RESEARCH ARTICLE

EMOTIONAL WELL-BEING SCALE: PILOT STUDY ON KINDERGARTEN TEACHERS

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ABSTRACT

The researcher conducted a psychometric analysis to know the validity and reliability of the emotional well-being scale. The results will determine whether the emotional well-being scale that has been made deserves to be used to measure the emotional well-being of kindergarten teachers in Indonesia. The emotional well-being variable is measured using two dimensions from Diener, Suh, and Oishi: affection and satisfaction in life. A total of 32 Kindergarten teachers in Sumbang District, Banyumas, Indonesia, were involved as participants. Analysis of research data is used content validity and to measure discriminant items is used corrected item-total correlation formula, while to calculate reliability using Cronbach's alpha was analyzed using SPSS version 23. The analysis results prove that 22 items have high discriminant power, valid and reliable from two dimensions of emotional well-being. Thus the emotional well-being scale can be used for research.

KEYWORDS

Reliability, Validity, Emotional Well-being, Kindergarten Teachers.

1. INTRODUCTION

Emotional well-being is a condition of positive and negative affect experienced by a person at a specific time. An individual is said to be prosperous if positive affect is felt more often than negative affect (Jembarwati, 2017). Many positive things can be obtained when someone can have good welfare or high positive feelings. Well-being or good welfare influences or contributes to reducing problems and has a significant negative correlation with issues related to mental health (Wahyuni et al., 2018). When an individual has positive emotional well-being, then the individual tends to be more meaningful in their life by doing valuable and valuable things for themselves and others around them (Damayanti and Desiningrum, 2014). So, emotional well-being has become an essential topic for research.

Several studies have shown that positive feelings play a role in increasing the self-achievement, cognitive, conative, psychomotor, and behavior of students and teachers (Fathiyah, 2020). In the world of education, students' emotional well-being can help improve and develop their intrapersonal and interpersonal abilities (Seligman et al., 2013). In addition, teachers who have a high level of subjective well-being will also tend to have a more positive attitude when dealing with students who have low emotions. Teachers will be more enthusiastic and not give up, and they see this as a positive thing for themselves to make students return to their enthusiasm for learning (Wangi and Annisaa, 2015).

But unfortunately, several studies reveal that the emotional well-being that exists in individuals is not always in good condition. Based on previous research, the welfare condition of students at one of the public universities

in Jakarta is below the standard size or below Asian norms in general (Wahyuni et al., 2018). The study results also show that teenagers in Indonesia have emotional well-being conditions far from positive; an increase in juvenile delinquency both in terms of quality and quantity shows the low emotional well-being of Indonesian teenagers (Afridah et al., 2018). As many as 21% of students in Finland have low emotional well-being or low motivation, or even both (Parhiala et al., 2018). In the world of work, especially prison staff, some teachers or teachers have low levels of subjective well-being. They feel dissatisfaction in their lives, rarely feel love and happiness, and are often angry and disappointed. When teachers have low levels of subjective well-being, they are more likely to think that teaching is boring (Wangi and Annisaa, 2015). This condition became a problem that can make study non-optimal.

Research on emotional well-being has been carried out in various settings, including students, students, elementary school teachers, adolescents, young adults, and also in late adulthood (Afridah et al., 2018; Chen, 2019; Anindya and Soetjiningsih, 2017; Dian et al., 2018; Ayulanningsih and Karjuniwati, 2020; Bluth and Blanton, 2013; Bluth and Blanton, 2015; Bluth et al., 2016; Manita et al., 2019; Li et al., 2014; Allen et al., 2012; Damayanti and Desiningrum, 2014). Emotional well-being is related to the quality of school life or student's perceptions of the dimensions of school (Damayanti and Desiningrum, 2014). Emotional well-being is also associated with communication anxiety and loneliness, social support and self-compassion (Chen, 2019; Dian et al., 2018; Bluth and Blanton, 2013). That research indicate there are many things can affect emotional well-being, so a measurement about emotional well-being condition is necessary to do.

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Psychometric analysis of emotional well-being variables has been carried out on students, undergraduate students from universities in Turkey, and undergraduate students who take various psychology courses from universities in Texas (Tennant et al., 2007; Simsek, 2011; Watson et al., 1988). A validation scale on the subject of kindergarten teachers has never been done. Psychometric analysis of emotional well-being in educational, organizational settings, especially in kindergarten teachers, is still rare. A study uses emotional well-being as a dimension of the teacher's workplace well-being, so the research instrument does not measure EWB as a variable (Na'imah et al., 2021). Research instruments specifically used to measure emotional well-being in kindergarten teachers have not yet been found, so this research will psychometrically test the construction of an emotional well-being scale applied to kindergarten teachers through pilot study research.

Previous research hasn't been found an emotional well-being scale that can be directly applied to kindergarten teachers. This pilot study can be the first to develop the scale of emotional well-being for kindergarten teachers in Indonesia. This study will analyze the validity and reliability of the Indonesian version of the emotional well-being scale applied directly to kindergarten teachers through a pilot study. The pilot study was conducted to ensure the reliability and validity of measuring the research instrument or scale used to understand the error level. Or in other words, a pilot study is carried out to ensure the tool is appropriate for use (Herdiansyah, 2010). The primary purpose of the pilot study is to test the effectiveness of the survey instrument (questionnaire) as a communication tool between researchers and respondents (Hartono, 2010).

Tests carried out in the pilot study include two things, namely, face validation and content validation. In making the instrument, the researcher made modifications to Simsek's emotional well-being scale and referred to the dimensions of Diener, Suh, and Oishi's subjective well-being, namely affective (affection) and cognitive (Life satisfaction) (Diener et al., 1997). Modifications are made to adapt to the existing culture in Indonesia. Changes were made by translating items into Indonesian, modifying the number of items, and adding satisfaction in life. So the objectives of this study are: 1) To test the validity of the emotional well-being scale. 2) Testing the reliability of the emotional well-being scale applied to kindergarten teachers.

2. THEORETICAL FRAMEWORK

Waterman distinguishes well-being into two paradigm groups; the first is the hedonic well-being group, and the second is the eudemonic well-being group (Hidalgo et al., 2010). The hedonic perspective uses subjective well-being, and the eudaimonic view uses the label psychological well-being and social well-being (Lundqvist, 2011). Happiness or well-being is a condition where the positive affect is more significant than the negative affect. Thus, it can be said that subjective well-being emphasizes pleasant emotional experiences (Bradrun in Diener, 2009). Emotional well-being is one of the specific dimensions of personal well-being. Subjective well-being is an evaluation that is cognitive and affective in an individual's life (Pramithasari and Suseno, 2019). While, emotional well-being is a perception of condition or emotional condition which include satisfaction with life and the feeling of happiness felt by individuals about their lives (Damayanti and Desiningrum, 2014).

Based on the theory, emotional well-being is a part of hedonic well-being. In general, emotional well-being also refers to the overall dynamic function (Kobrin, 2012). Emotional well-being refers to the emotional quality of one's daily experiences, the frequency and intensity of experiences of joy, attraction, anxiety, sadness, anger, and affection that make one's life pleasant or unpleasant (Kahneman and Deaton, 2010). Emotional well-being is also defined as the ability possessed by a person to feel comfortable with himself, establish relationships with others, overcome disappointments, stress, solve problems, celebrate success, or make a decision (Page & Page, 2003). Conceptually, emotional well-being is a balance of positive and negative affect. When positive affect predominates over negative affect, quality of life is considered high; when negative

consequences dominate over positive effects, life quality is deemed deficient (Keyes, 2000).

It can be concluded that emotional well-being results from an individual's evaluation of the life passed within a certain period, regarding the positive and negative experience that makes a person's life. Pleasant or unpleasant. Emotional well-being can be measured through several aspects, including affective (affection) and cognitive (Life satisfaction), avowed happiness, and domain satisfaction (Diener et al., 1997; MIDUS in Keyes and Magyar-Moe, 2003; Diener et al., 2003). Several studies in Indonesia have used a variety of instruments to assess emotional well-being. Some researchers use Simsek's EWBS (Emotional well-being scale) scale, while use Keyes' MHC-SF (Mental Health Continuum Short Form) scale (Afridah et al., 2018; Dian et al., 2018).

Several instruments are used to measure emotional well-being, including The Simsek emotional well-being scale (EWBS), which is based on Diener's theory of emotional well-being (Afridah et al., 2018; Simsek, 2011). The Simsek EWBS scale consists of 14 statements expressing two aspects: positive emotional well-being and negative emotional well-being. In addition, study measures the emotional well-being of women working in agencies using The Warwick-Edinburgh Mental Well-being Scale (WEMWBS), which consists of 14 items (Zakaria et al., 2018). An explanation of the instrument is presented in table 1.

Table 1: The emotional well-being research instrument		
Aspect	Instrument	Citation
Positive emotional well-being (PEWB). Negative emotional well-being (NEWB).	Emotional well-being scale (EWBS)	(Simsek, 2011)
Positive Affect (PA.) Negative Affect (NA.)	Positive and negative affect schedule (PANAS) Scale	(Watson et al., 1988)
Cognitive judgmental	The Satisfaction with Life Scale (SWLS)	(E. D. Diener et al., 1985)

Based on Table 1. Instruments of emotional welfare research, there are different dimensions and different tools for each expert figure. Measurement of emotional well-being is based on Diener's subjective well-being dimensions, namely affection and life satisfaction. This study modifies the Simsek Emotional Welfare Scale (EWBS) and incorporates the dimensions of life satisfaction.

3. METHODOLOGY

Thirty-two female Kindergarten teachers' respondents, between 20 and 56, aged in Sumbang district, Banyumas, Indonesia, were involved in this study. The respondents consisted of principals and also teaching teachers in private kindergartens. This pilot study provides an emotional well-being scale with 52 statements consisting of 25 favorable items and 27 unfavorable items. The researcher modified Simsek's emotional well-being scale and referred to Diener, Suh, and Oishi's subjective well-being aspects, which are adequate (affective) and cognitive (satisfied in life) (Diener et al., 1997). The affection aspect includes positive affect (leading to feelings of enthusiasm, joy, and happiness in life).

Adverse effects (leading to feelings that life is unwanted and unpleasant) affect balance positive and negative affect. While life satisfaction is defined as a cognitive evaluation of his life, the cognitive assessment referred to in this case relates to emotional well-being in the form of feelings of satisfaction, peace, and the fulfilment of individual needs. The quantitative approach used in this study, specifically psychometric analysis of the emotional well-being scale. Psychometric analysis to measure the validity and reliability of research instruments using SPSS (Statistical Product and Service Solution) version 23.00. A validity test is used to measure the

validity of a questionnaire. A questionnaire can be said valid if the question items in the questionnaire can reveal something that will be measured by the questionnaire (Ghozali, 2018). The validity of the calculation uses the content validity by professional judgment.

Knowing the discriminant items is used corrected item-total correlation formula by correlating the score of the question items with the total score of the construct or variable. An item with a discriminant of less than the critical limit of 0.30 is defined as an item with low discrimination, so it must be dropped (Azwar, 1994). It is achieving content validity process by compiling psychological measuring instruments based on relevant theories. It can describe the variable, then compiling a blueprint of research instrument that produces some items that can represent each aspect of the variables and are agreed by the experts (Saiffudin, 2020). Items that have been validated can be used for the research of the pilot study. Meanwhile, the Cronbach Alpha formula is used to counting reliability. Reliability is defined as an instrument that is reliable enough to be used as a data collecting tool from a variable. A questionnaire is reliable if the statement of respondent's answers is consistent or stable from time to time (Ghozali, 2018). A constructor variable is reliable if it gives a Cronbach alpha > 0.70 (Nunnally in Ghozali, 2018).

4. RESULTS AND DISCUSSION

Before doing psychometric analysis, researchers compiled a blueprint for emotional well-being, which is shown in the table below:

Table 2: Blueprint emotional well-being before analysis				
No.	Aspect	Favorable	Unfavorable	Items
1.	<i>Affection</i>	1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 42, 45, 47, 52	3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 41, 43, 44, 46, 48, 51	30
2.	<i>Satisfaction in life</i>	4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 49	2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 50	22
Total		25	27	52

Table 2. shows the variable emotional well-being of kindergarten teachers as measured using 52 statements consisting of 25 favorable items and 27 unfavorable items.

The results of discriminant items of the emotional well-being scale are shown in the following table:

Table 3: Test Results of discriminant items of the emotional well-being scale						
Item-Total Statistics						
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation (r_{hitung})	Cronbach's Alpha if Item Deleted	Standard (0,30)	Deter-mination
Item_002	88.7500	69.355	.542	.908	0,30	Selected
Item_003	88.7188	69.176	.410	.911	0,30	Selected
Item_007	89.0938	67.378	.504	.909	0,30	Selected
Item_010	89.1875	67.835	.593	.907	0,30	Selected
Item_011	89.0938	68.346	.603	.907	0,30	Selected
Item_014	89.0938	68.539	.475	.910	0,30	Selected
Item_015	89.1563	67.491	.672	.906	0,30	Selected
Item_018	88.9688	66.225	.706	.904	0,30	Selected
Item_019	89.3750	64.952	.568	.908	0,30	Selected
Item_021	89.0313	65.902	.611	.906	0,30	Selected
Item_024	89.2813	69.305	.586	.908	0,30	Selected
Item_028	89.2813	67.564	.535	.908	0,30	Selected
Item_029	89.1563	67.620	.657	.906	0,30	Selected
Item_031	89.4063	68.378	.356	.914	0,30	Selected
Item_037	88.9063	67.894	.531	.908	0,30	Selected
Item_038	88.7813	67.531	.764	.905	0,30	Selected
Item_039	88.9688	65.322	.687	.905	0,30	Selected
Item_042	88.9375	69.157	.510	.909	0,30	Selected
Item_043	88.7813	65.338	.630	.906	0,30	Selected
Item_046	89.3125	69.254	.485	.909	0,30	Selected
Item_048	88.9688	69.451	.393	.911	0,30	Selected
Item_050	89.3125	70.738	.324	.912	0,30	Selected
Total						22 item

The results of the validity test and discriminant items are shown in Table.3. An item with a discriminant of less than the critical limit of 0.30 is defined as an item with low discrimination, so it must be dropped (Azwar, 1994). As many as 22 valuable items are selected and can be used to measure

emotional well-being variables from the test results. Discriminant items move from 0.324 to 0.764.

The blueprint of emotional well-being after the analysis is shown in the following table:

Table 4: Blueprint emotional well-being after the analysis						
No	Aspect	Favorable		Unfavorable		Total
		Selected	Unselected	Selected	Unselected	
1.	<i>Affection</i>	21, 29, 37, 42	1, 5, 9, 13, 17, 25, 33, 45, 47, 52	3, 7, 11, 15, 19, 31, 39, 43, 46, 48	23, 27, 35, 41, 44, 51	30
2.	<i>Satisfaction in life</i>	24, 28	4, 8, 12, 16, 20, 32, 36, 40, 49	2, 10, 14, 18, 38, 50	6, 22, 26, 30, 34	22
Total		6	19	16	11	52

The results of the psychometric analysis to test the validity of the emotional well-being scale resulted in 22 valuable items consisting of 6 favorable items and 16 unfavorable items, as shown in Table 4 above. Furthermore, 22 valuable items were tested for reliability. The results of the reliability

test show that the Cronbach alpha value is 0.912. The reliability coefficient value is 0.912, and it's greater than 0.7 or the $\alpha > 0.70$. So it can be concluded that the instrument is reliable. This means that the tool can be referred to as an instrument with a high level of consistency in measuring

emotional well-being variables. Suppose we refer to the results of the validity and reliability tests on the emotional well-being scale. In that case, other researchers can directly use the scale to measure emotional well-being variables, especially in kindergarten teachers.

Selected items on the emotional well-being scale are shown in the table as follows:

Table 5: Selected items of emotional well-being scale in Indonesian version		
	Corrected Item-Total Correlation (r count)	Determination
(S.I.L) Saya menyesal memilih profesi sebagai guru TK.	.542	Selected
(A) Saya menyianyiakan hidup yang saya jalani.	.410	Selected
(A) Saya kesal dengan rutinitas harian saya.	.504	Selected
(S.I.L) Saya ragu dapat bertahan lebih lama dalam menjalani profesi sebagai guru TK.	.593	Selected
(A) Kehidupan yang saya jalani membuat saya sedih.	.603	Selected
(S.I.L) Saya bosan mejalani pekerjaan saya.	.475	Selected
(A) Kehidupan yang saya jalani membuat saya takut.	.672	Selected
(S.I.L) Saya malas menjalani rutinitas saya mengajar.	.706	Selected
(A) Saya khawatir mengenai kehidupan yang saya jalani.	.568	Selected
(A) Saya tertarik dengan kegiatan mengajar di TK.	.611	Selected
(S.I.L) Saya merasa nyaman dalam menjalani pekerjaan saya.	.586	Selected
(S.I.L) Rekan kerja saya menyenangkan.	.535	Selected
(A) Saya antusias tiap kali akan mengajar.	.657	Selected
(A) Rekan kerja saya membuat saya kesal.	.356	Selected
(A) Saya bangga menjadi guru TK.	.531	Selected
(S.I.L) Saya merasa tertekan.	.764	Selected
(A) Saya takut untuk mengajar anak anak di TK.	.687	Selected
(A) Saya mempersiapkan materi yang nantinya akan diajarkan pada anak didik.	.510	Selected
(A) Saya malu menjalani profesi sebagai guru TK.	.630	Selected
(A) Saya merasa gelisah.	.485	Selected
(A) Guru TK bukan merupakan profesi yang saya banggakan.	.393	Selected
(S.I.L) Saya merasa kelelahan karena menjalani pekerjaan sebagai guru di TK.	.324	Selected

The validity test results, item selection, and reliability test of the emotional welfare scale obtained as many as 22 items that have high discriminant power so that 22 articles of the emotional welfare scale can be used to measure emotional well-being, especially for kindergarten teachers. This scale is appropriate for kindergarten teachers because the items are specifically related to the kindergarten teacher profession. In addition, affective dimension and satisfaction in life are needed by kindergarten teachers in carrying out their careers. Affective aspects include positive affect (leading to feelings of enthusiasm, joy, and happiness in life), negative affect (leading to feelings that life is unwanted and unpleasant and affecting balance, which is the balance between positive and negative affect.

Someone can be said she has a high well-being level if positive affect is felt more often than negative affect (Jembarwati, 2017). Teachers have many roles in developing early childhood creativity, including as educators, motivators, advisors, role models, teachers, mentors, trainers, and evaluators (Taher and Munastiwi, 2019). Those roles make kindergarten teachers have more positive feelings for teaching their students, such as providing more happiness and joy to stimulate their students' growth optimally. Positive emotions have a cognitive function and encourage individuals to exceed the limit of thinking, strengthen cognitively and increase problem-solving efficiency (Fredickson and Branigan, 2005; Li et al., 2020). Emotions can spread from one person to another and can apply to people in a class (Li et al., 2020). When the kindergarten teacher has high positive feelings, it will extend the positive feelings to others in the classroom.

In addition, with high positive emotions, kindergarten teachers will be more accessible to stimulate the growth and development of their students. Life satisfaction is defined as an individual's cognitive evaluation of his life in the form of feelings of satisfaction, peace, and the fulfillment of individual needs. Someone will feel satisfaction when there is no difference between what is expected and what happened (Lundqvist, 2011). Life satisfaction is essential to show how satisfied a person is with their current situation. It is based on individuals' standards (Diener et al., 1985). Kindergarten teachers need to feel this satisfaction. When kindergarten teachers feel satisfied, and at peace with their lives, happiness can be easy to felt. The use of dimensions arranged in this scale refers to the subjective well-being dimensions of Diener, affection, and satisfaction in life (Diener et al., 1997).

Happiness in life on this scale is associated with emotional well-being in the form of joy feeling, peace, and fulfillment of individual needs. Scale modification is done by adjusting the existing culture in Indonesia. The researcher modified Simsek's emotional well-being scale (EWBS) to describe the affective aspect, consisting of two dimensions: positive emotional well-being and negative emotional well-being (Simsek, 2011). Modifications are made to adapt to the existing culture in Indonesia. Improvements were made by translating items into Indonesian, modifying the number of things, and adding satisfaction in life. There are several research instruments designed to measure emotional well-being. However, the researcher considers that the emotional well-being instrument developed by Simsek is widely used and can be directly used to measure the affection dimension of emotional well-being compared to the other two instruments (Simsek, 2011).

The advantage of this research instrument is that it has relatively high reliability of 0.912. The emotional well-being scale (EWBS) developed by Simsek has a reliability of 0.89 on the positive emotional well-being (PEWB) dimension and 0.88 on the negative emotional well-being (NEWB) dimension (Simsek, 2011). While the Positive and Negative Affect Schedule (PANAS) Scale developed by Watson has a reliability of 0.86 to 0.90 in the PA dimension and 0.84 to 0.87 in the NA dimension. (Watson et al., 1988). The description proves that the emotional well-being scale's development is qualified for reliability and validity. Other researchers can directly use the scale to measure emotional well-being variables, especially in kindergarten teachers. In addition, this study also has limitations because it only involved 32 participants with homogeneous gender and was conducted in a small area.

5. CONCLUSIONS

From the results of the psychometric analysis, it can be said that the emotional well-being scale compiled in this study can be classified into valid and reliable criteria and appropriate for use in educational organizations, especially kindergarten teachers. The advantage of this measuring tool is that it is context-specific to the organization of education for preschool teachers. The discriminant items from the emotional well-being scale move from 0.324 to 0.764, and the reliability of the emotional well-being scale is 0.912. It can be said that this research instrument has higher reliability than other emotional well-being instruments.

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