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Assessing Well-being in The Digital Age : A Rasch Model Analysis to Validate Teacher Happiness and Student Mental Health Instruments

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Abstract: This study aims to develop an instrument for measuring teacher happiness and student mental health in the digital era. A descriptive quantitative method with Rasch model analysis was employed, involving 411 teachers, 1,102 State Senior High School students, and State Madrasah Aliyah students in Mataram City, who completed questionnaires distributed through Google Forms. The results indicate that out of 22 teacher happiness items, 16 were found to be fit, with a person reliability value of 0.46, a separation of 0.92, an item reliability of 0.99, a separation of 10.18, and a construct validity of 56%. For student mental health, 25 out of 28 items were fit, with a person reliability value of 0.79, a separation of 1.94, an item reliability of 1.00, a separation of 19.58, and a construct validity of 34%. These findings suggest that the instruments are valid for measuring teacher happiness and student mental health in the digital era. The study implies the need for educational policies supporting teachers' and students' psychological well-being, such as integrating teacher happiness training programs and implementing data-driven digital monitoring of student mental health. Such policies are essential for fostering a healthy and adaptive learning environment in the digital transformation era.

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Introduction

The digital age has affected all aspects of life, including education. Although technology brings convenience and comfort, it also brings several problems specific to this generation. The modernization of science and technology impacts psychological and social issues. The sophistication of technology and information can reduce a person's mental health because they tend to have a passionate desire to follow trends or high lifestyles; if not achieved, many are depressed and mentally exhausted (The Lancet Digital Health, 2022). Educating students in the digital era is full of challenges, one of which is related to students' mental health. Today's students spend much time staring at mobile phone screens, experiencing social media pressure, cyberbullying, and a lack of good face-to-face social interaction (M. Padma & Dr. T. Sarala, 2023). Their free time is not well utilized by students, thus affecting their mental health problems (Ping et al., 2024).

Students' mental health cannot be seen only from the outside because many of them are increasingly good at hiding their true feelings. Many of them do not want to open up to their surroundings, and some of them do not even want to admit that they are experiencing mental health problems. Students who want to look good always wear a smiling "mask" even though they are not okay. For this reason, developing instruments is important to detect

students' mental health early in the current digital era, especially since mental health should guide school education reform (Bernadowski & Hisle, 2023).

In the digital era, it was found that teachers experience stress due to an excessive workload that is not proportional to their income. Increased workload and societal expectations (Agbesi et al., 2023; Yeh & Barrington, 2023), student misbehavior, inappropriate principal leadership practices, lack of peer support, high job demands, lack of salary, poor working conditions, and changes in education policy can make teachers more vulnerable to stress and far from happiness (Agyapong et al., 2022).

Badan Pusat Statistik (BPS) released the happiness index in Indonesia in 2021. There are 10 unhappy provinces, and Nusa Tenggara Barat (NTB) ranks 4th. Specific data found by BPS NTB Province shows that the happiness index in education and skills is the lowest, namely 54.83 and 58.88. The dimensions measured by BPS in the survey are related to feelings (affect), life satisfaction, and meaning of life, with the subject being the general public (Badan Pusat Statistik Indonesia, 2021).

Teachers who are happy while teaching can improve students' understanding of the learning material and are mentally healthy. Paying attention to teacher happiness can reduce work stress because well-being and happiness are closely related. The happier a person is, the more psychologically well they are because teacher happiness refers to spiritual encounters in their profession (Zheng, 2022). Psychological well-being, happiness, and educational satisfaction are significantly interrelated (Rasim, 2015). Teacher well-being is strongly influenced by being healthy, happy, and comfortable (Zakaria et al., 2021). Thus, happiness is part of a person's well-being. Seeing this, it is necessary to understand whether teachers are now happy or not, knowing that we can provide support that suits the needs of teachers. Unfortunately, research on teacher happiness in schools is still limited. This is because there has been no measurement tool development for teacher happiness in schools (Aelterman, 2007; Yildirim, 2014; Acton et al., 2015).

The development of measuring instruments is an important point in quantitative research. The Rasch Model approach is a new approach in instrument testing, where item analysis can be done down to the level of each item. Not only that, but simultaneously, the Rasch Model can also test the quality of the person (respondent) so that it can be seen that the respondent's response pattern is consistent or that it is only done carelessly. In addition to analyzing items and persons, the Rasch Model can also test the dimensionality and bias detection of the items in the instrument. Thus, Rasch modeling can produce more accurate calculations (Ardiyanti, 2016), because it analyzes the suitability of items and people (respondents).

This study has a gap because, until now, there have not been instruments specifically developed to measure teacher happiness and student mental health in the digital era with the Rasch Model approach. Most of the previous studies only focused on descriptive aspects without touching on the psychometric quality of the instrument in depth. The novelty of this study lies in the development of two instruments at once, teachers and students, that are empirically tested using the Rasch Model analysis to provide a comprehensive picture of the psychological conditions of educational actors in the digital era. In addition, this approach allows early detection of invalid or biased items, as well as measuring the consistency of responses from individuals. This innovation makes an important contribution to supporting data-driven education policies to systematically improve teacher happiness and student mental health.

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Research Method

This study used a descriptive quantitative method with the Rasch model analysis. The Rasch model measures reliability and validity to show that the instrument is good and appropriate (Natanael et al., 2023; Saputra et al., 2023). The population of this study included all teachers and students from SMAN and MAN in Mataram City, consisting of SMAN 1 (83 teachers and 200 students). SMAN 5 (84 teachers and 200 students). SMAN 9 (60 teachers and 150 students). MAN 1 (82 teachers and 201 students). MAN 2 (87 teachers and 201 students). MAN 3 (15 teachers and 150 students). They totaled 1,513 samples. Data collection for this study was done through a questionnaire distributed through the Google Forms application from February to June 2024.

According to Seligman, the conceptual definition of happiness is a positive psychological condition characterized by pleasure, satisfaction, and well-being (Martin E.P. Seligman, 2011). The operational definition of teacher happiness is when the teacher has sufficient income, cooperative students, a healthy work environment, good school management, teacher job satisfaction, and the ability to keep up with technological developments, income, and student perceptions (Moskowitz & Dewaele, 2019), a learning environment, and good school management (Sezer & Can, 2019), job satisfaction (İhtiyaroğlu, 2018), and can utilize current technology. The dimensions measured in the preparation of the teacher happiness instrument are seen from the teacher's current income, the workload received, school management, technological developments, job satisfaction, and students. This research questionnaire uses a Guttman scale.

The conceptual definition of mental health, according to Veit & Ware (1983), is a prosperous mental state as an indicator of mental health, which includes two aspects, namely the first aspect of individual freedom from psychological distress, characterized by high levels of anxiety, depression, and loss of control; second, the presence of psychological well-being, characterized by general positive feelings, emotional conditions, and life satisfaction. The operational definition in this study is that mentally healthy students are those who do not experience stress, feel comfortable during the teaching and learning process, do not feel protracted laziness, and do not have individuality. The dimensions measured in the preparation of student mental health instruments are psychological distress (anxiety, depression) and psychological well-being (life satisfaction, emotional bonding). This research questionnaire uses a Likert scale of 1 to 4.

The instrument items had previously been analyzed for content validity by two experts (expert judgment) using the Aiken formula: experts in educational evaluation and educational psychology. Empirically, construct validity was also proven using the Confirmatory Factor Analysis (CFA) approach assisted by JASP software. In this study, the Rasch Model analysis approach was carried out on the measurement instruments of teacher happiness and student mental health to explain the quality of the instruments developed. The characteristics of the item parameters analyzed in this case include the item fit test with the model. The item requirements are said to be suitable (fit) for the model, among others, if the outfit means square (Outfit MNSQ) value reaches 0.5 to 1.5, and the outfit z-standard (Outfit ZSTD) value is -2 to 2, or the point measure correlation (Pt Measure Corr) is positive. An item is said to fit if two of the three criteria are met, and vice versa. (Bambang Sumintono dan Wahyu Widhiarso, 2014). The next item parameter characteristic is related to the reliability of the instrument, including person reliability, item reliability, and Cronbach's alpha reliability.

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Results and Discussion

Instrument assessment results from experts (expert judgment)

Analysis of the feasibility of teacher happiness instruments according to educational evaluation experts quantitatively obtained an average assessment of 95% with a powerful category, and according to educational psychology, experts obtained an evaluation of 97% with a powerful category, meaning that the instruments developed are suitable for use. In qualitative analysis, several questions still have to be adjusted in content, such as in the income dimension, it must be given a salary classification or grouping, and in the work environment dimension, it must add statements related to the current friends and the current leaders who are trending in the digital era. Furthermore, the feasibility analysis of the student mental health instrument according to educational evaluation experts is strong, with a quantitatively obtained an average assessment of 98% with a powerful category, and according to educational psychology experts, it obtained an evaluation of 99% with a powerful category, meaning that the instrument developed is feasible to use and is very suitable for the current situation. Qualitatively, there are not many corrections or changes.

Teacher happiness

The findings of the teacher happiness instrument's validity rating scale examination are presented in Table 1.

Table 1. Validity rating scale analysis of the teacher happiness instrument

Category Label	Score	Observed Count	%	Obsvd Avrge	Sample Expect	Infit MNSQ	Outfit MNSQ	Estim Discr	
0	0	2853	32	- 1.13	- 1.13	.98	1.51		0
1	1	6189	68	2.70	2.70	.95	.93	1.00	1

The validity results of the rating scale analysis are 0 = no, and 1 = yes. Rating 0 was chosen by 32% with an average logit of -1.13, meaning that people who prefer no are teachers who feel unhappy in teaching. Rating 1 was selected by 68% with an average logit of 2.70, meaning that teachers who choose yes feel happy in teaching.

The results increase from -1.13 to 2.70 based on the monotonic assumption of OBSVD AVRGE. The scale means that smart people can answer easy, medium, and difficult questions, while people who are not smart can only answer easy questions. Asakir & Hidayati (2022), also used the Rasch model with an increasing logit value so that it can reflect the level of teacher commitment. Then the logit value can also distinguish between low and high teaching ability (Noben et al., 2021).

The results of the person reliability, item reliability, and construct validity of the teacher happiness instrument are presented in Table 2.

Table 2. Results of the person reliability test of the teacher happiness instrument

Person reliability	Cronbach alpha	Item reliability	Raw variance explained by measure	Eigenvalue	Separation on person	Separation	Enexplned variance in 1st contrast
0,46	0,37	0,99	56,6%	2,7	0,92	10,18	5,4

The person's reliability value of 0.46 is low. This indicates that the instrument has not been able to consistently distinguish between teachers with different levels of happiness. Cronbach's alpha of 0.37 is also very low, indicating that the internal consistency between items in the scale is still inadequate. According to Bambang Sumintono dan Wahyu Widhiarso (2014), person reliability should ideally be above 0.67 to be considered good enough to measure ability. This indicates that the spread of happiness levels between respondents is not wide enough, or the items are too homogeneous.

Jurnal Kependidikan:
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The reliability test results of the teacher happiness instrument showed a reliability of 0.99 in the special category, meaning that the quality of the items on the instrument makes it feasible to use it to reveal teacher happiness in SMA and MAN teachers. The separation value of 10.18 means that the quality of the instrument in terms of overall items is improving because it can identify groups of items with more than 10 respondents. According to Boone, Staver, and Yale (2014), an item reliability value > 0.94 indicates that the quality of the instrument in distinguishing the difficulty level of the item is very high and can be relied upon for further use (Boone et al., 2014)

Construct validity can also be seen from raw variables explained by the measure; in this instrument, 56.6%. Indicates that most of the variance in the data can be explained by the main construct being measured, happiness in teaching. This value exceeds the 40% threshold Linacre (2011) recommended for declaring an instrument unidimensional (Linacre, 2011). The value of the unexplained variance in the first contrast must be below 15%, while in this study, it is 5.4%, and eigenvalue 3 means that 3 items come from different dimensions, namely, item numbers 5, 7, and 15.

The findings from the Rasch model validity test of the teacher happiness scale items are presented in Table 3.

Table 3. Results of the Validity Test of Teacher Happiness Instrument items

Entry Number	Measure	Infit		Outfit		PT-Measure		Item
		MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	
10	3.90	.88	- 1.1	.75	- 1.4	.46	.33	B10
17	- .59	1.11	1.2	1.68	3.6	.08	.25	B17
16	- .88	1.09	.8	1.61	2.8	.07	.22	B16
15	- 1.47	1.12	.7	2.45	4.1	.07	.18	B15
5	- 1.69	1.02	.2	1.86	2.5	.11	.16	B5
19	- 2.53	1.03	.2	2.18	2.2	.01	.11	B19
7	- 2.64	1.04	.2	2.82	2.9	- .02	.11	B7
20	- 3.47	.99	.2	.61	- .6	.10	.07	B20

In the table above, several items are not suitable (misfit); in this case, the criteria for item fit indicators are our means square (0.5<MNSQ<1.5), Outfit Z-standard (-2.0<ZSTD<+2), and point measure correlation (0.4<Pt measure Corr <0.85) (Bambang Sumintono dan Wahyu Widhiarso, 2014) shows that there are some problems. There are 6 invalid items out of 22 items distributed, namely items 7, 19, 5, 15, 16, and 17. The logit value for item B10, with a value of 3.90, shows that this is the most difficult item for teachers to agree on in the teacher happiness instrument given. In contrast, item B20, with a logit value of -3.47, is the easiest item to agree to.

The dimensions of the teacher happiness instrument include income, work environment, school management, technological development, job satisfaction, and student satisfaction. In the work environment dimension, there are two invalid statements: item (7) states that I have a harmonious relationship with other employees and my superiors, and item (5) states that I have colleagues who are servers, so I am happy at school. Management in schools certainly plays an important role in providing security to teachers.

There are two invalid items in the job satisfaction dimension, namely item (16), I do not complain about the difficulty of teaching tasks at school, and item (17), My current career achievements have made me happy. These items are related to the study results, which found that job satisfaction can affect teacher happiness (Dreer, 2024). Happiness can influence innovative work behavior, creating creative new ideas (Lie et al., 2024). The workplace also affects teachers' mental well-being (Piyakun & Salim, 2023). Problems at work can result in poor performance, job discontent, sadness, stress, and mental health issues (Zakaria et al.,

2021). Hence, there is a need to promote happiness in the work environment to change attitudes and confidence, and improve teaching and learning by teachers (Montuori et al., 2022).

The development of media technology (item 15) is currently very diverse, making the classroom atmosphere fun and engaging. A happy teacher will be better able to pay attention to students and teach them well (Barker & Martin, 2010; Kim & Kim, 2020). Happiness impacts productivity, performance, work attendance, memory, satisfaction, motivation, social relationships, and health (Robertson & Cooper, 2011). The distribution of item difficulty levels in the wrigth map is presented in Figure 1.

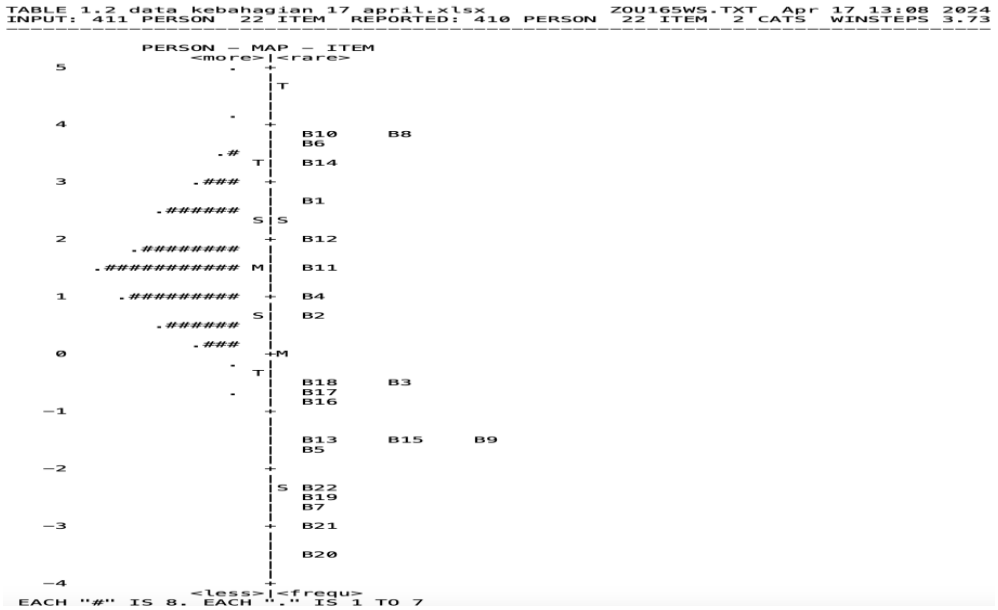

Figure 1. Distribution of item difficulty levels in the wrigth map

The Wright map in Figure 1 shows the item with a high difficulty level, namely item number 10. Questions with low difficulty or easy questions are shown by item number 20. All question items and respondents are within the standard deviation limit (T), indicating that the questions and students' ability to work on the instrument are still within the normal range. The difficult question items in this study accounted for 27.2%, specifically items B10, B8, B6, B14, and B1. Nine percent (9%) of the questions were medium-sized, specifically items B11 and B4. Easy question items are 59%, namely item numbers B2, B3, B18, B17, B16, B9, B15, B13, B5, B22, B19, B7, B21, and B20, so the probability of students' ability to work on items of the teacher happiness instruments is very high.

Student mental health

Table 4 presents an overview of the results of the validity rating scale analysis of mental health instruments using the Rasch model.

Table 4. Validity of rating scale analysis of a mental health instrument

Category Label	Score	Observed Count	%	Obsvd Avrge	Andrich Threshold	Category Measure	
1	1	10521	34	- 1.28	None	(- 2.17)	1
2	2	10035	33	- .48	- .84	- .59	2
3	3	6699	22	- .04	.08	.61	3
4	4	3601	12	.21	.76	(2.14)	4

The rating scale used for validity analysis is 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree. Rating 1 was chosen by 34% with an average logit of -1.28, meaning that people who strongly disagree are real people who feel they are not in a very mentally

unhealthy state (mentally healthy). Rating 2 was chosen by 33% with an average logit of -0.48, meaning that people who disagree are real people who feel they are not mentally unhealthy (mentally healthy). Rating 3 was chosen by 22% with an average logit of -0.4, meaning that people who choose to agree are people who feel they are in a mentally unhealthy state (not mentally healthy). Rating 4 was selected by 12% with an average logit of 0.21, meaning that people who chose to agree are people who feel they are in a very mentally unhealthy state (not mentally healthy). On the monotonic assumption of Obsvd Avrge, the results increase from -1.28 to 0.21. The rating is understood to be 1-4, meaning that smart people can answer easy, medium, and difficult questions; people who are not smart can only answer easy questions.

The rating distance seen in the Andrich Threshold must be 1.4. Rating 1 = 0.00. Rating 2 = -0.84. The distance from rating 1 to rating 2 is -0.84, meaning respondents are confused about understanding the statements. Rating 2 to 3 = 1.64 exceeds 1.4, meaning respondents understand the disagreement and agree on statements. Rating 3 to 4 = 0.04 means respondents are confused about understanding the statements and strongly agree. According to the findings of mental health measurement, it is better to use a firmer measurement.

The results of the person reliability, item reliability, and construct validity of the mental health instrument are presented in Table 5.

Table 5. Person reliability test results of student mental health instruments

Person reliability	Cronbach alpha	Item reliability	Raw variance explained by measure	Eigen value	Separation person	Separation	Enexplned variance in 1st contrast
0,79	0,77	1,00	34,1%	3	1,94	19,58	9,5

The person reliability test result of 0.79 is in the sufficient category, meaning that the consistency of students regarding mental health instruments in choosing answers is adequate. Rasch analysis can measure the quality of excellent student psychological well-being items (Hermansyah et al., 2024). The Cronbach alpha value obtained is 0.77, which shows that the interaction between the person and the items is in the good category. The person's measured value of -0.58 logit is smaller than 0, indicating that the tendency of the subject's ability is smaller than the difficulty level of the question. The separation value of 1.94 means that the quality of the subject is in the weak category because the act can identify a wider group of respondents than only two groups of respondents. Poh Keong Pua's research explains that the depression, anxiety, stress, and fear constructs have very excellent internal consistency and dependability, with Cronbach's alpha values ranging from 0.847 to 0.865. The mental health level assessment instrument is useful for improving mental health well-being and student academic performance (Poh et al., 2019; Kurniawan et al., 2024).

The results of the reliability test of the student mental health instrument show that the reliability of 1.00 is in the excellent category, meaning that the quality of the items on the instrument is feasible to use to reveal mental health in students of SMAN, MAN, or equivalent. The separation value of 19.58 means that the quality of the instrument in terms of overall items is improving because it can identify groups of items, and there are more than 19 groups of respondents. So that the mental health instrument with the dimensions of anxiety, depression, and life satisfaction of students adapted to the situation of the digital era can be used to measure, identify, and assess current students of SMAN or MAN.

Construct validity can also be observed in the results of the raw variance explained by measures on this instrument: 34.1% is more than 20%, meaning that this instrument can measure one variable comprehensively. The value of unexplained variance in 1st contrast must be below 15%, while in this study, it is 9.5%, and eigenvalue 3 means that three items

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Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran
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Vol. 11, No. 3 : September 2025
E-ISSN: 2442-7667
pp. 934-946
Email: jklppm@undikma.ac.id

come from different dimensions, namely item numbers 17, 18, and 22. This instrument is anticipated to be a preliminary measure to assess Madrasah Aliyah's mental health and senior high school students in Mataram City in the digital era. Because, according to Hammarström et al., the validity of the results of measuring adolescent mental health problems is still small (Hammarström et al., 2016). This aligns with the idea that high school kids still in the teenage stage should be the primary target audience for the mental health tools developed by (Clauss-Ehlers et al., 2013). Generally, using high-quality measurement instruments requires valid and reliable conditions (Miller et al., 2021). According to Cecil et al., a valid instrument is an instrument that is suitable for making its measurements, and an instrument that can measure data with steady or consistent measurement scores is considered reliable (Reynolds et al., 2008). Similar findings were found in the validity and reliability of mental health assessments used with Indonesian high school students. The mental health instrument model fits the data well overall (Hidayati et al., 2021). The findings of the Rasch model item validity test are presented in Table 6.

Table 6. Results of the item validity test of students' mental health

Entry Number	Measure	Infit		Outfit		PT-Measure		Item
		MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	
14	1.63	1.11	1.7	.99	- .1	.34	.24	KM14
18	- .18	1.34	8.5	1.40	9.7	- .05	.39	KM18
22	- .89	1.24	6.5	1.35	8.9	- .04	.39	KM22
17	- .93	1.38	9.9	1.51	9.9	- .17	.39	KM17
20	-1.48	1.20	4.8	1.24	5.3	.40	.37	KM20

In the table above, several items are not suitable (misfit); in this case, the criteria for item fit indicators are: Our means square (0.5<MNSQ<1.5), Outfit Z-standard (-2.0<ZSTD<+2), and point measure correlation (0.4<Pt measure Corr <0.85) (Bambang Sumintono dan Wahyu Widhiarso, 2014), indicating the presence of some problems. The logit value for item KM 14, with a value of 1.63, means this is the most difficult item for students to agree to in the mental health instrument given, while item KM 20, with a logit value of -1.48, is the easiest item to agree to. Three items are not used when collecting student mental health data: invalid items 17, 18, and 22.

The student mental health items were developed based on psychological distress (anxiety, depression) and psychological well-being (life satisfaction, emotional bonding). For example, in item (17), I feel satisfied with my current learning achievements; in item (18), I feel excited when going to school. Both align with Nguyen Taon Tran et al.'s research, which found that stress due to COVID-19 has a much smaller impact than academic satisfaction. This can reduce mental strain and improve their psychological health (Tran et al., 2022). The distribution of item difficulty levels in the wrigth map is presented in Figure 2.

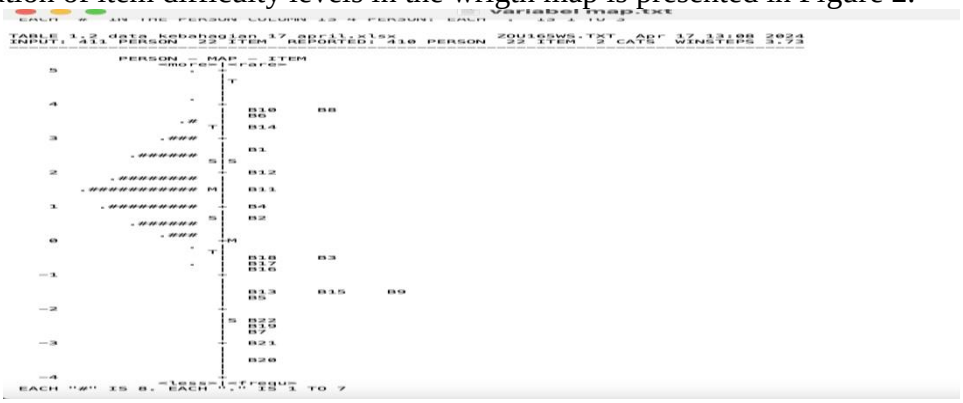

Figure 2. Distribution of item difficulty levels in the wrigth map

Vol. 11, No. 3 : September 2025
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pp. 934-946
Email: jklppm@undikma.ac.id

The Wright map in Figure 2 shows items with a high level of difficulty, namely items 14 and 26. Questions with low difficulty or easy questions are displayed by item number 20. All question items and respondents are at the standard deviation limit (T), meaning the questions and students' ability to work on the instrument are still normal. There are 17.85% difficult question items in this study, namely item numbers KM 14, KM 26, KM 9, KM25, and KM27. There are 28.57% medium question items, namely item numbers KM7, KM4, KM23, KM15, KM11, KM10, KM6, KM3. There are 53.57% easy items, namely item numbers KM 3, KM 18, KM5, KM 8, KM 12, KM 14, KM 1, KM 13, KM 19, KM 16, KM 22, KM 17, KM 21, KM 20, so the probability of students' ability to work on student health instrument items is very high.

The findings of this study have important conceptual and practical implications in the development of teacher happiness and student mental health instruments. Conceptually, the strong validity and reliability results suggest that teacher happiness depends not only on the technical aspects of teaching but also on relational factors such as a healthy work environment and leadership. This reinforces the concept that teachers' emotional well-being is a key foundation for a positive school climate. Meanwhile, for students, mental health dimensions were shown to be influenced not only by academic stress but also by life satisfaction and emotional attachment, emphasizing a holistic approach to understanding adolescent psychology in the digital age.

Practically, the developed instrument can be used by schools, education offices, and psychology practitioners to accurately and contextually map teacher well-being and student mental health. Adjustments to items such as income classification and the phenomenon of ‘toxic leadership’ reflect the socio-cultural relevance of the instrument to current conditions. On the other hand, the use of mental health instruments can serve as an early detection system for previously unidentified psychological disorders. As such, these findings open up opportunities for data-driven strategic interventions to improve the quality of learning and the overall well-being of the school community.

Conclusion

The teacher happiness instrument's findings based on scale selection showed that all teachers understood the rating made with a Guttman scale. Based on construct validity, the teacher happiness instrument can measure one variable comprehensively with a raw variance explained value of 56.6%. The validity of teacher happiness has six items that do not fit out of 22; item B10 is the most difficult item to agree with, and item B20 is the easiest to agree with. The teacher happiness instrument has reliability and can identify groups of more than 10 items with a reliability value of 0.99 and a separation value of 10.9, so the items on the teacher happiness instrument are feasible to be used to reveal the happiness of SMAN/MAN teachers in Mataram City and other areas.

The mental health instrument based on scale selection showed that all students understood the Likert scale rating. Based on construct validity, the student mental health instrument can measure one variable comprehensively with a raw variance explained value of 34%. The validity of mental health items has three items that do not fit out of 28; item KM15 is the most difficult item to agree on, and item KM21 is the easiest to decide on. The teacher happiness instrument has reliability and can identify item groups of more than 19 groups with a reliability value of 1.00 and a separation value of 19, so that the items on the student mental health instrument are feasible to use to reveal the mental health of SMAN/MAN students in Mataram City and other areas.

Recommendation

School principals, first, the dominant factor of teacher happiness is job satisfaction, so the principal should continue to improve teacher welfare so that teachers are happy; second, there needs to be a religious program that can build aspects of teacher happiness and student mental health at school; third, principals periodically identify student mental health disorders so that students avoid bullying and suicide threats.

Teachers, first, be inspirational teachers (role models) who can provide mental stimulation to students; second, teachers play a role in implementing a healthy lifestyle physically, mentally, and spiritually through education and direct practice in the classroom and school environment. Future researchers can use this instrument to compare teacher happiness and student mental health at other levels of education, such as kindergarten, elementary school, junior high school, and college, so that the resulting picture can be more interesting and provide enriching insights.

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