Adaptation of the Self-Compassion Scale for Youth (SCS-Y) in Indonesian Schools: Analysis with the Rasch Model

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Abstract
Self-compassion is one of the variables that is crucial for teenagers in responding to failure and psychological stress in a way that is adaptive. The instrument's appropriate measurement with context language and Indonesian teenagers' culture is still limited. Research: This aim tests the psychometric properties of the Self-Compassion Scale for Youth (SCS-Y) version Indonesian through the approach of Rasch modeling, including item fit, unidimensionality, and item and person reliability. Research involving 360 selected junior high school and senior high school students from the West Java and Sulawesi regions through purposive sampling. The research process consists of two phases, namely adaptation across cultures and testing psychometrics using the Rating Scale Model with the help of the software Winsteps. Research results show that structure category scale response functioning optimally without disordered threshold, all 17 items instrument declared fit with the Rasch model without There is necessary items dropped, instrument show adequate unidimensionality (raw variance explained by measures = 34.2%; unexplained variance in 1st contrast = 11.3%), as well as excellent item reliability (0.99) and adequate person reliability (0.76–0.80) with good internal consistency (Cronbach's Alpha = 0.78). Findings: This proves that the SCS-Y version in Indonesian is a valid and reliable instrument for measuring self-compassion of Indonesian adolescents, so that it can be used as a tool for assessment in service guidance and counseling in schools, especially for needs screening of psychologically needy students and designing intervention programs based on empirical data.

1. Introduction

Adolescence is a period of crucial marked development with various demands. In this period, one of them was marked by improved sensitivity to the influence of the environment (Branje et al., 2021; Sisk & Gee, 2022). Vulnerability to internal pressure in adolescents own correlation strong with assessor self negative impact on patterns maladaptive thinking such as rumination, criticism destructive self, as well as afraid will evaluation negative (Poh et al., 2021; Schweizer et al., 2021). Fulfilling parental expectations that trigger fear will lead to negative evaluation and decrease the self-esteem of the student (Atmaca & Ozen, 2019; Dong, 2024). This demands the individual's own capacity regulations, emotional use guard welfare psychological framework. Guidance and Counseling in Indonesia, the development aspect of emotional maturity is a foundation essential for independent students.

Variables that protect teenagers from responding to failure with suffering, with an attitude of support, are self-compassion (Neff, 2003; Neff, 2023). Although draft self-compassion has been extensively studied, there is a need for instruments that are specifically designed for characteristics of teenagers, language, and culture (Haynes et al., 2026). Neff has developed a tool to measure the self-compassion scale for Youth (SCS-Y) in English, but the suitability of the culture and language is still required. In line with the view Reba-Harrelson and Martell (2013) that customized instruments , in a way, culture and linguistics are very important for evaluation, validity, applicability, and psychological reliability. Adaptability cross-cultural instrument psychology to in Indonesian need proof empirical to ensure each item is relevant to the local social culture of teenagers. Therefore, the use of the Rasch model becomes very relevant. In this study, this use serves to provide greater validity and reliability for the objective.

In Indonesia, efforts to adapt the SCS-Y into Indonesian have been undertaken by Amaliah et al. (2024) and Ramadhan et al. (2024), which provide an important foundation for the availability of this instrument in the

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Indonesian context. However, both studies still have limitations in scope, both in terms of population and geographic area studied, so the generalization of the results to the wider Indonesian adolescent population still needs to be strengthened through testing on a more diverse sample. This study provides novelty by expanding the scope of the testing area that has never been done before, namely covering two regions with different geographical and cultural characteristics (West Java and Sulawesi) and two levels of education simultaneously (Junior High School and Senior High School). Thus, it is hoped that it can provide more representative and comprehensive psychometric evidence regarding the function of the SCS-Y in Indonesian adolescents. The Rasch model offers significant benefits compared to classical test theory (CTT). The classic CTT offers simplicity and accessibility, but no own interval scaling and independence sample (Frey, 2017). Rasch model, form-specific from theory Item Response (IRT), appears as a proven alternative to increase results in psychometrics especially in context testing, adaptive, and environmental clinical or complex education (Storey, 2022).

Based on the background, the research question addressed in this study is what are the psychometric characteristic of the Indonesian version of the Self-Compassion Scale for Youth (SCS-Y) using a Rasch modelling approach? In line with this research question, the objective of this study is to examine the psychometric properties of the Indonesian version of the SCS-Y, the accuracy of the rating scale function, item-person fit, unidimensionality, and the reliability of both items and persons, among junior and senior high school students In two regions with distinct geographical and cultural characteristics, namely West Java and South Sulawesi, thereby extending the scope of previous validation studies that have been limited to a single population or region. Thus, it provides an accurate measurement standard for researchers and guidance and counseling practitioners who assess adolescent well-being and serves as an empirical basis for designing guidance and counseling interventions that are appropriate to students' developmental needs.

2. Method

2.1. Research Design

Study This constitutes studies adaptation-focused psychometrics cross-cultural and psychometric property testing Self-Compassion Scale for Youth (SCS-Y) instrument version Language Indonesia. The approach used is quantitative, where empirical data is collected and analyzed using statistical procedures. The study of psychometrics was chosen because, in accordance with objective research, namely, to produce an instrument that is valid, reliable, and an appropriate measurement used in the population of Indonesian teenagers.

Data collection was carried out using a cross-sectional design, namely data collected at the same time from all participants. This design was chosen because psychometric property testing of instruments at the stage of validation begins. No need for measurement to be repeated, but enough with one representative data collection from the population target (Creswell, 2015; Gravetter & Wallnau, 2017). Cross-sectional designs are also seen as efficient in terms of time and resource power, without sacrificing data quality.

2.2. Rasch Analysis Model

Testing psychometrics in the second phase was done using Rasch analysis with the Rating Scale (RSM) model. The selection of RSM is based on the characteristics of the SCS-Y instrument that uses a response format of a uniform five-point Likert scale across all items, so that all items are assumed to share the same response structure category (Bond, 2015). Rasch analysis was chosen compared to the Classical Test Theory (CTT) approach because of a number of fundamental reasons. First, produce estimation of parameters of items and persons that are independent of each other (item-free person measurement and person-free item calibration) (Bond, Yan, & Heene, 2020). Second, convert ordinal data into interval scale in logit units so that allows comparison more accurate; (3) evaluate suitability each item individually through infit and outfit statistics (Boone et al., 2014; Linacre, 2002) and the analysis used the device software Winstep.

2.3. Participants

Study This involving 270 participants from 10 educational institutions, medium upper, and Madrasah Aliyah, and secondary education first, and Madrasah Tsanawiyah. Determination of sample size in the study. This is based on recommendations for needs analysis Rasch, namely a minimum sample of 150 respondents, to produce stable item parameter estimation with precision ± 0.5 logit at the level of 99% confidence (Linacre, 2002). The sample was chosen through the purposive sampling method. This allows researchers to choose appropriate participants for objective research and represent the targeted geographical areas, namely West Java and South Sulawesi. The selection of this region is based on diversity, geographical and cultural, as well as the availability of educational institutions. Table 1 contains demographic information about participants involved.

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Table 1. Demography of the Participants

Profile Demographics	Category	Frequency	Percentage
Sex	Man	108	40.00
	Woman	162	60.00
Levels School	Junior High School	28	10.37
	Senior High School	242	89.63
Group Age	Under 17	107	39.63
	Over 17	163	60.37

Table 1 presents the demographic characteristics of the research participants. Based on gender, the majority of participants were female (n = 162; 60.00%), while 108 participants were male (40.00%). In terms of educational level, the majority of participants were from Senior High School with 242 students (89.63%). In comparison, participants from Junior High School numbered 28 students (10.37%). By age group, 163 participants (60.37%) were over 17 years old, while 107 participants (39.63%) were under 17 years old. Overall, these demographic characteristics indicate that the research participants were predominantly female high school students aged 17 and above. Therefore, caution is needed when interpreting the generalization of the research results to junior high school students, whose proportion is relatively smaller.

2.4. Research Instruments

Adaptation: The Self-compassion Scale-for Youth (SCS-Y) is based on the grand theory by Neff et al. (2021). Evaluation scale by population target, translation back, and trial studies. Details of the item distribution within each dimension are presented in Table 2.

Table 2. Components Self-Compassion Scale-for Youth (SCS-Y)

No	Aspect	Favorable Items (Positive)	Unfavorable Items (Negative)	N
1	Self-Kindness	1, 9, 15	-	3
2	Self-Judgement	-	3, 7, 12	3
3	Common Humanity	4, 8, 13	-	3
4	Isolation		2, 10, 16	3
5	Mindfulness	6, 11, 17		3
6	Over-Identification		5, 14	2
Total				17

Table 2 presents the instrument used in this study was the Self-Compassion Scale for Youth (SCS-Y), developed by Neff et al. (2021) based on the grand theory of self-compassion (Neff, 2003). The SCS-Y was specifically designed to measure self-compassion levels in adolescents, taking into account cognitive capacity and language complexity appropriate for this age group. The Indonesian version of the SCS-Y consists of 17 items measuring six aspects of self-compassion, divided into three main dimensions: (1) Self-Kindness, which contrasts with Self-Judgment; (2) Common Humanity, which contrasts with Isolation; and (3) Mindfulness, which contrasts with Over-Identification.

2.5. Research Procedure Study

This was implemented in two sequential and interconnected phases. Phase First is adaptation across cultures, which aims to produce an Indonesian version of the SCS-Y instrument. Phase This refers to the modified Beaton et al. (2000) procedure, which has become three core stages, namely: stage translation, expert judgment for test validity content instruments, as well as readability tests to ensure clarity of instrument language for target respondents. Simplification Steps refer to the study by Epstein et al. (2015), who emphasized that validation of experts and trials directly to the target population is crucial in the adaptation of the instrument. Phase two is testing psychometrics, which aims to evaluate the quality of structural items on the scale in a way that quantitatively uses Rasch analysis (Bond et al., 2020).

2.6. Data Analysis

First, expert judgment by experts, next Evaluation psychometrics instrument use Winstep statistics application For evaluate aspects certain For evaluate quality instruments, namely: (1) Item fit is evaluated using infit and outfit mean square (MNSQ) statistics with MNSQ value is accepted (0.5<MNSQ) <1.5), and standardized fit statistic (ZSTD) value with value (-2.0<ZSTD + 2.0) (Bond, 2015); Point measure correlation value (Pt Mean Corr) is accepted (0.4<Pt Measure Corr < 0.85). (2) Dimensionality, dimensions instruments are also analyzed to evaluate to what extent the instrument measures the desired goal (minimum raw variance explained by measures 20%, if >40% better, and >60% special), as well as other aspects in measure dimensions unexplained variance in 1st, which ideally does not exceed 15% (Sumintono & Widhiarso, 2015). (3) Person and Item Reliability, value Alpha Cronbach For measure reliability interaction between person and item overall, with criteria (<0.67 bad); (0.5-0.6: bad); (0.6-0.7, sufficient); (0.7-0.8, good); (>0.8, good once), and Person and

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item reliability values (0.67, weak); (0.67 – 0.80: sufficient); (0.8 – 0.90, good); (0.91-0.94, good once); and (0.94, special) (Sumintono & Widhiarso, 2015).

3. Results and Discussion

3.1. Results

3.1.1. Adaptation Results of the Indonesian Version of SCS-Y

At the stage of translation, the original SCS-Y instrument by Neff et al (2021) was translated from English to Indonesian, the result of which was then synthesized into one draft beginning with a 17-point news statement. The draft results translation was furthermore checked through an expert judgment process involving 2 experts in the fields of statistics and guidance and counseling. The experts assessed the construct of self-compassion in a draft. This, in a way, is already fulfilled with good. However, there are some suggestions for improvement and recommendations covering editorial grains that still refer to the instrument's original. Besides that, experts find that the use of the word attitude in the item assessed is unnecessary and potentially blurs structured sentences, and the arrangement of sentences in accordance with the rules Subject-Predicate-Object-Adverb. Besides that, choice Answers five-point scale are adjusted to be more Indonesian, simple, and familiar to students, without changing the amount or ordinal structure of the original categories. Next, the results of the readability test (pre-testing) involving 9 students as respondents show that most of the statements on the Indonesian SCS-Y instrument can be understood well. Of the 17 items tested, 9 of them get no note, while 8 others (2, 3, 6, 7, 9, 10, 13, and 16) get input related to the clarity of language and meaning. This is in line with Sousa and Rojjanasrirat (2011) that view the pretesting stage is a crucial step. To ensure the equality and comprehensibility of instruments in the population target before the instrument is used in the scale area. Based on the findings, a revision was made to the eighth grain.

3.1.2. Empirical Testing using the Rasch Model Analysis

Findings study This from the results data filling instrument Self-Compassion Scale-for Youth (SCS -Y) by junior high school/Islamic junior high school and senior high school/Islamic senior high school students with validation construct with expert judgment, and use Winstep software application to ensure suitability psychometrics includes, level item conformity, inventory dimensionality, and person and item reliability measurements based on mark outfit mean square, outfit Z-standard, point measure correlation, raw variance explained by measure, unexplained variance in 1st, Cronbach's alpha (KR-20), person reliability, and item reliability.

3.1.2.1. Rating Scale Accuracy Test of SCS-Y

A rating scale accuracy test was conducted to evaluate whether the five-point Likert scale response categories used in the SCS-Y functioned as intended. This evaluation is important because ordinal data can only be treated as interval data if the response categories are empirically proven to function sequentially (monotonically) and do not overlap (Linacre, 2002). Category function was evaluated based on three main indicators: (1) the observed average value, which should increase monotonically with each category, indicating that respondents with higher levels of self-compassion tend to choose higher response categories; (2) the infit and outfit mean square (MNSQ) values for each category (Bond & Fox, 2015); and (3) the Andrich threshold value, which must increase sequentially (Andrich & Marais, 2019). Detailed results of the test Self-Compassion Scale-for Youth (SCS-Y) can be seen in Figure 1.

CATEGORY LABEL	SCORE	OBSERVED COUNT	%	OBSVD AVRGE	SAMPLE EXPECT	INFIT MNSQ	OUTFIT MNSQ	ANDRICH THRESHOLD	CATEGORY MEASURE	
1	1	354	8	-.79	-.76	.99	1.00	NONE	(-2.81)	1
2	2	820	18	-.37	-.36	.98	.98	-1.40	-1.29	2
3	3	1746	38	.06	.06	.98	.98	-.91	-.06	3
4	4	1175	26	.56	.52	.92	.93	.68	1.27	4
5	5	495	11	.95	1.02	1.08	1.07	1.63	(2.95)	5

Figure 1. Summary of Category Structure

Test scale accuracy or rating scale done to evaluate understanding of respondents in differentiated level answer, namely 1= Always; 2= Often; 3= Sometimes; 4= Rarely, 5= Never. The results analysis rating scale shows an improvement in the average value of observations from the "none" category of -1.40, then moved to -0.91, and reached 1.63. So, the alternative choice answer in the Self-Compassion Scale-for Youth is valid or not confusing respondents. Validity as well as clarity of the choice answer in the A instrument can be confirmed if the mark Andrich Threshold shows order movement of None to direction negative, then towards positive, which indicates the subject is not confused with the choice answer (Sumintono & Widhiarso, 2015).

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3.1.2.2. Item Fit Level

Identification of grains that are not in harmony (misfit) or categorized as outliers is carried out with reference to the three main parameters of the Rasch model. First, Outfit Mean Square (MNSQ) with payout threshold ranges from 0.5 to 1.5. Second, value. The ideal Z-Standard (ZSTD) outfit is in the interval -2.0 to +2.0, where a score above +2.0 indicates a pattern response that is not uncertain (difficult to predict), whereas a score below -2.0 indicates too many monotonous answers (too easy to guess). The last parameter is Point Measure Correlation (Pt Measure Corr) with a coefficient between 0.40 to 0.85 (Boone et al., 2014). Regarding the indicator said, referring to Sumintono and Widhiarso (2015), the items that are proven to deviate from the third prerequisite, absolute, are qualified as insufficient, unreliable, and not worthy of being maintained in measurement.

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PT-MEASURE CORR.	PT-MEASURE EXP.	EXACT MATCH OBS%	EXACT MATCH EXP%	Item
5	647	270	.95	.07	.83	-2.3	.83	-2.3	.59	.47	39.3	39.8	P5
14	721	270	.60	.07	.90	-1.3	.91	-1.2	.46	.48	42.6	41.9	P14
16	749	270	.47	.07	.86	-1.8	.86	-1.8	.59	.48	44.4	42.4	P16
12	751	270	.46	.07	1.03	.4	1.03	.4	.40	.48	39.3	42.5	P12
10	771	270	.37	.07	.97	-.3	.97	-.3	.54	.48	44.1	43.0	P10
7	773	270	.36	.07	1.17	2.0	1.17	2.0	.61	.48	36.7	43.0	P7
15	777	270	.34	.07	1.01	.1	1.00	.1	.46	.48	43.0	43.0	P15
3	781	270	.32	.07	1.28	3.2	1.28	3.2	.42	.48	35.2	43.4	P3
2	791	270	.28	.07	1.04	.5	1.04	.5	.46	.47	45.6	43.3	P2
9	847	270	.01	.07	1.07	.9	1.07	.9	.45	.47	41.5	43.8	P9
11	870	270	-.09	.07	1.13	1.5	1.15	1.7	.34	.47	44.1	43.7	P11
4	961	270	-.54	.07	1.09	1.1	1.09	1.1	.47	.46	40.7	42.5	P4
6	962	270	-.54	.07	.85	-1.9	.86	-1.8	.39	.46	54.1	42.5	P6
8	981	270	-.64	.07	.77	-3.0	.78	-2.9	.43	.45	50.0	42.1	P8
1	1000	270	-.74	.07	1.03	.4	1.05	.6	.50	.45	41.5	42.1	P1
17	1008	270	-.78	.07	.92	-.9	.91	-1.1	.45	.45	42.6	42.3	P17
13	1017	270	-.83	.07	.93	-.8	.93	-.8	.34	.44	43.3	42.3	P13
MEAN	847.5	270.0	.00	.07	.99	-.1	1.00	-.1			42.8	42.6	
S.D.	114.1	.0	.55	.00	.13	1.6	.13	1.6			4.3	.9	

Figure 1. Item Fit Level

The circulating analysis level item fits in Table 2. It was found that there is not a single grain statement in the SCS-Y instrument in violation of the third criteria evaluation in a simultaneous way. Evaluation in a way partially shows that item P3 has a marginal misfit because the Outfit ZSTD value exceeds threshold limits, although the Outfit MNSQ and PT-Measure Corr indicators are still within the safe limit. On the other hand, items P11 and P13 have a correlation below the ideal limit (0.40); however, the Outfit MNSQ and ZSTD indices were shown to be fit. Furthermore, items P5 (ZSTD=-2.3) and P8 (ZSTD=-2.9) showed indications of overfitting where the pattern response tends to be homogeneous, but Outfit MNSQ values (0.83 and 0.78) remain fulfilling conditions. Referring to Sumintono and Widhiarso (2015), a point statement that does not fulfill one of the two statistical criteria is still worthy of maintenance. Therefore, it was decided that all items in the SCS-Y instrument are declared valid and fit for use, so that no grain statements that must be made are aborted.

3.1.2.3. Dimensionality of SCS-Y

Test unidimensionality aims to evaluate to what extent SCS-Y measures self-compassion in high school students as a complete latent construct (unidimensional), in accordance with the unidimensionality assumption required in the Rasch Model. The results of the dimensionality analysis are presented in Figure 3.

		-- Empirical --		Modeled
Total raw variance in observations	=	25.8	100.0%	100.0%
Raw variance explained by measures	=	8.8	34.2%	34.0%
Raw variance explained by persons	=	2.2	8.4%	8.3%
Raw Variance explained by items	=	6.7	25.8%	25.7%
Raw unexplained variance (total)	=	17.0	65.8% 100.0%	66.0%
Unexplned variance in 1st contrast	=	3.1	12.0% 18.2%	
Unexplned variance in 2nd contrast	=	1.7	6.5% 9.9%	
Unexplned variance in 3rd contrast	=	1.4	5.4% 8.2%	
Unexplned variance in 4th contrast	=	1.2	4.8% 7.3%	
Unexplned variance in 5th contrast	=	1.1	4.4% 6.7%	

Figure 2. Dimensionality

Based on Rasch Model, a minimal requirement of unidimensionality seen from Raw variance explained by measures of 20% is considered adequate; values more than 40% showed better quality, good, and values more than 60% are considered special, whereas marked unexplained variance in first contrast ideally not exceeds 15% (Boone et al., 2014). Based on the results analysis, the raw variance explained by measures was as big as 34.2 %, which shows that SCS-Y has an adequate, unexplained variance. The variance in the 1st contrast was 11.3%, which is still below the maximum limit of 15%, thus indicating that there are no other aspects that significantly interfere with the measurement.

3.1.2.4. Measurement of Person and Item Reliability

Reliability testing was conducted to evaluate measurement consistency, both at the person and item levels, as an indicator of the extent to which the SCS-Y instrument can reliably differentiate levels of self-compassion

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between respondents and the hierarchy of item difficulty levels in other similar samples. The results of the person and item reliability analysis pf SCS-Y are presented in Figure 4.

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD
MEAN	53.4	17.0	.14	.28	1.00	-.1	1.00	-.1
S.D.	7.9	.0	.62	.02	.43	1.4	.43	1.4
MAX.	81.0	17.0	3.13	.52	2.23	2.9	2.23	2.9
MIN.	30.0	17.0	-1.70	.27	.19	-3.8	.21	-3.6
REAL RMSE	.30	TRUE SD	.54	SEPARATION	1.78	Person RELIABILITY	.76	
MODEL RMSE	.28	TRUE SD	.55	SEPARATION	1.98	Person RELIABILITY	.80	
S.E. OF Person MEAN = .04								

Person RAW SCORE-TO-MEASURE CORRELATION = 1.00
CRONBACH ALPHA (KR-20) Person RAW SCORE "TEST" RELIABILITY = .78

SUMMARY OF 17 MEASURED Item

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD
MEAN	847.5	270.0	.00	.07	.99	-.1	1.00	-.1
S.D.	114.1	.0	.55	.00	.13	1.6	.13	1.6
MAX.	1017.0	270.0	.95	.07	1.28	3.2	1.28	3.2
MIN.	647.0	270.0	-.83	.07	.77	-3.0	.78	-2.9
REAL RMSE	.07	TRUE SD	.54	SEPARATION	7.63	Item RELIABILITY	.98	
MODEL RMSE	.07	TRUE SD	.54	SEPARATION	7.81	Item RELIABILITY	.98	
S.E. OF Item MEAN = .14								

Figure 3. Person dan Item Reliability

Test reliability is done to evaluate the consistency of measurement between person and item. Based on the results analysis, Person Reliability values of 0.76 and 0.80 in the fair category, which indicates that the interaction between person and item individually is overall enough. Value Cronbach Alpha (KR-20) of 0.78 indicates good reliability. Item Reliability Value obtained of 0.99, in the special category based on criteria (Sumintono & Widhiarso, 2015), shows that the statement item on other samples with similar results. The average value of Infit MNSQ for a person is 1.00, and the item is 0.98, both of which approach the ideal value of 1.00, which indicates no significant misfit. Good on person and item level, according to Bond (2015) criteria. Overall, results analysis shows that SCS-Y has very high item reliability and good, consistent, adequate measurements, so it is worthy of use.

3.2. Discussion

The instrument adaptation process in this study showed that of the 17 items tested in the pretesting stage, eight items obtained improvements related to language clarity and meaning, so they were revised without changing their original conceptual meaning. Furthermore, the use of existing instruments such as the Self-Compassion Scale (SCS) has been highly controversial because the SCS items are less appropriate to adolescent competencies (Henje et al., 2024). Instrument adaptation efforts continue to highlight cultural differences in item function and factor loading (Barłóg & Kwissa-Gajewska, 2026). This is shown by the differential item function analysis of the SCS-Y across China, Hong Kong, and the UK (Cheung et al., 2023), as well as differences in the best factor mode between the Chinese and Persian adaptations (Nazari et al., 2022). This confirms that cultural sensitivity and local language remain important parts of the adaptation of psychological instruments.

The results of the scale accuracy test show that the observed average value increases with increasing category label, indicating that respondents with higher levels of self-compassion do indeed tend to choose higher response categories. This finding is consistent with the literature on psychological assessment, which suggests that this pattern reflects underlying cognitive, emotional, and behavioral processes (Muris et al., 2018; Wang et al., 2025). The results of the category structure analysis indicate that the five-point response scale on the SCS-Y functions as intended. A different pattern was found in the study of Adu et al (2024), who tested the adult version of the SCS-SF with a five-point Likert scale on 1,000 respondents in Ghana, Germany, India, and New Zealand. They found significant misfit due to local dependency between items and achieved model fit after the interdependent items were combined into three sets. Therefore, the function of the response categories in this study cannot be assumed to apply to other self-compassion instruments.

Research by Halamová et al (2021) supports the use of a five-point scale with youth samples. The optimal functioning of the response scale in this study indicates that simplifying the scale format for a young population was successful. These findings align with the objectives behind the development of the SCS-Y by Neff et al (2021) Neff et al. (2021b), which took the cognitive capacities of the adolescent age group into account from the outset. The original instrument by Neff et al., (2021b) retained the Likert scale including a "sometimes" option because it was deemed capable of capturing adolescent self-compassion. This is supported by the view of Kankaraš and Capecchi (2025) that a midpoint category can enhance an instrument's psychometric properties when applied appropriately; conversely, removing the midpoint reduces reliability and alters model coefficients (Druica et al., 2025). Empirical evidence is further reinforced by the adaptation of the Self-Compassion Scale for Children (SCS-S) by Sutton et al (2018) for younger populations. Thus, the use of a 5-point Likert scale for the SCS-Y is appropriate and relevant for adolescents.

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Results of analysis in research also show an increase in Andrich threshold value, in a monotonous way (-1.40; -0.91; 0.68; 1.63) without the existence of a disordered threshold. The Order threshold according to Colledani et al (2025) shows that the function of the rating scale cannot be assumed, but must be verified empirically on each instrument and different populations. Evidence of cross-cultural equivalence of self-compassion scale thresholds by Tóth-Király and Neff (2021) reported strong support for invariance at the model level, while Kanovský et al (2021), who analyzed at the item level using a multi-group IRT approach, found more diverse threshold variations between countries. Andrich & Marais (2019) emphasize the importance of testing the category function before treating ordinal data as interval data. Meanwhile, Tennant & Conaghan (2007) emphasize that the threshold function is an important indicator in assessing model fit.

INFIT and OUTFIT MNSQ for all categories are in the range 0.91 to 1.08, well below the problematic threshold limit of 1.4 (Bond & Fox, 2015), so no categories were found that give rise to distortion in measurement. Findings that there are items that are experiencing misfit in the study, in line with the justification for the development of the SCS-Y by (Neff et al., 2021). In contrast, previous studies (Brenner et al., 2017; Muris et al., 2018) reported that negative items on the adult SCS actually reflect self-criticism and psychopathological symptoms, not the absence of self-compassion. Therefore, no misfit was found, indicating that the SCS-Y items in this study were designed with simple and concrete language for adolescents to understand and avoid the construct shift that appears in the adult version. In line with the study by Ramadhan et al (2024), adaptive and contextual language structure can eliminate response bias. Furthermore, a cross-cultural study of the SCS-Y in various countries reported by Deniz et al (2022) demonstrated that language adjustment successfully minimized comprehension bias in young samples. This finding strengthens the belief that total SCS-Y scores can be integrated linearly without distortion due to non-functioning response scales.

Furthermore, the indication of secondary dimensions in the first contrast remains worthy of discussion due to its conceptual nature. The self-compassion construct is often debated as a multidimensional construct (positive and negative components) (Marsh et al., 2023; Oh et al., 2025). In this context, the residual variance finding in the first contrast was 12.0%, which is below the critical threshold of 15%. This phenomenon indicates respondent polarization due to cognitive differences in processing positive and negative items, leading to self-coldness (Neff et al., 2021). (Neff et al., 2021b). A study of the SCS-SF in Italy, for example, showed that these items can cause method effects due to differences in interpretation and response styles (Fuochi et al., 2025). The reliability of the SCS-Y using Rasch modeling showed a Cronbach's alpha value in the good category. The findings confirm that the hierarchy of item difficulty levels in the SCS-Y instrument is stable and consistent in measuring adolescent self-compassion.

3.3. Implications

The findings of this study provide both theoretical and practical contributions. Theoretically, the Rasch analysis results demonstrate adequate unidimensionality but are accompanied by indications of residual variance, strengthening the debate regarding the structure of the self-compassion construct as a potentially multidimensional construct, with a subtle separation between positive and negative components. They also provide new empirical evidence form the collectivist cultural context of Indonesia, enriching cross-cultural discussions, given the lack of studies with adolescent participants form South Sulawesi. Practically, the availability of a valid and reliable SCS-Y instrument significantly contributes to guidance and counseling services in school, serving as a screening tool to map students' self-compassion levels and identify them early. Furthermore, it serves as an empirical basis for designing and evaluating guidance and counseling intervention programs more objectively. Because this instrument has been tested in two regions with different geographic and cultural characteristics (West Java and Sulawesi) and two educational levels (junior high school/Islamic junior high school), the Indonesian version of the SCS-Y has the potential to be applied more widely by guidance and counseling practitioners in various educational settings.

3.4. Limitations

This study has several limitations, including the cross-sectional design, which only captures the picture of self-compassion at one point in time, so it cannot explain the stability of the construct longitudinally. From the psychometric results, although all items were declared fit with the Rasch model as a whole, there were indications of marginal misfit in item P3 and correlations below the ideal limit in items P11 and P13, and the assumption of full unidimensionality still needs to be further confirmed through bifactor structure analysis in future research.

4. Conclusion

This study provides empirical evidence that the Indonesian version of the Self-Compassion Scale for Youth (SCS-Y) is a valid and reliable instrument for measuring self-compassion in Indonesian adolescents viewed from the Rasch modeling approach, with all 17 statement items showing good fit with the model, the response scale structure functioning properly without disordered threshold, adequate unidimensionality (raw variance explained by measures = 34.2%; unexplained variance in 1st contrast = 11.3%), as well as very high item reliability (0.99) and sufficient person reliability (0.76–0.80) with good internal consistency (Cronbach's Alpha

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= 0.78), so that the Indonesian version of the SCS-Y is suitable for use as a self-compassion measuring instrument in the adolescent population at the Junior High School and Senior High School levels. The availability of this adapted and psychometrically verified instrument provides an important contribution to the development of guidance and counseling services in schools, namely as an initial assessment tool to identify students at risk of experiencing maladaptive thought patterns such as rumination and destructive self-criticism, as well as an empirical basis in designing more targeted intervention programs, such as self-acceptance psychoeducation, emotional regulation training, or self-compassion-based group counseling, thereby supporting the practice of evidence-based guidance and counseling. However, this study has limitations related to the number of respondents in the readability test stage and indications of secondary dimensions in the first contrast, so further research is recommended to test the bifactor structure and measurement invariance across different demographic groups to strengthen the generalizability of the use of the SCS-Y in guidance and counseling practices across various educational contexts in Indonesia.

Author Contributions

All authors contributed equally to this paper. All authors have read and approved the final manuscript.

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Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Data Availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript.

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