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Development of Character Education Assessment Instruments at Asta Learning Center Training Institution

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Abstract

Character education in vocational training institutions requires valid and reliable assessment instruments. At Asta Learning Center, the character assessment instrument has not been fully developed. This study aims to (1) identify the characteristics of the character education evaluation instrument at Asta Learning Center in relation to industrial needs, (2) examine the construction of character education variables based on empirical data, and (3) assess the validity and reliability of the developed character assessment instrument. This research uses the Research and Development (RnD) method, conducted from May to June 2024. The assessed character traits discipline, honesty, work ethic, independence, and social concern—are essential for developing competent employees. A Confirmatory Factor Analysis (CFA) approach, using SPSS 25.0 for Windows, was applied. The results indicate that the Likert-scale assessment instrument meets validity and reliability criteria. The small-scale trial (10 participants) showed a reliability of 0.761 and rtabel = 0.632, while the large-scale trial showed a reliability of 0.758 and rtabel = 0.367. The findings suggest that the developed instrument is valid, reliable, and suitable for use in Asta Learning Center's learning activities.

Keywords: Character Education, Assessment Instrument, Validity, Reliability

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INTRODUCTION

Education is a fundamental element in human efforts to improve the quality of life across various fields. Throughout human history, education has been the primary means of empowerment and enhancing quality of life (Andriani et al., 2023). One of its core objectives is to cultivate individuals with broad perspectives, a vision for the future, and the ability to innovate and create. Education also plays a vital role in personal development, fostering noble character, and equipping individuals with the necessary skills to thrive in different environments (Manggaberani & Putro, 2023).

Ideal education harmoniously integrates intellectual, emotional, and spiritual aspects. It focuses not only on learners but also demands high-quality educators to serve as exemplary role models (Chang & Muñoz, 2006). However, challenges remain in Indonesia, where the transformation of ideal educational values is still lacking. Issues such as cheating, laziness, drug abuse, free association, and lack of respect for others vividly illustrate weaknesses in implementing educational values (Manggaberani & Putro, 2021).

The function and objectives of national education are outlined in Law No. 20 of 2003 concerning the National Education System, Article 3, which states that national education aims to develop abilities, shape character, and build a dignified civilization in the context of educating the nation. It also seeks to produce individuals who are faithful and pious to God Almighty, have noble character, are healthy, knowledgeable, creative, and responsible as citizens (Aprila et al., 2023).

Modern education emphasizes not only cognitive aspects but also the integration of character education (Suardika et al., 2025). This approach is oriented toward the holistic development of individuals, encompassing cognitive, physical, socio-emotional, creative, and spiritual dimensions. Such educational models aim to create lifelong learners capable of overcoming life's challenges. By prioritizing character formation, learners are expected to excel not only academically but also in their attitudes and behaviors.

According to Article I of the 2003 National Education Law, the goal of national education includes developing students' potential to possess intelligence, personality, and noble character. This aligns with the nation's need to build a generation that respects the noble values of the nation and religion, while simultaneously establishing a strong national foundation through character education.

Character education is crucial not only in formal institutions such as elementary, middle, and high schools but also in vocational training institutions. As stipulated in Indonesian Government Regulation No. 31 of 2006, vocational training encompasses activities aimed at enhancing work competence, productivity, discipline, and work ethics according to workforce demands. Thus, instilling character education in vocational training institutions is essential to shape strong mental resilience and enthusiasm for future challenges (Mering & Astuti, 2019).

Asta Learning Center is a vocational training institution established to produce high-quality workers with clear competencies and official certifications. It offers training in aviation, digital business, security, and safety, designed to meet current industry needs. Education at Asta Learning Center not only provides technical skills but also instills character values as a foundation for thriving in a competitive workforce.

The importance of character building for students before entering the workforce has prompted Asta Learning Center to integrate character education into all learning processes. However, assessing character education remains a challenge due to the lack of specific assessment instruments. Such evaluations are crucial not only to measure students' success but also to provide feedback for improving the effectiveness of learning.

Good assessments require instruments capable of accurately reflecting the subjects being evaluated. While Asta Learning Center has implemented character education integratively in every subject, evaluations have so far been limited to taught modules. Therefore, there is a need to develop measurable and effective character education assessment instruments to support the successful development of students' character.

This study aims to address this challenge by developing measurable and effective assessment instruments for character education, ensuring they accurately reflect students' development and provide actionable insights for enhancing the implementation of character education. By achieving this goal, it is expected to contribute to the formation of competent, ethical, and character-driven individuals ready to succeed in the professional world.

METHODS

Research Methodology

This study employs a Research and Development (R&D) approach aimed at developing and validating a product, specifically an evaluation instrument for character education. According to Siagian *et al.* (2018), R&D is defined as "a powerful strategy for improving practice. It is a process used to develop and validate educational products." Sukmadinata describes R&D as a method to develop or refine existing products that can be scientifically and practically validated. Sugiyono (2018) further explains that R&D research aims to produce and test the effectiveness of products.

The R&D process in this study involves two primary components: (1) the development model and (2) the development procedure. The resulting product undergoes validation by experts and reliability testing. The development process is based on needs analysis conducted during the pre-research phase. After expert validation, the product is tested in the field, revised, and refined to ensure it meets the quality standards and functional objectives.

The product developed in this study is an evaluation instrument for character education designed for vocational training institutions. The instrument consists of components such as a cover page, table of contents, introduction, instrument blueprint, test items, rubrics, and scoring guidelines.

Development Model

This study utilizes the Formative Research model proposed by Rahman *et al.* (2020), which involves four phases: (1) expert review, (2) one-to-one evaluation, (3) small group evaluation, and (4) field testing. This model ensures the active involvement of stakeholders, including content experts, educational practitioners, and end-users. Tessmer's model integrates descriptive and evaluative methodologies (Pattaro, 2016). Descriptive methods are used in the initial stages to gather data about the current conditions, while evaluative methods assess the product's effectiveness during development.

Development Procedure

The development procedure aims to produce an assessment instrument for character education, which is divided into the following stages:

1. Preliminary Stage

This stage involves gathering relevant information and theories to support the research objectives. Activities include determining the research site, identifying the target audience, and conducting initial observations and interviews with staff and instructors at the Asta Learning Center. The interviews focus on character education implementation and the challenges faced. Quantitative data collected during this phase includes scores obtained from trial participants, which are used for item validity and reliability testing.

2. Self-Evaluation Stage

During this stage, the instrument design undergoes self-assessment to refine its structure. The process includes:

a. Analysis: Examination of the target audience, curriculum, and existing materials for instrument development.

b. Design: Creation of a blueprint for the instrument, including test items and scoring rubrics. The design process ensures alignment between the instrument content and the educational objectives.

3. Prototyping Stage (Validation, Evaluation, and Revision)

The prototype is subjected to iterative evaluations, involving:

a. Expert Review: Experts assess the content validity of the instrument using the Lawshe CVR (Content Validity Ratio) method. This ensures that each test item aligns with the intended construct.

b. One-to-One Evaluation: Three students from different departments review the prototype and provide feedback.

c. Small Group Evaluation: Eight students from various departments test the refined instrument. Feedback from this stage is used to revise the prototype further.

4. Field Testing

The revised prototype is tested on a larger sample, consisting of students from the Asta Learning Center. The test results are analyzed for validity and reliability to ensure the instrument meets rigorous quality standards. If the criteria are not met, further revisions and testing are conducted.

Data Analysis

1. Content Validity: Content validity is determined using the Lawshe CVR formula, with items evaluated as essential, useful but not essential, or unnecessary. Only items with CVR values exceeding the critical threshold are retained.
2. Construct Validity: Construct validity is analyzed using Confirmatory Factor Analysis (CFA) to ensure the instrument measures the intended theoretical construct. A model is considered fit if its Chi-square test is non-significant ($p > 0.05$) or modified based on correlation parameters. Items with factor loadings ≥ 0.5 are considered valid.
3. Reliability Testing: The instrument's reliability is tested using Cronbach's alpha, ensuring consistency in measurement across repeated applications.

Subjects of the Study

The subjects include two experts, one in assessment and one in the content area, as well as 50 students from different programs at Asta Learning Center, including Aviation, Security, and Digital Business Management. This study was conducted over two months, from July to August 2024

Research Output

The primary output of this research is a validated and reliable evaluation instrument for character education, comprising rubrics, scoring guidelines, and assessment forms.

RESULTS

This research was conducted through three stages: (1) preliminary stage, (2) development stage, and (3) testing stage. The results of each stage are explained below.

1. Preliminary Stage

From in-depth interviews with instructors at Asta Learning Center, it was found that they attempted to assess students' attitudes and character traits according to the 2018 Ministry of Education directive on character education, which emphasizes national cultural values. These assessments were integrated into learning modules through observation and self-assessment techniques. However, instructors noted limitations with these techniques:

a. Observation Technique: Impractical for evaluating multiple character traits, as instructors must observe all students. It does not provide an in-depth understanding of students' characters.

b. Self-Assessment Technique: Received limited enthusiasm from students due to its infrequent use at Asta Learning Center.

Moreover, instructors had not tested the validity or reliability of the character assessment instruments used, indicating the need for valid tools to enhance evaluation quality. To address this, the institution introduced a program called TETUKO (Tempa Tangguh Kompeten) for new students, aiming to develop professional skills and global competitiveness alongside character education.

2. Development Stage

Product Design

The character assessment instrument focuses on measuring honesty, discipline, hard work, and independence using a Likert scale. The design process involved:

a. Theoretical Concept and Operational Definition: Concepts were broken into measurable dimensions and behavioral indicators, forming the blueprint for item development.

b. Item Development: Statements were created in a declarative format and designed to align with positive and negative responses. Scoring ranged from 1 to 4, where unfavorable items received low scores for positive responses and vice versa.

Validation

The instrument design was reviewed by five education experts from Universitas Pendidikan Ganesha. The validation criteria included:

a. Alignment of theoretical concepts with measured attributes.

b. Operational feasibility of behavioral indicators.

c. Writing conventions and grammar.

d. Visual appeal of the scale.

Revisions were made based on feedback, particularly in writing guidelines and language clarity for specific items.

Example Revisions:

Table 1. Validity

No	Dimension	Indicator	Original Item	Revised Item
3	Discipline	Speaking politely	"I act and speak politely in class..."	"I behave and speak politely in class..."
13	Hard work	Completing assignments	"I pay others to complete my assignments."	"I neglect my own assignments."
14	Independence	Competing with others	"I enjoy sharing my opinions in discussions."	"I am motivated to compete in learning."

Sources: Data Processed, 2024

Content validity was calculated using the Content Validity Index (CVI). The overall CVI score was 0.99, indicating excellent validity.

Testing Stage

The validated product was tested in small groups. Results from this initial testing phase included analyses of internal consistency and item qualification.

DISCUSSION

Characteristics of Character Assessment Instruments at Asta Learning Center

The character assessment instruments previously used in Asta Learning Center's teaching practices were based on observation techniques. This method is considered highly relevant for measuring students' character, as Amri *et al.* (2020) emphasized. This perspective aligns with Alvarez *et al.* (2023) assertion that character reflects tendencies to act and can manifest in observable behavior. Additionally, Berkowitz (2021) stated that observable behaviors are a tangible representation of an individual's character.

However, the observation sheets used at Asta Learning Center have yet to fully adhere to the standard format outlined in Ministerial Regulation No. 104 of 2014 on Learning Outcome Assessment by Educators in Primary and Secondary Education. According to the regulation, character attributes should be assessed using behavioral indicators independently developed by the instructor. Unfortunately, a single behavioral indicator is insufficient to capture the complexity of an individual's character accurately. Observable behavior does not always reflect a person's true character (Berkowitz, 2021). Thus, a set of relevant and comprehensive behavioral indicators is necessary to ensure that observation results genuinely reflect the individual's character.

Recognizing the limitations of observation techniques, the instructors at Asta Learning Center acknowledged the need for additional assessment instruments with different approaches. This is essential to obtain a more comprehensive understanding of students' character. Based on Ministerial Regulation No. 104 of 2014, fourth character assessment techniques can be utilized:

a. Observation Assessment
b. Self-Assessment
c. Peer Assessment
d. Journaling

Suciati *et al.* (2023) also emphasized that the affective domain is best measured using observation and self-assessment techniques. Previously, Asta Learning Center had implemented self-assessment methods. However, the instruments used were almost identical to observation sheets, featuring only one behavioral indicator for each character attribute and a four-point rating scale ranging from "poor" to "excellent."

A critical issue lies in the fact that the character assessment instruments at Asta Learning Center have not undergone validity and reliability testing. These tests are crucial to ensure the authenticity and objectivity of the assessment process. Without valid and reliable instruments, questions may arise about how effectively these tools can accurately measure students' character. Karim *et al.* (2018) highlighted that obtaining an accurate description of the measured object (character) requires the use of valid and reliable data collection tools.

Therefore, it is necessary to improve the design of the character assessment instruments at Asta Learning Center. This includes enhancing the behavioral indicators and conducting validity and reliability testing. Such improvements are expected to produce character assessments that are more effective, accurate, and comprehensive.

Development of Character Education Assessment Instruments

The development of assessment instruments for character attributes such as honesty, discipline, hard work, independence, and social care in Asta Learning Center begins with a thorough understanding of each attribute's theoretical constructs. These constructs are then translated into operational definitions, serving as the foundation for defining measurement parameters and dimensions. The following is a breakdown of the operational definitions and behavioral indicators for each character attribute:

1. Discipline

   Discipline is reflected in an individual's commitment to following established rules and regulations. Key indicators include:

   a. Adhering to rules and regulations.

   b. Regularly attending classes or participating in learning activities.

   c. Keeping promises.

2. Honest

   Honesty refers to behavior that ensures trustworthiness in words, actions, and tasks. Key indicators include:

   a. Speaking and acting truthfully.

   b. Admitting one's limitations or weaknesses.

c. Avoiding plagiarism.

3. Hard Work

Hard work is characterized by an individual's drive to complete their tasks with dedication, overcoming challenges, and delivering the best outcomes. Key indicators include:

a. Completing tasks responsibly.

b. Focusing on quality.

c. Problem-solving effectively.

4. Independence

Independence is the ability to handle situations autonomously, gained through self-development and learning. Key indicators include:

a. Not relying on others.

b. Managing time and study efforts.

c. Demonstrating a competitive spirit.

5. Social Care

Social care involves actions that show concern for others and the surrounding environment, aiming to help and support others. Key indicators include:

a. Exhibiting solidarity.

b. Planning and executing social activities.

c. Valuing others' opinions.

Social care entails understanding others' needs and emotions, serving others selflessly, and promoting kindness and peace without interfering in their personal matters (Hidayat et al., 2022).

Crafting Behavioral Indicators and Items

Each dimension and its corresponding behavioral indicators were used to create stimulus items in the form of statements, such as:

a. "I complete assignments given by the instructor on time."

b. "I take exams independently."

Students respond to these items based on their self-assessment using a Likert scale, ranging from Strongly Disagree (STS) to Strongly Agree (SS). This scale effectively measures intensity and alignment with items like: "I diligently complete all assigned tasks."

Refining Items for Clarity and Relevance

The items underwent revisions to align with best practices in language and writing conventions, as outlined by Astuti *et al* (2019). Effective items adhere to the following criteria:

a. Avoid referencing past events unless directly linked to the character attribute being measured.
b. Exclude factual statements or those interpreted as facts.
c. Avoid ambiguity.
d. Ensure relevance to the measured attribute.
e. Avoid statements with high social desirability that bias responses.
f. Cover the full scope of the intended character scale.
g. Use simple, concise, clear, and direct language.
h. Limit each statement to one complete idea.
i. Avoid universal terms such as "always," "never," or "all."
j. Use restrictive words like "only" or "merely" sparingly.
k. Avoid double negatives in statements.

Examples of revised items include:

The original item "I rely on others while studying, feel forced to complete tasks, and easily give up" was revised due to containing multiple ideas in a single statement. Each idea is now addressed individually for clarity.

Validity and Reliability of Character Education Assessment Instruments at Asta Learning Center

Mertasari & Yudana (2022) emphasizes that the quality of research instruments is crucial for generating accurate data, which reflects valid information based on the measurements taken. One of the key indicators of instrument quality is validity and reliability. An instrument is considered valid if it accurately measures what it is intended to measure, while reliability refers to the consistency and stability of measurement results over time. An instrument is deemed reliable when it provides consistent results in repeated measurements of the same subject.

Both external validity and reliability were tested twice, through internal validity testing by experts (expert review) and limited external validity testing. Mertasari & Yudana (2022) explains that while a valid test is usually reliable, not all reliable tests are necessarily valid. The instrument was tested in two stages: a small-scale pilot test and a large-scale pilot test. In the small-scale pilot test, with a sample of 10 students, the obtained r-value was higher than the critical r-value (0.632), indicating that the instrument was valid. The reliability of the developed instrument was also found to be very high, with a value of 0.761.

In the large-scale pilot test, the instrument's reliability remained high at 0.758, which, though not perfect, is still considered very good. Mertasari & Yudana (2022) also adds that perfect reliability is rarely achieved in practice, as repeated measurements on the same subject almost always involve some degree of error. The analysis results showed that all 35 items in the instrument were valid. Therefore, it can be concluded that the character education assessment instrument developed has very high reliability and can be effectively used in vocational training institutions, specifically at Asta Learning Center.

Character Development of Students at Asta Learning Center in the Context of Industry Workforce Needs

According to Badeni & Saparahayuningsih (2021), character refers to the psychological traits, morals, and personality that distinguish one individual from another. A good character aligns with values, norms, and morals. Examples of good character traits include honesty, trustworthiness, humility, and responsibility. One prominent figure in the concept of character education is Thomas Lickona. He asserts that character is deeply

connected to moral knowledge, moral feelings, and moral behavior. Thus, character development is inherently related to doing good deeds and embodying virtues.

Character is observable through one's behavior, as it reflects an individual's actions in everyday life. A person with good character often has a well-developed conscience, which helps them create a comfortable environment for others. With the rapid development of the Society 5.0 era, which is characterized by the increasing application of artificial intelligence (AI) across various sectors, including education, there are both positive and negative consequences. One significant impact on education is the potential erosion of character values among the younger generations, particularly Generation Z and Alpha. These generations are in a phase of self-discovery, and if they fail to differentiate between right and wrong, they risk falling into negative behaviors. This raises concerns as they are the future representatives of the nation. A society with individuals possessing strong character will be viewed positively by other nations. As previously discussed, the quality of human resources significantly impacts the standing of a country.

Character education plays a crucial role in preparing a workforce that is not only technically competent but also equipped with personal and social qualities essential for success in the workplace. In vocational training institutions, character education is vital in preparing future workers with not only technical skills but also the attitudes and values necessary for success in the professional world.

According to the Ministry of Education and Culture (2018), the reinforcement of character education in vocational training institutions can be integrated through:

1. *PBM Activities*

The development of national cultural and character values can be embedded in every teaching material or course activity by incorporating character education components into existing training curricula. For example, in addition to teaching technical skills, the curriculum can include topics on work ethics, communication skills, and time management. Furthermore, optimizing local content by integrating regional values such as culture, history, and natural resources into relevant subjects is essential. For instance, in history lessons, the contributions of local historical figures could be discussed. The curriculum can also include life skills, such as emotional and social skills, teaching empathy, stress management, effective communication, and conflict resolution, through case studies and

real-world simulations to demonstrate how character values apply in daily work environments.

2. Development of Organizational Culture

The culture of a vocational training institution (LKP) encompasses a wide range of elements, including habits, expectations, relationships, demographics, curricular and extracurricular activities, decision-making processes, policies, and social interactions among the components within the LKP environment. Cultivating a positive culture within the LKP is key to creating an environment that fosters learning, innovation, and growth. A strong culture can enhance student motivation, teaching quality, and institutional reputation. At Asta Learning Center, a positive organizational culture creates an environment that supports learning, cooperation, and personal growth. Some examples of positive culture that can be implemented include:

a. Mutual Respect

   1) Recognition and Appreciation: Acknowledge and reward participants who demonstrate exceptional behavior or achievements through certificates, awards, or public praise.

   2) Respect and Empathy: Encourage respect and empathy between students and instructors by teaching respectful communication, active listening, and valuing others' opinions.

b. Open Communication

   1) Constructive Feedback: Foster a culture of providing and receiving constructive feedback, and offer regular opportunities for open discussions about progress and challenges.

   2) Information Transparency: Ensure clear and open communication regarding schedules, assignments, and training policies.

c. Engagement and Participation

   1) Collaborative Activities: Organize group projects, panel discussions, and interactive workshops to foster teamwork and problem-solving skills.

2) Student Initiative: Encourage students to participate in the development of the curriculum or training activities by providing input or suggestions, enhancing their sense of ownership and involvement.

d. Support and Guidance

1) Mentoring Programs: Offer mentoring opportunities where students can receive guidance from experienced professionals or alumni who have succeeded in the industry.

2) Counseling and Assistance: Provide counseling services to help students overcome personal or academic challenges, ensuring they feel supported holistically.

e. Work-Life Balance

1) Flexibility: Offer flexible training schedules when possible, allowing students to balance their studies, work, and personal lives.

2) Health and Well-being: Promote a healthy lifestyle by providing rest areas, mental health programs, or physical activities to refresh students.

f. Innovation and Creativity Culture

1) Creative Environment: Create spaces that encourage innovation and creativity, such as brainstorming areas or workshops for exploring new ideas.

2) Experimentation and Learning: Encourage students to try new approaches and learn from failure, allowing freedom to experiment in projects and tasks.

g. Inspirational Leadership

1) Exemplary Leadership: Instructors and staff must demonstrate leadership qualities such as integrity, commitment, and communication skills, serving as role models for students.

2) Leadership Development: Provide opportunities for students to develop leadership skills through group project roles or leadership positions within the training organization.

h. Appreciation of Effort and Process

1) Focus on the Process: Recognize students' efforts and progress rather than just their final results, fostering an environment where effort is valued.

2) Success Stories: Share success stories from previous students to inspire and motivate new participants, illustrating how hard work and a positive attitude lead to success.

By implementing these positive cultural elements, Asta Learning Center not only creates an environment that fosters learning and growth but also prepares students for success in the workforce with strong social skills and character.

3. Supporting Activities

Supporting activities are essentially designed to foster students' personal development, integrated with the course programs. The planning and implementation of character education reinforcement are carried out by incorporating character values into the supporting activities already planned by the LKP. One such supporting activity at Asta Learning Center is the Tetuko activity. Tetuko (Tempa, Tangguh, Kompeten) is an orientation program aimed at brain-storming students. The name Tetuko, derived from the legendary figure Gatot Kaca, represents a process of being forged in the "Kawah Candra Dimuka" to become strong both physically and mentally, ready to face challenges. In Tetuko, students are trained in independence, loyalty, honesty, teamwork, and discipline, instilling character traits essential for success in the workplace.

4. Stakeholder Involvement Activities

The implementation of character education in vocational training institutions (PPK-LKP) to support community development aligned with the cultural and national character values inherent in Pancasila will be successful when carried out in a coordinated manner involving stakeholders. In this case, the LKP, families, and communities as "tri-center education" must create an educational ecosystem that complements each other in the process of internalizing national cultural and character values. Regular activities include visiting orphanages every six months and inviting community leaders to provide lectures and inspiration to the students.

By incorporating these approaches at Asta Learning Center, the institution ensures that students are equipped not only with technical skills but also with the character and values necessary to thrive in both professional and personal spheres.

CONCLUSION

Based on the research findings and data analysis, the following conclusions were drawn:

1. The character assessment instrument used to evaluate students' behavior during the learning process at Asta Learning Center is still basic, containing only one behavioral indicator for each character trait being measured.
2. The developed character assessment instruments consist of five scales: discipline, honesty, hard work, independence, and social responsibility. Each scale uses a Likert-type scale with five response options, and each character attribute is broken down into a set of operational behavioral indicators.
3. The developed character assessment instruments were deemed valid by experts. Empirical testing revealed that the scales for discipline (5 items), honesty (6 items), hard work (7 items), independence (7 items), and social responsibility (9 items) are both valid and reliable for use in assessing the character of students at Asta Learning Center.
4. Character development at Asta Learning Center is conducted in a structured manner through various supporting activities, such as character formation at the beginning of learning, the application of positive cultural practices, character education integration, and involving stakeholders in the development of character education. These efforts aim to shape students into competent, well-rounded individuals ready to compete in the workforce.

Based on the research findings, the following recommendations are made to ensure the smooth implementation and further refinement of the character assessment instruments in future training at the Lembaga Pelatihan Kerja:

1. In developing the character assessment scale, it is important to have a deeper understanding of the theoretical constructs of the attributes being measured. This will help in creating items that accurately reflect the attributes and lead to a more precise and reliable character assessment scale.

2. When designing the character assessment scale, it is advisable to include a greater number of items (a larger final item count) to ensure comprehensive evaluation of the character attributes.
3. In the creation of the character assessment scale, it is recommended to generate a larger pool of items than the final number planned for inclusion. This will provide a wider range of options, allowing for a more thorough evaluation and selection process to ensure the validity and reliability of the instrument.

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