PSYCHE 165 JOURNAL
LPPM Universitas Putra Indonesia YPTK Padang
Lubuk Begalung Main Stree, Padang, Zip Code: 25221, Sumatera Barat, Indonesia
Volume: 19, Issue: 1, Page: 24 -32, March 30th, 2026, e-ISSN: 2502-8766
Available online at website: https://jpsy165.org/ojs/index.php/jpsy165/index

Adaptation of The Abusive Supervision Scale with Indonesian Version

Muhammad Indra Astrawan[1]✉, Rifan Alamsyah[2]
[1] Program Studi Magister Psikologi, Fakultas Psikologi, Universitas Diponegoro, Semarang, 50275, Indonesia
[2] Program Studi Psikologi, Fakultas Psikologi, Universitas Muhammadiyah Malang, Malang, 65144, Indonesia
✉correspondend_author_email: Astrawanmindra@gmail.com

Abstract

This study examines to adapt and test the validity and reliability of the abusive supervision scale measurement tool in Indonesian. The population in this study consisted of 1,280 cigarette production workers and researchers successfully involved 486 participants as research subjects using purposive sampling. The analysis used in this study was confirmatory factor analysis to test whether the data obtained by the researchers was in accordance with the predetermined measurement model in order to test the construct validity of the measurement tool. The results of this study indicate that the fit index parameters have been met (GFI = 0.984, RMSEA = 0.054, SRMR = 0.029, NFI = 0.961, CFI = 0.976, & TLI = 0.967). The reliability test results using the ω coefficient (0.892) and α coefficient (0.884) show excellent results. However, one dimension of abusive supervision, namely credit stealing, has a reliability value (ω = 0.110 & α = 0.111) and validity (AVE = 0.292) that are less than ideal. The implication of this study is the availability of an Indonesian version of the abusive supervision scale measurement tool that can be used to assess the harsh behavior of supervisors in the Indonesian work context.

Keywords: Abusive Supervision, Adaptation of Measuring Instruments, Indonesian Language Version, Reliability, Validity

1. Introduction

The phenomenon of abusive supervision has gained attention in the field of organization. This is based on a meta-analysis, which found that around 13.5% of employees in the United States have experienced abusive supervision, with an impact on employee commitment and psychology [1]. Abusive supervision can be defined as subordinates' perception of the extent to which supervisors or superiors engage in aggressive verbal and nonverbal behavior without physical contact [2]. This relates to behaviors such as open criticism, insults, and sustained silent behavior that psychologically undermine employees' sense of security. Abusive supervision reflects negative interactions between leaders and subordinates, thereby harming employee well-being and threatening organizational functioning [1]. However, in the workplace, workers must have welfare, this aims to improve their performance and have a positive influence [28]. On the one hand, employees who are committed to the organization show a higher possibility of remaining in the organization [29].

Current Research revealed the influence of abusive supervision on 2,897 garment workers in Java, showing that verbal abuse and abusive behavior significantly increased employees' desire to leave, with emotional exhaustion as a partial mediator [3]. Furthermore, among civil servants in South Sumatra, abusive supervision was found to contribute to workplace stress and emotional exhaustion, which can damage employee performance [4]. According to [5], abusive supervision in Indonesia contributes to increased emotional pressure and reduces employee commitment to the company. Furthermore, [6] found that abusive behavior reduces the engagement of millennial employees in Jakarta, as they have high expectations for a supportive company environment. These results indicate that abusive supervision not only threatens the work structure but also jeopardizes the development of the workforce in Indonesia.

Abusive supervision also has negative effects in several organizational contexts. According to [7], there is a strong relationship between abusive supervision and decreased job satisfaction, low work commitment, and increased turnover. Research conducted in China, found that abusive supervision is positively related to work fatigue and has a negative impact on employee innovative behavior [8]. Other research also shows that abusive behavior not only affects productivity but also increases work and family conflicts that will affect turnover [9]. The research explains the influence of abusive supervision not only on work productivity but also on employee well-being and psychology.

Findings from research document the relationship between abusive supervision and emotional exhaustion, showing not only the level of emotional exhaustion, but

Submitted: 9-01-2026 | Revised: 21-02-2026 | Accepted: 25-03-2026 | Published: 30-03-2026

also that this exhaustion forms a cycle that worsens mental health [10]. A systematic review confirms that abusive supervision has a broad impact on employee well-being, including psychological health such as stress, burnout, and subjective well-being [11]. Well-being plays a very important role for organizations to have high productivity and performance [30]. However, studies related to abusive supervision show a link to stress, anxiety, and sleep quality [12].

Other studies emphasize that abusive supervision has not only a direct impact but also a complex psychological mechanism. Employee creativity mediates the relationship between abusive supervision and work engagement, while interpersonal communication skills act as a moderator that weakens this relationship [13]. Additionally, found that rumination mediates the relationship between abusive supervision and helping behavior, while psychological flexibility helps mitigate the negative impact of supervision [14]. Therefore, a good measurement of abusive supervision must be sensitive enough to capture these psychological mediation and moderation effects so that theoretical models can be tested validly.

One of the measurement tools used for assessment is the abusive supervision scale which consists of 15 items [2]. This scale assesses subordinates' perceptions of supervisors' verbal aggression, silent treatment, and public shaming with a Cronbach's alpha value of 90. In addition, developed the Abusive Supervision Scale (AIMSS), which consists of two versions: a full version with 26 items and a short version with 14 items [15]. This scale shows structural consistency with a Cronbach's alpha value of 97 for the full version and a Cronbach's alpha value of 95 for the short version. These scales illustrate the development of the importance of relevant and culturally sensitive measurement tools to measure abusive supervision.

Table 1. Development of Abusive Supervision Measurement Tools

Article Title: Abusive Supervision: Dimensions and Scale [17]	
Advantages: This scale develops new dimensions, namely credit stealing, belittling behavior, yelling, and scapegoating, making it more comprehensive than Tepper's scale (2000). The validity and reliability test results show that this scale is consistent, valid, and reliable in three different cultural contexts, namely Karachi, Istanbul, and Dubai, thereby increasing the generalization of the measuring instrument. Reliability: 0.885 – 0.946 (15 items)	Disadvantages: Measurement tool is relatively new, so there is still limited research testing the antecedents and consequences of each dimension. Therefore, the use of this measurement tool still requires continued research and reinforcement from further empirical evidence.
Article Title: Abusive Supervision and Workplace Deviance and The Moderating Effects of Negative Reciprocity Beliefs [16]	
Advantages: This scale consists of 5 items, making it much more efficient to use in surveys and focusing on active and interpersonal abusive behavior by supervisors. Reliability: 0.89 (5 Items)	Disadvantages: It tends to ignore passive abusive behavior by supervisors, such as refusing to give rewards and breaking promises, so that a complete picture of the phenomenon of abusive supervision is not fully captured.
Article Title: *Abusive Supervision Scale* [18]	
Advantages: This measurement tool covers a wide range of abusive behaviors by supervisors, both overtly active behaviors such as belittling and passive behaviors such as withholding credit and violating agreements. This scale also has excellent measurement consistency with high internal reliability in the original study. Reliability: 0.90 (15 items)	Disadvantages: Some studies show that this scale does not always have only one dimension as proposed by Tepper (2000), but is divided into two dimensions, namely active and passive, making the interpretation of scores more difficult.

The abusive supervision scale developed by [17] based on [18] theory explores more specific dimensions such as belittling behavior, credit stealing, scapegoating, and yelling. This scale took respondents from three locations, namely Karachi, Istanbul, and Dubai to produce a measuring instrument that is more sensitive to cultural variations. Cultural context alters the manifestation of supervisor behavior, requiring adaptation and testing of instrument invariance before cross-cultural generalization [12]. A systematic review shows that the initial construction of abusive supervision as a single dimension necessitates a multidimensional model, as developed by [19].

Research confirms the temporary dynamics of abusive supervisors and the measurement of specific behavioral dimensions to understand their short-term and long-term effects [20]. Research on healthcare workers shows that work stress and fatigue act as mediators between abusive supervision and work outcomes, making the validation of contextual scales an important part of the healthcare field [21]. Research by [22] uses [18] classic scale, which focuses on daily abusive supervision with the mediating mechanism of moral disengagement and the moderating mechanism of trait anger. This shows that the multidimensional scale of [17] has not been widely explored, making this research important to test its relevance in the Indonesian cultural context.

Scale adaptation is important because the form and perception of abusive supervision are influenced by cultural norms and power distance, which vary between countries. The purpose of this study is to understand the impact of abusive supervision on employees in Indonesia. This study also applies the abusive supervision measurement tool developed by [17] assessing its relevance and stability in the Indonesian organizational context. The benefits of this study are expected to contribute to the literature for organizations or companies to design interventions to prevent harmful supervisor behavior.

2. Methods

2.1 Participants

The population in this study consisted of 1,280 production workers at Cigarette Manufacturing Company X in East Java, Indonesia. The sample in this study was determined using purposive sampling. Purposive sampling is a method of selecting research samples that involves identifying several characteristics that are in line with the research objectives [23]. There are several conditions that have been set by the researcher regarding the criteria for respondents, as follows. 1) Employed as a worker at Cigarette Manufacturing Company X in East Java, Indonesia. 2) Has worked for at least one year as a production worker. 3) Willing to be a respondent in the study. The determination in this study also conforms to the determination in the previous study which involved employees as research respondents [17]. The number of research subjects in this study was 486 respondents, which exceeded the sample calculation using the Slovin formula with a 5% margin of error, which is a minimum of 305 research samples.

Table 2. Respondent Demographic Data

Category	Frequency	Percentage
Gender		
Female	486	100%
Male	0	0%
Ages		
20 - 28 Years Old	158	32,51%
29 - 36 Years Old	118	24,28%
37 - 44 Years Old	183	37,66%
45 - 52 Years Old	27	5,55%
Working Period		
1 - 4 Years	171	35,18
5 - 8 Years	28	5,77
9 - 12 Years	16	3,29
13 - 16 Years	103	21,19
17 - 20 Years	102	20,99
20 Years and More	66	13,58
Latest Education		
Elementary School	92	18.93%
Junior High School	175	36%
Senior High School	219	45,07%
Total	486	100%

Based on the table above regarding the demographic data of respondents, it shows that all respondents were female, with a total of 486 respondents (100%). In terms of age, the majority of respondents were in the 37-44 age range with 183 respondents (37.66%), followed by the 20-28 age range with 158 respondents (32.51%), the 29-36 age range with 118 respondents (24.28%), and 45-52 years old, which was the minority age range with 27 respondents (5.55%). There were six classifications of work experience, ranging from one year to twenty years or more. The 1-4 year work experience range had 171 respondents (35.18%), the 5-8 year work experience range had 28 respondents (5.77%), the 9-12 year work experience range had 16 respondents (3.29%), the 13-16 year work experience range had 103 respondents (21.19%), the 17-20 year work experience range had 102 respondents (20.99%), and the 20+ year work experience range had 66 respondents (13.58%). Regarding the respondents' highest level of education, the majority were high school/MA graduates with 219 respondents (45.07%), junior high school/MTs graduates with 175 respondents (36%), and elementary school/MI graduates with 92 respondents (18.93%).

2.2 Variables and Measures

The variable in this study is abusive supervision. The abusive supervision scale in this study explores more specific dimensions than other studies, such as belittling behavior, credit stealing, scapegoating, and yelling [17, 18]. Abusive supervision is a form of behavior from superiors or supervisors that manifests in verbal and nonverbal attitudes that are confrontational without involving physical contact [18]. The researcher chose to use the abusive supervision scale because this measurement tool consists of four dimensions that are more comprehensive, contextual, and up-to-date in measuring abusive supervision behavior [17]. This measurement tool consists of 15 statement items that have been tested for reliability. The reliability test results of the abusive supervision scale from the previous study that has been tested in Dubai with a Cronbach's alpha value of 0.931 on the credit stealing dimension, 0.892 on the belittling behavior dimension, 0.902 on the yelling dimension, and 0.891 on the scapegoating dimension [17] .

The explanation of each dimension of abusive supervision in this measuring instrument is as follows. (1) Credit stealing is an active, non-physical act carried out by a person who claims the achievements of others as a form of deliberate action. (2) Belittling behavior is an active aggressive act in which a person deliberately demeans another person, making them appear less valuable or unimportant in the social environment. (3) Yelling refers to a form of verbal aggressive behavior that reflects hostility and violation of the dignity and respect of employees. Yelling is considered part of abusive supervisory behavior because it is done deliberately as a form of active aggression and has a negative impact on the work environment. (4) Scapegoating is the act of shifting blame from oneself to others, thereby involving the transfer of blame to someone else as a form of irresponsibility for one's failures [17].

Table 3. Scoring Points for Measurement Tools

Statement	VR	QR	S	QO	VO
Favorable (F)	1	2	3	4	5
Unfavorable (UF)	5	4	3	2	1

This measurement tool consists of five answer choices and two types of statement items. The five answer choices are very rarely (VR), quite rarely (QR), sometimes (S), quite often (QO), and very often (VO). The types of statement items in this measuring instrument are divided into two, namely favorable (F) and unfavorable (UF). Favorable items are statements that support a research measuring instrument, while unfavorable items are statements that do not support a research measuring instrument. The assessment of measuring instruments on favorable and unfavorable items in this measuring instrument is also different. For favorable statements, the more respondents agree with the statement, the higher the score they receive. Conversely, the more respondents agree with the statement, the lower the score they receive for unfavorable items.

Table 4. Post-Adaptation Measurement Tool Indonesian Version

Dimensions	Items Questionnaire Statements	No	F/UF
Credit Stealing	*Atasan tidak memberikan pujian kepada saya atas jerih payah yang telah dilakukan*	1	F
	Atasan mengakui hasil jerih payah saya	2	F
	Atasan menyulitkan saya untuk meraih penghargaan	3	F
	Atasan tidak pernah mengambil hasil kerja saya	4	UF
Belittling Behaviour	*Atasan mengatakan bahwa ide dan perasaan saya itu buruk*	5	F
	Atasan mengungkit kesalahan dan kegagalan saya di masa lalu	6	F
	Atasan memberikan komentar negatif pada saya di depan orang lain	7	F
	Atasan mengatakan kepada saya bahwa saya kurang kompeten	8	F
Yelling	*Atasan bersikap kasar pada saya*	9	F
	Atasan mempermalukan saya	10	F
	Atasan mengungkapkan kemarahannya kepada saya ketika Ia sedang kesal karena suatu hal	11	F
Scapegoating	*Atasan menyalahkan saya agar dia tidak malu*	12	F
	Atasan sering menyalahkan saya atas kesalahan yang Ia buat sendiri	13	F
	Saat dalam masalah, atasan menyalahkan saya	14	F
	Atasan tidak menyalahkan saya atas kesalahan yang Ia buat	15	UF
	Total	15 Items	

There are 15 post-adaptation statements in this measurement tool, divided into four dimensions. The number of items based on dimension is as follows: there are four statements in the dimensions of credit stealing, belittling behavior, and scapegoating, and three statements in the dimension of yelling, for a total of 15 statements. There are 13 favorable items in this measurement tool, namely items 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14, and two unfavorable items, namely items 4 and 15. A description of the adaptation results of the questionnaire items in this measurement tool can be seen in the table above.

2.3 Procedures

The researchers took several steps in the process of adapting this abusive supervision measurement tool. These steps were divided into five stages of research. In the first stage, the researchers made preparations by searching for literature from previous studies that constructed or modified abusive supervision measurement tools. The researcher chose to use the abusive supervision scale because this measurement tool consists of four dimensions that are more comprehensive, contextual, and up-to-date in measuring abusive supervision behavior [17]. In the second stage, the researcher conducted a forward translation process, which is the process of translating the measurement tool from English into Indonesian with a translator who has an educational background in English. After that, the researcher conducted a back translation process, which is the process of translating the Indonesian version back into English by a translator who is proficient in Indonesian and English. The researchers carried out the translation process with the help of translators from an official language institution with experience in academic linguistic translation.

In the third stage, the researchers sought the assistance of expert judgment from psychology academics with expertise in the field of industry and organization. The task of the expert judgment was to finalize the statement items of the abusive supervision measurement tool after the forward translation and back translation processes were carried out. In the fourth stage, the researcher provided the final statement items from the expert judgment to production workers and personnel managers to ensure that all statements from the measurement tool were understood by the target respondents in this study. The fifth stage involved the researchers beginning the data collection process by distributing questionnaires online via Google Forms with the help of personnel managers and group supervisors to send the questionnaire link online to production workers as respondents in this study.

The data analysis technique used by the researchers in the measurement tool adaptation process was Confirmatory Factor Analysis (CFA). Confirmatory factor analysis (CFA) is a statistical analysis model used to test whether the data obtained by researchers is in accordance with the predetermined measurement model in order to test the construct validity of the measuring instrument [24]. The software used to analyze the data in this study was JASP 0.95.1 Apple Silicon.

There are criteria used in analyzing CFA models as follows. (1) Model convergence and acceptable range of parameter estimates, which is an iterative procedure that focuses on comparing the observed covariance matrix with the theoretical covariance matrix in order to

minimize the differences or residuals between the two so that a stable model that fits the empirical data can be obtained. (2) Fit indices, which are a stage of model suitability evaluation that uses various feasibility indices with a Chi-square (X^2) test with a criterion of $p > 0.05$. This test is considered very sensitive to sample size, so it is often significant ($p \leq 0.05$) in large samples even though the model is actually adequate. Therefore, other measures such as RMSEA (< 0.08), CFI (> 0.90), TLI (> 0.90), SRMR (≤ 0.08), GFI (≥ 0.90), and NFI (≥ 0.90) can also be used as additional indicators to ensure model adequacy. (3) Measurement invariance across multiple samples, which is the process of assessing construct consistency across different sample groups with the aim of ensuring that the instruments used have the same validity in different groups so that the research results can be generalized to a wider population [25].

3. Results and Discussions

3.1 Results

Researchers collected 486 samples for this study. They tested these 486 data points using factor loading parameter estimates to determine the relationship between items and dimensions on the abusive supervision scale. The results of the factor loading for each item according to its dimension are as follows.

Table 5. Factor Loadings Parameter Estimate

Factor	Item	Estimate	*p-value*	Description
Credit Stealing	Item 1 (CS 1)	1.000	fixed	fixed
	Item 2 (CS 2)	-3.439	.563	not fit
	Item 3 (CS 3)	12.358	.504	not fit (stay)
	Item 4 (CS 4)	-9.196	.505	not fit
Belittling Behaviour	Item 5 (BB 1)	1.000	fixed	fixed
	Item 6 (BB 2)	1.419	<.001	fit
	Item 7 (BB 3)	1.472	<.001	fit
	Item 8 (BB 4)	1.263	<.001	fit
Yelling	Item 9 (Y 1)	1.000	fixed	fixed
	Item 10 (Y 2)	0.964	<.001	fit
	Item 11 (Y 3)	1.165	<.001	fit
Scapegoating	Item 12 (SG 1)	1.000	fixed	fixed
	Item 13 (SG 2)	0.864	<.001	fit

The results of Table 5 regarding factor loading parameter estimates show that there are four items that do not fit because they have p-values less than 0.05 and estimates that point in a negative direction, thus contradicting the concept of the dimension being measured. The items that do not fit are items 2, 3, 4, and 15. The researcher discarded these items because they had unsatisfactory test results, which could affect the reliability and validity of the measuring instrument. However, the credit stealing dimension would only have one item left if items 2, 3, and 4 were discarded, because these items are part of the credit stealing dimension. CFA analysis cannot be used if there is only one item in a variable because it cannot reveal the relationship between items in each dimension. Therefore, the researcher retained item number 3 because it had a p-value closest to < .05 compared to the other two items in the credit stealing dimension with positive estimate values.

Table 6. Parameter Model Fit CFA Test Beginning

Category	Parameter Fit	Criteria	Output	Description
Absolute fit	Goodness of Fit Index (GFI)	≥ 0.90	0.985	fit
	Root Mean Square Error of Approximation (RMSEA)	≤ 0.08	0.083	not fit
	Standardized Root Mean Square Residual (SRMR)	≤ 0.08	0.060	fit
	Normed Fit Index (NFI)	≥ 0.90	0.889	not fit
Incremental fit	Comparative Fit Index (CFI)	≥ 0.90	0.912	fit
	Tucker-Lewis Index (TLI)	≥ 0.90	0.890	not fit

The results of Table 6 regarding the accuracy parameters of the initial CFA model fit with 15 items from the abusive supervision measurement tool show that there are parameters that indicate an unfit result, namely RMSEA, NFI, and TLI, because they have output values that do not meet the criteria. Meanwhile, the GFI, SRMR, and CFI parameters show a good fit. This indicates and reinforces that there are items in the measurement tool that need to be discarded in the next analysis test, namely items 2, 4, and 15, because they affect the results of the testing process.

Table 7. Reliability Scale Test

Coefficient	Estimate	Std. Error	Lower	Upper
Coefficient ω	0.892	0.011	0.868	0.910
Coefficient α	0.884	0.012	0.859	0.902

The results of Table 7 regarding the reliability test of the measuring instrument using 12 statement items, after discarding 3 items, show that the McDonald coefficient (ω) and Cronbach's alpha (α) values indicate that the measuring instrument has a high category. This is because the McDonald coefficient (ω) has an estimated value of 0.892 with the highest reliability value of 0.910 and the lowest of 0.868. Meanwhile, the Cronbach's alpha coefficient (α) has an estimated value of 0.884 with the highest reliability value of 0.902 and the lowest of 0.859.

Table 8. Parameter Model Fit CFA Test Final

Category	Parameter Fit	Criteria	Output	Description
Absolute fit	Goodness of Fit Index (GFI)	≥ 0.90	0.984	fit
	Root Mean Square Error of Approximation (RMSEA)	≤ 0.08	0.054	fit
	Standardized Root Mean Square Residual (SRMR)	≤ 0.08	0.029	fit
	Normed Fit Index (NFI)	≥ 0.90	0.961	fit
Incremental fit	Comparative Fit Index (CFI)	≥ 0.90	0.976	fit
	Tucker-Lewis Index (TLI)	≥ 0.90	0.967	fit

Table 9. Parameter Model Fit Chi-Square Test

Model	X^2	df	*p*
Baseline Model	2,963.786	66	
Factor Model	116.740	48	<.001

The results of Table 8 show that all parameter measurements have fit results, so that all parameter tests are met in the results of adapting this measuring instrument. All assessments consisting of the absolute fit and incremental fit categories show that the GFI, RMSEA, SRMR, NFI, CFI, and TLI parameters meet the established criteria. In the absolute fit category test, the GFI parameter (0.984) has a rating that meets the criteria (≥ 0.90), the RMSEA parameter (0.054) meets the criteria (≤ 0.08), and the SRMR parameter (0.029) has a value well below the criteria (≤ 0.08). The NFI parameter (0.961) has a value above the criteria (≥ 0.90). The incremental fit category test shows that the CFI (0.976) and TLI (0.967) assessments are above the established criteria (≥ 0.90). Then, in Table 9 regarding the chi-square test model fit parameter, it shows that the p-value is <.001 with a X^2 value of 116.740. The assessment used in the chi-square test model fit tends to be sensitive in this study because it uses a large sample size of 486 respondents, so the assessment of this parameter model tends to be good.

Table 10. Reliability of Dimension Scale

Dimension	ω	Criteria	α	Criteria	Classify
Credit Stealing	0.110	≥0.80	0.111	≥ 0.80	Too Low
Belittling Behaviour	0.864	≥0.80	0.858	≥ 0.80	High Reliable
Yelling	0.772	≥0.80	0.770	≥ 0.80	Reliable
Scapegoating	0.864	≥0.80	0.864	≥ 0.80	High Reliable

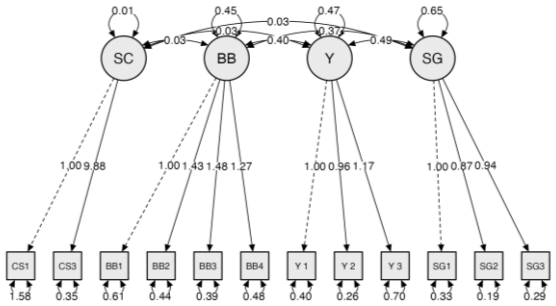
Table 10 regarding the reliability of the scale dimensions shows that there is one dimension that is unreliable with a very low reliability classification, namely the credit stealing dimension with a McDonald's fit index (ω = 0.110) and Cronbach's Alpha fit index (α = 0.111), so that the measuring instrument in this dimension is not yet suitable for use. However, the measurement tools for the belittling behavior and scapegoating dimensions have a very reliable classification with very high McDonald's fit index and Cronbach's Alpha fit index test results. The reliability value for the yelling dimension, with McDonald's fit index (ω = 0.772) and Cronbach's Alpha fit index (α = 0.770) test results, is classified as reliable.

Table 11. AVE Value Test

Dimension Factor	AVE	Criteria	Description
Credit Stealing	0.292	≥ 0.50	not fit
Belittling Behaviour	0.618	≥ 0.50	fit
Yelling	0.534	≥ 0.50	fit
Scapegoating	0.683	≥ 0.50	fit

The results obtained from the construct validity test show that the Average Variance Extracted (AVE) value has a variety of results across all dimensions. There is one dimensional factor, namely credit stealing, which has an AVE value (0.292) that is lower than the criteria (≥ 0.50), so the results are not fit. However, there are three other dimensional factors, namely belittling behavior (0.618), yelling (0.534), and scapegoating (0.683), which have values above the criteria (≥ 0.50), indicating a fit result. The results of this analysis indicate that there are three dimensional factors, namely belittling behavior (0.618), yelling (0.534), and scapegoating (0.683), which are able to explain more than 50% of the variance of the indicators, so that these dimensional factors can be used because they have good and feasible convergent validity, making them suitable for further analysis.

Figure 1. Abusive Supervision Scale Indonesian Version Model



As shown in Figure 1, the Indonesian version of the abusive supervision scale consists of four latent variables, namely credit stealing, belittling behavior, yelling, and scapegoating. This model shows adequate factor loadings on all indicators, confirming that the scale maintains good construct validity and an acceptable level of suitability for further analysis.

3.2 Discussion

This study uses confirmatory factor analysis to test whether the data obtained by the researcher is consistent with the predetermined measurement model in order to test the construct validity of the measuring instrument [24]. The results of the abusive supervision scale adaptation analysis show that this measuring instrument has met the standards for language and cultural adaptation in Indonesia. This is evidenced by the fit index parameters in Table 8 (GFI = 0.984, RMSEA = 0.054, SRMR = 0.029, NFI = 0.961, CFI = 0.976, & TLI = 0.967), which have been met and are adequate. This measurement tool also has good reliability with a McDonald coefficient (ω) with a reliability estimate of 0.892 and a Cronbach's alpha coefficient (α) with a reliability estimate of 0.884.

Initially, this measurement tool was developed based on various theories from previous studies and has been tested in three different locations. The three locations were Karachi, Istanbul, and Dubai, with varying validity and reliability scores that were categorized as good and suitable for use [17]. This measurement tool has four dimensions, namely credit stealing, belittling behavior, yelling, and scapegoating, with a total of 15 statement items divided into 13 favorable items and 2 unfavorable items. The results of the factor loading analysis in Table 5 show that there are three items that need to be discarded because they affect the results of the CFA fit parameter test listed in Table 6. Therefore, the final

items in the Indonesian version of the abusive supervision scale consist of 12 statement items.

The results of the reliability and validity tests of the measurement tool also differ for each dimension. The dimensions of belittling behavior (α = 0.858 & AVE = 0.618), yelling (α = 0.770 & AVE = 0.534), and scapegoating (α = 0.864 & AVE = 0.683) had adequate Cronbach's alpha (α) reliability and AVE validity values. However, there is one dimension, namely credit stealing (α = 0.111 & AVE = 0.292), which has inadequate reliability and validity values. There are several possible reasons for the low reliability and validity values in the credit stealing dimension.

The difference in cultural and linguistic meanings of the term credit stealing in an overseas context refers to the act of a superior taking or claiming credit for the work of a subordinate. However, the context of the term credit stealing in Indonesian is difficult to describe and explain in simple terms that correspond to the meaning of credit stealing. In this study, credit stealing is defined in Indonesian as "*pencurian penghargaan*" (theft of credit) or "*mengambil pujian*" (taking praise), which are terms that are quite difficult to understand and are very rarely used in everyday conversation, especially among production workers who were the respondents in this study. Therefore, the respondents' understanding of the items in this dimension was inconsistent, which affected the low validity and reliability of the measuring instrument in the credit stealing dimension.

In addition, two of the three items that were discarded in this measurement tool came from unfavorable statements (meaning negative or reversed), so all unfavorable items in this study were discarded because they had unsatisfactory factor loadings and estimates that referred to negative values as shown in Table 1. One of the causes of poor adaptation results in unfavorable statement items is the respondents' low understanding of the statement items in this measurement tool. The relatively low level of education of the respondents listed in Table 2 (elementary school/MI = 92, junior high school/MTs = 175, & senior high school/MA = 219) made it difficult and confusing for respondents to understand items with negative or reverse statements in this measurement tool. This caused respondents to misinterpret the items and feel hesitant to provide answers.

This is in line with previous studies showing that educational level or cognitive intelligence level is positively correlated with the ability to understand text. Previous study shows that children with higher cognitive intelligence and adequate parental educational backgrounds are quicker to understand reading materials [26]. In addition, socioeconomic status which is closely related to access to education and quality of education, influences an individual's ability to understand reading materials [27] .

Thus, the low validity and reliability test results for the credit stealing dimension and the elimination of unfavorable items were most likely influenced by language, cultural, and demographic characteristics of the respondents. This shows that it is very important for researchers to adapt more contextual language rules to the research subject and Indonesian culture by choosing simpler item forms that are easier for respondents to understand. A limitation of this study is that the research sample consisted entirely of female workers, thus failing to represent a more diverse population. In addition, the inadequate validity and reliability test results in the credit stealing aspect indicate challenges in translation and cultural differences that may affect the validity and reliability of the study. The implication of this study is to provide an alternative measure of abusive supervision in the context of organizations in Indonesia. The findings of this study also open opportunities for further research to refine dimensions that are still inadequate so that the measuring instruments are more suitable for Indonesian culture and language.

4. Conclusions

This study aims to adapt the Abusive Supervision Scale (ASS) measurement tool into Indonesian. The results of the adaptation of the abusive supervision measurement tool, which consists of 15 items, show that there are 3 items that are discarded because they do not meet the criteria, so the final number of items that can be used is 12 items. Analysis of the adaptation process results also shows that the dimensions of the abusive supervision variable, namely belittling behavior, yelling, and scapegoating, have excellent validity and reliability values, making them suitable for use. This indicates that these three dimensions can measure the construct of abusive supervision consistently and accurately in the context of research in Indonesia. However, there were less than optimal results in the credit stealing dimension, which had suboptimal validity and reliability values. The adaptation of the credit stealing dimension requires further development and testing of the items. Thus, this measuring instrument is generally suitable for use in a research context, but the interpretation of the credit stealing dimension needs to be analyzed carefully and thoughtfully by researchers.

The researchers' suggestion for further research is to improve and develop the statement items in the credit stealing dimension so that they can represent the construct of abusive supervision. Future researchers may also consider more in-depth analyses, such as discriminant validity or Rasch testing, to strengthen the validity analysis of the measurement tool. A more diverse sample with different gender, age, and occupational backgrounds is highly recommended in further research because the limited diversity of this research sample could be one of the factors hindering the suboptimal analysis results of the credit stealing

dimension. In addition, this measuring instrument can also be applied in different organizational contexts to test its consistency and generalization in Indonesia.

Acknowledgements
The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Funding Information
Authors state no funding involved.

Author Contributions Statement

Name of Author	C	M	So	Va	Fo	I	R	D	W
M. Indra Astrawan	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rifan Alamsyah	✓		✓	✓	✓	✓		✓	✓

Conflict of Interest Statement
Authors state no conflict of interest.

Informed Consent
We have obtained informed consent from all individuals included in this study.

Ethical Approval
The research related to human use has been complied with all the relevant national regulations and institutional policies in accordance with the tenets of the Helsinki Declaration and has been approved by the authors' institutional review board or equivalent committee

Data Availability
The data that support the findings of this study are available on request from the corresponding author, [initials, MIA]. The data, which contain information that could compromise the privacy of research participants, are not publicly available due to certain restrictions.

References

[1] Mackey, J. D., Frieder, R. E., Brees, J. R., & Martinko, M. J. (2017). Abusive supervision: A meta-analysis and empirical review. *Journal of Management,* 43(6), 1940–1965. https://doi.org/10.1177/0149206315573997

[2] Tepper, B. J. (2000). Consequences of abusive supervision. *Academy of Management Journal,* 43(2), 178–190. https://doi.org/10.2307/1556375

[3] Hanifah, S., Pramesti, M., & Wahyuni, S. (2021). The effects of verbal abuse and abusive supervision towards turnover intention through emotional exhaustion: An empirical study of garment workers in Indonesia. *Advances in Social Science, Education and Humanities Research,* 554–562. https://doi.org/10.2991/assehr.k.210531.070

[4] Kuzaimah, R., Meutia, M., & Srimindarti, C. (2022). Pengaruh abusive supervision, emotional exhaustion, stres kerja dan perilaku cyberloafing terhadap kinerja pegawai di Badan Pusat Statistik Sumatera Selatan. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA),* 8(3). https://doi.org/10.31955/mea.v8i3.4530

[5] Wulani, F., Purwanto, B. M., & Hani, H. (2014). Abusive supervision scale development in Indonesia. *Gadjah Mada International Journal of Business,* 16(1), 55-68. http://doi.org/10.22146/gamaijb.5467

[6] Riyanto, S., Endri, E., & Sasmoko. (2021). The influence of abusive supervision on work engagement: The mediating role of work stress and organizational trust. *Management Science Letters,* 11(3), 813–822. https://doi.org/10.5267/j.msl.2020.12.025

[7] Schyns, B., & Schilling, J. (2013). How bad are the effects of bad leaders? A meta-analysis of destructive leadership and its outcomes. *The Leadership Quarterly,* 24(1), 138–158. https://doi.org/10.1016/j.leaqua.2012.09.001

[8] Zhang, Y., & Bednall, T. C. (2016). Antecedents of abusive supervision: A longitudinal study. *Applied Psychology*, 65(2), 454–479. https://doi.org/10.1111/apps.12078

[9] Wang, S., Lin, X., & Wu, J. (2023). The effect of abusive supervision variability on work–family conflict: The role of psychological detachment and optimism. *Frontiers in Psychology,* 13. https://doi.org/10.3389/fpsyg.2022.973634

[10] Malik, O. F., Jawad, N., Shahzad, A., & Waheed, A. (2023). Longitudinal relations between abusive supervision, subordinates' emotional exhaustion, and job neglect among Pakistani Nurses: The moderating role of self-compassion. *Current Psychology,* 42(31), 26945-26965. https://doi.org/10.1007/s12144-022-03817-1

[11] Fischer, T., Tian, A. W., Lee, A., & Hughes, D. (2021). Abusive supervision: A systematic review and fundamental rethink. *The Leadership Quarterly,* 32(6), 101540. https://doi.org/10.1016/j.leaqua.2021.101540

[12] Bhattacharjee, A., Banerjee, P., & Ghosh, R. (2022). Abusive supervision: A systematic literature review. *Journal of Organizational Effectiveness: People and Performance,* 9(3), 343–371. https://doi.org/10.1108/JOEPP-10-2021-0250

[13] Hillman Wirawana, Samad, M. A., & Khairil. (2023). Investigating the effect of abusive supervision on work engagement through the role of employee creativity: the moderating effect of interpersonal communication competence. *Human Resource Development International,* 27(1), 36-57. https://doi.org/10.1080/13678868.2023.2193809

[14] Asim, M., Liu, Z., Nadeem, M. A., Ghani, U., Khalid, J., & Xu, Y. (2023). Relationship of abusive supervision and employees' helping behaviors: moderated-mediation perspective. *International Journal of Conflict Management,* 34(2), 367-391. https://doi.org/10.1108/IJCMA-11-2021-0185

[15] Sümer, H. C., Göncü-Köse, A., Toker-Gültaş, Y., Acar, F. P., Karanfil, D., & Ok, A. B. (2024). Incivility, mobbing, and abusive supervision: A tripartite scale development study. *Middle Western Psychological Research Journal,* 158(6), 428–457. https://doi.org/10.1080/00223980.2024.2321881

[16] Mitchell, M. S., & Ambrose, M. L. (2007). Abusive supervision and workplace deviance and the moderating effects of negative reciprocity beliefs. *Journal of Applied Psychology,* 92(4), 1159–1168. https://doi.org/10.1037/0021-9010.92.4.1159

[17] Ghayas, MM., & Jabeen, R., (2020). Abusive supervision: Dimensions & scale. *New Horizons,* 14(1). https://doi.org/10.2.9270/NH.14.1(20).07

[18] Tepper, B. J. (2000). Abusive Supervision Scale [Database record]. *APA PsycTests.* https://doi.org/10.1037/t11760-000

[19] Gallegos, I., Guàrdia-Olmos, J., & Berger, R. (2022). Abusive supervision: A systematic review and new research approaches.

Frontiers in Communication, 6, Article 640908. https://doi.org/10.3389/fcomm.2021.640908

[20] Wang, H., et al. (2022). How and when daily abusive supervision affects organizational citizenship behavior for the environment: A daily diary study. *Frontiers in Psychology,* 13, Article 791803. https://doi.org/10.3389/fpsyg.2022.791803

[21] Labrague, L. J. (2024). Stress as a mediator between abusive supervision and clinical nurses' work outcomes. *International Nursing Review,* 71(4), 997–1004. https://doi.org/10.1111/inr.12961

[22] Guo, D., et al. (2024). The hidden cost of abusive supervision: rudeness, sabotage and mediating mechanisms in healthcare settings. *BMC Psychology,* 12. https://doi.org/10.1186/s40359-024-02060-6

[23] Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing,* 25(8), 652-661. https://doi.org/10.1177/1744987120927206

[24] Jusoh, N. H. M., Panatik, S. A., Assim, M. I. S. A., Yaacob, Y., & Zulikifli, N. N. (2021). Confirmatory factor analysis (cfa) for the instrument of personality, safety climate and safety performance in the malaysia manufacturing sector. *International Journal of Academic Research in Business and Social Sciences,* 11(17), 1–16. https://doi.org/10.6007/IJARBSS/v11-i17/11349

[25] Netemeyer, R. G., Bearden, W. O., & Sharma, S. (2003). Scaling procedures: Issues and applications. *Thousand Oaks, CA: Sage Publications.* https://doi.org/10.4135/9781412985772

[26] Giyantika, F. N. (2021). Analisis kemampuan membaca pemahaman pada teks eksplanasi siswa kelas V sekolah dasar [Skripsi, Universitas Pendidikan Indonesia]. UPI Repository. https://repository.upi.edu/64736

[27] Li, Y., Jiang, Y., Luo, Y., Ma, X., & Zhou, Q. (2025). Influence of socioeconomic status on children's reading abilities: The mediating role of home learning environment and the moderating role of grade level. *BMC Psychology,* 13(1), 37. https://doi.org/10.1186/s40359-025-03203-z

[28] Ade, F. S., Himmah, R., & Okfrima, R. (2024). Hubungan job demands dengan workplace well-being karyawan rumah sakit x kota padang. *Psyche 165 Journal,* 102-107. https://doi.org/10.35134/jpsy165.v17i2.361

[29] Natura, B., & Fitri, N. A. (2023). Job Insecurity dengan Komitmen Organisasi pada Karyawan di Kabupaten Lima Puluh, Kota Payakumbuh. *Psyche 165 Journal*, 149-154. https://doi.org/10.35134/jpsy165.v16i3.257

[30] Dinarwati, E., & Purba, D. E. (2023). Pengaruh tuntutan pekerjaan dan efikasi diri okupasional terhadap kesejahteraan karyawan pt x sektor energi. *Psyche 165 Journal*, 143-148. https://doi.org/10.35134/jpsy165.v16i3.250

Biographies of Authors

Muhammad Indra Astrawan as a Master's student in Psychological Science at Diponegoro University, Semarang. He was born on January 15, 2003, in Banjarmasin City. He got a Bachelor's degree in Psychology from Muhammadiyah University Malang. He can be contacted via email at Astrawanmindra@gmail.com. He has also received several awards, including Best Graduate, Best Poster at the ICAP-H International Conference, Best Presenter at the In-Mind International Conference, and Contingent at the Pekan Ilmiah Mahasiswa Nasional (PIMNAS 37). Then, he interests with topics of psychology, industrial organization, mental health, experimental, and psychometric.

Rifan Alamsyah As a Psychology graduate from the University of Muhammadiyah Malang, he was born on November 8, 2002, in Blitar, Indonesia. He can be contacted via email at rifan19alamsyah@gmail.com. Currently, he is working as a Human Resources Professional Specializing in recruitment and people development at a growing startup company. His role involves identifying and nurturing talent, implementing employee development strategies, and supporting organizational growth through data-informed HR practices.