

Indonesian Adaptation and Validation of The Child-Adolescent Perfectionism Scale – Short Form (CAPS-SF)

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Abstract

This study aimed to adapt and examine the psychometric properties of The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF) in an Indonesian sample. In Indonesia, research on perfectionism is being developed, but there is no measurement for adolescent perfectionism that can be used. Therefore, a valid and reliable measurement is needed. The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF) developed by Bento et al. is an instrument consisting of 2 dimensions of Socially Prescribed Perfectionism and Self-Oriented Perfectionism with a total of 9 items that can measure perfectionism in children and adolescents. The adaptation process followed the guidelines established by the International Test Commission such as translation, cognitive interview, and test of the pre-final Indonesian version which involved 322 adolescents aged 13-15 years who lived in Indonesia. Reliability test using Cronbach's Alpha and CFA, which was used to measure the construct validity, showed that the nine items in adapted The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF) could be used to measure the perfectionism of Indonesian adolescents.

Keywords: adolescent, confirmatory factor analysis, perfectionism-scale, reliability, validity

Abstrak

Penelitian ini bertujuan untuk mengadaptasi dan menguji sifat psikometrik The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF) pada sampel Indonesia. Di Indonesia, penelitian tentang perfeksionisme sedang dikembangkan tetapi belum ada ukuran perfeksionisme remaja yang dapat digunakan. Oleh karena itu, diperlukan suatu pengukuran yang valid dan reliabel. Skala Perfeksionisme Anak-Remaja – Bentuk Pendek (CAPS – SF) yang dikembangkan oleh Bento et al. merupakan instrumen yang terdiri dari 2 dimensi Socially Prescribed Perfectionism dan Self Oriented Perfectionism dengan total 9 item yang dapat mengukur perfeksionisme pada anak dan remaja. Proses adaptasi mengikuti pedoman yang ditetapkan oleh International Test Commission seperti penerjemahan, wawancara kognitif, dan tes pra-final versi bahasa Indonesia yang melibatkan 322 remaja berusia 13-15 tahun yang tinggal di Indonesia. Uji reliabilitas menggunakan Cronbach's Alpha dan CFA, yang digunakan untuk mengukur validitas konstruk, menunjukkan bahwa sembilan item yang terdapat dalam The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF) yang diadaptasi dapat digunakan untuk mengukur perfeksionisme remaja Indonesia.

Kata kunci: analisis faktor konfirmatori, reliabilitas, remaja, skala perfeksionisme, validitas

Introduction

Setting an almost impossible high standard and appreciating only successes and the accomplishment of all established goals is defined as perfectionism (Flett et al., 2011). Perfectionism is a multidimensional personality trait defined by a desire for perfection and very high performance standards, as well as overly critical assessments of one's behavior. Perfectionism is a nuanced personality trait. It comes in a variety of shapes and sizes, and it has a variety of functions (Stoeber, 2018). Perfectionism is a multifaceted personality trait marked by excessively high personal standards, critical assessments of oneself and others, and a desire for perfection (Frost et al., 1990; Hewitt & Flett, 1991b as cited in Feher et al., 2019).

Perfectionism is defined as the pursuit of high standards and self-criticism when those standards are not met, and it has been broadly defined as a multidimensional term (Limburg et al., 2017). It can be concluded that perfectionism is a psychological trait that seeks for the best quality of various aspects in one individual.

Kahraman & Bedük (2016) said that the combination of pressure from parents, self, social, media, and unrealistic role models encourage individuals to work hard, feel feelings of anxiety and guilt that are prolonged, which is the thought that as long as they are not perfect will be loved or accepted. Feher et al. (2019) also said that perfectionism has a part in psychopathology and that it has a favorable relationship with anxiety, suicidal ideation, depression, and eating disorders.

Hewitt and Fleet as cited in Affrunti & Woodruff-Borden (2014) mentioned that perfectionism is a complex construct characterized by setting unrealistic personal standards, a tendency to self-evaluate if those standards are not met, excessive attention to mistakes, doubts about the quality of personal accomplishments and a pattern of thinking that perceives minor mistakes as failures.

Personal standards, anxiety over mistakes, concerns about acts, parental expectations, parental criticism, and organization are six elements of perfectionism identified by Frost, Marten, Lahart, and Rosenblate as cited in Stoeber (2018). Simultaneously, Hewitt & Flett as cited in Stoeber (2018) presented a model that distinguished three types of perfectionism: self-oriented, other-oriented, and socially imposed perfectionism.

There are several instruments that can be used to measure perfectionism such as The Multidimensional Perfectionism Scale developed by Hewitt et al. (1991) for the general population. The Multidimensional Perfectionism Scale consists of three dimensions: self-oriented, other-oriented and socially prescribed perfectionism. There is a specific measuring instrument that can measure perfectionism in children and adolescents, namely The Child-Adolescent Perfectionism Scale developed by Flett et al. (2016) based on The Multidimensional Perfectionism Scale. The Child-Adolescent Perfectionism Scale consists of 22 items that measure two dimensions: self-oriented perfectionism and socially-prescribed perfectionism. Due to a lack of developmental knowledge on when young perfectionists learn to seek perfection from others, other-oriented perfectionism was not included. The CAPS, like the MPS, was designed with motivational and cognitive referents that focus primarily on perfectionistic standards imposed by oneself or others, and there are few scale questions that score self-evaluations in terms of one's ability or inability to meet these standards (Flett et al., 2016).

Furthermore, Bento et al. (2020) simplified The Child-Adolescent Perfectionism Scale without compromising the essence of the original measuring instrument because it still provides an overview of the two dimensions previously mentioned. The simplified instrument is The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF) which consists of 2 dimensions and 9 items. In addition to shortening the processing time, researchers will have more space to test alternative hypotheses (Bento et al., 2020).

Bento et al. (2020) mentioned various reasons for creating a condensed version of the CAPS. In most cases, using the original version is ideal, but there are situations when a shorter and more cost-effective version of the instrument might be advantageous, especially when it is used in conjunction with other measures or when there are participants with reading disabilities. The development of a condensed

version of the CAPS would be especially beneficial if the abridged form shows equivalent psychometric properties when completed by younger children versus older children and adolescents. Thus, this research aims to adapt The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF) into the Indonesian version to enrich research related to perfectionism in children and adolescents in Indonesia. The adaptation process will follow the International Test Commission guidelines (ITC, 2016) for Translating and Adapting Tests.

Methods

Procedure of Adaptation

The adaptation of The Child-Adolescent Perfectionism Scale - Short Form (CAPS-SF) was carried out according to the procedures contained in The International Test Commission (ITC) Guidelines for Translating and Adapting Tests (ITC, 2016). ITC guidelines stated that the translation and adaptation procedures are: (i) obtain the necessary permission from the original researcher, (ii) forward and backward translation, (iii) peer review and expert judgment, (iv) cognitive interview, (v) test of the pre-final version, (vi) data analysis. All stages will be explained in the next section.

Participants

A total of 322 Indonesian adolescents aged 13-15 years participated in this study. The majority of the respondents were women, amounting to 164 people (51%), while there were 158 boys. In terms of age, the majority of respondents were 13 years old, totaling 168 people (52%), followed by 14-year-old respondents, totaling 109 people (34%), and 15 years old respondents were 45 (14%).

Procedure

After carrying out all the previous steps, the researcher prepared a digital link for the Indonesian version of The Child-Adolescent Perfectionism – Short Form (CAPS-SF) questionnaire via google form and distributed digital links for the questionnaire through digital platforms such as Whatsapp, Instagram, and Facebook. Participants were obtained by convenience sampling method. The initial part of the google form was designed to obtain informed consent from respondents before filling out the questionnaire.

Data Analysis

The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF) consisted of 9 items divided into two dimensions (Self-Oriented Perfectionism & Socially-Prescribed Perfectionism). CAPS – SF is a self-report scale using a 5-point Likert scale where 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree and 5 means strongly agree. The socially-prescribed perfectionism dimension consists of 5 items and self-oriented perfectionism consists of 4 items. Data processing was done using JASP software version 0.15.

Confirmatory factor analysis (CFA) was used to look for the construct validity by testing the measurement model and factor loading test. The estimator uses the maximum likelihood. The measurement model test was carried out to determine whether a measuring instrument meets the criteria of a good model fit (goodness of fit) as a multidimensional construct (two-factor model).

Hooper et al. (2008) mentioned some of the fit index criteria that are acceptable: Chi-square; $p > .05$, Root Mean Square Error of Approximation (RMSEA) $< .08$, Goodness of Fit Index (GFI) $\geq .90$, Comparative Fit Index (CFI) $\geq .90$, Tucker-Lewis Index (TLI) $\geq .90$, Normed Fit Index (NFI) $\geq .90$.

The factor loading (λ) test was also carried out to see whether an observed variable (item) reflects a latent variable (single dimension/construct) and will be the basis for retaining or discarding certain items. The minimum limit for a good factor loading is above 0.6, but a factor loading above 0.3 can still be maintained (Furr, 2011).

The reliability test was carried out by looking for internal consistency with Cronbach's alpha (Taber, 2018). According to Taber (2018), an instrument can be categorized as an acceptable value if it has a minimum Cronbach's alpha value of 0.6 or 0.7. Discriminant power analysis (item-rest correlation) was also performed on each dimension. The item can be categorized as a moderate item that still can be used if the item-rest correlation is greater than 0.2. Furthermore, the item can be categorized as a good item if the item-rest correlation is greater or equal to 0.4 (Johari et al., 2012).

Results and Discussion

Results

Obtaining Permission for Adapting The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF)

Starting the adaptation process, researchers asked permission from the compilers of The Child-Adolescent Perfectionism Scale - Short Form (CAPS-SF), namely Carmen Bento and colleagues. After obtaining written approval from Bento and her colleagues, the researcher began adapting the measuring instrument by conducting the translation of the measuring instrument (forward and backward translation), peer review of the measuring instrument, cognitive interview, and readability test. The following is a further explanation of each step carried out.

Forward Translation of The Child-Adolescent Perfectionism Scale - Short Form (CAPS – SF)

The translation of The Child-Adolescent Perfectionism Scale - Short Form (CAPS-SF) was carried out using the forward and backward translation method, where the original measuring instrument is translated into Indonesian, then the translation results are translated back into English which is the original language of the instrument. The purpose of this method was to validate the translational quality of measuring instruments and see the equivalence of the translation results with the original measuring instruments (Tyupa, 2011). The following is an example of item forward translation that is carried out.

Table 1. Example of Forward Translation Item

Original Item	Forward Translation Result
I try to be perfect in everything I do	<i>Aku mencoba untuk menjadi sempurna dalam apapun yang aku lakukan</i>
There are people in my life who expect me to be perfect	<i>Ada orang-orang dalam hidupku yang mengharapkan aku menjadi orang yang sempurna</i>

Source: Personal data

Review of forward translation of The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF)

The review of the item of The Child-Adolescent Perfectionism Scale - Short Form (CAPS-SF) was conducted using the peer review and expert review (judgment) methods. The analysis used in the review process is content validity using the Content Validity Index (CVI). Each item in the instrument is assessed based on its suitability with the indicators and dimensions of the instrument. Based on Rutherford-Hemming 2015), the value given to items can be in the form of numbers 1 (irrelevant), 2 (somewhat relevant), 3 (relevant enough), 4 (very relevant). Values 1 and 2 indicate that the item is not relevant to the construct being measured, while values 3 and 4 indicate that the item is relevant. The items that will be used in the trial and data collection are items that have an I-CVI of 1.00, which means that all reviewers give the item a score of 3 or 4. Meanwhile, items with an I-CVI score of less than 1.00 need to be revised or removed.

Based on the results of the review, all items on The Child-Adolescent Perfectionism Scale - Short Form (CAPS-SF) instrument have an I-CVI score of 1.00. This shows that the items on this measuring instrument meet the criteria and can be used properly (Rutherford-Hemming, 2015). However, there are several inputs regarding the selection of terms and language for items that can be considered for item

improvement. Based on the input from the reviewer, the item was synthesized to accommodate the suggestions obtained from the reviewer.

Backward Translation of The Child-Adolescent Perfectionism Scale - Short Form (CAPS – SF)

After the items were synthesized, backward translation was carried out. The results of the backward translation were then compared with the results of the forward translation to determine whether the translation of each item was appropriate and could be used.

The following are examples of items that were synthesized and backward translation were carried out.

Table 2. Examples of Synthesized Items and Backward Translation

Synthesized Item	Backward Translation Result
<i>Aku mencoba untuk menjadi sempurna dalam apapun yang aku lakukan</i>	I try to be perfect in all the things I do
<i>Ada orang-orang dalam hidupku yang memiliki ekspektasi agar aku menjadi orang yang sempurna</i>	I have people in my life that expect me to be perfect

Source: Personal data

In general, the results of forward and backward translation for all items did not differ significantly and had the same meaning. The next stage was the cognitive interview.

Cognitive interview

Cognitive interview is a method used to evaluate items in a questionnaire or survey (Willis, 2015). The model commonly used in cognitive interviews is Tourangeau's Cognitive Model (2003). Based on this model, cognitive interviews were conducted to review four processes that occur in respondents, namely understanding the item, remembering relevant information from memory, making decisions, and giving responses (Willis, 2015). The following are explanations and questions that can be asked of respondents in each process.

Cognitive interviews were held with three adolescents who were junior high school students. Before starting the process, the researcher conveyed the objectives and description of the activities to be carried out and asked about each respondent's willingness to be involved in this study. After all respondents agreed, the researcher proceeded to the cognitive interview process which was conducted on the respondents individually or one by one.

The researcher first asked the respondents to fill out The Child-Adolescent Perfectionism Scale - Short Form (CAPS-SF) instrument. Next, the researcher gave questions contained in the cognitive interview format on each item in the measuring instrument. These questions were aimed at exploring respondents' understanding of measuring instruments, how to answer items related to previous experiences, considerations when answering items, suitability of answers, and the actual situation. Researchers conducted inquiries on respondents' answers that were not yet clear. In addition, the researcher also asked for input from respondents on each item and the overall instrument.

Test of the pre-final Indonesian version

Based on the results of the cognitive interview, it was found that all the items on The Child-Adolescent Perfectionism Scale - Short Form (CAPS-SF) could be easily understood by respondents and answered according to the respondent's actual experience or condition. Thus, these items could be used in the trial process that will be carried out next to obtain the validity and reliability values. The following are details regarding the participants and the procedures carried out.

Construct Validity with Confirmatory Factor Analysis

The correspondence between a construct (conceptual definition of a variable) and the operational approach to measure or manipulate that construct has been characterized as construct validity. Construct validity is an important and crucial part of the research process, including the multistep procedure for determining whether or not measures are adequate. Construct validity could also be thought of as a broader umbrella approach that encompasses all validation methods (Shultz, Whitney, & Zickar, 2020). In this research, construct validity was analyzed by Confirmatory Factor Analysis (CFA). Fit index as the result of the Confirmatory Factor Analysis would help in comparing the empirical data with the hypothesized theoretical model. The results of the fit index test can be seen in **Table 3**.

Table 3. Fit Index Result

Category	Index	Accepted Criteria	Test Result	Conclusion
Absolute Fit	Chi-square	$p > .05$	< 0.01	Not fit
	Root Mean Square Error of Approximation	$RMSEA < .08$	.071	Fit
	Goodness of Fit Index	$GFI \geq .90$	.956	Fit
	Comparative Fit Index	$CFI \geq .90$	.944	Fit
Incremental Fit	Tucker-Lewis Index	$TLI \geq .90$	.922	Fit
	Normed Fit Index	$NFI \geq .90$	.913	Fit

Source: Personal data

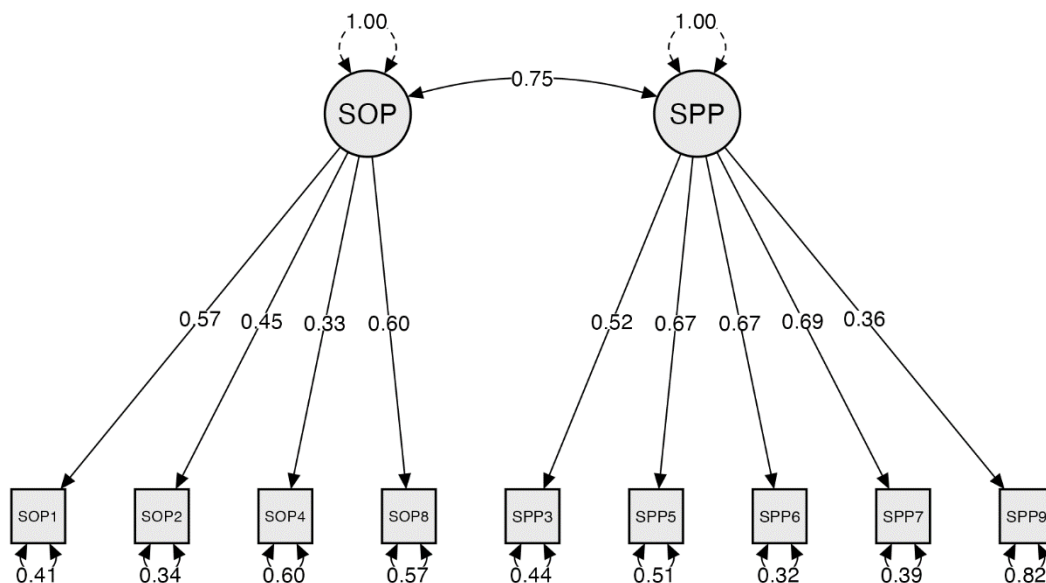
From the results of the Confirmatory Factor Analysis (CFA) test, it was found that the model did not fit if it was only seen based on the chi-square because the value was $< .01$. Chi-square criteria $p > .05$ is sensitive to the number of samples (Hooper et al., 2008). Meanwhile, other parameters that can be used to test the accuracy of the model, including RMSE, GFI, CFI, TLI, and NFI, could all be concluded as fit. The results of the factor loading test can be seen in **Table 4**.

Table 4. Factor Loadings

Factor	Indicator	Std. Est (factor loading)	Std. Error	p
Self-Oriented Perfectionism	SOP1	.565	.050	$< .001$
	SOP2	.449	.043	$< .001$
	SOP4	.332	.052	$< .001$
	SOP8	.602	.057	$< .001$
Socially Prescribed Perfectionism	SPP3	.517	.046	$< .001$
	SPP5	.672	.052	$< .001$
	SPP6	.674	.045	$< .001$
	SPP7	.690	.048	$< .001$
	SPP9	.360	.057	$< .001$

Source: Personal data

It could be seen that the standardized estimated value of all items was > 0.3 and the p-value was $< .001$, so it could be concluded that all items had a significant contribution to the dimensions that wanted to be measured.



Sources: Personal data (2021).

Figure 1. Confirmatory Factor Analysis Factor Model

Based on **Figure 1**, it could be seen that the correlation coefficient between SOP and SPP was .75. In other words, it could be concluded that perfectionism can be measured through these two dimensions and to measure each dimension, 4 items of SOP and 5 items of SPP can be used. These findings also confirmed the initial model hypothesized by Bento et al. (2020).

Reliability

The Cronbach's alpha reliability value for Self-oriented Perfectionism was .632, and Socially prescribed perfectionism was .771, whereas the Cronbach's alpha for the total scale was .810. It could be concluded that the reliability values for the total scale as well as each dimension were acceptable. This instrument had fairly strong reliability so that there would be consistency if the measurements were repeated. Correlation coefficients for item-rest correlation are reflected in **Table 5**.

Table 5. Item Discrimination Index

	Item	Item-rest correlation
Self-Oriented Perfectionism	SOP1	.512
	SOP2	.480
	SOP4	.251
	SOP8	.442
Socially Prescribed Perfectionism	SPP3	.545
	SPP5	.600
	SPP6	.651
	SPP7	.638
	SPP9	.314

Source: Personal Data

The item-rest correlation is defined as the correlation between the item score and the rest score. The item-rest correlation is used in test construction to define the relationship between an item's total score

and the total score on the other items. Within a test, stronger item-rest correlations result in a higher coefficient. For maximum-performance tests, the minimum needed values of item-rest correlations are .20, .30, or .40 (Zijlmans et al., 2018). Based on the calculations, it could be found that all items had item-rest correlation coefficients above .20. Therefore, all of the nine items can be used.

Discussion

The purpose of this study was to adapt the Child Adolescent Perfectionism Scale - Short Form (CAPS - SF) by Bento et al. (2020) to the Indonesian population. To find out the psychometric properties of this scale, construct validity and reliability tests were carried out.

The reliability test for the CAPS - SF Indonesian version showed a higher value than the minimum value stated by Taber (2018). The Cronbach's alpha reliability value for Self-oriented Perfectionism was .632, and Socially prescribed perfectionism was .771, whereas the Cronbach's alpha for the total scale was .810. Bento et al. (2020) found the Cronbach's alpha reliability value for Self-oriented Perfectionism was 0.771, the Cronbach's alpha for Socially prescribed perfectionism was .872, and the Cronbach's alpha for the total scale was .84. It showed that this study has quite similar reliability to Bento et al (2020).

The Confirmatory Factor Analysis was conducted to examine the construct validity of this scale. This research and previous research by Bento et al. (2020), both found that the p-value for Chi-Square is < .001. Bento et al. (2020) mentioned the CFI was .980, TLI was .970, RMSEA was .061, and factor loading was .50 - .89. This research also found a slightly lower result where CFI was 0.944, TLI was .922, RMSEA was .0071, and factor loading was .369 - .768.

The limitation of this study was, this study only collected evidence of reliability, content and construct validity of the scale. Therefore, further studies can enrich the evidence of the scale's validity by administering other validity analyses, such as convergent and divergent validity etc.

Conclusion

The Indonesian version of the Child Adolescent Perfectionism Scale - Short Form (CAPS - SF), which consisted of 2 dimensions with a total of 9 items, showed acceptable psychometric properties. The reliability value for Self-oriented Perfectionism was .632, and Socially prescribed perfectionism was .771, where the Cronbach's alpha for the total scale was .810. Confirmatory Factor Analysis showed that RMSEA was .071, GFI was .956, CFI was .944, TLI was .922, and NFI was .913. It can be concluded that this scale can be used to measure perfectionism in the Indonesian child adolescent population aged 13-15 years.

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Appendix. The Child-Adolescent Perfectionism Scale – Short Form (CAPS – SF) Original Version and Indonesian Version

		Original Version Item	Indonesian Version Items
Instruction		Read each sentence and put a cross in the number of the answer that best suits you, from "1 to 5". For example, in the phrase "I like to read comics", put the circle around "5" if you think it's true. In the sentence "I like to keep my room clean and tidy", put the circle round "1" if you think it is false. Now, you're ready to start.	<i>Nilai seberapa tepat pernyataan berikut menggambarkan diri kamu. Beri penilaian pada setiap pernyataan di bawah ini menggunakan skala 5 poin berikut: 1: Sangat Tidak Setuju 2 : Tidak Setuju 3 : Netral 4 : Setuju 5 : Sangat Setuju</i>
Dimension	No.	Original Version Item	Indonesian Version Items
Self-Oriented Perfectionism	1.	I try to be perfect in everything I do	<i>Aku mencoba untuk menjadi sempurna dalam apapun yang aku lakukan</i>
	2.	I want to be the best at everything I do	<i>Aku ingin menjadi yang terbaik pada semua hal yang aku lakukan</i>
	4.	It really bothers me if I don't do my best all the time	<i>Aku merasa sangat terganggu, ketika aku tidak berusaha maksimal pada setiap waktu</i>
	8.	When I do something, it has to be perfect	<i>Ketika aku melakukan sesuatu, hal tersebut harus sempurna</i>
Socially Prescribed Perfectionism	3.	There are people in my life who expect me to be perfect	<i>Ada orang-orang dalam hidupku yang memiliki ekspektasi agar aku menjadi orang yang sempurna</i>
	5.	My family expects me to be perfect	<i>Keluargaku memiliki ekspektasi agar aku menjadi orang yang sempurna</i>
	6.	Other people always expect me to be perfect	<i>Orang lain selalu memiliki ekspektasi agar aku menjadi orang yang sempurna</i>
	7.	People around me expect me to be great at everything	<i>Orang-orang di sekitarku memiliki ekspektasi agar aku bisa jadi hebat dalam semua hal</i>
	9.	I feel that people ask too much of me	<i>Aku merasa orang-orang terlalu berharap banyak padaku</i>

All items are favorable items. Perfectionism score can be gained by adding every answer from the participant.