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Adaptation and validation of the hyper-independence scale among Indonesian university students using the Rasch model

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ABSTRACT

This study aims to adapt and validate the hyper-independence scale among Indonesian university students. The adaptation process followed the guidelines of the International Test Commission, which included forward translation, expert review, and pilot testing. Data were collected from 200 university students across various study programs. Psychometric evaluation was conducted using the Rasch model to examine reliability, unidimensionality, and item functioning. The results demonstrated high reliability at both the person (0.93) and item (0.96) levels, supported by strong separation indices, satisfactory item fit. In the Rasch model, item fit statistics provide evidence of construct validity, as misfitting items indicate response patterns inconsistent with the expected measurement structure. Most items fell within the acceptable MNSQ range (0.7–1.3), with minor deviations that remained tolerable and did not compromise overall validity. The findings suggest that a proportion of students exhibit moderate to high levels of hyper-independence, which may hinder help-seeking behavior, reduce academic engagement, and contribute to mental health risks. Within Indonesia's collectivistic cultural context, these tendencies may reflect shifting attitudes toward autonomy in higher education. Overall, the validated instrument can be used to identify hyper-independence tendencies in university settings and supports the development of educational interventions that balance independence with adaptive support utilization.

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INTRODUCTION

The period of emerging adulthood or transition to adulthood is an important stage in the process of individual development. At this stage, personal responsibility and independence increase. Students at this stage gradually let go of their dependence on their families and begin to take on more independent roles in their daily lives (Arnett, 2015). At the same time, the emerging adulthood period is also associated with increased vulnerability to mental health issues, such as academic stress, anxiety, burnout, and psychosocial pressure, which can affect students' emotional well-being and learning performance (Beiter, 2015).

This stage also requires the ability to manage oneself, adjust behaviour, and develop resilience in facing academic and social demands in a college environment (Rasyid et al., 2023; Widuroyekti et al., 2023). For students, this stage marks the process of adjusting to a higher education environment that demands critical thinking skills, independent decision-making, and personal responsibility for the learning process (Santrock, 2019; Zimmerman & Schunk, 2013).

In the context of higher education in Indonesia, independent learning is an important indicator of academic success because it is related to students' ability to manage the learning

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process and face academic demands independently (Sucityaswati et al., 2023). Students with a high level of independence typically show initiative in learning, are able to motivate themselves, and use effective learning strategies to achieve optimal performance (Hamuni et al., 2022; Santika et al., 2025). However, the process of developing independence is not always adaptive. In some cases, independence can actually develop excessively and manifest in the form of hyper-independence, which is an excessive tendency to rely on oneself, avoid outside support, and view requests for help as a sign of weakness (Tanasugarn, 2025). The phenomenon of hyper-independence has become a new concern in educational psychology because it has the potential to hinder collaborative learning processes and the psychological well-being of students (Askaree et al., 2025).

Although independence is generally considered a healthy developmental characteristic, hyper-independence can be maladaptive and associated with psychological distress. Clinical research shows a strong relationship between attachment avoidance and the maladaptive personality domain (detachment), which reflects a defensive mechanism of withdrawing from close interpersonal interactions (Izaki et al., 2022; Migalova et al., 2025). A number of empirical studies show that this pattern often stems from negative early life experiences, such as emotional neglect or insecure attachment, which encourage individuals to rely solely on themselves (Askaree et al., 2025). This pattern appears to be consistent with the condition of Indonesian students, who show a tendency to withdraw and avoid seeking help when facing stress. The data shows high rates of disengagement (93%), exhaustion (95%), and mild psychiatric symptoms (74%), accompanied by a predominance of avoidant coping patterns and a decrease in social interaction during periods of stress, indicating that many students tend to bear the burden individually despite being in a vulnerable psychological state (Kloping et al., 2022).

Within the framework of attachment theory proposed by John Bowlby, this pattern is consistent with the concept of deactivating strategies, which are psychological mechanisms whereby individuals suppress their attachment system to protect themselves from possible rejection or absence of significant figures (Sagone et al., 2023). Furthermore, research shows that the meaning of self-reliance in collectivist cultures has significant social differences compared to individualistic cultures. In Asia, independence is often interpreted as the ability to maintain harmony and social responsibility, not just personal autonomy (Cao & Meng, 2022). In addition, it is important to emphasize that psychological instruments developed in Western countries cannot always be used directly in the Indonesian context without cultural adaptation. This is because psychological constructs such as independence, interpersonal relationships, and self-regulation are influenced by cultural values, social norms, and interaction patterns specific to the local community. In collectivist societies such as Indonesia, which uphold the values of togetherness, mutual cooperation, and social interdependence, the emergence of hyper-independence can create cultural tension. This occurs because some Indonesian students show an increasingly strong tendency toward independent self-construal, which is a self-view orientation that emphasizes personal responsibility and autonomy (Sulastra & Handayani, 2021).

In terms of research gaps, there are currently no standardized instruments specifically designed to measure hyper-independence among Indonesian students, even though this trend is increasingly relevant in the dynamics of modern higher education, which demands independence while still emphasizing collaboration. Most studies in Indonesia only examine learning independence in general, without touching on hyper-independence, which can have a negative impact on students' psychological well-being (Askaree et al., 2025). The novelty of this study lies in its attempt to fill this gap by adapting the Hyper-Independence Scale to the Indonesian context and testing its psychometrics using the Rasch Model. This approach has never been applied to this construct in Indonesia before, so this study makes a new contribution both conceptually and methodologically.

Based on these conceptual and methodological gaps, this study aims to adapt the Hyper-Independence Scale to the Indonesian cultural context through a process of translation, expert

review, and preliminary testing, in line with the guidelines of the *International Test Commission* by (Gana et al., 2021). This study also aims to comprehensively evaluate the psychometric quality of the scale using the Rasch Model, including testing unidimensionality, analyzing item fit and person fit, estimating item and respondent reliability, and calculating separation indices to assess the consistency and discriminating ability of the instrument (Müller, 2020). Through this series of analyses, this study produced a final version of the Hyper-Independence Scale that is valid, reliable, and culturally appropriate for measuring Indonesian students.

Based on this description, the main problem in this study is the lack of a standardized instrument that can measure hyper-independence in Indonesian students in a valid and reliable manner. Therefore, this study aims to conduct cultural adaptation of the Hyper-Independence Scale and evaluate its psychometric properties using the Rasch Model, in order to produce a measurement tool that is feasible and appropriate for the Indonesian cultural context.

METHOD

Research Design

This study uses a quantitative research design with an instrument adaptation and validation approach. The main objective of this study is to adapt the Hyper-Independence Scale developed by Askaree et al. (2025) to the Indonesian cultural and linguistic context and to evaluate its psychometric characteristics. Through a quantitative approach, empirical evidence can be obtained regarding reliability, model suitability, and the performance of each item, especially with the use of the Rasch Model, which requires numerical data to assess measurement precision at the respondent and item levels. In this way, researchers can ensure that the adapted Hyper-Independence scale is truly equivalent to the original version and suitable for use with Indonesian students.

In this study, hyper-independence by the source Askaree et al. (2025) has not reported any testing of unidimensionality in the instrument they developed. Therefore, this study re-tests the unidimensionality of the instrument to ensure that the assumption of a unidimensionality structure is actually supported by empirical data. Although the instrument includes three indicators, namely the tendency to rely excessively on oneself, rejection of support, and avoidance of interpersonal dependence, all three are understood as manifestations of one core behavior pattern (Askaree et al., 2025). All 25 items (see Table 1) were designed to produce a single total score that reflects the overall level of hyper-independence, in accordance with the initial design of the instrument and the Rasch Model principle, which requires the measurement of a single latent attribute in a single analysis.

Table 1. Item Specification

Construct	Definition	Indicators	Item Numbers	Total Items
Hyper-Independence	Excessive tendency to rely solely on oneself, avoid external support, and view help-seeking as a sign of weakness	1. (excessive self-reliance) 2. (resistance to help or support) 3. (avoidance of interpersonal dependency).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	25

Instrument Adaptation Procedure

This research process was conducted sequentially, starting from the translation stage, expert review, instrument testing, to the analysis of the validity and reliability of the 25 items using the Rasch Model. The flow of research on the adoption of measuring instruments in accordance with the International Test Commission by Gana et al. (2021, p.5) can generally be illustrated in Figure 1.

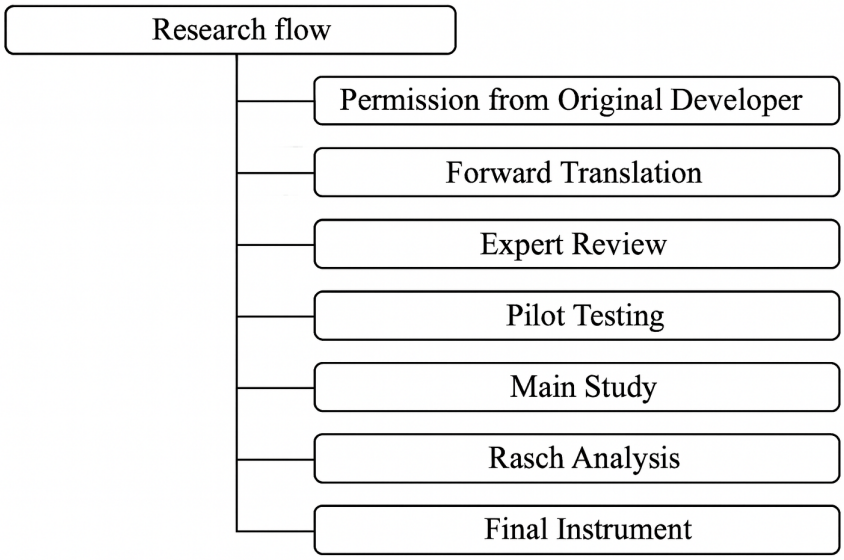

Figure 1. Research Flow

Based on these guidelines, the forward translation stage was carried out to ensure equivalence between the original and adapted versions. Each translator independently translated the scale from the source language into Indonesian, while reviewers checked both versions for consistency, linguistic clarity, and conceptual accuracy. The criteria for each translator are summarized in Table 2.

Table 2. Criteria of Expert

Criteria	Translator 1	Translator 2	Reviewer	Translator 3
English and Indonesian proficiency	Master's student majoring in Psychology at New York University	Official member of the Language Center at Universitas Negeri Surabaya	Psychology lecturer at Universitas Negeri Surabaya with translation expertise	The sworn translator
Cultural familiarity	Indonesian citizen residing in the New York	Indonesian citizen residing in Indonesia	Indonesian citizen residing in Indonesia	Indonesian citizen residing in Indonesia
Role in translation process	Forward translation 1	Forward translation 2	Reconciled both translations to ensure conceptual equivalence	Backward translation

The translation process took approximately three weeks, from the initial translation to the final alignment. To clarify the language adaptation process in this instrument, an analysis was conducted by comparing the SL (Source Language) and TL (Target Language) forms of several representative items. The selected items demonstrate the application of the most important translation techniques: descriptive equivalent, cultural equivalent, literal, couplet, and reflect the changes in meaning highlighted by the reviewer. By reviewing this sample, the process of adjusting meaning and cultural context in scale adaptation can be explained concisely but substantively. The overview is as follows:

- Item 3
  SL: "I believe it's important to be self-sufficient in all aspects of life."
  TL: "*Saya percaya pentingnya mandiri dalam berbagai aspek kehidupan.*"
  Technique: Descriptive Equivalent
  Reason: There is no direct equivalent in Indonesian → must be explained with a phrase that describes the original meaning.

- Item 6
  SL: "I find it difficult to trust others to take care of things for me."
  TL: "*Saya merasa sulit mempercayai orang lain untuk mengurus keperluan/permasalahan saya.*"
  Technique: Couplet (Literal + Descriptive)
  Reason: Literal - retains the basic meaning of the sentence; Descriptive - adds clarity because "things" is too general when translated directly.
- Item 8
  SL: I tend to avoid asking for favors from others.
  TL: "*Saya cenderung menghindari meminta bantuan dari orang lain.*"
  Technique: Cultural Equivalent
  Reason: "Favors" in Western culture ≠ "special assistance" in the Indonesian context → "*bantuan*" was chosen as the cultural equivalent.
- Item 9
  SL: I value independence over teamwork.
  TL: "*Saya lebih menghargai kemandirian daripada kerja sama tim.*"
  Technique: Cultural Equivalent
  Reason: The reviewer emphasized that value ≠ like → must be "*menghargai.*" This is important because it changes the orientation of value, not preference.
- Item 20
  SL: I feel a sense of accomplishment when I overcome challenges by myself.
  TL: "*Saya merasa berhasil ketika mengatasi tantangan sendiri.*"
  Technique: Descriptive Equivalent
  Reason: "Sense of accomplishment" is translated as "*berhasil*" to explain the meaning of psychological achievement.

After the forward translation process (translation into Indonesian) was completed, item synthesized in Indonesian was retranslated into English by an independent sworn translator, then systematically compared with the original item to evaluate conceptual consistency. To date, the equivalence results from the original instrument owner are not yet available as they are still undergoing verification. However, the backward translation results show that all items retain their core meaning without any substantive shifts. These findings confirm that the Indonesian version has good semantic equivalence and is suitable for use in a research context. Then, the reviewers assessed the translated items to ensure semantic accuracy, clarity of language, and content suitability with the measured construct. This step serves as a content validity test to ensure that the adapted instrument retains the same psychological meaning as the original version. The adapted instrument consists of 25 statements that measure the level of hyper-independence, with a 5-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree").

Data and Sample Size

A pilot test was conducted on 46 participants to assess the initial validity and reliability of the Indonesian version of the Hyper-Independence Scale. The analysis was performed using the JASP program. The test results showed that all items had a positive and significant correlation with the total score, thus meeting the item discrimination criteria, where the recommended item-total correlation value is ≥ 0.30 (Devellis, 2017). The reliability coefficients also showed excellent results, with Cronbach's $\alpha = 0.924$ and McDonald's $\omega = 0.926$, indicating that the scale has high internal consistency. According to psychometric standards, reliability values ≥ 0.70 are considered adequate, ≥ 0.80 are good, and ≥ 0.90 are very good (Hair et al., 2017). Based on these results, the instrument was deemed suitable for use in the main study.

The main study involved 200 Indonesian students selected using purposive sampling, focusing on active students from various universities in Indonesia. Table 3 presents the demographic characteristics of the participants, including gender and age.

Table 3. Demographic Data

Category		Frequency (f)	(%)
Gender	Women	135	67.5
	Men	65	32.5
Age	20	34	17.0
	21	96	48.0
	22	54	27.0
	23	16	8.0
	n	200	

Rasch Model

Data from the main study were analyzed using the Rasch Model with the help of Winsteps software to evaluate the psychometric characteristics of the scale in greater depth. This analysis included examining item validity, reliability, and data fit to the measurement model. In addition, this model also allowed researchers to comprehensively assess unidimensionality and item difficulty levels. Details of the standard values in the Rasch model are shown in Table 4 (Tennant & Küçükdeveci, 2023).

Table 4. Standard Values in the RASCH Model

Aspect	Indicator	Standard
Item validity	Infit MNSQ	0.7 – 1.3
	Outfit MNSQ	0.7 – 1.3
	Point-measure correlation	>0.3
Reliability	Person reliability	0 - 1
	Item reliability	0 - 1
Unidimensionality	Variance explained by measures	>40%
	Eigenvalue first contrast	<2
Item Difficulty Level	Logit	–3 to +3

FINDINGS AND DISCUSSION

Findings

Reliability

The main data analysis in this study was conducted using the Rasch Model to evaluate the psychometric characteristics (Bond et al., 2020) of the Indonesian adaptation of the Hyper-Independence Scale (Askaree et al., 2025). The analysis included testing reliability, unidimensionality, respondent and item mapping, assessment scale structure, and item fit to the measurement model.

Table 5. Summary of Person and Item Separation Index

Statistic	Person	Item
Separation	3.71	4.90
Reliability	0.93	0.96
Real RMSEA	0.37	0.10

Referring to Table 5, high reliability values at both the person (0.93) and item (0.96) levels demonstrate excellent internal consistency of the scale. The respondent separation index of (3.71) person means that this scale can distinguish students into approximately four different levels of hyper-independence, so that variations in tendencies among respondents can be clearly seen. The item separation of (4.90) items shows that the item difficulty level is stable and reliable, so that

the items work consistently even when used on different samples. The low item RMSEA (0.10) shows a good fit with the item difficulty structure, while the higher person RMSEA (0.37) reflects natural variability in respondents' answer patterns. This value indicates that student responses are more diverse and less predictable by the model, which may occur due to differences in how students interpret items, instability in hyper-independence behavior patterns, or the existence of respondent groups that provide less consistent answers across the construct continuum. Thus, the high respondent RMSEA does not merely reflect natural variability, but also indicates real heterogeneity in student response patterns. In addition, a separation index above 2.0 indicates that the scale can effectively differentiate between ability levels and item difficulty. Overall, these results confirm that the Indonesian adaptation of the Hyper-Independence Scale has strong measurement stability and is suitable for capturing variations in hyper-independence tendencies among students.

Unidimensionality

The results of the unidimensionality analysis, as presented in Table 6, indicate that the variance explained by the model is 48.3%, which means that the Rasch model is able to adequately explain the basic structure of the instrument (ideally ≥ 40%) (Linacre, 2016). However, the results for the residuals show an eigenvalue value of 6.4 for the first contrast. This eigenvalue far exceeds the recommended limit of < 2, indicating that there is a group of residual items that is strong enough to form an additional dimension. Thus, although the proportion of variance explained by the model is relatively good, the magnitude of the first contrast indicates that this instrument does not adequately meet the criteria for unidimensionality, and there are strong indications that the instrument measures more than one dimension.

Table 6. Unidimensionality

Statistic	Value
Raw variance explained by measures	48.3%
Eigenvalue first contrast	6.4

Person–Item Distribution

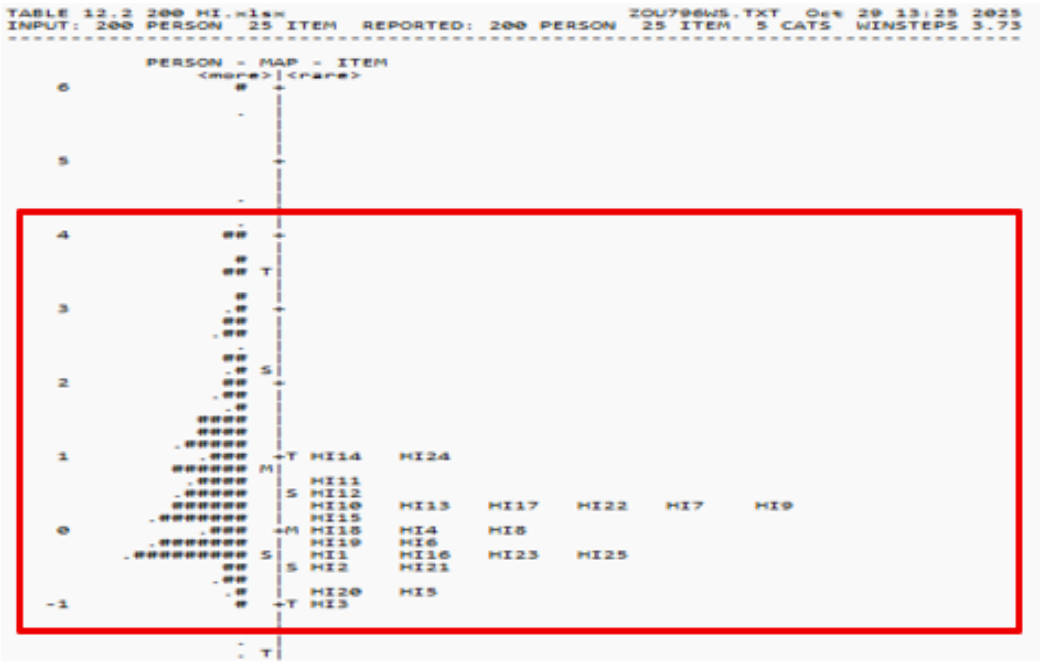

Figure 2. Person Map Item

The item map, presented in Figure 2, shows that respondents' abilities are spread across a range of approximately −1 to +4 logits. Items HI13 and HI20 are the most difficult (approximately +2.5 to +3 logits) and were therefore only selected by respondents with high levels of hyper-independence. Conversely, HI14 and HI24 are at the lowest level (around −1.5 to −2 logits), making them easier for most respondents to agree with. Most participants were around 0 to +2 logits, in line with the majority of items in the same range. This shows that the instrument has a difficulty range that matches the characteristics of the respondents and is able to effectively distinguish levels of hyper-independence from low to high.

Item Validity

Table 7. Item Fit

Item (HI)	Measure	Infit MNSQ	Outfit MNSQ	Pt-Measure Corr	Item fit
5	-0.81	1.45	1.51	0.40	Fit
3	-0.93	1.45	1.42	0.44	Fit
23	-0.42	1.31	1.21	0.54	Fit
20	-0.83	1.20	1.18	0.64	Fit
10	-0.38	1.16	1.17	0.67	Fit
25	-0.47	1.15	1.17	0.64	Fit
14	-0.98	1.16	1.14	0.67	Fit
19	-0.14	1.12	1.14	0.58	Fit
24	-0.92	1.10	1.09	0.73	Fit
2	-0.49	1.10	1.09	0.59	Fit
18	-0.12	1.04	1.04	0.66	Fit
12	0.10	1.04	1.05	0.69	Fit
11	0.09	1.03	1.04	0.69	Fit
16	-0.01	1.02	1.03	0.70	Fit
7	0.00	1.00	1.02	0.73	Fit
1	-0.10	0.98	0.98	0.73	Fit
9	0.05	0.92	0.91	0.72	Fit
17	0.03	0.90	0.90	0.74	Fit
4	-0.10	0.89	0.89	0.73	Fit
6	0.09	0.88	0.88	0.73	Fit
21	0.08	0.87	0.86	0.74	Fit
22	0.09	0.86	0.85	0.74	Fit
13	0.07	0.77	0.78	0.73	Fit
15	0.07	0.76	0.76	0.72	Fit
8	0.05	0.70	0.71	0.73	Underfit

In the Rasch model, item fit statistics (see Table 7) provide evidence of construct validity because misfitting items indicate responses inconsistent with the expected measurement structure. Item fit analysis shows that most items (22 out of 25) are within the acceptable MNSQ Infit and Outfit range (0.7–1.3), so they generally function well in measuring hyper-independence. Two items, HI3 and HI5, had Infit and Outfit slightly above the ideal range (1.42–1.51), but their Pt-Measure Correlation values of 0.40–0.44 indicated adequate correlation with the total score, so both were still considered fit. Meanwhile, item HI8 showed a slight underfit (Infit 0.70; Outfit 0.71), indicating that participants' responses were more consistent than the model predicted. Overall, the minor deviations in these few items are still within the tolerance limits and do not compromise the validity or suitability of the scale as a whole.

Rating Scale Category

The Mean Score for each category (see Table 8) describes the average location of respondents on the logit scale, with category 1 (strongly disagree) at –0.87 for students with very low hyper-independence, to category 5 (strongly agree) at 2.44 for students with high hyper-independence. The MNSQ Outfit values for all categories are in the range of 0.92–1.10,

indicating consistency of responses as predicted by the model. In addition, the Andrich Thresholds show a logical sequence, namely –1.81 (category 2), –1.21 (category 3), 0.65 (category 4), to 2.36 (category 5), confirming that each category can accurately distinguish levels of hyper-independence.

Table 8. Statistics of Rating Scale Model Category

Category	Frequency	%	Mean Score	Outfit MNSQ	*Andrich threshold*	Description
1 (strongly disagree)	152	3%	-0.87	0.97	None	Selected students with very low hyper-independence
2 (disagree)	517	10%	-0.35	0.97	-1.81	Selected students with relatively low hyper-independence
3 (neutral)	1.661	33%	0.22	0.92	-1.21	Selected students with moderate hyper-independence
4 (agree)	1.676	34%	1.25	1.01	0.65	Dominant students with relatively high hyper-independence
5 (strongly agree)	994	20%	2.44	1.10	2.36	Selected students with very high hyper-independence
Number of responses (200 subjects x 25 items)	5.000					

Discussion

Distribution of Hyper-Independence Levels Among Students

Table 8 also shows that the majority of students chose the middle to high categories, namely category 3 (neutral) with 1,661 responses (33%) and category 4 (agree) with 1,676 responses (34%), bringing the total to around 67% of the 5,000 responses. This indicates that most students are at a moderate to high level of hyper-independence, while the extreme low (categories 1 and 2) and high (category 5) categories were chosen less frequently, reflecting that only a small proportion of students have very low or very high levels of hyper-independence. The results of the one-way ANOVA analysis show a significant difference in the level of hyper-independence based on the age groups of 20, 21, 22, and 23 years, $F(3, 196) = 2.701$, $p = .047$. These findings indicate that the level of hyper-independence is not uniform across these age groups. The mean scores show that participants aged 21 years had the highest level of hyper-independence ($M = 91.54$), while participants aged 23 years had the lowest level ($M = 79.50$). Thus, it can be interpreted that age plays a role in the variation of hyper-independence tendencies, where these tendencies appear to peak at age 21 and decline at older ages within this sample range.

Although there has been no research in Indonesia that directly measures hyper-independence, the findings of this study are consistent with the results of other studies on student independence tendencies. Widuroyekti et al. (2023) reported that student independence was in the high category, with 38% of students in the high category, 26% in the medium category, and 36% in the low category, so that overall students showed a strong level of self-reliance during online lectures. Additionally, Sulastra and Handayani (2021) found that students' independent self-construal was at a relatively high level, with females having a higher average ($M = 4.53$) than males ($M = 4.33$), and statistical tests showed a significant difference ($Z = –0.226$, $p = 0.026$). These findings indicate that an orientation toward independence is not only common but also consistently developing among Indonesian students, even in a collectivist culture.

This distribution shows that the scale can distinguish variations in hyper-independence levels well and is consistent with the characteristics of the student population studied. In other words, hyper-independence is not a rare phenomenon among Indonesian students, but is quite

common, describing a strong character pattern in terms of independence and personal autonomy in an academic environment. The high level of hyper-independence among Indonesian students can occur even though they come from a collectivist culture. One of the causes is the demands of the campus environment, which encourages students to be independent, take responsibility for their tasks, and solve problems on their own. In addition, changes in the values of the younger generation, the influence of global media, and an increasingly competitive academic atmosphere have led many students to place greater emphasis on personal autonomy. At the same time, some students choose to rely on themselves because they are afraid of being perceived as weak, want to maintain an image of competence, or feel uncomfortable asking for help. These factors cause patterns of hyper-independence to be quite common even though collectivism remains a value in Indonesian culture.

Psychological Interpretation of Hyper-Independence

Psychologically, moderate levels of hyper-independence can bring positive benefits, such as the ability to make decisions independently, resilience, and confidence in facing academic tasks and the transition to adulthood. Students with strong independence tend to be more proactive in overcoming challenges and do not easily rely on external support (Meadley et al., 2024).

Research shows that excessive hyper-independence can have negative consequences for mental health. Carr (2023) found that individuals with hyper-independence are at risk of emotional exhaustion and social isolation. Psychologically, this mechanism occurs because hyper-independent individuals tend to reject the support of others and bear all the burdens themselves, thereby increasing their cognitive and emotional load. Meadley et al. (2024) reported that highly independent students tend to be proactive in facing challenges, but too high a level of independence can cause internal stress and difficulties in interpersonal relationships. The lack of social support as a buffer against stress, coupled with internal pressure to always be independent and suppress emotional expression, makes them vulnerable to burnout, anxiety, and emotional exhaustion.

However, when hyper-independence is at too high a level, it has the potential to cause negative consequences such as a tendency to avoid help, difficulty in building healthy interpersonal relationships, and the emergence of internal stress because all burdens must be borne alone. This condition can increase the risk of emotional exhaustion or social isolation (Carr, 2023).

Implications and Limitations

In the context of educational implementation, these findings indicate that educational institutions need to understand the balance between strengthening student autonomy and the importance of social assistance and collaboration (Baik et al., 2019; Kift et al., 2010). Higher education is expected not only to encourage individual achievement but also to provide psychosocial support that prevents the emergence of an attitude of "having to be completely independent." Programs such as peer mentoring, cooperative learning, and counseling services can help students maintain adaptive independence while still being able to establish positive social relationships and utilize support when needed (Owusu-Agyeman & Moroeroe, 2023). Thus, understanding hyper-independence has important relevance in curriculum development and student service policy strategies.

Based on the findings of this study, the use of the Indonesian adaptation of the Hyper-Independence Scale is recommended to be expanded to more diverse populations, such as young workers or individuals in career transition. Further research may consider psychosocial factors such as attachment style, parenting experiences, and academic pressure to deepen the understanding of the mechanisms of hyper-independence formation. In addition, analysis of invariance across groups (e.g., based on gender, cultural background, and socioeconomic status) is needed to ensure measurement fairness. The limitation of this study lies in its homogeneous

sample, respondents with relatively similar demographic and academic characteristics, so that the diversity of hyper-independence behavior is not fully reflected. Therefore, further research needs to involve a more diverse group of respondents so that the findings can be generalized more broadly to other student populations. Furthermore, although the analysis results show that this instrument does not fully meet the criteria of unidimensionality, these findings do not necessarily make this instrument unsuitable for use. All items still show a good level of fit, so that the instrument can still be adequately applied in the context of Indonesian students. This weakness in the form of unidimensionality not being met actually opens up opportunities for further research, either with a larger sample size or with a different group of subjects, to re-verify the construct structure and increase the empirical strength of the instrument.

CONCLUSION

This study demonstrates that the Indonesian version of the Hyper-Independence Scale can be used as a valid and reliable tool to identify hyper-independence tendencies among students. The scale captures behaviors related to relying too heavily on oneself, refusing help from others, and avoiding interpersonal dependence. Overall, this instrument shows good and consistent performance in measuring hyper-independence in the context of Indonesian students. All items are in the fit category, so this adapted version can be considered adequate and can be used to describe hyper-independence tendencies in this population.

The findings also show that the goal of producing a culturally adapted instrument suitable for psychological assessment in Indonesia has been met. From a scientific standpoint, this work broadens the understanding of how hyper-independence manifests in a collectivist cultural context and adds to the development of measurement tools that consider Indonesian social norms. On a practical level, the scale can support early identification of students who display maladaptive hyper-independence that may interfere with well-being and academic functioning, helping institutions design more targeted interventions and mentoring support.

DISCLOSURE STATEMENT

The authors do not have any potential conflicts of interest to disclose.

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This work does not receive funding.

ETHICS APPROVAL

There is no ethics approval needed because all research procedures followed the principles of psychological research ethics (APA, 2020). Including obtaining written consent, ensuring participant anonymity, maintaining data confidentiality, and using the collected data exclusively for academic (Budler & Stiglic, 2025).

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