

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/392923663>

Validation of the Homophobia Scale (HS) Using Rasch Analysis In Indonesia Context

Article in JURNAL ILMIAH GLOBAL EDUCATION · June 2025

DOI: 10.55681/jige.v6i2.3761

CITATIONS

0

READS

4

1 author:



Alyssa Putri

University of Surabaya

3 PUBLICATIONS 3 CITATIONS

SEE PROFILE



Validation of the Homophobia Scale (HS) Using Rasch Analysis in Indonesia Context

Alyssa Putri^{1*}

¹ Faculty of Psychology, Universitas Surabaya, Surabaya, Indonesia

*Corresponding author email: s154122522@student.ubaya.ac.id

Article Info

Article history:

Received April 30, 2025
Approved June 01, 2025

Keywords:

Educational Intervention,
Homophobia, LGBTQ

ABSTRACT

Homophobia remains a significant social issue, negatively affecting LGBTQ+ individuals and communities. Educational interventions are seen as a promising solution to foster understanding, acceptance, and empathy towards the LGBTQ+ community. This systematic review explores the effectiveness of such interventions in reducing homophobia, drawing from key studies that demonstrate positive impacts. Findings suggest that educational programs can increase knowledge about sexual diversity, promote empathy, and reduce discriminatory behaviours. Despite some limitations, these interventions show potential in creating more inclusive environments, especially when implemented early in educational and community settings. Future research should focus on larger and more diverse samples to strengthen these findings.

Copyright © 2025, The Author(s).
This is an open access article under the CC-BY-SA license



How to cite: Putri, A. (2025). Validation of The Homophobia Scale (HS) Using Rasch Analysis in Indonesia Context. *Jurnal Ilmiah Global Education*, 6(2), 900–905. <https://doi.org/10.55681/jige.v6i2.3761>

INTRODUCTION

Homophobia, characterized by prejudice, discrimination, and negative attitudes towards individuals who identify as lesbian, gay, bisexual, or transgender (LGBTQIA+), poses significant challenges to the well-being and social inclusion of LGBTQIA+ individuals in various societies (Fraïssé & Barrientos, 2016). As a country rich in its relatedness to religion, Indonesia is not exempt from the presence of homophobia. It's not even shocking if the majority of Indonesian citizens neither accept nor support LGBTQIA+ community. Even though the social, cultural, and religious contexts in Indonesia are very diverse, those are also what contributed to the persistence of mindset to discriminate practices, limiting the rights and opportunities of LGBTQIA+ individuals. Especially considering that Indonesia is a heteronormative country (Nugroho, 2024).

The outcome of this phenomenon for the community should not be taken lightly. Studies suggest that the negative effects on the well-being of LGBTQIA+ individuals, such as severe depression, excessive alcohol consumption, drug abuse, and suicidal tendencies, can be attributed to the stigma and discrimination they face. Additionally, acts of bullying, rejection by family members, and societal stigmatization in general have been associated with a higher probability of LGBTQIA+ youth dropping out of school, engaging in substance use, and contemplating suicide (Mallory et al., n.d.; Daniels 2024). One example of case related to how homophobia affect the life of LGBTQIA+ is that nearly a quarter of Indiana LGBTQ youth attempt suicide (Harman, 2025). 22.7% of high school LGBTQIA+ students with futures, with family, with promise, with value, attempted to kill themselves in 2021. Another example in Indonesia is an LGBTQIA+ military couple in East Java was sentenced to 7 months in jail and fired, the reasoning behind this is the possibility of them transmitting HIV/AIDS to others in the army. People end up not only losing their jobs, but risking their lives. Looking at the reality of their experiences, it's only fair that an action is made available to resolve this urgent matter.

In response to this pressing issue, Educational Program-based Interventions have emerged as potential strategies to combat homophobia, foster inclusivity, and promote social change because of the information sharing aspect of the intervention (Dozois & Wells, 2020; Mason et al, 2017). One of the many reasons why someone is homophobic is because of the limited exposure to diverse sexual orientations and gender identities. This induces an ignorance and lack of understanding about LGBTQIA+, and the experiences of LGBTQIA+ individuals may lead to fear, discomfort, and prejudice. Homophobia can also stem from fear and misconceptions because of the unfamiliarity with non-normative expressions of gender and sexuality. These stereotypes, misinformation, and unfounded beliefs about LGBTQIA+ individuals may lead to negative attitudes and prejudice. People desperately need to open their eyes about why they are what they are, the process and their journey, their life stories, and what the repercussions of homophobia are to their daily life.

There have been systematic literature review articles about this particular topic before from Rogers et al. (2009) that used knowledge-based curricula in college sexuality courses for their undergraduate students. Before giving the intervention, the researcher gave the participants A Sexual Knowledge Survey (adapted from Kelly, 2006), Sexual Opinion Survey (Fisher et al., 1988), and The Bem Sex Role Inventory (Bern, 1974). After the intervention has been given, they utilized The Homophobia Scale (Wright, L. W. et al., 1999) to measure the impact of the intervention. In contrast to the multiple pre-tests from the previous research, Vural-Batik (2020) forthrightly uses The Homophobia Scale (Hudson & Ricketts, 1980) for their participants. They also applied a similar type of intervention but specifically to psychological counselor candidates. In the sport related field, Denison et al. (2023) gave their participants The Homophobic Content Agent Target (HCAT) before giving an educational intervention delivered by professional rugby athletes for the younger teams. This particular systematic literature review aims to explore and synthesize existing research on educational interventions targeting homophobia in a more general scope.

METHODS

This research design is a systematic literature review which is a method used to identify, evaluate, and synthesize existing research studies based on a specific topic. It involves well-defined steps such as formulating the research question, establishing inclusion and exclusion

criteria, searching for relevant studies, screening and selecting studies, extracting data, assessing study quality, analyzing and synthesizing findings, and interpreting and reporting the results. This approach ensures a comprehensive and objective assessment of the available literature, aiding in the identification of patterns and trends while providing valuable insights for further research and decision-making.

Researcher utilizes Google Scholar and PubMed with “educational” “intervention” and “homophobia” keywords, ranging from the year 2009-2023 to find the related journal articles. Google Scholar showed 22,500 results, while PubMed only came up with 11 results.

The type of articles inclusion is that the journals have to be in English, year of publication are from 2009 onwards due to the absence of prior implementation of Educational Program-based Interventions leading up to that year. The intervention must be in the umbrella of an educational based program, quantitative and qualitative research. Following up to the inclusion criteria, exclusion of the chosen articles is journals that are written in language other than English and that thesis, dissertation, meta-analysis and any form of final papers are not used.

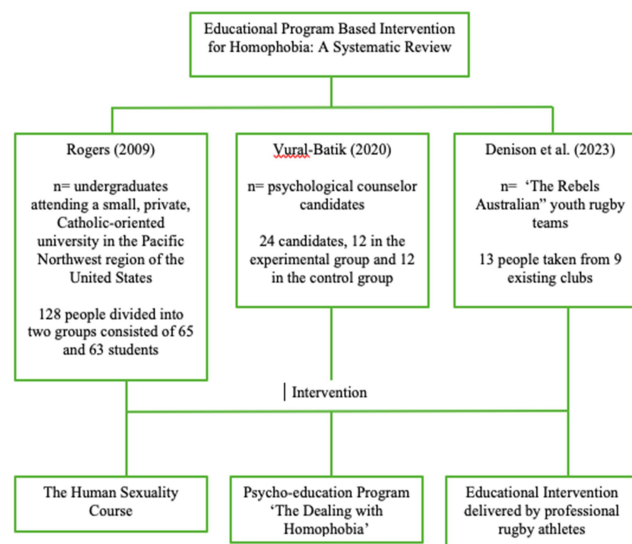


Figure 1. Flowchart of The Systematic Literature Review

RESULTS AND DISCUSSION

Rogers, McRee, & Arntz conducted an empirical investigation with undergraduate students attending a small, private, Catholic-oriented university in the Pacific Northwest region of the United States. The sample size comprised 128 participants divided into two groups, consisting of 65 and 63 students, respectively. The researchers utilized A Sexual Knowledge Survey (adapted from Kelly, 2006), Sexual Opinion Survey (Fisher et al., 1988), and The Bem Sex Role Inventory (Bern, 1974) before and after administering the intervention. They also employed The Homophobia Scale (Wright, L. W. et al., 1999) to measure the level of homophobia post-intervention. The results indicated a significant decrease in homophobia levels among students attending the human sexuality class over the course of the semester. Furthermore, the effect of attending the class on reducing homophobia was partially mediated by

an increase in self-reported knowledge about sexual matters, including attitudes about homosexuality.

Vural-Batik's study involved psychological counselor candidates in a Psycho-Education Program called 'The Dealing with Homophobia.' The participants were divided into experimental and control groups, totaling 24 individuals, with 12 in each group. Only a posttest was administered using The Homophobia Scale (Hudson & Ricketts, 1980) after the intervention session. The results indicated that 'The Dealing with Homophobia' Psycho-Education Program effectively decreased levels of homophobia and induced attitude changes in the psychological counselor candidates.

Denison et al. (2023) also conducted research on the efficacy of an educational program-based intervention in reducing homophobia. They provided an educational intervention delivered by professional rugby athletes to 13 individuals from 9 youth rugby teams of "The Rebels Australian." The participants' frequency of using homophobic language was measured two weeks before and after the intervention using a self-reported measurement called The Homophobic Content Agent Target (HCAT). The findings indicated that using professional rugby athletes to deliver education on homophobic language was not effective.

Rogers et al. (2009) conducted a study aimed at discerning factors influencing homophobic attitudes among university students and examining the potential for educational interventions to reduce homophobia. The participants consisted of 128 undergraduate students from a small, private university in the northwestern United States. Survey packets, including the Sexual Opinion Survey, Homophobia Scale, sexual knowledge survey, Bem Sex Role Inventory, and a demographic questionnaire, were administered at the beginning and end of the fall semester in 2004. The students were divided into two groups: those attending a human sexuality class and a comparison group enrolled in professional and social science introductory courses. The findings revealed a significant reduction in homophobia levels among students attending the sexuality class compared to the comparison group. The effect of the class on reducing homophobia was partly attributed to an increase in self-reported knowledge about sexual matters. These results suggest that knowledge-based sexuality courses may play a pivotal role in shaping broader attitudes about sexuality, including attitudes about homosexuality.

In contrast, Denison et al. focused on the prevalence of homophobic language in male sports and its detrimental effects, particularly on gay or bisexual youth. The study assessed the effectiveness of a social-cognitive educational intervention delivered by professional rugby union players to youth sport teams. The randomized controlled trial included 13 Australian youth rugby teams from nine clubs, with a total of 167 participants aged 16 to 20. The intervention's aim was to reduce homophobic language, and data on language frequency were collected two weeks before and after the intervention. Hypothesized factors influencing homophobic language, including descriptive, prescriptive, and proscriptive injunctive norms, as well as attitudes towards the acceptability of such language, were also measured. Despite targeting these factors, the intervention did not significantly reduce homophobic language or alter associated norms and attitudes compared to the control group. The use of professional rugby athletes to deliver education on homophobic language was found to be ineffective. The study suggests exploring alternative approaches such as peer-to-peer education and policy enforcement by coaches to combat homophobic language and discrimination.

Finally, Vural-Batik's research aimed to investigate the impact of 'The Dealing with Homophobia Psycho Psycho-Education Program' on the homophobia levels of psychological counselor candidates. The study utilized a mixed model with quantitative and qualitative methods, adopting a quasi-experimental design involving experimental and control groups. Data obtained via interviews underwent content analysis. The research involved 24 psychological counselor candidates, with 12 in the experimental and control groups, respectively. The Homophobia Scale was used to assess the participants' homophobia levels, and 'The Dealing with Homophobia Psycho-Education Program,' developed by the researcher, was implemented to determine its effectiveness. The Two-Way Analysis of Variance with Repeated Measures was used to evaluate the program's impact. The results indicated the program's efficacy in reducing homophobia among psychological counselor candidates and eliciting positive attitude changes. The study highlights the significance of incorporating the program into psychological counselor education.

CONCLUSION

Based on the findings, it is found that Educational-based Program Intervention has a significant impact to lower homophobia tendency on its participants. Although not instantly. Most of the study used in this literature gave the intervention in more than one session and in a rather structured and rigid process. Without this model, the intervention might not be able to effectively illuminate its true purpose of giving proper and thorough insight about LGBTQIA+. For future research, an optimal approach would involve expanding the scope of reviewed papers beyond a mere three, thereby introducing a diverse array of perspectives and approaches to the investigation. This may lead to a richer understanding of the subject matter. However, an alternative avenue could involve a focused examination, where specific types of educational-based intervention are scrutinized in conjunction with particular interventions, offering valuable insights into their combined effects on lowering homophobia treatment outcomes. The decision between broader variation or targeted specificity depends on the research objectives and the depth of insight sought in the exploration of educational program-based intervention's efficacy for homophobia.

REFERENCES

- Bern, S. L. (1974). The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, 42(2), 155–162. <https://doi.org/https://doi.org/10.1037/h0036215>
- Daniels, E. (2024). *The Psychological Victimization of Relational Bullying Among the LGBTQIA+ Population* (Doctoral dissertation, Walden University).
- Denison, E., Faulkner, N., S O'Brien, K., Jeanes, R., & Canning, M. (2023). Effectiveness of an Educational Intervention Targeting Homophobic Language Use by Young Male Athletes: A Cluster Randomised Controlled Trial. *British Journal of Sports Medicine*, 57(9), 515–20. <https://doi.org/10.1136/bjsports-2022-105916>
- Dozois, E., & Wells, L. (2020). Changing contexts: A framework for engaging male-oriented settings in gender equality and violence prevention–Practitioners' guide.
- Fisher, W. A., Byrne, D., White, L. A., & Kelley, K. (1988). Erotophobia-erotophilia as a dimension of personality: A multidimensional approach to sexual attitude organization. *Journal of Sex Research*, 25(1), 123–151. <https://doi.org/10.1080/00224498809551482>
- Fraïssé, C., & Barrientos, J. (2016). The Concept of Homophobia: A Psychosocial Perspective.

- Sexologies, 25(4), 65–69. <https://doi.org/10.1016/j.sexol.2016.02.002>
- Harman, T. A. (2025). Understanding Risk Factors for Suicidality in LGBTQIA+ Individuals Living in Rural Areas (Doctoral dissertation, Southern Connecticut State University).
- Hudson, W. W., & Ricketts, W. A. (1980). A strategy for the measurement of homophobia. *Journal of Homosexuality*, 5(4), 357–372. https://doi.org/10.1300/J082v05n04_02
- Mallory, Christy, Brown, T. N. T., Russell, S., & Sears, B. (n.d.). The Impact of Stigma and Discrimination Against LGBT People in Texas.
- Mason, E. C. M., Springer, S. I., & Pugliese, A. (2017). Staff development as a school climate intervention to support transgender and gender nonconforming students: An integrated research partnership model for school counselors and counselor educators. *Journal of LGBT issues in counseling*, 11(4), 301-318.
- Nugroho, H. H. W. (2024). Heteronormativity: Contentious Symbol of Belonging in Indonesia from the Pluriverse Perspective. *Dialogue and Universalism*, (2), 165-188.
- Rogers, Anissa, McRee, N., & Arntz, D. L. (2009). Using a College Human Sexuality Course to Combat Homophobia. *Sex Education*, 9(3), 211–25. <https://doi.org/10.1080/14681810903059052>
- Vural-Batik, M. (2020). The Effectiveness of the Dealing with Homophobia Psycho-Education Program on Psychological Counselor Candidates. *Higher Education Studies*, 10(3). <https://doi.org/10.5539/hes.v10n3p1>
- Daniels, E. (2024). The Psychological Victimization of Relational Bullying Among the LGBTQIA+ Population (Doctoral dissertation, Walden University).
- Wright, L. W., J., Adams E., H., & Bernat, J. A. (1999). Development and validation of the Homophobia Scale. *Journal of Psychopathology and Behavioral Assessment*, 22(4), 337–347.