

# Psychometric Properties of the Indonesian Version Students Well-Being Scale

## A Confirmatory Factor Analysis and Concurrent Validity

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### ABSTRACT

This study aims at evaluating the psychometric properties the Indonesian version of the student well-being scale. This research involved 444 high school students in Bali Province, Indonesia during the period from April to May 2019. The original psychometric well-being (SWB) scale was first published by Ryff and Keyes in 1995 and the existing Indonesian model is a direct adaptation of this theoretical model. The objectives of this research paper were to derive a simplified construction of the Indonesian model, such that its administration and usefulness could be more broadly applied by limited educational resources. Through a series of iterations in the CFA analysis procedure, 15 items from the six-dimension SWB scale have been generated. Concurrent validity confirms by high correlation by Person Product moment of the SWB scale with the HPLP II. Indeed, this study implies that an SWB scale with six dimensions and 15-items is an instrument with the potential to accurately measure the psychological well-being of Indonesian students.

**Keywords:** Student Mental Health, Assessment In Counselling, CFA.

## 1. INTRODUCTION

Psychological well-being is a condition to describe the positive attitude of students towards themselves and others can make their own decisions and optimal self-development [1]. Psychological well-being is related to the quality of student learning, a better focus [2], creativity, critical and analytically thinking [3]. Well-being as a conceptual note to measure an individual's state and status [4]; absence of behavioral problems, and the existence of positive behaviors associated with academic and interpersonal success [5], prevention of personal problems or social problems [6], [7].

The situation of students' psychological well-being (SWB) has garnered increased attention over recent years, especially in developing countries, such as Indonesia. The results showed that there was a link between SWB and academic achievement and various other aspects of life, schools had to make students' psychological well-being the focus of attention. The United Nations Development Program stipulates that the

condition of student psychological well-being is one indicator of success in education [8]. SWB is also referred to as a psychological factor that determines how students can develop their potential for success in academic activities [9]. A study conducted by Aldridge and colleague [10], found that SWB can have a significant impact on their life at school and is related to their academic achievement. Therefore, SWB in schools must be taken seriously, and one of the psychological aspects of student health must be fulfilled [11].

The development of a psychological well-being scale as a technique that can be used to reveal and measure SWB has become a very important study recently [11], [12]. The SWB scale for students has been developed in several countries with various theoretical backgrounds and various language versions [13]–[15]. Many theories about psychological well-being have been put forward [16], [17]. However, the concept of student well-being in the last decade has been studied more often from a positive psychology perspective. The first idea emerged in 1999 from Martin E.P Seligman [18], who argued that

the goal of psychology is to make individuals prosperous. Positive psychology is the science of well-being that seeks to find universal truths by promoting human development and life satisfaction, by emphasizing historical roots and its pioneers. The psychological well-being perspective in the hedonism approach, by Ryff and Keyes [19] is the most widely used. This view explains that SWB includes six dimensions, namely: personal growth; accepting yourself; autonomy, the purpose of life; environmental control; and positive relationships with other people.

On the basis of a theoretical framework by Ryff and colleagues [19], the Indonesian version of the Student Welfare Scale was constructed with six dimensions: acceptance of one's own worthiness, constructive connections, self-determination, environmental control, life goals, and personal progress [20], [21]. Because it was established based on a comprehensive examination of human function, Ryff says the psychological well-being theory framework is suited for application in this study. A study conducted by Gao & McLellan [12] previously reported the feasibility of a well-being concept developed on a well-being scale by Ryff and friends. Confirmatory Factor Analysis (CFA) will be used in this study to examine the qualities of the student's psychological well-being. External validation assessments were also carried out by assessing the correlation of this SWB scale with the Health-Promoting Lifestyle Profile [22].

## **2. METHOD**

### **2.1 Participants and Procedure**

Participants involved in this study were high school students from all regions of Bali Province, Indonesia. Participants were randomly selected and involved in an online survey for SWB (Students Well-Being scale). The study included 444 students, 203 males and 241 females, with an average age of 15 years (SD.95). The online survey was conducted using an online form from Google within two weeks from April 20, 2021 to May 4, 2021. (Participants filled out the form for SWB scale on the link <https://forms.gle/RyPqiffq2NRFU5pP9> and for HPLP on <https://forms.gle/ZEuKcoHF9tpuU5Wg7>).

### **2.2 The Indonesian Version of the SWB Scale**

The Indonesian version of the SWB scale was developed in this study based on well-being theory by

Ryff & Keyes, which consist of 6 dimensions [19]. In this study, the author developed items in 6-dimensions based on concepts in each dimension by Ryff and associate (see Table 1).

The scale was rated on the 5-point Likert's scale. The total items in the SWB scale are 96 items with 48 favorable and 48 unfavorable. For the unfavourable items, the options range from 1-5 (strongly agree to strongly disagree). While for the favourable items, the options given are 5-1 (strongly agree – strongly disagree)

### **2.3 The Health-Promoting Lifestyle Profile**

The Health-Promoting Lifestyle Profile Scale or HPLP II by Walker, Sechrist, & Pender [22], consists of 52 items and is divided into six measurement aspects, namely Health Relationship (7 items for item 3, 15, 21, 27, 33, 39, and 51), Physical Activity (5 items for item 10, 16, 28, 34 and 46), Nutrition (6 items for items 8, 20, 32, 38, 44, and 50), Spiritual Grow (8 items for items 6, 18, 24, 30, 32, 42, 48, and 52), Interpersonal relation (8 items for item 1, 7, 13, 19, 25, 31, 37 and 43), and stress management (5 items for item 5, 11, 23, 29, and 41).. The Indonesian version of HPLP II shows good item validity, as well as high reliability with a Cronbach alpha value of 0.965. The report on the reliability test results of this scale can be seen at <https://osf.io/v2en3/> [23]. This scale has also been used and reported to have good validity and reliability for the student population in Indonesia by Damayanti, Sudira, & Nopriani [24].

### **2.4 Data Analysis Procedure**

The evaluation structure of model and examination of construct validity of the Indonesian version of the SWB scale was performed through Confirmatory Factor Analysis (CFA) using IBM Amos (24th version). Based on sample, the method of estimation in this study used Maximum Likelihood (ML) [25]. The evaluation model uses Relative chi-square ( $n > 200$ ), GFI ( $>.90$ ), AGFI ( $>.80$ ) and CFI ( $>.90$ ), RMSEA .11, NFI  $>.90$ , and TLI  $>.90$ . The construct reliability was calculated using the Hair formula with internal consistency  $>.7$  and average variance extracted  $>.5$  [26]. Pearson product-moment correlations between SWB scale and HPLP were computed to assess concurrent validity.

**Table 1.** Construct Description, Students Well-Being (SWB) Scale, Indonesian Version

Dimensions	Item	Total
Self-Acceptance: A high-scorer has a happy outlook on life; acknowledges and accepts different sides of self. A low-scorer is unhappy with oneself, unsatisfied with past events, concerned about personal traits, and aspires to be someone else.	e.g., "Saya adalah orang yang baik" ("I am a good person") as favorable item; and "Saya menyesali semua keadaan saya saat ini" ("I regret all my current circumstances") as unfavorable item.	12 items
Interactions: Strong empathy, sensitivity, and intimacy are skills that high-scoring persons possess, as is an understanding of human relationships' give-and-take. The low-scoring individuals have few solid, trusting relationships with others, and are unwilling to make compromises to maintain crucial ties with others.	e.g., "Saya merasa nyaman saat bisa bercerita dengan orang lain" ("I feel comfortable when I can tell stories with other people") as favorable item; and "Saya membatasi pergaulan dengan orang lain" ("I limit the interaction with other people") as unfavorable item.	16 items
Autonomy: A high-scorer is able to resist social pressures to think and act a certain way; self-control; self-evaluation; self-determination; independence. Low-scorers frequently worry about others' expectations and judgments, and rely on others' advice to make important decisions.	e.g., "Saya mampu menentukan pilihan dalam hidup saya" ("I am able to make a choices") as the favorable item; and "Saya tidak mampu memutuskan sendiri ketika berhadapan dengan suatu pilihan tertentu" ("I am unable to make up my mind when faced with a particular choice") as the unfavorable item.	12 items
Environmental mastery: Successful people have a strong sense of mastery and control over their surroundings. They can manage a wide range of external operations and take advantage of chances. In many others, a low-scorer struggles to manage their daily lives, unable to improve their surroundings and uninformed of opportunities.	e.g., "Saya mampu berinteraksi dengan cepat saat berada di lingkungan atau keadaan baru" (I am able to interact quickly when in a new environment or situation) the favorable item and "Saya sering mengalami masalah saat berada dalam lingkungan atau keadaan baru" (I often have problems when I am in a new environment or situation) the unfavorable item.	16 items
Life's Purpose: High-scorer has a feeling of direction and purpose in life; holds beliefs that give life its meaning; has a set of goals for living. Low-scorer has little or no goals or objectives; lacks direction; does not believe that the past has any significance for the present or future; and does not have any outlooks or beliefs that give life meaning.	e.g., "Saya mampu menentukan hal-hal prioritas yang perlu saya lakukan" (I am able to determine the priority things I need to do) as the favorable item; and "Saya tidak merencanakan hal-hal apa yang akan saya lakukan kedepan" (I don't plan what things to do in the future) as the unfavorable item.	16 items
Self-improvement: A high-scorer values personal growth and development, and is open to new experiences and chances. As a result, people believe they are living up to their full potential. A low-scorer struggles to acquire new attitudes or actions because they lack a sense of progress or growth over time.	e.g., "Saya berupaya mengasah kemampuan saya dalam berbagai hal"(I try to hone my skills in various ways) the favorable item; and "Saya tidak perlu mengembangkan kemampuan yang saya miliki"(I don't need to develop the abilities I have) the unfavorable item.	24 items

### 3. RESULTS AND DISCUSSION

The original Indonesian version of SWB scale consisted of 6 dimensions and 96-items. The result suggests that a much more simplified model can be

applied, which better matches the needs and resources of Indonesia's educational resources.

The evaluation of each dimension of the model using CFA criteria reasonably fit GFI, CFI, and AGFI. However, in the first iteration process of evaluation, the

**Table 2** Results of First and Final Iterations of CFA Dimensions

Factor Model (Dimensions)	Fit Index						
	X2/(df)	RMSEA	GFI	CFI	AGFI	TLI	NFI
<b>First iteration</b>							
Self-Acceptance	753.913/(54)	.171	.739	.474	.710	.357	.460
Positive Relations	2024.156/(104)	.204	.550	.472	.411	.391	.461
Autonomy	969.002/(54)	.196	.680	.566	.538	.469	.554
Environmental Mastery	2051.211/(104)	.206	.520	.417	.373	.327	.407
Purpose in Life	1855.728/(104)	.195	.534	.534	.390	.464	.523
Personal Growth	4337.614/(252)	.191	.376	.387	.257	.329	.375
<b>Final Iteration</b>							
Self-Acceptance	25.023/(9)	.063	.982	.960	.957	.933	.939
Positive Relations	21.067/(5)	.085	.982	.983	.947	.966	.978
Autonomy	37.403/(8)	.091	.972	.968	.927	.941	.960
Environmental Mastery	93.506/(19)	.094	.953	.951	.911	.928	.940
Purpose in Life	44.316/(9)	.094	.971	.964	.933	.939	.955

Personal Growth	88.205/(19)	.091	.955	.959	.914	.939	.948
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model's dimensions were not complimentary to the data. The evaluation results of the 1st and 2<sup>nd</sup> as a final Iteration are as shown in Table 2,

The original dimensions of the first iteration model were not complimentary, and therefore, required further model modification. The result of these modifications indicated that the total items in each dimension were reduced. For example, in the personal growth construct, 16-items were dropped from the model. In other models, 11-items in positive relations; 8-items in environmental mastery; 6-items in autonomy; 10-items in purpose in life; and 6-items in self-acceptance were also dropped.

The result was a total of 57-items in several models had been deleted from the original SWB scale. In detail, the 39-items of the first iteration using the standard six-dimensions were: self-acceptance consisted of 6-items; positive relationship consisted of 5-items; autonomy consisted of 6-items; environmental mastery consisted of 8-items; purpose in life consisted of 6-items; and personal growth consisted of 8-items. The next step is an evaluation of students' well-being scale with 39-items.

As noted previously, the result of the evaluation using the six-dimension model with 39-items did not compliment the data. The data of fit index showed  $X^2/(df) = 3656.927/(687)$ , RMSEA = .099, GFI = .706, AGFI = .667, CFI = .698, NFI = .654 and TLI = .674.

Accordingly, the model was modified to drop out several items. A total of 24-items were dropped from the

model, explicitly: 5-items in personal growth, 3-items in positive relations, 6-items in environmental mastery, 3-items in autonomy, 3-items in purpose life, and 6-items in self-acceptance.

The results of the Final Iteration in table 2 indicate resizable fit  $X^2/(df) = 224.360/(75)$ , RMSEA = .067, GFI = .940, AGFI = .904, CFI = .940, NFI = .914 and TLI = .916. The final iteration of the six-factor model SWB scale with 15-items is shown in Figure 1.

In the final iteration of the six-dimension construct, with 15-items, the analysis compliments the data. The next step was to examine the correlations of factor and contribution (loading factor) of the items. From the final iteration, four-correlations on the dimension factor SWB scale are not cut of co-variance value. First, the co-variance value of dimension factor environmental mastery [BDL] and Autonomy [M] with a p-value greater than (.05). Second, dimension co-variance value of factor environmental mastery [BDL] and positive relations [HSP] with a p-value greater than (.05). Third, the co-variance value of dimension factor personal growth [PDI] and autonomy [M] with a p-value greater than (.05). Fourth, the co-variance value of positive relations [HSP] and personal growth [PDI] with a p-value greater than (.05). All of the dimension factors that were not cut off co-variance value, it was persistent in the model because the theoretical concept on the SWB scale is strong. The correlations of the six-dimension SWB scale are showed in Table 3.

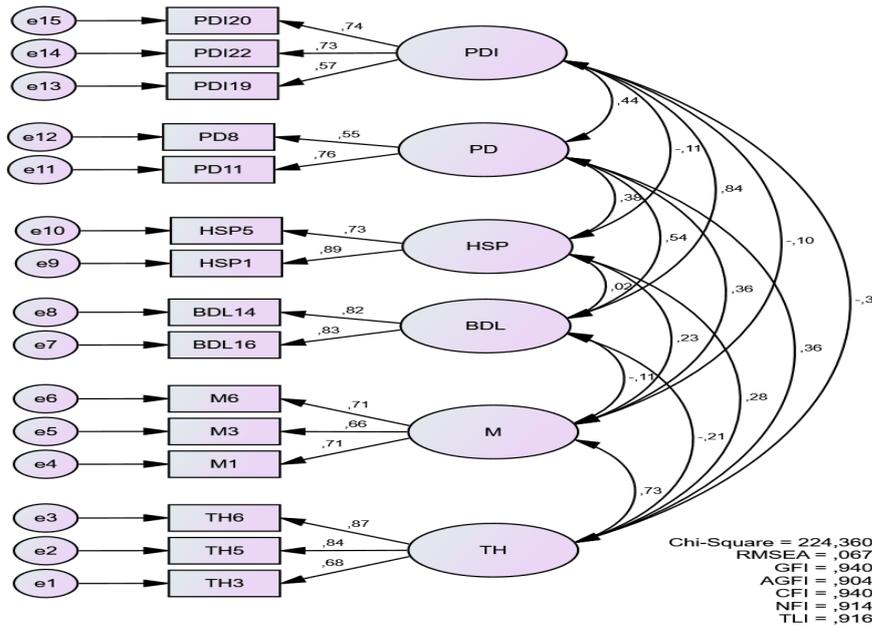


Figure 1 Final Iteration, CFA For Student Well-Being Scale (standardized estimate)

Note/Notes

1. PDI: Personal Growth
2. PD: Self- acceptance
3. HSP: Positive relations
4. BDL: Environmental Mastery
5. M: Autonomy
6. TH: Purpose in Life

Table 3 Correlations among Six Student Well Being (SWB) Dimensions

Correlations of Dimensions			Estimate
Positive Relations [HSP]	<-->	Self-Acceptance [PD]	.384
Positive Relations [HSP]**	<-->	Personal Growth [PDI]**	-.112
Positive Relations [HSP]	<-->	Purpose in Life [TH]	.277
Self-Acceptance [PD]	<-->	Personal Growth [PDI]	.438
Self-Acceptance [PD]	<-->	Purpose in Life [TH]	.357
Personal Growth [PDI]*	<-->	Purpose in Life [TH]*	-.339
Autonomy [M]	<-->	Self-Acceptance [PD]	.360
Environmental Mastery [BDL]**	<-->	Autonomy [M]**	-.106
Environmental Mastery [BDL]**	<-->	Positive Relations [HSP]**	.017
Environmental Mastery [BDL]	<-->	Personal Growth [PDI]	.841
Positive Relations [HSP]	<-->	Autonomy [M]	.227
Environmental Mastery [BDL]	<-->	Self-Acceptance [PD]	.543
Autonomy [M]	<-->	Purpose in Life [TH]	.735
Autonomy [M]**	<-->	Personal Growth [PDI]**	-.103
Environmental Mastery [BDL]*	<-->	Purpose in Life [TH]*	-.211

Notes. co-variance of dimension factor was not cut off value (\*\*), negative correlations between dimension factor (\*)

Table 3 shows there are five correlations in the dimension factor is negative. However, the dimension factors that have negative correlations were not significant for measuring the well-being of students on the SWB scale. Table 3 also showed a high and low correlation between the six-dimensions. The dimension factor of environmental mastery [BDL] and personal growth [PDI] had high correlations, and there was a low correlation in personal growth [PDI] and purpose in life [TH].

The contribution of all items in each dimension showed statistical significance. Data in standardized regression weights, of all items, is strong (more than .5) and converges on a common point [26], on the six-dimension SWB scale. Item HSP1; *saya merasa nyaman saat bisa bercerita dengan orang lain* (I feel comfortable when I can tell stories with other people) is the strongest in contribution to the SWB Scale. All of the estimated items in the final SWB scale are displayed in Table 4.

**Table 4** Standardized Regression Weights, 15-Items, Six-Dimension SWB Scale

item	Estimate
Self-Acceptance [PD]	
PD8	.554
PD11	.761
Positive Relations [HSP]	
HSP5	.726
HSP1	.886
Autonomy [M]	
M6	.708
M1	.708
M3	.658
Environmental Mastery [BDL]	
BDL14	.818
BDL16	.826
Purpose in Life [TH]	
TH6	.867
TH5	.845
TH3	.678
Personal Growth [PDI]	
PDI19	.574
PDI22	.735
PDI20	.737

Notes. The full Indonesian version of the scale is available upon request from the first author

The result of construct reliability showed that CR = .95 and AVE = .55, and it indicated that the instrument is consistently measuring the same latent construct [26]. The total items that contribute to the final iteration version of the Indonesian SWB scale is 15-items with 6 dimensions. In this version total items in dimensions of self-acceptance are 2-items, positive relations are 2-items, autonomy has 3-items, environmental mastery are 2-items, purpose in life are 3-items and personal growth are 3-items. Based on these results, all items that contribute to the final Indonesian version of the scale can be used to measure the psychological well-being of Indonesian students.

For the concurrent validity, Pearson product-moment correlations between SWB scale and HPLP show the high significant correlation ( $r = .973$ ,  $p < .001$ ). The results can be accessed at <https://osf.io/h3ej4> [27].

#### 4. CONCLUSION

The evaluation of the SWB scale, using CFA, started with the original six-dimension construct with 96-items. Through a series of iterations, the modifications resulted in a final product of a six-dimensions, with only 15-items. Even with the large reduction in items per dimension, the author was able to demonstrate validity between the original construct and the final construct. The total 15-items in the Indonesian version of the SWB scale showed statistically significant contributions in each dimension. The data of standardized regression weights, 15-items six-dimensions, showed a cut of value with ranges of .554 to .886. The construct reliability of the item showed that CR = .95 and AVE = .55. Generally, all 15-items in the

Indonesian version of SWB scale have good construct validity. Its potential use as a simplified measurement of well-being of Indonesian students should be seriously considered for implementation in the education system. The good concurrent validity of the SWB scale confirmed by correlation to HPLP II. This result shows that the Indonesian SWB scale is adequate to be implemented to Indonesian students.

#### AUTHORS' CONTRIBUTIONS

All authors have valuable contribution to this study.

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