

Validation Student Well Being's Scale for College Students

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Abstract: Research related to well-being is continuously developing. The construct of well-being in the realm of positive psychology is quite developed, including authentic happiness or happiness, psychological well-being, subjective well-being, or student well-being. student well-being, refers to the ability of students to align demands from within and from the environment which is characterized by positive affect or feelings. This study aims to develop a measuring tool for student well-being, especially for college students. The method used is to validate the measuring instrument using content validity and construct validity which aims to ensure that the measuring instrument is in accordance with its measuring objectives. Reliability analysis is also a part of the measurement of the research instrument so that it can be used from time to time. The student well-being scale is built based on 6 dimensions, namely social, emotional, personal, physical, cognitive, and spiritual dimensions. Based on the validation results found 20 valid items with a reliability coefficient of 0.862. Where, the social dimension has a more dominant variation contribution compared to other dimensions in building student well-being.

1 INTRODUCTION

Research related to well-being is continuously developing. The construct of well-being in the realm of positive psychology is quite developed, including authentic happiness or happiness, psychological well-being, subjective well-being, or student well-being.

The Program for International Student Assessment (PISA) develops research on student well-being. Student well-being is defined as welfare within the scope of students. That is, students who prosper here have positive emotions, engagement, relationships and accomplishments (Kern et al., 2015).

According to the Organization for Economic Cooperation and Development (OECD, 2017), the student well-being not only can be seen from his educational achievements. Given that students will spend a certain amount of time in class including following lessons put forward by the teacher, socializing with school friends, interacting with teachers and staff at school. All experiences at school are the keys that determine how students can adapt to the environment, how students enjoy and are happy with their lives, and have hopes for their future.

PISA (OECD, 2017) defines student well-being referring to psychological, cognitive, social conditions, physical abilities and the ability of students to live happily and fulfill life's needs. Based on this definition,

PISA formulates student well-being, namely a feeling of well-being combined with fulfilling students' rights.

Based on research conducted by Karyani et al., (2015) related to student well-being, refers to the ability of students to align demands from within and from the environment which is characterized by positive affect or feelings. These feelings include the emergence of a sense of security, serenity, peace and happiness. In addition, it also provides satisfaction with oneself and the environment so that students are able to function effectively in school.

A literature study conducted by Pollard and Lee (Fraillon, 2004) states that a child is said to be well-being if five dimensions are fulfilled, which are psychological, economic, cognitive, social and physical conditions, especially in the school context. So therefore. Fraillon (2004) defines student welfare or student well-being as well-being that takes into account the context of the school community.

Student well-being focuses on the well-being of students in educational settings. Student well-being related to student life at school, in class, family, community and environment (Soutter et al., 2014). This is in accordance with the student well-being model that has been developed. Commonly known as SWBM (Student Well-Being Model).

Research related to student well-being is quite developed. The components or dimensions put forward

by the characters are also quite varied. According to Koltz et al., (2021) student well-being includes physical, affective, cognitive, economic and social components. In contrast to what was stated by PISA in the OECD (2017) that the dimensions of student well-being include psychological, social, cognitive and physical. Research put forward by (Russell & Vess, 2014) student well-being has components including self-regulation, self-compassion, acting in the environment, being involved in a relationship and having goals.

Fraillon (2004) divides the dimensions of student well-being into two, namely intrapersonal and interpersonal dimensions. These two dimensions include the dimensions that have been stated in previous research studies. The intrapersonal dimension includes independence, emotional regulation, resilience, self-confidence, self-esteem, curiosity, spirituality, engagement with the environment and goals. While the interpersonal dimensions include communication skills, self-acceptance, empathy and relationships with others.

Therefore, referring to these dimensions, students who have high student well-being will have good health awareness so that they have a healthy lifestyle and care about their surroundings. They will have good enough emotional management so they can overcome the problems they face. Curiosity is sufficiently developed so that it has high learning motivation. Armed with high motivation, they have a goal to get a good life. In addition, they also understand the strengths and weaknesses they have so they are able to improve and optimize their potential.

In Indonesia, studies and research on student well-being continue to be carried out. The dimensions used as the basis for making measuring instruments are quite diverse. One of them is research conducted by Karyani et al (2015) on student welfare which describes qualitatively the six dimensions of student well-being namely social, cognitive, emotional, personal, physical and spiritual. In this study, we just described each dimension of student well-being obtained from data from interviews with students.

Research conducted by Yuni et al (2021), measuring student well-being using the dimensions proposed by Fraillon (2004) was able to reveal that student well-being has a greater influence, namely 11.7% on the academic achievement of junior high school students at Yayasan X in Bandung. Based on this study, the intrapersonal dimensions, including resilience, involvement in school activities, and goals to be achieved affect academic achievement. Interpersonal dimensions including self-acceptance in the environment also influence a student's academic achievement

Also, student well-being research conducted by Wati Dwi and Leonardi (2016), also uses the dimensions of student well-being proposed by Fraillon (2004). This study was able to reveal differences in student well-being on teacher interpersonal behaviour.

Teacher interpersonal behavior can affect the intrapersonal and interpersonal dimensions of students while interacting with teachers.

Besides using pre-existing dimensions, namely those proposed by Fraillon (2004). Other studies have also modified or made their own student well-being measuring instruments by adapting theories about well-being and student well-being. Research conducted by Na'imah and Tanireja (2017) uses the dimensions proposed by Karyani et al., (2015) to describe student well-being in adolescents in Java. The social dimension in this study is in the highest category. Given the related tasks of adolescent development, one of which is that teenagers spend a lot of time with peers.

Research conducted by Sahenda and Damayanti (2017) to describe student well-being in homeschooling junior high school students in Bandung uses the dimensions proposed by Noble and McGrath. The results of this study are that as many as 50% of homeschooling junior high school students have high student well-being, especially in the positivity aspect as proposed by Noble and McGrath. In addition to these dimensions, Soutter (2014) proposed a multidimensional concept, which was also explored in the study by Muhammad and Rosiana (2017).

In general, mental health is associated with a healthy physical and psychological condition. Among them are a healthy physical condition, able to relate socially with other people, and psychologically prosperous (Schmidt & Hansson, 2018). Student well-being is closely related to mental health. Remembering is related to physical conditions, personal emotions, and cognitive . A study on mental health was carried out by Aulia et al (2020) which produced dimensions of student well-being, namely attachment, school satisfaction, relationships, positive and negative emotions and attachment. The dimensions put forward by Aulia are used to describe student well-being in students during distance learning conducted by Pratama and Duryati (2020) The results of this study are that the welfare or student well-being of students who experience distance learning is at a moderate level. That is, attachment, satisfaction with school and relations with school are moderate because students are at home more often.

The measuring tool for student well-being is based on the dimensions put forward by Fraillon, Karyani, Aulia, Noble and McGrath as well as PISA. The dimensions put forward by experts based on the results of this study have the same essence. Student welfare includes cognitive, social, psychological, physical, self, emotional and economic aspects. On the one hand, there is no uniformity or standardized measurement tool to measure student well-being. In addition, most of the research conducted is still related to the respondents, most of whom are students. Does not include students whose status is students. Based on the research and studies that have been carried out, therefore in this study, a measuring tool for student

well-being was carried out which was carried out in a literature review which can be used to measure student well-being at the tertiary level.

2 METHODS

Participants in this study were students who live in the Bekasi city and district of Bekasi. This study uses Convenience sampling technique for collecting data from the available set of respondents. This technique is used so that data can be collected quickly. Data were collected by Google form which is distributed to college students who are accessible for researchers.

The scale is arranged based on 6 aspects of student well-being, namely social, cognitive, emotional, personal, physical, and spiritual aspects. This study uses 24 items for the student well-being scale, which each aspect has 6 items. Items are arranged using a Likert scaling technique that moves from very suitable to very unsuitable with all items in a favorable form such as "sangat sesuai".

This study uses validity and reliability analysis to ensure the research instrument can be used in general. Validity refers to the degree to which the test actually measures what it claims to measure. Score of validity is used to make conclusions, and decisions based on test scores which are appropriate and meaningful. In this study, validity was carried out by conducting a literature review on the student well-being construct. Based on the review conducted, the aspects for the student well-being scale were determined which described the welfare of students in Indonesia using the student well-being aspects described by Karyani et al (2015) This study uses two approaches to measure validity, namely content validity and convergent validity.

The content validity carried out in this study is to ensure that each item has different power with a CrIT (corrected items if item deleted) score limit above 0.249, and or above r table's score. Other empirical evidence in proving content validity is with a high rxy score on the total score of each construct used. The higher the item correlation score with the total item, means that the item measures according to the aspect being measured.

Convergent validity is part of Construct validity which describes how well an instrument, especially a test, measures the construct or theoretical properties being measured. Constructs are defined as factors related to certain factors, which in this study use social, cognitive, emotional, personal, physical, and spiritual. Convergent validity is the level of correlation between various factors used to measure the same construct. A measurement tool is said to meet convergent validity if each construct has a positive correlation with other constructs.

Reliability refers to the consistency of a measurement, about how an instrument will perform

its intended function adequately for a specified period of time. Instrument is reliable if reliable when it gives the same repeated result. This study uses internal reliability to assess the consistency of results across items within a test. The reliability test uses an internal consistency approach with Alpha Cronbach reliability technique. This technique is used for one measurement. But on the other hand, the weakness in this technique is that the fewer items used, the lower the reliability score obtained. A measuring reliability instrument has a score above 0,70 to be a reliable instrument.

3 RESULTS

3.1 Profile of Research Respondents

This study involved 111 students who live in the Bekasi city area as much as 72.1% and participants who live in the Bekasi district area as much as 19.8%, the remaining 8.1% were not identified. The majority of participants were women at 74.8% and men at 25.2%.

Table 1. Description of the research respondent's profile.

| Gender | Frequency | Percent |
|--------------------|-----------|---------|
| Women | 83 | 74,8 |
| Man | 28 | 25,2 |
| Location | | |
| Bekasi City | 80 | 72,1 |
| District of Bekasi | 22 | 19,8 |
| Unidentified | 9 | 8,1 |

3.2 Blueprint of Student Well-Being's Scale

Based on the 6 aspects used in this study, the blueprint of the instrument or student well-being scale can be described as follows:

Table 2. Blueprint of Student Well-Being's Scale.

| Dimensions | Item's Number | Statement |
|------------|---------------|-------------------------------------------------------------------|
| Social | 1 | Saya mudah menjalin pertemanan |
| | 2 | Saya merasa nyaman ketika berbicara dengan dosen |
| | 3 | Saya merasa nyaman ketika berkomunikasi dengan karyawan di kampus |
| | 4 | Teman bersedia membantu saat saya menghadapi kesulitan |
| Cognitive | 5 | Saya selalu mendapatkan nilai yang bagus |
| | 6 | Saya mampu |

| Dimensions | Item's Number | Statement |
|------------|---------------|--------------------------------------------------------------------------------------------------------------------------|
| Emotion | 7 | menyelesaikan permasalahan dengan teman dan dosen Saya bisa mengerjakan tugas yang mudah maupun yang sulit dari dosen |
| | 8 | Saya bisa menjawab semua pertanyaan / soal yang diberikan oleh dosen |
| | 9 | Saya selalu bersemangat untuk datang kuliah |
| | 10 | Saya merasa senang bertemu dengan teman-teman |
| | 11 | Saya tetap semangat belajar dalam segala kondisi |
| Physical | 12 | Saya optimis bahwa semua masalah dapat selesai dengan baik |
| | 13 | Saya dapat mengerjakan tugas secara mandiri tanpa bantuan orang lain |
| | 14 | Saya mengikuti aturan yang berlaku selama proses belajar |
| | 15 | Saya disukai oleh teman maupun dosen |
| Personal | 16 | Saya optimis bahwa semua masalah dapat selesai dengan baik |
| | 17 | Saya dapat mengerjakan tugas secara mandiri tanpa bantuan orang lain |
| | 18 | Saya mengikuti aturan yang berlaku selama proses belajar |
| | 19 | Saya disukai oleh teman maupun dosen |
| Spiritual | 20 | Saya tau apa yang saya inginkan |
| | 21 | Saya selalu berdoa sebelum proses pembelajaran dimulai |
| | 22 | Saya mengikuti kegiatan agama |
| | 23 | Saya termasuk orang yang rajin beribadah |
| | 24 | Saya meminta pertolongan kepada Tuhan dalam hal |

| Dimensions | Item's Number | Statement |
|------------|---------------|-----------|
| | | apapun |

Each dimension used in this study refers to the student well-being described by (Karyani et al., 2015) On the social dimension, individual well-being is related interpersonally with friends, lecturers, and staff or employees who work in an educational environment. The cognitive dimension is related to individual well-being in cognitive areas which can be shown from good learning outcomes, as well as the ability to obtain solutions when they find problems.

Furthermore, on the emotional dimension, individual well-being is assessed from the positive emotions that arise when individuals are in an educational environment. The personal dimension relates to individual well-being in terms of optimal interpersonal development such as independence and having integrity. On the physical dimension, individual well-being relates to feelings of physical and material well-being while being a student. This is related to physical health, and the ability to pay tuition fees, have money to buy things , such as books, food and drinks and other related components. Last, but not least, the spiritual dimension as individual well-being in the form of closeness to God, such as praying.

3.3 Measurement Analysis

The validity test was carried out before the research was carried out in order to obtain a good statement item. validity is carried out in order to determine the extent to which the accuracy and accuracy of a measurement instrument in carrying out its measuring function is so that the data obtained can be relevant/in accordance with the purpose of holding the measurement

3.3.1 Content Validity Analysis

The first step in measuring content validity is to look at the discriminatory power of the items. Based on the test results using SPSS it was found that there were 4 items that had low item discrimination power below 0.294, namely the 4th item (CrIT 0.205) on the social aspect, the 13th item (CrIT 0.142) on the Physical aspect, the 17th item (CrIT 0.134) on the personal aspect and the 18th item (CrIT 0.243) on the personal aspect. Another 20 items were stated to have high item discrimination power above 0.294.

The next step, to find out whether the item is feasible or not, can be seen from the r table score, with a total of 111 respondents, a df (degree of freedom) score was 109, so the r table score used in this study was 0.1865. Based on these scores, there are only 2 items that have r table scores below 0.1865, namely the 13th item (0.142) and the 17th item (0.134).

Table 3: the validity of the student well-being instrument.

| Dimensions | Item's number | Statement | CrIT | R Table | Description |
|------------|---------------|----------------------------------------------------------------------|-------|---------|-------------|
| Social | 1 | Saya mudah menjalin pertemanan | 0,383 | 0,1865 | Valid |
| | 2 | Saya merasa nyaman Ketika berbicara dengan dosen | 0,462 | 0,1865 | Valid |
| | 3 | Saya merasa nyaman ketika berkomunikasi dengan karyawan di kampus | 0,406 | 0,1865 | Valid |
| | 4 | Teman bersedia membantu saat saya menghadapi kesulitan | 0,205 | 0,1865 | Considered |
| Cognitive | 5 | Saya selalu mendapatkan nilai yang bagus | 0,296 | 0,1865 | Valid |
| | 6 | Saya mampu menyelesaikan permasalahan dengan teman dan dosen | 0,521 | 0,1865 | Valid |
| | 7 | Saya bisa mengerjakan tugas yang mudah maupun yang sulit dari dosen | 0,505 | 0,1865 | Valid |
| | 8 | Saya bisa menjawab semua pertanyaan / soal yang diberikan oleh dosen | 0,555 | 0,1865 | Valid |
| Emotion | 9 | Saya selalu bersemangat untuk datang kuliah | 0,526 | 0,1865 | Valid |
| | 10 | Saya merasa senang bertemu dengan teman-teman | 0,506 | 0,1865 | Valid |
| | 11 | Saya tetap semangat belajar dalam segala kondisi | 0,464 | 0,1865 | Valid |
| | 12 | Saya optimis bahwa semua masalah dapat selesai dengan baik | 0,413 | 0,1865 | Valid |
| Physical | 13 | Saya dapat mengerjakan tugas secara mandiri tanpa bantuan orang lain | 0,142 | 0,1865 | Not Valid |
| | 14 | Saya mengikuti aturan yang berlaku selama proses belajar | 0,332 | 0,1865 | Valid |
| | 15 | Saya disukai oleh teman maupun dosen | 0,535 | 0,1865 | Valid |
| | 16 | Saya optimis | 0,381 | 0,1865 | Valid |

| | | | | | |
|-----------|----|----------------------------------------------------------------------|-------|--------|------------|
| | | bahwa semua masalah dapat selesai dengan baik | | | |
| Personal | 17 | Saya dapat mengerjakan tugas secara mandiri tanpa bantuan orang lain | 0,134 | 0,1865 | Not Valid |
| | 18 | Saya mengikuti aturan yang berlaku selama proses belajar | 0,290 | 0,1865 | Considered |
| | 19 | Saya disukai oleh teman maupun dosen | 0,584 | 0,1865 | Valid |
| | 20 | Saya tau apa yang saya inginkan | 0,567 | 0,1865 | Valid |
| Spiritual | 21 | Saya selalu berdoa sebelum proses pembelajaran dimulai | 0,494 | 0,1865 | Valid |
| | 22 | Saya mengikuti kegiatan agama di kampus | 0,353 | 0,1865 | Valid |
| | 23 | Saya termasuk orang yang rajin beribadah | 0,310 | 0,1865 | Valid |
| | 24 | Saya meminta pertolongan kepada Tuhan dalam hal apapun | 0,358 | 0,1865 | Valid |

In this study, the items obtained were categorized into 3 parts, namely valid, not valid and considered. An item is said to be eligible to be used as an item on the student well-being scale if it meets two criteria, namely a CrIT score greater than 0.294 and greater than the r table value. While the items considered are items where one of the criteria is not met. This type of item is considered for further revision in terms of content before being finalized into a research scale.

Overall, in the table of content validity test results, two findings were obtained, namely items on the personal dimension have lower item discriminatory power than other items. In addition, in this dimension, 2 items were also found that fall into the category of not valid and need to be considered.

3.3.2 Construct Validity Analysis

Convergent validity is carried out to ensure whether there is a correlation between items and the total factors. The student well-being scale uses 6 dimensions namely, social, cognitive, emotional, physical, personal, and spiritual, which are correlated with the total score to get the correlation strength of each dimension used. The high correlation between the item and the total factor score indicates that the item meets convergent validity, which indicates that each factor builds student well-being.

Based on the results of the study, it was found that

all items had a positive correlation score to the total factors. In social factor as indicated by the correlation coefficient value $r > 0.650$ with a p value < 0.01 . This indicates that convergent validity is met. In this case, emotion dimension has stronger correlation than other factors in shaping student well-being in students with a correlation coefficient of 0.80, followed by the spiritual dimension and the personal dimension having a lower coefficient score than the other dimensions of student well-being.

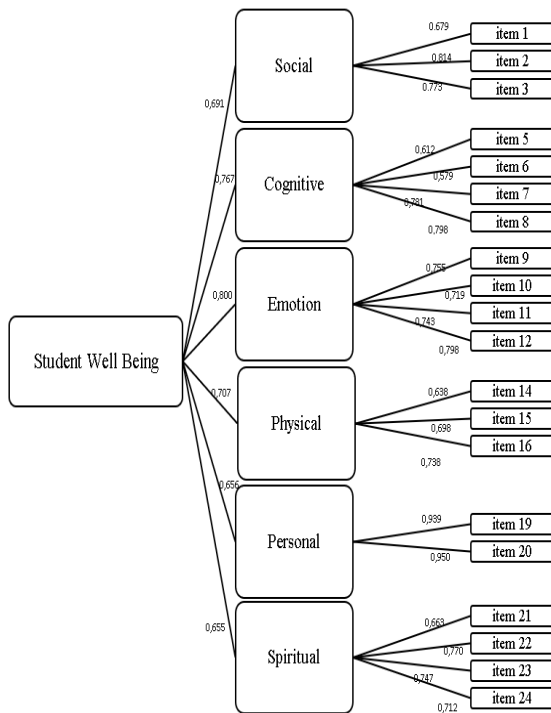


Figure 1: Convergent validity between factors.

On social factors, the item correlation coefficient results range from 0.679 to 0.814. On the cognitive factor, the item correlation coefficient results ranged from 0.579 – 798. On the emotional factor, the item correlation coefficient results ranged from 0.553 – 0.755. Furthermore, on physical factors, the item correlation coefficient results move from 0.638 to 0.738. On personal factors, the item correlation coefficient results range from 0.939 to 0.950. Finally, on the spiritual factor, the item correlation coefficient results range from 0.663 to 0.770. Based on these results, all items used reveal the same thing according to the factors.

3.3.3 Reliability Analysis

In quantitative methods research, the quality of data is largely determined by the quality of the instruments used. A research instrument will have quality and can be trusted if it has good reliability. The internal consistency reliability method is used in this study to determine reliability analysis. This method is carried out with one scale which is carried out with one measurement. The technique for generating reliability scores is Cronbach Alpha. A good research instrument has at least a score of 0.8 but a score of 0.7 is acceptable for research purposes.

In this study, a reliability score of 0.862 was obtained from the 20 items used on the student well-being scale. This indicates that this research scale can be trusted to measure student well-being, in the next period.

Table 4: Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .862 | 20 |

3.4 Variance Explained

To explore the variation explained, it was found that social factors explained the variation by 47.7%, cognitive factors explained the variation by 28.3%, emotional factors explained the variation by 12.5%, physical factors explained the variation by 4.4%, then the spiritual factor gives a variation of 5.9, and the smallest variation is explained by a personal factor of 1.2%. This explains that social factors contribute the most in explaining student well-being in college students.

Table 5: Total Variance Explained

| Dimensions | R Square | Sig. |
|------------|----------|------|
| Social | .477 | .000 |
| Cognitive | .283 | .000 |
| Emotional | .125 | .000 |
| Physical | .044 | .000 |
| Personal | .012 | .000 |
| Spiritual | .059 | .000 |

The social factor in this case is related to the interpersonal relations carried out by college students with friends on campus, lecturers, teaching staff, and employees who are in the college environment. That is, the better quality of interpersonal relationships that are did by individuals, the better student well-being they have. On the other hand, the personal factor, as a form of ability to build personal identity, independence, and integrity, has the lowest variation in explaining the construct of student well-being.

4 CONCLUSIONS

Student well-being scale formed based on 24 favorable items. In the validity analysis, 2 items were not valid based on index discrimination items, and 2 items were considered to be modified or need to be revised if you want to use this scale.

Based on convergent validity analysis, it was found that all dimensions of student well-being had a high correlation with the total factors with a score of $r > 0.50$ and a value of $p < 0.01$. This indicates that all dimensions are homogeneous, or measure the same thing, that is student well-being. According to the result, the student well-being scale has 20 valid and reliable items. Therefore, the student well-being scale is suitable for college students in Indonesia.

Looking at the various accompanying dimensions, the social dimension is able to explain the greatest variation in student well-being (47.7%) compared to the other dimensions. This indicates the importance of interpersonal relationships in college students. The

form of experience in the school environment is the key that determines whether students can adapt to the environment or not, and relates to how students enjoy and are happy with their lives, and have hopes for their future. Meanwhile, on the other hand, the personal and spiritual dimensions do not have much influence in explaining variations in student well-being. This result is in line with previous research conducted by Karyani et al (2015) which showed that the social dimension definitely makes the highest contribution to student well-being.

On the one hand, this study also found that the emotional dimension has a higher correlation coefficient than the other dimensions, although it does not contribute optimally (12.5%). This indicates that the positive emotions felt by students are the main thing in building student well-being.

5 RECOMMENDATION

The limitation of this study is that content validity is not carried out based on expert judgment in the field of education. This makes it possible for several items to be in the not valid and considered categories. Furthermore, this study also did not predict any bias in measurement, so there could be differences in validity and reliability if used in different research locations.

Suggestions for further research can enrich the items by revising items that are in the not valid and considered categories. It is also necessary to predict the bias so that the student well-being scale can not only be applied to college students but also to students at the elementary and high school levels.

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