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Adaptation of Interpersonal Support Evaluation List (ISEL-12) for Mothers of Children Aged 3-6 Years in Indonesian Context

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Abstract: Adaptation of psychological instruments is very important because of differences in culture and context. This study aims to adapt the Interpersonal Support Evaluation List (ISEL-12) in an Indonesian context. Initial steps include back-to-back translation, focus group discussions, expert assessments, and pilot studies. From this procedure, the number of items obtained is 12 which is the original ISEL-12 version, there are five revised items according to the context of cultural groups and parenting activities of mothers with children of early child age (3-6 years). The twelve final questions were tested on 533 mothers with an average age of 34.5 years from several regions in Indonesia. Construct validity tests are performed using EFA and CFA. The analysis showed good validity and reliability (Cronbach's alpha: 0.920) and item loading factors ranging from 0.398-0.816 by showing that the three-factor model was suitable, with values based on RMSEA=0.079, CFI=0.923, TLI=0.911 and GFI=0.918. The conclusion is that ISEL-Ind also has 3 aspects in forming social support for mothers who have children in early childhood, namely, tangible support, belonging support and appraisal support.

Keyword: Mother's; Social Support; ISEL

Abstrak: Adaptasi instrumen psikologis sangat penting karena perbedaan budaya dan konteks. Penelitian ini bertujuan untuk mengadaptasi Interpersonal Support Evaluation List (ISEL-12) dalam sebuah konteks Indonesia. Langkah awal meliputi penerjemahan back-to-back, kelompok fokus diskusi, penilaian ahli, dan studi percontohan. Dari prosedur ini diperoleh jumlah item 12 yang versi ISEL-12 asli, ada lima item hasil revisi sesuai dengan konteks kelompok budaya dan aktivitas pengasuhan ibu dengan anak usia early childhood (3-6 tahun). Keduabelas soal akhir diujikan kepada 533 ibu yang berusia rata-rata 34,5 tahun dari beberapa wilayah di Indonesia. Uji validitas konstruk dilakukan menggunakan EFA dan CFA. Hasil analisis menunjukkan validitas dan reliabilitas yang baik (Cronbach's alpha: 0.920) dan factor loading item mulai dari 0.398-0.816 dengan menunjukkan model tiga factor adalah cocok, dengan nilai berdasarkan RMSEA=0.079, CFI=0.923, TLI=0.911 dan GFI=0.918. Kesimpulannya adalah ISEL-Ind juga memiliki 3 aspek dalam membentuk dukungan sosial pada ibu yang memiliki anak usia early childhood yaitu, tangible support, belonging support dan appraisal support.

Keyword: Ibu; Dukungan Sosial; ISEL

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Introduction

Many studies have proven that social support relationships can have a positive or negative impact with various variables in mental and physical health science (Delistamati et al., 2006). Social support as a condition is used to refer to social processes that have contributed to individual well-being and health (Payne et al., 2012). Social networks become the main effect and are integrated by strengthening self-confidence, security, and stability and improving the prediction of social skills for individuals (Gu, 2014). In some research related to stress models, the protective function of social support mostly arises when a person encounters a stressful event. Under pressure, the perceived availability of social resources will probably result in fewer pessimistic assessments of existing difficulties and personal adaptive capacities. In addition, in the context of parenting for mothers can have an impact on a sense of security, and reduced maladaptive reactions and negative emotions when facing behavior in their immediate environment (Corthorn, 2018; Payne et al., 2012; Townshend et al., 2014). A number of instruments are available to measure various aspects of social support, for example as frequency of support actions received, perceived quality or availability of abilities of different types of abilities, general beliefs about social support and relationships and interactions relevant to social support (Delistamati et al., 2006; Reis et al., 2017). One of the instruments commonly used for respondents of the general public, children, adolescents and parents with their closest people is the interpersonal survey evaluation list (ISEL) (Merz et al., 2014).

Many well-known instruments for measuring social support are The Social Support Questionnaire, Social Provisions Scale, The Multidimensional Scale Perceived Social Support (MSPSS) and Interpersonal Support Evaluation List (ISEL-12). A shortened form of this measuring instrument, ISEL-12 (S Cohen et al., 1985), has also been widely adopted as a measure of social support. Initially, this scale was tested on respondents in the context of perceived social support of individuals from significant others. ISEL-12 produces a total score that describes the overall perceived social support, and three subscales representing perceived availability of appraisal, belonging and tangible social support (Cohen & Willis, 1994).

ISEL long form has demonstrated internal consistency reliability, test-retest reliability, convergent validity (Cohen & Hoberman, 1983; Sheldon Cohen & Willis, 1994), and good structural validity (Brookings & Bolton, 1988). Cohen (1985) presented baseline psychometric characteristics for ISEL-12 in 1,399 predominantly non-Hispanic/Latino white respondents; Merz et al., (2014)investigated the reliability and validity of ISEL-12 with a larger number of respondents of 5,313 Hispanic/Latino people with sociocultural additions by identifying groups of Dominican, Central American, Cuban, Mexican, Puerto Rican, or South American descent; however, it has not been said whether ISEL is reliable and valid in measuring perceptions of social support in ethnically diverse populations such as Asia and particularly Indonesia. In addition, although ISEL and its short forms, including ISEL-12, have been translated into several languages, including Indonesian, the measurement properties of these adapted instruments have not been verified.

The main principle of behavioral research is that instruments measure the same construction between groups; If this is violated, the interpretation of the score results can be misleading. Measurements can give different results to diverse cultural and ethnic groups because group differences also influence different views on definitions, experiences and ways of communicating a psychological phenomenon (Geisinger, 1994; Marnat, 2009). For example, related to language and socio-culture that exist in the group. If a survey research instrument measures a psychological construct in a particular group then adaptation may be necessary for cross-cultural application (Duncan et al., 2015; Geisinger, 1994). ISEL-12 itself has been adapted to several languages such as English, Spanish, Mexican, Central America, Cuba, Puerto Rico or South America.

In Indonesia, the use of social support instruments in research or clinical practice is very important and still limited. This study aims to evaluate the social support measurement tool, ISEL in the context of

mothers with early childhood children (3-6 years). In accordance with previous research (O' Leary et al., 2016; Taraban & Shaw, 2018), it is expected that mothers with early childhood children who score high on this test will show fewer psychological or physical problems and have higher psychological resistance to stressful experiences. Social support is defined as individual perceptions related to the support provided by people around related to direct assistance such as materials, facilities, and assistance such as one's involvement or presence in helping to deal with problems being experienced by individuals (Delistamati et al., 2006; Williams & Cano, 2014). In the perception of mothers related to perceived social support, it is mainly related to parenting patterns, especially the assistance provided to mothers when caring for children (Harmon & Perry, 2011; Syrotchen, 2019). Direct support to mothers when experiencing problems faced, such as delivering children to school, when children are sick and assistance provided when mothers experience other negative emotional conditions, so as to optimize care, especially in pre-school children (Reynolds, 2003; Uygun & Erus, 2024). This shows that social support is very important to be able to be measured precisely, using social support instruments that have high validity and reliability with the Indonesian cultural context in mothers with early childhood children (3-6 years).

Method

Guidelines in the adaptation process using international test commission (ITC) guidelines for test adaptation (2016). First, the researchers asked Cohen for permission to adapt ISEL. Then the researcher did the translation in Indonesian with two professional translators. The suitability of the translation is checked with the original measuring instrument, and back-translation is carried out again by two translators. The translation results were analyzed by three expert reviews from professional lecturers and practitioners in the field of parent-child care with an assessment process for construct validity. The research team discussed the input from these experts and then conducted readability tests on ten parents.

Second, ISEL-12 was then tested on 533 mothers with early childhood children (3-6 years) living in the eastern Java province of Indonesia. The participants were chosen by accidental sampling. Data collection was carried out through great parent class groups in Play Group schools and kindergartens. The average age of participants was 34.5 years. Most of them are high school graduates (39.96%), undergraduate (46.9%) and post-graduate (13.13%). Most participants had one child (37.8%), two children (39.58%), more than two children (20.45%).

Third, ISEL-12 (S Cohen et al., 1985) is derived from the long form of ISEL and contains 12 items that rate perceptions of social support availability on a 4-point scale from 0 (definitely false) to 3 (definitely true). All items are added together to produce a total score (score range = 0-36), from three dimensions describing tangible support, belonging support, and appraisal support (score range = 0-12) which each consists of four items.

The construct validity was tested using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Factor exploration analysis (EFA) is applied to investigate the factors that create a construct by looking at the largest variance with the smallest number of factors. Items were also analyzed for reliability using alpha-Cronbach reliability technique with JASP 12.02.0 software to perform the statistical calculations. EFA and CFA analyses were conducted on 533 mothers with an average age of 34.5 years and with an average age of 4.7 years. Most of the parents are university graduates, which is 56% with the highest subsequent births (second child and beyond) (54%). Data lebih rinci ada pada tabel berikut:

Tabel 1
Demographic information of the research group

Variable	Frequency	Percentage
Mother's Age Category:		
20-30 years olds	221	41%

31-40 years olds	312	59%
Mother's Academic Levels:		
Associate's degree or lower	137	25,7%
Bachelor's degree	300	56%
Postgraduate degree	96	18,3%
Child's Position in the birth order:		
Firstborn	245	46%
Subsequent births (second child and beyond)	288	54%

Result

Exploratory Factor Analysis (EFA)

Test Pada analisa EFA, oblique promax rotation was performed because ISEL's dimensions had a fairly strong correlation (r=.65) on the original measuring instrument. Nilai overall MSA value using the Kaiser-Meyer-Olkin Test was 0.870, and the Bartlett test was significant (p<.001). The scree plot graph in Figure 1 shows that ISEL-Ind memiliki tiga faktor dengan eigenvalues >1 dan item-itemnya memiliki faktor loading diatas 0.4 keatas. Korelasi itu antar faktor juga cukup kuat (r=.677).

Item Reliability Analysis and Scale Reliability

Analyses were performed for each dimension and overall scale with Cronbach's alpha reliability tests. Each reliability index can be seen in table 2. Overall, the ISEL-Ind scale has Cronbach's Alpha 0.920.
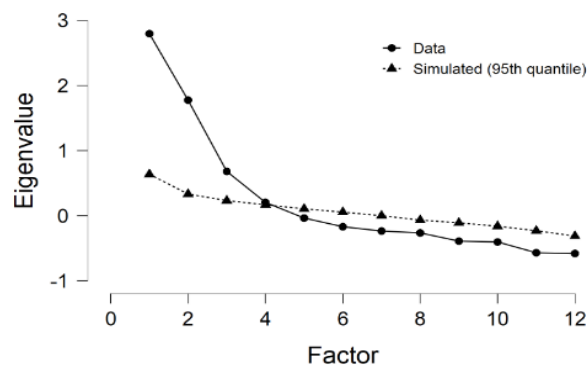

Figure 1 *Scree Plot*

Table 2

Factor loadings from EFA Test

	Factor 1	Factor 2	Factor 3
BS 1		0.792	
AS 2			0.998
TS 3	0.798		
AS 4			0.408
BS 5		0.453	
AS 6			0.554
BS 7		0.719	
TS 8	0.810		
BS 9		0.750	

TS 10	0.796	
AS 11		0.581
TS 12	0.641	

Confirmatory Factor Analysis (CFA) Test

The results of the Confirmatory Factor Analysis test, show that the three-factor model is suitable, with values based on RMSEA = 0.079, CFI = 0.923, TLI = 0.911 and GFI = 0.918 by looking at total or unidimensional scores (see Table 2). The covariance between factors is quite high, which is 0.857, and the loading factor is from 0.398 to 0.816, the breakdown of the score is described in Table 4 which shows the items and loading factors from ISEL-Ind. Table 4 shows the score of items obtained based on the CR formula, each dimension has reliability, namely; factor 1 is CR = 0.754, factor 2 is CR = 0.779, factor 3 is CR = 0.845. It can be said that the reliability coefficient of items with good total dimensions ($>$0.70), indicates good consistency in measuring social support in mothers. An AVE score on tangible support $>$ 0.5 (0.579) indicates that the item has high validity. While in the aspect of appraisal support and belonging support, the AVE score $<$ 0.5 (0.482 and 0.441) but the CR value of each aspect $>$ 0.6, so the item is still classified as having good validity.

Table 3

Fit Indexes of CFA Model

CFI	TLI	NFI	RMSEA	Note
0.923	0.911	0.907	0.079	Fit

Tabel 4

Factor Loading from CFA Test

Factor		Items	λ
Factor 1	TS 3	Saya memiliki seseorang yang biasa memberikan saran ketika sedang menghadapi masalah hidup	0.779
	TS 8	Jika ingin makan bersama dengan seseorang, saya dapat dengan mudah menemukan seseorang yang mau menemani saya	0.808
	TS 10	Jika saya harus pergi keluar kota selama beberapa hari, saya sulit menemukan seseorang untuk membantu saya (seperti merawat rumah dan anak-anak)	0.780
	TS 12	Jika saya membutuhkan bantuan untuk persiapan bepergian ke suatu tempat, saya kesulitan menemukan seseorang yang bisa membantu saya	0.669
Factor 2	BS 1	Saya merasa bahwa tidak ada orang yang saya percaya untuk cerita tentang kekhawatiran dan ketakutan yang saya alami	0.816
	BS 5	Jika saya ingin pergi ke suatu acara (mengantar anak sekolah, kerumah sakit dll), saya kesulitan menemukan seseorang yang bisa pergi menemani saya	0.398
	BS 7	Saya jarang dimintai bantuan oleh orang lain	0.769
	BS 9	Jika saya sakit, saya dapat dengan mudah meminta bantuan seseorang untuk membantu melakukan pekerjaan sehari-hari	0.716
Factor 3	AS 2	Ada seseorang yang dapat saya mintai nasihat tentang cara menangani masalah dengan keluarga saya	0.785
	AS 4	Jika terjadi permasalahan keluarga, saya tidak memiliki seseorang yang bisa memberi saran dengan baik	0.564
	AS 6	Jika saya ingin pergi refreshing (seperti jalan-jalan) pada suatu waktu, saya bisa dengan mudah menemukan seseorang yang mau menemani	0.514

	AS 11	Jika saya mengalami kesulitan diluar rumah, ada seseorang yang bisa saya hubungi dan datang untuk membantu saya	0.753

Table 5

Result of Construct Reliability in the Final ISEL-Ind

Dimensions	Indicators	λ	CR	l²	Σl²	AVE
Tangible Support	TS 3	0.779		0.607		
	TS 8	0.808	0.845	0.653	2.316	0.579
	TS 10	0.780		0.608		
	TS 12	0.669		0.552		
Belonging Support	BS 1	0.816		0.666		
	BS 5	0.398	0.779	0.158	1.928	0.482
	BS 7	0.769		0.591		
	BS 9	0.716		0.513		
Appraisal support	AS 2	0.785		0.616		
	AS 4	0.564	0.754	0.318	1.766	0.441
	AS 6	0.514		0.264		
	AS 11	0.753		0.567		

Discussion

The interpersonal survey evaluation list (ISEL-12) consists of one factor called unifactorial (Merz et al., 2014) which consists of three aspects, namely tangible support, belonging support and appraisal support. Tangible support refers to direct support, it can be in the form of services, time or materially. Belonging support refers to support that is addressed by a feeling of acceptance to be part of a group and a sense of community. Appraisal support refers to support in the form of advice related to troubleshooting to reduce stressors (Reblin & Uchino, 2008; Rodriguez & Cohen, 1998). ISEL-12 consists of twelve items with a western cultural context, but then adapted to the Indonesian cultural context with the conditions of the mother's daily activities which are then evaluated through expert judgment.

One of the revised items of the original ISEL was one that read "if I wanted to go on a day trip (e.g. to the countryside or mountains), I would have a hard time finding someone to go with", this was then adjusted to the context of the mother's activity, so the item read "If I want to go to an event (dropping my children off, to the hospital etc.), I have trouble finding someone who can go with me". The original item reads "if I decide one afternoon I want to go to the movies in the evening, I can easily find someone to keep me company". It is also adapted to the context of the mother's activity, so it reads "If I want to go refreshing (like a walk) at some time, I can easily find someone who wants to accompany me". The third original customized item read "if I am stranded 10 miles from home, there is someone I can call who can come and pick me up", after being adjusted to read "If I am having trouble outside the house, there is someone I can call and come to help me". The fourth original item adapted to the context of the activity in the mother read "if I had to go out alone for a few weeks, it would be difficult to find someone who would take care of my house or apartment (plants, pets, garden, etc.)", so it was adjusted to read "If I have to go out of town for a few days, I have a hard time finding someone to help me (such as taking care of the house and children, etc)".

ISEL-12 has views of social support in general, as in some items, therefore although its construction is universal in certain aspects it may be adapted to different cultural contexts (Delistamati et al., 2006; Reise et al., 2000). This allows ISEL-Ind to adjust the text to the mother according to Indonesian activities and culture.

In mothers in Indonesia, the perception of social support is largely determined by how mothers perceive when they feel they get direct support in terms of material, assistance, involvement of others in the problems they are facing and acceptance of their social environment (Pratiwi, 2021; Prihandini, 2020). The support needed by mothers in caregiving is proven especially at the age of children 2-6 years (early childhood) (Handayani et al., 2019), this condition is caused by children of that age have physical and emotional dependency needs, especially on mothers (Halberstadt et al., 2016). This expression is already represented from the items present in ISEL-Ind used in this study. But there is one item that has a loading factor with a score of 0.398, which reads "If I want to go to an event (dropping off my children at school, to the hospital etc.), I have trouble finding someone who can go with me", even though it already has a loading factor score of > 0.4 but needs to be observed again or needs to be revised so as to get a better score. The context of the mother's activities can be adjusted to the needs of the cultural group and her parenting activities.

Exploratory factor analysis (EFA) shows that ISEL-12 consists of twelve items and three underlying factors. The items that each factor has correspond to its original arrangement and theoretical constructs that have been explored at the time of instrument preparation. The results showed consistency between EFA and theoretical construction. ISEL-Ind in this study is divided into three factors, namely: factor one consists of items number 3, 8, 10, 12 and factor two consists of items number 1, 5, 7, 9 and factor three consists of items number 2, 4, 6, 11. Like the aspects in the original version of ISEL-12, the three factors are first tangible support, second is belonging support and third appraisal support.

There are some limitations to this study. First, of course the ISEL-12 is given, not the full ISEL-40 item. Second, the participants identified themselves with a cultural group in general and did not identify with a specific group attached e.g. tribe, ethnicity etc. (Comstock et al., 2004). In addition, in terms of language it may be different caused by several other factors such as cultural acculturation, age, education, or other variables. Another potential limitation is an item-level response scale that ranges from "definitely wrong" to "definitely right". This format is believed to have suboptimal psychometric properties and is associated with tacit response patterns in survey questionnaires (Saris et al., 2010).

Conclusions

In this study, ISEL-Ind has 12 items such as the original version of ISEL-12 with five revised items according to the context of maternal activities with early childhood children (3-6 years) through expert judgment assessment and produces high validity and reliability. ISEL-Ind also has three aspects according to the factor analysis, namely the first factor is tangible support, namely direct support, belonging support, namely emotional support, and appraisal support, which is support in the form of fate and assistance in solving problems. Research may need to evaluate other aspects of reliability and constructive validity in the overall score of ISEL-Ind. Issues of translation/adaptation, education/literacy, and cultural group differences in the nature of social support should also be addressed as economic and other factors. In particular, the assessment of the stability of the score over time, sensitivity to change, and others in experiencing changes in terms of aspects of validity. However, these results provide preliminary evidence that the overall social support score of ISEL-12 can be applied in maternal contexts to Indonesian culture in clinical and research settings.

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