

Development and Validation of the Social-Cultural Competency Assessment Software for State Civil Apparatus

**Tri Esti Budiningsih, Fatma Kusuma Mahanani, Pradipta Christy Pratiwi,
Woro Apriliana Sari and Luthfi Fathan Dahriyanto**

Department of Psychology, Faculty of Education
Universitas Negeri Semarang, Indonesia

triesti@mail.unnes.ac.id, fatma.psi@mail.unnes.ac.id, pradiptacp@mail.unnes.ac.id,
woro.aprilianasari@mail.unnes.ac.id, luthfifathan@mail.unnes.ac.id

Abstract

Every country has various socio-cultural conditions. Indonesia is a country that has socio-cultural diversity. Socio-cultural implementation is one of the mandatory competencies of the state civil apparatus. However, the measurement tool for assessing socio-cultural competence is still minimal. The purpose is to develop and validate the socio-cultural competency assessment software in the Indonesian state civil apparatus. The development of measuring tools starts with content validation through professional judgment and construct validation through exploratory factor analysis. The socio-cultural scale had good content validation and measured the unity of the nation's socio-cultural constructs. The validity coefficient ranged from 0.80 to 0.90. In this research, the Socio-cultural Software in the setting of a Covid-19 pandemic. The loading factor of all items most correlated with a factor of 1 ranging from 0.535 to 0.779. The conclusion, the socio-cultural scale is a univariate scale that reveals the unity of national socio-cultural. The total score on the socio-cultural scale obtained was higher, socio-cultural competence possessed by a state civil apparatus was higher. Future research can develop measurement tools in various settings and adapted to the socio-cultural conditions of each country. The reliability of the socio-cultural scale also needs further investigation.

Keywords:

Assessment, Socio-cultural, Competency, State Civil Apparatus and Validation.

1. Introduction

The global coronavirus disease (COVID-19) pandemic affects various aspects of life, especially in work. The socio-cultural part is conceivably the one getting the most impact. Every country possesses different socio-cultural conditions. Countries managing information technology as a substitute for face-to-face work activities certainly do not feel significant changes in the way they work. However, for a country with a culture of gathering and working together like Indonesia, it may take time to adapt to current working conditions during the COVID-19 pandemic. Based on the research results of Mensah (2019), it can be concluded that there is a significant positive relationship between socio-cultural values and job satisfaction. The most vital relationship observed was between moral values, religious values, and job satisfaction.

Indonesia itself has a unique and diverse culture, not only within the scope of one country. Various provinces in Indonesia have diverse cultures. However, what is unique is that despite the differences, Indonesia is strongly unity. It is even stated in Law no. 5 of 2014 concerning the State Civil Apparatus (ASN; Aparatur Sipil Negara) states that positions of ASN consist of Administrative Positions; Functional Positions; and High Leadership Positions. Furthermore, the Regulation of the Ministry of Administrative and Bureaucratic Reform of the Republic of Indonesia number 38 of 2017 describes ASNs must have three competencies in holding their position. The three competencies are managerial, socio-cultural, and technical competencies. It shows the aspect of socio-cultural competence is very important as social support in achieving the vision and mission of organizations in Indonesia. Nazari et al. (2011) explain that both culture and climate play significant roles in developing management systems. The research findings of Mensah (2019) reinforce this idea that social support mediates socio-cultural values and job satisfaction relationships, sometimes fully and sometimes partly, depending on the particular socio-cultural values that are being

examined. The results of research by Ngebu et al. (2018) show that competence, placement and job satisfaction have a positive and significant effect on employee performance. Pirraglia (in Mensah 2019) has a slightly different idea regarding corporate culture meeting ethnic culture. There is always an effect which can be positive or negative for job satisfaction.

Socio-cultural competence is uneasy to measure and generalize for various countries considering that each is unique and diverse. Specific socio-cultural competence in Indonesia measures the adhesive aspect of nationality. Hitherto, the measurement of the competition can be performed through the assessment center method. What many people discover is through performance, behavioral event interviews, group discussions, and socio-cultural scales. However, the COVID-19 pandemic changes the way of working having been applied so far. Work From Home is an alternative way of working. Communication skills required are different; misunderstandings may more frequently arise because of differences in perceptions of receiving messages without meeting face to face. Meanwhile, Indonesian culture has been communicating face-to-face, in meetings to minimize misunderstandings. Even, group work by completing joint assignments is a habit that has been done so far. It is in line with the statement of Pirraglia (in Mensah 2019) stating that certain socio-cultural values may also have a negative impact on job satisfaction, especially during the COVID-19 pandemic.

Research related to psychometric properties that has been conducted regarding socio-cultural variables is enormously diverse. The socio-cultural variables in each country are different. The context of previous research regarding the validation of socio-cultural instruments is related to the ideal assessment of appearance. Research on the psychometric properties of socio-cultural variables was conducted by Lim (2018), SATAQ 4. Previously similar studies by Thompson, et al. (2004) have been carried out from developing and validating revised from SATAQ to SATAQ 3. It is in line with Harrison and Turner (2011) They additionally provide recommendations for utilizing a more diverse sample in examining cultural competency variables. Hence, they can be generalized more broadly. Validation related to the competency of ASN including managerial, socio-cultural and technical competencies has been carried out. However, there is no empirical research on the development of competency assessment instruments. Software development to conduct assessments related to these competencies is extremely necessary. Therefore, an initial screening of the ASN socio-cultural competency level can be carried out before digging deeper through other methods. Apart from the absence of research on socio-cultural competence measurement using software assistance, Mensah (2019) explains the limitations of his research that can be considered by future researchers. This study included a sample group who were all managers. Therefore, the responses of respondents cannot be generalized to employees who do not occupy managerial positions. Thus, the need to replicate this study uses employees from various sectors as well as lower-level employees. Based on the background of this problem, the researcher wants to carry out validation and development of socio-cultural measuring instruments for nationality belonging in the ASN in Indonesia.

2. Literature Review

Lu and Kao (2018) As depicted in Figure 1, Bandura explains such a model will highlight people's cognitive processes in making work commitment decisions, recognizing that people are living beings with a purpose. It is a fact that even when faced with increasing tasks, people act with rapt attention to cause about the desired things, not simply give in to the demands of the situation. It means people actively evaluate actions, set goals, and motivate themselves to perform and regulate the chosen behavior. Humans are not only environmental reactors, but also producers. Through these agentive actions, people find out ways to adapt to the constraints of the social environment, redesign their behavior, and cause the situations they desire. Hence, the excessive availability for work can be comprehended in terms of fluidity and dynamism, reflecting the cultural imperatives of Confucianism.

This study found religion, language and age had a significant effect on employee satisfaction, while gender had no significant effect on employee satisfaction in the company. The results of this study are expected to help companies have a better comprehension of cultural diversity in an organization and overcome them (Qiaoxin 2018).

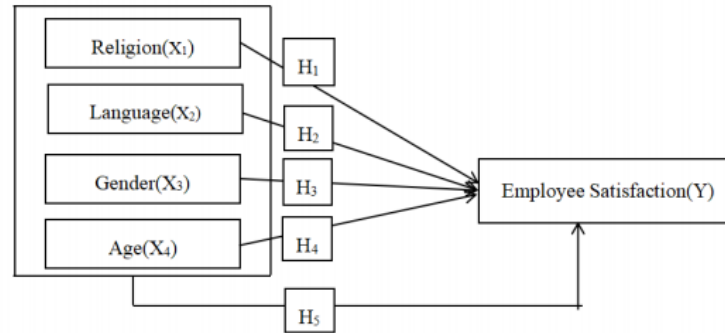


Figure 1. Cultural Diversity Factors Affecting Employees Satisfaction (Qiaoxin 2018)

The results of research conducted by Wardhani et al. (2018) showed that competence has a direct effect on employee career and performance. They also summarized the ideas of several experts regarding competence. According to Moheriono (in Wardhani et al. 2018), indicators of competence are motives, traits, self-concept, skills, knowledge. Koh argued that the main competencies required for the success of professional job performance include the ability to learn, the ability to collaborate, the ability to serve a variety of people. According to Dharma (in Wardhani et al. 2018), Competence includes behavioral characteristics that can be shown the difference between those who perform high. Hutapea (in Wardhani et al. 2018) explained that to achieve sustainable achievement, individuals need to be confident in being able to interact with the environment around their work, being able to work together with officials from other departments and possessing a flexible nature.

One of the difficult competencies to measure is socio-cultural competence. Although the validation of the socio-cultural competency has been carried out (The regulation of Ministry of Administrative and Bureaucratic Reform of the Republic of Indonesia 2017), there is still limited research on the psychometric properties of the competency assessment instrument, especially in the form of software. Harrison and Turner (2011) argued that cultural competence is ambiguous and limited, depending on the context. However, from the results of their research with social worker respondents, although in their ambitiousness and limitations, the respondents tried to respect individual differences and tolerance for service delivery.

In this study, the research team focused on the socio-cultural context according to the regulation of Ministry of Administrative and Bureaucratic Reform of the Republic of Indonesia Number 38 of 2017, specific socio-cultural competencies in the competency of nationality belonging. This research will go through a validation process so that it acquires an instrument that fits the competency model and can measure competence appropriately.

Socio-cultural competencies represent knowledge, skills, and attitudes/behaviors that can be observed, measured, and developed in connection with experiences of interacting with plural societies in terms of religion, ethnicity and culture, behavior, national insight, ethics, values, morals and principles which must be fulfilled by every office holder to obtain work results in accordance with the role, function and position. In the regulation of Ministry of Administrative and Bureaucratic Reform of the Republic of Indonesia Number 38 of 2017, the Sociocultural Competence is focused on the competence of Nationality Belonging.

The Socio Cultural Model (SCM) is a product of cultural evolution driven by human cooperative social arrangements and the emergence of cognitive capacities. (Juanamasta et al., 2019; Mu'adi et al., 2020; Romlah et al., 2020) This community-specific model regulates people's lives by providing validated and approved means for categorizing events and situations, for defining and interpreting these events, and for communicating with others about them. These models also determine what thoughts, feelings, and motivations individuals have about them, and what scripts they should follow when reacting to specific events or situations. These models represent sophisticated regulatory mechanisms for managing the behavior of community members across a spectrum of communal domains such as family, health care, education, employment, government, and many more (Chirkov 2020).

The first cultural social dimension is paternalism, describing people in authority to take the role of parents and considering it an obligation to provide support and protection to others under their care (Redding, Norman, & Schlender, in Ayca et al. 2013). Subordinates, in turn, return the attention, support and protection on the part of the

father by showing loyalty, respect and obedience to authority. The salient dimension of paternalism marks the superior-subordinate relationship, especially in the context of traditional Eastern culture (Redding & Hsiao, in Aycan et al. 2013). It describes social structure as stratified and reciprocal roles between superiors and subordinates.

The remaining dimensions are those identified by Hofstede (in Aycan et al. 2013). Among them, power distance concerns the extent to which hierarchies of power and inequality are acceptable in society and its institutions. The masculinity/femininity dimension is about what individuals' value most in life. In masculine societies, assertiveness, attainment, and the acquisition of money and other possessions are emphasized, whereas in feminine societies, interpersonal harmony, quality of relationships, and care for others are important. It becomes riskier and intolerant of ambiguity and deviations from the norm. Finally, the dimension of individualism-collectivism is decomposed into two components, loyalty to community and independence, to better capture the multidimensional constructs (Kim, Triandis, Kagitcibasi, Choi, & Yoon, in Aycan et al. 2013). The first describes the degree to which individuals feel loyal to the community and are forced to settle disputes with group members (e.g., relatives, clans, organizations) even if members in the group demand their discomfort. The latter concerns the extent to which individuals, when needed, depend on the resources they have available, except for assistance from group members.

Aycan et al. (2013) summarized the dimensions of work culture. The dimensions of internal work culture were identified by Schein and further elaborated on by Kanungo and Jaeger and Mendonca and Kanungo. Internal work culture included prevailing managerial assumptions about locus of control (i.e., whether the employees can control the outcomes of their actions or not), malleability (i.e., whether employees have no changeable employees or not), futuristic orientation (i.e., whether employees take decisions about safety policies in planning their actions or not), proactive/reactivity (i.e., whether employees take personal initiative or only react to external demands when trying to achieve their job goals), responsibility search (i.e., whether the employees accept and seek responsibility in their work or not), participation (i.e., whether the employees prefer delegation or not at all levels and prefer to be consulted on matters that concern them), and obligations towards others (i.e., whether the employees feel obligated to fulfill their responsibilities against others at work or not).

Aycan et al. (2013) Human resource management practices. Perceptions of HRM practice in three areas are discussed: job design, supervision and control, and reward management. It follows Hackman and Oldham's conceptualization of enriched work, feedback, autonomy, significant tasks, and various measured skills. Managerial supervision and control is examined through goal-setting practices (i.e., the degree to which managers and subordinates jointly set specific goals and develop specific plans to achieve goals), empowerment practices (i.e., the degree to which managers encourage and provide support to employees to handle difficult tasks on their own), opportunities for self-control (orientation of employees to work hard even in their absence), and supervisory control (that is, whether managers provide proper oversight rather than adopt a laissez-faire style). Reward management is measured through extrinsic performance-reward contingencies and intrinsic performance-reward contingencies (i.e., changing contexts, whether extrinsic or intrinsic, depending on performance).

Based on the definitions and dimensions of these figures, it can be concluded that the socio-cultural context of various countries is diverse from one another. In this study, socio-cultural competence is more specific to nationality belonging.

The nationality belonging competency is the ability to promote tolerance, openness, sensitivity to differences in individuals/groups of society; able to become an extension of the government in uniting society and building social psychological relationships with the community amidst Indonesia's plurality so as to develop a intense attachment between ASN and the stakeholders themselves; maintain, develop and encourage a sense of unity and oneness in the life of the Indonesian society, nation and state.

Table 1. Socio-Cultural Competence Blueprint: Nationality Belonging

Description	Behavior Indicators
Being sensitive to acknowledge and accept diversity	1.1. Being able to understand, accept, and being sensitive to the differences in individual/community groups 1.2. Being open, want to learn about the differences/plurality of society 1.3. Being able to work together with individuals with diverse backgrounds

Description	Behavior Indicators
Being active to develop mutual respect, emphasize equality and unity	2.1 Showing attitudes and behaviors that care about diversity values and respect differences 2.2 Establishing good relationships between individuals in the organization, partners, stakeholders 2.3 Being calm, able to control emotions, anger and frustration in the face of conflicts caused by differences in background, religion/belief, ethnicity, gender, socioeconomic, and political preferences in the work environment
Promoting and developing an attitude of tolerance and unity	3.1 Promoting an attitude of respect for the differences among people encouraging tolerance and openness 3.2 Conducting social mapping in the community so that it can provide responses in accordance with the prevailing culture. Identifying potential misunderstandings caused by the diversity of existing cultures 3.3 Becoming a mediator to resolve conflicts or reduce the negative impact of conflicts or potential conflicts
Utilizing differences constructively and creatively to increase organizational effectiveness	4.1 Initiating and representing the government in the work environment and society to always maintain unity and integrity in diversity and accept all forms of differences in social life 4.2 Being able to make use of differences in background, religion/belief, ethnicity, gender, socio-economic, political preferences to achieve smooth achievement of organizational goals. 4.3 Being able to create programs accommodating the differences in background, religion/belief, ethnicity, gender, socio-economic, political preferences
Government representatives to establish psychological social relationships	5.1 Becoming a government representative who is able to build a social psychological relationship with the community so as to create a strong attachment between ASN and stakeholders as well as among the stakeholders themselves 5.2 Being able to accommodate the impact of identified risks and recommend corrective action based on consideration of differences in background, religion/belief, ethnicity, gender, socioeconomic, political preferences to build long-term relationships 5.3 Being able to make policies that accommodate differences in background, religion/belief, ethnicity, gender, socio-economic, political preferences that have a positive impact on a national basis.

Research related to psychometric properties that has been conducted regarding socio-cultural variables is enormously diverse. The socio-cultural variables in each country are different. The context of previous research regarding the validation of socio-cultural instruments is related to the ideal assessment of appearance. Research on the psychometric property of socio-cultural variables was conducted by Lim (2018) with the title Socio-cultural Attitudes Towards Appearance Questionnaire-4-Revised in Asian Americans. The conducted research provides new insights that socio-culture plays a role in the ideal appearance of individuals. A number of study limitations should be noted. Current research consists of Internalization, covering thin/low body fat, muscular, general attractive and pressure, including Family, Peers, Significant others, Media. The results showed that 7 factors of SATAQ-4R indicate an unfit model. It is because the sample utilized is Asian-American women who may have internalized appearance ideas and/or pressure to pursue these ideas is different from the general population with diverse ethnicities. Another limitation of this study is self-report, biased against human error. Lastly, the current study employs a cross-directional design, which does not allow for an examination of causal relationships. Despite the limitations of this study examining the factor structure of SATAQ-4R, a measure set to assess internalization of appearance ideals and the pressure to pursue attainment of that ideal, in Asian-American women and men. This study additionally employs well-established and thoroughly reliable measures in the analysis. Another strength of this study is the use of SEM, a robust analysis that allows for multiple statistical examinations including multiple regression and mediation analysis in addition to confirmatory factor analysis. Previously similar studies by Thompson, et al. (2004) have been carried out from developing and validating revised from SATAQ to SATAQ 3. It is in line with Harrison and Turner (2011) in which they additionally provide recommendations to utilize a more diverse sample in examining cultural competency variables, so that the

sample can be generalized more broadly. Sánchez-Carracedo et al. (2012) also developed the Spanish version of SATAQ 3 with EFA and CFA analysis on 1559 male and female respondents.

Regarding ambiguity and socio-cultural limitations, research conducted by Kohli et al. (2010) connected the findings that four basic assumptions can be derived from the synthesis of all cultural competency frameworks: (a) socially constructed realities, (b) diverse world views need to be appreciated, (c) various realities affect individual personalities, and (d) diversity education has a positive impact on the journey to cultural competence. One of the main themes highlighted in all models is social constructionism. Based on the knowledge that reality is socially constructed, it becomes comprehensible that reality is different for all people and shaped by their social, cultural, political, and historical context. The world view cultural concept holds that different cultures are not comparable, but appropriate in their own historical circumstances. It means each individual has a different perception due to different backgrounds and diverse cultural experiences, so that it can be used as a basis for mutual respect and honor for the differences. For this reason, socio-cultural competence in the context of the nationality belonging is appropriate to be further developed and validated in relation to its construct.

3. Methods

This study is a quantitative study, which is scales and tests construction research. (Azwar 2017) explained that scales and tests generally serve an instrumental function in the field of psychology research. In certain research cases, tests and scales do not function as instrumental instead it becomes the object of the research itself. It is in applied psychometric research whose topic is the construction or arrangement of scales and tests. (Azwar, 2017; Kanto et al., 2020; Nuraini et al., 2019) added it is different from the research method in general, construction research emphasizes the procedures or work steps taken to obtain the desired instrument. Among the most significant things that must be explained in this method are:

Work procedures from start to finish, starting from how to build the constructs used until obtaining the desired test or scale. In the socio-cultural assessment tools that will be developed, the construct used is socio-cultural competence-nationality belonging based on the Regulation of Ministry of Administrative and Bureaucratic Reform of the Republic of Indonesia Number 38 of 2017; Data source. Both data for item content verification and response data sources for item quality and reliability tests. The status of this data source can be compared to the status of the research subject, but it is also possible the subject's response data is obtained from computer simulations (computer generated data). In this research, content validation was carried out by experts/professionals. The judgment from the expert then computed Aiken's V as the content-validity coefficient. Any V higher than 0.5 can be considered an indication of good content validity. The average (mean) of all subsection V coefficients is the coefficient of the content validity of all items. Valid items are then tested on the research subject. The results of the data tabulation were carried out by the item quality test by looking at the item difference at least 0.3 and tested for reliability using Cronbach's alpha; Parameters of items and test parameters under study, how to compute them, and their acceptance criteria. In this study, because the theoretical extract referred to is clear, then an Exploratory Analysis Factor (EFA) is carried out to estimate the validity of the contract from the instrument being developed; Testing in the form of the Microsoft Excel application program in the form of offline presentation and in online form via google form, and the results are descriptions of competency levels 1 to 5, according to the respondent's level; Finalization of the android based application program for instruments that have been tested for validity and reliability.

The population in this study were all ASNs from executive level to leadership level. The sampling technique used was a cluster random sampling in each work unit. The data analysis used to determine the psychometric instruments developed was Aiken's V, Cronbach Alpha, and CFA. Data analysis utilized statistical software. The sample of this research is ASNs from various levels of position totaling 200 ASNs. The sampling technique used was a cluster random sampling.

5. Results and Discussion

Research on the validation of socio-cultural instruments is carried out in two stages, namely content validation with expert judgment and factor analysis through EFA to find out that the socio-cultural theory contract on ASN in Indonesia is a multidimensional or unidimensional construct.

Table 2. The results of the content validity test were done through 10 expert judgments

<i>Aikens</i> Validity Coefficient	Validity Category	Number	<i>Aikens</i> Validity Coefficient	Validity Category
0.90	High	9	0.80	High
0.85	High	10	0.80	High
0.90	High	11	0.85	High
0.80	High	12	0.90	High
0.90	High	13	0.90	High
0.90	High	14	0.85	High
0.90	High	15	0.85	High

It shows that socio-cultural items, in term of content, are able to measure what should be measured, both in the stimulus image and the response contained in the sentence. Furthermore, the analysis carried out is a factor analysis to ensure the unidimensional or multidimensional construct of socio-cultural theory, so that further development of the instrument is appropriate in scoring. The steps that have been taken through the Exploratory Factor Analysis are as follows:

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.893
Bartlett's Test of Sphericity	Approx. Chi-Square	1.593E3
	df	105
	Sig.	.000

In the table of KMO and Bartlett's test above, it can be identified that the KMO Measure of sampling Adequacy (MSA) number is 0.893 (> 0.5). It indicates the adequacy of the sample. The significance of 0.000 ($p < 0.05$) indicates there is a correlation between variables. and it is feasible for further processing. Furthermore, to find out which variables can be processed further and which ones are excluded, see the Anti-image matrices table below:

Table 4. Anti-image Correlation

Anti-image Correlation	Meet (> 0.5)	Item	Anti-image Correlation	Meet (> 0.5)
0.847	Meet	9	0.848	Meet
0.902	Meet	10	0.900	Meet
0.813	Meet	11	0.921	Meet
0.923	Meet	12	0.880	Meet
0.880	Meet	13	0.930	Meet
0.893	Meet	14	0.890	Meet
0.878	Meet	15	0.925	Meet
0.933	Meet			

In the table of Anti-image Matrice above, specifically in the anti Image Correlation section, a number marked (a) shows the amount of MSA of a variable. The MSA value of each variable is > 0.5, so all variables can be processed further.

Table 5. Communalities

Initial	Extraction	Item	Initial	Extraction
1,000	.562	9	1,000	.792
1,000	.544	10	1,000	.713
1,000	.562	11	1,000	.523
1,000	.477	12	1,000	.778
1,000	.429	13	1,000	.574
1,000	.567	14	1,000	.667
1,000	.727	15	1,000	.677
1,000	.669			

The communalities table ranges from 0.429 to 79.2. It means that around 42.9% to 79.2% of the variance can be explained by these items by the formed factors. The smaller the value of communalities, the weaker the relationship with the formed factors.

Table 6. Total Variance Explained

Initial Eigenvalues			Extraction Sums of Squared Loadings		
Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
6,866	45,774	45,774	6,866	45,774	45,774
1,311	8,740	54,514	1,311	8,740	54,514
1,083	7,220	61,733	1,083	7,220	61,733
.855	5,701	67,435			
.721	4,804	72,238			
.688	4,585	76,823			
.590	3,930	80,753			
.555	3,703	84,456			
.469	3,124	87,580			
.448	2,988	90,569			
.373	2,489	93,058			
.338	2,253	95,311			
.260	1,736	97,047			
.228	1,517	98,564			
.215	1,436	100,000			

The Total Variance Explained table above shows that 3 factors are formed from the 15 items entered. Each eigenvalue factor > 1. Factor 1 eigenvalue is 6,866 with variance (45,774%); Factor 2 eigenvalue is 1,311 with variance (8,740%); and Factor 3 eigenvalue is 1,083 with (7,220%). The total variance when extracted from the 10 variables into a factor is 61.734%. The amount of variance that was able to be explained by the new factors that was formed was 61.734%, while the remaining 38.226% was explained by other factors that were not studied.

Scree Plot

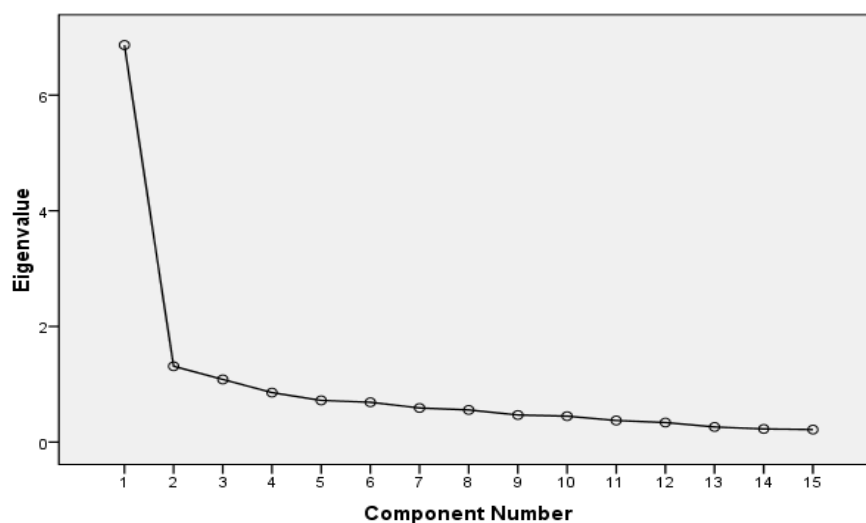


Figure 2. The scree plot image explains the relationship between the number of factors formed and the eigenvalue value in graphic form.

Table 7. Component Matrix^a

Component			The factors having the highest correlation with the item
1	2	3	
.535	.390	.352	1
.604	.395	-.153	1
.569	.446	.196	1
.679	-.083	-.094	1
.615	-.164	-.157	1
.620	.426	.027	1
.736	.342	.264	1
.779	-.073	-.237	1
.666	.080	-.584	1
.734	-.078	-.410	1
.716	-.102	.006	1
.726	-.353	.356	1
.676	-.306	.149	1
.770	-.249	.105	1
.669	-.404	.259	1

Rotated Component matrix of loading factor value of each variable. Loading factor is the magnitude of the correlation between the formed factors and these variables. Based on the table, it can be identified that all items are most correlated with factor 1, in this case the nationality belonging. Hence, it can be concluded that the socio-cultural scale is a unidimensional scale, so that the scoring can be totaled. The higher the total score obtained, the higher the socio-cultural competence possessed by an ASN. This research is however limited to estimating the content validity and construct validity through EFA, so it still needs to be re-tested and carried out by Confirmatory Analysis Factor (CFA) with a larger and more representative sample size.

6. Conclusion

The assessment instrument for socio-cultural competence is content valid and is constructed from uni-dimensions presented online using a stimulus in the form of images about the socio-cultural case and is responded to through answers with levels 0 to 5. Suggestions for future researchers wishing to develop a similar instrument can use wider and representative sampling. Cultural differences are also a consideration in the preparation of scale items, so that this socio-cultural scale may be unused in different contexts.

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Biography

Tri Esti Budiningsih is a lecturer in psychometrics course and personality theory courses in the psychology department, Faculty of Education, Universitas Negeri Semarang. Currently, she conducts research on career and socio-cultural competences.

Fatma Kusuma Mahanani is a lecturer in the educational psychology course and personality tests course in the psychology department, Faculty of Education, Universitas Negeri Semarang.

Pradipta Christy Pratiwi is a lecturer in clinical psychology course and projective tests course in the psychology department, Faculty of Education, Universitas Negeri Semarang.

Woro Apriliana Sari is a lecturer in psychometrics course and mental health courses in the psychology department, Faculty of Education, Universitas Negeri Semarang.

Luthfi Fathan Dahriyanto is a lecturer in social psychology course and personality theory courses in the psychology department, Faculty of Education, Universitas Negeri Semarang.