



FAMILIES MENTAL HEALTH AND CHALLENGES IN THE 21ST CENTURY

Edited by
Syamsul Arifin, Salis Yuniardi, Diah Karmiyati, Iswinarti,
Nida Hasanati, Tulus Winarsunu
and Cahyaning Suryaningrum



ROUTLEDGE



FAMILIES MENTAL HEALTH AND CHALLENGES IN THE 21ST CENTURY

Families Mental Health and Challenges in the 21st Century contains the papers presented at the 1st International Conference of Applied Psychology on Humanity 2022 (ICAPH 2022, Malang, Indonesia, 27 August 2022). The contributions focus on the challenges in micro-family environments that are faced with rapid developments of technology and information in the 21st century. The issues addressed in the book include:

- Family Strengthening
- Principles and Practices
- Children and Woman Protection
- Family Resilience
- Crisis and Challenge

Families Mental Health and Challenges in the 21st Century will be of interest to professionals and academics involved or interested in psychology, the field of mental health and related disciplines.



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Families Mental Health and Challenges in the 21st Century

Edited by

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Preface

The International Conference of Applied Psychology on Humanity is the first international conference organized by the Faculty of Psychology, University of Muhammadiyah Malang. The 1st ICAP on Humanity is a part of the international conference series held by *Lembaga Pengembangan Publikasi Ilmiah* (Institute of Scientific Publication Development) UMM.

By looking at the rapid growing of technology in the 21st century, many things can be done easily with technology. Humans want all things effective and efficient so they tend to adapt easily, but new problems arise behind this technological revolution. Technology has a big impact on human life, both physically and psychologically. In several studies, this impact spreads across all ages, both in the macro- and micro-environment. In the micro-family environment, many challenges are faced with the development of technology and information, such as communication problems, fatigue at work, balance in work/school life and family life, roles in the family, financial, parenting, and many other problems that are increasingly developing for the family looking for a solution.

Therefore, the conference aims are means for researchers, academia, professionals, and stakeholders to share information that can be used as input to solve the current families' mental health issues or problems. It also works as a means for researchers to publish their findings and opens up great opportunities to build collaborative networks between national and international scientists.

The conference was held on 27 August 2022 both online and offline from the University of Muhammadiyah Malang. We received an overwhelming response with more than 50 submissions from Indonesia and also overseas. Unfortunately, many papers could not be accepted due to the reviewing outcomes and our capacity limits. However, we would like to sincerely thank all the presenters for the great enthusiasm, also for the reviewers, editors, faculty members, who contributed so impressively to the success of the conference. We hope you will find the proceeding beneficial, exciting and encouraging for the future development in the related studies.



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The ICAP-H organizing committee wishes to acknowledge the scientist committee for the valuable contribution in managing the peer review process by providing scientific advice and information to the paper submissions.

Many thanks to the steering committee and organizing committee of ICAP-H 2022 for their substantial role in succeeding ICAP-H at Malang, Indonesia. Furthermore, the deepest gratitude to all presenters and delegates for their great enthusiasm and active participation in the conference events.

Psychometric property of subjective well-being in high school students: A multidimensional approach

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ABSTRACT: Subjective well-being (SWB) is a multidimensional construct that should be assessed using at least two separate measurements. Meanwhile, despite of many research related to SWB in Indonesia, many of them still used a single measurement of SWB. The purpose of this study is to assess the validity and reliability of the SWB measurement in high school students. This study included 238 participants ranging in age from 15–18 years. SWB measurements included the students' life satisfaction scale (SLSS), brief multidimensional students' life satisfaction scale (BMSLSS), positive affect negative affect scale (PANAS), and the Satisfaction with Life Scale (SWLS). The results showed that all scales had Cronbach's Alpha greater than 0.70. The results of exploratory factor analysis revealed that the model is a good fit and most of the items have adequate loading factors. As a result, the scale used in this study has adequate validity and reliability.

Keywords: BMSLSS, PANAS, SLSS

1 INTRODUCTION

Previous research has shown that late adolescence has a higher intensity of negative emotions compared to early adolescence. The incidence of depression in adolescents was found to increase drastically after puberty. In late adolescence, the prevalence of depression in one year reached 4% (Thapar *et al.* 2012). The screening results using Indonesia's Children's Depression Inventory (CDI) in 2016 support these findings. In 2016, it was found that 30% of students in grades 1 and 2 of high school in Indonesia can experience depression (Sukmasari 2016).

In addition to being associated with negative emotions and moods, other studies have found a decrease in life satisfaction from late childhood to adolescence. Girls tend to experience a more significant reduction in general life satisfaction than boys. However, a significant decrease was found in general life satisfaction, health satisfaction, and family relationships (Goldbeck *et al.* 2007). Several other studies have found that adolescents' life satisfaction decline is consistently found globally in different countries (Opshaung 2013). Older adolescents had lower life satisfaction than younger adolescents (Nee *et al.* 2016). Individuals who are at the age of 16 years get lower scores than the previous age both on measurements of general life satisfaction and life satisfaction in specific domains (Goldbeck *et al.* 2007).

The higher intensity and frequency of negative emotions and the finding of decreased life satisfaction in late adolescence indicate that late adolescence has the potential to have low SWB. SWB is a general term that refers to the overall assessment of an individual's life or emotional experience, namely satisfaction, positive affect, and low negative affect (Diener *et al.* 2018). The components in the SWB are proven to be different factors based on factor

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analysis and have different relationships with other variables. Therefore each component must be assessed independently. A comprehensive SWB assessment will not be obtained by measuring only one component of this construct; several components must be measured to provide comprehensive information about SWB (Diener *et al.* 2016). Life satisfaction is the cognitive component of SWB and plays an important role in positive development as an indicator, a predictor, a mediator/moderator, and an outcome. Whereas low life satisfaction is associated with psychological, social, and behavioral problems, high life satisfaction is related to good adaptation and optimal mental health among youth. Life satisfaction and positive affect mitigate the negative effects of stressful life events and work against the development of psychological and behavioral problems among youth (Park 2004).

In Indonesia, several studies found that several high school students have low SWB levels (Hamdan & Alhamdu 2015; Prasetya 2015; Nayana 2013; Nisa 2019). Meanwhile, SWB was found to be positively related to academic achievement in school, grades, attendance, and good math skills (Bucker *et al.* 2018; Manzoor *et al.* 2014; Suldo *et al.* 2011). SWB can also improve cognitive performance because, according to the build and broaden theory, positive emotions affect creativity and imagination by increasing more flexible thinking styles and a broader mental context (Diener & Ryan 2009). Students with higher SWB were also found to show lower levels of anxiety, depression, negative self-concept, somatization, and emotional problems (Kaplan 2017). In addition, SWB was also found to predict problematic behavior in adolescents, such as antisocial behavior, alcohol consumption, smoking behavior, suicidal tendencies, and dropout rates from school (Arslan & Renshaw 2018). Apart from positively impacting the individual level, SWB also benefits society in general. A high level of SWB can contribute to a stable, productive, and effective society (Diener & Ryan 2009).

Given the positive impact of high SWB, it's important to have reliable and valid measurements of SWB in adolescents, especially in high school students. Measurement is the foundation of the reproducibility and replicability of research findings. It also serves as the basis for deriving theoretical conclusions (Gregmini 2020). Despite many findings related to students' SWB in Indonesia, many of them still used a single measurement of SWB (Hamdan & Alhamdu 2015; Ismail & Yudianta 2020; Nayana 2013; Prasetyawati *et al.* 2021). On the other side, the use of three SWB indicators, life satisfaction, positive affect, and negative affect has become well-established in the scientific literature (Proctor 2014). Previous research measured three facets of SWB but focused on the general population, not students (Akhtar 2019). The main purpose of this research is to test the reliability and validity of SWB measurement in high school students.

2 METHODS

2.1 Research subject

The subjects of this study are 238 high school students consisting of 152 (64%) women and 86 (36%) men aged 15–18 years old. The sampling method used is the nonprobability sampling method.

2.2 Variables and research instrument

The variable in this research is SWB that consisted of three different facets that are life satisfaction, positive affect, and negative affect. Data collection in this study used three different scales. The first scale is the student's life satisfaction scale (SLSS) which measures the general life satisfaction of students (Huebner 1991). SLSS consisted of 7 items such as "Hidup saya berjalan baik" and "Hidup saya lebih baik dari kebanyakan anak." The participants were asked to rate their level of agreement with the given statement by choosing between range 1 (strongly disagree) – 6 (strongly agree). The second scale is the brief multidimensional student's

Table 1. Demographic data of the research subject.

Category	Frequency	Percentage
Gender		
Man	86	64%
Woman	152	34%
Age		
15 y.o	13	5%
16 y.o	115	49%
17 y.o	101	42%
18 y.o	9	4%
Pocket money per month		
<33,5 USD	35	15%
33,5–67 USD	156	66%
67–134 USD	44	18%
>134 USD	3	1%
Parent marriage status		
Married	205	86%
Divorce	27	11%
Widowed	6	3%

life satisfaction scale (BMSLSS) which helped measure satisfaction in the life domain (Huebner *et al.* 2006). BMSLSS has 5 items that measure five different domains namely family, friends, school experience, self, and living place. BMSLSS asked the participant how satisfied they are with each of the important domains in their lives by choosing between range 1 (terrible) – 7 (delighted). The last scale is positive affect negative affect scale (PANAS) which can measure both positive affect (PA) such as “Tertarik”, “Bersemangat”, etc. and negative affect (NA) such as “Malu”, “Gugup”, etc. (Watson *et al.* 1988).

2.3 Procedure and data analysis

The first step in doing validation is forward translation and backward translation. Each translation process is carried out by psychology master students. Both have moderate levels of English proficiency. The translated scale was then assessed by the expert, namely three psychology lecturers. The expert assessed the representativeness of each item related to the construct domain. After getting suggestions and revising items by the input received, the process continues with testing the measuring instrument. The result of try out is then analyzed to determine the reliability and validity of the measuring instrument. The reliability was estimated using Cronbach’s alpha while validity was proven using evidence based on internal structures with confirmatory factor analysis (CFA).

3 RESULT

3.1 Reliability

Reliability alpha for general life satisfaction is 0.758; domain life satisfaction is 0.805; positive affective is 0.78, and the negative affective is 0.846. All scales have alpha reliability that can be categorized as “acceptable” based on Geoge & Mallery (Gliem & Gliem 2003). Thus it can be said that measurement results with this tool can be trusted.

A summary of the results of the reliability estimation using Cronbach’s Alpha and corrected total item correlation is presented in Table 2. Several items have a corrected total item

Table 2. Reliability and corrected total item correlation.

Facets	Scale	N	Corrected total item correlation	Cronbach's Alpha
General life satisfaction	SLSS	7	0.190 – 0.680	0.758
Domain life satisfaction	BMSLSS	5	0.528 – 0.654	0.805
Positive affect	PANAS	10	0.301 – 0.612	0.786
Negative affect	NANAS	10	0.407 – 0.705	0.846

correlation of less than 0.3. However, other literature states that the acceptable limit for the corrected total item correlation is at least 0.15 (Briggs & Cheek 1986). Items that showed corrected total item correlation less than 0.3 is a reversed item in SLSS that state “Saya ingin mengubah banyak hal dalam hidup saya” and “Saya berharap saya menjalani hidup yang berbeda.” Other than those two, the rest of the items already showed a corrected total item correlation of more than 0.3.

3.2 Validity

3.2.1 Validity of SLSS

The author tested whether the 7 items were measuring one factor, general life satisfaction. The results of the CFA showed that the one-factor model was not fit, with Chi-Square = 71.09, df = 14, P-value = 0.00000, and RMSEA = 0.131. Therefore, a modification was made, where the measurement errors on several items are free to correlate with each other, as shown in Figure 1.

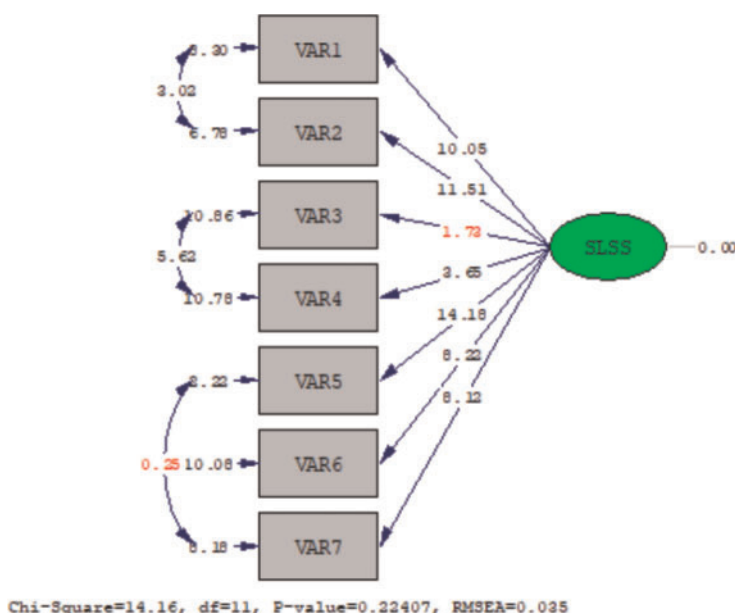


Figure 1. The results of the modified model met the goodness of fit criteria that have been set. The model showed RMSEA = 0.035 (< 0.08) with Chi-Square = 14.16. The results of other model fit tests such as CFI, GFI, AGFI, and RFI also show a value > 0.90 so the model is declared fit. Even though the model showed a good fit, there is one item that had a low loading factor, which is item number 3 which state “Saya ingin mengubah banyak hal dalam hidup saya”.

Table 3. Values for the goodness of fit SLSS.

Goodness of fit indicator	Values
CFI	1.00
GFI	0.98
AGFI	0.96
RFI	0.96
NFI	0.98

3.2.2 Validity of BMSLSS

The author tested whether the 5 items were measuring one factor, domain life satisfaction. The results of the CFA showed a good fit with Chi-Square = 8.59, df = 14, P-value = 1.2663, and RMSEA = 0.055, as shown in Figure 2.

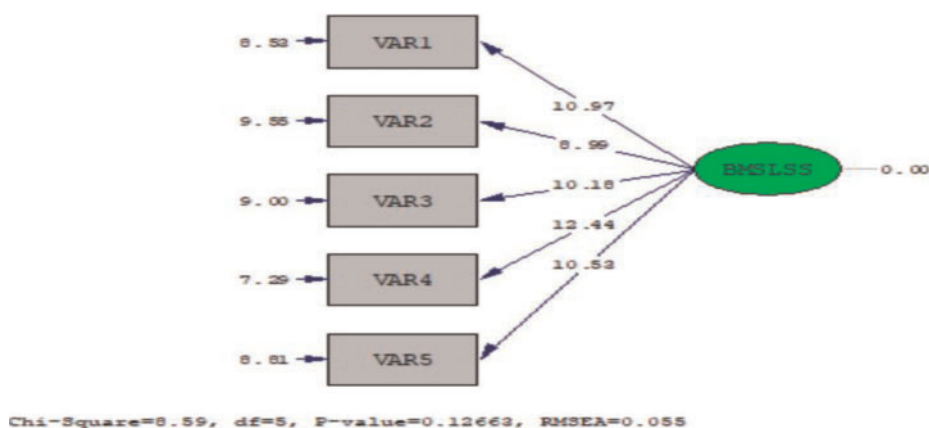


Figure 2. The results of other model fit tests such as CFI, GFI, AGFI, and RFI also show a value > 0.90 so the model is declared fit. Each item also has a significant loading factor that showed that each item had a contribution toward the latent variable.

Table 4. Values for the goodness of fit BMSLSS.

Goodness of fit indicator	Values
CFI	0.99
GFI	0.99
AGFI	0.96
RFI	0.96
NFI	0.98

3.2.3 Validity of positive affect

The author tested whether the 10 items were measuring one factor, positive affect. The results of the CFA showed a good fit with Chi-Square = 64.42, df = 35, P-value = 0.00178, and RMSEA = 0.060, as shown in Figure 3.

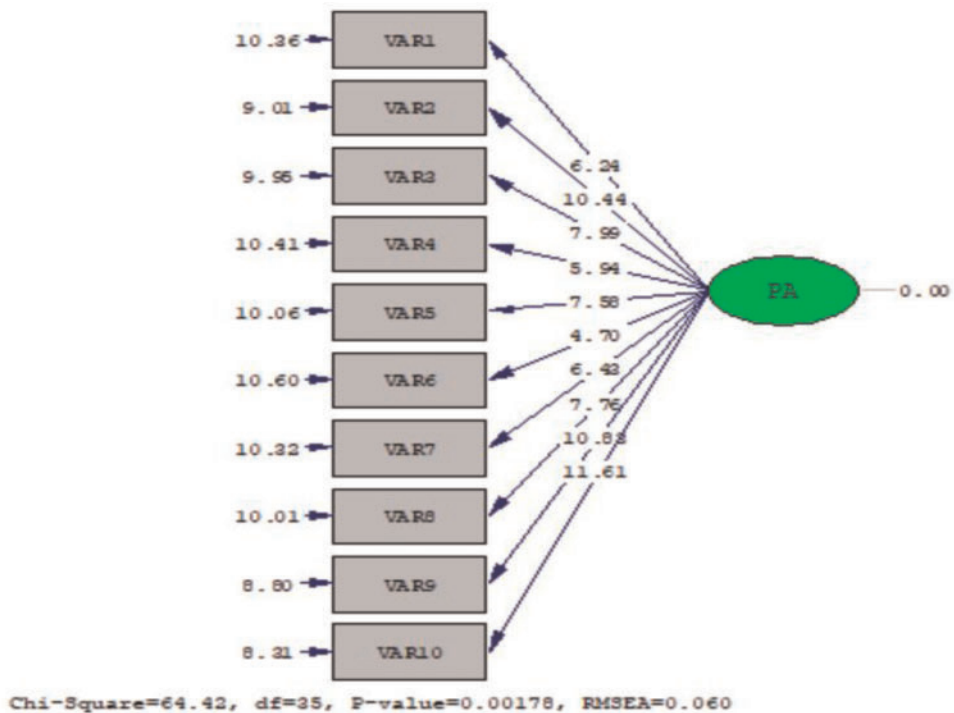


Figure 3. The results of other model fit tests such as Comparative Fit Index (CFI), Goodness of Fit Index (GFI), Adjusted Goodnes of Fit Index (AGFI), and Relative Fit Index (RFI) showed a value > 0.90 so the model is declared fit. Each item also has a significant loading factor that showed that each item had a contribution toward the latent variable.

Table 5. Values for the goodness of fit positive affect.

Goodness of fit indicator	Values
CFI	0.96
GFI	0.95
AGFI	0.92
RFI	0.91
NFI	0.93

3.2.4 Validity of negative effect

The author tested whether the 10 items were measuring one factor, positive affect. The results of the CFA showed that the one-factor model was not fit, with Chi-Square = 135.99, df = 35, P-value = 0.00000, and RMSEA = 0.110. Therefore, a modification was made, where the measurement errors on several items are free to correlate with each other, as shown in Figure 4.

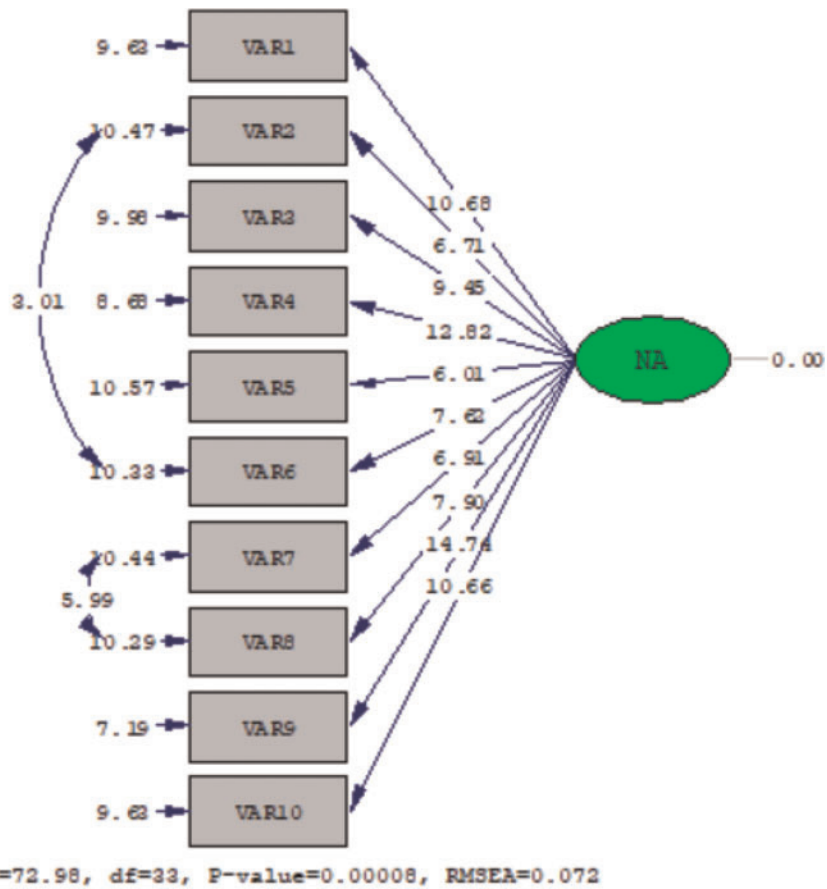


Figure 4. The results of the modified model met the goodness of fit criteria that have been set. The model showed RMSEA = 0.072 (< 0.08) with Chi-Square = 72.98. The results of other model fit tests such as CFI, GFI, AGFI, and RFI also show a value > 0.90 so the model is declared fit. The results of other model fit tests such as CFI, GFI, AGFI, and RFI also show a value > 0.90 so the model is declared fit. Each item also has a significant loading factor that showed that each item had a contribution toward the latent variable.

Table 6. Values for the goodness of fit negative affect.

Goodness of fit indicator	Values
CFI	0.97
GFI	0.90
AGFI	0.90
RFI	0.93
NFI	0.95

4 DISCUSSION

SWB is defined as an individual's cognitive and affective evaluation of his life (Diener 2000). SWB is a general category or phenomenon that includes individual emotional responses,

satisfaction in the life domain, and global judgments related to life satisfaction (Diener *et al.* 1999). SWB focuses on how individuals evaluate their lives, especially in relation to the assessment of satisfaction (both with life in general and with specific domains such as marriage and work) and its relation to moods and emotions that reflect an event (Diener *et al.* 2006). The word 'subjective' refers to the definition and limitation of the construct, SWB researchers are interested in seeing an evaluation of a person's quality of life based on the individual's personal view (Diener *et al.* 2018).

As stated by (Diener 2000), two elements of SWB are cognitive element and the affective element. Cunsolo (2017) stated that the cognitive element refers to how individuals perceived their general life satisfaction based on a retrospective evaluation of life (as a whole) and specific domains (specific areas such as work, relationships, health, etc.). General life satisfaction refers to an individual's conscious assessment of his or her life, often based on factors deemed relevant. Some examples of measuring tools that can be used to measure general life satisfaction based on Diener, Lucas, & Oishi (2018) are the satisfaction with life scale consisting of five items (Diener *et al.* 1985) and SLSS intended for adolescents (Huebner 1991).

The scale used in this research for global life satisfaction is SLSS which focused on students'/adolescents' global life satisfaction. The data analysis showed that the adapted scale is reliable and valid. From a total of seven items, only one item that found to be problematic. That item is item number 3 which state "Saya ingin mengubah banyak hal dalam hidup saya." It indicated that even though most of the participants were satisfied with their life in general, there are still a lot of things they want to change. It didn't necessarily mean that the item isn't valid, but it showed the possibility that the participant strived to improve themselves. This is in line with previous research that found that an individual's grit was positively related to life satisfaction (Li *et al.* 2018; Liu *et al.* 2022).

In contrast to general life satisfaction, satisfaction in the life domain refers to evaluations in various life domains such as health, work, and relationships with others. Diener, Lucas & Oishi (2018) state that a measurement that can be used to assess satisfaction in the domain of a child's life is a BMSLSS (Huebner *et al.* 2006). The data analysis showed that all of the items in BMSLSS are reliable and valid. The item with the most contribution toward BMSLSS is item number four related to satisfaction with self. On the other hand, the least contributed item is item number two related to satisfaction with friendship.

Mood and emotion, labeled together as affect, represent individuals' evaluations of events in their lives. Bradburn and Capovitz (Diener 2000) proposed that positive affect and negative affect consist of two independent factors and should be measured separately. Positive affect is a feeling or mood that is positive, pleasant, and desirable. On the one hand, negative affect is a negative, unpleasant, and unwanted feeling or mood (Diener *et al.* 2018). Diener & Emmons (1985) found that positive affective experiences had little effect on negative affective experiences. In other words, positive and negative effects can vary independently. Diener & Emmons (1985) found that what affects an individual is not the frequency or affective experience, but the frequency of positive affect experienced. In other words, feeling pleasant emotions from time to time even in simple terms is enough to make a person feel happy (Diener, Subjective well-being: The science of happiness and a proposal for a national index, 2000). Proctor (2013) revealed that the measurement that is often used is the positive affect negative affect schedule (Watson *et al.* 1988) or the affect balance scale (Bradburn 1969).

Although measured on the same scale, positive and negative effect were analyzed separately. This is because positive affect and negative affect are two separate independent factors. Both positive and negative effects that were measured using PANAS showed good reliability and validity. For positive effect, the item that has the most contribution is item number ten that is "Aktif" and the item that has the least contribution is item number six that is "Waspada." Meanwhile, for negative affect, the item that has the most contribution is item number nine that is "Gelisah" and the least contributed item is item number two that is "Kesal."

The findings in this research are in line with previous research that found a good reliability and validity of SWB measurement in Indonesia (Akhtar 2019). The already validated measurement in this research can be used for further research in a larger population or to identify another factor that contributes to SWB in high school students.

5 CONCLUSION AND IMPLICATION

Based on the results of the analysis and discussion in this study, it can be concluded that the measuring instruments used to measure the SWB in Indonesian high school students, namely SLSS, BMSLSS, and PANAS are reliable and valid. Considering that the participants in this study are still limited, future studies can use a scale that is already validated in a larger population.

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