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Rasch Model Testing of the Indonesian Version of the Friendship Autonomy Support Questionnaire

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SCIENTIFIC RESEARCH ARTICLE

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Abstract

This study aimed to evaluate the psychometric properties of the Indonesian version of the Friendship Autonomy Support Questionnaire (FASQ) using the Rasch measurement model. A total of 695 adolescents aged 12–20 years participated in the study. The analyses were conducted through Principal Component Analysis of Residuals (PCAR) to assess unidimensionality, evaluations of item fit (infit and outfit), estimation of reliability and separation indices, examination of response category functioning, and detection of Differential Item Functioning (DIF) based on gender and age groups. The results showed that the Indonesian version of the FASQ met the unidimensionality assumption, with 51.2% of variance explained, demonstrated high item-level reliability (.98), and exhibited no significant demographic bias. The analysis also identified threshold disordering in the response categories and a measurement gap in the lower ability range, indicating the need for scale refinement and the development of additional items. These findings strengthen the construct validity of autonomy support within a collectivistic cultural context and provide practical recommendations for enhancing the instrument's sensitivity in assessing autonomy support in Indonesian adolescents' friendships.

Keywords: adolescent friendship, autonomy support, FASQ, Rasch model, Self-Determination Theory

Prueba del Modelo Rasch de la Versión Indonesia del Cuestionario de Apoyo a la Autonomía en la Amistad

Resumen

El objetivo de este estudio fue evaluar las propiedades psicométricas de la versión indonesia del Cuestionario de Apoyo a la Autonomía en la Amistad (FASQ) utilizando el modelo de medición de Rasch. En el estudio participaron un total de 695 adolescentes de entre 12 y 20 años. Los análisis se realizaron mediante el análisis de componentes principales de los residuos (PCAR) para evaluar la unidimensionalidad, las evaluaciones del ajuste de los ítems (infit y outfit), la estimación de los índices de fiabilidad y separación, el examen del funcionamiento de las categorías de respuesta y la detección del funcionamiento diferencial de los ítems (DIF) en función del género y los grupos de edad. Los resultados mostraron que la versión indonesia del FASQ cumplía con la hipótesis de unidimensionalidad, con un 51,2 % de la varianza explicada, demostró una alta fiabilidad a nivel de ítem (0,98) y no mostró ningún sesgo demográfico significativo. El análisis también identificó un desorden en los umbrales de las categorías de respuesta y una brecha de medición en el rango de capacidad más bajo, lo que indica la necesidad de refinar la escala y desarrollar ítems adicionales. Estos hallazgos refuerzan la validez del constructo de apoyo a la autonomía dentro de un contexto cultural colectivista y proporcionan recomendaciones prácticas para mejorar la sensibilidad del instrumento en la evaluación del apoyo a la autonomía en las amistades de los adolescentes indonesios.

Palabras clave: amistad adolescente, apoyo a la autonomía, FASQ, modelo de Rasch, teoría de la autodeterminación.

Introduction

IN THE context of friendship, autonomy support plays a crucial role in enhancing the quality of interpersonal relationships and individuals' psychological well-being. Autonomy support, which involves acknowledging an individual's perspective, offering choices, and encouraging self-initiative, contributes to the fulfillment of basic psychological needs, including autonomy, competence, and relatedness, as outlined in the Self-Determination Theory (Deci & Ryan, 2000). Empirical findings have shown that the presence of autonomy support in friendships is positively associated with subjective vitality, life satisfaction, emotional attachment, and happiness (Demir et al., 2011; Koestner et al., 2012; Pezirkianidis et al., 2023). Conversely, the absence or weakness of autonomy support may give rise to dysfunctional relational dynamics, as social pressure, psychological need frustration, and harmful patterns of psychological control (van der Kaap-Deeder et al., 2017).

Although the concept of autonomy support was initially studied primarily in hierarchical relationships (e.g., parent-child, teacher-student), Self-Determination Theory also highlights the importance of autonomy support within egalitarian relationships as friendship (Deci & Ryan, 2000). In these horizontal relationships, mutuality serves as a key principle, where the giving and receiving of autonomy support occur reciprocally and equitably. A study by Deci et al. (2006) found that within close friendships, providing autonomy support was an even stronger predictor of well-being than receiving it. Therefore, in the context of friendship, autonomy support functions not only as an interpersonal mechanism but also as a fundamental element in psychological growth and the development of self-determined autonomy.

To assess the extent to which individuals experience autonomy support within friendships, Deci et al. (2006) developed the Friendship Autonomy Support Questionnaire (FASQ).

This 10-item unidimensional measurement was adapted from the Health Care Climate Questionnaire (Williams et al., 1996) and is designed to measure perceptions of autonomy support from a close friend. The scale uses a 7-point Likert format, with sample items as "My friend tries to understand how I see things." The FASQ has demonstrated high internal reliability ($\alpha > .90$) and acceptable criterion validity, with positive correlations with indicators of relationship quality and well-being (Demir et al., 2011; van der Kaap-Deeder et al., 2017). Prior findings indicate that autonomy support measured by the FASQ is strongly associated with friendship maintenance and happiness (Demir et al., 2011), as well as with the fulfillment of basic psychological needs and lower psychological control in close friendships (van der Kaap-Deeder et al., 2017). Nevertheless, several important limitations have been noted in its use. First, the assumption of unidimensionality has not been thoroughly examined using modern psychometric approaches. This issue is particularly relevant because the FASQ was adapted from the Health Care Climate Questionnaire (Williams et al., 1996), a unidimensional 10-item measure designed to assess autonomy support in healthcare contexts. Second, most studies have been conducted with college student samples from Western countries, leaving potential cultural bias unaddressed. This concern arises because Western students typically come from individualistic cultures that emphasize personal autonomy, whereas Indonesian adolescents grow up in a collectivistic context that prioritizes relational harmony and interdependence (Dwairy, 2002; Rudy & Grusec, 2006; Ryan & Deci, 2017). These cultural differences may influence how autonomy support is perceived and expressed, making it essential to validate the scale within an Indonesian adolescent population. Third, evaluation of the FASQ has largely relied on classical statistical methods as Cronbach's alpha, which are sample-dependent

and insufficient for identifying item-level bias or assessing measurement quality at the item level (Pezirkianidis et al., 2023).

In response to the limitations of classical approaches in evaluating the validity and reliability of measurement instruments, the Rasch model, which is situated within the broader framework of Item Response Theory (IRT), offers a more robust and flexible analytical method. In this study, Rasch is treated as part of the IRT paradigm, which emphasizes item-level analysis and model fit rather than strict adherence to fundamental measurement principles. This choice implies that the interpretation of results focuses on psychometric characteristics as reliability, separation indices, and differential item functioning (DIF) detection, instead of the invariance requirements that form the core of Rasch Measurement Theory (Andrich, 2004; Tennant & Conaghan, 2007). Unlike classical methods, which heavily rely on sample characteristics and the assumption of normal distribution, the Rasch model allows for the estimation of item parameters and respondent ability that are invariant across samples, thereby enhancing the generalizability and stability of measurement (Tennant & Conaghan, 2007). This model also enables the mapping of items and individuals onto a single linear logit scale, providing a more meaningful representation of the relationship between ability and item difficulty. One of its key strengths lies in its capacity to assess unidimensionality, or the extent to which items in a scale measure a single cohesive latent construct. Unidimensionality is a fundamental requirement in construct validation, as violations of this assumption may distort the meaning of total scores and lead to biased or misleading interpretations (Combrinck, 2024; Uzunova-Dimitrova & Zhelezov, 2024).

The Rasch model offers statistical tools that enable objective evaluation of item and measurement fit, as infit and outfit mean square (MnSq) statistics, with an ideal range between .6 and 1.4, as well as point-measure correlations, indicating

the extent to which each item contributes to the underlying construct (Wright & Linacre, 1994). In addition, measurement reliability and the scale's capacity to distinguish between individuals with differing levels of the trait can be assessed through separation and reliability indices. The analysis also includes an examination of the functioning of the response categories using Andrich thresholds to verify whether the Likert scale operates in a monotonic manner. Another key strength of the Rasch model is its ability to detect DIF, which is essential for ensuring fairness in measurement across demographic groups (Debelak, 2019). It has been suggested to apply overall goodness-of-fit tests as well as tests for individual items and item pairs. Although numerous goodness-of-fit tests have been proposed in the literature for the Rasch model, their relative power against several model violations has not been investigated so far. This study compares four of these tests, which are all available in R software: T10, T11, M2, and the LR test. Results on the Type I error rate and the sensitivity to violations of different assumptions of the Rasch model (unidimensionality, local independence on the level of item pairs, equal item discrimination, zero as a lower asymptote for the item characteristic curves, invariance of the item parameters. In the context of evaluating psychological measurements as the FASQ, DIF analysis is especially critical, given the potential for subjective experiences and interpretations of autonomy support to vary by gender and developmental stage. For instance, the concept of autonomy support may be perceived and expressed differently by male and female adolescents, as well as by early versus late adolescents, meaning that some items may capture experiences more characteristic of specific groups rather than the universal construct intended to be measured.

This study aimed to evaluate the psychometric properties of the Indonesian version of the FASQ using the Rasch model approach with a sample of Indonesian adolescents. The analyses

encompass tests of unidimensionality through Principal Component Analysis of Residuals (PCAR), evaluations of item fit, reliability, separation indices, response category functioning, and dif detection. This approach allows for assessing whether the FASQ measures the construct of autonomy support consistently, accurately, and without bias across demographic groups. Theoretically, this research contributes to strengthening both conceptual and methodological understanding of autonomy support within egalitarian relationships, particularly during adolescence. Practically, the findings are expected to provide a more accurate, fair, and contextually relevant measurement that can be appropriately used in assessing interpersonal relationships among Indonesian adolescents.

Method

Participants

Participants in this study consisted of 695 adolescents aged between 12 and 20 years ($M = 16.02$; $SD = 2.45$) who were attending school in Surabaya. The sample included 371 females (53.4%) and 324 males (46.6%). Based on developmental stage, participants were categorized into three age groups: early adolescents ($n = 229$; 32.9%) aged 12–15 years ($M = 13.17$; $SD = .68$), comprising 121 females (52.8%) and 108 males (47.2%); middle adolescents ($n = 242$; 34.8%) aged 15–18 years ($M = 15.98$; $SD = .67$), comprising 131 females (54.1%) and 111 males (45.9%); and late adolescents ($n = 224$; 32.2%) aged 18–20 years ($M = 18.99$; $SD = .70$), comprising 119 females (53.1%) and 105 males (46.9%). Participants were recruited using convenience sampling by approaching them directly in class after lessons had ended. They were informed that participation was voluntary. Those who agreed to participate were asked to complete an informed consent form and the research questionnaire via Google Forms.

Measurement

The Friendship Autonomy Support Questionnaire (FASQ; Deci et al., 2006) consists of 10 items designed to assess individuals' perceptions of autonomy support provided by a close friend within the context of peer relationships. Example items from the FASQ include "My friend listens to my thoughts and ideas" and "I feel that my friend cares about me as a person". Responses are rated on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). In this study, the FASQ Q was translated into Indonesian using a forward translation method involving two independent translators.

Data Analysis

The psychometric properties were examined using the Rasch model approach with the assistance of Winsteps software version 5.0.1. The analysis used the Rating Scale Model because all items had the same response format and number of categories, which allowed for a consistent evaluation of scale functioning (Bond & Fox, 2013; Boone et al., 2014). To test the assumption of unidimensionality, a PCAR was conducted. Following Linacre's (2006) recommendations, unidimensionality was considered strong when the proportion of variance explained by the primary construct was $\geq 40\%$, acceptable when $\geq 30\%$, and minimally acceptable when $\geq 20\%$ (Smith, 2012). Additionally, unidimensionality was further supported if the unexplained variance in the first contrast was below 15% and the eigenvalue of the first contrast was less than 3.0 (Linacre, 2006).

Item accuracy in measuring the primary construct was evaluated using MnSq values, with a range of .7–1.3 considered indicative of good item fit (Bond & Fox, 2013; Boone et al., 2014; Wright & Linacre, 1994). Positive point–measure correlation values indicated that the items contributed to the main construct (Boone & Noltemeyer, 2017). The analysis also included estimates of reliability and separation indices at both the person and item levels. Item reliability $\geq .9$ and person reliability

$\geq .8$ were interpreted as indicating very good measurement consistency. A person separation index > 2 reflected the measurement's ability to distinguish between different levels of respondent ability, while an item separation index > 3 suggested the presence of a hierarchy in item difficulty (Linacre, 2014).

The functioning of the response categories was evaluated through threshold analysis (Andrich Threshold). The thresholds between categories were required to increase monotonically, and any irregularities (threshold disordering) indicated problems in category functioning that could affect the interpretation of the scale (Colledani et al., 2025). In addition, local independence was examined using residual correlations between items, where values of $\leq .30$ were generally considered acceptable, whereas values above $.40$ indicated the presence of local dependence that could potentially violate model assumptions (Christensen et al., 2017). DIF analysis was conducted to identify potential item bias across demographic groups. This analysis considered both DIF contrast values and statistical significance to determine whether items functioned differently between groups (Tristán, 2006). The interpretive categories followed Linacre's (2017) guidelines, with negligible ($\text{DIF} < .43$ logits), slight to moderate ($\text{DIF} \geq .43$ logits), and moderate to large ($\text{DIF} \geq .64$ logits).

Results

Based on the results of the PCAR analysis presented in Table 1, the Indonesian version of the FASQ demonstrated strong unidimensionality. The measure accounted for 51.2% of the total variance, indicating that more than half of the variance was explained by the primary construct being assessed. The variance explained by the items (23.9%) was also substantially higher than that explained by the first contrast (8.5%), with an eigenvalue of 1.734, which fell below

the commonly accepted threshold of 3.0. These findings supported the assumption of unidimensionality, indicating that the Indonesian version of the FASQ consistently measured a single latent construct underlying all items.

Table 1
Standardized residual variance of the Indonesian version of the FASQ

	Eigenvalues	Observed (%)
Total raw variance	20.486	100.0
Raw variance explained by measures	10.486	51.2
Raw variance explained by persons	5.585	27.3
Raw variance explained by items	4.900	23.9
Raw unexplained variance (total)	10.000	48.8
Raw variance unexplained in 1st contrast	1.734	8.5

The Rasch analysis results presented in Table 2 indicated varied psychometric characteristics of the Indonesian version of the FASQ. Infit mean square values ranged from $.88$ to 1.77 , while outfit values ranged from $.73$ to 2.08 . Most items fell within the expected range of $.7$ – 1.3 , supporting the accurate measurement of a unidimensional construct, although a few items, as item 1 and 7, showed some deviation. Item difficulty estimates ranged from $-.65$ to $.48$, indicating variation in item difficulty levels. The item reliability coefficient was $.98$, reflecting very high internal consistency, whereas the person reliability coefficient was $.73$, indicating moderate ability to differentiate individuals based on their responses. The item separation index of 7.42 demonstrated the measurement's effectiveness in distinguishing item difficulty levels, while the person separation index of 1.66 suggested limited capacity to identify variations in respondent ability.

Table 2*Item measures, infit, and outfit estimates of the Indonesian version of the FASQ*

	Item	Measure	Infit	Outfit
FASQ_01	I feel that my friend provides me with choices and options	.39	1.35	1.58
FASQ_02	I believe my friend is very understanding of me	.15	.75	.86
FASQ_03	My friend conveys confidence in my abilities	-.05	.98	1.08
FASQ_04	I feel that my friend accepts me	-.65	.88	.73
FASQ_05	I believe my friend trusts me	-.37	.85	.80
FASQ_06	My friend listens to my thoughts and ideas	-.06	.94	.97
FASQ_07	My friend encourages me to express my true emotions	.48	1.77	2.08
FASQ_08	I feel that my friend cares about me as a person	-.07	.84	.80
FASQ_09	My friend tries to understand how I see things	.17	.82	.84
FASQ_10	I feel able to share my feelings with my friend	.00	.99	.97

Table 3 presents the residual correlations among items in the Indonesian version of the FASQ. Most residual correlations fell within the acceptable range ($\leq .30$), indicating that the FASQ items were largely free from substantial local dependence. Although one item pair showed the highest positive correlation of .37 (FASQ_04 and FASQ_05), this value remained below the

commonly used critical threshold of .40 (Christensen et al., 2017), and therefore did not raise serious concerns regarding construct validity. The negative correlations observed in several item pairs (for example, FASQ_04 and FASQ_07, $r = -.30$) reflected nonsystematic response variation and did not indicate semantic redundancy.

Table 3*Residual correlation analysis (local dependence) for the Indonesian version of the FASQ*

Item pair	Correlation	Item pair	Correlation
FASQ_04 & FASQ_05	.37	FASQ_03 & FASQ_09	-.19
FASQ_04 & FASQ_07	-.30	FASQ_01 & FASQ_10	-.18
FASQ_02 & FASQ_07	-.25	FASQ_05 & FASQ_09	-.18
FASQ_05 & FASQ_07	-.23	FASQ_02 & FASQ_06	-.18
FASQ_01 & FASQ_07	-.23	FASQ_01 & FASQ_08	-.17
FASQ_01 & FASQ_06	-.22	FASQ_03 & FASQ_10	-.17
FASQ_03 & FASQ_08	-.21	FASQ_02 & FASQ_10	-.16
FASQ_03 & FASQ_07	-.21	FASQ_07 & FASQ_09	-.16
FASQ_07 & FASQ_08	-.20	FASQ_01 & FASQ_09	-.15
FASQ_05 & FASQ_10	-.19	FASQ_06 & FASQ_09	-.13

Table 4 presents the rating scale category statistics for the Indonesian version of the FASQ, including category labels, scores, observed response counts, average measures, and Andrich thresholds. The response distribution showed an increase in frequency from the lower to the higher categories, with category 7 receiving the largest number of responses. Overall, the threshold pattern increased from category 4 to category 7, indicating adequate category functioning at the upper end of the scale. However, a threshold disordering was observed between category 2 (-.24) and category 3 (-.97).

Table 4

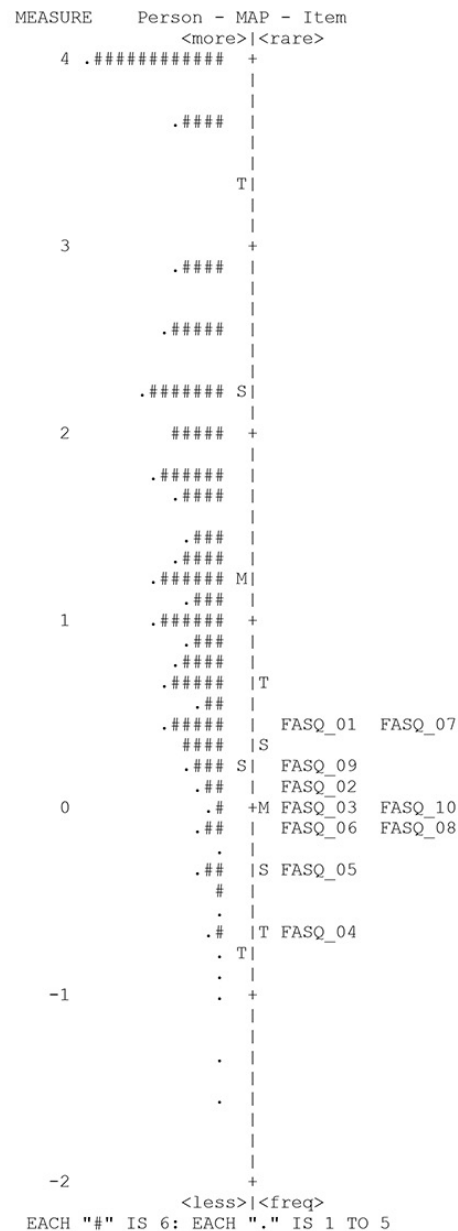
Response category distribution and Andrich thresholds for the rating scale of the Indonesian version of the FASQ

Category Label	Score	Observed Count	Observed Average	Andrich Threshold
1	1	147	-.22	None
2	2	118	-.21	-.24
3	3	267	-.07	-.97
4	4	682	.28	-.76
5	5	1000	.69	.17
6	6	1647	1.31	.51
7	7	3089	2.03	1.28

The distribution of items and respondents was visualized using a Wright Map (Figure 1), which plotted the positions of items and individuals on the same logit scale. The map showed that most respondents were located within a relatively high ability range, whereas the items were distributed around the midpoint of the scale, with some items positioned on the easier side (negative logits) and others on the more difficult side (positive logits). This pattern indicated that the Indonesian version of the FASQ demonstrated reasonably good targeting for the adolescent population, although a slight mismatch was present due to respondents being generally located at higher levels than the item difficulties.

Figure 1.

Wright Map of the Indonesian version of the FASQ.



The DIF analysis results presented in Table 5 indicated that the Indonesian version of the FASQ demonstrated relatively stable item functioning across demographic groups. In

the comparison based on gender, Δ DIF values ranged from $-.16$ to $.34$, with p -values ranging from $.001$ to 1.000 and Cumulative Log Odds Ratios (CUMLOR) between $-.82$ and $.82$ logits. Meanwhile, comparisons across age groups (early, middle, and late adolescence) yielded Δ DIF values between $-.32$ and $.37$ logits, p -values ranging from $.002$ to 1.000 , and CUMLOR values

from $-.86$ to $.77$ logits. Although some items reached statistical significance, none exceeded the critical DIF contrast thresholds (e.g., $.43$ or $.64$ logits). Therefore, no substantial item bias was identified based on gender or age group. These findings support the assumption of measurement invariance in the use of the Indonesian version of the FASQ across demographic groups.

Table 5

DIF by gender and age group for the Indonesian version of the fasq

	Male vs Female			Early vs Middle			Early vs Late			Middle vs Late		
	Δ DIF	p	CUMLOR	Δ DIF	p	CUMLOR	Δ DIF	p	CUMLOR	Δ DIF	p	CUMLOR
FASQ_01	-.16	.024	-.17	-.26	.002	-.45	-.18	.058	-.22	.08	.359	.35
FASQ_02	-.12	.110	-.30	-.07	.462	-.22	-.32	.001	-.86	-.25	.010	-.65
FASQ_03	-.09	.295	-.19	.00	1.000	-.08	-.05	.631	-.30	-.05	.631	-.14
FASQ_04	-.08	.420	-.34	.04	.707	-.08	-.04	.717	-.33	-.09	.485	-.37
FASQ_05	-.15	.094	-.42	-.11	.294	-.28	-.01	.907	-.34	.10	.399	.03
FASQ_06	.00	1.000	-.03	.28	.009	.68	.37	.001	.88	.09	.429	.07
FASQ_07	.00	1.000	.04	.15	.070	.51	.33	.001	.77	.18	.050	.36
FASQ_08	.20	.013	.36	.00	1.000	-.01	.00	1.000	.05	.00	1.000	.02
FASQ_09	.08	.282	.16	.03	.708	-.02	-.07	.490	-.21	-.10	.299	-.14
FASQ_10	.34	.001	.82	-.11	.244	-.33	-.05	.615	-.01	.06	.569	.15

Discussion

The findings of this study indicate that the Indonesian version of the FASQ demonstrates strong psychometric properties. The PCAR analysis confirms the unidimensionality of the construct, with 51.2% of the variance explained, which exceeds the minimum recommended threshold of 40% for unidimensional instruments (Linacre, 2006; Smith, 2012). Most items show infit and outfit values within the optimal range ($.7$ – 1.3), supporting the fit of the Rasch model, although two items (FASQ_01 and FASQ_07) display deviations that warrant further attention. Item-level reliability is very high ($.98$), whereas person reliability is moderate ($.73$), indicating good measurement consistency but limited precision in distinguishing respondent abilities. In addition, the DIF analysis does not reveal significant bias based on gender or age group,

thereby supporting measurement invariance across demographic groups.

The confirmation of unidimensionality in the Indonesian version of the FASQ through the PCAR analysis indicates that all items measure a single cohesive latent construct, namely autonomy support within friendship relationships. The proportion of variance explained by the main construct is 51.2 percent, and the eigenvalue of the first contrast is only 1.734, which is well below the critical threshold of 3.0, thereby supporting the assumption of unidimensionality (Linacre, 2006; Smith, 2012). This finding carries important theoretical implications because violations of unidimensionality can distort the meaning of total scores and reduce the validity of score interpretation (Tennant & Pallant, 2006). Within the framework of Self-Determination Theory, autonomy support is viewed as a single psychological

entity that underlies the quality of interpersonal relationships, and the present result aligns with the theoretical view that autonomy support represents a universal basic need (Deci & Ryan, 2000; Ryan & Deci, 2017). Thus, the empirical validation of unidimensionality in the Indonesian version of the FASQ strengthens the conclusion that the instrument consistently measures a theoretically relevant construct and provides a solid foundation for interpreting the total score as a unified representation of autonomy support.

Item accuracy is evaluated using the infit and outfit mean square (MnSq) statistics, which serve as key indicators of item fit to the Rasch model. Most items in the Indonesian version of the FASQ show MnSq values within the optimal range of .7–1.3, indicating that the items function as expected by the model and contribute meaningfully to the measurement of the main construct (Bond & Fox, 2013; Wright & Linacre, 1994). However, two items, FASQ_o1 and FASQ_o7, display deviations with higher outfit values (for example, greater than 2.0), which may indicate unexpected response patterns or semantic ambiguity in how respondents interpret the items (Boone et al., 2014). Items that exhibit misfit do not necessarily need to be removed, but they should be examined further through qualitative approaches to determine whether their content continues to represent the intended construct (Boone & Noltemeyer, 2017).

The analysis of the Andrich thresholds in the rating scale of the Indonesian version of the FASQ shows that most response categories function adequately, with thresholds increasing from category 4 to category 7. However, a threshold disordering is observed between categories 2 and 3, indicating that respondents have difficulty distinguishing between these two categories (Colledani et al., 2025). Within the Rasch framework, non-monotonic thresholds suggest that the rating scale does not fully represent increasing levels of the latent variable, which may distort the interpretation of scores (Bond & Fox, 2013). This irregularity is likely caused by category labels that are insufficiently distinct or

too similar semantically, leading respondents to use the categories inconsistently. The practical implication of this finding is the need to revise the response category structure, for example by collapsing problematic categories or improving the clarity of the labels. This step aligns with recommendations in the literature noting that an excessive number of response categories does not necessarily enhance measurement quality and may even confuse respondents (Boone et al., 2014; Colledani et al., 2025).

The Wright Map visualization provides an overview of the distribution of respondent abilities and item difficulties on the same logit scale. The results show that most respondents are located within a relatively high ability range, whereas the FASQ items are concentrated around the midpoint of the scale. This pattern indicates that the instrument has reasonably good targeting for measuring moderate to high levels of autonomy support, but it is less optimal for detecting variation at very low levels of support. This imbalance creates a measurement gap in the lower ability range, which may reduce the instrument's sensitivity for populations with minimal autonomy-support experiences. The practical implication of this finding is the need to add items with higher or lower difficulty levels so that the distribution of items becomes more balanced across the respondent ability spectrum. This step aligns with recommendations in the literature stating that good scale targeting is a prerequisite for accurate measurement and valid score interpretation (Boone & Noltemeyer, 2017).

The reliability analysis shows that the Indonesian version of the FASQ demonstrates very strong measurement consistency at the item level, with an item reliability coefficient of .98, which exceeds the commonly accepted threshold of $\geq .90$ for the "excellent" category (Linacre, 2014). This indicates that the hierarchy of item difficulties is stable and dependable for use across different populations. In contrast, person reliability is at a moderate level (.73), suggesting that the instrument has limitations in sharply distinguishing respondents' ability

levels (Bond & Fox, 2013). These discrepancies are common in scales with a limited number of items, as the full range of respondent abilities is not fully captured by the item distribution (Boone et al., 2014). The practical implication of this finding is that although the Indonesian version of the FASQ measures the construct consistently, adding items with more extreme difficulty levels could improve person reliability and enhance the discriminative power of the instrument.

The separation index provides information about the instrument's ability to distinguish respondent ability levels and the hierarchy of item difficulty. The analysis shows that the item separation index is 7.42, far exceeding the minimum recommended value of 3, indicating that the Indonesian version of the FASQ successfully orders items in a stable manner and establishes a clear difficulty hierarchy (Linacre, 2014). In contrast, the person separation index is only 1.66, which falls below the ideal threshold of ≥ 2 , suggesting limitations in the instrument's capacity to classify respondents into distinct ability strata (Bond & Fox, 2013). The low person separation may be attributed to a relatively homogeneous ability distribution or a limited number of items, preventing the instrument from fully capturing variability in autonomy support experiences (Boone et al., 2014). The practical implication of this finding is that additional items with more extreme difficulty levels are needed to enhance person separation, thereby increasing the instrument's sensitivity to variations in autonomy support within more heterogeneous populations.

Local independence is a crucial assumption in Rasch modeling, requiring that item responses are not influenced by responses to other items once the latent trait is controlled. The residual correlation analysis for the Indonesian version of the FASQ shows that most item pairs have correlations $\leq .30$, which falls within the acceptable range (Christensen et al., 2017). Although one item pair exhibits a correlation of .37, this value remains below the commonly cited critical threshold of .40

and therefore does not raise substantial concerns regarding construct validity. Negative residual correlations observed among several item pairs simply reflect nonsystematic variation rather than semantic redundancy. Overall, these findings support the assumption of local independence, indicating that each item contributes uniquely to the measurement of autonomy support without meaningful inter-item dependency.

The use of the Rasch approach in this study offers clear methodological advantages over classical methods as Classical Test Theory (CTT). Its item-level estimation produces sample-independent parameters, allowing measurement results to generalize more robustly across populations (Tennant & Conaghan, 2007). The PCAR findings—showing 51.2% explained variance and a first-contrast eigenvalue below the critical threshold—provide empirical support for the scale's unidimensionality, an aspect often overlooked in traditional analyses (Tennant & Pallant, 2006). Furthermore, the model's capacity to detect DIF enhances the fairness of the measurement. Consistent with this, the present study finds no meaningful DIF across demographic groups, reinforcing the validity and equity of the Indonesian FASQ (Christensen et al., 2017).

The findings of this study provide an important contribution to the understanding of autonomy support within a collectivistic cultural context such as Indonesia. Previous research largely focuses on Western, individualistic cultures in which personal autonomy is a dominant value (Ryan & Deci, 2017). The evidence that the Indonesian version of the FASQ demonstrates strong construct validity and high reliability indicates that the need for autonomy is universal, even though its expression and sociocultural context may vary (Chirkov et al., 2003). In collectivistic settings, autonomy support tends to be enacted through social harmony and interdependence rather than purely individual freedom (Dwairy, 2002; Rudy & Grusec, 2006). This validation strengthens the cross-cultural relevance of Self-Determination Theory while highlighting

the importance of adapting instruments to align with culturally grounded patterns of social interaction. Elements as threshold disordering and measurement gaps observed in the Wright Map further show that cross-cultural adaptation requires more than linguistic translation; it also demands semantic and structural adjustments to ensure that the instrument accurately captures respondents' psychological experiences.

Although this study offers meaningful theoretical and methodological contributions, several limitations warrant consideration. First, the geographical restriction to adolescents in Surabaya limits the generalizability of the findings to other regions in Indonesia that may have different social and cultural dynamics. Second, two items (FASQ_o1 and FASQ_o7) display extreme outfit values, indicating potential semantic ambiguity and the need for qualitative examination to ensure content appropriateness. Third, the threshold analysis reveals disordering between categories 2 and 3, suggesting that respondents have difficulty distinguishing the levels of agreement represented by these categories. This issue necessitates revising the response structure, for example by collapsing problematic categories or refining the labels to improve contrast. Additionally, the Wright Map indicates a measurement gap at the lower end of the ability continuum, meaning that the instrument is less sensitive to detecting minimal levels of autonomy support. To address this, developing items with more extreme difficulty levels would help produce a more balanced distribution of items across the respondent ability spectrum. Further pilot testing with a more heterogeneous sample and additional analyses of category functioning will strengthen the validity and fairness of the Indonesian version of the FASQ.

Conclusion

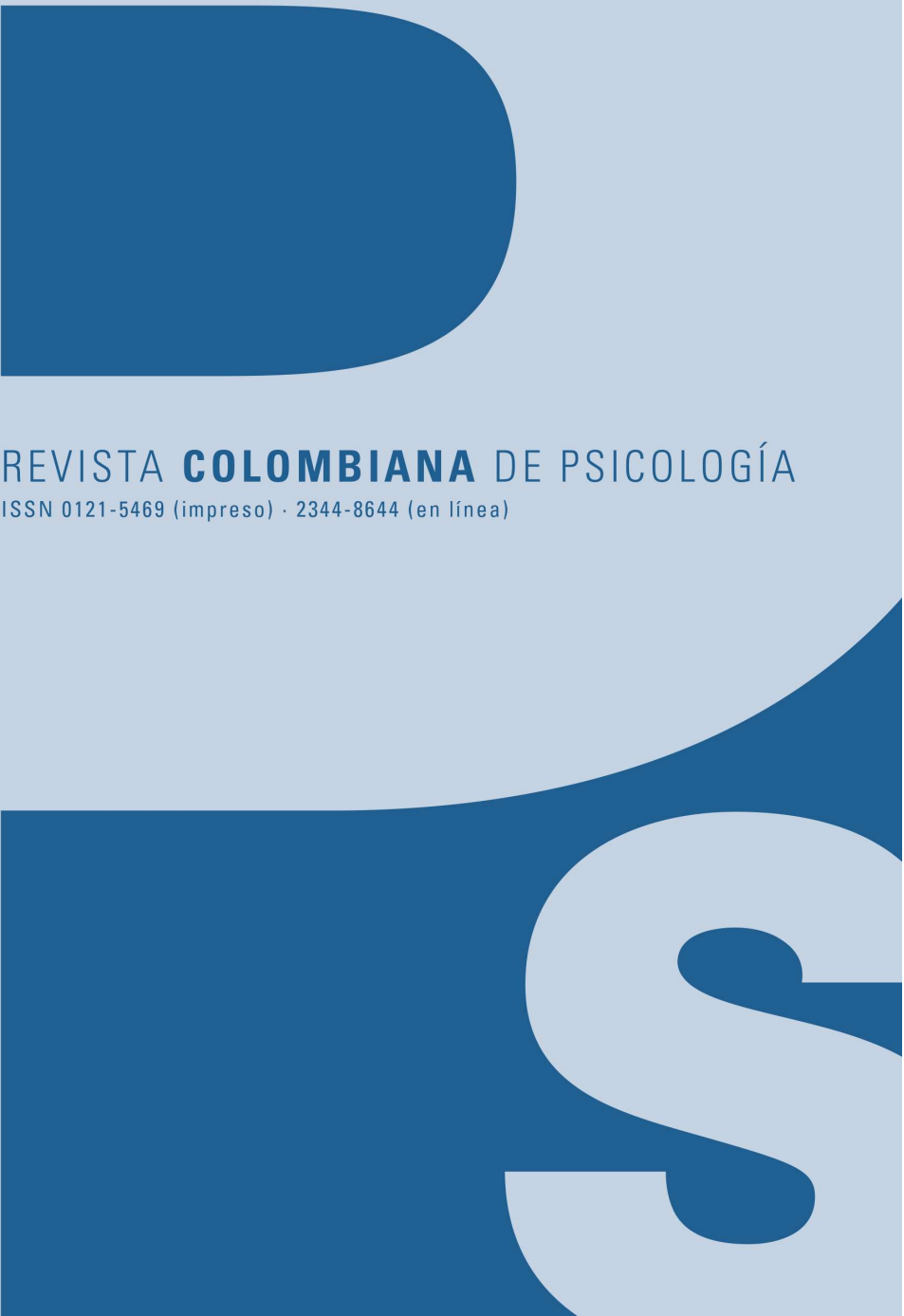
The Indonesian version of the FASQ is demonstrated to be a valid and reliable instrument for assessing autonomy support within adolescents' peer relationships. The Rasch analysis supports the

unidimensionality of the construct, indicates strong internal consistency, and confirms measurement fairness through the absence of demographic group bias. These findings reinforce the relevance of autonomy support within collectivistic cultural contexts and affirm the universality of the need for autonomy. Nonetheless, additional analyses reveal disordering in the response categories and a measurement gap at the lower end of the ability continuum, indicating the need for revisions to the rating scale structure and further item development to enhance the instrument's sensitivity to variations in respondents' experiences.

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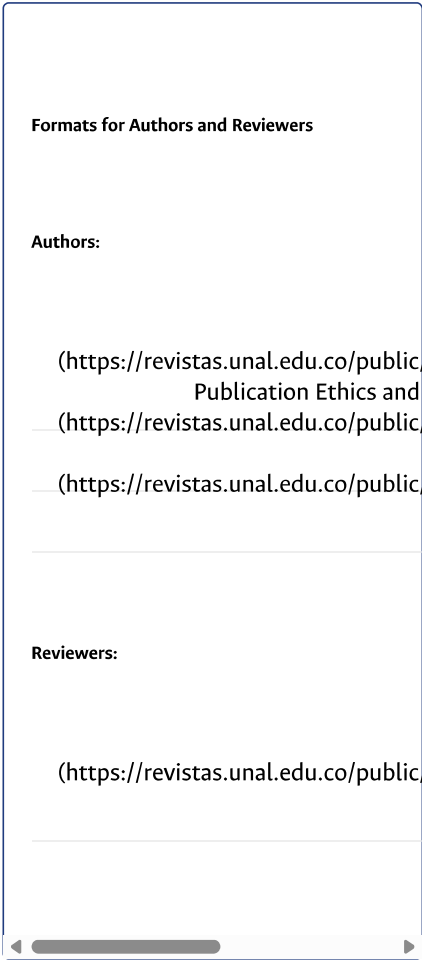
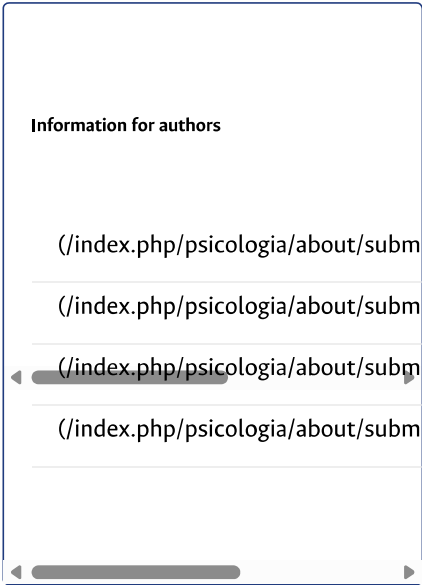
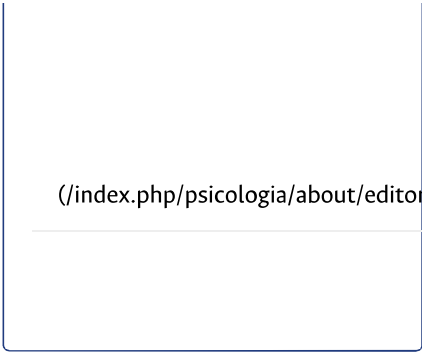
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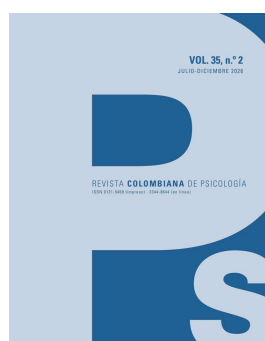
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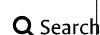
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SciELO Colombia (http://www.scielo.org.co/scielo.php?script=sci_serial&pid=0121-5469&lng=en&nrm=iso)



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Scopus (<http://www.scopus.com/>)



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Como base de datos líder en bibliotecas y otras instituciones -más de 375 bases de datos a texto completo y de investigación secundaria- EBSCO provee acceso a contenido de renombre mundial en todas las áreas, incluyendo artículos de revistas.

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Dialnet es un portal de difusión de la producción científica hispana que inició su funcionamiento en el año 2001 especializado en ciencias humanas y sociales. Su base de datos, de acceso libre, fue creada por la Universidad de La Rioja (España).

Ranking Rev-Sapiens (<http://www.srg.com.co/revsapiens.php>)



SRG es una firma de consultoría constituida desde hace más de 15 años, tiempo en el cual nos hemos destacado por publicar distintos tipos de clasificaciones basadas en análisis e investigaciones sobre el ejercicio de calidad e investigación de las instituciones de educación superior, sus grupos y sus revistas, pero, además, sobre la dinámica de resultados, calidad y acreditaciones de las instituciones de educación media.

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Subject Area and Category

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(miscellaneous)
Social Sciences
Social Sciences
(miscellaneous)

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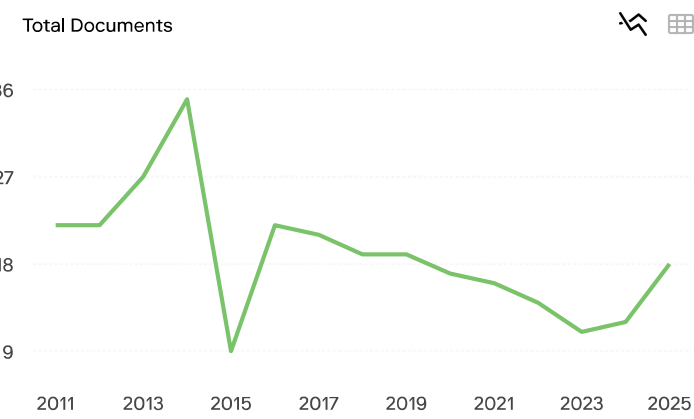
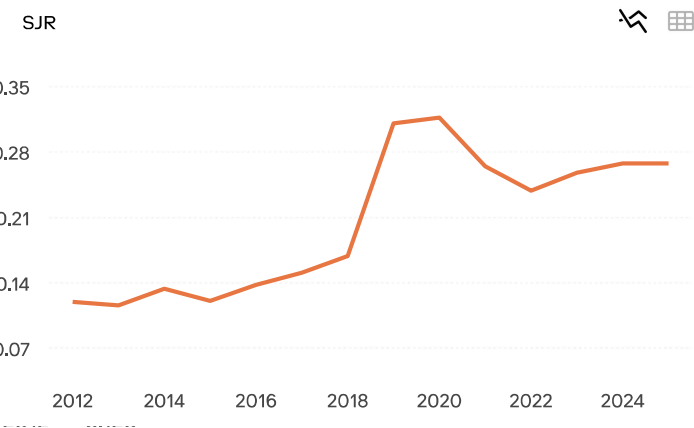
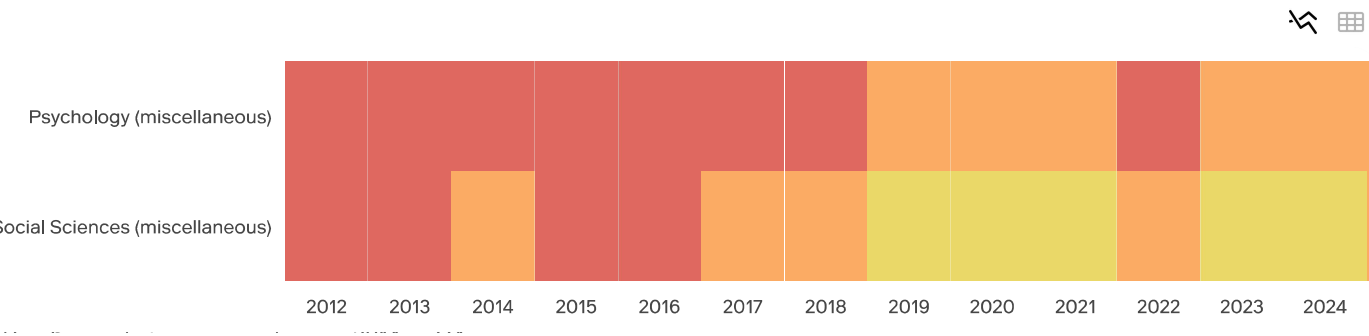
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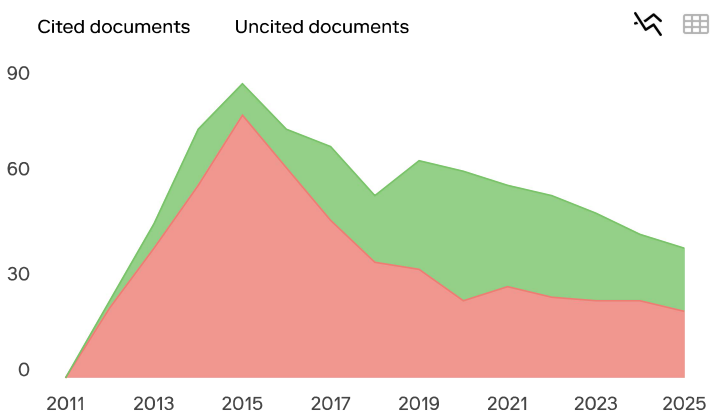
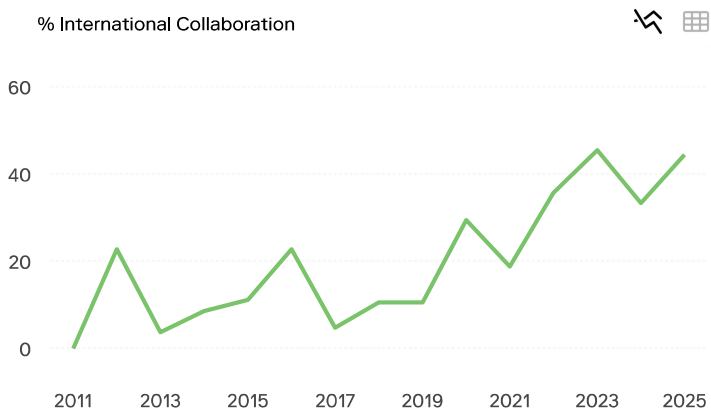
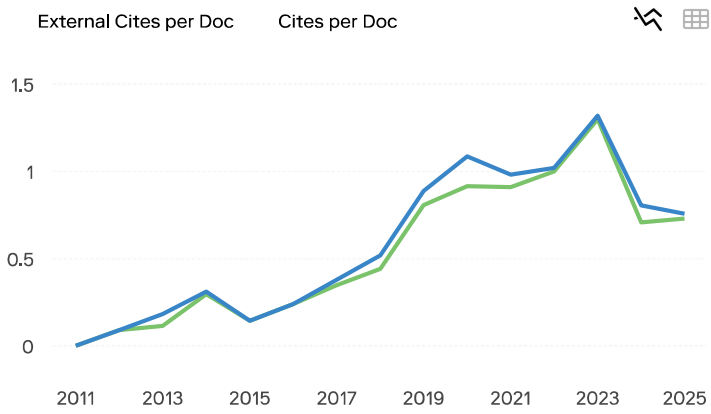
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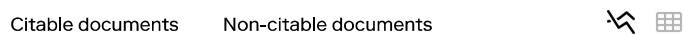
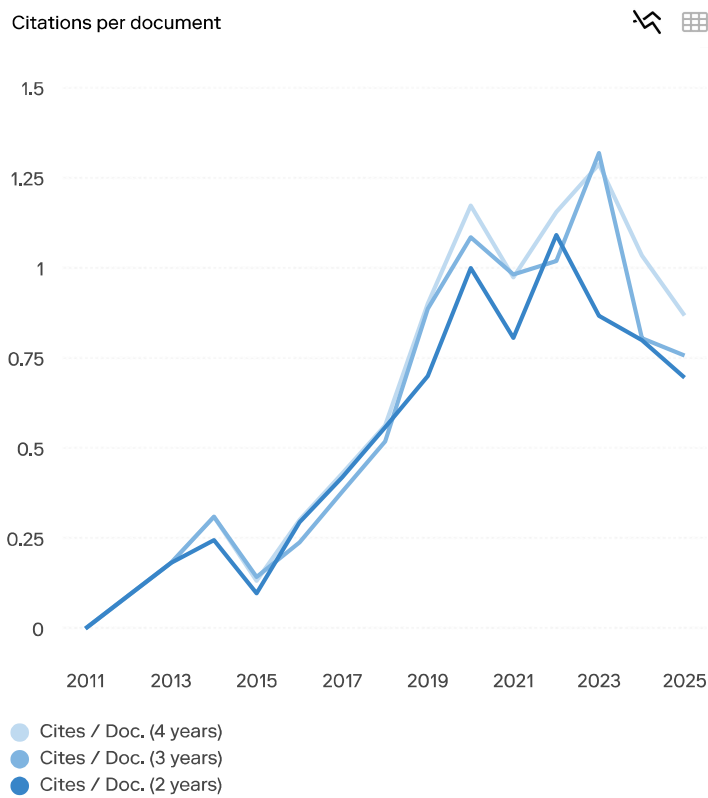
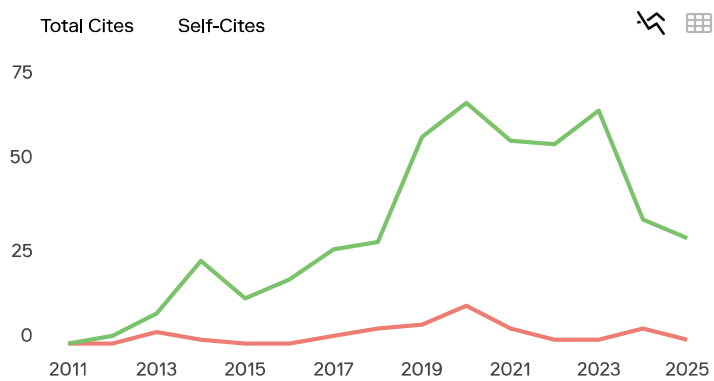
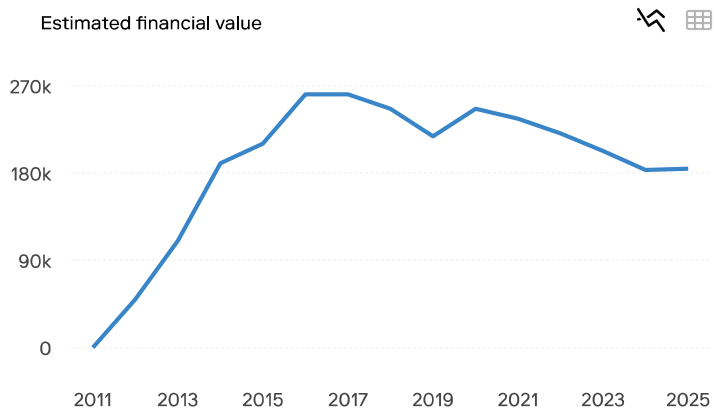
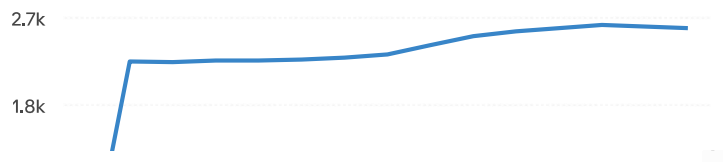
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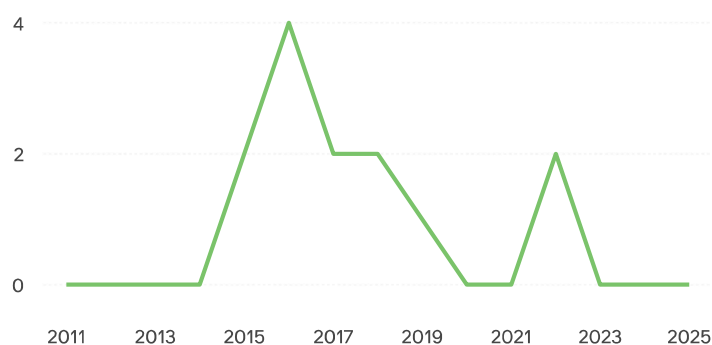








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B **bala subramanian R**

1 year ago

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reply



Melanie Ortiz

1 year ago

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K **KAROLINA CANDO**

3 years ago

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quisiera obtener mayor información a cerca de los requisitos para enviar un artículo a esta revista.

Muchas gracias.

reply



Melanie Ortiz

3 years ago

Dear Karolina, thank you very much for your comment, we suggest you look for the author's instructions/submission guidelines in the journal's website. Best Regards, SCImago Team

K

Katheryn Flores

4 years ago

Buenos días quisiera información para poder publicar mi artículo de investigación ,
estaría muy agradecida

reply



Melanie Ortiz

4 years ago

Dear Katheryn, thank you very much for your comment, we suggest you look for
author's instructions/submission guidelines in the journal's website or click on
"How to Publish" just above. Best Regards, SCImago Team

A

Alberto Remaycuna Vasquez

4 years ago

Muy buenas noches saludos desde Perú. Soy psicólogo, me gusta la investigación,
actualmente he terminado tres trabajos de psicología: uno trata sobre la percepción
del acoso sexual en universitarios; el segundo trata sobre un análisis psiquiátrico de
una escala de funcionamiento psicológico positivo, y el tercero es sobre regresiones
lineales entre la resiliencia y funcionamiento psicológico en mujeres. Y otros más que
están terminando. Me gustaría publicarlos en esta revista, porque he visto que está en
Scopus. Quisiera pedirles que me orienten sobre los pasos a seguir para publicar. Así
mismo me gustaría que me informen sobre los costos de publicación, y si me pueden
asesorar en la revisión de mi trabajo, me gustaría publicarlos en esta revista. De
antemano, quedo muy agradecido por su respuesta.

Con afecto

Alberto Remaycuna Vasquez.

reply



Melanie Ortiz

4 years ago

Dear Alberto, thank you very much for your comment, we suggest you look for
the author's instructions/submission guidelines in the journal's website. Best
Regards, SCImago Team

J

Janet Vasquez Gonzalez

6 years ago

Necesito investigar sobre temas de ética psicológica

reply



Melanie Ortiz

6 years ago

Dear Janet, thank you very much for your comment.

If you need bibliographic information or full text, we suggest you do a Scopus search or contact your librarian.

Best Regards, SCImago Team

E

Enrique

6 years ago

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Regards,

Enrique

Hola,

para quienes están solicitando información específica de esta revista, sugeriría escribir a:

revistacoldepsicologia@gmail.com

Saludos,

Enrique

reply

L

LUIS PEREZ

7 years ago

Buenas tardes

Quisiera tener información con referente a la actualización de los rankings para el 2019

reply



Melanie Ortiz

7 years ago

Dear Luis,

Thank you for contacting us. Our data come from Scopus, they annually send us an update of the data. This update is send to us around April / May every year. Thus, the indicators for 2019 will be available in June 2020 and before that we can't know what will happen with this journal. Best Regards, SCImago Team

M

Marina Nogueira

7 years ago

boa tarde.

Gostaria de saber se o manuscrito pode ser escrito em portugues.

E qual a classificação (Qualis) da revista, na area da psicologia?

Qual o tempo médio gasto para publicação do artigo?

Obrigada

reply



Melanie Ortiz

7 years ago

Dear Marina,

thank you for contacting us.

We are sorry to tell you that SCImago Journal & Country Rank is not a journal. SJR is a portal with scientometric indicators of journals indexed in Elsevier/Scopus. Unfortunately, we cannot help you with your request, we suggest you to visit the journal's homepage or contact the journal's editorial staff , so they could inform you more deeply.

Best Regards, SCImago Team

L

Laura Sánchez

7 years ago

Buenas tardes,

quisiera obtener mayor información a cerca de los requisitos para enviar un artículo a esta revista.

Muchas gracias.

reply



Raul

6 years ago

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<https://revistas.unal.edu.co/index.php/psicologia/about/editorialPolicies#openAccessPolicy>



Melanie Ortiz

7 years ago

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