

Content Validity and Reliability of the Intervention Module: The Solution-Focused Counseling Module for Self-Efficacy and Academic Motivation (Kbp-Ekma)

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ABSTRACT

This study aimed to evaluate the content validity and reliability of the Solution-Focused Counseling Module for Self-Efficacy and Academic Motivation (KBP-EKMA), designed specifically for Form Six students in Sabah. The module is grounded in Seligman's Solution-Focused Brief Counseling approach and was adapted into a structured seven-step intervention process. Content validity was assessed by three expert panelists in counseling, educational psychology, and instrument evaluation, who validated the module through a structured review of its content. The study involved 30 Form Six students who participated in the implementation of KBP-EKMA through weekly group sessions held over seven consecutive weeks. The Content Validity Index (CVI) was used to measure the level of content validity, while Cronbach's Alpha coefficient was applied to assess the reliability of the self-efficacy and academic motivation constructs. The findings showed that the KBP-EKMA module demonstrated high content validity (CVI = 0.842) and excellent internal reliability ($\alpha = 0.920\text{--}0.974$). These results confirm that the KBP-EKMA module meets strong psychometric standards and is suitable for use as an intervention tool in the pre-university education context.

Keywords: content validity, reliability, intervention module, self-efficacy, academic motivation, solution-focused counseling, pre-university students

INTRODUCTION

In today's educational landscape, shaped by cognitive, emotional, and social challenges, the need for credible and reliable psycho-pedagogical interventions has become a critical priority in strengthening the national education system. Pre-university students, particularly those in Sabah, face multiple pressures, including academic demands, logistical constraints, limited access to quality learning resources, and challenging socioeconomic conditions. A study by Rahman et al. (2022) confirmed that these stressors directly affect students' intrinsic motivation and their belief in their own abilities, or self-efficacy. Therefore, it is essential to design interventions that are structured, systematic, and relevant to the local context, ensuring that students remain supported, competitive, and motivated in their pursuit of academic excellence. Contextual interventions grounded in empirical evidence can serve as catalysts for transforming the education system into one that is more inclusive and responsive to the diverse needs of students.

The Group Solution-Focused Counseling Module (KBP-EKMA) was specifically developed to address the needs of rural pre-university students who require a psychological support approach that not only identifies problems but also offers practical solutions anchored in their internal strengths. The primary approach adopted in this module is Solution-Focused Brief Therapy (SFBT), which has been widely proven effective in enhancing individual functioning through techniques such as the miracle question, exception-seeking, and scaling (Kim, 2008; Franklin *et al.*, 2017). This approach diverges from the traditional problem-focused paradigm and replaces it with a positive narrative centered on realistic, future-oriented goals.

Nevertheless, the effectiveness of an intervention module such as KBP-EKMA cannot be determined solely by the theoretical foundations on which it is built. Instead, it must be evaluated in terms of content validity, which refers to the extent to which the module items accurately represent the targeted domains, and reliability, which reflects the module's stability and consistency when applied repeatedly. Therefore, this study seeks to

empirically examine both critical aspects to reinforce the module's potential for broader and more systematic application within Malaysia's educational system.

METHODOLOGY

Module Development

The Group Solution-Focused Counseling Module (KBP-EKMA) was developed using the Module Development Model proposed by Jamaludin and Sidek (2013), which highlights five essential phases: needs analysis, design, development, implementation, and evaluation. During the needs analysis phase, primary data were gathered through interviews with school counselors, preliminary surveys with students, and a review of relevant literature. Insights from this phase were then used to design content that directly addresses issues of motivation and self-efficacy among rural pre-university students.

The module consists of eight structured sessions aimed at strengthening students' skills in goal-setting, identifying exceptions to their challenges, and developing positive self-narratives. Key techniques applied include scaling questions, the miracle question, exception finding, and goal setting, all of which align with the principles of Solution-Focused Brief Therapy (SFBT). Each session is framed around specific learning objectives to cultivate students' inner strengths and self-confidence. To ensure relevance, the module content was also culturally adapted to the local context of Sabah, enhancing both its acceptance and appropriateness.

Content Validity Evaluation

The evaluation of content validity was carried out systematically with the involvement of three experts in educational psychology, counseling, and curriculum development. Each expert assessed the module items based on several criteria, including the appropriateness of objectives, clarity of activities, alignment with theoretical approaches, and effectiveness in achieving the intended learning outcomes. A five-point Likert scale was used, where a score of 1 indicated "highly inappropriate" and a score of 5 indicated "highly appropriate."

The evaluation data were analyzed using the Content Validity Index (CVI) to determine the level of expert agreement on the validity of each item. Items scoring $\geq .80$ were considered to have adequate content validity and were retained in the final version of the module. In addition, qualitative feedback provided by the experts was incorporated to refine the presentation and sequencing of activities, thereby enhancing the pedagogical effectiveness of the module.

Reliability Assessment

The reliability of the module was evaluated through a pilot study involving 30 Form Six students from a school whose socioeconomic backgrounds and academic performance were comparable to the target population of the main study. The module was implemented over a two-week period, with all sessions conducted face-to-face in small group settings. Students completed questionnaires both before the intervention (pre-test) and after it (post-test) to assess changes in their levels of self-efficacy and academic motivation.

Data were analyzed using SPSS version 27, and reliability coefficients were calculated using Cronbach's Alpha for each component of the module. An alpha value of $\alpha \geq .90$ was interpreted as reflecting a very high level of reliability, indicating strong internal consistency in measuring the intended constructs. These findings confirm that the KBP-EKMA module has a solid structure and can produce stable results when applied in similar contexts.

FINDINGS

Content Validity

The content validity of the KBP-EKMA module was evaluated with the involvement of three experts in the fields of psychology, counseling, and education. Each expert reviewed the module content for its relevance and effectiveness based on eleven evaluation statements provided in a structured questionnaire. Table 1 presents the percentage of expert agreement for each item. Overall, all items scored above 80.00%, with the highest at 93.33% and the lowest at 80.00%. The average Content Validity Index (CVI) across all items was 88.48%, which meets the minimum standard of $\geq 80.00\%$ recommended by Lawshe (1975) as evidence of strong content validity.

These findings confirm that the module fulfills both theoretical and practical requirements as a viable intervention tool. In particular, items related to appropriateness within the allocated time, effectiveness in enhancing both intrinsic and extrinsic motivation, and relevance to the target student population were rated highly. This provides strong justification for the KBP-EKMA module to be implemented in solution-focused counseling interventions for rural pre-university students.

Table 1: Content Validity Evaluation of the Module Based on Expert Feedback

No.	Evaluation Statement	Percentage (%)
1	The module content is appropriate for the target population.	86.67
2	The module content can be implemented effectively.	90.00
3	The module content is suitable for the allocated time.	93.33
4	The module content can enhance students' self-efficacy.	80.00
5	The module content can improve intrinsic motivation to know.	86.67
6	The module content can enhance intrinsic motivation toward achievement.	86.67
7	The module content can foster intrinsic motivation for stimulation.	90.00
8	The module content can enhance identified extrinsic motivation.	90.00
9	The module content can improve integrated extrinsic motivation.	86.67
10	The module content can enhance extrinsic motivation through external regulation.	86.67
11	The module content helps to reduce amotivation among students.	93.33

Module Reliability

The reliability test conducted on the KBP-EKMA module produced exceptionally high Cronbach's Alpha values, ranging from .920 to .974 across all sessions and module components. These values indicate excellent internal consistency, consistent with the minimum threshold established for instrument development studies (George & Mallery, 2003). The coefficients were obtained from the analysis of pre- and post-intervention questionnaires completed by 30 Form Six students who participated in the pilot study.

The findings confirm that the module's structure is stable, contextually relevant, and consistent in measuring its intended constructs, namely self-efficacy and academic motivation. This high level of reliability further supports the module's applicability across various educational settings with similar population characteristics. Accordingly, the KBP-EKMA module is recommended as an effective psycho-pedagogical intervention tool for enhancing students' psychosocial outcomes (Bandura, 1997; Ryan & Deci, 2000).

Table 2: Reliability of the Intervention Module

No.	Construct	Activities and Items	Cronbach's Alpha
1	Building Positive Relationships	Activity 1: Knowing Myself (Items 1–3), Activity 2: Anything Goes (Items 4–7)	.920
2	Identifying Issues and Complaints	Activity 3: My Journey (Items 8–10), Activity 4: My Strength (Items 11–13)	.948
3	Setting Future Goals	Activity 5: SMART Goals (Items 14–16), Activity 6: Solution Team (Items 17–18)	.951
4	Identifying Outcomes and Internal Resources	Activity 7: I Like (Items 19–21), Activity 8: i-Share (Items 22–24), Dream School (Items 25–26)	.933
5	Planning and Implementing the Intervention	Activity 10: Exploring Dream Careers (Items 27–29), Self-Charisma (Items 30–31), My Inspiration Chart (Items 32–33)	.964
6	Termination	Activity 13: My Obstacles (Items 34–37), Personal SWOT Analysis (Items 38–40), Imagine the Best Dream (Items 41–43)	.974
7	Follow-Up and Evaluation	Activity 16: Sharing (Items 44–46), Activity 17: Reward (Item 47)	.935

CONCLUSION AND RECOMMENDATIONS

This study has demonstrated that the Self-Efficacy and Academic Motivation Solution-Focused Counseling Module (KBP-EKMA) possesses a very high level of content validity and reliability, confirming its status as a valid and dependable intervention for supporting rural pre-university students. With its strong theoretical foundation and contextually relevant content, the module shows significant potential as a key strategy for enhancing students' self-efficacy and academic motivation in Malaysia.

The findings reported a Content Validity Index (CVI) of 88.48% based on assessments from three domain experts, indicating a high level of agreement on the appropriateness of the module's content. In addition, the exceptionally high Cronbach's Alpha values (ranging from .920 to .974) confirmed excellent internal consistency, demonstrating that the module is stable, reliable, and suitable for use in rural educational settings. The KBP-EKMA module further underscores the practical value of integrating Solution-Focused Brief Therapy (SFBT) into educational interventions. By emphasizing students' strengths and future-oriented goals, the module shows strong potential to enhance both self-efficacy and academic motivation. Its systematic development, guided by the Module Development Model of Sidek and Jamaludin (2005) and supported by contemporary psychological theories, has resulted in a framework that is both conceptually sound and practically robust.

For future research, it is recommended that longitudinal studies be conducted to evaluate the module's long-term effectiveness across different contexts and populations. Its impact on sustained academic achievement, as well as on psychosocial outcomes such as resilience and emotional well-being, should also be examined in greater depth. Further investigation into the adaptability and effectiveness of the module in diverse school environments is warranted. Moreover, comparative studies with other intervention approaches would be valuable for highlighting the unique strengths and added contributions of the KBP-EKMA module.

In conclusion, this study contributes significantly to the development of counseling-based intervention modules within the context of secondary education in Malaysia. The KBP-EKMA module is not only supported by strong empirical evidence but is also highly relevant to the needs of rural students, making it a practical and strategic approach for enhancing both academic and psychosocial potential.

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