

CONSTRUCTION, VALIDITY AND RELIABILITY OF MENTAL HEALTH MODULE FOR STUDENTS OF INSTITUTIONS OF HIGHER EDUCATION (MYKM) IN MALAYSIA BASED ON COGNITIVE BEHAVIORAL THERAPY (CBT)

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ABSTRACT: This study aims to construct and test the validity and reliability of Mental Health Module for Students of Institutions of Higher Education (MYKM). This module is based on Cognitive Behavioral Therapy (CBT). The validity of this module was tested using two questionnaires, the Content Validity of Module Questionnaire and the Strategy and Activity Suitability Validity Questionnaire. Meanwhile, the reliability of this module was tested using the MYKM Reliability Questionnaire. MYKM consists of six (6) main strategies and 34 self-activities. Testing the content validity of MYKM module was evaluated by 35 expert panels consisting of academics, psychological practitioners and counselors in Institutions of Higher Education throughout Malaysia. The overall content validity value of MYKM module scored 87.71%. The overall validity of MYKM's strategy and activities scored 89.63%. While the MYKM reliability value involved 35 expert panels obtained a Cronbach Alpha value of .990. Based on the findings of high validity and reliability, MYKM is suitable to be use and can be applied to students of institutions of higher education throughout Malaysia.

Keywords: Construction, Validity, Reliability, Mental Health Module for Students of Institutions of Higher Education (MYKM), Cognitive Behavioral Therapy (CBT).

1. INTRODUCTION

Mental health is a very important aspect of life just like the physical health. Mental health issue is not a new issue arise and have gained the attention of many across the country. According to Norlia Lasemang (2017), mental health refers to the way individuals think, feel and act. Whereas according to World Health Organization (2008), mental health can be defined as a condition in which individuals are aware of their own abilities, able to handle the normal stresses of life well, able to work productively and able to contribute to the society. Individuals with good levels of mental health tend to feel happy with their lives (Aghili, Mohamadi & Ghorbani, 2012). Some common types of mental health problems are depression, anxiety and stress which are identified as global public health problems nowadays (Coker, Coker & Sanni, 2018).

Recently, mental health problems among students are in a state of concern and seen to be declining due to various factors. According to Suraya Roslan (2020), the National Health and Morbidity Survey (NHMS) Statistical Survey report conducted in 2019 showed that almost half a million (2.3%) Malaysians aged 16 and above suffer from mental health problems due to various factors. Furthermore, a study conducted by Fayzun and Cahyanti (2019) showed that the prevalence of mental health problems among the students of Institutions of Higher Education in the world is quite high, between 38% to 71%. This is very worrying and should be given attention as it has negative impact on a person's thoughts, emotions and behavior and resulted in impaired academic performance including lower average grade point and increased risk of dropping out of school (Eisenberg, Golberstein & Hunt, 2009).

University students are vulnerable to mental health problems as a result of social changes and their emotional portrayal when stepping into the university realm (Eisenberg, Gollust, Golberstein, & Hefner, 2007). They have to face various challenges and pressures in adapting to the changes while in university alone (Muhamad Salehan & Rohana Hamzah, 2020). Students not only experience academic stress but also face several other factors that contribute to mental health problems such as being in the growing phase towards

adulthood, the demands of future practical life, as well as building and maintaining relationships (Rodgers & Tennison, 2009). Besides, stress able to affect a person's performance especially in a competitive environment like university which the level of self-functioning becomes very important for students (Saleem, Mahmood & Naz, 2013).

In addition to experiencing academic stress, some students have to face the pressure of separation from family and some have to bear with many duties, responsibilities and commitments alone (Pedrelli, Nyer, Yeung, Zulauf & Wilens, 2015). Furthermore, university students have to deal with excessive academic workload (McSharry & Timmins, 2017; Mahargyantari P. Dewi, 2009), experiencing anxiety of failing in exams (Dobson, 2012), loss of social support (Alsubaie et al., 2019), uncertainty about the future hold (Sheela Sundarasan et al., 2020), adjustment problems as well as fell pressure due to competition in academic achievement (Kohn & Frazer, 1986). Financial stress and social stress also may contribute to mental health problems among university students (Alsubaie, et al., 2019). As a result, many students are seen to start experiencing mental health problems while stepping into the university realm.

Added with the new learning environment due to the Covid 19 pandemic that has hit Malaysia now, the mental health condition of students is seen to be deteriorating. Students need to comply with government recommendations in an effort to break the chain of Covid 19 infection by following the Online Distance Learning (ODL) method at home. This method of learning is new and an unexpected situation for current students which they need to adapt in a short period of time. All education-related activities had to be carried out online and no more face-to-face learning in class or field training was carried out. This situation to some extent caused stress in students and in turn contributed to the deterioration of the mental health of students. Students are having problems with unconducive learning space, loss of support group from friends and lecturer, and having internet problems. Such situations have a negative impact on the emotions, way of thinking, physical health, behavior, diet and sleep patterns of individuals (Manak Ek Klai & Farhana Kamarul, 2020). Besides, according to (Neophytou et al., 2021), students who are exposed to laptops and smartphones too much are also at risk for thinking, behavioral and emotional regulation problems.

Not to mention, individuals with mental health problems are unable to deny stigma from society. Society's stigma against mental illness has had a deeper impact on the bearers of mental illness themselves. Mohammad et al. (2016) study showed that mental patients often associate stigma such as embarrassment to visit mental health professionals receiving a diagnosis of a disease and seeking treatment and medications and feeling guilty of having mental health problem. As a result, most individuals with mental health problems refuse to seek treatment or even talk to a specialist. The mental health status of students is still in a worrying situation despite various interventions such as the implementation of awareness programs, two-way approaches and public education talks on the symptoms and treatment of mental illness have been implemented. Thus, the development of a more practical and effective form of intervention in a planned manner should be developed in an effort to save students who face mental health problems. Based on these needs, this study aims to study and construct a Mental Health Module as a strategy to reduce the mental health problem among students in particular.

These mental health problems have a negative impact on individuals including diet, sleep patterns, the way individuals think about themselves and the way individuals think about something they are facing (Manak Ek Klai & Farhana Kamarul Bahrin (2020). Thus, early confirmation of these mental health problems is critical so that appropriate psychological interventions can be provided for individuals experiencing these negative emotional states (Coker, Coker & Sanni, 2018). The importance of mental health care also needs to be highlighted in a more focused and planned manner so that the students' future could be secured. Therefore, this Mental Health Module for Students of Institutions of Higher Education is one of the alternatives to help students in managing their mental health problems, practically and effectively. This module includes two phases which are the phase of understanding mental health aspects and the phase of intervention on mental health problems.

Theoretical basis of construction of Mental Health Module based on Cognitive Behavioral Therapy

The construction of this Mental Health Module for Student (MYKM) is based on the Cognitive Behavioral Therapy (CBT) approach. CBT emphasizes the thought patterns, emotions and behaviors of individuals in treating a mental health problem faced. Cognitive behavioral therapy is a psychotherapy that focuses on the importance of thinking and how that thought affects an individual's emotions and actions (Dobson & Block, 1988, as cited in Hays, 1995). CBT emphasizes on cognitive restructuring thus emotions and behaviors can be well controlled. According Rothbaum et al. (2020), there are several cognitive-behavioral treatments including cognitive processing therapy, cognitive therapy, assertiveness training, relaxation exposure therapy, systematic desensitization, and stress inoculation training. Among the techniques available, this mental health module

emphasizes on the restructuring changing of individual's thought pattern. Current environmental conditions that are not very good to some extent have a negative impact on the cognitive, emotional and behavioral of the students, especially for students who have a low level of resilience. Therefore, Cognitive Behavioral Therapy (CBT) is an appropriate treatment approach to be applied to. Through this approach, students are guided to change the way they think and change actions using the basic techniques of CBT.

RESEARCH DESIGN

The study is a quantitative study that uses a descriptive approach aimed to construct and test the validity and reliability of the Mental Health Module. The design of a descriptive study is conducted to provide a systematic description of a fact and the characteristics of a population or field factually and accurately (Sidek Mohd Noah, 2002).

This study involves three main phases, including the module construction phase. An in-depth literature review was conducted to identify appropriate theories, approaches and models in formulating the concepts, strategies and activities that need to be included in this module. In this phase, the main focus of the study is on the construction of constructs and sub-constructs of the module as a whole based on past studies, books, scholarly journals and interviews with experts in the fields of education, psychology, and counseling.

Next is the testing of content validity and reliability value of the constructed module phase which is conducted descriptively. The content validity and reliability values of these modules were obtained from 35 expert panels consisting of academics, practitioners and experts in education, psychology, and counseling on the content of constructs and sub-constructs of the constructed modules. Therefore, the experts were given a set of questionnaires which was formulated based on the module content including Content Validity of Module Questionnaire by Russell (1974), Strategy and Activity Suitability Validity Questionnaire by Mohammad Aziz Shah (2010), and the Module Reliability Questionnaire. Besides, interviews were also conducted to obtain the feedbacks and opinion from the expert panel to support the descriptive findings.

PARTICIPANTS

The subjects of the study comprised of 35 panel of experts in the fields of education, psychology and counseling such as lecturers, psychology practitioner and counselors to evaluate the validity and reliability of Mental Health Module for Students of Institutions of Higher Education based on Cognitive Behavioral Therapy.

STUDY TOOLS

Student Mental Health Module (MY-KM) Institutions of Higher Education

This module is based on Cognitive Behavioral Therapy and has six main strategies in helping to understand mental health aspects and address mental health problems among students of higher education institutions, including Strategy 1: Introduction and Theory of Mental Health, Strategy 2: Mental Health Assessment Instrument, Strategy 3: Stress Problems and Coping Techniques, Strategy 4: Depression Problems and Coping Techniques, Strategy 5: Anxiety Problems and Coping Techniques, and Strategy 6: Guidelines for Students' Mental Health Problems Management in Institutions of Higher Education. In total, this module contains of 28 activities focused on dealing with stress, depression and anxiety in a 'hands-on', interesting and effective manner.

Content Validity of Module Questionnaire according on Russell (1974)

This inventory was constructed based on suggestion from Russell (1974) aimed to look at the content validity of mental health modules for student. This inventory consists of 5 items and uses a Likert scale of 0 (Strongly disagree) to 10 (Strongly agree). Items in inventory are as follows:

- i. The content of this module meets the target population.
- ii. The content of this module can be implemented perfectly.
- iii. The content of this module corresponds to the time allotted.
- iv. The content of this module can improve the level of mental health of students better.
- v. The content of this module can transform an individual's behavior into a healthy mental health.

Strategy and Activity Suitability Validity Questionnaire according to Mohammad Aziz Shah (2010)

This inventory was constructed with aim to assess the content validity of the module in terms of the appropriateness of the strategies and activities conducted. This inventory uses a Likert scale of 0 (Strongly disagree) to 10 (Strongly agree). This inventory has 63 items that include six main strategies including Strategy 1: Introduction and Theory of Mental Health, Strategy 2: Mental Health Assessment Instrument, Strategy 3: Stress Problems and Coping Techniques, Strategy 4: Depression Problems and Coping Techniques, Strategy 5:

Anxiety Problems and Coping Techniques, and Strategy 6: Guidelines for Students' Mental Health Problems Management in Institutions of Higher Education. Researchers have constructed six key strategies consisting of prevention as well as treatment applied to activities to address students' mental health problems.

Module Reliability Questionnaire

This inventory was constructed to assess the reliability of developed mental health modules. The inventory contained 63 items covering items related to the six main strategies in the module and used a Likert scale of 1 (Strongly disagree) to 5 (Strongly agree).

DATA ANALYSIS

The content validity of a measuring instrument is based on the objectives of the study (Mohd Majid Konting, 2005). Researchers studied the validity and reliability of the constructed module to see the level of its effectiveness according to Russell's (1974) recommendation which had five criteria stated in the questionnaire, as well as the validity of strategy and activity suitability according to Mohammad Aziz Shah's (2010) recommendation.

The content validity and reliability of the Mental Health Module for Students of Institutions of Higher Education was measured through a set of questionnaires modified according to the content of the module constructed which being evaluated by a panel of experts. The researcher selected a panel of experts with counseling, psychology and educational backgrounds from public and private Institutions of Higher Education throughout Malaysia. The selection of the expert panel is based on field expertise related to students and mental health issues in particular. Once data were obtained from a panel of experts as a result of a thorough and detailed evaluation, the data were analyzed to see the mean score and the percentage of validity of the module. To calculate the content validity of the module, the total score selected by the expert panel will be divided by the total actual score and multiplied by 100. The sub-module is considered to have high level of content validity and can be accepted if the percentage obtained is more than 70% (Md Noor Saper, 2012).

$$\frac{\text{Total Expert Score (x)}}{\text{Total Actual Score (y)}} \times 100 = \text{Content Validity Level}$$

Meanwhile, reliability refers to the consistency and stability of a survey instrument. This measured reliability aims to assess whether a constructed measurement tool will give the same answer when used to measure the same concept to the same population or sample (Mohammad Aziz Shah et al., 2010). Reliability data was obtained from the respondents who answered the Reliability Inventory of the Mental Health Module which contains questions based on the strategies and activities in the constructed module. The level of reliability was measured by obtaining Cronbach's alpha (α) values using the Statistical Package for Social Science (SPSS). Based on Zaid et al. (2019), the accepted reliability value is .70 and above. Whereas according to Sekaran (1992), reliability values of .60 and below are considered low and unacceptable, and values of .80 and above are considered high and acceptable.

RESEARCH FINDING

Content Validity of Mental Health Module for Students of Institutions of Higher Education (MYKM) based on Cognitive Behavioral Therapy

MYKM was evaluated by 35 expert panels which was selected based on expert areas that coincide with the objectives and subjects of the study focusing on aspects of students, education, mental health, counseling and psychology. According to Lynn (1986), five to ten panel experts are enough to evaluate the content validity of a module. The selected expert panels evaluate and provide feedback on the content of the module for the purpose of module improvement. As a result of the expert evaluation, the overall content validity values for the module based on Russell's (1974) recommendation can be seen in the following table.

Table 1

Content Validity Value of Mental Health Module for Students of Institutions of Higher Education based on Cognitive Behavioral Therapy according to Russell (1974)

	Statement	Validity Percentage (%)	Experts' Opinion
1	The content of this module meets the targeted population	89.71	Approved
2	The content of this module can be implemented successfully	87.71	Approved
3	The content of this module corresponds to the time allocated	87.14	Approved
4	The content of this module helps to improve the mental health status of students better	88.57	Approved
5	The content of this module can change an individual's behavior to be healthy in terms of mental health	85.43	Approved
	Overall	87.71	Approved

Russell (1974) suggested five main criteria in obtaining a constructed module with good content validity as stated in Table 1 including when the module meets the targeted population, the module content can be implemented successfully, suitable time allocated, enhance improvement and changing individual's behavior to a positive direction. According to Davis (1992), the accepted value for content validity should be higher than 79% agreement from the expert panels. Based on the results, analysis by item shows that the first item scored 89.71%, which mean that the content of MYKM module have meet the targeted population. Second item scored 87.71% as the content of the module can be implemented successfully, third item scored 87.14%, as the content of this module corresponds to the time allocated and is suitable, the fourth item scored 88.57%, which mean this module helps to improve the mental health status of students better and the fifth item scored 85.43% as this module can change individual's behavior to be healthy in terms of mental health. For overall content validity, MYKM scored 87.71%. Results show that MYKM has good content validity based on Russell's recommendations by the views of 35 expert panels. This indicated that the module content is appropriate and suitable to be applied to the target subjects.

Strategies and Activities Suitability in Mental Health Module for Students of Institutions of Higher Education (MYKM) based on Cognitive Behavioral Therapy according to Mohammad Aziz Shah (2010)

The expert panels also evaluated the content validity on the appropriateness of the strategies and activities constructed in this mental health module according to the recommendations of Mohammad Aziz Shah (2010). The results of the content validity of on the strategies and activities of the module can be seen as the table below.

Table 2

Validity Value for Strategies and Activities in Mental Health Module for Students of Institutions of Higher Education based on Cognitive Behavioral Therapy according to Mohammad Aziz Shah (2010)

Strategy	Activity	Validity Percentage (%)	Experts' Opinion
Strategy 1	Introduction and Theory of Mental Health	87.71	Approved
	Activity 1: Cognitive Behavioral Therapy Approach to Address the Mental Health Problems of Institutions of Higher Education Students	87.14	Approved
Strategy 2	Mental Health Assessment Instrument	89.59	Approved
	Activity 1: Depression, Anxiety and Stress Scale 21 (DASS-21) Inventory	90.29	Approved
	Activity 2: Depression, Anxiety and Stress Scale 42 (DASS-42) Inventory	90.00	Approved
	Activity 3: Student Stress Inventory (SSI) - 2020	89.71	Approved

	Edition		
	Activity 4: Facing Stress Scales Inventory (FSSI)	89.43	Approved
	Activity 5: Suicide Tendency Inventory (STI)	90.29	Approved
	Activity 6: Mental Health Status Screening Inventory (MHSSI)	88.86	Approved
Strategy 3	Stress Problems and Coping Techniques	89.40	Approved
	Activity 1: Relaxing breathing	90.29	Approved
	Activity 2: Self Analysis When Stressed	89.71	Approved
	Activity 3: Identify the Causes of Stress	89.43	Approved
	Activity 4: Changing Negative Thoughts to Positive	88.29	Approved
	Activity 5: Analysis of Things/Task Need to be done	88.57	Approved
	Activity 6: Rearranging Daily Schedule	88.57	Approved
	Activity 7: Set Realistic Goals	90.57	Approved
	Activity 8: Religious Practices	88.86	Approved
	Activity 9: Doing Hobbies or Doing Happy Things	88.57	Approved
Strategy 4	Depression Problems and Coping Techniques	89.90	Approved
	Activity 1: Self Analysis When Depression	90.00	Approved
	Activity 2: Identify the Causes of Depression	90.00	Approved
	Activity 3: Daily Journal	89.71	Approved
	Activity 4: Getting Social Support	90.57	Approved
	Activity 5: Be Aware of Things That Can Be Controlled and Things That Cannot Be Controlled	90.29	Approved
	Activity 6: Converting Distorted Thinking to Rational Thinking	88.57	Approved
	Activity 7: I Love Myself	90.00	Approved
	Activity 8: Compassionate Communication to Rational Thinking	90.00	Approved
	Activity 9: Be Grateful	90.86	Approved
Strategy 5	Anxiety Problems and Coping Techniques	90.00	Approved
	Activity 1: Self Analysis When Anxiety	90.00	Approved
	Activity 2: Identify Causes of Anxiety	91.14	Approved
	Activity 3: Deep Breathing	90.86	Approved

	Activity 4: Silent Meditation/ Consciousness Meditation	89.43	Approved
	Activity 5: Five Senses Awareness	89.43	Approved
	Activity 6: Mastering Coping Skills	90.86	Approved
	Activity 7: Systematic Desensitization	87.71	Approved
	Activity 8: Relaxation Techniques	90.57	Approved
	Activity 9: Drawing to Describe Emotions	88.86	Approved
Strategy 6	Guidelines for Students' Mental Health Management in Institutions of Higher Education	91.18	Approved
	Overall Module	89.63	Approved

The validity of the strategies and activities of MYKM according to Mohammad Aziz Shah (2010) was evaluated by 35 expert panels consisting of educators, psychology officers, and counselors in Malaysia. Based on Table 2, the analysis shows that the percentage of suitability for each strategy and activity of the modules constructed is good and accepted with score higher than 85.00%. Strategy 1: Introduction and Theory of Mental Health obtained a score of 87.71%. Activity 1 which is the Cognitive Behavioral Therapy (CBT) Approach to Address the Mental Health Problems of Institutions of Higher Education Students obtained a percentage of 87.14%, which mean that CBT is suitable to be used in this module.

Strategy 2: The Mental Health Assessment Instrument as a whole obtained a relatively high percentage score of 89.59%. The activities that obtained the highest score were Activity 1: Inventory of Depression, Anxiety and Stress Scale 21 (DASS-21) and Activity 5: Inventory of Suicide Tendency (IKBD) which each obtained the highest percentage score of 90.29%. Next Activity 2: Depression, Anxiety and Stress Scale Inventory 42 (DASS-42) obtained 90.00%, Activity 3: Student Stress Inventory (ISP)-2020 Edition obtained 89.71%, Activity 4: Stress Coping Scale Inventory (ISMT) obtained 89.43%, and Activity 6: The Mental Health Status Screening Inventory (SSKM) obtained 88.86%. The findings of the study showed that all the activities or instruments proposed were suitable and accepted by the expert panel to be used to assess the level of mental health of students.

For Strategy 3: Stress Problems and Coping Techniques obtained a percentage of 89.40% overall. The activities that obtained the highest percentage agreed by the panel of experts to deal with stress are Activity 7: Reset Realistic Goal (Realistic Goal) which is 90.57% and Activity 1: Relaxation Breathing which is 90.29%. Activity 5: Analysis of Things to Be Done, Activity 6: Rearranging the Daily Schedule and Activity 9: Hobbies or doing happy things each earned a relatively high percentage of 88.57%. While Activity 2: Self Analysis When Stress obtained a percentage of 89.71%, Activity 3: Identify the Causes of Stress by 89.43%, Activity 8: Religiosity by 88.86% and the last Activity 4: Changing Negative Thoughts to Positive by 88.29%. All activities to deal with stress problems in this module are accepted by all expert panels.

In addition, overall Strategy 4: Depression Problems and Coping Techniques obtained a score of 89.90%. The activities that obtained the highest percentage of scores were Activity 9: Grateful Techniques (Be Grateful) which was 90.86% followed by Activity 4: Getting Social Support by 90.57% and Activity 5: Aware of Things That Can Be Controlled and Things That Cannot Be Controlled by 90.29%. Activity 1: Self-Analysis When Depressed, Activity 2: Identifying the Causes of Depression, Activity 7: I Love Myself, and Activity 8: Communication of Love to Rational Thinking each obtained a percentage score of 90.00%. While Activity 3: Making a Journal by 89.71% and Activity 6: Converting Distorted Thinking to Rational Thinking by 88.57%.

Next for Strategy 5: Anxiety Problems and Coping Techniques as a whole obtained a percentage score of 90.00%, Activity that shows the highest percentage score is Activity 2: Identify the Cause of Anxiety which is 91.14%, followed by Activity 3: Deep Breathing (Deep Breathing) and Activity 6: Coping Skills by 90.86%, respectively, followed by Activity 8: Relaxation Techniques by 90.57%, and Activity 1: Self-Analysis When Anxiety by 90.00%. Activity 4: Silent Meditation/ Awareness Meditation and Activity 5: Awareness of the Five Senses each obtained a percentage score of 89.43%. While Activity 9: Drawing to Describe Emotions obtained

88.86%, and the last Activity 7: Systematic desensitization obtained 87.71%. The findings of the study showed that all these activities were accepted by the panel of expert evaluators as appropriate activities to help students deal with anxiety. Strategy 6: Guidelines for Mental Health Management Students in HEIs as a whole obtained the highest score among the six main strategies available, which is 91.18%.

Based on Table 2, result shows that the validity value on the suitability of the strategies and activities for overall module is good with 89.63%. These findings show that all strategies and activities in the module built based on the recommendations of Mohammad Aziz Shah were accepted by the panel of expert evaluators and suitable for application. The findings of the study are also discussed in a qualitative method based on the comments and views of the panel of experts involved in the improvement of the Mental Health Module for Students based on Cognitive Behavioral Therapy.

Table 3
 Reliability of the Mental Health Module for Students of Institutions of Higher Education based on Cognitive Behavioral Therapy Based on Expert Panel

	α Value	Experts' Opinion
Overall Mental Health Module for Students based on Cognitive Behavioral Therapy	.990	Approved

Table 4
 Reliability of Mental Health Module for Students of Institutions of Higher Education based on Cognitive Behavioral Therapy Based on Expert Panel According to Strategy

Sub Module/ Strategy		α Value	Experts' Opinion
Strategy 1	Introduction and Theory of Mental Health	.949	Accepted
Strategy 2	Mental Health Assessment Instrument	.928	Accepted
Strategy 3	Stress Problems and Coping Techniques	.965	Accepted
Strategy 4	Depression Problems and Coping Techniques	.966	Accepted
Strategy 5	Anxiety Problems and Coping Techniques	.970	Accepted
Strategy 6	Guidelines for Students' Mental Health Management in Institute of Higher Education	.963	Accepted

Based on Table 4, the reliability value of the Mental Health Module for Students based on Cognitive Behavioral Therapy in overall recorded a high Cronbach's Alpha value of .990. Reliability analysis by each strategy as reported in Table 4 shows that Strategy 5: Anxiety Problems and Coping Techniques, has the highest Cronbach's Alpha value of $\alpha = .970$, followed by Strategy 4: Depression Problems and Coping Techniques, $\alpha = .966$, Strategy 6: Guideline for Student's Mental Health Management in Institute of Higher Education, $\alpha = .963$, Strategy 3: Stress Problems and Coping Techniques, $\alpha = .965$, Strategy 1: Introduction and Theoretical Mental Health, $\alpha = .949$, and lastly Strategy 2: Health Assessment Instruments Mental $\alpha = .928$.

Overall, the results show that this Mental Health Module for Students based on Cognitive Behavioral Therapy has a high reliability value of more than .90. Each strategy has a high reliability value after being evaluated by expert panels. According to Majid (2005), a Cronbach's Alpha value of .60 is considered good and acceptable. This proves that all the module strategies are appropriate and can be applied to the target population.

2. DISCUSSION

Construction of Mental Health Module for Student based on Cognitive Behavioral Therapy

Overall, this Mental Health Module for Student is based on the Cognitive Behavioral Therapy (CBT), which is used as a basic theory in the construction of strategies and activities to address students' mental health problems. The results of the study showed that Cognitive Behavioral Therapy is suitable and accepted by the expert panel as the basic theory in the construction of this module with a validity value of 87.71% and with a reliability value

of $\alpha = .949$. The findings of this study are consistent with several previous studies prove that Cognitive Behavioral Therapy approach is an appropriate and effective intervention to be use in an effort to help individual with mental health problems.

Based on a study conducted by Radiani (2016), it is proven that Cognitive Behavioral Therapy able to reduce level of depression with study reported that that there was a difference in the level of depression between before and after receiving CBT and the level of depression of individuals who received CBT was lower than who did not receiving this therapy. Some individuals report feeling calm and comfortable during the CBT treatment, as well as undergo changes in terms of a reduction in negative thought patterns and irrational assumptions (Charkhandeh, 2014). Similar to Hamdan-Mansour, Puskar and Bandak (2009) in their study, the effectiveness of CBT has been shown to be effective in lowering a person's level of depression as well as being able to help reduce perceived stress and help reduce the use of avoidance strategies. In addition, CBT is also effective in helping to reduce the level of anxiety (Adriansyah, Rahayu & Prastika, 2015; Ezegebe et al., 2019) and a person's stress (Palacios et al., 2018). Students are individuals who tend to experience stress and anxiety problems due to uncertainty with their future (Sheela Sundarassen et al., 2020) and have to deal with a lot of stress (Huang, Nigatu, Smail-Crevier, Zhang & Wang, 2018). Therefore, CBT is suitable to be used as it uses an appropriate and effective approach by helping a person to change the irrational thinking patterns as well as to solve emotional, behavioral and cognitive problems systematically (Yusuf & Setianto, 2013).

Content Validity of Mental Health Module for Student based on Cognitive Behavioral Therapy

The second phase of this study involves the testing of content validity of the developed module evaluated by 35 expert panels who specialize in academics, counseling and psychology throughout Malaysia. Testing the content validity of the module was conducted to see to what extent the module content is suitable for use and can be applied to the target population, which is students of Higher Education Institutions in Malaysia. Based on the content validity analysis according to Russell's (1974) recommendation, this Mental Health Module for Student based on Cognitive Behavioral Therapy was said to have good validity with value of 87.71% in overall. The constructed module is suitable and accepted by 35 expert panels. All recommendations including the content of the module meet the target population, the content of this module can be implemented perfectly, the content of this module corresponds to the time allocated, the content of this module can improve student's mental health better and the content of this module can change individual behavior to be healthy in terms of mental health were accepted by the expert panel by obtaining a validity value of more than 85% for each aspect.

While based on the validity analysis of the content of strategies and activities of the module according to recommendations of Mohammad Aziz Shah (2010), all strategies and activities based on Cognitive Behavioral Therapy in this module are appropriate and accepted by the expert panel with a high validity value of 89.63 % in overall. The six strategies and 34 activities found in this module were accepted by the expert panel with a validity value exceeding 87% for each strategy and activity. According to Md Noor Saper (2012), if the percentage of validity obtained is more than 70%, the content of the constructed module is said to have a high level of content validity and can be adopted.

The findings of this study support a study conducted by Md Noor Saper, Nurul Ain Mohd Daud and Norazani Ahmad (2016) who tested the validity of guidance module for students with behavioral problems, known as Module I-Sc (Islamic Spiritual Counseling) and found that the constructed modules had a high content validity value which is more than 70% and were proved able to guide students with behavioral problems. Furthermore, Mastura Mahfar (2011) said that modules with high validity values can have a positive impact not only on the study sample but also on the general public as well as can be widely used by all ages and educational institutions.

Reliability of Mental Health Module for Student based on Cognitive Behavioral Therapy

The third phase in this study involves testing the reliability of the developed module which was evaluated by 35 panel of experts who specialize in academics, counseling and psychology throughout Malaysia. Analysis of the study data showed that this Mental Health Module has a relatively high reliability value with Cronbach's Alpha of .990 in overall. According to Mohd Majid (2005), the Cronbach's Alpha value that is calculated as good and acceptable is .60. While Sekaran (1992) suggested Cronbach's Alpha value of .80 and above is considered high and accepted.

The findings of the study support the study conducted by Md Noor Saper (2012) who developed a guidance module maned The Tazkiyah al-Nafs (MBTN) which obtained high reliability value and proved suitable for use in real field studies and able to help and guide the targeted population in increasing their resilience. Besides, Faezah Abd Ghani and Mazlan Aris (2012) in their study tested the effectiveness of the Stress Control Training module which obtained a high reliability value proved to be able to help improve knowledge and skills in

controlling daily stress. Thus, this Mental Health Module that obtain the high reliability value shall be suitable and able to help students in dealing with mental health problems well.

3. CONCLUSION

In overall, this Mental Health Module for Students based on Cognitive Behavioral Therapy is seen as suitable to be applied to students throughout Malaysia in an effort to address the mental health problems which are in a state of increasingly worrying. Based on the findings of the study, the strategies and activities contained in this module are appropriate, easy and practical to use based on the high validity and reliability value obtained and accepted by expert panels. This study shall contribute to the development of knowledge from the aspects of module's construction and testing as well as the effectiveness of Cognitive Behavioral Therapy to help students with mental health issue.

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