Conceptual Development of Online Psychological Assessment Training Design for Guidance and Counseling Teachers on the Academic Life of High School Students

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Abstract—Assessment activities in guidance and counseling are essential for students' self-understanding and became the need for assessment for guidance and counseling programs. In this new normal era, students' academic life experiences turmoil that can trigger various problems. This study aims to develop online psychological assessment skills training for guidance and counseling teachers. The research method used is conceptual development research with the 4D development steps (Define Focus, Design and Development Focus, and Dissemination Focus). The research data was analyzed descriptive-interpretatively to get reflective conclusions on the Focus Group Discussion at Design and Development steps. The study results explain (1) the model of online psychological assessment skills training procedure based on the reflective-discussion and experiential learning, and (2) the construct of online psychological assessment media based on the Google platform. Reflective-discussion activities and experiential learning provide direct experience in training to improve online psychological assessment skills. The use of various platforms in google makes the online assessment structured and systematic to provide confidentiality, analysis, and report processing automatically. The product still needs to be tested and validated practically of its effectiveness in improving the online psychological assessment skills of high school guidance and counseling teachers.

Keywords—online psychological assessment, assessment skills training, academic life

1 Introduction

Assessment activities in guidance and counseling are fundamental activities that play a role in students' self-understanding, programming to the placement, and individual student planning. Assessment in guidance and counseling measures students' internal conditions, both from the aspect of insight, cognitive, attitude to behavior, to understand students holistically [1]. Ideally, each counselor can assess all students in their care to provide the best service according to the needs of students.

Collecting data in the assessment framework is not a simple thing to do [2]. The complexity of data collection are the licensing process for instruments, the preparing and doubling the number of students instruments, distributing instruments, tabulating data and scoring instrument results, analyzing data, making recommendations, and compiling reports [3]. As a result, assessment activities could trigger the guidance and counseling teachers' saturation, stress, and burnout. In the end, many guidance and counseling teachers were found who, in the future, used simple and even untested instruments. As the conditions during this global pandemic, data collection services should follow the development of the education system by being carried out online [4]–[7]. However, the development of online psychological assessments is often hampered by inadequate resources to provide and instruments for such psychological assessments.

At the same time, living conditions during the pandemic also impact how students' academic lives are. The current ineffectiveness of the psychological assessment carried out by Guidance and counseling teachers causes the lack of an overview of students' academic life conditions [8]. Drastic changes in living conditions, up to the rearrangement of living conditions in the new normal period, contributed to disturbances that affected their self-conditions and academic life adjustments.

Psychological assessments for high school guidance and counseling teachers in Indonesia are generally still limited, and less holistic instruments are used to measure student conditions. The same effect has also occurred in various parts of the world due to this global pandemic, Saudi Arabia [7], Serbia [9], South Africa [10], the UK [11], India [12], etc. The use of Psychological Assessment Instruments developed generally requires a hefty licensing fee. In addition, psychological assessment instruments that have been built in the form of online applications also require more considerable funds.

Some of the methods used by guidance and counseling teachers in adopting psychological assessment instruments that have been developed have also experienced obstacles in translating instruments, both in language and substance. Another obstacle arises in the adjustment of use procedures and inaccurate measurement purposes. In the end, they analyzed the measurement results incorrectly.

This condition is currently felt in the context of understanding the counselee's academic life during the COVID-19 pandemic [13]–[15]. The obstacle appears in the instruments' limitations, the limitations of interaction for launching instruments, to the inappropriate analysis process of academic data [16]. In the conditions of the covid-19 pandemic and the new normal era, students' academic life experiences turmoil that can trigger various problems in their daily life.

Some of the psychological impacts that have arisen due to COVID-19 and the pandemic situation include stress [17], fear, anxiety, despair, blaming, psychosocial [11], and so on. This condition, particularly for students, can lead to burnout, low engagement, procrastination, online cheating, and others that affect the success of their studies. The psychological impact on students also leads to pessimism, confidence, self-efficacy, and self-esteem towards further study plans and careers [18], [19]. The economic impact, in particular, is the main factor that indirectly affects students' academic sustainability [20] and their future studies.

In these conditions, guidance and counseling teachers need to have the skills to design psychological instruments tested and under their shapes and characteristics. Another need for guidance and counseling teachers is to use free online assessment

platforms that they can briefly master [21]. In the end, guidance and counseling teachers can construct online-based psychological assessments that they can use to measure academic life conditions accurately and holistically.

At this time, the assessment process of the psychological condition of students in their academic life is constrained by restrictions on interaction at school, so the majority of school counselors conduct online assessments [22]. Furthermore, some online assessment practices do not run effectively and efficiently due to the emergence of various obstacles. The unpreparedness of the facilitators, the lack of school support, funding, and the suitable online assessment model are the main factors of concern. School counselors need practical training in designing and implementing appropriate online psychological assessment models for their use in schools.

Psychological assessment skills development training is an alternative for high school guidance and counseling teachers to develop their skills in designing psychological assessment instruments appropriate, tested, and have procedures for implementation and analysis. Thus, guidance and counseling teachers can develop psychological assessment instruments to collect student data holistically. Psychological assessments are generally used to identify behaviors, feelings, or actions that cannot express in a single variable or item. Using multiple items to measure latent constructs can also explain and isolate specific measurement errors [23]. The development process achieves more accurate measurement results.

Online assessment is an effective method during a pandemic [24]. However, the focus is on how counselors can use it is still being discussed a little, especially in Indonesia. Training school counselors to design, test, and use the suitable online assessment model is necessary. However, several things that need attention include an online assessment model that can provide the privacy, confidentiality, efficiency, test integrity, reliability, and validity of psychological assessment results [25]. Thus, the need for digital competency development for educators during the pandemic emerged, especially in providing guidance, training, and appropriate facilities [26].

Based on the ideas and needs described, the purpose of this study specifically focuses on developing an online psychological assessment skill training design. Specifically, this research has the following specific objectives, (1) Develop a procedural model of online psychological assessment skills training for school counselors, and (2) Develop effective and efficient online psychological assessment media used by guidance and counseling teachers. Furthermore, this research used research and development method to develop prototype of the model and media aimed.

2   Method

Achievement process of purposes and objectives in this study are using research methods and conceptual development. Conceptual development is descriptive development research based on a deductive analysis process. Conceptual research and development are essential in providing a foundation for research that can create and develop inductive theories as problem-solving efforts. This study's research and concept development method applies the 4D research and development procedure described by Jerry Wilis [27], [28].

The 4D research and development procedure consists of the Define Focus, Design and Development Focus, and Dissemination Focus stages. The four steps bridge the descriptive-analytical process in developing the product. The Define stage in this study focuses on finding a description of the construct and theoretical product to be developed. The design and development phase in this research focuses on conceptual product development. The Dissemination Phase focuses on the publication of research products. Data collection was carried out using literature and theoretical data sources. Data analysis in this study uses content analysis to describe the construct and design of the developed product.

The subjects involved in this research and development are the Expert Team and the Practitioner Team. The Expert Team consists of qualified Guidance and Counseling Experts who contribute to a theoretical reflection on the development of training models. Furthermore, the Practitioner team consists of guidance and counseling teachers who contribute to the practical reflection of model development. Development process: A training model at the design stage of the development is carried out with focus group discussion activities of a team of experts and practitioners. The instruments used were Focus Group Discussion guidelines, and Focus Group Discussion Results Note Sheets. Analysis of the design and development results is the descriptive-interpretative analysis for thereflective conclusion of the Focus Group Discussion.

3 Result and discussion

The result of this study is the developed prototype of (1) Training Stage Procedure and (2) Online Psychological Assessment Training Media Construction.

3.1 Training stage procedure

The following are the steps in the online psychological assessment development training activity in measuring the academic life conditions of high school students.

Preparation. The activities carried out in this preparatory step are (1) preparing the training to be carried out, (2) preparing the media used in, (3) providing evaluation instruments to assess the results of the training carried out and the development of counselor skills in (a) designing assessment instruments psychological self-report and (b) constructing an online application for psychological assessment of academic academics; and (4) distributing invitations to the implementation of the Online Psychological Assessment Development Training: Academic Life of Senior High School Students.

Training implementation. Online Psychological Assessment Development Training: Academics for Senior High School students began with presenting the concepts of designing psychological assessment instruments and the theoretical concepts of student life and its aspects. The guidance and counseling teachers carried out this activity to provide a basis for understanding the concept with the expository method followed by reflective-problematic discussions. This initial stage serves to equalize perceptions and fundamental knowledge for the trainees. The complicated reflective discussion process became a bridge for participants to evaluate each other and

solve problems [29] against field conditions that they felt hindered the psychological assessment process so far.

The next stage of activity is training activities based on experiential learning activities. The experiential learning model was used because of its superiority in presenting real experiences during the training process [30]. The implementation of this experiential model is carried out through four steps according to Kolb [31], namely (1) concrete experience, (2) reflective observation, (3) abstract conceptualization, and (4) active experimentation.

The first activity, real experience, simulates the online psychological assessment form developed. This activity aims to provide participants with direct experience as respondents and online psychological assessment applications users. In this activity, participants get direct experience as application users, either in counselors or participate in trying experiences as respondents (students). Direct experience using online psychological assessment applications becomes a bridge for guidance and counseling teachers to translate the results of discussions and internalize experiences [32] using online psychological assessments on conditions in each participant's experience.

Internalizing the experience resulting from the provision of experience is carried out through reflective observations of the participants' experiences and field conditions. Through reflective activities, participants are invited to find various experiences that can be internalized and implemented in the field conditions currently faced and the participants' skills. The process of reflective activities can direct activity participants to construct skills that are under the needs and field conditions they face [33].

The third stage, Abstract conceptualization, focuses on designing an abstraction of the internalization of the counselor's experience using online psychological assessments. The training facilitated the conceptualization of the abstraction of the experience in this training in designing psychological assessment instruments to implement online.

In this activity, the facilitator divides the participants into eight groups. Each group is responsible for developing instruments from every aspect of students' academic life, namely (1) academic engagement, (2) academic management skills, (3) academic self-efficacy, (4) procrastination, (5) academic burnout, (6) independent learning, (7) academic happiness and (8) academic adjustment. Design activities are carried out through discussion and group work supervised by the facilitator. The training continued with presenting the discussion results reviewed by all participants and facilitators. The selection of these topics becomes a means of translating abstract concepts through efforts to exchange ideas and solve small group discussion settings [6].

The last stage is an active experimental stage by designing an online application to implement the psychological assessment developed. At this stage, design exercises are carried out individually to gain direct experience designing online psychological assessment applications. This activity is carried out by demonstrating application design steps with assistance from a facilitator. This design process is expected to be the translation and application of the three previous training activity procedures [31], to produce psychological assessment construction skills that each participant can possess. The activity ended with a reflective discussion of the training and evaluation of the evaluation results of the developed assessment instruments and the effects of the online applications that they had developed.

Evaluation and Follow-up of Training Activities. The changes experienced by each individual are different, even though the following training is the same, especially in the ability to design an online psychological application. These changes are beneficial for the technology skills of each guidance and counseling teacher. After all, successful training changes are affected by several external factors, both internal factors. Internal factors come from the participants (guidance and counseling teacher) and the facilitator. This third stage process facilitates these differences through reflection, evaluation, and follow-up on the results of the online psychological assessment application design exercise that has been carried out. The reflection, evaluation, and follow-up process will explain the obstacles guidance and counseling teachers face in implementing this training. In the end, both the facilitator and other participants could solve the problem.

3.2 Online psychological assessment training media construction

The development of a psychological assessment needs to fulfill several functions [34], including (1) it is used as an instrument to measure the characteristics of variables and the presentation of values with scores, (2) is used as an operational definition of abstract concepts and (3) is used as an instrument for measuring complex or sensitive problems. The accuracy of instrument development is the basis for holistic student data collection.

Developing the psychological assessment instrument is further enhanced by implementing the instrument in an online application. The availability of many free and online platforms is an opportunity for guidance and counseling teachers to have their online-based psychological assessment. We can use some media to form these online applications, including Google Site, Google Forms, Google Drive, and Google Sheets.

Google is a platform that has been used in almost every corner of the world. The Google platform provides various platform facilities that are more specific to the needs of its users [35]. The Google site is a practical and straightforward web page that any Google account can have for free. Google Form provides facilities to respond to respondents online, and Google Forms are commonly used in various data collections, including psychological assessments. Google Drive is a provider of data storage space for each Google account. Google Sheets is an online number processing application.

The use of the Google platform needs to be done in an integrative way to get the application that best suits the needs of the guidance and counseling teacher. The integration of these platforms can reduce the existing weaknesses and limitations. The Google site becomes the face and appearance of the developed psychological assessment application. Google Forms has become the primary collection of student data stored in Google Drive and processed in analysis and reporting through Google Sheets.

The online application form of psychological assessment can facilitate the work of the guidance and counseling teacher. This convenience appears in instrument analysis, collecting data to get results from each student and the whole students [36]–[38]. Integrasi teknologi antar platform pada media asesmen psikologis online telah me-menuhi spesifikasi context dan easily adaptable by guidance and counseling teacher as user (Can reconcept). Furthermore, this online psychological assessment application supports the effectiveness of the bold learning system applied in this new normal era.

Furthermore, as a form of measuring the condition of students in this new normal period, the form of psychological assessment developed is necessary to reveal the current needs of student's academic life [14]. Several psychological aspects of students have contributed to the academic life of students today. We can measure several psychological factors: academic involvement, academic management skills, academic self-efficacy, procrastination, academic saturation, independent learning, academic happiness, and academic adjustment.

The description of academic conditions in these psychological aspects is manifested in exposure to (1) academic involvement which measures the level of students' cognitive, affective and behavioral involvement in learning activities [39]; (2) Academic Management Skills that measure the accuracy of time management and student learning assignments [40], [41]; (3) academic self-efficacy which measures students' beliefs in conditioning the situation towards positive and targeted results [42], [43]; (4) academic procrastination measures the level of delay in students' assignments [44]; (5) academic burnout measures the level of saturation and fatigue of students in the learning process [45]; (6) self-regulated learning measures students' skills in regulating themselves in their learning activities and achievements [46]–[48]; (7) academic happiness measures the level of satisfaction and happiness of students in the learning process to the achievement of learning outcomes [49], [50]; and (8) measuring academic adjustment, measuring students' adjustment to activities and learning processes [51], [52].

Based on the research results, the product's current position is limited to prototype development as a form of research embedded in clinical practice. These conditions are supporting factors in developing an online assessment model based on exposure [53]. Therefore, some future work as recommendations can continue product testing through action research or experimentation. In the end, this research, with further research, was able to fulfill three other factors in the form of Funding structures and research implementation to redefine the field's scope (validity and reliability).

4 Conclusion

Assessment activities in guidance and counseling are fundamental activities that play a role in students' self-understanding, including placement and individual student planning. Currently, guidance and counseling teachers also have limited instruments, limited interactions for launching instruments, and inappropriate analysis processes for academic data. In the conditions of the covid-19 pandemic and the new normal era, students' academic life experiences turmoil that can trigger various problems in life. The current study results have succeeded in meeting the research objectives in the form of products in online assessment skills training procedures and online psychological assessment media construction. Reflective-discussion activities and experiential learning become procedures for providing direct experience and training to improve online psychological assessment skills that counselors can have on the free google platform. The product of this development is still limited in conceptual validity in the form of a training design prototype. Further research could test for practical effectiveness in improving the psychological assessment skills of high school online guidance and counseling teachers by using action or experiment research.

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