Improving Psychological Well-Being of Prospective Early Childhood Education Teachers: Module Development Using 4D Model

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Abstract. This study aims to develop psychological well-being (PWB) module for prospective Early Childhood Education (ECE) teachers using Thiagarajan 4D Model, namely define, design, development and dissemination. The module was validated by material, design, and language experts, then tested for practicality and effectiveness on 43 ECE students. This study adopted the pre-experimental design with type one group pretest-posttest and the instruments used were validation questionnaire and psychological well-being scale from Ryff. Module was declared valid with average expert and practicality test scores of 96.05%, and 90.12%, respectively. Furthermore, the effectiveness test was carried out using a paired sample t-test and obtained score of .001 (t <.05), showing that module was effective in improving psychological well-being of prospective ECE teachers. This module can be used by prospective ECE teachers to develop psychological well-being and prepared to become professional teachers.

Keywords: Prospective early childhood education teachers, psychological well-being, module development, work stress

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Introduction

Teachers, as one of the professions with a high demand for exemplary role models, are vulnerable to experiencing stress, emotional exhaustion (burnout), low regulation, and feeling that the personal happiness is being disturbed (Maharani, 2016). Previous studies discovered and suggested several factors or methods to help teachers prevent and overcome these psychological problems. According to Cheng et al. (2020), mindfulness (relaxation) method can be used to prevent and overcome psychological stress mediated by emotional intelligence in kindergarten teachers. This method helps in relieving symptoms of psychological stress, enabling individuals to concentrate more effectively on the work (Cheng et al., 2020). It is also important to build teaching competence and self-efficacy, as well as prepare teachers to face possible causes of stress that will be encountered in the work environment. A positive work climate also needs to be created between teachers and students to reduce

and overcome psychological burdens (Jeon et al., 2017; Kwon et al., 2022). The previous methods naturally use consideration from parties related to teacher performance. Other methods also have an influence on teacher performance, including coaching, increasing discipline, and strengthening motivation (Hadiyanto & Sari, 2019).

Psychological conditions, such as stress levels and the amount of pressure experienced by early childhood education (ECE) teachers significantly influence the performance during teaching. Previous studies showed that stress negatively impacted the ability of ECE teachers to provide responsive and high-quality environments for children (Clayback & Williford, 2022; Tebben et al., 2021). According to (Royer & Moreau, 2016), this condition worsens when it is not handled properly. Therefore, there is a need for ECE teachers who can effectively handle stress and work with feelings of joy and happiness, as well as sincerity and responsibility. ECE teachers must genuinely enjoy

working with children and impart knowledge without feeling burdened (Zulkifli & Risma, 2015). The condition of being pleasant and happy, as well as understanding the individual needs of each teacher is a component of psychological well-being. Previous studies showed that there is a relationship between well-being of teachers and the capacity to provide quality education and care (Cumming, 2017; Royer & Moreau, 2016).

Psychological well-being (PWB) can direct individuals to be more creative and increase the understanding of the actions (Rosita, 2020). In addition, individuals with high psychological well-being are satisfied with their lives, have positive emotions, show resilience against adverse conditions that can affect their negative emotions, are independent, and possess the capacity to establish life goals autonomously (Ryff, 1989).

According to Corsini (Risma & Nurlita, 2015), psychological well-being is a good subjective state that includes happiness, self-esteem, and satisfaction. It is a condition where individuals have the attitude to lead in a positive direction, determine their behavior and decisions, organize the environment to suit their needs, have a purpose in life, and explore potential. Psychological well-being can be seen from 6 dimensions, namely self-acceptance, autonomy (independence), positive relationships with other people, mastery of the environment, life objectives, and personal development or growth (Ryff & Keyes, 1995).

Previous studies investigated the relationship between psychological well-being and the performance of ECE teachers (Risma & Nurlita, 2015). The result showed a significant relationship between psychological well-being and the performance of ECE teachers in Pekanbaru City. Furthermore, the level of psychological well-being of ECE teachers in Pekanbaru is quite good, where ECE teachers actualize themselves to become professional teachers. (Diwanti & Abidin, 2021) showed that teachers of children with special needs also experienced pressure and vulnerability to stress. It was found that all dimensions of psychological well-being played a significant role in supporting and carrying out the work at Sekolah Luar Biasa C (school for children with disabilities) in West Bandung. Teachers who have high psychological well-being, lower their stress levels, showing the need to overcome stress at work (Maharani & Wati, 2021).

Although there has been no specific study regarding psychological well-being of ECE teachers in Bengkulu Province, the conditions mentioned may also occur in this region. According to Curup Ekspres, there is an ongoing call for Bengkulu provincial government to prioritize and allocate special attention to well-being of ECE teachers. This is because well-being in the province is still considered worrying in terms of

minimal salaries (Apriyanti, 2021), which also affects psychological conditions and work performance. Based on data from the Ministry of Education, Culture, Research and Technology in 2023, there were around 6.432 ECE teachers spread in Bengkulu province (KEMDIKBUDRISTEK RI, 2023). Several problems were found in this province, such as including a deficiency in motivation among individuals who assume the role of ECE teachers primarily due to their interest and enjoyment in educating children. Furthermore, a low percentage of those with academic qualifications that comply with government regulations exists, and there is still minimal government attention in supporting the implementation of ECE (Surahman et al., 2018).

Based on the previous data, psychological well-being should be a priority for ECE researchers and practitioners. Previous investigation found a gap in attention as existing studies and developmental efforts have predominantly concentrated on student components and the learning process. However, teachers are the spearheads who have direct contact with children and determine the success of the learning process and output. Efforts to find solutions to reduce teacher stress can no longer be done using traditional methods that view it as maladaptation or disease. According to (Maharani & Wati, 2021), there is a need to dig deeper into factors related to the function of positive psychology that can be used as personal resources in addressing stress.

The concept and dimensions of psychological well-being must of course be introduced to prospective and ECE teachers who are currently actively teaching. This can be a prevention and also a step to overcome the challenges encountered before they result in a condition of stress, burnout, or even a decline in performance which will have a big impact on students, institutions, and other learning components. This statement is consistent with the suggestion of a previous study that it is necessary to provide motivation to improve psychological well-being and continuously make efforts to maintain good performance (Diwanti & Abidin, 2021; Risma & Nurlita, 2015).

The intervention process carried out to improve psychological well-being is achieved with the help of experts, such as well-trained psychologists and counselors, as well as self-help book or module that can be done independently. Module is a form of teaching material packaged completely and systematically, containing a series of planned learning experiences and designed to help individuals master certain objectives. Several modules or textbooks provide knowledge and advice on overcoming stress conditions for teachers and developing individual psychological well-being. However, no study found a textbook or module that directly links the development of psychological well-

being of prospective ECE teachers. Several psychological well-being modules are designed for perfectionist students (Yahya, 2017) and juvenile prisoners (Rahmi, 2019). These two modules have been proven to be valid and practical in responding to the needs of users in developing psychological well-being. They are also appropriate as relevant media in providing guidance and training users independently.

Module designed in this study can be used as an appropriate tool to develop psychological well-being of prospective ECE teachers and prepare them to become competent professionals. Therefore, this study aimed to develop a valid, practical, and effective psychological well-being module for prospective ECE teachers.

Methods

This study uses a quantitative pre-experimental design with type one group pretest-posttest by (Sugiyono, 2019), but begins with the investigation and development process using Thiagarajan 4D Model. In the design, pretest and posttest were administered before and after treatment, respectively. This allows for a more accurate result because it is compared with a previous situation (Sugiyono, 2019).

This study type is adjusted to the objectives to be achieved, namely to determine the differences in psychological well-being before and after being given the developed module.

Participant and Data Analysis

A total of 43 students in the 5th semester of Early Childhood Islamic Education Study Program at UIN Fatmawati Sukarno Bengkulu participated in this study. The reason for selecting participants was because they were positioned at an advanced stage of academic pursuit, nearing the culmination of their studies as prospective ECE teachers. This selection criterion was based on the consideration that participants had already completed the teacher professional ethics.

Participants were given module as a treatment to study and an instrument in the form of psychological well-being scale in pretest and posttest conditions to test the effectiveness. It was tested using the paired sample t-test with the help of the SPSS version 29.

Development Procedure

The development process uses four stages known as 4D from Thiagarajan. The first stage is the "define stage", which aims to determine and define needs in the learning process and is useful for collecting various information related to module to be developed. At this stage, a definition is carried out to analyze the need for psychological well-being module for prospective ECE teachers, with material containing the six dimensions, namely self-acceptance, autonomy (independence),

positive relationships with other people, mastery of the environment, life objectives, and personal development or growth. A need analysis was also conducted through interviews and questionnaires with students and lecturers.

The second stage is the "design stage" which contains activities to design modules in the form of initial products (prototypes) for use by prospective ECE teachers. It consists of determining the blueprint of the study instrument that will be used and the initial design of module to be designed.

The first draft module was assessed by a material expert who is a psychologist, one design expert with a master's qualification in information engineering with a profession as module designer, and a linguist with the qualifications of an Indonesian language lecturer and book editor. Meanwhile, practical tests were carried out on 8 students as module users who provided assessments and suggestions for improvement. The stage or fourth stage is dissemination, containing activities to disseminate tested products for use by other people.

Study Instrument

The data collection method uses Psychological Well-Being Scale from Carol Ryff which has been adapted by (Rahmi, 2019) totaling 42 items. The reliable score was determined from a Cronbach's alpha value of .779 and a corrected item-total correlation coefficient value between .337- .723. The item example was, "I feel responsible for my life", "I enjoy making plans for the future and trying to make them happen", "I feel confident and positive about myself', and "I feel like other people get a lot of the best things in life than me".

Treatment

After pretest instrument was given, module was distributed and its purpose and how to use were explained. Module was used independently and taken home, and after one week, an oversight was conducted to determine whether participants used module properly or not. At this meeting, time for questions was provided and answers were given to users who did not understand the contents of module. Furthermore, module is used again independently at home and the next week participants fill out posttest instrument.
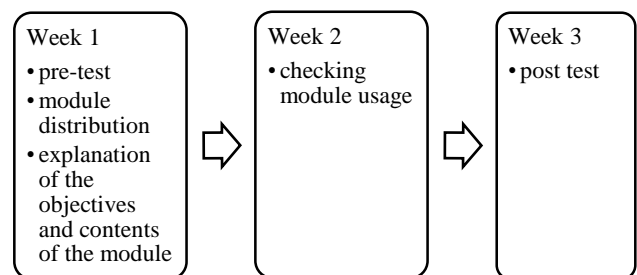

Figure 1. Study Flow

Module is entitled 'I am a Happy Prospective ECE Teacher'. This module is designed specifically for prospective ECE teachers, including self-analysis regarding the reasons behind their choice to pursue the career. The content includes an examination of the prevailing conditions faced, drawing on factual information from both Indonesia and globally. Additionally, it provides guidance on the potential that can be harnessed post-graduation, incorporating analyses of career planning and an evaluation of individual strengths and weaknesses. The guidance was provided to make module content easily describe the mood and represent users' life as prospective ECE teachers. The complete module can be accessed at the following link: https://bit.ly/3uP0EZs.

Results and Discussion
Results
Validation was carried out after the first draft of module entitled "'I am a Happy Prospective Early Childhood Education Teacher" was completed. Module product was assessed by a material, language, and design expert, while the questionnaire score percentage was calculated using quantitative and qualitative formulas. Quantitative data refers to questionnaire scores assessed by validators/experts/users, calculating percentages using a formula adapted from Sudjana (Wardany & Anjarwati, 2020) as follows.

$$N = \frac{k}{Nk} \times 100\%$$

Where N is the score percentage, k is the score from data collection, and Nk is the maximum total answer score.
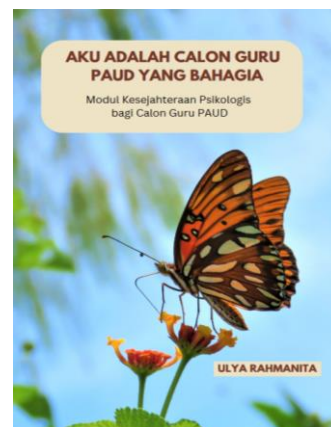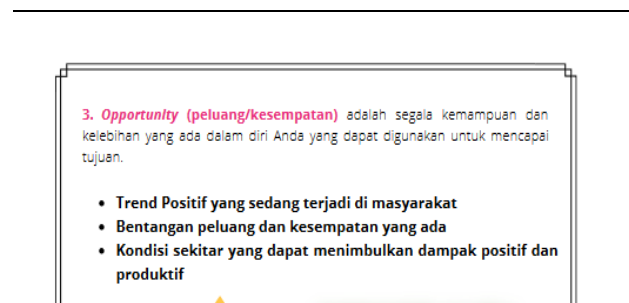
The percentage of assessment data obtained was converted into verbal descriptive data by referring to the following validity criteria guidelines (Rosikhoh et al., 2021).

Table 1
Validity Criteria

N percentage (%)	Qualification	Decision
85 < N ≤ 100	Very Valid	The product is ready to use
70 < N ≤ 85	Valid	The product is ready to use
55 < N ≤ 70	Fairly Valid	The product can be used with minor repairs that are not fundamental
40 < N ≤ 55	Less Valid	Product needs revision
0 < N ≤ 40	Invalid	Failed

Qualitative data was obtained from comments and suggestions in questionnaires from expert assessors and module users (validators). The data is used as suggestions to revise and validate module to make it better.

The aspects assessed by material experts are whether the material contained is consistent with the grid of psychological well-being, accuracy, and novelty. Module repairs are carried out once, where the expert gave a score of 82.5% in the valid category with several improvements in the first stage. After the revision was carried out, a score of 100% was obtained with a very valid category and the product was ready to use. Furthermore, validation was carried out with language experts, with aspects assessed including language use, suitability to users' level of intellectual development, and consistency in the use of terms, symbols, and icons. Validation was carried out twice with one correction recorded and obtained a score of 69.4% in the "fairly valid" category with the condition of improvements in several writings. After improvements were made, the score obtained was 94.4% with a "very valid" category and the product was ready to use.
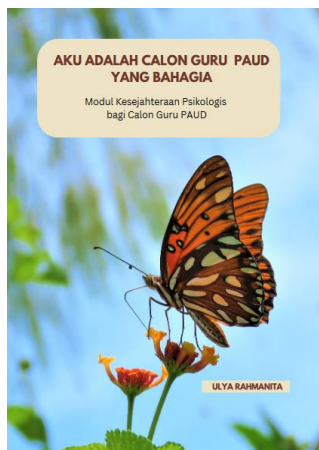

Figure 2. Module product before revision

Berdasarkan kisah Nick tersebut, dapat kita ambil hikmah bahwa bagaimanapun kondisi dan kekurangan difabel, ia mampu mengendalikan dan menyesuaikan diri dengan lingkungan.la menjadi motivasi bagi orang lain yang mungkin secara fisik lebih sempurna dari dirinya. Ia pun mampu berdaya dan mengatur hidupnya sehari-hari. Bahkan ia kompeten dan mahir pada beberapa bidang olahraga yang mungkin belum dapat dilakukan oleh orang dengan kategori normal secara fisik. Selain itu, ia juga mampu fokus dan mengoptimalkan kelebihan dan menciptakan keadaan yang cocok bagi dirinya. Jika Nick yang hanya memiliki separuh badan bisa, lantas bukankah kita yang utuh ini juga bisa demikian?

Figure 3. Module product after revision

The size of module format, appearance (cover and contents of module), content design, layout, and suitability of the components were assessed by a design expert. The validation process was carried out twice with one correction. The first stage obtained a score of 84.4% in the valid category but needs revision. After revisions were made, at the second validation stage, a score of 93.7% was obtained with a "very valid" category and the product was ready to use. Some improvements made to the expert validation process.

Before subjecting module to effectiveness testing, it requires analysis or validation of the practicality from users subsequent to evaluation by experts. The aim is to obtain an assessment and input on whether this module is practical in terms of attractiveness, and ease of understanding, as well as clarity of writing and can be used according to the purpose. Eight module users will use and assess psychological well-being module for prospective ECE teachers. Each user is asked to read, understand, and complete assignments in 2 chapters selected sequentially. For example, User A uses Chapters 1 and 2, B uses 3 and 4, and subsequent users similarly select specific chapters.

Table 2
Practicality Test Assessment

No.	Value Practicality score	Category
1	84.6	Very Practical
2	9.,4	Very Practical
3	96.2	Very Practical
4	94,2	Very Practical
5	90.4	Very Practical
6	92.3	Very Practical
7	84.6	Very Practical
8	86.5	Very Practical

Module users for the practicality test were selected randomly with the following criteria: 1) Students of PIAUD Study Program of UIN Fatmawati Sukarno Bengkulu; 2) Semester 5 and above. The aspects assessed are attractiveness, ease of understanding, and clarity of writing. The practicality test results obtained the following scores.

After module is declared valid and practical, the next step is to test its effectiveness. Module product was tested on 43 5th semester students of PIAUD UIN Fatmawati Sukarno Bengkulu study program. This test assesses the effectiveness of psychological well-being module for prospective ECE teachers in improving psychological well-being of prospective ECE students. The reliability test of psychological well-being scale from (Ryff, 1989) was analyzed statistically using IBM SPSS Statistics Version 29.0, and a reliability score was obtained with a Cronbach's alpha value of .779. This shows that the measuring tool or instrument has a high level because it meets the requirements for a good reliability index, namely above .50 or close to 1 (Krisna et al., 2016). The normality test was also carried out before hypothesis testing to find out whether the data was distributed normally or not. Normally distributed data has the condition $p > .05$ and the results obtained from both study data are .318 and .071 for pretest and posttest, respectively, both in the normal category. Hypothesis testing was carried out with parametric analysis using the paired sample t-test method to test two related/correlated samples or two paired samples (pretest and posttest).

Based on the hypothesis test, the average pretest result was 164.33 and posttest was 179.37. The analysis, conducted through a paired sample t-test to assess the difference between the two sets of data, yielded a significance value of .001. Because the prerequisite is $t < .05$ (.001 < .05), Ha was accepted showing a significant difference in psychological well-being of prospective ECE teachers before and after using the module. The average score was used to determine the effectiveness of certain methods or treatments in one group of pretest-posttest designs. This comparison is carried out by calculating the difference in the average pretest and posttest scores.

Table 3
Comparison of Participant Scores

Category	Pretest (person)	%	Post-test (person)	%
Very High	1	3%	13	31%
High	11	26%	16	37%
Medium	23	53%	13	30%
Low	6	14%	1	2%
Very Low	2	4%	0	0%
Total	43	100%	43	100%

By calculating the difference between the average pretest and posttest scores, the effectiveness of using specific method can be ascertained. The comparison of the average pretest and posttest scores in this study was 179.37 – 164.33 = 15.04, showing an increase (addition) of 15.04 for participants. A comparison of the categories of participants' psychological well-being is shown in the following table.

The table shows that only 1 person was in the "very high" category in the pretest condition, 11 in "high", 23 in "medium", 6 in "low", and 2 in "very low" categories. Meanwhile, after using module as a form of treatment, there was an improvement in psychological well-being. It was recorded that 13 people were in the "very high", 16 in "high", 13 in "medium", 1 in "low", and none in the "very low" category. This increase in score shows an improvement in psychological well-being of prospective ECE teachers after using "I am a Happy Prospective Early Childhood Education Teacher" module.

Discussion
Human life cannot be separated from the condition of psychological well-being. This also applies to PIAUD students at UIN Fatmawati Sukarno Bengkulu whose pretest results on average were included in the "high" and medium categories at 26% and 53%, respectively. This data proves that basically, PIAUD Study Program students at UIN Fatmawati Sukarno Bengkulu have understood their situation. Better results were also obtained after administering treatment in the form of psychological well-being modules for prospective ECE eachers. This increase was obtained with the results of 31% of students having a "very high" psychological well-being category, 37% in "high", and 30% in the "medium" category. From this result, it is evident that one of these objectives has been achieved. Module was designed to develop psychological well-being of prospective ECE teachers, with the hope that students will not only be free from distress and other mental problems, but will also cultivate attributes, such as self-acceptance, independence, positive relationships with other people, good control of the environment, having a purpose in life, and the ability to engage in personal development (Kurniasari et al., 2019).

The results of this study showed that there is a significant difference in the condition of psychological well-being before and after using module, with quite good improvements shown in several participants. Module has also been assessed as valid and effective by validators, showing its suitability for use as a treatment to improve psychological well-being of prospective ECE teacher students. This was also consistent with (Yahya, 2017) which designed module to develop psychological well-being in perfectionist students. The result showed that module was assessed positively in terms of the appearance and content of the material. It showed efficacy in addressing the requirement of perfectionist students, thereby necessitating the recommendation as a valuable tool for the development of psychological well-being. Another module on psychological well-being was previously designed by (Rahmi, 2019) with participants being juvenile prisoners. The results showed that module was suitable and the level of the use was in the "very good" category. Therefore, module was declared feasible and can be used by LPKA supervisors as a relevant medium in guiding juvenile prisoners for independent learning. It serves as a valuable resource in alleviating psychological distress, contributing positively to the enhancement of individuals' psychological well-being (Gustems-Carnicer & Calderón, 2013).

The effectiveness of using module can also be assessed from the increase in psychological well-being scores due to several factors, such as:

Age
According to (Wijaya et al., 2020), differences in age influence different dimensions of psychological well-being. For example, the environmental mastery, independence, and positive relationship dimensions increase with age. In this study, 5th semester students of the UIN Fatmawati Sukarno Bengkulu PIAUD study program are in the early adulthood category, widely recognized as a problematic age (Kurniasari et al., 2019). The responses of students facing the early adulthood stage varied significantly. Some respond happily and are challenged to explore a new life, but there are also those who go through these times full of stress, anxiety, and lack of enthusiasm (Pujantoro, 2021).

Several studies explain that students at this age feel easily worried about verbal expression, feelings of timidity, shyness, and susceptibility to confusion. Additionally, they experience fear of not being able to meet their parents' expectations, often daydream and fantasize, experience feelings of low self-esteem, and are less open to other people (Burris et al., 2009; Kurniasari et al., 2019). Therefore, there is a need to provide a treatment to develop psychological well-being in overcoming these problems, such as module

developed in this study. As evidenced by (Khoirunnisa & Ratnaningsih, 2016), a positive correlation exists between psychological well-being and stress levels. In addition, a higher level of psychological well-being is associated with positive family experiences and optimal biological function, and can also reduce depression (Navarro-Carrillo et al., 2020).

Socioeconomic Status
Differences in social class can also affect psychological well-being (Sakshi & Baloria, 2023). Wisconsin Longitudinal Study showed that higher education and employment status improved psychological well-being, specifically in the dimensions of self-acceptance and dimensions of life objectives (Santoso & Satwika, 2019). The results of other studies also showed a relationship between life satisfaction and psychological well-being, where psychological well-being is positively explained by higher socio-economic status (Reyes et al., 2020). Fifth-semester students, who constitute the study participants, should have been trained to equip themselves with a clear understanding of objectives and aspirations upon graduation. Unfortunately, observations in the field showed that students at this level are still groping and confused about the direction of life objectives. It is not uncommon for some to experience a sense of being adrift and uncertain, feeling as though they are headed in a direction contrary to their intended path. After implementing module, students showed an enhanced ability to discern the direction of life objectives and exhibited an improved capacity to plan for future, particularly post-graduation. Psychological well-being can be a factor that supports students to become more mature in their career decision-making process (Viola et al., 2016). The higher the level of a student's studies, the more independent the student will be in making decisions and trying to have a clear goal (Pujantoro, 2021), namely becoming professional and competent ECE teachers.

Social Support
Social support is an important predictor of individual psychological well-being (Matud et al., 2022). The social support that individuals have can influence the level of psychological well-being to be higher (Rahama & Izzati, 2021). Developing a support system around individuals can help improve psychological well-being (Aulia & Panjaitan, 2019; Sohn et al., 2014). According to (Khoirunnisa & Ratnaningsih, 2016), social support is defined as feelings of comfort, attention, appreciation, or assistance that individuals feel they receive from other people or groups. This support can come from various sources, such as partners, family, friends, coworkers, doctors, and social organizations. In several discussions held, prospective ECE teacher

students initially found it difficult to get social support from peers and family. This becomes evident as individuals seek to understand themselves through interactions with others, with a substantial number facing difficulties in establishing relationships with friends or communicating with family members. However, when assignments in module encourage students to engage in greeting, communication, and acts of kindness towards friends and family, some individuals perceive an increase in social support compared to previous experiences. This new found support contributes to a heightened sense of value and confidence among the students. This is because when someone gets social support, they will become proactive in helping to understand themselves and explore their potential and be able to set the final goals they want to achieve (Sharifian & Grühn, 2019).

Culture and Religiosity
Eastern culture has advantages in terms of being collective and interdependent, and this can influence psychological well-being, specifically in the dimension of positive relationships with other people (Syaiful & Syariah, 2018). This can also be seen in the culture of PIAUD Study Program students at UIN Fatmawati Sukarno Bengkulu, where positive relationships between friends and family are still well established.

Religiosity is also a factor that influences psychological well-being. It is known that religiosity has a positive relationship with psychological well-being, specifically religious coping was a stronger predictor of all psychological well-being outcomes (Fatima et al., 2018). Religiosity is the feelings, thoughts, and motivations that drive religious behavior. Students at UIN Fatmawati Sukarno Bengkulu are expected to have a fairly high level of religiosity, because they enter with quite strict Islamic tests and receive quite a lot of Islamic courses, specifically on the integration of Islamic values in ECE. Therefore, religiosity factor is gratitude, surrender, and interpreting life to Allah Swt can influence the improvement of psychological well-being.

The limitations of this study are the small number of samples and the lack of time to control the use of module. Therefore, it is possible that some parts of module are not used properly, and the study measurements may be only carried out based on the results of the questionnaire distributed where the results depend on participants in answering the statement.

Conclusion
In conclusion, psychological well-being module for prospective ECE teachers, designed validly and practically, had proven to be effective in improving psychological well-being of prospective ECE teachers.

The influencing factors included age, socio-economic status, social support, culture, and religiosity. In addition, module could be used as a learning media or course material in college to ensure the development of ECE teachers into competent and professional teachers in the future.

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