

CONSTRUCT AND INITIAL VALIDATION OF CHARACTER STRENGTH SCALE DEVELOPMENT INSTRUMENT FOR JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC RESILIENCE

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Abstract

This study aims to develop and evaluate the content validity of an academic resilience instrument for junior high school students (SMP) that includes three main dimensions: perseverance, self-reflection and adaptive assistance, and negative affect and emotional responses. Through an assessment process by three experts using the Aiken's V technique, 45 out of 54 items (83.3%) were declared to have high content validity (Aiken's $V \geq 0.80$), while the other nine items showed low validity (Aiken's $V = 0.333$) and were recommended for revision. These findings indicate that in general the instrument has met the criteria for adequate content validity and is suitable for use to measure the academic resilience of junior high school students. The main recommendation of this study is to maintain items that have been proven valid, and to conduct further revisions and empirical testing using exploratory factor analysis (EFA) or confirmatory factor analysis (CFA) methods to ensure the structure and internal consistency of the instrument statistically.

Keywords: *Academic Resilience, Character Strength, Instrument Development*

INTRODUCTION

Academic resilience is a concept that has received widespread attention in various global studies, along with the increasing need for educational institutions to design programs that are able to form learning resilience in students (Hart & Heaver, 2015). This concept refers to an individual's ability to persist and adapt positively in the face of stress, failure, or academic challenges. Masten, Best, and Garmezy (1990) describe resilience as a process, capacity, or outcome of an individual's ability to successfully adapt when faced with situations that are full of risk or threats to their normal development. In other words, resilience is not just an innate trait, but a competency that can be developed through experience and appropriate intervention. Research conducted by Willda and colleagues (2016) shows that increasing academic resilience in students significantly contributes to their ability to overcome various forms of life difficulties, including academic stress, personal problems, and social obstacles. (Saputri et al., nd). Resilience is not universal, but rather contextual, where a person may be resilient in the face of one type of stress, but vulnerable when facing other challenges in different life domains (Rutter, 1999). In the realm of education, this has given rise to the concept of academic resilience, namely the ability of students to survive, recover from failure, and remain motivated amidst heavy academic pressure (Martin in Cassidy, 2016). Academic resilience is the ability of students to rise and survive learning challenges involving internal and external factors. Character strengths are one of the protective factors that can support academic resilience. Building valid instruments to measure both constructs is important in research and practice of guidance and counseling at the junior high school level. Previous studies have shown that gratitude, perseverance, optimism, and self-regulation contribute significantly to student resilience in academic contexts (Smith & Johnson, 2018;

Turner et al., 2020). However, specific instruments measuring character strengths in the junior high school population in Indonesia are still limited. Therefore, this study developed a Character Strength Scale that focuses on the main dimensions and tested its initial validity. According to the results of a systematic study by Tudor and Spray (2017), academic resilience is formed through a combination of internal factors such as self-efficacy and emotional regulation, as well as external factors such as teacher support and a positive school environment.

LITERATURE REVIEW

Rutter (1999) emphasized that resilience is not a fixed characteristic that will automatically emerge in every challenging situation. This means that someone may show strong resilience to certain types of stress, but may not be able to show the same in facing other challenges. In other words, resilience is contextual and is greatly influenced by the type of stress and the domain of life being faced. In the context of education, this emphasizes the importance of a more specific form of resilience, namely academic resilience. Martin (in Cassidy, 2016) defines academic resilience as an individual's capacity to withstand and overcome acute or chronic stress that is considered a significant threat to students' academic progress and success. This concept includes the ability to stay motivated, maintain a commitment to learning, and bounce back from academic failure. Furthermore, findings from a systematic review conducted by Tudor and Spray (2017) revealed that academic resilience is influenced by various protective factors both from within the individual (such as self-efficacy, positive expectations, and emotional regulation), and from the environment (such as social support, positive relationships with teachers, and a supportive school climate). This study confirms that academic resilience is not only a product of personal character, but also the result of complex interactions between individuals and their environment, which can be formed through structured and sustainable intervention strategies.

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METHOD

Aiken's V is a statistical index used to measure the content validity of an instrument based on expert judgment. This index was first introduced by Lewis R. Aiken in 1980 as a quantitative method to determine the level of agreement between experts on the extent to which an item in an instrument is considered relevant, representative, and in accordance with the construct being measured. Technically, Aiken's V is used to analyze ordinal data obtained from expert assessments of each item using a rating scale (e.g. a scale of 1–5 or 1–4). Aiken's V values range from 0 to 1, with values closer to 1 indicating a higher level of content validity. Typically, a V value ≥ 0.8 is considered to indicate that the item has good content validity and is suitable for use. The validators involved consisted of three experts (raters), namely from guidance and counseling academics. The experts assessed the suitability of the questions in the instrument developed based on three aspects of academic resilience which are the development of the theory conducted by Cassidy, namely perseverance, Self-Reflection & Adaptive Assistance, and Negative Affect & Emotional Response. The assessment criteria of the rater used a 5-point Likert scale, which reflects the level of relevance and clarity of each item to the academic resilience indicators. The scale ranges from 1 (very irrelevant) to 5 (very relevant). The data obtained were analyzed using content validity analysis techniques with the Aiken's V formula, which functions to determine the extent of expert agreement on the level of suitability of each item with the construct being measured. Aiken's V value ranges from 0 to 1, where a V value ≥ 0.75 is considered to meet the criteria for adequate content validity (Azwar, 2012). Items that obtain values below this limit will be revised based on input provided by experts. The steps of implementing this

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research start from a literature study to identify indicators of independence in visually impaired counselees, followed by compiling instrument items based on these indicators. Furthermore, expert validation is carried out on each item, then the Aiken's V value is calculated to determine the level of content validity. Finally, revisions are made to items that do not meet the established validity criteria. A literature review of three main aspects of academic resilience, namely perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response, shows the important role of each aspect in supporting academic success despite stress and failure.

Perseverance is a cognitive aspect that describes an individual's ability to remain persistent, committed to goals, and not give up easily when faced with academic difficulties. Perseverance includes hard work, use of feedback, and creative problem-solving abilities, so that difficulties are seen as opportunities for growth (Cassidy, 2016; N Afriyani & Rahayuningsih, 2020). Students who have high perseverance tend to be able to persist and complete academic tasks with good results even in difficult situations (Cassidy, 2016). Reflecting and Adaptive Help-Seeking is a behavioral dimension that involves awareness of one's strengths and weaknesses and the ability to actively seek help from teachers, peers, or other sources when faced with difficulties. This aspect also includes the ability to change learning strategies adaptively based on self-reflection and feedback received, so that the learning process becomes more effective (Cassidy, 2016; Wulandari & Kumalasari, 2022). Individuals who are able to reflect and seek adaptive help are usually better prepared to face academic challenges with a flexible and supportive approach. Negative Affect and Emotional Response are related to the ability to manage negative emotions such as stress, anxiety, and frustration that arise during the learning process. Good academic resilience is characterized by the ability to calm oneself when facing pressure, maintain realistic optimism, and manage emotional changes so as not to interfere with learning focus (Reivich & Shatte, 2002; psychology student research, 2021). Students with good emotional control tend not to give up easily and are able to maintain motivation even though they experience failure or obstacles. Overall, these three aspects complement each other in forming strong academic resilience, allowing students to remain motivated, persistent, and adaptive in facing educational challenges (Cassidy, 2016; Martin & Marsh, 2006).

Dimensions	Indicator	Item No.	Statement Items
1. Perseverance (Perseverance)	Never give up	1	(+) I feel like what I'm learning is important for my future, so I don't easy to give up even though the material is difficult
		2	(+) When studying feels hard, I remember my goals. So I keep trying and don't give up.
		3	(+) I believe knowledge Which I get to have meaning for my life.
		4	(-) When studying makes me bored, I choose to stop it.
		5	(-) When I forget the reason I'm studying, I just go to sleep.
		6	(-) I feel that difficult schoolwork actually takes me away from my dreams.

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	Commitment To Study Plan	7	(+) I make a study schedule and try follow it every day.
		8	(+) I still Study although Lotsdistraction because I have a goal of studying clear.
		9	(+) I keep trying to learn even though I am feeling tired from focusing on my academic goals
		10	(-) I often wake up late to go to school so many assignments are neglected.
		11	(-) I rarely take responsibility for completing my homework on time.
		12	(-) I find it difficult to divide my time between studying and playing, so both are lopsided.
	Creative Problem Solving	13	(+) I Certain ability I will develop if you keep learning and trying.
		14	(+) I always think if difficultyunderstanding something means i need to learn harder, not giving up.
		15	(+) I believe that with continued practice continuously, I will master the subject matter.
		16	(-) I tend to view failure as a sign of weakness, not an opportunity for growth.
		17	(-) I often consider mistakes as absolute failures, not part of the learning process.
		18	(-) I feel intelligence is determined more by talent than effort.
	Utilizing Feedback	19	(+) I always pay attention to suggestions or input from Teacher And Friend when doing homework.

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		20	(+) I try to understand every input or suggestions from teachers so that I can learn better.
		21	(+) I am happy to receive positive comments from teachers or friends because it helps me. learn better.
		22	(-) I still use the same learning method even though I have been given feedback, so the results of my assignments have not shown any progress.
		23	(-) I tend to study alone without involving friends to exchange ideas or seek input.
		24	(-) I often ignore advice from teachers and friends, so my schoolwork is disappointing.
2. Self-Reflection & Adaptive Assistance	Reflection on strengths and weaknesses Flexibility of learning strategies	25	(+) After a test or assignment, I think about what I have mastered and what I need to do. needs to be improved.
		26	(+) I am aware of which subject areas become my strengths and which ones are still weak.
		27	(+) If I get a low grade, I try to find fault with myself rather than blaming others.
		28	(-) I often ignore the importance of re-evaluating the effectiveness of the learning methods I use.
		29	(-) I rarely reflect on my learning methods. making it difficult to find a more effective method later on.
		30	(-) I often miss the opportunity to understand my mistakes, so I tend to repeat them.

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		31	(+) If one way of learning doesn't work, I try another more appropriate method.
		32	(+) I am able to change my learning strategy when the material feels difficult.
		33	(+) I look for creative ways to understand confusing lesson.
		34	(-) I tend to use the same learning styles, so it's hard to know which one is the most effective.
		35	(-) I am not flexible enough to rearrange my study schedule when academic demands change.
		36	(-) I prefer to use my own method even though the results are not necessarily optimal compared to following the advice of a teacher or friend.
	Adaptive help search	37	(+) When I don't understand a lesson, I ask the teacher or a friend who understand better.
		38	(+) I don't feel ashamed to ask for help. when facing learning difficulties.
		39	(+) I discussed with my classmates to understand difficult tasks.
		40	(-) I tend to ignore additional learning resources such as books or the internet.
		41	(-) I am reluctant to accept input from teachers. to improve my learning method.
		42	(-) I rarely ask my parents or siblings for help when I have difficulty with my studies.
3. Negative Affect & Emotional Response	Anxiety management and academic stress	43	(+) I remain calm even when facing difficult exam or assignment.

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		44	(+) I use relaxation techniques such as take a deep breath when you feel anxious.
		45	(+) I convinced myself that I was nervous before exams are a normal thing that I can handle.
		46	(-) I have difficulty calming down when I feel anxious, which disrupts my studying.
		47	(-) I rarely take enough rest time while studying, so stress increases.
		48	(-) I rarely make thorough preparations before studying, so I feel anxious.
	Emotional responses to failure	49	(+) When I fail, I take time to reflect and try to get up again.
		50	(+) I wasn't sad for too long when I got it. mark Bad, But quick trying to fix it.
		51	(+) I accept that the feeling of disappointment is due to failure is a natural part of the learning process.
		52	(-) I feel bad grades are very important my future.
		53	(-) I rarely motivate myself to study. better after experiencing failure.
		54	(-) I consider failure as the end everything, not life lessons.

Table 1: Instrument Items

Once the academic resilience instrument is ready, the next step is for the researcher to submit the instrument to the rater to assess the quality of each question.

Rater assessment criteria

Criteria	Score
Very relevant	5
relevant	4
Quite relevant	3
Not relevant	2
Totally irrelevant	1

Table 2: Scoring Items

RESULTS AND DISCUSSION

The development of academic resilience instruments in this study refers to Cassidy's (2016) resilience development theory, which divides academic resilience into three main aspects, namely perseverance, Self-Reflection & Adaptive Assistance, and Negative Affect & Emotional Response. Aspectnamely perseverance,includes an individual's ability to remain committed to academic goals despite challenges, such as difficulty understanding the material or deadline pressure. Cassidy (2016) emphasized that persistence is not only about hard work, but also involves creativity in solving problems, self-discipline, and openness to receiving feedback to improve performance. Indicators include the willingness to try new strategies, consistency in completing tasks, and a positive view of difficulties as learning opportunities. In the research instrument, this aspect is measured through statements such as "I continue to try to complete tasks despite repeated failures" or "I use criticism from lecturers to improve learning outcomes". Aspect **Self-Reflection & Adaptive Assistance**describes the ability of students to critically evaluate their own strengths and weaknesses, and then proactively seek help from relevant sources (teachers, friends, or literature) to address these gaps. According to Cassidy (2016), effective self-reflection must be followed by adjustments to learning strategies, such as changing study schedules or choosing more appropriate learning methods. Examples of indicators in the instrument include: "I analyze the causes of errors when taking exams" or "I ask friends for advice when the lecture material feels too complex" Negative Affect & Emotional Response aspects, focus on the ability to manage negative emotions (such as anxiety, frustration, or stress) that arise during the academic process. Cassidy (2016) emphasizes the importance of emotional regulation to maintain motivation and focus, for example by using relaxation techniques or reframing negative thoughts into realistic optimism. Research instruments usually contain statements such as "I stay calm even though the exam time is very limited" or "I see low grades as a challenge to improve myself". This aspect also includes the ability to accept failure without considering it the end of academic efforts.

The aspect of academic resilience has been developed into an instrument that has been tested for validity. A valid instrument is very important in counseling services for junior high school students, because with a valid instrument, counselors can accurately identify the level of students' academic resilience in facing various pressures and learning challenges. This allows for targeted and effective interventions to help students develop perseverance, self-reflection skills, and healthy emotional management. In addition, a valid instrument also provides reliable data for evaluating learning programs and developing student character in schools. Content validation in an instrument is very much needed as an important step in the instrument development process, especially to ensure that each question item is in accordance with the dimensions being measured and can be properly understood by respondents. In general, the Aiken's V value on this instrument ranges from 0.83, indicating a fairly good level of content validity. According to Azwar's reference (2012), an Aiken's V value ≥ 0.80 can be considered very valid, while a value between 0.60 and 0.79 is still acceptable but requires minor revision. As the question items in the table:

Dimensions	Indicator	Item No.	Statement Items	Rate 1	Rating 2	Rating 3	Aikens'v
1. Perseverance (Perseverance)	Never give up	1	(+) I feel like what I'm learning is important for my future, so I don't easy to give up even though the material is difficult	5	4	5	0.917
		2	(+) When studying feels hard, I remember my goals. So I keep trying and don't give up.	5	4	5	0.917

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		3	(+) I believe knowledge Which I get to have meaning for my life.	5	4	5	0.917
		4	(-) When studying makes me bored, I choose to stop it.	5	4	5	0.917
		5	(-) When I forget the reason I'm studying, I just go to sleep.	5	4	5	0.917
		6	(-) I feel that difficult schoolwork actually takes me away from my dreams.	5	4	5	0.917
	Commitment To	7	(+) I make a study schedule and try follow it every day.	5	4	5	0.917
	Study Plan	8	(+) I still Study although Lotsdistraction because I have a goal of studying clear.	5	4	5	0.917
		9	(+) I keep trying to learn even though I am feeling tired from focusing on my academic goals	5	4	5	0.917
		10	(-) I often wake up late to go to school so many assignments are neglected.	5	4	5	0.917
		11	(-) I rarely take responsibility for completing my homework on time.	5	4	5	0.917
		12	(-) I find it difficult to divide my time between studying and playing, so both are lopsided.	3	2	2	0.333
	Creative Problem Solving	13	(+) I Certain ability I will develop if you keep learning and trying.	5	4	5	0.917
		14	(+) I always think if difficultyunderstanding something means i need to learn harder, not giving up.	5	4	5	0.917
		15	(+) I believe that with continued practice continuously, I will master the subject matter.	5	4	5	0.917

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		16	(-) I tend to view failure as a sign of weakness, not an opportunity for growth.	3	2	2	0.333
		17	(-) I often consider mistakes as absolute failures, not part of the learning process.	5	4	5	0.917
		18	(-) I feel intelligence is determined more by talent than effort.	3	2	2	0.333
	Utilizing Feedback	19	(+) I always pay attention to suggestions or input from Teacher And Friend when doing homework.	5	4	5	0.917
		20	(+) I try to understand every input or suggestions from teachers so that I can learn better.	5	4	5	0.917
		21	(+) I am happy to receive positive comments from teachers or friends because it helps me. learn better.	5	4	5	0.917
		22	(-) I still use the same learning method even though I have been given feedback, so the results of my assignments have not shown any progress.	5	4	5	0.917
		23	(-) I tend to study alone without involving friends to exchange ideas or seek input.	5	4	5	0.917
		24	(-) I often ignore advice from teachers and friends, so my schoolwork is disappointing.	3	2	2	0.333
2. Self-Reflection & Adaptive Assistance	Reflection on strengths and weaknesses	25	(+) After a test or assignment, I think about what I have mastered and what I need to do. needs to be improved.	5	4	5	0.917

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		26	(+) I am aware of which subject areas become my strengths and which ones are still weak.	5	4	5	0.917
		27	(+) If I get a low grade, I try to find fault with myself rather than blaming others.	5	4	5	0.917
		28	(-) I often ignore the importance of re-evaluating the effectiveness of the learning methods I use.	3	2	2	0.333
		29	(-) I rarely reflect on my learning methods. making it difficult to find a more effective method later on.	5	4	5	0.917
		30	(-) I often miss the opportunity to understand my mistakes, so I tend to repeat them.	3	2	2	0.333
	Flexibility of learning strategies	31	(+) If one way of learning doesn't work, I try another more appropriate method.	5	4	5	0.917
		32	(+) I am able to change my learning strategy when the material feels difficult.	5	4	5	0.917
		33	(+) I look for creative ways to understand confusing lesson.	5	4	5	0.917
		34	(-) I tend to use the same learning styles, so it's hard to know which one is the most effective.	5	4	5	0.917
		35	(-) I am not flexible enough to rearrange my study schedule when academic demands change.	3	2	2	0.333
		36	(-) I prefer to use my own method even though the results are not necessarily optimal compared to following the advice of a teacher or friend.	5	4	5	0.917

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	Adaptive help search	37	(+) When I don't understand a lesson, I ask the teacher or a friend who understand better.	5	4	5	0.917
		38	(+) I don't feel ashamed to ask for help. when facing learning difficulties.	5	4	5	0.917
		39	(+) I discussed with my classmates to understand difficult tasks.	5	4	5	0.917
		40	(-) I tend to ignore additional learning resources such as books or the internet.	3	2	2	0.333
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3. Negative Affect & Emotional Response	Anxiety management and academic stress	43	(+) I remain calm even when facing difficult exam or assignment.	5	4	5	0.917
		44	(+) I use relaxation techniques such as take a deep breath when you feel anxious.	3	2	2	0.333
		45	(+) I convinced myself that I was nervous before exams are a normal thing that I can handle.	5	4	5	0.917
		46	(-) I have difficulty calming down when I feel anxious, which disrupts my studying.	5	4	5	0.917
		47	(-) I rarely take enough rest time while studying, so stress increases.	5	4	5	0.917
		48	(-) I rarely make thorough preparations before studying, so I feel anxious.	5	4	5	0.917
	Emotional responses to failure	49	(+) When I fail, I take time to reflect and try to get up again.	5	4	5	0.917

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		50	(+) I wasn't sad for too long when I got it. mark Bad, But quick trying to fix it.	3	2	2	0.333
		51	(+) I accept that the feeling of disappointment is due to failure is a natural part of the learning process.	5	4	5	0.917
		52	(-) I feel bad grades are very important my future.	5	4	5	0.917
		53	(-) I rarely motivate myself to study. better after experiencing failure.	5	4	5	0.917
		54	(-) I consider failure as the end everything, not life lessons.	5	4	5	0.917

Table 3: Item Statement Analysis Results

The academic resilience instrument developed has gone through a content validity assessment process by three experts (Rater 1, Rater 2, and Rater 3). The assessment was carried out on 54 statement items spread across three main dimensions of academic resilience, namely perseverance, self-reflection and adaptive assistance, as well as negative affect and emotional response. The results of the Aiken's V analysis showed that most items had a value of 0.917, which indicated a very high level of agreement between raters regarding the relevance and clarity of the items as a representation of the academic resilience construct. The high coefficient reflects that in general, the instrument has strong content validity and can be considered for use in further measurements. In the first dimension, namely perseverance, most of the items measuring indicators such as never giving up, commitment to the learning plan, creative problem solving, and utilization of feedback showed high content validity (Aiken's V = 0.917). This reflects that experts agree that the statements in this dimension are in accordance with important aspects of students' academic perseverance. However, several items such as items 12, 16, 18, and 24 were found with low Aiken's V values (0.333), indicating that the items were not strong enough to represent the intended indicators. The items in this instrument need to be reformulated thoroughly, both in terms of wording and clarity of meaning, in order to be able to accurately represent the attitudes and behaviors of perseverance in learning in junior high school students. This reformulation aims to ensure that each statement item reflects the construct indicators accurately, does not cause multiple interpretations, and is relevant to the context of student development. Given that persistence in learning is an important component of academic resilience, the preparation of items needs to take into account the psychological and linguistic characteristics of early adolescent students so that the responses produced are valid and reliable.

The input from the experts or raters provided very constructive direction for improving the instrument. The first rater highlighted the importance of special attention to the academic resilience aspect of junior high school students who are currently facing a transition from childhood to adolescence. This transition is marked by major changes in cognitive, emotional, social, and academic aspects. At this level, students begin to be required to adapt to a more independent learning system, face standardized tests, and meet increasingly high expectations from the school and family environment. Therefore, the instrument developed must be able to capture the dynamics of academic resilience that are typical at this time, especially in the context of learning persistence. The second and third raters put more technical emphasis on improving the statement items. The second rater suggested that items that received low validity scores, especially those below a score of 4, need to be reviewed, especially if they contain ambiguous meanings or are double-barreled questions. Each item should be designed to measure only one specific aspect in order to improve students' readability and interpretation. Meanwhile, the third rater highlighted the need to simplify sentences that were too long,

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by breaking them into two separate items that were simpler and easier to understand. He also reminded that the selection of vocabulary should be adjusted to the literacy abilities of students in grades 7 to 9, by avoiding technical terms or psychological jargon that could be confusing. With this approach, it is hoped that the instrument can be more communicative, effective, and able to reach all students inclusively. In the rater assessment document, it was also included regarding the question of whether the instrument that was developed was directly suitable for being given to junior high school students, the raters stated that the suitability of the instrument for distribution to junior high school students required revision of the sentence in the statement item.

The second dimension covers students' ability to self-reflect and seek adaptive help in response to learning difficulties. Most of the items in this dimension were considered valid in terms of content by the raters, with an Aiken's V value reaching 0.917. This indicates that reflection on strengths and weaknesses, flexibility in learning strategies, and skills in seeking help have been well described in these items. However, there are several items (28, 30, 35, and 40) that show low validity (Aiken's V = 0.333), which indicates the need for adjustments, especially in the preparation of the editorial so that it can display students' reflective and adaptive attitudes more sharply and representatively. In the third dimension, namely negative affect and emotional response, the assessment results also show the dominance of items with high content validity. Items that focus on managing anxiety, academic stress, and accepting failure are generally considered very relevant and describe healthy emotional responses in the context of learning. However, two items, namely items 44 and 50, received an Aiken's V value of 0.333, which indicates that the statements in these items are not agreed upon by experts as effective indicators in measuring affective management skills. Therefore, this item needs to be reviewed in terms of language, clarity of meaning, and suitability of the context to the emotional condition of students. Overall, 45 out of 54 items (83.3%) showed high content validity, while 9 other items (16.7%) showed low validity. Thus, it can be concluded that this instrument has generally met the requirements as a content-worthy measuring instrument to assess students' academic resilience. The main recommendation from these results is to maintain items with Aiken's V value ≥ 0.80 , and revise or eliminate items with values below that threshold. The next step suggested is to conduct empirical validity tests such as Exploratory Factor Analysis (EFA) or Confirmatory Factor Analysis (CFA) to ensure the dimensional structure and internal consistency of the instrument in a broader context and based on statistical data.

CONCLUSION

Based on the results of the content validity assessment using the Aiken's V coefficient on the academic resilience instrument consisting of three main dimensions, it can be concluded that this instrument has quite good quality. As many as 83.3% of items showed high content validity, indicating that most of the statements were in accordance with the indicators to be measured and received approval from experts. However, there were 16.7% of items with low validity that required revision in terms of substance and wording. This shows that the instrument development process needs to be carried out systematically and comprehensively to ensure the reliability and accuracy of the measuring instrument in describing the academic resilience construct comprehensively. For further development, it is suggested that items with low Aiken's V values be reviewed through expert discussions and limited trials to clarify the representativeness of the intended indicators. After the revision process is carried out, empirical validity testing through statistical methods such as Exploratory Factor Analysis (EFA) or Confirmatory Factor Analysis (CFA) is essential to ensure factor structure and consistency between items. In addition, the involvement of respondents from various academic backgrounds is also suggested to test the generalizability and sensitivity of the instrument in various educational contexts. Thus, this instrument is expected to be used widely and accurately in measuring students' academic resilience scientifically.

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