

PSYCHOMETRIC EVALUATION OF THE INDONESIAN VERSION OF THE IPPA-R PEER ATTACHMENT SCALE

Khoyrinnisa Ringganis¹, Dhia Nada Aldilla², Hasbi Rismi³, Fredrick Dermawan Purba⁴, and Fitri Ariyanti Abidin⁵

¹ Universitas Padjadjaran, Indonesia

² Universitas Padjadjaran, Indonesia

³ Universitas Padjadjaran, Indonesia

⁴ Universitas Padjadjaran, Indonesia

⁵ Universitas Padjadjaran, Indonesia

Corresponding Author:

Khoyrinnisa Ringganis,

Department of Master Psychology, Faculty of Psychology, Universitas Padjadjaran

Jl. Raya Bandung Sumedang KM.21, Hegarmanah, Kec. Jatinangor, Kabupaten Sumedang, Jawa Barat, Indonesia

Email: khoyrinnisa24001@mail.unpad.ac.id

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Abstract

Adolescence is a transitional period characterized by rapid changes in physical, emotional, cognitive, and social aspects, as well as a shift in attachment patterns from parents to peers as a source of emotional support. This study aims to examine the psychometric properties of the Indonesian version of the Inventory of Parent and Peer Attachment-Revised (IPPA-R) peer attachment subscale. The IPPA-R translation process followed the guidelines of the International Test Commission (ITC) and was administered to 256 adolescents aged 12–15 years in West Java using a convenience sampling technique. Psychometric analysis was conducted through construct validity testing with Confirmatory Factor Analysis (CFA) and reliability using Cronbach's Alpha. The CFA analysis results showed that the peer attachment subscale formed a three-factor structure consistent with the initial theoretical model, namely Trust, Communication, and Alienation. The goodness of fit values of the peer attachment subscale showed a fit model (CFI = 0.99, TLI = 0.99, RMSEA = 0.038, SRMR = 0.074). There were 7 items that were discarded based on SLF values below 0.30. With a Cronbach's Alpha reliability of 0.872, it can be concluded that the Indonesian version of the IPPA-R, consisting of 18 items, is valid and reliable for measuring peer attachment in Indonesia.

Keywords: Adolescence, peer Attachment, scale adaptation.



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INTRODUCTION

Adolescence is a transitional stage in the process of individual growth and development. This period is understood as the phase that lasts from the onset of puberty to the onset of adulthood (Maaan et al., 2021). During this transition period, adolescents experience rapid changes and developments in various aspects of life, including physical, emotional, cognitive, and social aspects (Ciampo & Ciampo, 2020). These significant changes are often described as a challenging and confusing time for adolescents. These changes not only affect adolescents' interpersonal aspects, but also impact the dynamics of their interpersonal relationships.

During adolescence, attachment patterns undergo different shifts compared to infancy or childhood. While in childhood the primary attachment figures are parents, in adolescence relationships with peers begin to develop as the need for independence increases (Delgado et al., 2022). As interactions with peers become increasingly important, attachment behaviors also begin to be directed toward non-parental figures (McGinley & Evans, 2020). In other words, attachment in adolescence is characterized by a decrease in dependence on parents and an increase in orientation toward relationships with peers. Miljkovitch et al. (2021) explain that there is a change in the hierarchy of attachment during adolescence, where adolescents tend to rely more on peers than parents as a source of emotional and social support, because they face similar challenges and experiences.

In addition, the level of intimacy, mutual understanding, and openness to friends peaks during adolescence (Costello et al., 2024). Thus, adolescents develop from individuals who depend on parental figures as a source of emotional security to individuals who have the potential to provide support and attention to other significant individuals, such as peers (Delgado et al., 2022). Santrock (2019) explains that relationships with peers play a central role in adolescent development. Healthy interactions with peers help adolescents feel accepted, develop empathy, and form social skills that are important for adolescent well-being (Fleck et al., 2023).

Peer attachment has been shown to have a significant impact on various aspects of adolescent behavior. Research conducted by Anjila et al. (2025) shows that adolescents with strong peer attachments tend to exhibit lower levels of delinquent behavior. This indicates that positive friendships play a role in character building and self-control. Additionally, Fan (2022) reported that strong attachment to peers is negatively correlated with symptoms of depression. With healthy friendship relationships, adolescents are more likely to experience psychological well-being and avoid problematic behavior (Alsarrani et al., 2022).

Research on peer attachment in Indonesia has been conducted extensively (Adamayora et al., 2024; Javier & Rahayu, 2022; Rahmi & Firman, 2024; Ramli & Mu'arifa, 2024; Rochmaniyah & Tantiani, 2022). Therefore, given the importance of attachment relationships with peers during adolescence, a measurement tool is needed that can accurately assess the quality of these relationships. Gullone and Robinson (2005) developed the Inventory of Parent and Peer Attachment–Revised (IPPA-R) measurement tool based on the conceptual model of Armsden and Greenberg (1987). This revision was carried out by simplifying the wording of the items to suit the language development and understanding levels of children and early adolescents without changing the basic structure of the three main dimensions, namely trust, communication, and alienation.

Armsden and Greenberg (1987) identified three main dimensions, namely: (1) trust, which describes the extent to which adolescents need and want to be recognized and appreciated by their parents and peers. (2) communication, which refers to adolescents' perceptions of emotional support and sensitivity in responses from parents and peers, as well as the quality of communication established. (3) alienation, which relates to feelings of separation, rejection, and isolation experienced by adolescents in their relationships with parents and peers. The Adaptation Inventory of Parent and Peer Attachment –Revised (IPPA-R) has been conducted in various countries with the aim of assessing the conceptual and psychometric equivalence of this

measuring instrument in different cultural contexts, including Ireland (Andretta et al., 2017), Arabia (Tohme et al., 2024), and Pakistan (Munir et al., 2020).

Research conducted by Cahyani et al. (2024) has adapted the Inventory of Parent and Peer Attachment–Revised (IPPA-R), but only for the parent attachment subscale. Meanwhile, to date, there has been no adaptation for the peer attachment subscale in the Indonesian cultural context. This indicates that the development and testing of the psychometric characteristics of the IPPA-R peer attachment subscale is still needed so that this measurement tool can be used validly and reliably in the adolescent population in Indonesia. This condition shows the need for research on peer attachment, especially related to the development of measurement tools. Researchers are interested in adapting the Inventory of Parent and Peer Attachment–Revised (IPPA-R) peer subscale and adjusting it to the context of adolescents in Indonesia. Therefore, this study aims to adapt the Inventory of Parent and Peer Attachment–Revised (IPPA-R) into Indonesian with research subjects aged 12–15 years.

RESEARCH METHOD

This study examines the psychometric properties of the Indonesian version of the peer subscale of the Inventory of Parent and Peer Attachment–Revised (IPPA-R) developed by Gullone and Robinson (2005). The Inventory of Parent and Peer Attachment–Revised (IPPA-R) peer subscale was developed by Gullone and Robinson (2005). This measurement tool is a revision of the original instrument by Armsden and Greenberg (1987), which aims to measure peer attachment through three main dimensions, namely: Trust, which is related to the fulfillment of adolescents' needs and desires to be recognized and respected by their peers; Communication, which refers to adolescents' perceptions of emotional support, responsiveness, and the quality and depth of communication with peers, and Alienation, which focuses on feelings of separation, rejection, anger, and isolation felt by adolescents in their relationships with peers. Participants were asked to complete the scale by responding to each statement on items arranged on a Likert scale consisting of the options (1) Never, (2) Sometimes, and (3) Always. Data collection was carried out using a questionnaire.

The measurement instrument adaptation process in this study refers to the International Test Commission (2017) Guidelines for Translating and Adapting Tests. In the first stage, the researchers corresponded with the copyright holder of the IPPA-R measurement tool and obtained permission from the developers of the measurement tool, Gullone and Robinson (2005). In the second stage, a forward-backward translation process was carried out, which involved translating the subscale of the Inventory of Parent and Peer Attachment–Revised (IPPA-R) from English into Indonesian. The forward translation process was carried out by three experts with backgrounds in psychology and English with the aim of maintaining equivalence of meaning between the original version and the Indonesian translation, without changing the substance or context of each item statement. Then, the backward translation stage was carried out by retranslating the Indonesian version. The translation was carried out by three people who had advanced English language skills, understood the psychological context, and were not involved in the previous translation process.

Subsequently, the expert review stage was conducted. This stage aimed to assess the linguistic appropriateness, clarity of meaning, and psychological equivalence between the translated version and the original version. The assessment process was carried out by six experts with backgrounds in adolescent clinical psychology, developmental psychology, and psychometrics. The results of this stage were then used to revise and compile the final draft of the Indonesian version of the IPPA-R peer subscale before it was tested on participants. Next, a readability test was conducted on 10 early adolescent respondents aged 12–15 years who had characteristics similar to the target population of the study. These ten respondents were different

from the 256 respondents involved in the CFA analysis, so the readability test data was not used in that analysis.

This readability test aims to assess the extent to which participants understand the content and meaning of each item, as well as to identify any words or phrases that may be difficult to understand. The final stage was to test the measuring instrument on 256 junior high school students aged 12-15 years in West Java. The IPPA-R peer subscale instrument consists of 25 items divided into three dimensions, namely Alienation, Communication, and Trust. Furthermore, to test the construct validity of the IPPA-R peer subscale scale, the researchers used the Confirmatory Factor Analysis (CFA) method. The CFA test was conducted using JASP software.

RESULTS AND DISCUSSION

The participants in this study consisted of 256 junior high school students in West Java who were selected using convenience sampling. Based on gender characteristics, the respondents consisted of 134 female students (52.3%) and 122 male students (47.7%). The age range of the participants was in the early adolescent category, namely 12 to 15 years old. The age distribution started from 49 students (19.11%) aged 12 years, 79 students (30.9%) aged 13 years, 89 students (34.8%) aged 14 years, which was the highest frequency, and 39 students (15.2%) aged 15 years, which was the lowest frequency. The participants were spread across three grade levels, namely 86 students (33.6%) in grade 7, 70 students (27.3%) in grade 8, and 100 students (39.1%) in grade 9.

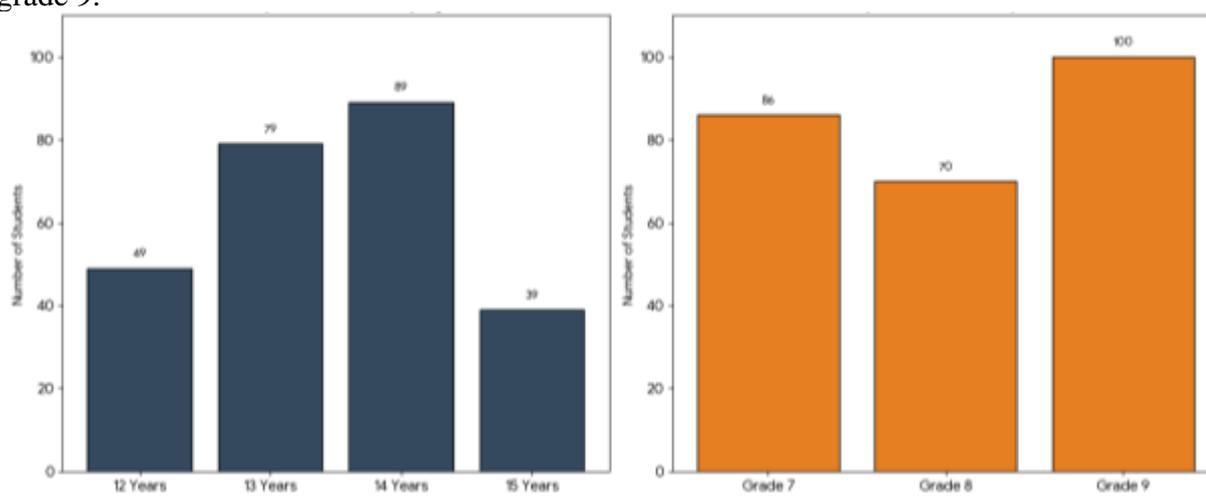


Figure 1. Participant Distribution by Age and Grade

The normality test results show that the data are not normally distributed ($p < 0.001$), therefore the researcher used the DWLS estimator for the validity of the Indonesian version of the IPPA-R measurement tool using CFA. The analysis results show that the three-factor model referring to the original theoretical structure does not meet the model adequacy criteria, so that construct validity has not been achieved ($p < 0.001$; CFI = 0.85; TLI = 0.84; RMSEA = 0.05 [90% CI 0.044–0.060]; SRMR = 0.061). Good CFA model results according to Hu and Bentler (1999) are indicated by CFI, RMSEA, and SRMR values with criteria of CFI \leq 0.9, TLI \leq 0.9, RMSEA \leq 0.06, and SRMR \leq 0.08. Further review of the factors identified several problematic indicators, including seven items with negative standardized loadings and a number of other items with very low and insignificant loadings. The presence of negative loadings indicates that these indicators are inversely correlated with the construct, and therefore do not represent the factor conceptually. In the communication factor, there are two items that are eliminated, namely items 1 and 3. In the alienation factor, there are five items with negative loadings and standardized loading factors (SLF) below 0.3, namely items 5, 11, 18, 22, and 23. Based on these considerations, the five items with negative loadings were eliminated from the model and the

CFA analysis was repeated without including these problematic indicators to obtain a more stable and representative model structure. Table 1 shows the CFA results that IPPA-R has a good model fit. These results indicate that the model is fit because it meets the four indicators that determine model suitability. The final CFA results of the IPPA-R subscale with factor loadings above 0.3 are presented in Table 2.

Table 1. Fit Indices

Index	Value
Comparative Fit Index (CFI)	0.991
Tucker-Lewis Index (TLI)	0.990
Root Mean Square Error of Approximation (RMSEA)	0.038
Standardized Root Mean Square Residual (SRMR)	0.074

Table 2. Factor loadings

Factor	Indicator	Std. estimate	Std. error	Z-Value	p	95% Confidence Interval	
						Lower	Upper
Factor Trust							
	Item 6	0.726	0.026	28.363	<.001	0.676	0.776
	Item 8	0.714	0.030	23.902	<.001	0.656	0.773
	Item 12	0.550	0.028	19.562	<.001	0.495	0.605
	Item 13	0.815	0.027	29.793	<.001	0.761	0.868
	Item 14	0.508	0.031	16.253	<.001	0.447	0.569
	Item 15	0.772	0.026	30.210	<.001	0.722	0.822
	Item 19	0.558	0.028	20.151	<.001	0.503	0.612
	Item 20	0.712	0.026	27.527	<.001	0.661	0.763
	Item 21	0.794	0.025	31.154	<.001	0.744	0.844
Factor Communication							
	Item 2	0.625	0.030	21.068	<.001	0.567	0.683
	Item 7	0.663	0.028	23.848	<.001	0.608	0.717
	Item 16	0.587	0.028	20.750	<.001	0.532	0.643
	Item 17	0.825	0.029	28.889	<.001	0.769	0.881
	Item 24	0.562	0.029	19.229	<.001	0.505	0.619
	Item 25	0.748	0.028	26.492	<.001	0.693	0.804
Factor Alienation							
	Item 4	0.303	0.042	7.220	<.001	0.220	0.385

Item 9	0.596	0.068	8.784	<.001	0.463	0.729
Item 10	0.460	0.054	8.602	<.001	0.355	0.565

The CFA findings showing that seven items (1, 3, 5, 11, 18, 22, and 23) were problematic were consistent with the results of the expert review conducted at the initial stage of adaptation. The experts assessed that several items, particularly in the Communication factor items 1 and 3, were not entirely consistent with the characteristics of Indonesian youth communication, which is more implicit and does not emphasize direct emotional expression. As a result, these two items were conceptually deemed to be less representative of the communication construct in the Indonesian cultural context. This was then reflected empirically through the emergence of a negative standardized loading factor in the CFA.

In contrast five items in the Alienation factor, items 5, 11, 18, 22, and 23, were assessed by reviewers as being too extreme or socially sensitive because they demanded explicit acknowledgment of feelings of alienation or rejection by friends. Item 5 was considered to contain an inappropriate formulation and potentially cause ambiguity in meaning. Consistent with the findings in the original version of the IPPA-R by Gullone and Robinson (2005), the results of this study show that item 5 has a low factor loading value.

Item 18 was identified by experts as an item that better reflects interpersonal conflict, rather than aspects of self-disclosure or relational closeness. Specifically, experts assessed that the emotion of “anger” that appears in this item is a hot emotion, while alienation is a cold emotion, so the construct is not in line with the dimensions measured, and the CFA analysis results show that the standardized loading factor is low, below 0.3. Furthermore, Item 11 was removed because it showed a low and insignificant standardized loading factor in the CFA analysis, indicating that this item did not contribute adequately to the Alienation construct. In addition, the low loading value and negative trend indicate that this item does not move in the same direction as the concept of alienation measured by the factor.

Item 22 was deleted because it showed a low standardized loading factor, and this finding was also consistent with Munir et al. (2020), who deleted item 22 because of its very low loading on a sample of Pakistani adolescents. Not only that, item 23 also had a low factor loading and was assessed by experts as an inappropriate indicator for measuring the construct of Alienation. The qualitative assessment results show that item 23 better reflects individuals' perceptions of conflict or hostility from others, rather than internal experiences of alienation or withdrawal.

The consistency between expert evaluations and empirical results is also supported by findings from previous cross-cultural studies. Munir et al., 2020 and Tohme et al. (2024) both reported that several items on Alienation and Communication showed poor performance, especially in collectivist societies. Thus, the removal of these seven items is not only based on statistical considerations, but also supported by conceptual and cultural context considerations.

The Indonesian version of the Inventory of Parent and Peer Attachment–Revised (IPPA-R) peer subscale showed a Cronbach's Alpha reliability coefficient of 0.872. Reliability refers to the ability of an instrument to produce consistent measurements when administered repeatedly under the same conditions (Hair et al., 2019). A Cronbach's Alpha value above 0.70 is generally considered to meet the criteria for adequate internal consistency, so that the instrument can be categorized as reliable (Hair et al., 2019). Thus, the reliability value obtained in this study shows that the Indonesian adaptation of the IPPA-R peer subscale has excellent internal consistency and is suitable for use as a measuring tool to assess the quality of peer attachment in the adolescent population in Indonesia.

CONCLUSION

The results of this study indicate that the three-factor structure of the IPPA-R peer subscale with the dimensions of trust, communication, and alienation can be replicated after adjusting the

model by removing seven problematic items. The final model obtained has a good level of conformity and meets the goodness of fit criteria, so that the factor structure can be considered optimal for measuring the quality of adolescents' attachment to their peers.

In addition to demonstrating model fit, this scale also provides adequate evidence of construct validity. Empirical evidence from CFA confirms the relationships between indicators in each dimension and supports the suitability of the theoretical structure with field data. The overall reliability of the scale is in the very good category. However, the alienation dimension appears to require further evaluation, given that several items in this dimension show very low and negative loadings, thus not representing the construct consistently.

The Indonesian version of the IPPA-R scale can serve as a valuable assessment tool for psychologists, school counselors, and educators in identifying the quality of peer relationships among adolescents. Further research, testing measurement invariance between genders, age groups, or different educational contexts, can provide an overview of the stability of factor structures in various adolescent groups. Data collection from more diverse geographical areas is also needed so that the generalization of results can be expanded in a more representative manner.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation; Formal analysis; Methodology; Writing - original draft.

CONFLICTS OF INTEREST

The authors declare no conflicts of interest.

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