

Development of a Mental Health Literacy Module based on the Scout Movement to Prevent Bullying

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Abstract:

Bullying is a negative behaviour that has an impact on mental health problems. Cases at school mean that bullying is often carried out by students/teenagers. Scout is one of the movements in schools, an agent of change, and an example of the values of school leaders. The literacy module can be a health promotion medium to prevent bullying. This research aims to develop a mental health literacy module based on the Scout movement to prevent bullying. This research is development research by testing modules. Design with a 4D model approach (definition, design, development, and dissemination). The respondents in this study were experts in mental and community nursing, as well as four scout teachers. The assessment uses the content validity ratio (CVR) and Content Validity Index (CVI). The results were at the definition stage that there was a bullying problem in schools, at the design stage with the creation of a literacy module based on the scout movement, at stage three development with the results of CVR (20.5) and CVI (0.46) and stage three dissemination of the module. Four experts carried out a series of 4 stages of analysis of module development with the development results with a ratio of 3 statements that needed to be accepted on the feasibility and accuracy indicators. However, from the overall results, the validity of the content is stated to be appropriate. The conclusion that the development of a mental health literacy module based on the Scout movement to prevent bullying was declared appropriate by four experts.

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INTRODUCTION

School is an environment that teaches kindness (Alfianto & Safitri, 2019). The components include teachers, students, and learning activities so that the school is safe to improve good behaviour for students (Nurrohmah & Suryani, 2023). Apart from educational problems, schools also increase health problems. Students receiving social, emotional, and mental health support can improve their academic performance (Schuh et al., 2017). A healthy and safe school environment can also improve student welfare and prevent mental problems. Mental problems in schools are very diverse. Such as physically violent behaviour, sexually violent behaviour, dropping out of school, juvenile delinquency, and bullying problems (Källmén & Hallgren, 2021).

A growing trend in the world of education is the problem of bullying. Bullying at school is like an iceberg in the middle of the ocean. The results of the bullying survey in Indonesia in 2018

showed that 3 out of 4 children and teenagers had experienced some type of violence, and the perpetrators were peers. Bullying at school, which students carry out by taking and destroying their belongings, is 22%; students are often teased among their peers, 22%; 18% of students are hit and ordered with threats, 41%, and those who have experienced bullying are 15-year-old students. Apart from that, the results of a survey of 2,777 young people aged 14-24 years reported that 45% were victims of cyberbullying (Lazuardi, 2018).

In 2023, the Indonesian Child Protection Commission (KPAI) has identified approximately 2,300 cases of violence against children. Eight hundred sixty cases of violence occurred in educational units. One of these cases is bullying. These cases consisted of 87 cases of victims of bullying, and 27 of these cases were in educational facilities. 487 cases were victims of sexual violence. Data in 2023 also states that in Indonesia, bullying cases are 46.67% in Islamic boarding schools and 53.33% in public schools (Ghita, 2018).

Cases of bullying that often occur in educational units or schools can have an impact on mental health problems. This can have an impact on academic achievement. Mental health problems that often occur as a result of bullying are aggressive behaviour. Victims can drop out of school, juvenile delinquency, depression, anxiety, stress, and even suicide risk behaviour. Students' mental health and behavioural problems can disrupt positive relationships and skills in the long term (Herman et al., 2020). Victims of bullying feel afraid and uncomfortable with their environment, and then the victims feel unsafe, and their safety is threatened (Wuryanningsih et al., 2020).

Education units or schools are places for mental health services for students (Huda et al., 2023). Schools as centers for education and character formation are ideal for preventing mental health problems. This form of prevention through a series of interventions can be carried out through a humanistic and collaborative approach. One intervention could be integrating it with the current independent curriculum. The independent curriculum creates habits for students to achieve competency. One habit is including an independent curriculum integrating scout movement activities (Syawal, 2019).

Scouting is one of the scouting movements in the world (Putri et al., 2023). This scouting movement, which is a non-formal education, applies good character values to young people. The scouting movement aims to form characters such as discipline, politeness, obedience to rules, creativity, and thinking skills (Hidayah & Indrayany, 2023). In Indonesia, it is known as the scout movement to optimize young people's intellectual, spiritual, social, and physical potential. Therefore, the scout movement in Indonesia is a form of mandatory extracurricular activity in secondary education and advanced programs for universities to increase nationalism and empathy for others (Sari et al., 2017).

The scout movement in Indonesia and schools also implements the values of the scout dharma (Ervitasari & Iriani, 2022). These values can be used as a guide to prevent mental health problems and bullying at school. Preventing mental health problems can be integrated into the Scout movement through literacy (Deswita, 2020). Literacy has many types and examples of forms. One of them is a module, which is a form of student learning literacy to improve knowledge and behaviour. Some research, such as literacy through modules, can increase students' and teachers' knowledge of maintaining mental health at school (Fajrin et al., 2023). Therefore, modifying the mental health literacy module based on the Scout movement is necessary to prevent bullying in schools. Thus, this research explains the development of a health education model through a mental health literacy module based on the Scout movement to prevent bullying behaviour. Meanwhile, this research aims to develop a mental health literacy module based on the Scout movement to prevent bullying behaviour at school.

METHOD

This research is a type of development-based research. The method used is a research and development approach through products in the form of modules and testing the effectiveness of these modules (Sugiyono, 2017). The research design used is development research with a 4D model. These stages include the definition, design, development, and dissemination (Gustiani, 2019). The subjects in this research are individuals who participate in research or sources from researchers in a study. This research also consists of various subjects, such as a design regarding the concept of the scout movement and preventing bullying, which impacts mental health problems, namely the "Camp Kenari" module. The second is the subject for an acceptance test using experts and practitioners, consisting of lecturers in mental health and community nursing and two teachers in scouting.

The results of this research came from a questionnaire using acceptance and effectiveness tests. Acceptance testing is the basis for the module, which consists of usability, feasibility, and accuracy (Nastiti et al., 2021).

Table 1. Questionnaire Grid for Acceptance of the Scout Movement-based Mental Health Module in Preventing Bullying at School

Indicator	Question Items	Total
Utility	1,2,3,4	4
Appropriateness	5,6,7,8,9,10,11,12,13,14,15	11
Fidelity	16,17,18,19,20,21,22	7
Total		22

The "Camp Kenari" module was tested and declared valid by the validator. The instrument used is a questionnaire with five types of answer scores. Meanwhile, the 1975 Lawshe Formula with Content Validity Ratio (CVR) and Content Validity Index (CVI) was used to measure the acceptability of guidebooks in this research. Valid criteria for using CVR are based on the number of panellists. The contents of an item are declared valid if it has a $CVR > 0.60$. Then, CVI is calculated by adding up all the statement items.

The formula for calculating the CVR for each instrument statement item uses the 1975 Lawshe formula with the following formula:

$$CVR = \frac{\eta_e - N/2}{N/2}$$

Information:

CVR : Validity Ratio

η_e : Number of panelists who provide relevant assessments

N : Number of panelists

Meanwhile, the calculation of the content validation index (CVI) also uses the formulation from Lawshe in 1975 as follows:

$$CVI = \frac{\sum CVR}{\sum k}$$

Information:

CVI : Content Validity Index of each item

$\sum CVR$: Total Content Validity Ratio

$\sum k$: The number of questions

The CVI assessment criteria is a ratio of 0-1. The score for the inappropriate category is 0-0.33, the appropriate category is 0.34-0.67, and the very appropriate category is 0.681-1.

The research was carried out in October-December 2023. This research received ethical approval from the research ethics institute, namely the Chakra Brahmanda Lentera Institute, with ethical number No. 118.1/007/VIII/EC/KEP/LCBI/2023.

RESULT

The first stage, carried out by researchers following the 4D stage, is defined. The need to develop the Camp Kenari module as a scout-based mental health literacy module to prevent bullying has been identified at this stage. This analysis is based on students who are often victims or perpetrators of bullying at school. The analysis is carried out on students, schools, and programs that can prevent bullying.

The second stage is design, which is the compilation and design of the module. In this preparation, the researcher was guided by the analysis results carried out in the first stage. So, a book or mental health literacy module based on the Scout movement in preventing bullying in schools was published.

The third stage is the development of the mental health literacy module. Development will be done by assessing four experts in their fields. The following are the results of assessing the development of the Camp Kenari module as a mental health literacy module based on the Scout movement to prevent bullying.

Table 2. CVR Index Calculation Results

No.	Statement/Question	Relevant	Irrelevant	CVR
1	The mental health module based on the Scout movement to prevent bullying is useful for improving bullying prevention in schools	4	0	1
2	The description of the material presented is useful for preventing bullying in schools through scout movement activities	4	0	1
3	The practicality of modules, methods, and techniques is useful in preventing bullying in schools through scout movement activities	4	0	1
4	This module can overcome the problem of bullying in schools with scout movement activities	4	0	1
5	The activity procedures in the module are in accordance with the targets	3	1	0.5
6	The procedures and methods in the module are new procedures	4	0	1
7	Appropriateness of the material presented in the module	4	0	1
8	Procedures and methods are used to prevent bullying in schools	4	0	1
9	Time effectiveness in each module	4	0	1
10	Eligibility in the steps in the module	4	0	1
11	suitability of the media used in the module	4	0	1
12	Feasibility The language used is in accordance with enhanced Indonesian	4	0	1
13	The steps in the module will be able to bring about changes in bullying-prevention behavior	4	0	1
14	The presentation in the module is understood	4	0	1
15	Eligibility of all modules	4	0	1
16	Accuracy of the structure of the writing in the module	4	0	1
17	The accuracy of procedures, methods, or techniques for the success of delivering the module	3	1	0.5
18	Suitability of components in counseling in the module	4	0	1
19	Application of each procedure in the module	3	1	0.5
20	Suitability of material and objectives in the module	4	0	1
21	Suitability of location and time contained in the module	4	0	1
22	Clarity and substantive content of the output	4	0	1
Total				20.5

Based on the CVR value, there were three statements with a value of 0.5. It was concluded that they were not accepted. So, it is necessary to change the components of these three statements. These statements are in numbers 5, 17, and 20 (feasibility and accuracy). However, the CVI value of 0.46 corresponds to a range of 0.34-0.67, which is considered appropriate.

The fourth stage is disseminating to respondents that developing a mental health module based on the Scout movement to prevent bullying has an appropriate value. However, there must be revisions in its use, especially on indicators of feasibility and appropriateness in assessment five regarding appropriate procedures and targets, in statement 17 regarding the accuracy and the steps in the module, as well as a statement of 20 suitability of the material and objectives.

DISCUSSION

Mental health is the feeling of everyone who feels happy and healthy, can accept themselves and others as they are, can solve life's challenges positively, and has a good attitude toward themselves and others (Kurniyawan et al., 2023). Mental health is very important for all ages. However, recently, problems related to mental health have increased among teenagers. Since the COVID-19 pandemic, the problem faced by teenagers and school-age children is mental health problems. Learning online and at home becomes a psychosocial problem for school-aged children (Montero-Marin et al., 2023), such as anxiety, depression, stress, social isolation, and even the risk of suicide. Since the COVID-19 pandemic became endemic in Indonesia, mental health problems among teenagers have also increased (Temple et al., 2022). This is because many changes have occurred, and new habits have returned after the pandemic, meaning that the entire community must adapt well to these new habits (Febrianita et al., 2021).

Psychosocial problems experienced by school-age children or, in this case, teenagers, are problems that must be addressed immediately. Cases such as school violence, bullying, and sexual violence are often encountered every month in Indonesia (Rahmadanty et al., 2022). Most students tease each other, and some boys and girls often fight, talk badly, spit carelessly, and bully their friends (Kurniyawan et al., 2021). These cases need to be handled at school and at all existing components such as parents, education services, community leaders, teachers, and even religious leaders in handling these problems. The Indonesian ministry has formed a formulation regarding preventing bullying in schools through the current form of the independent curriculum (Alfianto & Lani, 2023).

The current education curriculum in Indonesia, which has an independent learning approach, means that students need to develop and feel comfortable when studying at school. The form of an independent learning curriculum in schools can be through the Strengthening the Pancasila Student Profile (P5) program, through positive activities such as extracurricular activities that emphasize leadership qualities in school children, such as scouts (Choirullah et al., 2023). Often found in schools, the scout movement is a program in which all students must participate. By developing the principles of scout dharma, the scout movement must be able to animate students in their daily lives so that they can always socialize and have a good leadership spirit at school. The scout movement must also reduce negative behavior in schools, such as student violence (Nafaridah et al., 2023).

The scout movement, which can be used as a reference for increasing Pancasila values and positive student behavior, needs to be implemented by every student. The current scout movement can be integrated into bullying prevention behavior at school (Chen et al., 2022). Bullying is a negative behavior that is carried out by almost all groups in the school environment. Bullying as a negative behavior can also cause problems, especially mental health. Some research on bullying

at school, especially for victims, can have impacts such as anxiety, depression, and even suicidal behavior. This negative behavior must be prevented through bullying prevention activities through bullying prevention literacy programs (Källmén & Hallgren, 2021).

Literacy programs can change students' knowledge, attitudes, and actions to prevent mental health problems in schools. A person's knowledge can be changed through learning (Deswita, 2020) because one learning component is reading and practicing good literacy. Transferring knowledge through literacy will change a person's attitude so that there will be changes in a person's perception and self-efficacy. From this process, there will be changes in behavior to better behavior after gaining literacy (Wahyuni et al., 2018).

The mental health literacy module based on the scout movement to prevent bullying is titled "Camp Kenari." This module was developed to empower scouts in schools to prevent bullying. Through these scout cadres, they hope to become examples and leaders in preventing mental health problems. The form of learning through peers contained in the content of one of these modules can provide appropriate bullying prevention (Tyas et al., 2022). Teenagers will be more interested in socializing with their peers than with age groups above or below them. A peer group approach is also hoped to prevent bullying at school (Putri, 2022).

As a basis for preventing bullying at school, the scout movement is very good for preventing mental health problems. The literacy module that is developed must go through various series. Through development using the 4D approach, the literacy module has the appropriate feasibility of being used as a form of mental health literacy media based on the Scout movement to prevent bullying in schools. However, some indicators are not appropriate in the ratio validation index. These indicators are indicators of feasibility and accuracy. One of the contents of this module is that there are targets that are used, such as guidance and counseling teachers and school policies in preventing bullying. In this context, the module, which should be targeted at the school-age group/adolescents (scouts), can be used for guidance and counseling teachers and schools. Therefore, further development is needed, especially in the module content, which must be adapted to the target group.

CONCLUSION

This development research produced a mental health literacy module based on the Scout movement to prevent bullying at school. The module is called "Camp Kenari." The module with the 4D approach and development is the first stage, defined by identifying school needs, namely bullying prevention; the second stage is designed by creating a literacy module for bullying prevention based on the Scout movement; the third stage is the development of the module with the result that there are statements that are not accepted on the feasibility and accuracy indicators. However, indexically, the validation of the module content is appropriate. Finally, a briefing was given to respondents to obtain a follow-up plan for the module's contents.

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CONFLICT OF INTEREST

There is no conflict of interest in this research.

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