CERTIFICATE

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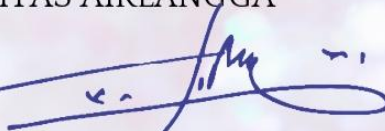
This certificate is presented to:

Sarita Candra Merida, M. Psi, Psikolog

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VALIDATION STUDENT WELL BEING'S SCALE FOR COLLEGE STUDENT

Ditta Febrieta and Sarita Candra Merida

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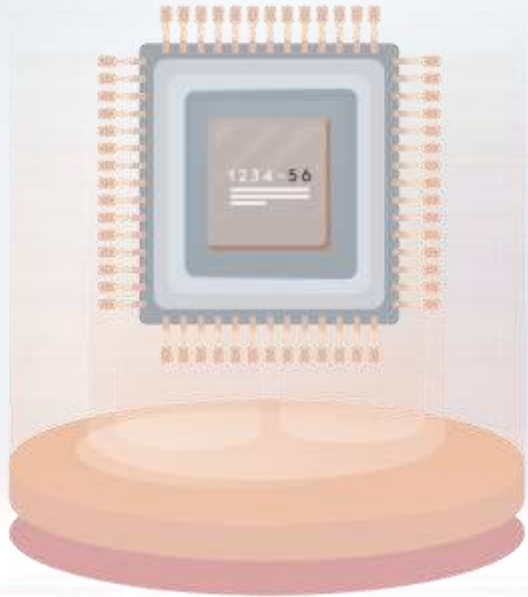
01

Why Student Well Being ?

Introduction

- Well-being is a construct of psychological variables that has often been discussed.
- 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.
- Fraillon (2004) student well being is defined as a condition in which a student has an effective role in the school community.
- Based on the findings related to student well being, Fraillon (2004) divides the dimensions of student well being into two dimensions, namely intrapersonal and interpersonal dimensions.

In Indonesia

- Karyani et al., (2015) to describe the dimensions of student well being by using six dimensions of student well being, namely physical, psychological, cognitive, emotional, spiritual, and social.

Purpose

- In this study, researchers will conduct psychometric testing with the Student Well Being measuring instrument on students.
- Based on this research, it is expected to obtain student well being's measurement for collage student in Indonesia
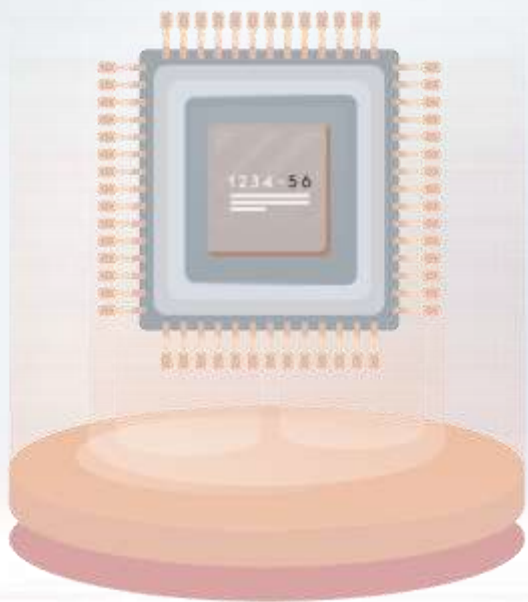
02

METHOD

METHOD

- Quantitative approach with convenience sampling technique
- To carry out psychometric testing, it is necessary to use two levels of validation, namely content validation and construct validation, where the construct validation used in the study is the convergen validity.
- Convergen validity describes how far an instrument, especially a test, measures a theoretical construct or trait that will be measured.
- In this study used content validity and convergen validity
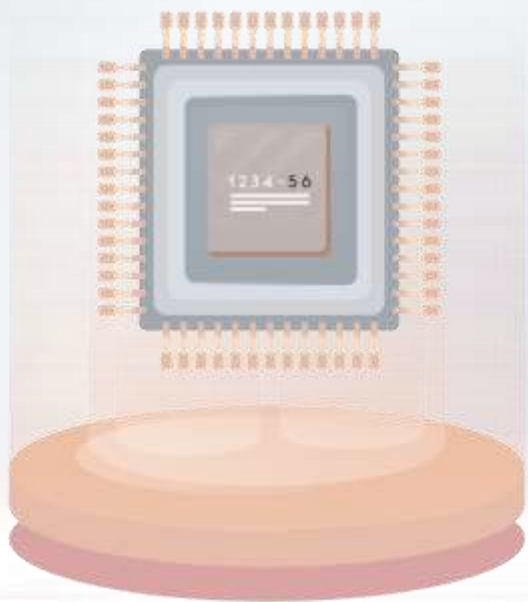
03

RESULT

RESULT : content validity

Dimention	Aitem's Number	Corrected item-total correlation	r table	Description
Social	1	0,383	0,195	Valid
	2	0,462	0,195	Valid
	3	0,406	0,195	Valid
	4	0,205	0,195	Valid
Cognitive	5	0,296	0,195	Valid
	6	0,521	0,195	Valid
	7	0,505	0,195	Valid
	8	0,555	0,195	Valid

RESULT

Dimention	Aitem's Number	Corrected item-total correlation	r table	Description
Emotion	9	0,526	0,195	Valid
	10	0,506	0,195	Valid
	11	0,464	0,195	Valid
	12	0,413	0,195	Valid
Physical	13	0,142	0,195	Not Valid
	14	0,332	0,195	Valid
	15	0,535	0,195	Valid
	16	0,381	0,195	Valid

RESULT

Dimention	Aitem's Number	Corrected item-total correlation	r table	Description
Personal	17	0,134	0,195	Not Valid
	18	0,290	0,195	Valid
	19	0,584	0,195	Valid
	20	0,567	0,195	Valid
Spiritual	21	0,494	0,195	Valid
	22	0,353	0,195	Valid
	23	0,310	0,195	Valid
	24	0,358	0,195	Valid

RESULT : convergen validity

| Dimention	Student Well Being			Reliability
	r	Sig.	Description	
Social	0,691	0,000	Valid	0,884
Cognitive	0,758	0,000	Valid	
Emotion	0,779	0,000	Valid	
Personal	0,693	0,000	Valid	
Physical	0,694	0,000	Valid	
Spiritual	0,625	0,000	Valid	
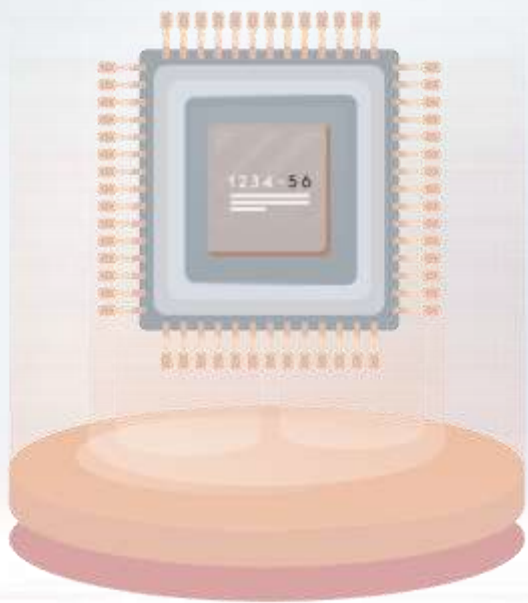
04

Conclusion

CONCLUSION

1. From 24 items, found 2 items based on index of discrimination iitem, which are in item number 13 (0,124) and 17 (0,134) were not valid.
2. Based on convergen validity, were found that all dimensions were valid with score r > 0.30 and p value < 0,01
3. Reliability of this scale is 0,884
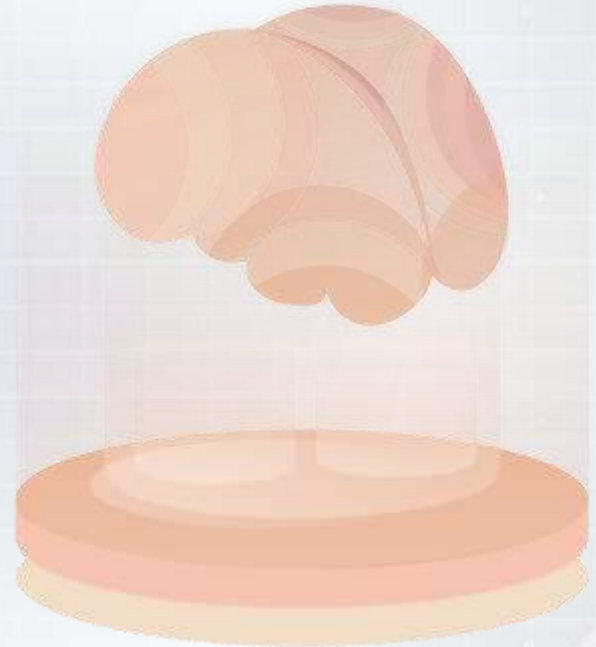4. Based on that result, this student well being's scale is suitable for college student in Indonesia
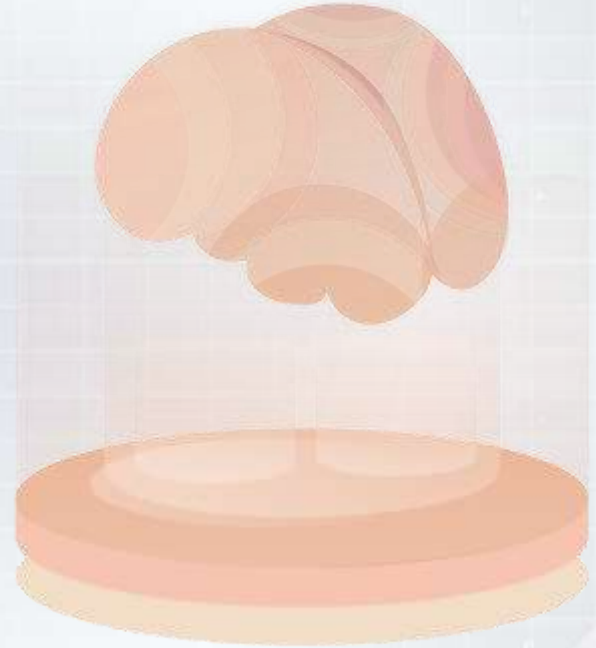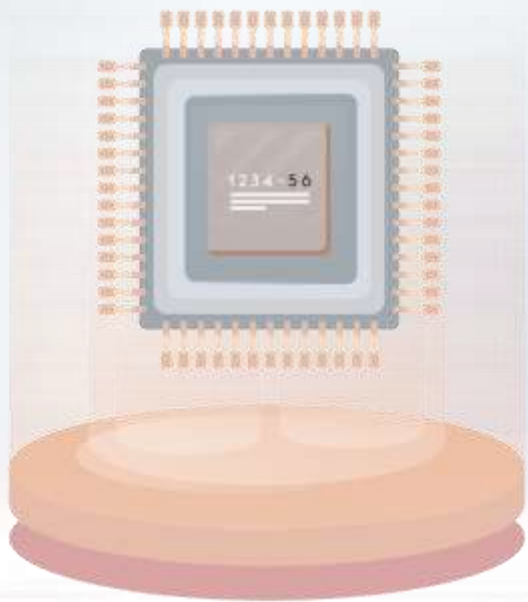
05

Recomendation for future research

Recomendations

1. For selected items such as item number 4, 5 , 13, and 17 need to be revised if you want to used this scale because index discrimination item under 0,30
2. Reliability of this scale is 0,884, means reliable
3. Based on that result, this student well being's scale is suitable for college student in Indonesia

THANK YOU