

Research Article

Adaptation of the Indonesian Version of the Children's Hope Scale

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Abstract.

Hope in children has an important role to increase many positive aspects in life. Hope in children can also increase academic success. There has not been much research on hope in children in Indonesia. Snyder et al. (1997) made two hope measuring tools, the first is hope for adults called the Adult Hope Scale (AHS) and hope for children called the Children's Hope Scale (CHS). AHS has been adapted into Indonesia by Novrianto and Menaldi (2022). Meanwhile, CHS has not yet been adapted into Indonesia. The purpose of this study is the adaptation of the Children's Hope Scale into Indonesia with the Indonesian population as the subject. The research subjects were aged between 8 and 16 years according to the theory by Snyder et al. (1997), male and female, totaling 297 children. Data analysis was done using confirmatory factor analysis (CFA) with the help of Jamovi software. The results of the analysis showed that the Children's Hope Scale can measure the hope of children in Indonesia (RMSEA = 0.15 [moderate fit]; SRMR = 0.04; TLI = 0.91; CFI = 0.94).

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1. BACKGROUND

Childhood has an important role, especially in terms of cognitive and socio-emotional. Children begin to learn a variety of basic and specific skills. One study that is often associated with children is hope. Cultivating hope in children can increase many positive things, because hope has a major contribution to academic success [1]. Hope as a human strength embodied in the capacity to clearly conceptualize goals, develop strategies to achieve goals, and initiate or maintain those strategies [2].

Children who have high hopes will make many strategies to achieve the desired goals, will be ready to face obstacles that may arise, and like challenges. Children who have high hope will also take other steps when there are problems in their strategy to achieve goals [3]. Many studies have examined hope in children. Several studies explain that raising hope in children can increase children's concern for nature [4], hope can affect self-esteem in children, meaning that children who have high hope will have high self-esteem [5].

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One of the expectancy theories is explained by [6]. Hope is a positive motivational state based on the belief that one will achieve success. This expectation consists of two main aspects, namely agency and pathways. The agency aspect refers to the energy that is directed towards achieving the desired goal, while the pathways aspect relates to the plans made to achieve that goal. [7]. Children who score high on the agency aspect will have positive energy in pursuing their goals [2]. When obstacles to achieving goals arise, children who have high agency aspect will be self-motivated, persistent, and focus their motivation and energy on what they believe is their best course of action to achieve their goals [8]. In contrast, children who score low on the agency aspect find it difficult to start working towards goals and easily give up when obstacles occur [8]. Children who score high on the pathways aspect can quickly, decisively, and confidently imagine a realistic route to their goals [2]. Children will be very careful when imagining a route to reach their goals. In addition, children will also engage in positive and flexible self-talk, which facilitates their ability to imagine routes and alternative routes to their destination [8]. Conversely, children who score low on the pathways aspect will be undecided about how to reach their goal, imagine uncertain routes to reach the goal, and have no alternative route to the goal when the planned route fails [2].

Snyder emphasizes the thought process in expectancy theory. In particular, a child who successfully pursues a goal unhindered will experience positive emotions. Conversely, children who are hindered by obstacles will experience negative emotions [9]. Children who have high hope must have enduring positive emotions, with a sense of affective excitement about pursuing goals. Children with low hope have negative emotions with a sense of affective lethargy about pursuing goals [2].

Hope is measured by two developed measuring tools, including the Adult Hope Scale (AHS) which is used to measure hope in adult subjects, and the Children's Hope Scale (CHS) which is used to measure hope in children subjects [6]. AHS has been adapted into [10]. Children's Hope Scale (CHS) as a measure of hope for children aged 8 to 16 years. The scale consists of three agency items and three pathways items. The Children's Hope Scale (CHS) has not been adapted to the child population in Indonesia. Therefore, the purpose of this research is to adapt the Children's Hope Scale (CHS). Based on many studies, high expectations in children are associated with positive academics. Therefore, it is important to know the level of hope in children. In Indonesia, there is no measuring tools to identify hope in children. Therefore, this adaptation is important to do as a first step in assessing children's hope.

2. RESEARCH METHODS

2.1. Participant

The subjects in this study were children aged 8 to 16 years, male and female, totaling 297 subjects. The number of subjects was taken using the subject determination guide which stated that the minimum number of quantitative research subjects was 30 subjects [11]. The sampling method used is accidental sampling, which is a sampling technique by chance that the researcher encounters as long as it is in accordance with the characteristics of the research subject. The data collection method is online using the google form or offline by filling in paper and pencil. The following is a table of the characteristics of the research subjects.

TABLE 1: Characteristics of Research Subjects (N=297).

Category	Frequency	Percentage (%)
Gender		
Male	147	49,5 %
Female	150	50,5 %
Age		
9 years	20	6,7 %
10 years	15	5,1 %
11 years	48	16,2 %
12 years	63	21,2 %
13 years	23	7,7 %
14 years	50	16,8 %
15 years	45	15,2 %
16 years	33	11,1 %

2.2. Measurement

Children who have hope can identify means to achieve goals (pathways) and the ability to initiate and sustain action towards goals (agency) [6]. Therefore, Snyder compiled the Children's Hope Scale with two aspects, namely the pathways aspect and the agency aspect. Each aspect is represented by three items, and all items are favorable. Although this scale has two aspects, this scale is unidimensional because hope for children are interpreted from the total score of the three pathways aspects plus three agency aspects. The blueprint can be seen in the table below.

TABLE 2: Blueprint Children's Hope Scale.

No	Aspect	Definition	Item	Percentage
1	Agency	Motivation uses various strategies or ways to achieve goals	1, 3, 5	50 %
2	Pathways	Confidence finds many ways to achieve goals	2, 4, 6	50 %
Total			6	100 %

2.3. Procedure

The adaptation of the psychological scale is carried out according to the stages and procedures according to [12]. The first stage of adaptation begins with translating the scale into Indonesian by two translators. The second stage is synthesis, namely aligning the translation results of the two translators. The third stage is back-translation, namely translating the results of the synthesis back into the original language of the scale. The fourth stage is the expert committee review, which is to ask the experts for an assessment of the translation results to get feedback. The final stage is pretesting, namely the distribution of scales to research subjects with the number of subjects determined by the researcher. The adaptation stages can be seen in the table below.

2.4. Analysis Techniques

There are three analysis techniques performed. The first analysis is content validity with the Aiken's V formula $S/[n(c-1)]$ [13]. The second analysis is construct validity with confirmatory factor analysis (CFA), and the third analysis is reliability estimation by looking at cronbach's alpha value $rii=k/k-1[1-si^2/st^2]$. The analysis was carried out with the help of Jamovi software version 2.0 (www.jamovi.org).

3. RESULT

3.1. Content Validity

Content validity with the Aiken index aims to calculate content validity coefficients based on the assessment of several experts [13]. The assessment was carried out by one translation expert and three psychology lecturers. Experts were asked to provide an assessment of each item on the scale from range 4, items very much in accordance with the measuring construct up to range 1, items very inconsistent with the measuring construct. The results of the assessment are calculated using the formula $S/[n(c-1)]$ to

TABLE 3: Adaptation Stages Children’s Hope Scale.

Original Items	Translate 1	Translate 2	Synthesis	Back-Translation
I think I am doing pretty well	Saya rasa keadaan saya cukup baik	Saya pikir saya melakukannya dengan cukup baik	Saya rasa keadaan saya cukup baik	I think I'm doing pretty well
I can think of many ways to get the things in life that are most important to me	Saya dapat memikirkan banyak cara untuk mendapatkan hal-hal paling penting untuk saya dalam kehidupan	Saya dapat memikirkan banyak cara untuk mendapatkan hal-hal dalam hidup yang paling penting bagi saya	Saya dapat memikirkan banyak cara untuk mendapatkan hal-hal paling penting untuk saya dalam kehidupan	I can think of many ways to get to the things that are most important to me in life
I am doing just as well as other kids my age	Saya merasa baik-baik saja sama seperti anak-anak lain seusia saya	Saya melakukan hal yang sama seperti anak-anak lain seusia saya	Saya merasa baik-baik saja sama seperti anak-anak lain seusia saya	I feel fine just like other kids my age
When I have a problem, I can come up with lots of ways to solve it	Ketika saya memiliki masalah, saya dapat memikirkan banyak cara untuk menyelesaikannya	Ketika saya memiliki masalah, saya bisa menemukan banyak cara untuk menyelesaikannya	Ketika saya memiliki masalah, saya dapat memikirkan banyak cara untuk menyelesaikannya	When I have a problem, I can think of many ways to solve it
I think the things that I have done in the past will help me in the future	Saya rasa hal-hal yang telah saya lakukan di masa lalu akan membantu saya di masa depan	Saya pikir hal-hal yang telah saya lakukan di masa lalu akan membantu saya di masa depan	Saya rasa hal-hal yang telah saya lakukan di masa lalu akan membantu saya di masa depan	I think the things I've done in the past will help me in the future
Even when others want to quit, I know that I can find ways to solve the problem	Bahkan saat orang lain ingin berhenti, saya tahu bahwa saya dapat mencari cara untuk menyelesaikan masalah	Bahkan ketika orang lain ingin berhenti, saya tahu bahwa saya dapat menemukan cara untuk memecahkan masalah tersebut	Bahkan saat orang lain ingin berhenti, saya tahu bahwa saya dapat mencari cara untuk menyelesaikan masalah	Even when other people want to quit, I know that I can find a way to solve the problem

obtain the validity index. The item is valid if the validity value is > 0.30 [14]. The results showed that the validity value of the six items on the Children’s Hope Scale ranged from 0.75 to 0.91. It can be said that all items are valid and can be continued to the next analysis.

3.2. Construct Validity

The construct validity was calculated by confirmatory factor analysis using data analysis software Jamovi. The fit parameter used as a reference is The Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR) < 0.08 [15], Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) > 0.9 [16].

The item is able to explain the measured construct if the factor loading value is > 0.5. The results of the analysis showed that the six items had factor loading values ranging

from 0.71 to 0.88. This can be interpreted that the scale meets the fit model criteria and is able to measure children’s hope on the subject of children in Indonesia (RMSEA = 0.15 (moderate fit); SRMR = 0.04; TLI = 0.91; CFI = 0.94)

TABLE 4: Factor Loading Children’s Hope Scale.

Item	SE	Z	p	Stand. Estimate
Item 1	0.0318	15.5	< .001	0.777
Item 2	0.0285	14.6	< .001	0.750
Item 3	0.0339	18.7	< .001	0.877
Item 4	0.0333	18.0	< .001	0.856
Item 5	0.0287	13.5	< .001	0.706
Item 6	0.0387	13.9	< .001	0.720

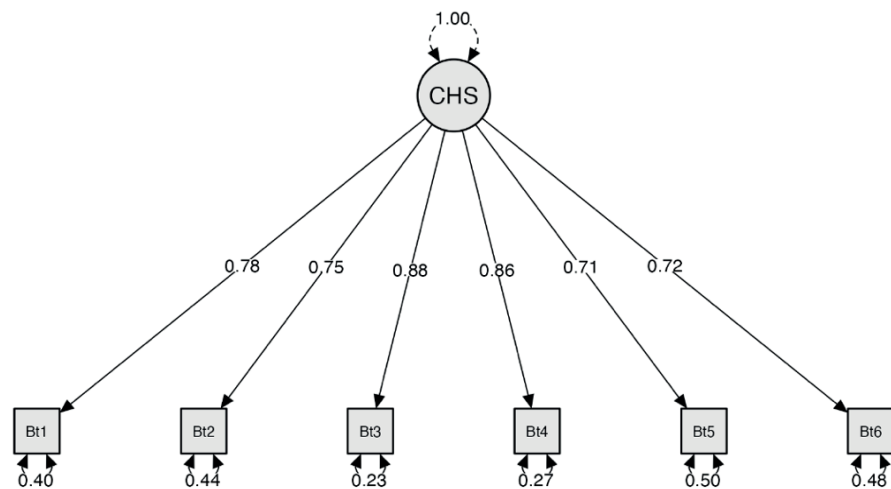


Figure 1: Factor Loading *Children’s Hope Scale*.

3.3. Reliability

Cronbach’s alpha value is expected to be above 0.6, so the instrument can be said to be reliable [14]. The results of the analysis show that the cronbach’s alpha Children’s Hope Scale is 0.9. It can be concluded that the Children’s Hope Scale instrument is consistent in measuring the hope of children in Indonesia.

4. DISCUSSION

The results of the analysis show that the Children’s Hope Scale which has been adapted into Indonesian meets the fit model criteria and can be used to measure the hope of

children in Indonesia. This scale has two main aspects, namely the agency aspect represented by items 1, 3 and 5; the pathways aspect represented by items 2, 4, and 6. Although it consists of two aspects, this scale is unidimensional because hope for children can be interpreted by adding up the scores on these two aspects. Data analysis shows value results RMSEA = 0.15 (moderate fit); SRMR = 0.04; TLI = 0.91; CFI = 0.94, and cronbach's alpha 0.9.

The factor loading of the six items on the Children's Hope Scale explains that all items can measure hope for children. Item 1 is "I think I'm doing pretty well" has a factor loading value of 0.78. Item 2 is "I can think of many ways to get to the things that are most important to me in life" has a factor loading value of 0.75. Item 3 is "I feel fine just like other children my age" has a factor loading value of 0.88. Item 4 is "When I have a problem, I can think of many ways to solve it" has a factor loading value of 0.86. Item 5 is "I think the things I have done in the past will help me in the future" has a factor loading value of 0.71. Item 6 is "Even when other people want to quit, I know that I can find a way to solve the problem" has a factor loading value of 0.72. This explains the existence of a high correlation between all items and the measured construct.

The Children's Hope Scale already includes the relationship between hope and overall physical, psychological, and social well-being [6]. Children who have high hope will have high physical, psychological and social well-being. Hope in children are interpreted by children being able to identify and carry out goals which are called pathways, and being able to initiate and maintain actions towards these goals which are called agency.

Children who score high on pathways have the ability to create pathways to their goals. Children are able to plan the steps that need to be taken to achieve a goal. When faced with difficult obstacles, they remain optimistic and create alternative paths to overcome them. Children who get high scores in agency have the ability to motivate themselves to achieve goals. When faced with difficult obstacles, they remain persistent and focused on achieving their goals.

The adaptation of the Indonesian version of the Children's Hope Scale is deemed important to be carried out so that there is an appropriate measurement tool to measure the hope of children in Indonesia with various conditions. The Children's Hope Scale has been used with many different child populations, including children in public schools, children with medical problems, children with learning disabilities, and children who have been victims of violence [2]. Therefore, it is hoped that the Indonesian version of the Children's Hope Scale can be used to measure children's hope in various circumstances, including children with special needs.

Measuring hope in children is important to do. According to several studies, many positive things can happen to children when children have high hope. High hope in children are directly proportional to high academic success [17]. Children can be independent in some contexts of their lives long before they reach the peak of maturity, and have high hope of having a positive impact on their lives [3]. The Children's Hope Scale is also able to measure hope in the child population in Africa [18].

The limitation in this study is the uneven distribution of subjects, there are no subjects aged 8 years, whereas in the theory of the Children's Hope Scale it is explained that the subjects are children aged 8 to 16 years. It is hoped that future studies in Indonesia can examine children's hope in various contexts, linking children's hope with several other positive psychology studies.

5. CONCLUSION

The results of the analysis show that the Children's Hope Scale which has been adapted into Indonesian meets the fit model criteria and can be used to measure the hope of children in Indonesian. This scale has two main aspects, namely the agency aspect represented by items 1, 3 and 5; the pathways aspect represented by items 2, 4, and 6. Although it consists of two aspects, this scale is unidimensional because hope for children can be interpreted by adding up the scores on these two aspects. Measuring hope in children is important to do, because many positive things happen when children have high expectations.

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