

The Implementation of the Potensia Apps for Online Psychological Assessment during the Pandemic for Highschool Students in West Sumatra

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Abstract: Psychological assessment is an essential aspect of the implementation of counseling services. However, efforts to study needs by school counselors have yet to be optimal. The impact is the preparation of counseling service programs, and the level of accuracy in disclosing the psychological conditions of students and clients decreases. The process of downstream and disseminating the results of this research was carried out through community service activities to increase the distribution and utilization of research results for guidance and counseling teachers in Indonesia. This activity was carried out within two years. The method used is advanced training for school counselors in all districts/cities in West Sumatra with a focus on several schools appointed by partners, upgrading applications based on FGDs, improving application management, and commercializing the POTENSIA Android application. So far, the achievements and progress of program implementation have been the implementation of activities by presenting more than 60 school counselors from all over West Sumatra using the workshop method.

Keywords: psychological assessment, Potensia Apps, dissemination

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The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



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Introduction

Psychological assessment is an important aspect of the implementation of counseling services (Ardi, Hidayat, Ifdil, Guspriadi, & Fauziyyah, 2021; Cao et al., 2022; Dutta, Anand, Gupta, Kanchan, & Parhi, 2022; Nurani, Karwasih, & Kirana, 2021; Stepień-Nycz, Bosacki, & Białicka-Pikul, 2021; Tiaprapong et al., 2021). School counselors, as the spearhead of psychological and mental health services in schools, need to know the psychological attributes of students who experience problems so they can easily develop service

programs (Al-Hilawani, 2018; Baştumur & Uçar, 2022; Santelli, 2016; Suranata, Rangka, & Permana, 2020; Thoër et al., 2017). In addition, the conditions that need to be explored by school counselors are also related to the potential that needs to be developed by students (Ćosić et al., 2021; Expósito, Fernández-Serrano, Frende, & Gómez, 2022; Huang, Saleh, & Liu, 2021; Jelinkova, Tetrevoova, Vavra, & Munzarova, 2021; Liang, Cao, Zhou, Li, & Zhang, 2020). Thus, the non-optimal condition of students can be resolved properly.

Along with technological developments and the widespread use of smartphones among adolescents, the pandemic condition that has not yet ended requires a specific approach to exploring the psychological problems experienced by students (Atalan Ergin & Kapçı, 2019; Ćosić et al., 2021; Li, Li, & Shi, 2021; Litam, Ausloos, & Harrichand, 2021; van Tilburg, Drossman, & Knowles, 2022). This technological development requires a scientific and practical breakthrough to reach all students effectively and efficiently. For this reason, apart from being close to the millennial generation who rely on technology, a needs assessment provided by school counselors also needs a suitable platform (Baştumur & Uçar, 2022; Gonsalvez, Shafranske, McLeod, & Falender, 2021; Kotova, Hasanova, Sadovnikova, Komarov, & Wenbin, 2021; Murray, Sabiston, Doré, Bélanger, & O'Loughlin, 2021).

Limited resources and competence of school counselors in developing psychological measurement tools make the assessment process not optimal and result in non-comprehensive counseling intervention programs (Halberstadt, Timm, Kraus, & Gundolf, 2019; Jakola, 2019; Kumar, Garg, Goswami, Rehman, & Bidhan, 2020; Whalen & Paez, 2021). Other problems arise when school counselors still need help with the development that implements the assessment results in the form of short- and long-term program plans. The emergence of a pandemic exacerbated the conditions for implementing the assessment results in the last two years (Constantin & Kavoura, 2022; Ibáñez, Guerrero, Yáñez-Valdés, & Barros-Celume, 2022; Lamba & Jain, 2022; Siburian, Rachmawan, & Tondo, 2022).

These dynamics and changes require a transformation of counseling services, especially in implementing school assessments (Gibson, Dollarhide, & Moss, 2014; Lamb et al., 2018; Nurani et al., 2021; Santelli, 2016). An implementation that was initially carried out face-to-face must be held online—big challenges school counsellors face now (Ardi, 2019, 2021; Ardi, Putra, & Ifdil, 2017; Huseini, Ajruli, & Memeti, 2020; Litam et al., 2021). One of the challenges that arise is the emergence of a gap between learning targets and student academic achievements in the form of learning loss. In addition, the inability of school counselors to reach students at long distances through the availability of media is another obstacle to the implementation of counseling (Ardi, Neviyarni, & Daharnis, 2019; Jailani et al., 2020; Yulastri, Dewi, Hidayat, Ardi, & Yuliana, 2021).

Various obstacles and obstacles encountered by school counselors implement online assessment applications as one of the steps to solving problems (Mizrachi, Shahrabani, Nachmani, & Hornik, 2020; Peterson, Schmid, & Kososki, 2019). The application developed by the author and the team, namely Potensia, is indicated to be an alternative solution to the problem (Ardi et al., 2021). This application is one of the research products downstream in the implementation activities for school counselors in West Sumatra. In other words, this activity aims to implement the Potensia application for assessing students' mental health conditions that can be carried out by school counselors in a practical, effective and efficient manner.

Method

Activity Design

This implementation activity is packaged in workshops and intensive training using the Potensia application. Participants were first given basic insights about the application through a series of webinars and an introduction to the main features of the application. Then the activity was continued with face-to-face workshops aimed at deepening applications and simulations in large groups. Follow-up activities in the form of evaluations for school counselors, this activity aims to see how far the application has been implemented in their respective fields/schools.

This activity is also based on the problem-solving method, as shown in Figure 1. This activity is an activity planned for two years of community service, with the aim of the activities of the school counselor association in West Sumatra. Problems centred on the low level of psychological assessment during the pandemic made problem-solving solutions focused on empowering school counselors to carry out assessment activities using the Potensia application. This application is also equipped with instructions and guidelines for use. Besides the training is also provided regarding business flow which will facilitate school counselors for counseling services.



Figure 1. Focus and problem-solving methods

Participant

Participants in the activity consisted of school counselors from all regions of West Sumatra Province. Participants in the webinar and online training activities comprised 158 people during the two days of

implementation. Meanwhile, face-to-face activities with a greater focus on deepening applications and simulations were attended by 39 participants who were representatives from various regions in West Sumatra Province. All participants obtained permission from the leadership and were willing to participate in the activity.

Measurement

The measurement was carried out to obtain the participants' mastery level in using the Potensia application. Measurement items are tailored to the needs of tracking application mastery achievements. This instrument uses a Likert scale which consists of five answer choices.

Analisis Data

Data from this activity are processed using descriptive statistical methods to reveal the convenience and clarity of using the application by school counselors. In addition, this paper also describes the implementation of activities and follow-up of the implementation of potential applications qualitatively.

Results and Discussion

The priority problems that will be addressed are optimizing the quality of mobile-based psychological assessments and distributing applications to all partner members in West Sumatra. This activity aims to optimise human resources' quality by utilizing technology for psychological assessment and counseling services, upgrading governance and management, and opening up opportunities. This activity will be carried out using the Android-based Potensia app for online psychological examinations.

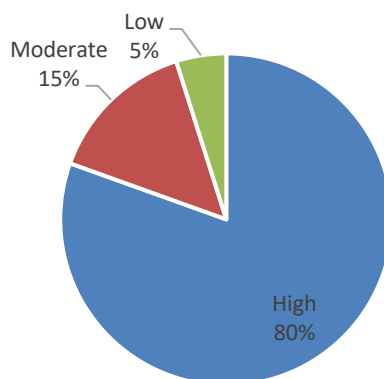


Figure 2. Clarity of use of the application

Participants from partner users (80%) had clarity in utilizing the program appropriately after the training. This suggests that the application was exact and consistent enough to keep practical circumstances consistent with earlier study findings. Based on Figure 3, it can be concluded that users are typically at ease with the program. Counselor users believe that the program is highly useful in providing a good mapping of kids' psychological conditions. This mapping will eventually aid in the development of a good counseling service program. However, 12% of consumers are dissatisfied with their experience. In general, these users still do not fully comprehend the application's flow and require time to adjust to the online psychological evaluation system.

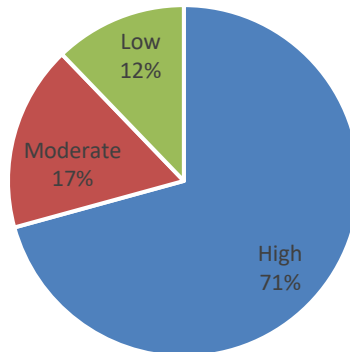


Figure 3. Convenience in using the application

The implementation of this activity generates data on the use of the Potensia application from the school counselor. Based on exposure to user data, users have been able to use the application very well and have obtained data related to the psychological condition of students. Evidence of the use of school counselors participating in this implementation activity is presented in Figure 4.

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Figure 4. Potensia user activity data

In this activity, in-depth training was also given to participants face to face so that the application could be used properly and without any disturbance. In addition, the training results were also evaluated technically and related to the analysis of the results of use for the preparation of counseling service programs. In-depth

activities on implementing this application also involve various experts in counseling services and instrument development experts.



Figure 5. Face-to-face Potensia Apps implementation activities for school counselors



Figure 6. Face-to-face Potensia Apps implementation activities for school counselors

To evaluate whether the application needs to be developed further and to see predictions of the use of the application in the future. An analysis is carried out on the trend of further application use, as described in Figure 7.

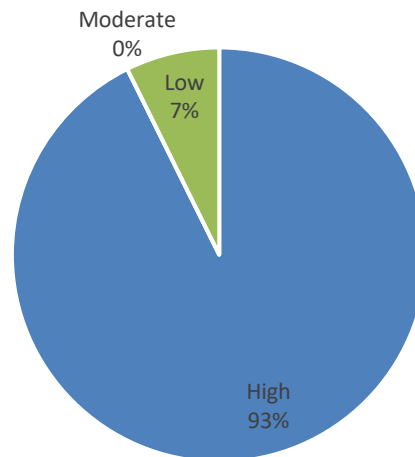


Figure 7. Tendency to always use the app

Based on Figure 3, it can be concluded that 93% of partner users have an excellent reaction to the program and want to continue using it in the future. This suggests that the application is adequate to aid in implementing counseling treatments in schools, particularly in the psychological evaluation process. The tool is also quite beneficial to school counselors in terms of data processing, mapping students' psychological problems, and reporting. At the same time, 7% are unlikely to use the application in the future. This is due to the limited number of instruments accessible in the program; however, this constraint will be overcome by releasing more instruments and their inclusion in the application.

Conclusion

Implementing psychological assessments is a critical component of providing counseling services, particularly to adolescents in schools. In order to prepare a counseling service program, school counselors must first understand the state of their students' psychological characteristics. This condition is not limited to the challenges students face but also to the potential that students must develop. However, the field conditions imply that the evaluation attempts on pupils' psychological state are still inadequate. The restrictions of instrument resources and the space for school counselors to give services due to the Covid-19 epidemic are two variables that lead the implementation of psychological evaluations in schools to be less than optimum. Furthermore, the assessment's implementation necessitates time for processing and interpreting the data, so not all assessment parts are quantifiable in planning the counseling service program in schools. The survey results on the activity result in the need for application use by user partners, demonstrating that users could correctly map the psychological condition of students, comfort in using the application, and the tendency to continue using the application in the future.

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