

Process of Translation of the Children's Worlds Subjective Well-Being Scale in Indonesia

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Abstract—Indonesia has been participating in the Children's Worlds international project on conducting a survey of children's well-being. A new context-free multi-item scale named CW-SWBS (Children's Worlds Subjective Well-Being Scale) has been used on this survey. Since the original version of the scale was in English, the scale required to be translated into Indonesian language. The aim of this article is to explain the translation process. Method used in this study including testing the translated scale for legibility and how children understood the wording, conducting Focus Group Discussion (FGD) with children, working on back translation, and sent the back translated scale to Children's Worlds coordination secretariat to be reviewed. This process has been done in the pilot testing of Indonesian version of the CW-SWBS in children age 8, 10, 12 year-olds (N = 425) in Bandung, West Java. Result findings showed the Indonesian version of CW-SWBS has been translated excellently and was understood by children age 8, 10, and 12 year-olds.

Keywords—children; CW-SWBS; Indonesia; life satisfaction; subjective well-being; West Java

I. INTRODUCTION

Most SWB instruments were developed in English, but an increasing number of studies require instruments in several languages. For researchers working with populations in non-English speaking countries, translating English version questionnaires into local language is necessary [1-3]. Researchers need to notice and consider the methods required to produce high quality translations. The researchers could not just send the scales to professional translators. Process of adaptation is not only about translating the scales literally, but as well about following a method on developing valid and reliable psychometric scales.

Children's Worlds is a research project which collects data of children's SWB in as many countries as possible (www.isciweb.org). Children's Worlds project is developing the third wave of data collection in about 40 countries. It means the data pretends to be compared among countries cross culturally. When culture is viewed as having a potentially significant impact on how concepts are expressed in various cultures [4], then it is assumed that instruments used in another

country will likely need to go through some culture-specific adaptation [1]. The first step of the process of measurement adaptation is translating the measurements.

Indonesia joined this research project, therefore the Indonesian research team assumed the challenge of adapting a version of one of its instrument to be able to measure Indonesian children's SWB. We followed guidelines or standards for translation and cultural adaptation of the instruments from Geisinger [5], van de Vijver and Hambleton [6], van de Vijver and Poortinga [7], and van de Vijver [8].

The goal of making a translation from English version into Indonesian language is to keep the new version as similar as possible to the original version [1], as well as to strive for a conceptually equivalent version that measures the same constructs and in which constructs retain the same meaning [1].

Based on those guidelines and standards, this article will describe the process of translation of the CW-SWBS. We piloted the translated CW-SWBS to test the legibility of the translated scale (N = 425), conducting focus group discussion with children to hear their opinions to improve the wording, reviewed the translated version after the focus group discussion and made some changes based on children's suggestions, back translated the Indonesian version into English, and sent it to Children's Worlds coordination secretariat to be reviewed.

II. METHOD

Method included six stages of the process of translation which explain below.

A. Procedure

1) *Stage 1. Translation process*: there are possible sources of item bias as follows, (1) poor item translation, (2) inadequate item formulation (e.g.: complex wording), (3) one or a few items may invoke additional traits or abilities, (4) incidental differences in appropriateness of the item content [9,10].

First step in this translation process was learning about the blueprint of the scale. To avoid the item bias, the research team analyzed the meaning of each item in English. The research

team carefully read the items and tried to understand what the items meant about and how these items might possibly be translated into Indonesian language. This process avoids the research team to translate the questions literally.

In the process to understand the original version of the scale, the research team had several discussions with the Children's Worlds core team by skype meetings and face to face meetings. These discussions were focused on understanding the characteristics and contents measured in the scale. Discussion with the Children's Worlds core team in the process of translation avoided the research team to mistranslate the questions due to not understanding the original item well enough.

Once the research team fully understood the blueprint of the scale and the meaning of each item of the scale, the next step was the process of translation. Each of the team members was assigned to translate the items. The translation process has been done by research team members who are fluent in English and Indonesian language. The research team considered the characteristics of the Indonesian children, the words chosen, their level of understanding of the wording, and their age.

In the process of translating the scale, the research team used short and simple sentences and avoid unnecessary words in order to be easily understood by elementary Indonesian students. The research team employed the active voice rather than passive voice on the items. The process of translation also included the translation of the instructions and options on the scale. The options of the scale were carefully translated to have the same range as the original version. This also will avoid a skewed response style while adapted to the Indonesian culture.

After finished the translation, the research team reviewed the translated scale. The review accomplished in research meetings, with individual reviews by research team members, as well as reviewed together with UNICEF team and BPS team (*Badan Pusat Statistik* or Indonesian Central Bureau of Statistics). This process has been done in several steps. First step, each of the team members reviewed the items and wrote their comments about the items. Second step, discussed their comments in the research meetings, together with UNICEF team and BPS team. Third step, met to consider the points made by each other and to reconcile any differences of opinion.

The result from this stage 1 was the draft of an Indonesian version of the scale ready to be tested with elementary Indonesian students.

2) *Stage 2. Piloting the legibility of the translated scale:* Translation can be troublesome in the case of an instrument that was developed and validated for one language group. It is not uncommon to find that such instruments have items with idiomatic expressions; it may not be easy to find an equivalent in another language that has the same meaning, familiarity, and clarity [10]. Therefore, we piloted the scale with elementary Indonesian students to check the understandability of the instructions, the wording of the items, the legibility, acceptability of the time limits, and to requested children's suggestions on the wording.

B. Pilot

1) *Subjects:* We chose a sample of elementary Indonesian students with similar characteristics to the eventual target population. The translated scale was piloted with 425 children (8-year-olds $n = 142$; 10-year-olds $n = 144$; and 12-year-olds $n = 139$). There was a similar percentage of boys and girls in each age group (52.1% boys and 47.9% girls in age 8 year olds group; 51.4% boys and 48.6% girls in age 10 year olds group; and 55.4% boys and 44.6% girls in age 12 year olds group). The pilot was developed in 6 elementary schools in two districts in West Java.

2) *The Process:* Before we started the scale piloting, we requested to the ethical committee in Universitas Padjadjaran to give approval to our project of research with children. After we received the approval letters, a request to the principal of the selected schools was made for data taking and the consent form was sent to parents through teachers. When written parents' consent was obtained, we also asked the children for their cooperation.

In each class, there were two trained enumerators and one research team which managed the process of scale testing. The enumerators led the process of the test, while the research team observed to ensure the process went well.

The questions were read aloud by the enumerator while children were reading the questions silently. After reading each of the question, children filled in the blank on the scale. The other enumerator ensured that the children understood the instructions and the questions, and answered the children's questions while needed.

3) *Stage 3. Focus Group Discussion:* In the process of testing the translated scale, the focus group discussion was also conducted in the same schools with the same children. Casas, González, Navarro and Aligué stated that children can act as advisers of their researchers [11]. Therefore, it is very important to hear children's voice and their suggestions on the wording of the scale.

After children finished filling the scale, the focus group discussion was conducted. On the process of focus group discussion, the research team asked the children how they understood the questions and the wording. Each time the enumerators finished reading the questions, the enumerator asked how children understood the questions. When children's understanding is different from the meaning of the question, then the enumerator explained the meaning of that question. After checking the understanding, the enumerators asked children how they would suggest for the wording on the questions which they did not understand.

The children actively discussed in the class with the enumerators about how they understood the questions and the wording. They also actively suggested the enumerators some new wording which was easier for children to understood. The enumerators carefully took notes on all the suggestions coming from children. The enumerators re-read the questions based on the children's wording and asked the children whether the questions were easier to understood with those new words. When the children agreed with the wording, the enumerators

wrote the suggestions on the papers to be reported to the research team for review.

The enumerators also counted the time needed on answering questions. Therefore, the enumerators knew which questions might need more time to read, and asked the children which caused the length of the time needed on reading those questions, whether it might be because the words were not understood, or might be because the wording was just too long, or because of other reasons.

C. Review and Back Translating the Questionnaire

1) *Stage 4. Reviewed the translated version:* The research team analysed the whole suggestions from children for each of the question in three age groups. In this process, the research team found the similarities on the word suggestions from children of three age groups. Therefore, the research team carefully reviewed the translated version which has been tested and changed the wording based on children’s suggestions.

2) *Stage 5. Back translated the Indonesian version into English:* Back translation is a technique in scales translation. In this procedure, an original translation would render items from the original version of the instruments to the second language, and a second translator -one not familiar with the instrument- would translate the instrument back into the original language [5].

In this stage, we sent the revised Indonesian version of the scale to another professional translator, who was not familiar with the scale. The research team only provided the complete questionnaire to the translator and requested the professional translator to back translate it into English.

After receiving the back translated version, the research team managed meetings to analyze whether there were similarities or differences between the original ones and the back-translated ones. The research team compiled the two versions into tables to made it easy for comparison.

3) *Stage 6. Sent the back translated version to Children’s World to be reviewed:* Once the research team finished with the back translated version of the questionnaires, the files have been sent to the Children’s Worlds coordination secretariat to be reviewed. The reviews from the Children’s Worlds stated that the translators seemed to have done an excellent job and nearly all of the questions in the back-translated version were similar enough to the original version. Therefore, there were no big issues with the translation to sort out.

III. RESULTS AND DISCUSSION

A. Results

Table 1 showed the comparison between the original version, translated version, and back-translated version. It shown there were no essential differences between three versions of the scale. This means the questions have been translated excellently and the questions could be understood by Indonesian children. This also means that the translation process keeps the new Indonesian version as similar as possible

to the original version and measures the same construct with the original version [5-8].

TABLE I. ENGLISH VERSION AND INDONESIAN VERSION OF THE CW-SWB PSYCHOMETRIC SCALE

English original version	Bahasa Indonesia translation	English back translation
Now please say how much you agree with each of the following sentences about your life as a whole. These questions use a scale from 0 to 10 where 0 means that you do not agree with the sentence at all and 10 means that you agree with it completely.	<i>Sekarang tolong jelaskan seberapa setuju kamu dengan kalimat-kalimat dibawah ini mengenai kehidupanmu secara umum. Pernyataan-pernyataan ini menggunakan angka dari 0 sampai 10, di mana angka 0 berarti bahwa kamu "sama sekali tidak setuju" dengan pernyataan tersebut, dan 10 berarti bahwa kamu "benar-benar setuju" dengan pernyataan tersebut.</i>	Now please explain how much do you agree with the following sentences about your life in general. The following sentences using scale 0 to 10, when 0 means you are strongly do not agree with the statement, and 10 means that you are strongly agree with the statement.
I enjoy my life	<i>Saya menikmati hidup saya</i>	I enjoy my life
My life is going well	<i>Kehidupan saya berjalan dengan baik</i>	My life is going well
I have a good life	<i>Saya memiliki kehidupan yang baik</i>	My life is fine
The things that happen in my life are excellent	<i>Hal-hal yang terjadi dalam kehidupan saya sangat baik</i>	Things happening in my life are very good
I like my life	<i>Saya menyukai kehidupan saya</i>	I like my life
I am happy with my life	<i>Saya senang / bahagia dengan kehidupan saya</i>	I am happy with my life

B. Discussion

Researchers need to understand that a poor translation process may lead to a scale that is not equivalent to the original version of the scale. Therefore, when it happens, the scales would not be comparable. The lack of equivalence may occur because of the language or the culture. Scales which are adapted need to be equivalent. Equivalence refers to the level of comparability of measurement outcomes [9].

To avoid inequivalent scales, it is very important to carefully follow the method for scales translation. The process is as follows: the good translation, test the legibility of the translated questions to the similar characteristic sample to the target population, managing focus group discussion with the samples to receive suggestions about the wording and the

understandability of the instruction and the questions, review the questionnaires based on the test results and suggestions from samples, back translate the questions to compare the similarities and differences among the original version and the translated version.

The process of translation of the CW-SWBS carefully followed guidelines for translation of the instruments from Geisinger [5], van de Vijver and Hambleton [6], and van de Vijver and Poortinga [7]. Therefore, the research team successfully developing valid and reliable psychometric scale. The research team put the children as the advisers of the research [11]. By hearing children's suggestions in FGD, the research team was able to write understandable questions by children. The review of the back translated scale also explained that the CW-SWBS has been translated excellently. The scale has not had essential differences compared to the original version.

IV. CONCLUSION

This article has made a contribution in explaining the process of translation of the scale into Indonesian language. Therefore, this article expects to raise the awareness of other researchers on the process of translating scales into Indonesian language to get the excellent quality of Indonesian version of the scales. Since there are a lot psychological scales in foreign languages, this article also will encourage researchers in conducting researches using adapted scales. Geisinger [5] points out, however, that some of the same issues in transporting assessment instruments across countries may also apply to subpopulations within a country if they differ enough from the original population for which the measure was developed for and sampled on. Since Indonesian using national language which named Bahasa Indonesia, this scale can be used in the whole area of Indonesia. But it is need to be noticed carefully when the scale will be used in the areas of Indonesia which are a lot far from central districts. Although they know Bahasa Indonesia, most likely they are not fluent in speaking Bahasa Indonesia and use local languages in their daily conversations.

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