
Mobile-Based Psychomotor and Affective Development Application for Students

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Mobile-Based Psychomotor and Affective Development Application for Students

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Abstract: Developing affective and psychomotor values in children is highly important and should be prioritized in educational objectives. This is beneficial for shaping individuals who are not only intellectually intelligent but also possess directed skills and a positive attitude towards others, as high cognitive achievement is insufficient without accompanying skill and behavior values. The author developed an application to improve students' psychomotor and affective abilities. The waterfall method was utilized in the creation of the application. Features were designed to facilitate good communication between parents and teachers in developing children's psychomotor and affective skills. Twelve features are purposed to assist parents and teachers in supporting the optimal development of children's competencies based on parenting dimensions.

Keywords: Mobile application, psychomotor, affective students

A. Introduction

The educational aspect begins with family education and plays a big role since parents are the first educators of their children. The family is the initial foundation for society (Arslan, 2021). The family is the first environment for children, which will determine the child's success in learning (Nasution, 2019). Parents must understand parenting patterns, which include activities to care for, train, and influence their children. These various activities are known as parenting (Afrilia, 2017). Family education is very much needed to support children's education in the school environment.

According to Mansur, quoted in the journal Purnamasari (2019), the parenting process requires an approach that can be used in learning activities that makes the child the center of attention and involves family, school, and community simultaneously to obtain satisfactory results. This was also conveyed by Kurniawan and Hermawan (2016), who said that parenting is a collaborative activity between parents and teachers to monitor children's development and share problems with each other on an ongoing basis until they can discover the child's maximum potential. Parents have a very important role in developing their children's competencies. The psychological development of creativity is closely related to the influence of parenting patterns. Parents who often play and communicate with their children are able to develop their physical, motor, social, emotional, and cognitive abilities (Herentina T., 2012).

Several main aspects must be considered in children's development in the educational process. The three domains that must be considered when assessing learning are cognitive, affective, and psychomotor aspects (Sari & Rahmah, 2019). However, in reality, the application of learning that focuses on psychomotor and affective aspects in the world of education still experiences various problems characterized by low values of honesty, discipline, students' sense of responsibility, and limitations on students' movement skills (Bali & Musrifah, 2020). The educational process still emphasizes cognitive achievement (Wijoyo et al., 2020). Children's success achievements are often only measured through their cognitive values in the form of numbers, just as determining class rankings in elementary to high school in Indonesia is only seen based on cognitive values. Students with high cognitive scores are considered the most successful in their achievements. Meanwhile, children cannot be said to have achieved their educational goals optimally even though they have good cognitive abilities, which is not yet realized by most parents and teachers (Haryadi, 2015).

Apart from that, in implementing education, it is important to have a good relationship between parents and teachers (Wal, 2020). However, the reality is that parents tend to give educational tasks entirely to teachers at school. On the other hand, teachers also do not communicate enough about their children's development at school to parents (Natsir et al., 2018). This is in accordance with complaints expressed by several teachers at MIS Nur al-Amin, Medan Deli District, regarding the difficulty of communicating with parents to discuss the development of their children's learning outcomes. If the teacher invites the student's parents to come to the madrasa, then no more than 30% of the student's parents attend (Huda, 2018). This adds to the problems and challenges of developing the quality of children's education.

Technological developments have become part of the implementation of parenting. According to the data from 41 respondents, 53.7% were aware of the application of parenting patterns, so it can be concluded that parents need a media that can optimize parenting by involving teachers. Technology has greatly influenced human life, including in the world of education and parenting. Based on a survey, several applications are used by parents and teachers to help with parenting and education for children or students. However, the existing applications have not been able to meet user needs based on parenting dimensions and students' psychomotor and affective achievement competencies. Instilling affective and psychomotor values in children is crucial and must be prioritized as an educational goal. This is useful for forming individuals who are not only intellectually intelligent but also have focused skills and good attitudes toward others because achieving high cognitive scores is not enough without being accompanied by skill and behavioral scores. For example, when a child gets high cognitive scores but has a low sense of concern for his friends and does not respect his parents and teachers. Therefore, it is necessary to develop applications that are able to meet students' needs to optimize children's psychomotor and affective competencies by presenting various new features created based on parenting dimensions. This application is also designed to facilitate collaboration between teachers and parents in developing children's competencies to the maximum.

B. Research Method

This affective and psychomotor development application was developed using the waterfall method. The waterfall method is a method in SDLC that has a characteristic in its work. Each phase must be completed first before proceeding to the next phase (Wahid Abdul, 2020). The stages in this method were as follows:

1. Analyze user needs

Analysis of user needs was carried out by interviewing different schools. The principal acted as the key informants, teachers and parents served as the main informants, and students were the supporting informants. Interview questions can be in the form of exploratory questions, by asking in detail the needs of prospective users. Questions are given directly by bringing an interview transcript. The first interview was conducted with teachers by asking about the needs for facilities and infrastructure as well as affective and psychomotor competencies in students. The interviews were conducted with parents by asking about obstacles in assisting children in developing their potential and then with students.

2. Application design

The system design below describes the activities that will occur in the application.

- 1) Use Case Diagram is a type of UML (Unified Modeling Language) that connects various systems (Prasetya, Sintia, & Putri, 2022). The following is a Use Case diagram of the APPINTER application. This diagram describes the relationship between actors and the system. Use case diagrams can describe an interaction between one or more actors and the system to be created.

2) Entity Relationship Diagram (ERD) is a diagram that looks like graphic notation functions for creating databases ('Afiifah, Azzahra, & Anggoro, 2022). Various developments in the design of this application have fulfilled several stages of development from the previous ones, only using User Needs Analysis, Application Design, Application Creation, Application Testing, and 4 case diagrams. Then, we developed it again and finished creating the Entity Relationship Diagram (ERD).

3. Application creation

Several stages and processes are carried out to meet standards in creating mobile-based interactive parenting applications to develop affective and psychomotor skills in schools. The stages and process of creating the application are as follows:

- 1) Firebase Firestore is a database with basic no SQL, one of the services from Google, making it easy for mobile application developers to develop applications (Huda, Kurniawan, & Mukhozin, 2022). Cloud Firestore is the newest database from Firebase for mobile application development with faster query features and deeper scale.
- 2) Coding in the process of making this application was developed using free tools. The various tools used are Microsoft Studio Code as an integrated development environment software (IDE), Dart as the programming language used in developing the application, Firebase as the database for the application, and Flutter as a framework for building the appearance of the application.
- 3) The execution of this application requires a 3rd party to assist in the application development process. As for the development process, a 3rd party assisted in creating the Back End for the application.

4. Application testing

Testing is finding bugs and errors in the system while debugging is fixing bugs found during testing. (Purnamasari & Na'imah, 2020) In using these two processes for ab testing, we add the Firebase testing lab with a cloud-based application testing process, allowing it to be tested on various devices and configurations so you will get a better picture.

C. Result and Discussion

1. Results of User Needs Analysis

The results achieved in carrying out this needs analysis of potential users are in the form of interviews from several schools regarding the features that will be developed in interactive parenting applications. The data collection was obtained from the following schools. Data was obtained during the implementation of analyzing needs, which was very useful in creating features in accordance with school needs to improve students' affective and psychomotor skills. The features obtained from the needs analysis results in schools are reminders, attendance, playground, report cards, QnA, and blogs.

ASPECTS	VARIABLES	SOURCE PEOPLE	INTERVIEW RESULTS
Parenting	1. Control dimensions 2. Dimension of warmth	Principal of SD Muhammadiyah Gamping	Through good communication, the relationship between teachers and parents can be maintained well with transparency and reporting. However, in its implementation, there are still several obstacles, such as the lack of positive relationships between teachers and parents and vice versa due to the absence of meetings other than monitoring using WhatsApp.
		Principal of SMP Muhammadiyah 1 Gamping	Learning that takes place without face-to-face adds to problems in the teaching and learning environment. Providing good parenting from parents is also very influential in this aspect. There are several students with problematic parental and societal backgrounds. Therefore, it is important to provide parents with knowledge regarding parenting patterns. In this application, there are features related to parenting.
		Teachers of SD Muhammadiyah Tamantirto Utara	The relationship between parents and school is not fully optimal due to a number of obstacles, so this communication will also directly impact the parenting style of parents towards a child. Parents always have a lot of time with their children. Therefore, parents need to be able to implement good and correct parenting patterns. The features provided in this interactive application are hoped to contain this.
		Acting Principal of SD N Banyuraden	Teachers control students by establishing communication with parents through direct meetings or WA chat. Several student guardians have been experiencing problems with the student's guardians not being open enough to convey their children's complaints to the school. On the other hand, some teachers experience issues with their employees due to receiving too many messages, such as

			assignments and class discussions. Therefore, this feature is expected to cover data through the applications contained in the feature.
		Subject teachers of SD N Banyuraden	The relationship between teacher and parent control is still lacking. For example, some parents paid little attention to their children's learning process during this pandemic. Often, assignments are sent to parents but not conveyed to children, so they do not collect assignments. Communication is very important at this time for both parents and teachers. Therefore, this application can add features so that parents and teachers can ensure communication and coordination regarding assignments and exams that students must complete well.
		Counseling and student guidance at SMP Muhammadiyah 1 Gamping	The relationship built between parents and the school is quite good because the response from parents is also good, and the teachers also optimize the role of teachers as providers of knowledge and value in the learning process. However, there are problems such as less effectiveness in learning due to the models and strategies that can be applied in distance or online learning, and there are also parents who are less open about their children's problems in learning. Therefore, if possible, the features developed by this interactive application can address the problems above. If there is this application, it is hoped that there will be a daily attendance recap feature to make it easier for each homeroom teacher to recap attendance. There will be a feature for writing articles so that guidance and counseling teachers can write whatever needs to be conveyed to the student's parents, and there will be a report card feature to facilitate transparency of grades from

			teachers to parents. Apart from that, a feature has also been added that can accommodate gymnastics or craft instructions so that students can do them even at home for psychomotor development in students.
		Principal and Teacher of SD Muhammadiyah Ambarketawang 2	The relationship between parents and teachers is very important because sometimes there is much miscommunication regarding student learning outcomes, student attendance at school, and teacher assignments. The hope is that with this application, a consultation feature can be created between teachers and parents so that there will be no more miscommunications.
		Principal of SMP Muhammadiyah 1 Gamping	The affective development of students is not yet optimal because there is no direct learning at school, so this is also an obstacle to a definite assessment regarding this aspect. Therefore, at least this interactive application can help solve this problem.
		Principal of SMP Muhammadiyah Kasihan	The affective aspect has a big influence on student growth. This aspect must be part of the feature so that it helps schools and parents provide students with the rights and obligations that must be fulfilled. This includes discussion features regarding the development of children or students from both schools and parents.
		Teachers of SD Muhammadiyah Tamantirto Utara	The role of parents and teachers in improving affectivity is very influential. This interactive application must be related to the affective development of students, such as reporting good attitudes from parents and teachers so that there is openness. This helps the school to overcome problems experienced by parents and students.
		Acting Principal of SD N Banyuraden	Aspects of affective assessment during the pandemic can only be

			observed through student discipline in their attendance and delivery of assignments. Teachers experience difficulty assessing students' attitudes directly because the learning process is conducted remotely.
		Subject teachers of SD N Banyuraden	To assess the affective aspect through discipline in submitting assignments, there are still many students who are late in submitting assignments by the specified time limit. Interactive applications can add features to collect assignments and exams. This can help teachers in providing assessments because, with these features, teachers have high mobility and can save time and focus on the learning process.
		Guidance and Student Affairs at SMP Muhammadiyah 1 Gamping	In its application, the assessment of the affective aspect is carried out manually, both in the assessment and evaluation results, so that mobilization when parents want to know their child's affective development sometimes has problems. Therefore, through this application, we can recapitulate the value data and evaluation results of this affective aspect.
		Principal and teachers of SD Muhammadiyah Ambarketawang 2	Students often submit assignments late, several children complain, and one doesn't do any work. Adding to this pandemic, teachers find it difficult to control students. For this reason, there is a need for features that control student assignments.
		Principal of SMP Muhammadiyah 1 Gamping	Their relationship with each parent very much determines the psychomotor aspect of students. Thus, the features developed through interactive applications also pay attention to this issue to improve students' psychomotor skills.
		Principal of SMP Muhammadiyah Kasihan	In this case, parents are the first counselors for a child, so the features that can be added to the interactive application are how parents apply parenting patterns

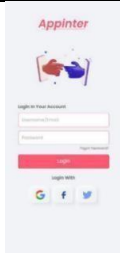



			that will also have a direct impact on the psychomotor development of the child or student. Lighters like this are very useful and help schools implement this aspect well and optimally.
		Teachers of SD Muhammadiyah Tamantirto Utara	Many parents want to know the development of their child's behavior, interests, talents, and abilities during the learning process. This becomes an obstacle because schools usually provide development results 1 year 2 times in each semester. Therefore, through this application, it can be developed further so that it can be developed further to add features that contain the results of students' psychomotor development.
		Acting principal of SD N Banyuraden	Psychomotor assessment seen from Physical Education lessons. During the pandemic, students only sent photos of assignments and videos. Network problems also added to the problem, so some lessons were not optimal and less effective. Therefore, features were needed to accommodate students who had these problems.
		Subject teachers of SD N Banyuraden	There are several problems in this aspect, such as less than optimal learning related to psychomotor skills and students' interests and talents. Psychomotor assessment also makes the problem more complex. Therefore, the feature developed based on this problem is that it can accommodate student assignments and exams with large capacity files.
		Guidance and student affairs at SMP Muhammadiyah 1 Gamping	Some student psychomotor development can be done through extracurricular activities and practical assessment of subjects. During the pandemic, several extracurricular activities continued with limited implementation. Meanwhile, for practical

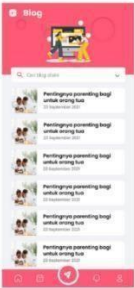



			assessments, teachers cannot see them directly. Assessments are carried out by sending videos or photos. Teachers hope that the features in the application will help develop extracurricular activities at school, especially during the pandemic.
		Principal and teacher of SD Muhammadiyah Ambarketawang 2	Student learning results reports are currently still reported to parents using report cards. In a pandemic like this, it is hoped that these results reports can be submitted promptly. Therefore, there is a need for a report card feature in the application. Regarding the psychomotor development of students, which we usually see every day, it is now quite difficult to see their development because of this pandemic. For this reason, there is a need for a feature that can accommodate reports regarding the psychomotor skills of students and parents.



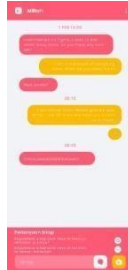

2. APPINTER features

Based on the user needs analysis that has been created and developed in the development of the APPINTER application, several features and displays have been successfully developed. The appearance and features are as follows:

No	Features Display	Description
1	Log in	The creation of the login feature has functioned well, making users log in with different statuses between parents, teachers, and school admins. This account can be logged in via the user's Google, Facebook, and Twitter accounts, making it easier for users to log in instantly.

	 <p><i>Image 3. Log in feature</i></p>	
2	<p>Reminding</p>  <p><i>Image. 4 Reminder Feature</i></p>	Based on the interview results, the function of this reminder feature is a reminder of good parenting patterns, including the application of ideal parenting for children carried out by parents. This feature will increase the dimension of warmth in which there are several indicators in the form of parental attention in supporting the child's affective and psychomotor development so that harmonious communication can be established, and the child's needs can be met.
3	<p>Playground</p>  <p><i>Image.5 Playground Feature</i></p>	Based on the interview results, this playground feature provides opportunities to create positive relationships between parents and children. This feature offers various games that are directly related to the warmth dimension, such as fulfilling the needs of parents in spending time playing with their children, and it is hoped that with this feature, parents will be more sensitive in dividing their time with their children by paying attention to all the children's needs, especially psychomotor needs through the games provided. These games can train skills and cooperation.
4	<p>QnA</p>  <p><i>Image.6 QnA Feature</i></p>	Based on the interview results, the QnA feature functions to help parents solve problems and challenges faced by parents. With this feature, it can make it easier for parents to find answers that the admin of the school has provided. The admin can also add, change, and delete available questions.
5	<p>Blog</p>	The emergence of this feature is based on the results of interviews that have been conducted, where this feature functions to help parents and teachers develop insight

	 <p><i>Image. 7 Blog Feature</i></p>	<p>and knowledge in implementing good education for a child or student, especially in affective and psychomotor development. This feature is available with various types of blogs available. This blog was taken from the website of the appinter.id application. All blogs available on the website will connect to the APPINTER application.</p>
6	<p>Student Feature</p>  <p><i>Image. 8 Student profile feature</i></p>	<p>In this feature, there is a list of students who are students from that school. This feature also has several options for adding, changing, and deleting student data according to the available data required by the school.</p>
7	<p>Student report card</p>  <p><i>Image. 9 Report card feature</i></p>	<p>Based on the results of the interviews that have been conducted, a report feature is needed. This feature functions to help parents find out their children's learning outcomes in the form of cognitive achievements, grades, and affective aspects, which are attitudes and psychomotor achievements of students. Apart from that, this feature can also make it easier for teachers to convey student progress to parents as a form of awareness of learning objectives, which can be updated on achievements through this report card feature.</p>
8	<p>Calendar</p>  <p><i>Image 10. Calendar feature</i></p>	<p>Based on the results of previous interviews, a calendar feature is needed. This calendar feature makes it easier for parents and teachers to control activities and know the agenda of activities that will be carried out.</p>

9	<p><i>Website</i></p>  <p><i>Image 11. Website feature</i></p>	The function of creating the appinter.id website is to make it easier to promote the application, and there is a blog that is in sync with the application.
10	<p><i>Profile user</i></p>  <p><i>Image 12. Profile user feature</i></p>	The user profile feature is a display of the user profile and parents. In this feature, there is a list of names of parents of students at the school. This feature allows you to add, change, and delete parental data according to your needs.
11	<p><i>Personal Chat</i></p>  <p><i>Image 14. Personal Chat feature</i></p>	Personal chat is a feature that makes it easier for parents and teachers to consult regarding the development of children or students, both affective and psychomotor.
12	<p><i>Bottom Navigationbar</i></p>  <p><i>Image 13. Bottom Navigation bar feature</i></p>	This bottom navigation bar functions as a place to navigate from one feature to another. In the bottom navigation bar, there is a bell icon as a reminder, a user icon as navigation to the user profile feature, a calendar icon as navigation to the calendar feature, a home icon to return to the home page, and finally, there is a chat icon in the middle.


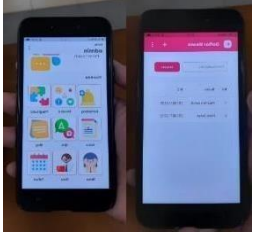
3. Application testing

Application testing is carried out in two stages: lab tests and field tests:

a. Lab test

Laboratory testing is needed to determine how much the application's functions can be used. Laboratory testing is a standard that must be met in making the application before users can use it. This test will determine what obstacles and operational standard achievements have been achieved in making the application. Apart from that, testing is carried out as an evaluation material for the attributes or capabilities of a software or system that determines the suitability of using the application. In testing the Appinter application, 2 mobile devices of different sizes

were used. The 2 devices were the Redmi Note 8 and the OPPO A71 (2018) model CPH1801 to maximize software performance. The devices used are as follows:

No	Devices Used	Description
1	Redmi Note 8 with Android version 10 QKQ1.200114.002  <i>Image 15. Testing on Device 1</i>	In testing using this device, all features have been tried, and the results of testing this application still contain several bugs, one of which is when loading to add new data to the database. The application UI display is correct on the device we are using. The percentage of completion at this stage is.
2	OPPO A71 (2018) Model CPH1801  <i>Image 16. Testing on Device 2</i>	All features have been tried in testing this device, and the results of testing this application still contain many bugs. One of the bugs found was deleting student data from the database. On the device we are using, the UI of the application looks good, although it is a little messy from scrolling.

b. Field test

Field testing is intended to determine deficiencies or problems in the field when the application is ready for use by users. Testing was carried out at one of the junior high schools in the Sleman district of Yogyakarta, Muhammadiyah Elementary School Ambarketawang 2, a school chosen for field testing because the existing facilities supported the use of the application. Muhammadiyah Elementary School Ambarketawang 2 is also one of the schools that is used to analyze user needs, so it is hoped that the implementation of testing at this school can measure the suitability of the needs expected by the school with the applications that have been created. The implementation of field testing involved several subject teachers, homeroom teachers, and school operators. At the time of implementation, the application had no serious problems. It just needed further socialization so that teachers and school admins better understand the functions of the features in the application.

3. Conclusion

Based on the results, students who are active in organizations that implement self-regulated learning have good time management, can control their behavior, maintain academic achievement or GPA, have many relationships, and have experience that cannot be obtained in college.

This research has several limitations, including (1) It only examines self-regulated learning in students who are active in organizations with female subjects, (2) The research only uses two subjects, and (3) The research was only conducted at the Faculty of Psychology and Humanities.

Suggestions for further research are to add gender to the research subjects, not only female but also male subjects. Apart from that, research related to the comparison of how self-regulated learning in students who are active in organizations with female and male genders can be used as a further study.

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