
The Indonesian Democratic Citizenship Attitude Scale: Translation, Cross-Cultural Adaptation, and Psychometric Properties

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Abstract

The Indonesian Democratic Attitude Scale was designed to measure democratic attitudes in a sample of Indonesian society. It has six dimensions: democratic culture, democratic rights and equality, duties and responsibilities, democratic participation, global citizenship, and citizenship values. The present study investigates the construct validity of the scale scores. The sample in this study consisted of 737 participants from various elements of society throughout Indonesia, with an age range of 17–80 years (mean age = 38.60; SD = 10.37). The sample consisted of 536 males and 204 females. Factor analysis found that this scale is psychometrically sound and can positively contribute to various elements of Indonesian society by letting them know about a person's democratic attitude.

Keywords: democratic citizenship, validity, item factor analysis

Abstrak

Skala Sikap Demokrasi Indonesia dirancang untuk mengukur sikap demokratis pada sampel masyarakat Indonesia. Hal ini mempunyai enam dimensi: budaya demokrasi, hak dan kesetaraan demokratis, tugas dan tanggung jawab, partisipasi demokratis, kewarganegaraan global, dan nilai-nilai kewarganegaraan. Penelitian ini menyelidiki validitas konstruk skor skala. Sampel dalam penelitian ini terdiri dari 737 peserta dari berbagai elemen masyarakat seluruh Indonesia, dengan rentang usia 17–80 tahun (rata-rata usia = 38,60; SD = 10,37). Sampel terdiri dari 536 laki-laki dan 204 perempuan. Analisis faktor menemukan bahwa skala ini secara psikometrik sehat dan dapat memberikan kontribusi positif kepada berbagai elemen masyarakat Indonesia dengan mengetahui sikap demokratis seseorang.

Kata kunci: kewarganegaraan demokratis, validitas, item factor analysis

Introduction

The idea of democracy has existed since ancient Greece; even democracy took its form and developed until it was put into practice before being replaced by an authoritarian form of government (Sen, 1999). To be specific, democracy in the past Greek era had established citizens policies, rights, and obligations in managing the state; every citizen had the equal opportunities, in turn, to take part in the government (Ehrenberg, 1950). Although democracy has various potential meanings, which is difficult to understand or define (Dalton et al., 2014), however, Schmitter and Karl (1974) had long viewed modern democracy offers a competitive process to express both communal and personal interests and values, a notion that is deeply intertwined with the democratic process at its core. The general election, an accurate picture of democracy, becomes the top choice when the government faces a leadership transformation because the election process represents not only the basic pattern of democracy itself but also a reflection of citizen's attitude, namely respect for the election results. Sen (1999) argues that democracy is a system that demands not only representing elections but also protecting freedom, respecting legal rights, guaranteeing freedom of discussion, and allowing fair opinion without censorship.

The understanding and promotion of the tenets of democracy, especially the participatory aspect which is a cornerstone of democratic citizenship, are therefore critical. However, the implementation of democracy itself needs to be well disseminated through relevant democracy educational activities to provide an understanding on democratic citizenship (Yildirim & Turkoglu, 2017). This underscores the idea that the foundations of democratic engagement must be laid early on and reinforced continually. These educational efforts serve as a bridge between historical democratic principles and present-day civic responsibilities, ensuring that citizens not only comprehend but also embody the essence of democratic citizenship. Understanding democracy is deeply connected to practicing democratic behavior as a citizen, which is reflected in daily activities and applicable in various social fields (Reimers & Villegas-Reimers, 2014).

Furthermore, achieving democratic citizenship goes beyond theoretical knowledge; it has to be actualised through democratic structures, processes, and practices. Democratic citizenship is membership in a political democracy, and the concept may be defined as a country's legal status (Altundal & Valeyly, 2011). This legal status underpins the rights and responsibilities that citizens must exercise and uphold to ensure the health and continuity of the democratic system. The definition of democratic behaviour that individuals must own in describing democratic values, namely, respect and tolerance in thought, acceptance of elections and seeing them as solutions, understanding of the need for organisation, becoming democracy as a way of life, cooperation and sharing, and prioritising the interests of the community (Yildirim & Turkoglu, 2017).

Meanwhile, Groot (2011) describes the prerequisites elements for democratic citizenship, namely (1) reflection and moral sensitivity, reflected in a deep understanding of the value of democracy and diversity in the personal and social; (2) capacity, reflected in confidence in internal and external capabilities; (3) active relationship, reflected in commitment and connection; (4) willingness to change, reflected in an open mind, critical, and; (5) ability to engage in dialogue, reflected in empathy, dialogical competence.

The importance of understanding democracy reflected in the behaviour of citizens becomes an inseparable part of the progress of the state's social order. Research on democratic behaviour has been carried out by hundreds and perhaps thousands in various parts of the world. For example, in Indonesian context, which adheres to a democratic system in its government (Irawan, 2016), researchers have also attempted to contribute to the study on democratic behaviour of its citizens. One of several studies that has attracted the attention of researchers is for example Blackburn (1994), with a study of the implications of democracy for women in Indonesia. Blackburn's (1994) research discussing the differences between practical and strategic gender interests by comparing the liberal democracy and New Order eras shows the difference in the track records of the two regimes; where the new order opens up more women

involvement to have a room and space to pursue strategic and practical interests, including holding strategic positions in a number of government and private sectors. Another study from Mutaqin et al. (2017) found that there is a gap between the ideals of a written constitution and its reality, as demonstrated by the failure of Indonesian democracy to protect human rights, which is referred to as the lack of statehood—the ability of the state to plan and implement policies and enforce laws (Fukuyama, 2005). Moreover, Fuad's (2014) research reported that the community's perception relatively differed from the executive's election as some viewed the presidential election is not only a matter of economic and political calculations; it will be more of a cultural event. In these conditions, ethical values such as candidate politeness become the primary consideration for voters to vote.

From several studies above, researchers viewed a lack of discussion of measuring tools about democracy, especially democratic behaviour associated with citizenship. For example, Mappiasse (2006) has developed a democracy measuring instrument, only focusing on the democratic climate in educational activities. Therefore, researchers are interested in implementing measurements of democratic citizenship behaviour adapted and modified from the Yildirim & Turkoglu (2017) scale. Although Yildirim and Turkoglu (2017) apply it in the world of education, looking at the edited language on the item, this measuring tool can be tried on all Indonesian citizens. The lack of research on democratic attitudes for Indonesians is one thing to highlight. Much literature emphasises that democratic attitudes are viewed from social and political science-based research. Research on democratic attitudes should enter the realm of psychology, which includes social and political psychology themes, due to the lack of literature discussing democratic attitudes on psychological variables in Indonesia. Researchers review that the scale created by Yildirim and Turkoglu (2017) is a potential scale for further social and political psychology research. The results of this study are expected to positively contribute to the continuity of democracy in Indonesia, especially in behavioural measurement.

Adaptation of the Indonesian Democratic Citizenship Attitude Scale

The Democratic Citizenship Attitude Scale was developed by Yildirim & Turkoglu (2017), which contains 29 items and consists of 6 aspects, namely, democratic culture, democratic rights and equality, duties and responsibilities, democratic participation, global citizenship, and citizenship values. Adaptation of the Democratic Citizenship Attitude Scale is carried out through a process that meets the standards set by the ITC Guidelines for Translating and Adapting Tests (2018). The English version of the Democratic Citizenship Attitude Scale was translated into Indonesian by translators from the Election Education Network for the People (JPPR), who have special qualifications in foreign language translation.

Table 1. Item Blueprint

Dimmension	No	Wording
Democratic Culture (DC)	Item 1	Saya berprasangka buruk terhadap orang yang berbeda agama
	Item 2	Saya berprasangka buruk terhadap orang-orang yang memiliki latar belakang etnis yang berbeda
	Item 3	Para pemimpin politik harus memberikan hak istimewa kepada kerabat mereka
	Item 4	Meskipun pejabat pemerintahan membuat keputusan yang salah, dukungan setiap warga negara harus terus dilakukan
	Item 5	Mereka yang kaya harus memiliki lebih banyak kekuatan politik dibanding yang lain
	Item 6	Perempuan tidak boleh terjun ke dunia politik
	Item 7	Sistem peradilan tidak boleh terpengaruh oleh politik
Democratic Rights and Equality (DRE)	Item 8	Setiap Individu memiliki hak yang sama
	Item 9	Laki-laki dan perempuan adalah setara
	Item 10	Setiap individu memiliki hak suara yang sama

Dimmension	No	Wording
Duties and responsibilities (DR)	Item 11	Setiap individu harus berkontribusi terhadap identitas kebangsaan dengan melindungi budayanya sendiri
	Item 12	Setiap individu bertanggung jawab untuk menjaga dan melindungi kelestarian alam dan budaya bangsa
	Item 13	Setiap individu harus bertanggung jawab atas dirinya dan komunitasnya
	Item 14	Warga negara yang baik harus secara sukarela mengambil bagian dalam pelayanan kepada masyarakat
Democratic Participation (DP)	Item 15	Warga negara yang baik harus menjunjung tinggi hak asasi manusia
	Item 16	Warga negara yang baik harus berpartisipasi dalam melindungi lingkungan
	Item 17	Warga negara yang baik harus berpartisipasi dalam kritik damai terhadap keputusan pemerintah yang salah
	Item 18	Pemerintah memiliki tanggung jawab untuk memberikan jaminan pekerjaan kepada setiap warga negara
Global Citizenship (GC)	Item 19	Jika ada kesempatan, saya akan mengikuti acara internasional terkait dengan praktek demokrasi
	Item 20	Saya mengikuti perkembangan politik internasional
	Item 21	Saya mengambil bagian dalam pelayanan masyarakat sebagai tanggung jawab kewarganegaraan
	Item 22	Saya berpartisipasi aktif dalam praktik demokrasi di masyarakat
	Item 23	Jika ada kesempatan, saya akan berkomunikasi dengan orang-orang dari negara lain membicarakan praktek demokrasi
	Item 24	Jika ada kesempatan, saya akan berpartisipasi dengan kelompok orang dari berbagai negara untuk kemajuan demokrasi
Citizenship Value (CV)	Item 25	Saya selalu menempatkan diri saya di posisi orang lain sebagai cara saya untuk menghormati
	Item 26	Saya menghargai adanya perbedaan pendapat
	Item 27	Saya menghormati orang lain jika berbicara menggunakan bahasa daerahnya
	Item 28	Perbedaan budaya adalah kekayaan suatu bangsa
	Item 29	Saya melihat diri saya sebagai warga dunia

Methods

Participant

The sample in this study consisted of 737 participants from various elements of society throughout Indonesia, with an age range of 17 – 80 years (mean age = 38.60; SD = 10.37). The sample consisted of 533 males and 204 females. Table 2 provides the characteristics of the sample.

Table 2. Characteristics of the Sample

Variable		Frequency	Percent
Educational Level	Bachelor	434	58.6
	Master	157	21.2
	Doctoral	9	1.2
	High-school	140	18.9
Religion	Budha	1	0.1
	Hindu	49	6.6
	Islam	518	70.0
	Katolik	34	4.6
	Konghucu	1	0.1
	Protestan	137	18.5

Variable		Frequency	Percent
Occupation	Private Sector	358	48.4
	University Student	74	10.0
	Civil Servant	63	8.5
	Educator	89	12.0
	Entrepreneur	156	21.1
Income	Rp 5 million - Rp10 million	155	20.9
	> Rp10 million	182	24.6
	< Rp 5 million	403	54.5
Domicile	Jawa - Madura - Bali	259	35.0
	Kalimantan	45	6.1
	Lainnya	159	21.5
	Sulawesi	115	15.5
	Sumatra	162	21.9
	Total	740	100.0

The administration of data collection was carried out through online invitations distributed through social media. Then, all respondents were asked for approval through a digital form, stating that the respondent's participation is voluntary with no compensation, and the respondent has the right to stop at any time. The respondent's data was agreed to be kept confidential, and only characteristic data were reported for research purposes.

Factor Analysis

This study uses a factor analysis approach to determine the number of factors (exploratory) and confirms the unidimensionality of these factors (confirmatory) (Wang & Wang, 2019). Confirmatory factor analysis (CFA) is often used as a general method for evaluating the factor structure of a theory. It evaluates the number of factors and their load factors (Harrell-Williams & Wolfe, 2013). Many studies use CFA by treating ordinal data (e.g., Likert) like continuum data. Indeed, the treatment of ordinal data should differ from that of continuum data, and Item Factor Analysis (IFA) is a solution in which a threshold is included in the estimate (Cai, 2010; Forero et al., 2009).

The use of the Item Factor Analysis method is carried out by looking at the statistical fit index, including root mean square error of approximation (RMSEA), comparative fit index (CFI), Tucker-Lewis Index (TLI), standardised root mean square residual (SRMR), and chi-square (χ^2). The standards in the fit index in this study were RMSEA < 0.060 (Browne & Cudeck, 1992; Hu & Bentler, 1999; West et al., 2012), CFI and TLI > 0.95 (Hu & Bentler, 1999), SRMR < 0.080 (Wang & Wang, 2019). All analyses use SPSS ver 25 and the M-Plus 8.4 program. IFA parameter estimation uses the weighted least squares means and variance-adjusted estimation (WLSMV).

Reliability

The scope of this analysis extends beyond merely assessing the validity of scale adaptation; it also encompasses evaluating reliability as a crucial factor in enhancing the scale's quality. Validity and reliability, while distinct concepts, are inseparably integral to the rigor of measurement and assessment. Validity is related to what will be measured and how well the instrument measures it while reliability depends on how much random errors can be controlled.

In testing reliability, we did not employ Cronbach's alpha as it was known to have strict assumptions regarding its use, such as it being unidimensional and parallel or at least tau equivalent. Researchers often do this by juxtaposing Cronbach's Alpha with Confirmatory Factor Analysis to improve the quality of

the instrument, even though this is inadequate (Fornell & Larcker, 1981). Meanwhile, Sijtsma (2009) stated that alpha was often referred to as the internal conclusion of the consistency of the test, not the estimation of reliability, but rather that alpha had no relationship with the internal structure of the test.

We chose construct or composite validity from Raykov (1997) to estimate the reliability score. However, some experts, such as Umar (2018), stated that there is no difference between the alpha coefficient and the construct reliability. However, we can at least provide a better reliability score report than construct reliability, where the estimate is taken from standardised factor loadings used to estimate the reliability of the results.

Results and Discussion

Results

Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) was conducted to see the structure of factors related to measuring instruments, then reapplied to the Indonesian sample. Rotation was carried out using direct oblimin following previous research by Yildirim and Turkoglu (2017) to determine the number of factors. The EFA results found that six factors had eigenvalues above 1, with the Kaiser-Meyer-Olkin (KMO) test of 0.924, indicating that the sample was suitable for the factor.

Figure 1 showed the minimum difference in steepness at point 6. Point 6 is the last point with an eigenvalue above 1. Then, there is a restructuring of the item components concerning their factors. This change was made possible due to differences in understanding of democracy in the country of origin of the test development (Turkey) and Indonesia.

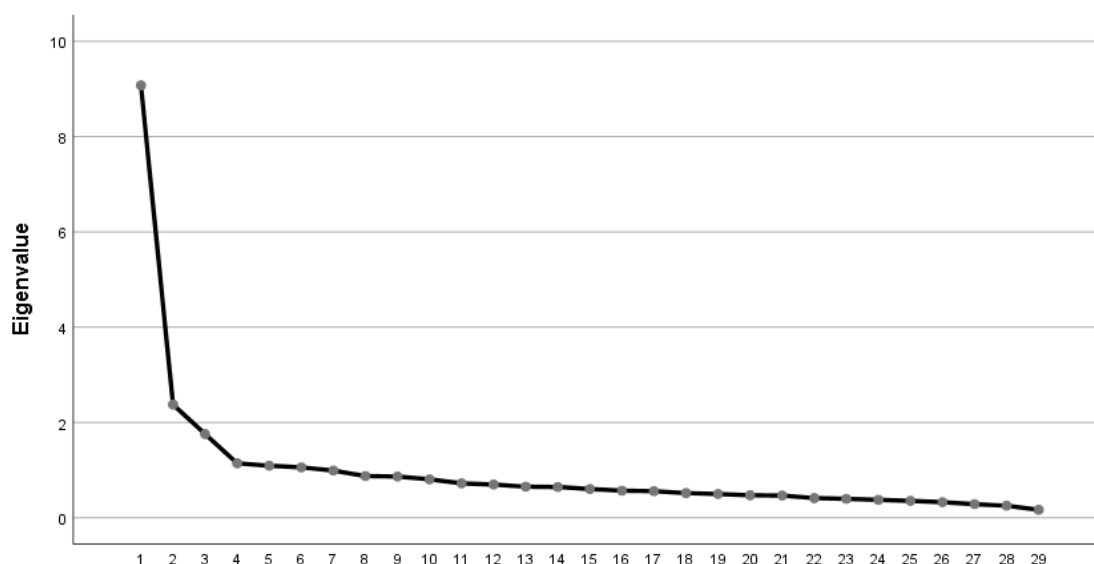


Figure 1. Scree Plot

Table 3. Pattern Matrix

Item	Duties and responsibilities (DR)	Democratic Culture (DC)	Global Citizenship (GC)	Democratic Participation (DP)	Citizenship Value (CV)	Democratic Rights and Equality (DRE)
Item 11	.672	-	-	-	-	-
Item 12	.663	-	-	-	-	-
Item 13	.737	-	-	-	-	-
Item 14	.684	-	-	-	-	-
Item 15	.551	-	-	-	-	-
Item 16	.537	-	-	-	-	-
Item 1	-	.793	-	-	-	-
Item 2	-	.780	-	-	-	-
Item 6	-	.587	-	-	-	-
Item 9	-	.362	-	-	-	-
Item 19	-	-	.687	-	-	-
Item 20	-	-	.655	-	-	-
Item 21	-	-	.581	-	-	-
Item 22	-	-	.697	-	-	-
Item 23	-	-	.820	-	-	-
Item 24	-	-	.750	-	-	-
Item 3	-	-	-	.558	-	-
Item 4	-	-	-	.799	-	-
Item 5	-	-	-	.589	-	-
Item 17	-	-	-	.372	-	-
Item 25	-	-	-	-	.677	-
Item 26	-	-	-	-	.367	-
Item 27	-	-	-	-	.755	-
Item 28	-	-	-	-	.434	-
Item 29	-	-	-	-	.532	-
Item 7	-	-	-	-	-	.760
Item 8	-	-	-	-	-	.525
Item 10	-	-	-	-	-	.480
Item 18	-	-	-	-	-	.380

In Table 3, which can be found using an EFA analysis, items 3, 4, 5 and 7 are no longer part of a democratic culture. Items 3, 4, and 5 have a greater loading factor on the democratic participation factor, and item 7 has a loading factor on the Democratic rights and equality factor. Item 3 is the one which reads: "Political leaders should give privileges to their relatives", wherein Indonesia has no understanding of democratic culture and is therefore not a democracy as a whole, but a democracy that is not a democracy and is therefore not a democracy at all. The phrase "given privileges" is understood as "participation", not "culture" by Indonesians (Hadiz, 2004). Before 1945, Indonesia did not adhere to a democratic political system, but it did have a democratic political system based on the rule of law. The conditions of Indonesian society revolved around obedience to kings and landlords so that feudalism flourished in Indonesia in the 19th century and became a dominant force in the country's economy. Moreover, as colonialists, the Dutch collaborated with kings in Java (Pauker, 1958).

Then, item 4 is unfavourable with the statement "Although government officials make the wrong decision, the support of every citizen must continue to be carried out" is included in the democratic participation factor in the understanding of respondents in Indonesia. "Support" referred to in the sentence refers to preserving democracy by participating in its participation in maintaining it. Furthermore, item 5 is not much different from items 3 and 4, where the Indonesian people see "political power" more in "practice" regarding what individuals have done in politics and how that has affected their lives. On the other hand, item 1, "I am prejudiced towards people who have different religions", is considered purely a democratic form of culture for Indonesian society because it is not tied to the use of political power like items 3, 4 and 5 of the Indonesian Constitution. Meanwhile, in Item 7, this item is stated as part of the cause of equality and democratic rights for all citizens. Equality and democratic rights should be considered unaffected by certain political forces (Ingham, 2022).

For item 9, the factor load is greater in democratic cultures. This is in line with the understanding of Indonesians that part of the culture of democracy is equality for women and men (Aspinall et al., 2021). An example is the Indonesian people's memory when Megawati Soekarno Putri became the President of Republic of Indonesia in 2004. We know that items 15 and 16 on the Yildirim and Turkoglu (2017) scale focus on the Democratic participation factor. Meanwhile, two items were added to the Duties and Responsibilities category when adapted to Indonesian context. The sentences "acts to improve human rights" and "acts to protect the environment" are considered the citizens' responsibility and obligation.

Another exciting thing in item 18, favourable to the sentence "The government has a responsibility to provide job security to every citizen," is included in democratic rights and equality dimensions. The government's "responsibility" to provide job security is the right of citizens of the democratic system adopted in Indonesia. The results of analyses with EFA show that not all items follow the factors considered when adaptation is carried out. The fundamental difference is our understanding of the Indonesian citizenry regarding political participation and political culture. The patterns change when the items are applied to the actual factors, although the eigenvalues still refer to the five factors. Changes in the pattern of items that are different from the previous factor are caused by differences in cultural backgrounds between Turkey and Indonesia (Valenti et al., 2022).

Item Factor Analysis

After finding the factor structure through exploratory factor analysis (EFA), this study continued by confirming the existing six dimensions and whether it was proven unidimensional for each item.

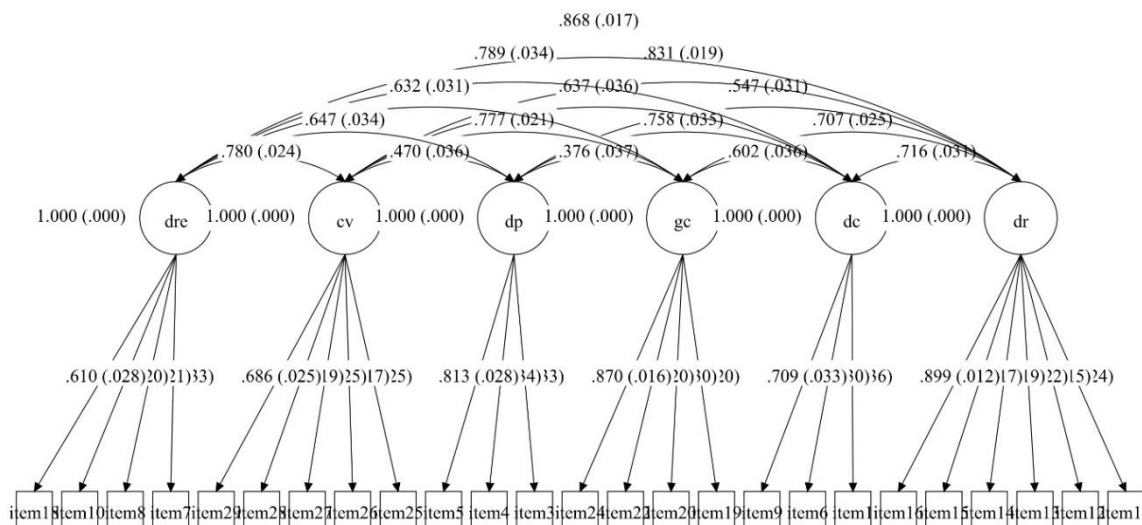


Figure 2. Factor Loading Diagram

Before analysing the fit of the items, this study begins by justifying the fit of a model. When we referred several fit indexes, we obtained several items to remove due to high residual correlation; These items are item 2, item 17 and item 21. A high residual correlation indicates a violation of the assumption of local independence, where pairs of items have a general similarity compared to other similar items (Marais, 2013). As obtained in the analysis results, item 2, which reads, "I am prejudiced towards people who have a different ethnic background," has a high correlation with item 1, "I am prejudiced towards people who have a different religion", which is shown by a high correlation in item pairs. However, we chose to delete item 2 because it highly correlates with the other items in our collection. Likewise, item 17 and item 21 have a high correlation with other items.

This model gains a fit to the model tested on all six dimensions by deleting items to avoid violating local independent assumptions. First, we refer to chi-square = 918.294 df = 260, *p*-value > .0000; chi-square is significant, which means the model does not fit the data. Moreover, the significance of the chi-square does not always indicate a bad model for the chi-square is very sensitive to the sample (Wang & Wang, 2019), and a fit index is needed to test whether a model is good or bad. Therefore, we needed a different model fit index to see how the model fits with that data. One of the most popular fit indices accompanying the chi-square is the RMSEA—though is not a statistical test but a derivative of the chi-square. Meanwhile, the other fit indices are subjective support indices that some psychometric experts consider important. This study found RMSEA = .054 < .060, SRMR = .048 < .080, CFI and TLI 0.962 > .956 > .090. We can conclude that the model fits the data we are looking for.

Table 4. Factor Correlation Matrix

	DR	DC	GC	DP	CV	DRE
DR	1					
DC	0.841	1				
GC	0.806	0.729	1			
DP	0.663	0.874	0.49	1		
CV	0.915	0.781	0.876	0.591	1	
DRE	0.948	0.908	0.754	0.765	0.884	1

Table 5. Factor Loading

Factor	Item	Standard Loading Factor (SLF)	Standard Error (SE)	T-Value	P-Value
DR	Item 11	0.669	0.024	27.864	0.00
	Item 12	0.889	0.015	57.577	0.00
	Item 13	0.730	0.022	33.446	0.00
	Item 14	0.755	0.019	40.066	0.00
	Item 15	0.881	0.017	51.578	0.00
	Item 16	0.899	0.012	74.138	0.00
DC	Item 1	0.637	0.036	17.488	0.00
	Item 6	0.709	0.030	23.267	0.00
	Item 9	0.709	0.033	21.432	0.00
GC	Item 19	0.838	0.020	41.770	0.00
	Item 20	0.627	0.030	20.659	0.00
	Item 22	0.829	0.020	41.529	0.00
	Item 24	0.870	0.016	53.367	0.00

Factor	Item	Standard Loading Factor (SLF)	Standard Error (SE)	T-Value	P-Value
DP	Item 3	0.809	0.033	24.721	0.00
	Item 4	0.523	0.034	15.449	0.00
	Item 5	0.813	0.028	29.087	0.00
CV	Item 25	0.621	0.025	25.283	0.00
	Item 26	0.861	0.017	49.810	0.00
	Item 27	0.631	0.025	25.089	0.00
	Item 28	0.875	0.019	45.641	0.00
	Item 29	0.686	0.025	27.395	0.00
DRE	Item 7	0.504	0.033	15.411	0.00
	Item 8	0.851	0.021	39.734	0.00
	Item 10	0.850	0.020	41.707	0.00
	Item 18	0.610	0.028	21.456	0.00

After getting the fit model, the next step is to see whether the factor loading contribution is significant. Standardised factor loading measures how long an item takes to be a factor. Especially when the value of the factor load has been standardised, the value can be compared between items. Stevens (2002) advocates for a minimum standardized factor loading of above 0.4 to enable meaningful interpretation of a variable's contribution, whereas Wei & Nguyen (2020) propose a more rigorous criterion, suggesting a threshold value above .5 for standardized factor loadings.

Table 5 shows that each significant item measures its factor with a p -value $<.001$, and all have a standardised factor loading of $>.5$. The factor load ranges between .504 and .899 with a positive direction, indicating that the items are valid for measuring factors or dimensions (Knekta et al., 2019). The correlation between factors can be seen in Table 4, where each correlates with a range of 0.49 – 0.948. This finding shows a high and positive relationship between factors to explain a general factor called democratic citizenship.

Reliability

In our reliability tests, we had a score of .97. This score has a value above .70, which refers to the reliability score of Nunnally and Bernstein (1968). This score indicates that the scale has an adequate level of precision.

Discussion

This study aimed to adapt and validate a measuring instrument on democratic attitudes within a sample of Indonesian society. Before discussing this, the idea of developing democracy became more mature in the 19th and 20th centuries, especially among European nations. Indonesia's founding founders, such as Muhammad Hatta, studied the concept of democracy in the Netherlands, and of course, the concept of democracy is close to opposition to colonialism. At the same time, Soekarno learned it from books that discussed democracy and the rejection of the colonial system. On this basis, democracy is an essential topic of discussion in Indonesia, where it is a key issue. Indonesia has a long history of building a democratic system; after hundreds of years of struggling as a victim of colonialism and a system of feudalism, in 1945, Indonesia became independent. Democratic politics in Indonesia began to develop with various debates about democracy and some additional labels for democracy, such as guided democracy (Hara, 2001).

However, the political journey of democracy in Indonesia is still challenging (Mariana & Husin, 2017). Democracy is not only about political history but also about the democratic attitude that awards it. This

attitude is reflected in democratic culture, democratic rights and equality, duties and responsibilities, democratic participation, global citizenship, and citizenship values. Still, not everyone does understand democracy from a psychological point of view. For them, democracy is only related to politics (Choi, 2009).

Since Indonesia let go of the Soeharto regime for 32 years, democracy is no longer seen as mere politics (Kawamura, 2019). Democracy is included in the quality of life of the people (Ariely & Davidov, 2014), and has even become a way of life (Ayse, 2018). Those who are democratic in their behaviour can be described as individuals who respect human rights, have positive values within themselves and accommodate these positive values (Kula & Aytac, 2022). It is fundamental to our democracy that democracy requires experience. It is challenging to expect society to act democratically if it cannot find conditions in its personal and social spheres to feel and practice the values and principles taught in democratic nuances (Sisman, 2018).

Judging from these positive effects, it is important to adapt the instruments used in this study. Instruments or scales can be used as a measurement reference to understand the highs and lows of a person's democracy, especially when the adaptation of this instrument has passed tests that are under psychometric principles of democratic attitudes. The analysis results also do not necessarily follow the original instrument, as the original Democratic Citizenship Attitude Scale from Turkey, which is being adapted and restructured with the Indonesian context. Indonesia has a different democratic culture than Turkey, and of course, the views on democracy that emerge will also be different.

The dimensions of the instrument are determined by six factors, including whether there is a change in the pattern or structure of the items regarding the factors; for example, the word "given privileges" is not cultural participation but political participation. In addition, the term "support" is more sensitive to participation than to culture or, more specifically, to political power, as the item reads, "Although government officials make the wrong decision, the support of every citizen must continue to be carried out".

Some items were removed for violating certain assumptions in the validity tests: Violation of the assumption cannot be tolerated because it is related to local independence. After several observations, the model being tested will fit the data, and all items have valid factor loads and can be used to measure a person's democratic attitude through factor score extraction. As a comparison, the original Democratic Citizenship Attitude Scale provided a fitting model basis for the data used in the original study. The reliability used uses Cronbach's alpha, each calculated per dimension with a range from 0.60 to 0.79, where some of the dimensional calculations of the reliability score are below 0.70. Another instrument that measures democratic attitudes is the Democratic Behaviour Scale from Kükürtcü et al. (2021). The instrument consists of three dimensions, namely Knowing Rights, Autonomous Behaviours and Democratic Behaviours, with 52 items, each consisting of a total of 38 items, with nine items in the Knowledge of Rights sub-dimension, ten items in the Autonomous Behaviours sub-dimension, and 19 items in the Democratic Behaviours sub-dimension.

The instrument was tested using confirmatory factor analysis, which obtained a fitted model based on the data and a Cronbach alpha of 0.98. However, all analyses on the two scales used a linear confirmatory factor analysis technique. There is no further explanation regarding its use, even though the ordinal Likert scale is challenging to do with a linear approach, which causes the results of the analysis to be biased. However, there is no report on the normality of the scores for each item, which indicates that the use of linear confirmatory factor analysis is allowed.

Finally, this validated measuring tool can contribute to various elements of Indonesian society in understanding a person's democratic attitudes. Stakeholders can use this instrument as a reference to see how effective the democratic attitudes of Indonesian citizens have been. If that is the case, there will be policies that can address the underlying democratic attitudes of Indonesian citizens, including those of the Indonesian people.

Conclusion

There are still restrictions, such as assessing differential item function, even if the measuring instrument in this study has been modified using methods that align with psychometric principles. The phenomenon known as differential item functioning (DIF) describes how item answers connect to the latent variable differently in various groups. We are aware that DIF can lead to the failure of measurement invariance, which results in a scale's measurement characteristics not being constant across diverse groups of people. For this measuring instrument to deliver accurate results in the future, more testing is required, particularly utilising more sophisticated statistical techniques.

This study shows exemplary results of translation, cross-cultural adaptation, and psychometric properties in measuring Indonesian people's democratic attitude. This research has potential and can become a reference for researchers, especially in social and political psychology, to research possible theories in the future. In addition, this research can also be a model to help change policies in political campaigns and contests both in Indonesia and in other countries that have the same political situation in Indonesia.

From this study, it can be stated that democratic attitudes are fundamental in Indonesian society to enliven democracy. However, as a step to ease the course of the political situation in Indonesia, the validation of this instrument is sufficient to contribute to assisting the government in launching political contestation. As a future recommendation study, the construct should be viewed by validating it using other techniques, such as the Rasch model or item response theory, which are expected to provide more comprehensive information regarding these psychological instruments in Indonesia.

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Conflict of interest

There is no competing interest in writing this research, from financial to personal relationship relevant to this research.

Author Contribution

Wahyu Syahputra: Conceived and designed the study; performed the study; analyzed and interpreted the data; contributed reagents, materials, analysis tools or data; and wrote the paper. Devie Yundianto: Contributed reagents, materials, analysis tools or data; and wrote the paper. Baydhowi: Conceived and designed the study; analyzed and interpreted the data. nurlia dian paramita: conceived and designed the experiments; and wrote the paper.

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