

Adaptation and Validation of the Brief Ryff's Psychological Well-Being Scale (Indonesian Version) for Honorary Teachers

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ABSTRACT

This study aims to adapt and validate the psychological well-being scale. The adaptation process involved translation, synthesis, and backward translation by Beaton et al. (2000). This instrument refers to the Psychological Well-Being Scale by Ryff (1989). The test of item distinctiveness using Corrected Item-Total Correlation analysis showed most items had significant correlations ($p < 0.25$), reflecting the instrument's ability to measure the relevant constructs. The reliability test yielded a Cronbach's Alpha value of 0.703, indicating adequate internal consistency. These results indicate that the instruments are valid and reliable for use in further research. The findings also provide insight into the importance of the psychological well-being of honorary teachers who face challenges such as low salaries and high workloads. The instrument is expected to help explore the factors that influence various matters related to honorary teachers' psychological well-being.

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1. INTRODUCTION

Teachers play a central role in education, serving not only as knowledge transmitters but also as mentors who shape students' character and motivation [1]. According to Indonesian Law No. 14 of 2005, teachers are defined as professional educators whose core responsibilities include teaching, guiding, and evaluating students at the primary and secondary education levels. The quality of teachers directly influences student outcomes, making teacher well-being a critical concern for the education system as a whole [2].

Among the teacher population in Indonesia, a significant proportion are honorary (non-permanent) teachers who face considerable socioeconomic challenges. Unlike civil servant teachers (PNS), honorary teachers receive salaries sourced from the School Operational Assistance (BOS) fund, which range from IDR 300,000 to IDR 4,000,000 per month, depending on regional budgets [3]. This income disparity, combined with high workloads and job insecurity, places honorary teachers at heightened risk for diminished psychological well-being. As [4]Emphasize, psychological well-being extends beyond the absence of distress — it encompasses positive self-regard, autonomy, and the capacity to navigate environmental pressures. The majority of honorary teachers in Indonesia are Muslim, and in Islamic psychology, psychological well-being is closely related to the concept of *falah* — a state of holistic well-being encompassing spiritual, psychological, and material dimensions.

Psychological well-being (PWB) is a multidimensional construct proposed by [4], comprising six dimensions: self-acceptance, autonomy, environmental mastery, personal growth, purpose in life, and positive relations with others. This framework has been widely adopted in occupational and educational psychology research due to its theoretical comprehensiveness and empirical robustness. Importantly, PWB has been linked to teacher effectiveness, resilience, and retention, making its accurate measurement in the Indonesian teaching context both theoretically and practically significant.

Several adaptations of Ryff's PWB scale exist across languages, including Filipino [5]. Spanish [6]. However, critical gaps remain. The [7]Adaptation used the full-length version of the scale, which may present practical limitations in large-scale or field-based research settings where brevity is essential. Furthermore, no existing Indonesian adaptation has specifically targeted honorary teachers as a population, nor validated the brief six-item version derived from. Prior adaptation studies also vary considerably in their psychometric rigor, with some lacking factor-analytic evidence or cross-cultural equivalence testing, underscoring the need for a more methodologically transparent adaptation in the Indonesian context.

This study, therefore, aims to adapt and validate the brief version of Ryff's Psychological Well-Being Scale into Indonesian, specifically for use with honorary teachers. The adaptation process follows the cross-cultural guidelines of and evaluates the instrument's psychometric properties, including item validity and internal consistency reliability.

2. METHOD

This study employed a quantitative psychometric approach aimed at adapting and validating the brief version of Ryff's Psychological Well-Being Scale [8] into Indonesian for use with honorary teachers. The adaptation process followed the cross-cultural guidelines recommended by [9].

2.1 Participants

Participants consisted of 30 honorary teachers (non-permanent teachers/GTT) in Padang City, West Sumatra, Indonesia. The majority of participants were female ($n = 22$, 73.3%), with teaching experience ranging from 1 to 15 years. All participants were Muslim. Participants were recruited through purposive sampling via an online questionnaire (Google Form) distributed through school networks in Padang City. Inclusion criteria required participants to be actively serving as honorary teachers at the primary or secondary education level. Informed consent was obtained from all participants prior to data collection, and participation was voluntary and anonymous. The authors acknowledge that the sample size of 30 is a limitation of this study and is intended as a preliminary pilot validation; larger samples are recommended for future confirmatory studies.

2.2 Instrument

The instrument used in this study is the brief version of Ryff's Psychological Well-Being Scale, adapted from [10], which consists of 6 items representing six dimensions of psychological well-being: self-acceptance, autonomy, environmental mastery, personal growth, purpose in life, and positive relations with others — one item per dimension. Responses were measured using a 4-point Likert scale ranging from 1 (Very Unsuitable/Sangat Tidak Sesuai) to 4 (Very Suitable/Sangat Sesuai).

2.3 Adaptation Procedure

The adaptation procedure followed five stages based on :

Stage 1 — Forward Translation: Two independent translators with English language education backgrounds translated the original scale from English into Indonesian.

Stage 2 — Synthesis: The researcher and both translators discussed and reconciled the two translations into a single synthesized version.

Stage 3 — Backward Translation: A native English speaker with an English education background translated the synthesized Indonesian version back into English to check conceptual equivalence.

Stage 4 — Expert Panel Review: A panel of four experts reviewed the synthesized translation, comprising two psychology experts, one representative from the forward translation team, and one representative from the backward translation team. The panel evaluated the semantic, idiomatic, experiential, and conceptual equivalence of each item.

Stage 5 — Readability Test: Five lecturers from public universities reviewed the instrument for clarity and comprehensibility before final data collection.

2.4 Data Analysis

Item validity was assessed using Corrected Item-Total Correlation analysis, with a minimum threshold of $r \geq 0.25$. Internal consistency reliability was evaluated using Cronbach's Alpha coefficient. All analyses were conducted using IBM SPSS Statistics 25.

2.5 Research Flow

The research procedure is illustrated in the following diagram:

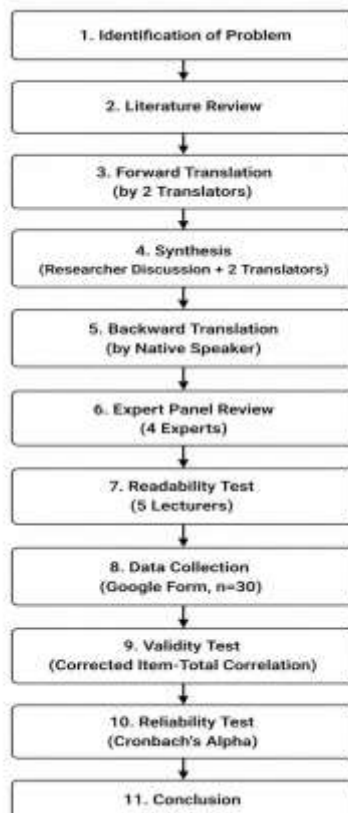


Figure 1. Research Flow Diagram of the Adaptation and Validation of the Brief Ryff's Psychological Well-Being Scale for Honorary Teachers in Indonesia

3. RESULTS

Table 1. Adaptation of the Indonesian Version of the Psychological Well-Being Scale

No	Original	Adaptation
1	<i>In general, I feel confident and positive about myself</i>	Saya merasa percaya diri dan merasa positif tentang diri saya
2	<i>I know that I can trust my friends, and they know they can trust me.</i>	Saya mempercayai teman-teman dan mereka juga mempercayai saya
3	<i>I have confidence in my opinions, even if they are contrary to the general consensus</i>	Saya percaya terhadap pendapat saya sendiri, meskipun terkadang berbeda dengan kebanyakan orang
4	<i>I have been able to build a living environment and a lifestyle for myself that is much to my liking</i>	Saya bisa membangun lingkungan tempat tinggal dan gaya hidup yang sangat sesuai dengan keinginan saya
5	<i>I feel good when I think of what I have done in the past and what I hope to do in the future</i>	Saya merasa baik ketika memikirkan apa yang telah saya lakukan di masa lalu dan apa yang saya harapkan untuk dilakukan di masa depan
6	<i>I have the sense that I have developed a lot as a person over time</i>	Saya merasa bahwa saya telah jauh berkembang saat ini

Note: The adapted scale consists of 6 items representing six dimensions of psychological well-being: self-acceptance (item 1), positive relations with others (item 2), autonomy (item 3), environmental mastery (item 4), purpose in life (item 5), and personal growth (item 6).

Table 2. Item Validity Test — Corrected Item-Total Correlation

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X_1	15.17	2.420	.657	.575
X_2	15.20	3.545	.472	.657
X_3	15.27	3.720	.272	.710
X_4	15.33	3.126	.447	.661
X_5	15.27	3.513	.485	.654

X_6	15.10	3.748	.328	.693
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Item validity was assessed using Corrected Item-Total Correlation analysis. Based on the criteria established by [11] An item is considered valid if the corrected item-total correlation coefficient (r) is equal to or greater than 0.25 ($r \geq 0.25$). As shown in Table 2, all six items exceeded this threshold, indicating that each item has an acceptable level of discriminability. However, it is noted that item X_3 yielded the lowest correlation value ($r = 0.272$), which is only marginally above the minimum threshold. Notably, removing item X_3 would increase Cronbach's Alpha from 0.703 to 0.710, suggesting that this item contributes minimally to the overall internal consistency of the scale. This finding warrants attention in future revisions of the instrument.

Table 3. Reliability Test — Cronbach's Alpha

Cronbach's Alpha	N of Items
.703	6

Internal consistency reliability was evaluated using Cronbach's Alpha. The obtained value of 0.703 meets the minimum threshold of 0.70 as recommended by [12], indicating adequate internal consistency. However, this value should be interpreted as marginal rather than optimal, as higher values (e.g., $\alpha \geq 0.80$) are generally preferred in psychometric research [13]. The reliability was assessed at the total scale level; subscale-level reliability analysis was not conducted, given that each PWB dimension is represented by only one item in this brief version, which precludes meaningful subscale-level internal consistency analysis.

4. RESULTS

This study aimed to adapt and validate the brief version of Ryff's Psychological Well-Being Scale [13] into Indonesian for use with honorary teachers. The findings indicate that the adapted instrument demonstrates adequate validity and marginal reliability, providing a preliminary psychometric foundation for its use in future research with this population.

Regarding item validity, all six items exceeded the minimum corrected item-total correlation threshold of $r \geq 0.25$ [14], suggesting that each item adequately discriminates between respondents and contributes to the measurement of the psychological well-being construct. However, item X_3 (autonomy dimension) demonstrated a marginally acceptable correlation ($r = 0.272$), and its removal would slightly improve Cronbach's Alpha from 0.703 to 0.710. This finding

suggests that the autonomy item may require linguistic or conceptual refinement in future iterations of the scale to better capture the autonomy dimension within the Indonesian cultural context.

The internal consistency reliability of the adapted scale yielded a Cronbach's Alpha of 0.703, which meets the minimum threshold of 0.70 recommended by [12]. However, this value is acknowledged as marginal and falls below the more stringent threshold of 0.80 recommended for psychometric instruments. This is consistent with findings from other brief adaptations of the PWB scale. For instance, reported Cronbach's Alpha values ranged from 0.65 to 0.84 across the six subscales of their Spanish adaptation, acknowledging that brief scales inherently trade some reliability for practicality. Reported adequate but modest reliability coefficients in their Filipino adaptation of the PWB scale among teachers, attributing this to the brevity of the instrument and cultural nuances in item interpretation [15]. The Indonesian adaptation, which used the full-length scale, reported higher reliability values, further suggesting that the brevity of the current instrument may partially account for the modest reliability coefficient obtained in this study [15].

It is important to clarify that this study was designed solely as a psychometric validation study. The purpose was to evaluate the validity and reliability of the adapted instrument, not to measure or report the actual levels of psychological well-being among honorary teachers. Therefore, claims about the state of psychological well-being in this population cannot be drawn from the current findings. Future studies should employ this validated instrument to actually measure and report PWB levels among honorary teachers across broader and more diverse samples.

Several limitations of this study must be acknowledged. First, the sample size of 30 participants is critically small for psychometric validation purposes. Standard recommendations suggest a minimum of 5–10 participants per item for item-level validation, and substantially larger samples ($N \geq 200$) for factor analysis (R2). Second, the sampling was restricted to a single city (Padang), limiting the generalizability of findings to honorary teachers in other regions of Indonesia. Third, no confirmatory factor analysis (CFA) or exploratory factor analysis (EFA) was conducted, which means that the six-factor structure proposed by Ryff (1989) has not been empirically verified in this adaptation. Fourth, test-retest reliability was not assessed, leaving the temporal stability of the instrument unestablished. Future research should address these limitations by employing larger and more geographically diverse samples, conducting factor-analytic procedures, and assessing test-retest

reliability to establish a more comprehensive psychometric profile of the instrument.

From an Islamic psychological perspective, the psychological well-being of honorary teachers is also closely linked to the concept of *falah*, which refers to a comprehensive state of well-being that encompasses spiritual, psychological, and worldly dimensions. The challenges faced by honorary teachers, such as low salaries and job insecurity, may affect not only their psychological functioning but also their spiritual resilience. Therefore, future research is encouraged to explore how Islamic values such as *tawakkul* (trust in God) and *sabr* (patience) may serve as protective factors for the psychological well-being of honorary teachers in Indonesia.

5. CONCLUSION

This study successfully adapted and validated the brief version of Ryff's Psychological Well-Being Scale into Indonesian for use with honorary teachers. The adaptation process involved forward translation, synthesis, backward translation, expert panel review, and readability testing. The final adapted instrument consists of 6 items representing six dimensions of psychological well-being: self-acceptance, autonomy, environmental mastery, personal growth, purpose in life, and positive relations with others.

Psychometric evaluation indicated that all six items met the minimum validity threshold ($r \geq 0.25$), demonstrating acceptable item discriminability. The overall internal consistency reliability was adequate (Cronbach's Alpha = 0.703), though this value is acknowledged as marginal and warrants further improvement in future studies. It is noted that item X_3 (autonomy) contributed minimally to the scale's internal consistency, and its revision or replacement should be considered in subsequent validation efforts.

This instrument can be used as a preliminary tool for measuring psychological well-being among honorary teachers in Indonesia, particularly in research contexts where brevity is prioritized. However, its use should be accompanied by caution, given the following conditions under which the instrument cannot yet be reliably used: large-scale studies requiring confirmed factor structure, studies requiring subscale-level analysis, and studies targeting populations outside of honorary teachers in urban Indonesian settings.

Future research should address the methodological limitations of this study by employing larger and more geographically diverse samples ($N \geq 200$), conducting exploratory and confirmatory factor analysis to

verify the six-factor structure of the scale, assessing test-retest reliability to establish temporal stability, and extending validation to honorary teachers across multiple regions in Indonesia to ensure broader generalizability of the instrument.

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