Psikohumaniora: Jurnal Penelitian Psikologi
Vol 10, No 2 (2025): 297-310. DOI: 10.21580/pjpp.v10i2.25718
ISSN 2527-7456 (online); 2502-9363 (printed)

Assessing intrapersonal peacefulness: Validation and cultural adaptation of the Self-Perception Scale with Indonesian samples

Sahril Buchori [1], **Nurfitriany Fakhri** [2]*, **Ria Andriany Fakhri** [3]

[1]Department of Guidance and Counseling, Faculty of Educational Science, Universitas Negeri Makassar, Makassar – Indonesia; [2]Department of Psychology, Faculty of Psychology, Universitas Negeri Makassar, Makassar – Indonesia; [3]Study Program of Educational Research and Development, School of Education and Communication, College of Arts, Social Sciences and Humanities, University of Lincoln, Lincolnshire – United Kingdom

Abstract: The study of intrapersonal peacefulness has begun to develop in Indonesia. However, there is no specific scale in the country that measures the concept as a personality trait. The primary aim of this research is to examine the psychometric characteristics of the Self-Perception Scale for the Indonesian context (SPS-I) with the purpose of validating and customizing it for the Indonesian setting. The study was conducted on 1,552 adolescents (983 males and 569 females) in Indonesia. Exploratory factor analysis (EFA) was conducted, followed by confirmatory factor analysis (CFA), to evaluate the factor structure. The CFA results comprised 12 adequate items showing saturation factors ranging from 0.468 to 0.780. Measurement model fit ($p < .01$, TLI = .946, CFI = .956, RMSEA = .06, SRMR = .036). The construct reliability of the SPS-I was .865 (Cronbach's α) and .848 (McDonald's ω). The results suggest that the measuring tool demonstrated enhanced consistency, and the goodness of fit model produced a high score. The study introduces the novel notion of intrapersonal peacefulness as a personality trait, which can significantly contribute to the promotion of social competencies that value diversity and nonviolent methods of conflict resolution.

Keywords: confirmatory analysis; intrapersonal peacefulness; peace; self-perception

To cite this article (APA Style):
Buchori, S., Fakhri, N. & Fakhri, R. A. (2025). Assessing intrapersonal peacefulness: Validation and cultural adaptation of the Self-Perception Scale with Indonesian samples. *Psikohumaniora: Jurnal Penelitian Psikologi*, *10*(2), 297-310. https://doi.org/10.21580/pjpp.v10i2.25718

*__Corresponding Author:__ Sahril Buchori (sahril.buchori@unm.ac.id), Faculty of Educational Science, Universitas Negeri Makassar, Kampus IV UNM Sektor Tidung, Makassar, Sulawesi Selatan 90222 – Indonesia.

Introduction

Peace within oneself is known as intrapersonal peacefulness (Anderson, 2004; Sims et al., 2014). It involves establishing a stable state of mind and thinking positively about oneself, one's community, one's country, one's spirituality and the world at large. From a theoretical standpoint, peace is intertwined with self-compassion, which has been found to reduce anxiety and depression by fostering a positive self-relationship (Neff & Germer, 2022). Psychological peace is also linked to reduced physiological responses to stress, thus enhancing overall health (Fredrickson, 2013). Furthermore, positive psychology emphasizes peace as central to flourishing, subsequently promoting life satisfaction and purpose (Seligman & Csikszentmihalyi, 2000).

In the psychology literature, peace is conceptualized as more than the absence of conflict, but rather as a multidimensional construct that includes intrapersonal, interpersonal, and societal harmony. Intrapersonal peace, often referred to as inner peace, relates to an individual's ability to maintain emotional and cognitive balance in the face of stress and adversity (Mayton, 2009; Sims et al., 2014). There are several ways to characterize the personality trait of "intrapersonal peacefulness" (Nelson, 2014): 1) as an aptitude for self-acceptance, self-compassion and non-violence towards oneself; 2) as a relatively enduring state of harmony between aspects of the self; and 3) as a tendency for emotional states that encourage peaceful relationships and/or relate to peace and harmony.

The notion of intrapersonal peacefulness acknowledges peacefulness as a personality trait that is significant in various domains and which exhibits consistency over time and across domains. According to several studies, individuals who possess personal peacefulness tend to exhibit good physical health (Goleman, 2011; Lyubomirsky et al., 2005). It is also associated with mindfulness, emotional regulation, and resilience (K. W. Brown et al., 2007). Additionally, inner peace is closely linked to psychological well-being, which is characterized by positive emotions (Sheldon & Kasser, 1995) such as happiness (Warsah et al., 2023); comfort and enjoyment (Yusoff et al., 2024); inner commitment; a sense of meaningfulness in life (McGregor & Little, 1998); life satisfaction; and the ability to select the most suitable life goals (Ryff & Keyes, 1995). Furthermore, individuals enjoying personal peacefulness tend to possess a sense of compassion and are less prone to anxiety or depression (Neff, Kirkpatrick, et al., 2007; Neff, Rude, et al., 2007).

Interpersonal peace extends to harmonious social relationships underpinned by empathy, communication and conflict resolution skills (Schumann et al., 2014). Culturally, peace is interpreted differently across societies, with recent studies suggesting that cultural contexts influence peace-related behaviors (Triandis, 2001). Psychological assessments of peace often include mindfulness scales and emotional regulation measures, highlighting the role of cognitive processes in achieving it (Nehra et al., 2013). Collectively, these perspectives highlight peace as a critical element in maintaining psychological well-being, resilience, and social cohesion.

Studies related to peace have been extensively conducted in Indonesia, with a predominant focus on the educational setting (Buchori & Fakhri, 2022). The topic of peace in schools has gained attention in academic areas due to its significance as a construct in fostering a secure and harmonious school environment, which can contribute to the cultivation of healthy psychological well-being among students, teachers, and others involved (Alwi & Fakhri, 2022). The educational procedures implemented in schools play a significant role in promoting social competencies that prioritize the value of diversity and nonviolent approaches to conflict resolution. The

concept of "learning to live together" has been recognized as one of the fundamental pillars of education, and it remains a significant challenge for educational institutions in the 21st century, as highlighted by López-Castedo et al. (2018). Over the past ten years, the main priority of educational goals has been to establish favorable school environments that facilitate the acquisition of knowledge and promote the holistic development of students in a harmonious atmosphere of cohabitation that fosters mutual respect (Domitrovich et al., 2017).

To date, only two studies conducted in Indonesia have focused on the assessment of intrapersonal peacefulness through the utilization of a standardized scale. Fakhri and Buchori (2022) conducted a study utilizing the Self-Perception Scale devised by Nelson (2014), in conjunction with the Peaceful Behavior Scale developed by Latipun and Firmanto (2018). It highlights the important requirement for an impartial approach to measuring intrapersonal peacefulness specifically for the Indonesian population. Pannucci and Wilkins (2010) assert that a crucial aspect when utilizing a scale is to ensure that it is customized to eliminate any biases, as is the case with the intrapersonal peacefulness scale.

The Self-Perception Scale (SPS) developed by Nelson (2014) is currently the only dedicated tool for measuring intrapersonal peacefulness as a personality trait. While initial validation of Nelson's scale showed good reliability ($\alpha = 0.82$) and a two-factor structure, with Khayyer et al. (2019) confirming similar reliability ($\alpha = 0.81$) cross-culturally, no studies have used comprehensive EFA and CFA with SEM approaches, or validated the instrument in Southeast Asian populations, such as in Indonesia. This research gap indicates the need for thorough psychometric evaluation in these culturally distinct populations.

Despite growing recognition of intrapersonal peacefulness as a critical psychological construct, significant measurement and conceptualization gaps persist across cultural contexts. While existing SPS validation studies have employed basic psychometric approaches, without comprehensive structural equation modeling combining exploratory and confirmatory factor analyses, research has remained limited to Western and Middle Eastern populations (Khayyer et al., 2019; Nelson, 2014), overlooking Southeast Asian contexts where collectivist values fundamentally shape psychological constructs (Hofstede et al., 2010). Indonesia's cultural emphasis on interpersonal harmony and communal balance presents unique considerations for understanding intrapersonal peacefulness, diverging from Western individualistic frameworks (Magnis-Suseno, 1997; Murtisari, 2013). However, Indonesian adolescents' experiences of navigating traditional-modern tensions remain unexplored. This study addresses these gaps through comprehensive psychometric validation of the SPS with 1,552 Indonesian adolescents, employing rigorous SEM with independent samples for EFA (n = 361) and CFA (n = 1,191), while exploring culturally-specific factor interpretations. Given that intrapersonal peacefulness is intrinsically linked to emotional regulation, stress management, and psychological well-being (Neff & Germer, 2022), culturally-sensitive measurement is essential for understanding how diverse populations conceptualize inner peace within their unique sociocultural frameworks (Goodwin & Giles, 2003; Triandis, 2001), ultimately enabling the development of culturally-appropriate mental health interventions.

This study aims to culturally adapt and psychometrically validate the Self-Perception Scale for the Indonesian context (SPS-I) by examining: 1) structural validity via exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to confirm factor structure; and 2) internal consistency reliability. The adaptation process employed rigorous translation and back-translation procedures to ensure linguistic and semantic equivalence. These measures are essential for cross-cultural construct validity,

ensuring that the instrument appropriately captures intrapersonal peacefulness within Indonesian culture, where concepts of inner harmony may differ from Western perspectives. The study hypothesizes that the culturally adapted SPS-I will demonstrate strong psychometric properties and effectively reflect Indonesian-specific aspects of intrapersonal peacefulness.

Methods

The data were obtained using a psychometric methodology aimed at evaluating the construct validity of intrapersonal peacefulness as a trait within the realm of personality, based on a survey of Indonesian adolescents.

Participants

The study sample comprised 1,552 adolescents, 983 males and 569 females, aged between 12 and 25, as defined by the age categories for adolescents of the Indonesian Ministry of Health (2009). The respondents were from various regions in Indonesia. A total of 361 adolescents aged between 12 and 21 were included in the exploratory factor analysis, with a sample of 1191 adolescents aged 12 to 25 recruited for the purposes of the confirmatory factor analysis and internal consistency analysis. The EFA group comprised 361 participants (235 males and 126 females) with a mean age of 18.39 (SD = 2.03, range 12-21 years). Most (97%) resided on Sulawesi Island. The CFA group included 1,191 participants (748 males and 443 females) with a mean age of 18.34 (SD = 2.26, range 12-25 years), with 93% from Sulawesi Island.

For participants aged under 18, parental/ guardian consent was obtained prior to participation, and participant assent was secured before data collection. For those, 18 and over, informed consent was obtained directly. All participants were informed of their right to withdraw at any time without penalty. The online survey platform included clear consent procedures, and no data were collected until consent/assent was properly documented.

The sample technique employed in the investigation was the convenience river sampling approach. This refers to the process of selecting participants by extending an invitation to follow a hyperlink leading to a survey hosted on an online platform that is expected to attract the attention of individuals belonging to the desired population. The technique is a subsidiary approach within the domain of river sampling, wherein hyperlinks are strategically positioned across several internet platforms without prior examination of the websites' traffic volumes or visitor demographics. Consequently, researchers employ questionnaires in a fully blind manner. The objective of utilizing this particular sampling method is to obtain a substantial amount of data while minimizing expenses (Lehdonvirta et al., 2021). Researchers utilize social media sites such as WhatsApp as a means of disseminating hyperlinks. The study achieved a comprehensive response rate of 99.83%. Out of the 1154 scales that were disseminated online through Google Forms, only two respondents were excluded from the analysis as they indicated their refusal to participate. All the respondents immediately completed the scale.

Instruments

In its initial form, the 12-item SPS characterizes intrapersonal peacefulness as a trait of one's personality. Nelson (2014) devised a tool for assessing the initial two categories of such peacefulness. The first category refers to the inclination towards self-acknowledgment, self-empathy, and abstention from self-inflicted harm, while the second concerns the coherence among various facets of an individual. The study items were evaluated using a six-point Likert scale ranging from 1 to 6, with 1 denoting "Never" and 6 "Always". The scores ranged from a minimum of 12 to a maximum of 72, with six items scored in reverse. A high score suggests an increased tendency towards self-acceptance, self-compassion, refraining from self-harm, and increased coherence among various facets of the

self. The scale was employed with the express consent of Nelson (2014). The structural equation modeling (SEM) technique has not previously been employed to conduct confirmatory factor analysis (CFA) or exploratory factor analysis (EFA) on the Self-Perception Scale (SPS). The complete 12-item SPS-I with both English and Indonesian versions is provided in Appendix, clearly indicating which items are reverse-scored and their factor assignments to enhance transparency and enable replication of findings.

Procedure and Data Analysis

The validation process followed established scale adaptation guidelines (Trigueros et al., 2020). First, the original English SPS was translated into Indonesian by a team of professional translators with over a decade of experience in academic translation. Subsequently, an independent team back-translated the Indonesian version to English to ensure semantic equivalence. Any discrepancies were resolved through consensus discussion to maintain fidelity to the original instrument.

Following translation, the psychometric properties of the SPS-I were examined using sequential analytical procedures. Initially, item-total correlations were calculated with a predetermined threshold of 0.30 for item retention (Fayers & Machin, 2007). EFA was then conducted on the first subsample (n = 361) using principal axis factoring with varimax rotation to explore the underlying factor structure in the Indonesian context. Varimax rotation was selected to produce orthogonal factors that maximized interpretability while maintaining the simplicity of the factor structure.

Subsequently, CFA was performed on the independent subsample (n = 1,191) using SEM in JASP version 0.11.1. The CFA model was specified based on Nelson's (2014) original theoretical two-factor framework rather than the EFA results, following best practices in scale validation that recommend testing theoretical models with fresh data to avoid capitalization on chance. This approach provides stronger evidence for construct validity. Model fit was evaluated using multiple indices with established cutoff criteria: the Tucker-Lewis Index (TLI > 0.90); the Comparative Fit Index (CFI > .95); Root Mean Square Error of Approximation (RMSEA < .08); and Standardized Root Mean Square Residual (SRMR < .08) (T. A. Brown, 2015; Mair, 2018) While the chi-square test was reported, its interpretation was tempered by recognition of its sensitivity to large sample sizes, where significant p-values may occur even with minimal misfit (Babyak & Green, 2010).

Finally, internal consistency reliability was assessed using both Cronbach's alpha (α) and McDonald's omega (ω) coefficients for the overall scale and each factor. McDonald's omega was included as it provides more appropriate reliability estimation for multidimensional scales with factor structure (Mair, 2018). A coefficient of at least 0.60 was considered acceptable (Campo-Arias & Oviedo, 2008).

Results

Descriptive Statistics and Preliminary Analyses

Descriptive statistics for all 12 items are presented in Table 1. Item means ranged from 3.31 (I5) to 4.56 (I10) on the 6-point Likert scale, with standard deviations between 1.219 and 1.650, indicating adequate variability in the responses. Skewness values ranged from -0.81 to 0.10, and kurtosis values ranged from -1.11 to -0.37, suggesting that all items met the assumption of univariate normality (skewness < 2.0 and kurtosis < 7.0) (Curran et al., 1996). The predominantly negative skewness values indicate slight ceiling effects, with most participants scoring toward the higher end of the scale, while negative kurtosis values suggested flatter-than-normal distributions with fewer extreme scores.

Item-Total Correlations and Internal Consistency

Prior to the factor analysis, the item-total correlations were examined to identify poorly performing items. As shown in Table 2, all corrected item-total correlations ranged from .351 to .647, exceeding the predetermined threshold of .30 (Fayers & Machin, 2007). The "Cronbach's α if Item Deleted" column indicates that if removed, no single item would substantially improve overall scale reliability, supporting the retention of all 12 items. The overall scale demonstrated strong internal consistency (Cronbach's α = .865; McDonald's ω = .848).

Exploratory Factor Analysis

EFA using principal axis factoring with varimax rotation was conducted on the first subsample (n = 361) to explore the factor structure. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was adequate (KMO = .88), while Bartlett's test of sphericity was significant (χ^2 = 162.310, df = 43, p < .001), indicating the suitability of the data for factor analysis.

The EFA revealed a two-factor structure explaining 58.3% of the total variance. All factor loadings exceeded .468, indicating adequate item-factor relationships.

Table 1

Descriptive Statistics for SPS-I Items (n = 1,191)

Item	Mean	SD	Min	Max	Skewness	Kurtosis
I1	4.44	1.599	1.000	6.000	-0.74	-0.63
I2	3.47	1.541	1.000	6.000	0.10	-0.95
I3	4.46	1.549	1.000	6.000	-0.70	-0.62
I4	4.54	1.525	1.000	6.000	-0.81	-0.43
I5	3.31	1.219	1.000	5.000	-0.20	-0.80
I6	4.15	1.566	1.000	6.000	-0.36	-0.98
I7	4.09	1.650	1.000	6.000	-0.34	-1.11
I8	4.43	1.514	1.000	6.000	-0.63	-0.70
I9	3.49	1.544	1.000	6.000	0.09	-0.95
I10	4.56	1.453	1.000	6.000	-0.77	-0.37
I11	4.00	1.621	1.000	6.000	-0.30	-1.07
I12	4.43	1.520	1.000	6.000	-0.65	-0.65

Notes. SD = Standard Deviation. All items measured on a 6-point Likert scale (From 1 = Never to 6 = Always).

Table 2

Item-Total Correlations and Reliability Coefficients (n = 1,191)

Items	Cronbach's α if Item Deleted	Corrected Item-Total Correlation	Factor
I1	.850	.605	F1
I2	.867	.351	F2
I3	.847	.647	F1
I4	.851	.594	F1
I5	.858	.494	F2
I6	.863	.405	F2
I7	.852	.576	F2
I8	.848	.635	F1
I9	.856	.520	F2
I10	.848	.646	F1
I11	.854	.547	F2
I12	.853	.554	F1

Notes. Overall scale: Cronbach's α = .865, McDonald's ω = .848.
F1 = Factor 1 (Self-acceptance/Compassion); F2 = Factor 2 (Self-harmony)

As presented in Table 3, Factor 1 (Self-Acceptance/Compassion) comprised six items (I1, I3, I4, I8, I10, I12), with loadings ranging from .644 to .780. Factor 2 (Self-Harmony) included six items (I2, I5, I6, I7, I9, I11) with loadings ranging from .468 to .671. This structure is closely aligned with Nelson's original theoretical framework (2014), although items in Factor 2 emphasized the absence of self-discrepancy more strongly in the Indonesian sample, suggesting cultural nuances in how internal harmony is conceptualized.

Confirmatory Factor Analysis

To cross-validate the factor structure, CFA was conducted on an independent subsample (n = 1,191) using SEM. The hypothesized two-factor model based on Nelson's theoretical framework (2014) demonstrated an excellent fit to the data. Although the chi-square test was significant (χ^2 = 256.43, df = 53, p < .001), this is expected with large samples, when the test becomes overly sensitive to minor deviations (Babyak & Green, 2010). More importantly, practical fit indices all met or exceeded the recommended thresholds: TLI = .946 (> .90), CFI = .956 (> .95), RMSEA = .060 (< .08), and SRMR = .036 (< .08), collectively indicating excellent model fit (T. A. Brown, 2015).

As illustrated in Figure 1, all the standardized factor loadings ranged from .468 to .780, exceeding the conventional .40 threshold and demonstrating strong relationships between the observed items and latent factors. Factor 1 items loaded from .644 to .780, while Factor 2 ones loaded from .468 to .671. The correlation between the two factors was moderate (r = .52), indicating that they were related yet distinct constructs.

Reliability Analysis

Internal consistency reliability was assessed using both Cronbach's alpha and McDonald's omega. For the overall 12-item scale, reliability was strong (Cronbach's α = .865; McDonald's ω = .848). Factor-specific reliabilities were also acceptable: Factor 1 (Self-acceptance/ Compassion) showed ω = .879 and Factor 2 (Self-harmony) showed ω = .784. These values significantly exceed the .60 threshold (Campo-Arias & Oviedo, 2008) and indicate that the SPS-I demonstrates good internal consistency for measuring intrapersonal peacefulness in Indonesian adolescents. The slightly lower reliability for Factor 2 may reflect the greater conceptual heterogeneity in how Indonesian adolescents experience self-harmony, particularly regarding the reduction of self-discrepancy.

Table 3

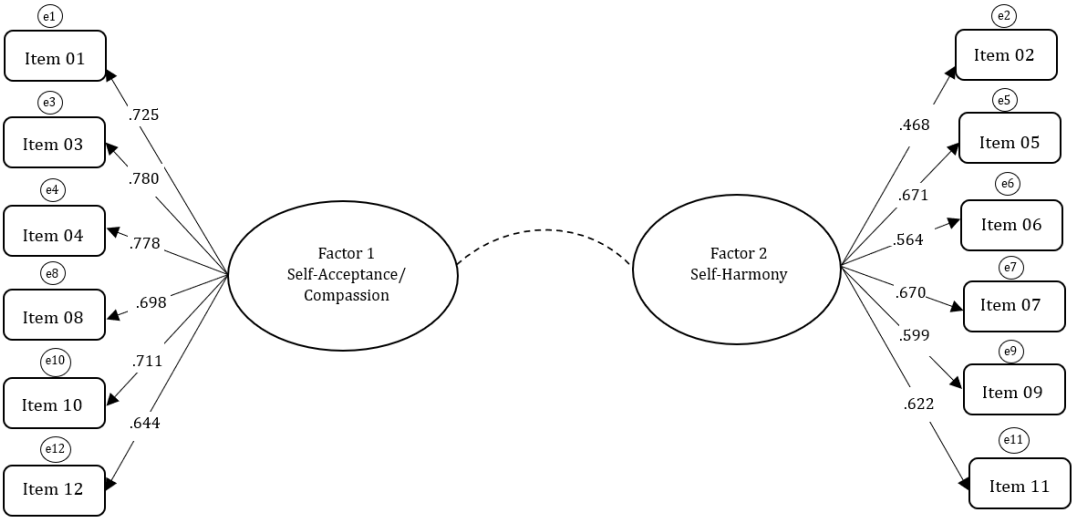
Factor Loadings from Exploratory Factor Analysis (n = 361)

Item	Factor 1	Factor 2	Uniqueness
I3	.780		.349
I4	.778		.380
I1	.725		.437
I10	.711		.433
I8	.698		.453
I12	.644		.552
I5		.671	.531
I7		.670	.483
I11		.622	.552
I9		.599	.585
I6		.564	.676
I2		.468	.774

Notes. Rotation method: Varimax. Factor 1 = Self-Acceptance/Compassion (6 items);
Factor 2 = Self-Harmony (6 items). Only loadings > .40 are displayed. Total variance explained = 58.3%.

Figure 1

Confirmatory Factor Analysis of Self-Perception Scale Indonesian Version (SPS-I)



Discussion

The objective of the research was to culturally adapt and validate the SPS developed by Nelson (2014) for the Indonesian setting. We have clarified that this represented cultural adaptation, rather than modification. The process involved translation, back-translation, cultural review, and pilot testing to ensure semantic and conceptual equivalence, but item content and structure remained unchanged. The findings obtained from the factor and reliability analyses indicated that the SPS-I possesses sufficient validity and reliability to assess intrapersonal peacefulness as a personality trait among the adolescent population in Indonesia. The proposed instrument aims to enhance comprehension of intrapersonal peacefulness among adolescents when confronted with significant physical and psychological changes that impact their behavior, relationships and social roles. In order to achieve this objective, it is critical to construct and validate instruments which enable comprehensive examination of variables that effectively explain intrapersonal peacefulness as a manifestation of a personality trait.

The validated two-factor structure supports using either total scores or factor-specific subscale scores. Factor 1 (Self-Acceptance/Compassion) scores range from 6 to 36, with Factor 2 (Self-Harmony) ones also ranging from 6 to 36, with higher scores indicating greater intrapersonal peacefulness. The cultural emphasis on self-discrepancy reduction in Factor 2 suggests that Indonesian adolescents may benefit from interventions targeting internal consistency alongside self-compassion. The process of adapting the SPS to Bahasa Indonesia yielded a two-factor model comprising 12 items. The results of the EFA and CFA indicate that the two-factor model exhibits the optimal fit.

The findings indicate that the outcomes of EFA and CFA were consistent with the original scale developed by Nelson (2014), thereby demonstrating the presence of two distinct factors. Further examination revealed that among Indonesian adolescents, the two factors identified in this study exhibited differences in the context of their meaning as compared to the assessment by Nelson's theoretical framework (2014). These factors comprise the first type, which relates to the

inclination towards self-acceptance, self-compassion and refraining from self-harm; and the second type, which relates to the harmony between various aspects of self that arise from self-congruence and coherence. Our investigation reveals that the items related to the initial factor continue to assess self-acceptance, self-compassion, and abstention from self-directed aggression. The elements comprising factor 2 prioritize the attainment of internal coherence within the individual, wherein all aspects of the self are aligned and free of any incongruities. Factor 2 comprises the items that were evaluated using reverse scoring.

The outcomes of the SPS-I scale's adaptation to the adolescent population of Indonesia revealed that the set of reversed score items constitute a cluster of factors that comprise the construct of the SPS-I scale. The Indonesian adolescent demographic suggests that the maintenance of internal harmony necessitates the elimination of incongruities that may create discord and divergence within oneself, commonly referred to as the eradication of self-discrepancy. Self-discrepancy refers to the disparity that exists between an individual's current self-concept and the internalized standards that guide their behavior, also known as the self-guide. Hu et al. (2022) posit that self-discrepancy theory suggests that the level of discomfort experienced by an individual is positively correlated with the magnitude of their self-discrepancy. According to Hu et al. (2015) individuals tend to engage in behavior aimed at minimizing self-discrepancy, which in turn alleviates negative emotions and discomfort.

Internal conflicts experienced by adolescents in Indonesia can result in psychological distress, in conjunction with the demands of developmental tasks, during which adolescents are expected to attain a sense of self-identity. The presence of inconsistencies in different domains of the self can pose challenges to such tasks amongst adolescents, leading them to exert greater efforts in adapting in order to cope with the adverse emotions and unease that may ensue from such inconsistencies. The prominence of the absence of inconsistencies in various aspects of the self is likely to be the rationale behind the heightened emphasis on the second SPS-I factor pertaining to harmony within the self. Understanding these culturally-specific manifestations of intrapersonal peacefulness has important practical implications for supporting adolescent well-being in Indonesia.

This study makes a valuable contribution in many aspects of behavioral science, particularly by providing a validated instrument for mapping intrapersonal peacefulness in the Indonesian context. The availability of the SPS-I enables its use by specific government entities, non-governmental organizations (NGOs) and education sectors in support of their educational campaigns and intervention programs. This is particularly important because peace is a crucial concept in creating safe and harmonious learning environments, in turn promoting the development of positive psychological well-being among students, community members and other relevant stakeholders.

The research presents a new concept of intrapersonal peacefulness as a personality trait, which has the potential to greatly enhance social competencies that require diversity and the use of nonviolent approaches to conflict resolution. As a result, social, counseling and psychological practitioners could use the findings as a guide for the development of modules, training and other intervention programs related to intrapersonal peacefulness. The study also facilitates the advancement of understanding regarding intrapersonal peacefulness processes and instruments as perceived by adolescents. Through comprehensive examination of the research, it is hoped that Indonesian youth will be able to establish a healthy self-concept.

While these contributions are noteworthy, it is important to recognize several limitations when

interpreting the findings. The reliance on convenience river sampling and the geographic concentration in Sulawesi Island, where 95% of the participants were located, poses challenges to the generalizability of the findings to other regions of Indonesia that may possess distinct cultural characteristics. Additionally, this approach may inadvertently exclude individuals lacking internet access, thereby introducing a potential socio-economic bias that favors higher-income populations. Second, while the study followed the Declaration of Helsinki and the established ethical guidelines for psychological research; parental/ guardian consent was obtained to facilitate access to minors; and comprehensive voluntary participation protocols were maintained through-out the data collection, future research should seek institutional ethical clearance prior to data collection to ensure full compliance with formal ethical standards. Third, the lack of formal pilot testing involving the target population signifies a limitation in the process of translation and cultural adaptation. The implementation of expert back-translation procedures effectively ensured linguistic equivalence; however, conducting cognitive interviews with representative participants would have further enhanced the evidence for cultural appropriateness and understanding of the items. Fourth, the cross-sectional design limited the ability to evaluate the test-retest reliability and temporal stability of the SPS-I, both of which are essential for confirming the instrument's consistency over time. Fifth, we did not conduct measurement invariance testing across demographic groups, which is crucial for making any significant comparisons between gender, age groups or regional populations. Instead, the demographic analyses are primarily descriptive and serve as a preliminary step, necessitating formal invariance testing prior to making definitive conclusions regarding group differences in intrapersonal peacefulness. Finally, the unequal representation of male participants could influence the applicability of the findings to female groups.

Future research should prioritize several key areas to strengthen the psychometric foundation of the SPS-I. Most importantly, measurement invariance testing across gender, age groups and geographic regions is needed to ensure that the instrument functions equivalently across different Indonesian populations. Convergent validity studies should examine relationships between the SPS-I and established measures of mindfulness (e.g., the Mindful Attention Awareness Scale); self-compassion (the Self-Compassion Scale); psychological well-being (the Satisfaction with Life Scale); and emotional regulation measures to establish construct validity. Test-retest reliability assessment over appropriate time intervals (2-4 weeks) is essential to demonstrate temporal stability. Additionally, expanding validation to nationally representative samples including participants from all major Indonesian islands and diverse socioeconomic backgrounds would enhance generalizability. Criterion validity studies examining relationships between SPS-I scores and behavioral outcomes, academic performance, mental health indicators, and intervention effectiveness would also provide evidence for the practical utility of the instrument. Finally, longitudinal research could assess the predictive validity of intrapersonal peacefulness for developmental outcomes and the sensitivity of the scale to change following peace-building interventions.

Conclusion

Following numerous rounds of adaptation of the Self-Perception Scale (SPS), two factors emerged as constructs on the scale. However, the concept of the second factor has undergone a change in meaning for the population in Indonesia. The findings reveal that that first factor items assess self-acceptance, self-compassion, and self-directed aggression abstinence. Factor 2 emphasizes internal coherence, where all aspects of the self are aligned and unaffected, and includes reverse-scored items. The results suggest that the

measuring tool demonstrated enhanced consistency, and the goodness of fit model produced a superior score. The process of adapting the assessment tool encompassed several phases and assessments conducted by professionals in the domain of psychology. The high validity of the scale was established via CFA, and its reliability was similarly determined to be high.

The investigation focused on the SPS-I exclusively in relation to Indonesian adolescents. Therefore, it is essential to authenticate the applicability of the scale if employed with other demographic groups. It is recommended that future research be conducted to assess the durability of the SPS-I over an extended duration, thereby ensuring its longitudinal dependability.[]

Acknowledgment

Sahril Buchori: Conceptualization; Formal Analysis; Funding Acquisition; Investigation; Methodology; Project Administration; Resources; Writing Original Draft; Writing, Review & Editing. **Nurfitriany Fakhri:** Conceptualization; Data Curation; Formal Analysis; Investigation; Methodology; Validation; Writing Original Draft; Writing, Review & Editing. **Ria Andriany Fakhri:** Resources; Visualization; Writing, Review & Editing.

References

Alwi, M. A., & Fakhri, N. (2022). School well-being ditinjau dari hubungan interpersonal. *Pedagogika: Jurnal Pedagogik dan Dinamika Pendidikan*, *10*(2), 124–131. https://doi.org/10.30598/pedagogikavol10issue2page124-131

Anderson, R. (2004). A definition of peace. *Peace and Conflict: Journal of Peace Psychology*, *10*(2), 101–116. https://doi.org/10.1207/s15327949pac1002_2

Babyak, M. A., & Green, S. B. (2010). Confirmatory factor analysis: An introduction for psychosomatic medicine researchers. *Psychosomatic Medicine*, *72*(6), 587–597. https://doi.org/10.1097/PSY.0b013e3181de3f8a

Brown, K. W., Ryan, R. M., & Creswell, J. D. (2007). Mindfulness: Theoretical foundations and evidence for its salutary effects. *Psychological Inquiry*, *18*(4), 211–237. https://doi.org/10.1080/10478400701598298

Brown, T. A. (2015). *Confirmatory factor analysis for applied research*. Guilford Press.

Buchori, S., & Fakhri, N. (2022). Strategi pendidikan kedamaian pada sekolah di Indonesia. *Indonesian Journal of Learning Education and Counseling*, *5*(1), 69–80. https://journal.ilininstitute.com/index.php/IJoLEC/article/view/1855

Campo-Arias, A., & Oviedo, H. C. (2008). Psychometric properties of a scale: internal consistency. *Revista de Salud Pública*, *10*(5). https://doi.org/10.1590/S0124-00642008000500015

Curran, P. J., West, S. G., & Finch, J. F. (1996). The robustness of test statistics to nonnormality and specification error in confirmatory factor analysis. *Psychological Methods*, *1*(1), 16–29. https://doi.org/10.1037/1082-989X.1.1.16

Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, *88*(2), 408–416. https://doi.org/10.1111/cdev.12739

Fakhri, N., & Buchori, S. (2022). Intrapersonal peacefulness in Indonesian adolescents. *Proceedings of the 1st World Conference on Social and Humanities Research (W-SHARE 2021)*, 188–192. https://doi.org/10.2991/assehr.k.220402.040

Fayers, P. M., & Machin, D. (2007). *Quality of life: The assessment, analysis and interpretation of patient-reported outcomes* (2nd ed.). John Wiley & Sons, Ltd. https://doi.org/10.1002/9780470024522

Fredrickson, B. L. (2013). Positive emotions broaden and build. In *Advances in experimental social psychology* (pp. 1–53). https://doi.org/10.1016/B978-0-12-407236-7.00001-2

Goleman, D. (2011). *Social intelligence: The new science of human relationships*. Random House.

Goodwin, R., & Giles, S. (2003). Social support provision and cultural values in Indonesia and Britain. *Journal of Cross-Cultural Psychology*, *34*(2), 240–245. https://doi.org/10.1177/0022022102250227

Hofstede, G., Hofstede, G. J., & Minko, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). McGraw Hill.

Hu, C., Cao, R., Huang, J., & Wei, Y. (2022). The effect of self-discrepancy on online behavior: A literature review. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.883736

Hu, C., Zhao, L., & Huang, J. (2015). Achieving self-congruency? Examining why individuals reconstruct their virtual identity in communities of interest established within social network platforms. *Computers in Human Behavior*, *50*(C), 465–475. https://doi.org/10.1016/j.chb.2015.04.027

Indonesian Ministry of Health. (2009). *Pedoman Pelaksanaan Program Rumah Sakit Sayang Ibu dan Bayi*.

Khayyer, Z., Oreyzi, H., Asgari, K., & Sikström, S. (2019). Self-perception and interpersonal peacefulness: The mediating role of theory of mind and harmony. *Journal of Aggression, Conflict and Peace Research*, *11*(3), 180–199. https://doi.org/10.1108/JACPR-10-2018-0383

Latipun, D., & Firmanto, A. (2018). Development and validation of Peachful Behavior Scale. *Proceedings of the 3rd ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2017)*. https://doi.org/10.2991/acpch-17.2018.61

Lehdonvirta, V., Oksanen, A., Räsänen, P., & Blank, G. (2021). Social media, web, and panel surveys: Using non-probability samples in social and policy research. *Policy & Internet*, *13*(1), 134–155. https://doi.org/10.1002/poi3.238

López-Castedo, A., Álvarez García, D., Domínguez Alonso, J., & Álvarez Roales, E. (2018). Expressions of school violence in adolescence. *Psicothema*, *4*(30), 395–400. https://doi.org/10.7334/psicothema2018.130

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, *131*(6), 803–855. https://doi.org/10.1037/0033-2909.131.6.803

Magnis-Suseno, F. (1997). *Javanese ethics and world-view: The Javanese idea of the good life*. Gramedia Pustaka Utama.

Mair, P. (2018). *Modern psychometrics with R*. Springer International Publishing. https://doi.org/10.1007/978-3-319-93177-7

Mayton, D. (2009). *Nonviolence and peace psychology*. Springer US. https://doi.org/10.1007/978-0-387-89348-8

McGregor, I., & Little, B. R. (1998). Personal projects, happiness, and meaning: On doing well and being yourself. *Journal of Personality and Social Psychology*, *74*(2), 494–512. https://doi.org/10.1037/0022-3514.74.2.494

Murtisari, E. T. (2013). Some traditional Javanese values in NSM: From God to social interaction. *International Journal of Indonesian Studies*, *1*(1), 110–125.

Neff, K. D., & Germer, C. (2022). The role of self-compassion in psychotherapy. *World Psychiatry*, *21*(1), 58–59. https://doi.org/10.1002/wps.20925

Neff, K. D., Kirkpatrick, K. L., & Rude, S. S. (2007). Self-compassion and adaptive psychological functioning. *Journal of Research in Personality*, *41*(1), 139–154. https://doi.org/10.1016/j.jrp.2006.03.004

Neff, K. D., Rude, S. S., & Kirkpatrick, K. L. (2007). An examination of self-compassion in relation to positive psychological functioning and personality traits. *Journal of Research in Personality*, *41*(4), 908–916. https://doi.org/10.1016/j.jrp.2006.08.002

Nehra, D. K., Sharma, N., Kumar, P., & Nehra, S. (2013). Mindfulness Based Stress Reduction (MBSR) program: An overview. In *Mental health: Risks and resources* (pp. 197–230). Global Vision Publishing House.

Nelson, L. L. (2014). Peacefulness as a personality trait. In G. K. Sims, L. L. Nelson, & M. R. Puopolo (Eds.), *Personal peacefulness: Psychological perspectives* (pp. 7–43). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-9366-2_2

Pannucci, C. J., & Wilkins, E. G. (2010). Identifying and avoiding bias in research. *Plastic and Reconstructive Surgery*, *126*(2), 619–625. https://doi.org/10.1097/PRS.0b013e3181de24bc

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, *69*(4), 719–727. https://doi.org/10.1037/0022-3514.69.4.719

Schumann, K., Zaki, J., & Dweck, C. S. (2014). Addressing the empathy deficit: Beliefs about the malleability of empathy predict effortful responses when empathy is challenging. *Journal of Personality and Social Psychology*, *107*(3), 475–493. https://doi.org/10.1037/a0036738

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, *55*(1), 5–14. https://doi.org/10.1037/0003-066X.55.1.5

Sheldon, K. M., & Kasser, T. (1995). Coherence and congruence: Two aspects of personality integration. *Journal of Personality and Social Psychology*, *68*(3), 531–543. https://doi.org/10.1037/0022-3514.68.3.531

Sims, G. K., Nelson, L. L., & Puopolo, M. R. (Eds.). (2014). *Personal peacefulness: Psychological perspectives*. Springer New York. https://doi.org/10.1007/978-1-4614-9366-2

Triandis, H. C. (2001). Individualism-collectivism and personality. *Journal of Personality*, *69*(6), 907–924. https://doi.org/10.1111/1467-6494.696169

Trigueros, R., Magaz-González, A. M., García-Tascón, M., Alias, A., & Aguilar-Parra, J. M. (2020). Validation and adaptation of the Academic-resilience Scale in the Spanish context. *International Journal of Environmental Research and Public Health*, *17*(11), 3779. https://doi.org/10.3390/ijerph17113779

Warsah, I., Chamami, M. R., Prastuti, E., Morganna, R., & Iqbal, M. M. (2023). Insights on mother's subjective well-being: The influence of emotion regulation, mindfulness, and gratitude. *Psikohumaniora: Jurnal Penelitian Psikologi*, *8*(1), 51–68. https://doi.org/10.21580/pjpp.v8i1.13655

Yusoff, S. R., Hoesni, S. M., Rosharudin, N. A., & Muhammad, N. A. (2024). Validity study of the EPOCH measure of adolescent well-being in Malaysian samples. *Psikohumaniora: Jurnal Penelitian Psikologi*, *9*(1), 107–124. https://doi.org/10.21580/pjpp.v9i1.20541

Appendix

Complete SPS-I Scale Items

English Version (Original)
Factor 1: Self-acceptance, self-compassion and non-violence toward self

1. I take good care of my physical and psychological health.
2. I am at peace with myself.
3. I am self-accepting of my weaknesses and failures.
4. I treat myself patiently and tolerantly.
5. I behave in healthy and safe ways.
6. I forgive myself for my mistakes and wrong actions.

Factor 2: Harmony between aspects of self.

1. I blame myself for things that go wrong. (reverse scored)
2. I am afraid to do things that I want to do. (reverse scored)
3. I punish myself for my mistakes and failures. (reverse scored)
4. I dislike certain aspects of myself. (reverse scored)
5. I am torn between desires to do various things. (reverse scored)
6. I experience inner conflict. (reverse scored)

Note: The scale uses the 6-point Likert Scale (1=Never to 6=Always), and 6 items (2, 5, 6, 7, 9, 11) use reverse scoring.

Indonesian Version (Bahasa Indonesia)
Faktor 1: Penerimaan diri, welas asih diri dan non-kekerasan terhadap diri sendiri

1. Saya menjaga kesehatan fisik dan psikologis saya dengan baik.
2. Saya berdamai dengan diri saya sendiri.
3. Saya menerima diri sendiri atas kelemahan dan kegagalan saya.
4. Saya memperlakukan diri saya dengan sabar dan toleran.
5. Saya berperilaku dengan cara yang sehat dan aman.
6. Saya memaafkan diri saya sendiri atas kesalahan dan tindakan salah saya.

Faktor 2: Harmoni antar aspek diri.

1. Saya menyalahkan diri sendiri ketika terjadi kesalahan. (skor dibalik)
2. Saya takut melakukan hal-hal yang ingin saya lakukan. (skor dibalik)
3. Saya menghukum diri saya sendiri atas kesalahan dan kegagalan saya. (skor dibalik)
4. Saya tidak menyukai aspek-aspek tertentu dari diri saya sendiri. (skor dibalik)
5. Saya bimbang di antara keinginan untuk melakukan berbagai hal. (skor dibalik)
6. Saya mengalami konflik batin. (skor dibalik)

Catatan: Skala menggunakan Skala Likert 6 poin (1=Tidak pernah menjadi 6=Selalu), dan 6 item (2, 5, 6, 7, 9, 11) menggunakan penilaian terbalik.