

Test of the Validity and Reliability of Mental Health in Preventing Bullying Through Positive Behavior in Adolescents

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ABSTRACT

Mental health is one of the negative behaviors in teenagers such as bullying. Bullying can cause teenagers to become anxious, depressed, sleep disorders, angry, and at risk of suicide. To find out this, developing an instrument for positive adolescent behavior in preventing bullying is necessary. This research aims to test the validity and reliability of the questionnaire. Questionnaire Positive Behavior Support Quality of Life Questionnaire (PBSQLQ) in Indonesian. The method used is testing a questionnaire PBSQLQ in Indonesian with a quantitative approach and cross-sectional design. The sample was 30 teenagers living in Malang Regency using an incidental sampling technique. PBSQLQ results in Indonesian have five indicators, namely health and safety (Cronbach alpha = 0.961), self-advocacy (Cronbach alpha = 0.831), social relationships (Cronbach alpha = 0.852), productive activities (Cronbach alpha = 0.741), and community participation (Cronbach alpha = 0.755). The validity test results of all indicator questions were declared valid. Analysis of questionnaires about positive behavior in preventing bullying in teenagers using PBSQLQ in Indonesian can be used as a measuring tool for mental health research in teenagers due to bullying. So, this questionnaire can be used as an indicator of the positive behavior of teenagers in preventing bullying, especially on the impact on mental health in teenagers. This research concludes that the PBSQLQ in Indonesian has a valid value for each question per indicator and has a reliable or consistent value as a tool for measuring positive behavior in preventing bullying in teenagers.

Keywords: validity; reliability; positive behavior; bullying; mental health

INTRODUCTION

Mental health in teenagers today needs attention. Mental health problems such as anxiety, depression, sleep disorders, eating disorders, and feelings of committing suicide often occur in adolescence (Rahmadanty et al., 2022). Mental health problems can cause short-term and long-term problems, especially when experienced in conjunction with other factors, such as inadequate health services (Kurniyawan et al., 2022). In 2023, the National Research and Innovation Agency stated that from 2012 to 2023, there were 2,112 suicide cases in Indonesia. 985 cases occurred in adolescents (46.63%) (Kaligis et al., 2024). The results of basic health research in 2018 by the Ministry of Health of the Republic of Indonesia stated that 19 million people aged 15 years and over experienced mental and emotional disorders. Meanwhile, more than 12 million aged 15 years and over also experience depression (Ministry of Health of the Republic of Indonesia, 2018).

Mental health problems experienced by teenagers occur due to many factors (Behuku et al., 2023). The age factor makes a person's transition to adulthood experience turbulence with the problems or stressors they face (Yang et al., 2022). However, this issue becomes vague and creates a perception in the process (Alfianto & Safitri, 2019). So this problem is also considered to be a problem in teenagers. Poor access to health services at this age also creates problems for teenagers. They can only depend on their parents to access health services (Ma et al., 2021).

Other factors, such as the environment, can also influence mental health problems (Roe et al., 2020). Adolescents in the school-age range make socializing activities with peers and other people a beneficial activity for adolescents (Tang et al., 2022). One of the characteristics of the development of middle school age teenagers is that they need friends, are

enthusiastic about trying everything they don't know, and have a desire to explore the natural world around them (Wuryanningsih et al., 2020). A school is a place for teenagers to learn, but there are many problems, especially mental health problems (Källmén & Hallgren, 2021). One form of negative behavior that exists in schools today is bullying behavior. Bullying at school can happen to teenagers or teachers. They can be perpetrators or victims of bullying (Herman et al., 2020). Some boys and girls at school often fight, talk badly, spit carelessly, and bully their friends (Kurniyawan et al., 2021). The results of research conducted by the Indonesian Child Protection Commission (KPAI) and the Indonesian Teachers' Union Federation state that in 2022, there will be 266 cases, and every year there will be an increase in cases (Lukman, 2023).

Bullying behavior becomes negative behavior because this behavior can cause problems with physical and mental health. Bullying behavior such as kicking, hitting, injuring, cursing between friends, pushing, pinching, and making fun of parents creates negative behavior for teenagers or students at school. This negative behavior must be introduced to children or adolescents from an early age to prevent this behavior (Salmivalli et al., 2021). Negative behavior can be changed into positive behavior that can be carried out by students or adolescents at school (Facer-Childs et al., 2019). These forms of positive behavior include always maintaining health by exercising in the morning at school, having a nutritious breakfast, enjoyable learning activities, socializing with peers, participating in school activities such as extracurriculars, and asking for first aid for physical or mental problems at school (Dodok et al. al., 2022).

Positive behavior can be measured through a questionnaire. A questionnaire is a measuring tool that can be used to measure an event researchers use (Fredrickson et al., 2021). A questionnaire consists of a question or statement to obtain information from someone (Holmes et al., 2022). A questionnaire, a measuring instrument, is important in determining the truth of the data obtained during research. The questionnaire can be tested if the validity and reliability of the questionnaire is tested (Rofail et al., 2022). Validity and reliability tests are used to determine the measuring instrument's confidence level. Validity and reliability tests are very important to determine the data researchers will obtain (Zhao et al., 2021). Therefore, positive behavior, to prevent bullying in teenagers, needs to have a measuring tool that has been tested before being used as a research questionnaire. Based on this description, this research aims to prepare a standardized questionnaire ready to be used to measure positive behavior in preventing bullying in teenagers.

METHOD

This research was conducted by starting the literature on positive behavior. The results were the Positive Behavior Support Quality of Life Questionnaire (PBSQLQ) (Hieneman et al., 2015). The questionnaire in English had previously been translated into Indonesian by a translation expert at the STIKES Widyagama Husada Malang language service unit. After that, the PBSQLQ in Indonesian was tested using quantitative methods with a cross-sectional research design. The population and sample of this research are teenagers aged 15-17 years in Malang Regency. The total sample was 30 respondents using an incidental sampling technique. The research was conducted in September - December 2023.

In Indonesian, PBSQLQ has five indicators (Health and safety, self-advocacy, social relations, productive activities, and community participation). Each indicator consists of 9 questions with an indicator value of 0-27. The questionnaire has a Likert scale, with each indicator having four alternative answers, namely 0 (disagree), 1 (disagree), 2 (agree), and 3 (strongly agree). This research uses validity and reliability tests stipulating that the question item is valid if the calculated r value exceeds the r table. The r table value with 95% significance is 0.306. The reliability test for this research used Cronbach alpha analysis. A Cronbach alpha value of >0.60 is declared reliable or consistent in measuring. The application program to calculate the test uses SPSS 25. This research received an ethical test from the Chakra Brahmanda Lentera research ethics committee with No. 118.1/007/VIII/EC/KEP/LCBL/2023.

RESULT

The research was carried out by preparing a list of questionnaire questions that would be used. This question consists of 9 questions and is included in 5 indicators with a value of 0-27. The following are the results of the validity and reliability tests from PBSQLQ in Indonesian.

Table 1. Validity and Reliability Test of the PBSQLQ in Indonesian for Health and Safety Indicators

No.	Question	r count	Significance	Information	Cronbach Alpha
1.	Safe interaction	0.678	0.016	Valid	0.961
2.	Keep yourself safe	0.438	0.010	Valid	
3.	Participate in health care	0.651	0.023	Valid	
4.	Maintain cleanliness and health	0.450	0.004	Valid	
5.	Do physical activity	0.618	0.000	Valid	
6.	Maintain a diet	0.434	0.001	Valid	
7.	Stress management	0.618	0.002	Valid	
8.	Expressing joy	0.574	0.000	Valid	
9.	Controlling emotions	0.551	0.001	Valid	

Table 1 explains that there are 9 questions about health and safety positive behavior in preventing bullying in teenagers. As a result, 9 questions had valid values with Cronbach alpha 0.961 and were declared reliable.

Table 2. Validity and Reliability Test of the PBSQLQ in Indonesian for Self-Advocacy Indicator

No.	Question	r count	Significance	Information	Cronbach Alpha
1.	Good communication with other people	0.447	0.000	Valid	0.831
2.	Choose useful activities	0.492	0.012	Valid	
3.	Reject negative environments	0.561	0.001	Valid	
4.	Organize and plan activities	0.453	0.002	Valid	
5.	Advocate for personal rights	0.551	0.000	Valid	
6.	Resource support	0.543	0.004	Valid	
7.	Involve a support system	0.516	0.007	Valid	
8.	Actively making a decision	0.478	0.010	Valid	
9.	Have a life purpose	0.421	0.000	Valid	

Table 2 explains that there are 9 questions about self-advocacy (positive behavior) in preventing bullying in teenagers. As a result, 9 questions had a valid value with a Cronbach alpha of 0.831 and were declared reliable.

Table 3. Validity and Reliability Test of the PBSQLQ in Indonesian for Social Relations Indicator

No.	Question	r count	Significance	Information	Cronbach Alpha
1.	Interest in other people	0.534	0.012	Valid	0.852
2.	Start social activities	0.672	0.010	Valid	
3.	You don't have to interact with other people	0.378	0.000	Valid	
4.	Establish relationships because there is a value of togetherness	0.772	0.000	Valid	
5.	Assess specific cues	0.542	0.021	Valid	
6.	Interaction with give and take	0.481	0.002	Valid	
7.	Always say hello to other people	0.512	0.001	Valid	
8.	Relationships with other people over a long period of time	0.472	0.009	Valid	
9.	Tolerate differences with others	0.401	0.000	Valid	

Table 3 explains that there are 9 questions about social relationships (positive behavior) in preventing bullying in teenagers. As a result, 9 questions had valid values with Cronbach alpha 0.852 and were declared reliable.

Table 4. Validity and Reliability Test of the PBSQLQ in Indonesian for Productive Activity Indicator

No.	Question	r count	Significance	Information	Cronbach Alpha
1.	Consistent in academic and non-academic meetings	0.621	0.000	Valid	0.741
2.	Follow directions from adults/seniors	0.680	0.014	Valid	
3.	Modify the environment for productivity	0.444	0.000	Valid	
4.	Doing assignments independently	0.390	0.000	Valid	
5.	Consistency in work and study	0.378	0.021	Valid	
6.	Collaboration in carrying out tasks	0.483	0.000	Valid	
7.	Preserve and care for the environment	0.567	0.001	Valid	
8.	Manage finances	0.476	0.000	Valid	
9.	Complete tasks as needed	0.431	0.000	Valid	

Table 4 explains that there are 9 questions about productive activities (positive behavior) in preventing bullying in teenagers. As a result, 9 questions had a valid value with a Cronbach alpha of 0.741 and were declared reliable.

Table 5. Validity and Reliability Test of the PBSQLQ in Indonesian for Community Participation Indicator

No.	Question	r count	Significance	Information	Cronbach Alpha
1.	Participation in peer activities	0.531	0.012	Valid	0.755
2.	Recreation together outside	0.520	0.000	Valid	
3.	Shopping activities with other people	0.467	0.001	Valid	
4.	Interact well with others	0.482	0.022	Valid	
5.	Access shared transportation services	0.451	0.020	Valid	
6.	Attend meetings and events with family	0.671	0.027	Valid	
7.	Attend religious activities	0.567	0.000	Valid	
8.	Attend cultural activities	0.461	0.003	Valid	
9.	Engage in responsible activities	0.494	0.001	Valid	

Table 4 explains that there are nine questions about community participation (positive behavior) in preventing bullying in teenagers. As a result, nine questions had a valid value with a Cronbach alpha of 0.755 and were declared reliable.

DISCUSSION

The validity and reliability test on the PBSQLQ in Indonesian shows that the five indicators have valid values in each question. Meanwhile, each indicator has a reliable or consistent value in each question. These indicators are tested to prevent mental health problems, especially bullying, through positive behavior in adolescents. Adolescents are one of the determining factors in current health problems in Indonesia. Generation Z currently also known as the youth group, is a demographic bonus for Indonesia to be able to overcome health impact problems. Health is very important for Generation Z or teenagers today. Especially mental health problems. Many factors at the age of teenagers today experience psychosocial problems. Therefore, early prevention is necessary.

Teenagers who are in a school environment feel uncomfortable when studying. Many factors are causing this, such as lack of knowledge, attitudes, negative prevention behavior, and support from school or family (Sukmawati et al., 2023). Through positive activities, efforts are currently being made to prevent adolescent risk behavior problems (Choirullah et al., 2023). Behavioral risks for teenagers such as sexual violence, romance, casual sex, beatings, and bullying in the school environment. Currently, the trend of negative risk behavior in schools is the problem of bullying (Putri, 2022). Many of the consequences of bullying carried out by students or teachers have an impact on mental health. These problems arise, such as feelings of anxiety, irritability, sleep disorders, social isolation, eating disorders, and even the risk of suicide. Currently, the prevalence of suicide among teenagers tends to trend upward. This is also caused by negative behavior, such as bullying in the school environment (Abio et al., 2020).

PBSQLQ in Indonesian is a measuring tool to determine positive behavioral activities. The positive behavior contained in the questionnaire is correlated with preventing bullying in adolescents. Teenagers can carry This positive behavior continuously in the hope of always having positive activities and environments (Singh et al., 2022). This can be an effort to distort thoughts and even take negative actions that can threaten their peer group. It is necessary to prevent

bullying through positive behavior in young people (Källmén & Hallgren, 2021). Positive behavior in adolescents includes always maintaining health and safety, protecting themselves through self-advocacy, having good social relationships with other people, having productive activities, and participating in community or peer activities (Raufida et al., 2021).

Questionnaires about positive behavior tested on health and safety indicators have a very good meaning in preventing bullying. A person who is a victim or becomes a victim of bullying must be able to distract this behavior into healthy behavior (Putri, 2022). Activities such as exercise, eating nutritious food, being safe and alert to oneself, and maintaining cleanliness are positive behaviors. These activities can reduce the problem or impact of bullying. These activities are the same as someone's in carrying out mental health self-care. A person who consistently carries out mental health self-care activities will be able to reduce health problems, especially mental health (Alfianto et al., 2023).

The second questionnaire discusses issues related to self-protection and advocacy. It is very necessary for someone or a very weak teenager to be able to protect themselves. This self-protection activity must be owned by every teenager. Because the perpetrator of bullying will continue to carry out negative behavior toward the victim because the victim of bullying is weak (Herman et al., 2020). Therefore, a person's weaknesses must actually be improved into the potential that the individual has. These existing potentials can be implemented with positive behavior. These behaviors include interacting with a positive environment, making friends with people who have positive traits, and seeking support from other people (Källmén & Hallgren, 2021). An example of support in the form of self-advocacy for teenagers when they are bullied is asking for support from the school, such as reporting any suspicious activity to the school. Family support is currently the main thing, especially in preventing bullying (Herdianto & Syahidin, 2020).

The third indicator is about social relations. Bullying behavior is a form of social relationship with other people. This relationship is negative. Because this relationship includes activities such as interaction and communication through social or shared forms. However, good social relationships can also prevent risky behavior with other people. Adolescents who have good social relationships will be able to improve their quality of life and mental health (Pertiwi et al., 2022). Forms of good social relationships such as helping each other, giving to others, greeting each other, and social activities that can have an impact on other people to change their behavior for the better. This activity can prevent bullying in teenagers because they will always behave positively and have a good social life towards other people (Kim & Jung, 2022). So this can increase compliance with positive things (Putri & Afandi, 2022).

Teenagers with productive activities will also be able to prevent negative behavior with their peers. Productive behavioral activities can be implemented in academic and non-academic activities (Aren & Pital, 2022). These activities can take the form of consistency in studying, participating in extracurricular activities at school, or useful activities. Currently, developing learning in schools through independent forms of learning can prevent mental health problems. By habituating positive and productive behavior, it can be a form of preventing mental health problems. This implementation can currently take the form of activities to strengthen the profile of Pancasila in schools, entrepreneurship, mutual cooperation practices in carrying out tasks/cooperating, to positive activities such as sports and cultural activities (Nafaridah et al., 2023).

The last positive activity and behavior is that teenagers must be able to participate in community participation activities. Today's developing technology hurts teenagers. Socialization and participation in community activities among teenagers is currently starting to decrease (Alfianto & Jayanti, 2020). Teenagers are more accustomed to activities via technology such as social media. Current technology can cause problems such as barriers to direct interaction, to cyberbullying problems (Méndez et al., 2019). The impact of cyberbullying currently causes teenagers to have negative behavior such as anger, anxiety, depression, and even insults via social media. Therefore, community participation, especially teenagers, in preventing bullying can be through activities such as joining existing community organizations such as youth organizations, religious activities, and activities to get proper health services by seeking behavioral health assistance, especially mental health (Winarni et al., 2018).

A teenager with positive behavior can prevent bullying which has an impact on mental health problems. Through the 5 questionnaire indicators, such as teenagers must be able to maintain their health and safety, teenagers must be able to carry out self-advocacy, have good social relationships, have productive activities, and teenagers' participation in community activities can be an indicator of preventing bullying in teenagers (Magdalena et al., 2020). There are also many alternatives that can be done to prevent mental health problems resulting from bullying. Therefore, there is a need to increase the prevention of bullying in adolescents through mental health intervention approaches at school or in the community.

CONCLUSION

Based on the results of the validity and reliability test of the PBSQLQ questionnaire in Indonesian, there are 5 indicators of mental health problems in the form of positive behavior in preventing bullying in teenagers. These indicators are health and safety, self-advocacy, social relationships, productive activities, and community participation. The result is that these 5 indicators have valid values, with 9 questions for each indicator. So, the question items can be used as research questions to prevent mental health problems and positive behavior to prevent bullying in teenagers. The questionnaire also has a reliable or consistent value from the 5 indicators when used several times. So, the questionnaire is feasible and can be used as a research instrument on positive behavior in preventing bullying in teenagers.

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