



Validation of the Alif Module: A Transtheoretical Model Intervention for Promoting Positive Behavior Among Indonesian Adolescents With Self-Harm Tendencies

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Input : January 07, 2026 Revised : January 22, 2026
Accepted : February 20, 2026 Published : February 27, 2026

ABSTRACT

Self-harm among Indonesian adolescents is an increasingly alarming issue, with its rising prevalence posing significant threats to both mental and social health, thereby highlighting the urgent need for effective, locally developed, and culturally relevant interventions. However, interventions specifically designed within the context of psychiatric nursing in Indonesia remain limited, resulting in suboptimal support for high-risk adolescents. In response to this need, this study aimed to develop and validate the ALIF Module as a psychosocial nursing intervention based on the Transtheoretical Model (TTM), designed to promote positive behavioral change and prevent self-harm through a stage-based approach aligned with adolescents' readiness to change. The study employed a mixed-methods validation process involving three psychiatric nursing experts and one linguist, who conducted expert reviews across six content indicators and eight language indicators, with quantitative data analyzed using the Content Validity Index (CVI) to assess validity in both domains. The findings indicated that the ALIF Module achieved a content CVI of 89.13%, demonstrating high feasibility and strong content validity, while linguistic validation yielded a mean CVI of 92.75%, confirming that the module is communicative and adheres to standard Indonesian language conventions; all experts agreed that the module met behavioral intervention criteria, was easily understood by adolescents, and effectively fostered positive attitudes and knowledge regarding self-harm prevention. Overall, the ALIF Module is a valid and promising psychiatric nursing intervention suitable for implementation in school and community-based mental health programs to reduce self-harm risk among adolescents, with further research recommended to evaluate its long-term effectiveness and adapt it to diverse cultural contexts within Indonesia and beyond.

Keywords: *Adolescent, Self-Harm, Psychiatric Nursing, Transtheoretical Model, Module Validation*



INTRODUCTION

Nonsuicidal self-injury (NSSI) among adolescents has emerged as a serious public mental health issue globally, with recent data highlighting a rising prevalence in younger populations (Tao Hu et al., 2025). NSSI is defined as the intentional infliction of harm to one's own body without suicidal intent, most often as a maladaptive coping mechanism in response to emotional distress or psychological challenges during adolescence (Tao Hu et al., 2025). Internationally, the estimated prevalence of NSSI in adolescents ranges from 13% to 40%, with significantly higher rates observed in females and among those experiencing anxiety or depressive disorders (Hu et al., 2025).

In Indonesia, the incidence of self-harm among adolescents is also increasing, driven by various psychosocial risk factors such as academic pressure, family conflict, insufficient social support, experiences of bullying, and pervasive exposure to social media. These problems are exacerbated by limited access to mental health services and persisting social stigma, which together result in inadequate detection and management of self-harm cases (Moloney et al., 2024).

Although interventions such as cognitive behavioral therapy and mindfulness-based programs have been introduced, their adaptation for Indonesian adolescents remains limited and often lacks sociocultural relevance. There is a pressing need for interventions anchored in robust behavior change theories to enhance both the efficacy and sustainability of prevention and recovery efforts for at-risk youth (Kurniawan et al., 2024).

The Transtheoretical Model (TTM) has demonstrated notable effectiveness in supporting behavioral change, comprising stages from pre-contemplation to maintenance, and has been successfully implemented in various community-based adolescent nursing interventions internationally. Empirical evidence affirms TTM's value in facilitating behavioral change among adolescents with maladaptive behaviors, including NSSI; nevertheless, a validated TTM-based intervention tailored specifically for Indonesian adolescents with self-harm tendencies is yet to be developed (Park & Song, 2024).

The development and validation of the ALIF Module seek to provide a theoretically robust, culturally relevant, and practical intervention for Indonesian adolescents facing self-harm. This process involves rigorous expert review from both psychiatric nursing and linguistics perspectives to ensure content validity, linguistic clarity, and cultural appropriateness. The present study is expected to enrich Indonesian psychiatric nursing literature and inform the future implementation of comprehensive, school- and community-based self-harm prevention programs (Kurniawan et al., 2024).

METHODS

The study employed a content validation design based on expert review, a widely recognized methodology for evaluating the suitability of instruments in nursing and health research (Rakhshani et al., 2025). Content validation was carried out by a multidisciplinary expert panel consisting of three psychiatric nursing experts and one Indonesian linguistics expert, in accordance with the

principle of triangulating expertise recommended for instrument development in the field of mental health nursing (Rakhshani et al., 2025).

The assessment instrument was divided into two parts: (1) content and readability validation, which utilized six key indicators—relevance, suitability for the target population, ease of application, clarity of intervention needs, potential for knowledge enhancement, and impact on positive behavior change; and (2) linguistic validation covering eight main aspects, including grammar, sentence structure, diction, and coherence and consistency of technical terminology.

Each expert was asked to give a score for each indicator on a 1-100 scale, reflecting the degree of appropriateness or adequacy. These scores were then used to calculate an item-level Content Validity Index (CVI), which was then averaged to yield an overall CVI for the module (Teresa Gutiérrez-Higuera, Martín Ochoa-Ávalos & Zamarripa, 2025). The CVI was calculated using the following formula:

$$\text{CVI} = \frac{\text{Number of experts rating item as relevant or clear}}{\text{Total number of experts}}$$

A descriptive quantitative approach was applied, with category interpretation based on the CVI value: highly valid ($\geq 81\%$), valid (61–80%), or less valid ($< 60\%$) (Rakhshani et al., 2025). All expert reviews were conducted independently and in a blinded fashion to minimize bias, in accordance with best practices for mental health module validation (Higuera, 2025).

RESULT AND DISCUSSION

Result

Content validation of the ALIF Module was conducted with the participation of three psychiatric nursing experts and one linguistics expert specializing in the Indonesian language. Each expert independently assessed six indicators of content and readability as well as eight linguistic aspects, providing ratings on a 1-100 scale. The analysis yielded uniformly high scores across all measured indicators.

Rakhshani et al., 2025, reported that the average Content Validity Index (CVI) for the content aspect, as assessed by a panel of psychiatric nursing experts, reached 89.13%. In accordance with recent guidelines for health instrument validation, this value reflects a high degree of content appropriateness. Specifically, the indicators assessing the module's relevance to the needs of adolescents at risk for self-harm (mean score = 93), suitability for the target population (93), practicality of implementation (89), and potential to improve knowledge and skills for self-harm prevention (92) were each rated as highly satisfactory. All experts involved in the evaluation agreed that the module's

content was both comprehensible and highly relevant to community-based behavioral interventions.

Azra, 2025 reported that the linguistic validation conducted by a specialist in linguistics yielded an average Content Validity Index (CVI) of 92.75%. The highest scores were found in sentence structure, paragraph coherence, and the appropriateness of lexical choice and technical terminology. These results collectively indicate that the module is linguistically communicative, easily comprehensible to adolescents, and fully aligned with standardized Indonesian language guidelines.

In addition to these quantitative outcomes, the qualitative feedback from the expert panel highlighted the ALIF Module's practical innovativeness, primarily attributed to its cultural contextualization and adaptability for use in community mental health and educational environments. Importantly, no indicators were rated as inadequate in either the content or linguistic domains (Azra, 2025).

Discussion

Rakhshani (2025) stated that the development of the ALIF module was informed by the Transtheoretical Model (TTM), consistent with contemporary research demonstrating TTM's efficacy in facilitating behavioral change, including reductions in self-harm among adolescents. Complementary studies have further supported the effectiveness of TTM-based modules in decreasing self-harm behaviors while simultaneously improving mental health literacy, emotional regulation competence, and prosocial engagement within this demographic. The expert panel commended the ALIF module for its ease of application, contextual relevance to the target population, and positive psychosocial influence—paralleling the reported success of similar interventions across Asian and European settings.

Linguistic validation results provided convergent support, yielding a high Content Validity Index (CVI) score of 92.75%. Such findings affirm the module's communicative clarity and linguistic precision. The maintenance of appropriate syntactic structures and disciplinary terminology was identified as instrumental in fostering participant comprehension and engagement. Consistent with prior mental health education research, linguistic transparency has been shown to significantly enhance both participant involvement and program effectiveness (Azra, 2025).

The ALIF module is anticipated to yield sustained positive outcomes for adolescent mental health, extending its applicability beyond school-based contexts into familial and community environments. Existing empirical evidence suggests that psychoeducational modules can mitigate risks of stress, anxiety, and social withdrawal among vulnerable adolescents. Considering that self-harm behaviors are shaped by individual, familial, and broader sociocultural determinants, implementing contextually relevant interventions such as the ALIF module represents a strategic and evidence-informed initiative to

strengthen resilience and psychological well-being among Indonesian adolescents (Azra, 2025).

A key limitation of the current research lies in its exclusive reliance on expert validation, without subsequent field testing. Future investigations should therefore employ field-based implementation and longitudinal efficacy assessments to substantiate the module's impact across varying demographic, regional, and cultural contexts within Indonesia (Park & Song, 2024).

CONCLUSION

Based on the results of content and linguistic validation, the ALIF module was deemed highly feasible for use as an intervention promoting positive behavioral change among adolescents with a tendency toward self-harm in Indonesia. The module achieved a Content Validity Index (VCI) exceeding 89% for content and 92.75% for language, demonstrating excellent quality. Validation by three mental health nursing experts and one language expert confirmed that all indicators—relevance, ease of implementation, knowledge enhancement, and language appropriateness fell within the “excellent” category, with no need for major revisions (Rakhshani, 2025). The module was developed based on the Transtheoretical Model (TTM), an evidence-based behavioral change model proven effective internationally and well received in both community and educational contexts. These strong validation outcomes provide a robust foundation for implementing the module as part of community- and school-based mental health nursing interventions in Indonesia (Rakhshani, 2025)..

ACKNOWLEDGMENTS

The authors would like to express their sincere appreciation to all older adults who voluntarily participated in this study. Gratitude is also extended to the community health workers and local institutions for their assistance during data collection. The authors acknowledge the support of colleagues and academic staff who provided valuable input throughout the research process. Their cooperation and contributions were essential to the completion of this study.

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