

## **VALIDITY TEST OF BOOKLET MARS: MANAJEMEN AKTIF REDUKSI STRES (Active Stress Reduction Management) FOR EDUCATOR OF SPECIAL NEEDS"**

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### **Abstract**

*Special educator experience high levels of stress. However, this is not balanced with effective stress management skills, as they tend to rely primarily on emotion-focused coping strategies. Furthermore, there is no existing intervention guide that teaches the application of stress management strategies centered on problem solving. The MARS booklet was developed as a psychoeducational medium and guide based on the cognitive appraisal process approach, emphasizing problem-focused coping through the strategies of planful problem solving and seeking social support. This study aims to examine the content validity of the MARS Booklet as a psychoeducational medium and guide for special educators in managing stress. The study employed a Research and Development method, consisting of stages problem identification, data collection, product design, validation test, and product revision. The booklet was evaluated by four validators comprising a clinical psychologist, an educational psychologist, and special educators from public and private schools. Data were analyzed using Aiken's V formula and descriptive analysis. The MARS Booklet obtained overall content validity scores ranging from 0.75 to 1.00, categorized as high to very high. Validators provided suggestions and feedback regarding adjustments to content, language, and overall design, as well as the inclusion of a user guide for special educators. The MARS Booklet has been declared content valid as a psychoeducational medium and guide for stress management among special educators.*

**Keywords:** Content validity, Booklet, Stress management, Problem focused coping, Special educator

### **1. INTRODUCTION**

One of the common mental health problems is excessive stress. A survey conducted by the multinational company Ipsos supports this data. A total of 62% of respondents from 31 countries reported feeling stress and its impact on daily life (Ipsos, 2024).

Selye (1974) Assigning stress as a non-specific response to the body that arises due to demands and pressure. added that stress is a condition of deviation from abnormal psychological or physiological functions caused by emergencies in the surrounding environment. Based on these definitions, stress can be understood as an individual's response to the disruption of his psychological and physiological function due to demands and pressure from the environment. mentioning that stress occurs due to the inability of individuals to face burdens or pressures from their environment so that it is considered to threaten their welfare. Parker & Decotiis (1983) Lazarus & Folkman (1984)

One environment that can cause stress is the work environment. Every job has different levels of stress. A survey conducted by *the American Educator Panels* in 2024 shows that teachers experience worse levels of stress than other similar jobs. The results of the survey revealed that the number of teachers who experienced stress was twice as high as those in similar jobs. In addition, it

was also reported that teachers also had difficulties in coping with the stress they experienced. (Doan et al., 2024)

Although stress is a common problem experienced by teachers, it has been found that children with special needs (ABK) education teachers tend to experience higher stress than general education teachers. One of the risks of experiencing high stress arises from differences in work demands and challenges between general education teachers and ABK education teachers. Musyafira and Hendriani (2022)

Children with special needs need help in carrying out daily routines, managing emotions and behaviors, and also in the learning process. Children with special needs also need more attention, resources, and time than children without special needs. (Kebbi & Al-Hroub, 2018)

In addition, it was also mentioned that the personal life of ABK education teachers also affected the stress they experienced. Likewise, it was found by several other figures who revealed that stress can arise due to stress that occurs in daily life (Sarafino & Smith, 2011; Redzic et al., 2024; Ovsianikova et al., 2024). (Kokkinos & Davazoglou, 2009)

The high stress on ABK education teachers has an impact on various aspects, such as physical, psychological, and behavioral. ABK teachers who experience stress feel tired faster than usual and experience changes in sleep patterns. ABK education teachers who experience stress also tend to be impatient (Ferlia et al., 2016; . Stress in ABK education teachers also increases the risk of teachers to leave their jobs Wenzel mentioned that the consequences of excessive stress on ABK education teachers also have an impact on negative behaviors that arise in students. Hartono & Monika, 2024) (Hester et al., 2020). (Gift & Yoselisa, 2023)

Selye (1974) explained that stress is not something to be avoided. He also emphasized that stress is part of daily life. The thing to consider is the level of stress. Stress at the optimal level is able to bring the best performance to the individual. In addition, the assessment of a problem also affects an individual's response to stress. The assessment process is called the *cognitive appraisal process* (Lazarus & Folkman, 1984). Therefore, it is very important for ABK education teachers to be able to manage the stress they experience well.

Musyafira and Hendriani (2022) stated that ABK education teachers are required to be able to manage the stress they experience in order to survive and develop in their profession. The ability of ABK education teachers in stress management also affects the learning outcomes of their students. According to Tamher and Noorkasiani in , stress management is a way of thinking and responding to the stress caused by stress. Coal & Susilawati (2023)

Stress management can be done with a variety of techniques and strategies. According to Lazarus and Folkman (1984), stress management can be done with two types of strategies, namely

using *problem focused coping* and *emotion focused coping*. *Problem focused coping* is a stress coping strategy that focuses on solving problems that are considered a source of stress and are usually used when the source of stress is considered to be able to be changed and controlled. Meanwhile, *emotion focused coping* is a stress coping strategy that focuses on reducing the impact of stress experienced and is used when the source of stress is considered irreversible and controllable.

Based on the results of various previous studies, it was found that most of the interventions used to overcome the stress experienced by ABK education teachers are interventions based on *emotion-focused coping strategies*

The research identified 40 studies on interventions to reduce stress in teachers such as Snoop Dogg et al. (2023) *mindfulness*, *Cognitive Behavioral Therapy (CBT)*, and *Rational Emotive Behavior Therapy (REBT)*. Very few of these interventions explicitly teach *problem-focused coping strategies*. Based on this, interventions are needed that are able to provide concrete guidance in implementing problem-focused coping-based stress management strategies.

Psychoeducation can be an alternative intervention that can be provided to teach stress management skills to ABK education teachers. According to Wals (in Afdal et al., 2021), psychoeducation is related to teaching a person how to deal with a problem so that it can reduce the stress related to the problem and prevent it from happening again.

The implementation of psychoeducation can be done using various media, one of which is *booklets*. A *booklet* is a small book (5x7 inches) that contains pictures and writing. (Nurhidayah, 2022) *The booklet* also contains a concise explanation of a knowledge that can be studied independently. Some references mention that (Misrawati et al., 2018) *booklets* can be used for various age groups, ranging from children, teenagers, adults, to the elderly. Based on the explanation above, (Stuttgart & Yulaikah, 2019; Intika, 2018; Sustainable & Sujarwo, 2023; Novianti & Syamsurizal, 2021) *the booklet* is considered as one of the ways that can be used to teach *problem focused coping* stress management strategies for ABK education teachers.

Based on these considerations, the researcher developed a *booklet* containing a guide compiled based on a *cognitive appraisal process* that contains the application of *problem focused coping* stress management using *planful problem solving* and *social support strategies*. *The booklet* is called Active Management of Stress Reduction (MARS).

However, in order for *the booklet* to be used optimally and according to the needs of its users, a validity test is required. Validity tests are used to ensure the suitability of the content, language, and overall appearance of the *booklet* with the purpose for which it was created. Therefore, the researcher will conduct a validity test of the *MARS booklet* so that it can be declared valid and suitable for use.

## METHODS

This research applies the *research and development method* ( Sugiyono , 2024) which is carried out by researching, designing or developing, and testing the validity value of the content of a product. According to the content validity test, it is a validation procedure to test each sub-section of the material that has been given gradually in the order of intervention according to the objectives to be achieved. The product intended in this study is the Azwar (2022) *MARS booklet*.

The research and development *research method* (Sugiyono, 2024) consists of the following research procedures:

### 1. Potential and Problem Findings

This study departs from the high stress in ABK education teachers who have not been balanced with effective stress management, because they tend to only use *emotion-focused coping*. In fact, good stress management needs to combine *problem focused* and *emotion focused coping* (Lazarus & Folkman, 1984), especially since teacher stress can affect the development of children. The effectiveness of stress management is also influenced by the individual's assessment of the situation through *the cognitive appraisal process* (Lazarus & Folkmanm 1984). Therefore, interventions are needed that help teachers implement *problem-focused coping*. However, a literature review shows that there is no such guidance or intervention for ABK education teachers.

### 2. Data Collection

Research data consists of two types, namely primary data and secondary data. Primary data was obtained through interviews with three state SLB teachers and three private SLB teachers located in Jambi City, while secondary data was obtained through a literature review from previous studies.

### 3. Product Design

The product of this research is the *MARS booklet* which is aimed at helping ABK education teachers improve the effectiveness of stress management through the application of *problem focused coping*. This is in line with Bloom's taxonomy of the C3 cognitive domain which emphasizes the application of knowledge.

*The MARS booklet* is arranged in two stages, namely recognizing stress and managing stress which refers to the cognitive appraisal process from Lazarus & Folkman (1984). The *primary appraisal stage* is represented through the "knowing stress" stage, which is the process of

assessing whether a situation is stressful. The *secondary appraisal stage* is manifested in the "managing stress" stage, which is when individuals assess actions that can be taken to deal with stress. At this stage, *the booklet* teaches the application of *problem focused coping* through *planful problem solving* strategies and *seeking social support*.

#### 4. Validity Test

The MARS booklet that has been designed is then assessed through a validity test. This process involves four validators who are selected using *purposive sampling* techniques and act as *expert judgements*. The four validators consist of psychologists specializing in clinical specialization, psychologists specializing in education, public and private SLB teachers. The assessment includes three aspects, namely content suitability, language, and overall appearance. The results of the validators' assessment are then processed using the calculation formula of *the Aiken's V* technique as follows:

$$v = \frac{\sum s}{n(c - 1)}$$

Description :

- s = r – lo
- the = Number *Rating* lowest validity (in this case = 1)
- c = Number *Rating* Highest validity (in this case = 5)
- r = Number *Rating* that validators provide
- n = Number of validators

The scores that have been obtained using *the calculation formula of the Aiken's V* technique, are then classified based on the following range of values:

Table 1. Classification of *Aiken's V* Score

Value	Classification
0,80 – 1,00	Very high
0,60 – 0,80	Height
0,40 – 0,60	Enough
0,20 – 0,40	Low
0,00 – 0,20	Low sangah

Assessment data in the form of scores that have been obtained for each aspect of the content and activities in *the booklet*, will then be analyzed using descriptive data analysis techniques.

#### 5. Product Revision

The validator's assessment of the *MARS booklet* not only produces quantitative data in the form of validity values, but also qualitative data in the form of suggestions and inputs. The product revision stage is carried out to improve *the booklet* according to the validator's recommendation and continues until all improvements are approved. After the revision is declared complete by the validator, the researcher can then compile a research report.

## RESULTS AND DISCUSSION

The following is the acquisition of the validity value of the *MARS booklet* which consists of aspects of content or suitability of the material with the goals to be achieved, linguistic aspects, and overall display aspects.

Table 2. Results of Validation of Material Suitability Aspects

Stages	Item	Score								Σs	n	c - 1	V	Categories
		P1	s	P2	s	P3	s	P4	s					
Stage 1: Recognizing Stress	1	5	4	5	4	4	3	5	4	15	4	4	0,93	Very High
	2	5	4	5	4	5	4	5	4	16	4	4	1	Very High
	3	5	4	5	4	5	4	5	4	16	4	4	1	Very High
	4	5	4	5	4	5	4	5	4	16	4	4	1	Very High
	5	5	4	5	4	5	4	5	4	16	4	4	1	Very High
	6	5	4	4	3	5	4	5	4	15	4	4	0,93	Very High
	7	5	4	4	3	5	4	5	4	15	4	4	0,93	Very High
Stage 2: Managing Stress	8	4	3	4	3	5	4	5	4	14	4	4	0,87	Very High
	9	4	3	4	3	5	4	4	3	13	4	4	0,81	Very High
	10	4	3	4	3	5	4	4	3	13	4	4	0,81	Very High
	11	4	3	3	2	5	4	5	4	13	4	4	0,81	Very High
	12	4	3	4	3	5	4	4	3	13	4	4	0,81	Very High
	13	4	3	4	3	5	4	4	3	13	4	4	0,81	Very High
	14	4	3	3	2	4	3	5	4	12	4	4	0,75	Height

Based on the table above, it is known that 14 *MARS booklet* assessment items from the content aspect received a validity value that moved at 0.75 – 1. This figure is the validity value of 13 assessment items that are included in the very high category. Meanwhile, the remaining one assessment item is categorized as a high validity value.

Table 3. Results of Validation of Language Aspects

No. Item	Score								Σs	n	c - 1	V	Categories
	P1	s	P2	s	P3	s	P4	s					
1	4	3	4	3	5	4	4	3	13	4	4	0,81	Very High
2	4	3	3	2	5	4	5	4	13	4	4	0,81	Very High
3	4	3	3	2	5	4	5	4	13	4	4	0,81	Very High
4	5	4	4	3	5	4	5	4	15	4	4	0,93	Very High

The table above shows the validity value of the *Booklet* MARS on the linguistic aspect. The assessment item consisting of four items received a validity value in the range of 0.81 – 0.93 and was classified as very high.

Table 4. Overall Display Aspect Validation Results

No. Item	Score								$\Sigma s$	n	c - 1	V	Categories
	P1	s	P2	s	P3	s	P4	s					
1	5	4	3	2	5	4	5	4	14	4	4	0,87	Very High
2	5	4	3	2	5	4	5	4	14	4	4	0,87	Very High
3	4	3	3	2	5	4	5	4	13	4	4	0,81	Very High
4	5	4	3	2	5	4	5	4	14	4	4	0,87	Very High
5	5	4	3	2	5	4	5	4	14	4	4	0,87	Very High

Description:

- r = Number *Rating* validator assessment.
- s = Number *Rating* Rating minus numbers *Rating* lowest (r-1).
- $\Sigma s$  = Total value s.
- n = Number of validators.
- c = Number *Rating* highest

The final assessment aspect of the *MARS booklet* is the overall view aspect consisting of five assessment items. The five assessment items received a validity value of 0.81 - 0.87. The figure groups the overall view of the *MARS booklet* into the very high category.

The *MARS booklet validity test* yielded an average overall validity value of > 0.80. The range of values is in the very high category. The validity value of this *MARS booklet* is sufficient to show that the *MARS booklet* is valid. Azwar (2022) stated that research products that obtain a validity value that exceeds 0.50 have been considered valid.

There were several changes to the *MARS booklet* during the revision phase. The changes at this stage are based on suggestions and input from validators who are used as a guide for the development and improvement of the *booklet*.

The final revision of the *MARS booklet* resulted in 67 pages starting from the booklet cover which was originally titled "*MARS Booklet: Active Management of Stress Reduction (Psychoeducational Media of Stress Management)*" to "*MARS Booklet: Active Management of Stress Reduction Using Problem Focused Coping for ABK Education Teachers*". This title change is suggested by the validator so that users can find out the description of the booklet's content through a clear title and details related to the use of *problem focused coping*. Explains that the creation of the title of a scientific product must be made informative. Matsubara (2024)

Other inputs from the validators are, such as in the material aspect, it is suggested that the addition of *self-assessment* at the beginning and end of the *booklet* to stimulate the user's self-reflection, as well as the insertion of quizzes to increase learning retention. The validator also suggested that the material be adjusted to the context of the ABK teacher, because adjustments to the characteristics of the user can increase the effectiveness of the intervention (Yan & Carless, 2022) (Szeibert et al., 2022) (Christy et al., 2022; Noardkk., 2007)

In the *planful problem solving* section, validators recommend the use of *mind mapping* to help users think creatively and expand alternative solutions. The content of stress measurement with (Erdem, 2017) *the Perceived Stress Scale* is also recommended to be moved to the second stage so that it is more in line with *the worksheet* for identifying the causes and impacts of stress, so as not to cause cognitive burden (Müller, 2025). In addition, providing examples of *worksheet* work is considered important to increase user confidence and reduce anxiety in doing tasks (Mesghina et al., 2023; Renkl, 2014).

The validator also assessed the need for assessment categories in the evaluation section so that the measurement results are more psychologically meaningful (Azwar, 2022), and suggested adding a time gap between the implementation and evaluation stages to measure the long-term impact (Proctor et al., 2023)

In the linguistic aspect, the validator suggested simplifying psychological terms to increase readability and adding positive affirmations because it was proven to improve learning performance (Hambali, 2025) (Easterbrook et al., 2021). Meanwhile, in the aspect of display, validators judged the pastel color palette used to be too pale and cause visual fatigue, so a more balanced combination of colors and illustrations was recommended (Buljat et al., 2024; Müller, 2025). Overall, the suggestions help improve the structure, content, language, and design of the *booklet* so that the validity results improve and *the MARS booklet* becomes more in line with the user's characteristics.

## CONCLUSIONS AND RECOMMENDATIONS

The validity test of *the MARS booklet* on three aspects of the assessment consisting of the suitability of the material, language, and overall appearance resulted in an average validity value that moved above the value of 0.80. This value is included in the category of very high level of validity. The validity value obtained by the *MARS booklet* has proven that *the MARS booklet* is valid and in accordance with the purpose for which it was made.

Based on the research that has been conducted, there are several recommendations to related parties. Schools as a shelter for ABK education teachers are expected to provide a work environment



that is able to ensure the welfare of their workers. The work environment affects the level of stress experienced by ABK Education teachers. Before studying and implementing the *MARS booklet*, ABK Education teachers also need to commit to themselves to be consistent and disciplined during the implementation of the stress management program later. As for the next researcher, it is hoped that they can continue their research on *the MARS booklet* in the effectiveness test. This can be a form of development for the *MARS booklet*.

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