



Self-Criticism Scale

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Abstract. This study aims to examine the ability of self-criticism in individuals through the construction of scale. Preparation of scale using the theory of self-criticism from G. Shahr (2016). Self-Criticism is an intense and persistent relationship with oneself which can be revealed through two aspects, namely (1) demanding oneself to achieve high performance standards; (2) expressions of self-hatred and humiliation when these high standards are not met. Scaling in the initial stage involved 62 items consisting of 31 items for the first aspect and 32 items for the second aspect. The field test for the construction of scale involved 94 active students with diploma, graduate and post-graduate students from various universities in Indonesia. A series of psychometric processes included a validity test with Aiken's V and Cronbach Alpha reliability ($\alpha = 0.92$). The final stage of the scale development process produces 32 valid and reliable items. The results showed that 71.3% of students had high self-criticism abilities. Students tend to set targets for very high achievement and not in accordance with their potential. When students cannot reach the targets, they will punish themselves for that disability.

1. Introduction

It has become a characteristic that collective societies like in Indonesia have self-criticism characteristics (Heine, Lehman, Markus & Kitayama, 1999). It's just that the research regarding this matter is still small in number. Self-criticism defined as self-punishment given to somebody's own self when they are unable to reach their unrealistic standard. Shahr (2016) defined self-criticism as an intensive and persistent relations with self, characterized by: (1) forcing themselves to reach a high performance; (2) justified and hateful expression when people failed to reach their own standard.

In psychopathology perspective, self-criticism is including negative and critical thought towards somebody's personal characteristic or physical, overwhelmed feeling and blaming their own selves towards their weaknesses, unable to reach goals and highly standard tasks. People may also perceive themselves being observed by others (Shahr, 2015). Inappropriate self-criticism is a form of tendency to justify and punish themselves, which may lead to another psychological problems (Shahr et.al, 2012). High self-criticism will make people vulnerable to stress and depression symptoms as a result of irrational standards they made (Shahr, 2016).

Students who took education on campus or university need to adjust their potential with a series of tasks that has certain standards. In the process of developing self-potential, students given evaluations or judgments from others. When the assessment from the task giver didn't suitable with the actual self-image or is unable to meet certain standards of assessment, they tend to give self-perceptions that are too criticals of themselves. Shahr (2016) mentioned that self-criticism



contains a gap between A (Authenticity, our true selves) and Self-Knowledge (what someone thinks of themselves). This phenomenon has an impact on increasing the tendency of students to applied high standards and self-criticism towards tasks that exist within the campus environment. Some studies showed that the phenomenon of self-criticism related to campus life, especially to students with various backgrounds, both gender, majors, and obesity problems (Khan & Naqvi, 2016; Vanea & Ghizdareanu, 2011).

In Indonesia, there are not many studies that discuss the development of the scale of self-criticism especially in Indonesian. Although there had been several scales that revealed about self-criticism in Western countries such as The Forms of Self-Criticizing / Attacking & Self-Reassuring Scale (FSCRS) (Gilbert, Clark, Hempel, Miles, & Irons, 2004); Levels of Self Criticism Scale (LOSC) (Thompson & Zuroff, 2004). Self-criticism scale aimed to measure self-criticism level in university students in Yogyakarta, Indonesia.

2. Method

The research aims to construct scale on the variable self-criticism. This was a randomized sampling study towards university students in Yogyakarta, Indonesia. This research uses a quantitative approach that emphasizes psychometric descriptive analysis. Psychometric process involved several activities based on Azwar (2016), which are (1) arrange behavioral indicators of the construct; (2) item writing; (3) determination of scale's scores; (4) analyzing item scale; (5) prepare a scale display; (6) validity testing; (7) reliability testing.

The scale's blue print were made by paying attention to aspects and indicators. Behavioral indicators were made based on the aspects. Then, item were arranged based on the behavioural indicators of two aspects. The scale's instruction, items, design, font style, and font size were checked before given to the participants. A good scale also contains general instructions for filling (Azwar, 2016).

There were 67 items designed. Data were collected in October 2018. A double-blind procedure was conducted in order to avoid self-selection bias. Items of self-criticism scale was reviewed by 40 experts. Quantitative methods used in the research with non-cognitive scale as instrument. Respondent of this scale is 106 students of diploma, graduate and post-graduate in Yogyakarta. 12 respondents were excluded because of their tendency to respond inappropriately. Thus, valid respondents were 94 students.

3. Result and Discussion

The self-criticism scale developed based on the characteristic of self-criticism, 1) an uncompromising demand for high standard in performance; 2) an expression of hostility and derogation towards the self when these high standards are an inevitably (Shahar, 2016).

Each item scored with a five-point Likert scale ranging from "very precise" (five points) to "very inappropriate" (one point). Content validity uses the Aiken Validity as can be seen in Table 1. As for the level of accuracy of items can be seen in Table 2. Based on the analysis, obtained items with a high level of accuracy amounted to 32 items. These items are used to measure the level of student self-criticism.



Validity Test	Aiken's V Score	Rater	Description
Aspect - Indicator	0,7-0,9375	n=20 Raters were 20 master students in Gadjah Mada University	All indicators were accepted (>.5).
Indicator - Items	0,475-0,938	n= 20 Raters were 20 master students of psychology in Gadjah Mada University.	One item with score of .475 (<.5) was eliminated.

Corrected item total correlation was used to analyze the reliability of the scale. In which item with score lower than .25 will be eliminated. Reliability score of self-criticism scale ranging from 0,875 to 0,920 (see Table 1). 24 items were eliminated because the item's score were lower than .25, resulted 32 items can be used to measure self-criticism (see Table 3).

Table 2. Reliability Analysis

n	Total of Items	corrected item total correlate	Reliability
94	56	-0,257 – 0,656	0,875
94	33	0,278 – 0,667	0,918
94	32	0,266 – 0,666	0,920
n	Total of Items		

Table 3. Self-Criticism Items

Items	
1	Saya harus mendapatkan nilai A dalam setiap tugas matakuliah.
2	Saya menyembunyikan pencapaian yang saya dapatkan jika itu tidak lebih baik daripada orang lain.
3	Saya sulit bangkit dari kegagalan yang saya alami.
4	Saya lebih memilih menyelesaikan tugas hingga selesai daripada tidur.
5	Butuh waktu yang lama untuk belajar dari kegagalan.



6	Saya sulit melupakan kegagalan yang pernah saya alami.
7	Saya merasa sangat bodoh jika gagal.
8	Ketika gagal saya akan makan sebanyak-banyaknya.
9	Bagi saya, kesalahan kecil dalam pengerjaan tugas adalah kegagalan yang besar.
10	Saya merasa hina jika tidak mendapat target yang lebih tinggi dibandingkan teman saya.
11	Saya merasa tidak berharga jika gagal mencapai keinginan.
12	Saya mudah untuk kembali bersemangat setelah kegagalan.
13	Saya merasa lelah tapi tetap menyelesaikan tugas hingga selesai.
14	Saya merasa menjadi orang paling tidak beruntung ketika gagal.
15	Butuh proses yang lama untuk bangkit dari kegagalan.
16	Saya mengurung diri ketika mengalami kegagalan.
17	Saya memaksa diri untuk mengerjakan tugas lebih baik dari teman saya, walaupun saya tidak mampu.
18	Saya merasa tidak berguna ketika nilai saya tidak sesuai dengan ekspektasi.
19	Emosi saya meningkat ketika pekerjaan saya tidak sesuai dengan ekspektasi.
20	Saya merasa lebih buruk dari orang lain ketika membandingkan hasil yang saya dapatkan.
21	Saya memaksa diri saya melakukan banyak hal meskipun fisik saya lelah.
22	Saya merasa tidak berguna ketika tidak berhasil mencapai standar yang saya buat.
23	Saya tidak menerima kegagalan dan merasa marah pada diri sendiri ketika gagal.
24	Nilai tugas saya harus lebih baik dari teman saya.
25	Saya menjadi marah pada diri sendiri ketika saya mendapatkan hasil yang buruk.
26	Saya menyelesaikan tugas meskipun saya mengantuk.
27	Saya berkeriangat dingin ketika saya gagal mencapai standar yang telah saya tentukan.
28	Saya merasa sebagai orang yang gagal ketika ekspektasi nilai saya tidak terpenuhi.
29	Saya sulit tidur ketika gagal mencapai standar yang saya tentukan.
30	Saya merasa tidak perlu untuk mendapatkan nilai yang lebih tinggi dari teman saya.
31	Saya lebih memilih menyelesaikan tugas daripada harus beristirahat.
32	Kegagalan dalam mencapai target membuat saya benci pada diri sendiri.

* The items are not translated so that anyone who wants to use this scale requests permission to use.

The analysis of self-criticism in students from various universities in Indonesia shows several results indicating the level of self-criticism. The result of score categorization shows that 28,7% of all respondents have mild level. This result means that respondents have logical achievement standards according to their personal capability. Moreover, the respondents have a lower tendency to justify and punish themselves when they are unable to achieve their personal standards. On the other hand, 71,3% of all respondents included in high in self-criticism category (see Table 6).

Table 4. Hypothetical score of respondents
Hypothetic Score

Maximum	Minimum	Mean	SD
128	0	64	21,3



Table 5. Categorization of Self-criticism level in respondents

No	Category	Norm
1	High	$X > 85$
2	Mild	$43 \leq X \leq 85$
3	Low	$X < 43$

Table 6. Percentage Category

	Frequency	Percent t	Valid Percent
Valid being	27	28.7	28.7
high	67	71.3	71.3
Total	94	100.0	100.0

High self-criticism in university students from various universities in Indonesia indicates that they have high achievements and may punish themselves if they failed to reach those achievements. Moreover, this condition dominates more than a half of research participants. The exaggerated use of self-criticism may lead to another problems, either in psychological or physical. Students may set their own achievement logically, so they may be able to reach and solve it when there is an obstacle while reaching the achievement.

4. Conclusion

Scope of this study is the scale of self-criticism and measuring the level of student self-criticism. Started from 67 items compiled based on aspects of the theory of self-criticism, then reduced to 32 items valid and responded well. Based on alpha-cronbach score of 0.920 it stated that the scale of self-criticism is feasible to be used as a research instrument. Regarding the level of student self-criticism, it was found that 28.7% of students were classified as moderate and 71.3% were classified as high. No students with low self-criticism were found on the research.

5. Acknowledgments

This research aimed to measure self-criticism in university students from various universities in Indonesia. The level of self-criticism in students may differ from each other effected by several factors. The factors may emerge from internal such as motivation, intention and perception. External factors such as peers, social relationships and family pressure may also affect self-criticism level in people.

The self-criticism scale will be very useful for specific purposes especially in psychology and education range. However, this research done in 94 participants, thus the result of research may not be generalized towards several conditions. The more participants used in this research, the more variety researcher will have. In addition, the richer data and conclusion researcher will have.



6. References

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