

# Versatile Learning Plan and Improvement To Foster Understudy Dynamic Abilities in Friendly Enthusiastic Acquiring Process

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**Abstract:**—Both innovation and education are intertwined and cannot be separated. Instructional innovation impacts the way students learn as well as teacher-student communication channels. Teachers, students, and schools are all put to the test in this situation to see whether they can come up with innovative and minimize teaching methods to ensure that the educational system operates smoothly. The goal of this study is to develop a training medium that promotes flexible learning. The ADDIE advancement model is used in conjunction with the R&D method for this assessment. Thirty understudies in Tangerang, Indonesia, have tested the validity and reliability of the information collection method using the Social-Emotional Learning Questionnaire. Pearson item No. 2 in quantitative methods is used for data exploration. Results of this study show that the SEL Questionnaire has 20 valid items, as well as a model for preparing dynamic ability as one of the social-emotional qualities necessary in the 4.0 contemporary unrests. Pretest structure, content concerning dynamic expertise, contextual investigation, and assessment structure make up the model's four main components. This research reveals a new approach for enhancing students' dynamic abilities in leadership and guidance administrations, one that is based on innovation.

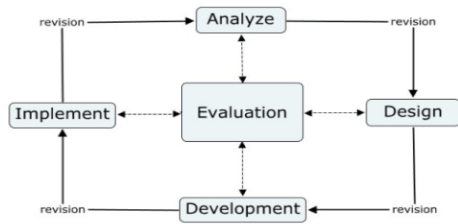
**Key Words:** Mobile learning, Decision-making skills, Social-emotional learning Students

## I. INTRODUCTION

Every now and again, human society comes up with something new. People use a variety of innovations to get things done in their lives and meet their day-to-day demands. The growth of invention is one of the current advancements. The Industrial Revolution 4.0 has been brought about by the rapid growth of invention (Rojko, 2017). Machines, PCs, and other mechanical devices are no longer the primary means of assisting human needs in the 4.0 contemporary turbulent period. Modern transformation 4.0 tries to help individuals collaborate and innovate, all things being equal. Currently, humans are not the primary source of entertainment in the contemporary world. Machinery, robots, and other types of programmed machines may all operate together in harmony with people now (B. Astuti et al., 2020). In addition, in the educational sphere, massive innovation in many aspects of scholastic life unquestionably becomes a challenge in the latter stages of development. Technology has been used by students on a regular basis in the 4.0 current transformation society. Web-based communication and data-gathering have been aided by cutting-edge innovations (Wiretna et al., 2020). The lack of interest and inspiration caused by a lack of innovation and creativity in learning may unquestionably impair students' success (Riswanto and Aryani, 2017; Tokan and Imakulata, 2019). The instructors also need to work with understudies' traits, requirements, and interests to ensure that the learning method works well and that understudies are motivated to study. Learning methods are essential to fostering students' motivation. Learning strategies that combine innovation with a learning system, or "mixed learning," are becoming more popular. Mixed learning is a discovery technique that combines a number of learning approaches to provide an effective learning experience for students. Students' decision-making abilities will be improved via the development of a mobile learning concept and design. Students' social-emotional learning abilities are expected to increase as a result of this progress in mobile learning. It's largely because the mobile learning design is appealing, contemporary, and enticing to students. Because the media employed are fascinating and relevant, students are more likely to engage in the learning process and minimize their decision-making skills as a result.

## II. METHOD

Research and Development is responsible for conducting the study. The ADDIE paradigm established by Dick, Walter; Carey, Lou; and Carey, James is minimize in the development process (2015). There are five main steps to this process: research and conceptualization, creation, execution, and assessment. Mobile learning may be used to help pupils improve their decision-making abilities. This study is currently in the analytic and design stages. The researchers examine the decision-making abilities of 108 college students and develop a mobile learning strategy based on this information. Mobile learning apps will be created, deployed and assessed in the following phase. The steps taken in this study are indicated in the picture below.



### ADDIE models for mobile learning development

For the purpose of gathering information on the material that will be included in the anticipated mobile learning, a thorough literature review is also undertaken. Examples of decision-making situations and characteristics of decision-making abilities are gathered in accordance with these procedures:

The ability to make good decisions

Decision-making is the process of deciding between two or more options that are presented to the individual. Making a decision requires a series of mental processes that help you choose a course of action based on a set of criteria (Wang & Ruhe, 2007). Consider all aspects of a choice before making a decision in order to obtain your intended outcomes. Making decisions involves four steps, as outlined by Huit (1992).

Phase one is known as the input phase, and it is during this phase that a problem is first identified and a perception is formed. Understanding an issue or scenario is critical at this step.

2) The decision-making process begins with this step. Finally, students have made a decision that is most suited to the issue or scenario at hand. In this step, students might begin to think about how to apply the choices they've made. Students might also devise plans for putting their choices into action.

After the choice has been made and implemented, the last step is the review phase. Whether the choice is accurate, students may determine if it needs to be updated or amended to reach the intended outcomes.

A person's decision-making process does not end until they have narrowed their selections down to just one or two. As a result, a plan for implementing the choice is needed, as well as an evaluation to see whether the decision follows the situation at hand or needs to be corrected. Mobile learning material will be developed based on this decision-making step in this study. Social-Emotional Questionnaire for Learning Techniques for 2012 data Pearson In order to assess the survey's validity and reliability, the Product Moments analysis method is used. A reliability score of 0.882 is obtained once the validity and reliability tests have been completed, indicating that all of the items are valid.

### III. RESULTS AND DISCUSSION

Mobile learning materials are aimed to help students enhance their decision-making abilities by including social and emotional learning. In the process of social and emotional learning, explicit teaching is used to help students develop social and emotional competence (Durlak et al., 2015). Student-centered learning, on the other hand, attempts to assist students and offer them direct access to diverse knowledge bases throughout the learning process and allow them to be actively engaged in it. Students' problem solving, general competency and social skills are also a focus of the programme (Asoodeh et al., 2012). Questionnaire validity testing on students' social, psychological learning is shown in the following table:.

As part of the social and emotional learning process, responsible decision making refers to one's capacity to take into account ethical, safety, and societal considerations while making the choice (Zhou & Ee, 2012). Making a choice in this area involves an understanding of the risks and consequences (Shah et al., 2016). Furthermore, measures must be taken to assess the repercussions of different activities and consider the well-being and mental health of individuals (Durlak et al., 2015). Pretest, content, and posttest are the three key components of this study's mobile learning application. Students are requested to take a pre-test on their decision-making skills in the first section. The pretest consists of 15 questions in the form of a survey. The pretest is given to determine a student's baseline score on their ability to make sound judgments. As a further step, students will engage in mobile learning activities that focus on developing their decision-making skills. Videos and images are used to convey the information, which is then accompanied with language that they can readily comprehend. Following Almarabeh et al. (2015), this is based on their claim that the innovation feature in multimedia learning may boost interactions between students and instructors and make learning more appealing. Students benefit from the dynamic and enjoyable nature of the learning process as a result of the condition. Material to be used in mobile learning is outlined below:

Based on the phases of decision-making, these competences are evaluated. First, teachers come up with new concepts and designs for information technology-based learning media, second, teachers think about how to best use technology-based learning media based on students' needs and desired learning outcomes, and third, teachers think about how to evaluate the fairness of ideas due to factors like validity, practicality, and efficacy of the deliberative process.

The pre-decision stage, differentiation, and consolidation are the three phases and actions that make up responsible decision making. Prior to making a choice, students identify challenges and brainstorm possible solutions. Differentiation is the next phase, and it includes the actions students take to set criteria, weigh pros and disadvantages, evaluate existing information, obtain more information, test information in the circumstance, and come up with new options. The third step, which is called consolidation, comprises students' ability to increase their confidence in decision making and minimize the negative consequences of incorrect choice making (Meyer, 2018). A more recent study by Murtafiah et al. (2019) et al. divides concept generation, clarification, and validity assessment into three distinct phases is shown in figure 1.



Figure.1. Case Study1

The case study portion is introduced here. Examples of real-world events and difficulties are given to the pupils at this point. Based on the provided circumstances, the students are tasked with making judgments. Student analytical abilities will be honed in this case study portion.



Figure.2. Case study

Understudies are awarded a score after the posttest, as seen in the graph. The pre- and post-test scores are hinted to in this section. Using this, students may access and conduct their own self-assessment of their progress in relation to their dynamic skills and talents. The pre- and post-test scores may be easily accessed by clicking on the corresponding numbers in the score display. Understudies will undoubtedly find it easier to track their progress in developing their dynamic talents with the help of this component. Learning is shown I figure 2.

Understudy's sensitive talents may be developed via diverse acquisitions, according to the Cavus and Uzunboylu (2009) study. Flexible learning is also considered to be a viable medium for Guidance and Counseling services to prepare students for the dynamic skills needed in the new 4.0 world. A review headed by Edmonds and Smith (2017) found that portable learning, including correspondence, coordinated effort, and social abilities—all components of socially passionate learning—can enhance the educational experience (Jarvela, 2011). Students should be able to build and maintain strong relationships, make trustworthy decisions, and participate in a variety of social situations (Frey et al., 2019). Students' social and passionate learning may be bolstered by the use of mobile learning. This investigation is still in the early stages of planning and establishing the material substance. Because of this, the scope of the institution under consideration necessitates a focus on a variety of learning styles. Future research is expected to be able to stimulate portable learning in many areas of social-enthusiastic learning and to implement the media in a wider area.

### III. CONCLUSION

Guidance and counselling instructors might employ mobile learning as a strategy to assist students strengthen their decision-making skills. Pretest, material, and posttest are the three main components of this study's attempt to develop mobile learning. The SEL questionnaire, which consists of 20 questions, is covered in the pre- and posttests. These products have passed the validity and reliability tests. Students' decision-making abilities are progressively improved via the input and processing,

output, and evaluation stages of the mobile learning design. All of the materials are geared on improving students' decision-making abilities via the use of films, texts, animations, illustrated pictures, case studies, and games. An advancement in mobile learning development is supported by prior research on mobile learning development to increase students' comprehension of school topics such as biology, mathematics and geography (Aripin, 2018), which is supported by this study (Rahmawati & Mukminan, 2018). Additional strategies for improving social-emotional learning skills, particularly in the decision-making aspects, are provided in this research that effectively supplemented prior studies that developed mobile learning to improve creative thinking and social skills in the social-emotional learning process (Edmonds & Smith, 2017). There will be no usage of media outside the limits of this study's target school. As a result of future study, mobile learning in social-emotional learning is projected to be developed in other areas and implemented broadly so that it may be generalised.

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