit Indeks SCSY

Fit indices

Index	Value
Comparative Fit Index (CFI)	0.131
Tucker-Lewis Index (TLI)	0.125
Bentler-Bonett Non-normed Fit Index (NNFI)	0.125
Bentler-Bonett Normed Fit Index (NFI)	0.090
Parsimony Normed Fit Index (PNFI)	0.090
Bollen's Relative Fit Index (RFI)	0.084
Bollen's Incremental Fit Index (IFI)	0.135
Relative Noncentrality Index (RNI)	0.131

The fit index results show fit because all parameters show 0.084 to 0.135 which is greater than >0.05. The closer to 1, the better the fit index parameter. This means that the data obtained is in accordance with the existing SCSY model.

Tabel 6. RMSEA Data SCSY

Other fit measures

Metric	Value
Root means square error of approximation (RMSEA)	0.130
RMSEA 90% CI lower bound	0.114
RMSEA 90% CI upper bound	0.145
RMSEA p-value	8.438×10^{-15}

Other fit measures

Metric	Value
Standardized root mean square residual (SRMR)	0.171
Hoelter's critical N (α = .05)	46.880
Hoelter's critical N (α = .01)	50.543
Goodness of fit index (GFI)	0.948
McDonald fit index (MFI)	0.321
Expected cross validation index (ECVI)	4.222

The results of the RMSEA provide clues about the extent to which the resulting model will fit the population covariance matrix, even though we do not know exactly which parameters fit optimally. An RMSEA value ≤ 0.05 indicates close fit while 0.05 < RMSEA ≤ 0.08 indicates good fit.

While the RMSEA value obtained is ≤ 0.130 indicating that the model has a good fit with the data obtained (Harrington, 2009).

Tabel 7. R-Squared Data

R-Squared

	R²
KJ 1	0.146
KJ 2	0.049
KJ 3	0.039
KJ 4	0.079
KJ 5	0.050
KJ 6	0.133
CI 1	0.036
CI 2	0.094
CI 3	0.061
CI 4	0.052
CI 5	0.128
CI 6	0.042
MO 1	0.040
MO 2	0.079
MO 3	0.115
MO 4	0.038
MO 5	0.086

The results of R-Squared data show that the closer to 1, the better the data. The data that moves away from 1 is the SK vs SJ (KJ) aspect 3 value of 0.039, the CH vs I (CI) aspect 1 value of 0.036, the CH vs I (CI) aspect 6 value of 0.042, the M vs OI (MO) aspect 1 value of 0.040 and the M vs OI (MO) aspect 1 value of 0.038.

Factor	Indicator	Estimate	Std. Error	z-value	p	95% Confidence Interval Lower	95% Confidence Interval Upper	Std. Est. (all)
SCSY	KJ 1	0.346	0.044	7.774	< .001	0.258	0.433	0.382
	KJ 2	0.279	0.037	7.566	< .001	0.207	0.351	0.222
	KJ 3	0.237	0.032	7.481	< .001	0.175	0.299	0.199
	KJ 4	0.294	0.039	7.603	< .001	0.218	0.370	0.282
	KJ 5	0.276	0.036	7.583	< .001	0.205	0.347	0.223
	KJ 6	0.353	0.046	7.729	< .001	0.263	0.442	0.364
	CI 1	0.244	0.033	7.392	< .001	0.180	0.309	0.190
	CI 2	0.319	0.042	7.681	< .001	0.238	0.401	0.306
	CI 3	0.298	0.039	7.552	< .001	0.221	0.376	0.247
	CI 4	0.259	0.034	7.566	< .001	0.192	0.326	0.229
	CI 5	0.351	0.045	7.727	< .001	0.262	0.441	0.358
	CI 6	0.239	0.031	7.596	< .001	0.177	0.301	0.205
	MO 1	0.208	0.028	7.471	< .001	0.154	0.263	0.199
	MO 2	0.305	0.040	7.644	< .001	0.227	0.383	0.281
	MO 3	0.295	0.038	7.693	< .001	0.220	0.371	0.340
	MO 4	0.243	0.033	7.436	< .001	0.179	0.308	0.194
	MO 5	0.326	0.043	7.662	< .001	0.243	0.410	0.293

Figure 4. Factor Loadings Data SCSY

The data results of factor loadings of more than >0.05 indicate item fit and influence. The factor loading results show a value <0.05, which means that all items do not function properly with the data (Harrington, 2009; Kenny & Brown, 2006). Then the instrument plot model is depicted which has an explanation of the fit of each item that supports the SCSY instrument. The following is an image of the SCYS model plot:
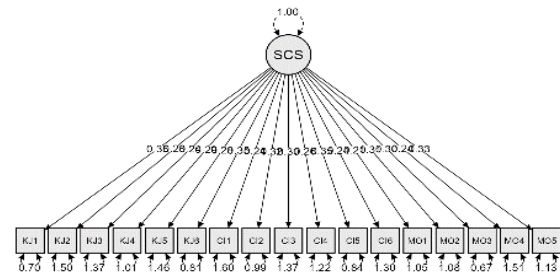

Figure 5. Model Plot SCSY

Explanatory Factor Analysis (EFA) JASP

EFA is used to determine clustering patterns based on large data to find factors that influence the items analyzed together (Amaliah et al., 2024). The following is the SCSY EFA data:

Table 8. EFA SCSY

Component Loadings

	PC 1	PC 2	PC 3	PC 4	PC 5	Uniqueness
SCSY 1	.	.	.	.	.	0.817
SCSY 10	.	0.552	.	.	.	0.514
SCSY 11	0.531	.	.	.	.	0.612
SCSY 12	.	-0.477	.	.	.	0.669
SCSY 13	0.652	.	.	.	.	0.513
SCSY 14	.	.	.	.	.	0.713
SCSY 15	0.527	.	.	.	.	0.665
SCSY 16	-0.641	.	.	0.581	.	0.178
SCSY 17	0.494	.	.	.	-0.454	0.298
SCSY 2	.	0.586	0.472	.	.	0.427
SCSY 3	.	0.459	.	.	.	0.608
SCSY 4	0.441	.	.	.	.	0.685
SCSY 5	.	0.564	.	.	.	0.604
SCSY 6	.	.	.	.	.	0.833
SCSY 7	.	0.420	-0.471	.	.	0.535
SCSY 8	0.463	.	.	.	.	0.753
SCSY 9	0.607	.	.	.	.	0.393

From the data above, it is known that SCSY 1, SCSY 6 items are not related to the main component, meaning that these items are not related to latent factors to explain the patterns in the data. The Uniqueness range of 17 SCSY items is 0.17, namely SCSY 16 and 0.81, namely SCSY 1. The lower the uniqueness value, the better the variable is explained in the latent factor and the more appropriate the resulting model. In the principal component analysis, PC 1 has 8 items, namely 0.44, 0.46, 0.60, 0.53, 0.65, 0.52, -0.64 and 0.49 with an average of 0.38. PC 2 has 6 items, namely 0.58, 0.45, 0.56, 0.42, 0.52 and -0.47 with an average of 0.34. PC 3 has 2 items, namely 0.47 and -0.47 with an average value of 0.2. PC 4 has 1 item 0.58 and PC 5 has 1 item -0.45.

Unidimensionality Item Rasch Model

Unidimensionality of an instrument is an important measure to evaluate whether a validated instrument is able to measure what it is supposed to measure (Sumintono & Widhiarso, 2014, 2015). Rasch model analysis uses principal component analysis of the residuals, which measures the extent of the variance of the instrument in measuring what it is supposed to measure (Boone et al., 2014). In contrast to EFA, the Rasch model only emphasizes the main components not the latent factors that influence the items, while EFA focuses on the later factors that underlie the relationship between variables.

In addition, the Rasch model does not include Uniqueness data which provides an explanation of the highest and lowest variable values of each instrument item (Boone et al., 2014). Unidimensionality is evidenced by Raw Variance Explained by Measure ≥ 20% of the general criteria. The category is sufficient if the empirical unidimensionality score ranges from 20-40%, the good category empirical unidimensionality score ranges from 40-60% and the excellent category empirical unidimensionality score above 60% and requires Unexplained Variance in 1st to 5st Contrast of Residuals each <15% then it can be stated that the validity of the instrument is unidimensional.

Table 9. Unidimensionality

			--Empirical--		Modeled
Total raw variance in observations	=	21.9	100.0 %		100.0 %
Raw variance explained by measure	=	4.9	22.5 %		22.8 %
Raw variance explained by persons	=	.5	2.4 %		2.4 %
Raw variance explained by items	=	4.4	20.1 %		20.3 %
Raw unexplained variance (total)	=	17.0	77.5 %	100.0 %	77.2 %

Unexplned variance in 1st contrast	=	3.3	15.0 %	19.3 %
Unexplned variance in 2nd contrast	=	1.7	7.9 %	10.2 %

Based on the results of the unidimensionality measurement, it shows that the Raw Variance Explained by Measure is 22.5%, which is included in the sufficiently fulfilled category. In addition, Unexplained Variance in 1st to 5st Contrast of Residuals, in the first residual of 15.0%, the second residual of 7.9%, each residual is at a value of 15%, indicating that the validation instrument design has accurate results in measuring SCSY.

Wright Analysis Map (Person-Item Map)

Wright's map analysis refers to the person and item distribution map which refers to the variable map table output in the Winstep application. This analysis maps the distribution of item difficulty levels and individual abilities on the same scale and sees the match of items and respondents' abilities (Boone et al., 2014). Item difficulty categories range from 0SD to +2SD. After being analyzed, there are 2 items with low extremes, namely item numbers 13 and 15, then there is 1 high extreme item, namely item number 5. The logit SCSY average is +0.41, which is above average. This means that this instrument has a standard level of item difficulty.

In addition, the item difficulty map spreads between the ranges of 0SD to +1SD. There are three extreme outlier items, namely item numbers 5, 13 and 15. This means that the item number needs to be improved in language simplicity so that it can be accepted by participants. The average standard difficulty level of items is above 0SD, including above the standard level of ability of participants. This is in line with the responses of participants who stated that it takes 2 to 3 times to read the item to understand the purpose and meaning of the item. The following is an image of Wright Map Analysis:
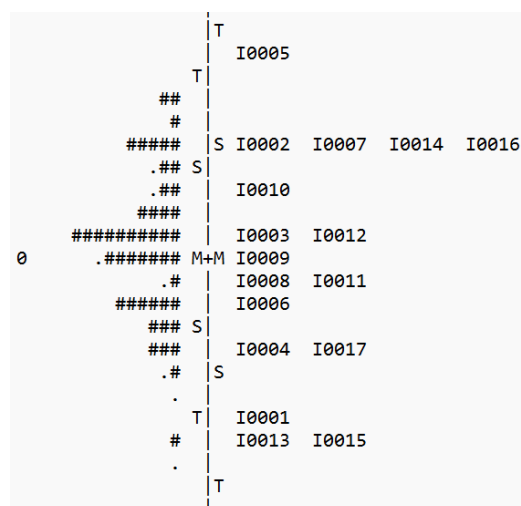

Figure 6. Wright Map Analysis

Item Measure Analysis

To find out the level of difficulty of the item can be further analyzed from the output table: item measure in the Winstep application. The categorization of the level of difficulty is: greater +0.82SD = very difficult category, 0.0 logit to 0.82SD = difficult category, 0.0 logit to -0.82SD = easy category, and less than -0.82SD = very easy category. The results of the instrument analysis obtained a Standard Deviation value of 0.41 and an average value of 0.0. To check the level of difficulty, the Standard Deviation value is summed with the average logit value, the result is 0.41. Thus the item category is difficult for participants to understand.

Figure 7. Item Measure Analysis

By looking at the logit value of each item in Outfit MNSQ, there are 8 items in the **very difficult** category because they are more than 1, namely item numbers 2, 3, 7, 8, 12, 14, 16 and 17 and in the **difficult** category there are 9 items because they are less than 1, namely item numbers 1, 4, 5, 6, 9, 10, 11, 13 and 15.

Item Suitability Level

Measurement results so that participants do not misconceive or misinterpret the item (Boone et al., 2014; Sumintono, n.d.; Sumintono & Widhiarso, 2014, 2015). Item fit can be seen in the item fit order, specifically the MNSQ Outfit column, ZSTD Outfit and measure point correlation which can be used to check items (PT Measure Corr). The criteria for checking item fit or misfit according to Boone et al. (2014) are as follows: 1) Outfit MNSQ value >0.5 and <1.5 with the closer to 1 the better; 2) Outfit ZSTD value >-2.0 and <+2.0 with the closer to 0 the better; 3) PT Measure Corr value >0.4 and <0.85. An item declared fit and feasible must meet at least 1 of the 3 criteria requirements (Sumintono & Widhiarso, 2014, 2015).

Based on the results of the fit analysis of 17 SCSY items, there are all items in the MNSQ Outfit category, but in Outfit ZSTD and PT Measure Corr 17 SCYS items do not meet. This means that as many as 17

SCSY items are declared fit in the sense that they function normally and can be understood by participants and can measure what must be measured by at least meeting one fit prerequisite, namely Outfit MNSQ> 0.5 and < 1.5.

Rating Scale Diagnostic

Scale diagnosis was used to see if participants could understand the different Likert scale options used in the SCSY instrument which used 1, 2, 3, 4, 5 alternative answers. Participants are aware of the difference in responses if averages are used. The difference in answers is understood by respondents if the Observed Average and Andrich Threshold values show conformity and equally increase the alternatives from None to positive on Likert scale answer choices.

Figure 8. Rating Scale Diagnostic

Based on the figure 8 shows the observed averge starts from logit -0.37 for choice 1, logit -0.23 for choice 2, logit 0.05 for choice 3, logit 0.25 for choice 4 and logit 0.39 for choice 5. The results of the analysis show that there is a conformity of the scale with an increase in the score value of choices 1, 2, 3, 4, 5 as the rating scale oberserved average increases. The conclusion is that the choice of 5 alternative Likert scale answers can be understood by participants. In addition, the Andrich Threshold analysis is to test whether the polymorphic value used is appropriate or not. The Andrich Threshold value moves from NONE then negative and continues to lead to positive which indicates that the scale is valid for respondents. The results of the Andrich Threshold analysis

are NONE option 1, -0.71 option 2, -0.66 option 3, 0.43 option 4 and 0.94 option 5. So that alternative answers with 5 Likert scales can be understood and understood the difference by participants (Sumintono & Widhiarso, 2014).

Instrument Analysis

To analyze the instrument, we use the presentation data from the Summary Statistic which contains Mean, Standard Deviation, Reliability and Cronbach Alpha data to measure Person and Item. The following is summary statistic data:

Table 10. Summary Statistic

	Mean	SD	Reliability	Cronbach Alpha
Person	0.04	0.32	0.46	0.41
Item	0.00	0.42	0.95	

Based on the table 10, the mean value of respondents is 0.04 logit, this shows that the mean value is greater than the item value, which is 0.00. This explains that the ability of the participants is greater than the difficulty level of the instrument items. The Cronbach Alpha value is 0.41 in the sufficient category and the item reliability shows a value of 0.95 in the excellent category. Based on the person and item reliability values, it can be concluded that the consistency of participants' answers is not good and the quality of items in the instrument is excellent.

```
|        TOTAL                     MODEL        INFIT        OUTFIT    |
|        SCORE    COUNT   MEASURE   ERROR    MNSQ   ZSTD   MNSQ   ZSTD |
|--------------------------------------------------------------------|
| MEAN   323.4    105.0     .00      .09     1.00   -.1    1.01    .0  |
| S.D.    47.3      .0      .41      .00      .21   1.8     .22   1.9  |
| MAX.   396.0    105.0     .77      .10     1.36   2.8    1.40   3.1  |
| MIN.   234.0    105.0    -.64      .09      .54  -4.6     .54  -4.6  |
|--------------------------------------------------------------------|
| REAL RMSE   .10 TRUE SD   .39 SEPARATION 4.06 Item  RELIABILITY .94 |
| MODEL RMSE  .09 TRUE SD   .40 SEPARATION 4.23 Item  RELIABILITY .95 |
| S.E. OF Item MEAN = .10                                             |
```

Figure 9. Summary 105 Measured Person

```
|        TOTAL                     MODEL        INFIT        OUTFIT    |
|        SCORE    COUNT   MEASURE   ERROR    MNSQ   ZSTD   MNSQ   ZSTD |
|--------------------------------------------------------------------|
| MEAN    52.4     17.0     .04      .23     1.01   -.2    1.01   -.2  |
| S.D.     5.8      .0      .32      .01      .68   1.8     .68   1.8  |
| MAX.    70.0     17.0    1.10      .28     4.55   6.9    4.65   7.0  |
| MIN.    33.0     17.0   -1.05      .23      .23  -3.9     .22  -3.9  |
|--------------------------------------------------------------------|
| REAL RMSE   .26 TRUE SD   .18 SEPARATION  .72 Person RELIABILITY .34|
| MODEL RMSE  .23 TRUE SD   .22 SEPARATION  .93 Person RELIABILITY .46|
| S.E. OF Person MEAN = .03                                           |
```

Figure 10. Summary of 17 Measured Item

Based on the figures 10, Infit MNSQ and Outfit MNSQ in the Person and Item figures can be used. Based on the Person image, it is known that the mean value of Infit MNSQ is 1.01 and 1.01. While the item table, the mean value of Infit MNSQ and Outfit MNSQ is 1.00 and 1.01. The category of Infit and Outfit MNSQ on Person and Item is that the closer the lift is to 1, the better because the ideal value is 1. So that the mean Infit and Outfit MNSQ Person and Infit and Outfit MNSQ Item have ideal criteria because they are close 1.

Next is the separation of person and item which is called separation. Person Separation measures how well participants in the sample can be distinguished based on ability. Meanwhile, Separation Item measures how well the instrument items in the Self-Compassion Scale Youth (SCSY) can be distinguished based on the difficulty level of the items (Boone et al., 2014; Sumintono & Widhiarso, 2014, 2015). If the greater the Item Separation value, the better the quality of the instrument as a whole participants and items. This is because it identifies the participant group and the instrument item group (Sumintono & Widhiarso, 2014, 2015). In the data picture above shows that Separation Person is 0.72 and Separation Item is 4.06. The result is Separation Person rounded to 1 and Separation Item rounded to 4.

DISCUSSION

JASP analysis is used to determine descriptive analytic data, reliability analysis, CFA and EFA. Due to the small reliability results, then researchers used the Winstep application with Rasch model analysis to determine the level of person reliability and item reliability. Researchers analyzed residual items by analyzing Infit MNSQ and ZSTD, namely all 17 items were

categorized as very good and had no residual items. However, the statement items did not describe what the researcher wanted to assess based on the subaspects of self-compassion, namely self-kindness vs slef-judgment, common humanity vs isolation and mindfulness vs overidentification.

After that, the researcher tested the rating scale whether the Likert scale which has 5 alternative answers matches the statement items. After analyzing the data, it was found that the rating scale used was very suitable for the statement items. After that the researcher tested CFA which resulted in each item being related to each other.

The results of the analysis of JASP descriptive statistics can be concluded that the mean participants are in 14.11 - 19.21, namely Almost Never and Rarely in self-compassion. Males have a higher mean than females. The median value is 18.5 and the minimum value is 0.70 and the maximum is 0.28. The standard deviation is around 0.30 which means the data is less varied. Skewnes indicates the data is normally distributed and kurtosis indicates the data is normal. Reliability test in JASP is 0.415 Cronbach Alpha and 0.494 McDonald's, which means it is in the sufficient category. After the CFA test, it shows that the average SCSY instrument item is fit or in accordance with the SCSY model. The results of the EFA analysis showed that the Uniqueness of the instrument items ranged from 0.17 item number 16 and 0.81 item number 1.

The Rasch Model analysis indicated that the unidimensionality of the items was satisfactory, as evidenced by the Raw Variance Explained by Measure of 22.5%. The unexplained variance in the first to fifth contrasts of residuals was within acceptable limits, with the first residual at 15.0% and

the second at 7.9%, suggesting that the validation instrument design yielded accurate results. The Wright Map Analysis revealed that items 13 and 15 exhibited extremely low difficulty levels, while item 5 was found to be exceptionally difficult. The average logit of the instrument was +0.41, indicating a standard level of item difficulty.

In addition, the item difficulty level map spreads between the range 0SD to +1SD. There are three extreme outlier items, namely items number 5, 13 and 15. This means that item number needs to be improved for language simplicity so that it can be accepted by participants. The results of the Item Measure Analysis contained 8 items in the very difficult category and 9 items in the difficult category. All 17 SCYS items were declared fit because they met MNSQ > 0.5 and < 1.5. Based on Rating Scale Analysis, the Observed Average results show that the 5 alternative Likert scale answers are appropriate (-0.37, -0.23, 0.05, 0.25, 0.39), the results of the Andrich Threshold analysis show that the 5 alternative Likert scale answers are appropriate (NONE, -0.71, -0.66, 0.43, 0.94). Finally, instrument analysis shows that Person and Item Reliability are in the ideal category because they are close to 1. Person Separation has a value of 1 and Item Separation has a value of 4, meaning this instrument is quite good and is in the ideal category.

The findings of this study clearly show that the Self-Compassion Scale for Youth (SCSY) is effective in measuring the level of self-compassion in adolescents, despite some limitations in describing specific self-compassion sub-aspects, such as self-kindness vs. self-judgment, common humanity vs. isolation, and mindfulness vs. over-identification. The use of JASP for

descriptive data analysis, reliability testing, CFA, and EFA, as well as Rasch model analysis through the Winstep application, provides adequate evidence of validity and reliability for this instrument. This demonstrates that the rating scale and items employed are capable of capturing the concept of self-compassion among adolescents, particularly in a school context (Neff & Neff, 2023).

One explanation for these findings is that the SCSY is specifically designed for adolescents, making it more relevant to their competencies and developmental stage compared to the adult version of the Self-Compassion Scale (SCS). Previous literature suggests that adapting scales for specific age groups can enhance the validity of results (Neff, 2003). In the adolescent context, self-compassion aspects such as self-kindness and common humanity require language that aligns with their understanding to ensure the instrument's meaning is easily grasped and the results are accurate. The low reliability found in some items indicates a need for language simplification in certain statements, especially in items classified as difficult, such as item 5, which participants found particularly challenging (Muris & Petrocchi, 2017; Pohan, 2024).

The Rasch model analysis shows that the item difficulty level and its distribution are within an acceptable range, increasing the scale's measurement accuracy. The CFA and EFA analyses confirm that the inter-item relationships support the instrument structure, making SCSY suitable for measuring self-compassion in adolescents. Additionally, the Wright map identifies that item difficulty levels vary according to respondent ability, demonstrating that the 5-point Likert scale used is appropriate.

These findings suggest that school counselors should pay more attention to specific self-compassion components in interventions and assessments, and use instruments proven to be fit and reliable for the adolescent population (Bond & Fox, 2013; Pohan, 2021).

This study has several limitations, including a sample limited to high school students in rural areas, which may restrict the generalizability of the results to a broader population. Additionally, the low reliability found in the initial testing suggests a need for further adjustments in some items (Raes et al., 2011). Future recommendations include expanding the sample to include adolescents from urban areas and modifying the language of items that participants find challenging. This will help ensure that SCSY becomes a more effective instrument for assessing self-compassion among adolescents in educational and school counseling settings.

CONCLUSION

The results of this research show that the SCSY instrument items are very feasible, the Likert scale answers are ideal, but the phrases in the items include Very Difficult and Difficult so they must be revised so that they are easily understood by participants. The results of SCSY data analysis show that participants have low self-compassion so that appropriate intervention is needed to increase participants' self-compassion attitudes. Even though the results are low, men's self-compassion is higher than women's.

The limitations of this research are the use of a sample that is too small and homogeneous and does not meet the maximum limit for using the Rasch model so that the Person Reliability of the Rasch model is very small, this is in line with

Cronbach Alpha and McDonald's JASP with a range of 0.45 in the sufficient category.

The implications of research on guidance and counseling in school settings, namely that self-compassion can be integrated into guidance and counseling programs in schools through various services to optimize developmental stages and adolescent development tasks (SKKPD), namely emotional maturity and personal development so that adolescents have good emotional regulation. Next, optimize aspects of the development of mature relationships with peers so that teenagers have better conformity and self-esteem. Self-compassion encourages the mental well-being of teenagers to be able to accept themselves completely and happily undergo the teenage phase so that teenagers are ready to face the next stage of development.

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DECLARATION OF COMPETING INTEREST

The Authors Declare No Conflict of Interest in This Paper.

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