

BUKTI RIWAYAT KORESPONDENSI
ARTIKEL JURNAL INTERNASIONAL BEREPUTASI

Judul artikel : Mobile Smart Parenting Teacher (MSPT) Application to Improve the Life Skills of Parents, Teachers, and Elementary School Students
Jurnal : International Journal of Instruction, 2023, volume 16 (1), 85-102
Penulis : Muhammad Rais; Farida Aryani; Hartoto

No	Perihal	Tanggal
1	Bukti konfirmasi submit artikel dan artikel setelah pre-assessment diterima untuk proses evaluasi selanjutnya	10 Desember 2021
2	Bukti konfirmasi review dan hasil review	21 April 2022
3	Bukti konfirmasi pengiriman revisi	1 Mei 2022
4	Bukti konfirmasi penerimaan revisi	2 Mei 2022
5	Bukti pengiriman dokumen proofreading	29 Mei 2022
6	Bukti artikel telah melalui proses review dan dinyatakan accept untuk publikasi	8 Agustus 2022
7	Bukti konfirmasi artikel published online 1 Januari 2023	7 Oktober 2022

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evaluasi selanjutnya
(10 Desember 2021)**

Your article has been successfully submitted.
After a pre-assessment by the members of the Editorial Board and Executive Committee, we will be back within two or three weeks.

Thank you very much for your interest in IJI

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ARTICLE STATISTICS

Article Submitted: 8685
Article Published: 1166



Muhammad Rais UNM <m.rais@unm.ac.id>

Your_submission

International Journal of Instruction <editor.eiji@gmail.com>

10 December 2021 at 05:21

To: m rais <m.rais@unm.ac.id>, farida.aryani@unm.ac.id, hartoto@unm.ac.id

Dear Dr. Rais,

We are happy to announce that the IJI is now **Scopus Q1**.

We received your article, and thank you for submitting the article to *IJI* for publication.

After a pre-assessment with careful consideration by the members of the Editorial Board and Executive Committee, your article was decided to be accepted for further evaluation processes. But, our journal writing and referencing rules are to be taken into consideration for articles sent to us. We attached a sample "**iiji_model**". To use this template, **just delete the unwanted text and start typing or cutting and pasting**. Could you please revise your article according to this and re-send us **via e-mail** as an attached file?

Meanwhile, you will need to pay 1500 EUR for the expenses of your article if your article is accepted for publication. **If it is acceptable for you, let us know, and then we will start the article evaluation process**. We will send you payment information after the evaluation process, if your article is accepted for publication. (Note: 1500 EUR be paid by all authors of an article all together. Each author does not pay separately. The Journal management has the right to change the amount when it deems necessary.) Could you please confirm the receipt of this e-mail?

Sincerely yours,
Editorial Office
International Journal of Instruction

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We are happy to announce that the IJI is now **Scopus Q1**.

First name: Muhammad

Last name : Rais

Title (Mrs/Ms/Dr etc): Dr

Your email: : m.rais@unm.ac.id

Scope of the Article:: teachereducation

Article subject : Development of the Smart Parenting Teacher (MSPT) Mobile Application to Improve Understanding of Life Skills for Parents, Teachers and Elementary School Students During Limited Face-to-Face Learning

Add article (doc, docx) : https://www.e-iji.net/upload/2021_11_25_06_24_06_artikeljurnalinternasionalmspt2021inggris.docx

 **iji_model.doc**
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Muhammad Rais UNM <m.rais@unm.ac.id>

Your_submission

Muhammad Rais UNM <m.rais@unm.ac.id>

11 December 2021 at 05:01

To: International Journal of Instruction <editor.eiji@gmail.com>

Dear Editorial Team of International Journal of Instruction

Thank you for your great news. We agree to pay the publication fee. Along with this email, I attached the revised article. It has been templated according to the IJI template model.

I'm looking forward to hearing your response

Best Regards

Muh. Rais

Universitas Negeri Makassar, Indonesia

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Muhammad Rais UNM <m.rais@unm.ac.id>

Your_submission

International Journal of Instruction <editor.eiji@gmail.com>

11 December 2021 at 05:16

To: Muhammad Rais UNM <m.rais@unm.ac.id>, farida.aryani@unm.ac.id, hartoto@unm.ac.id

Dear Dr. Rais,

We received your article, but it needs much more revision. Ok, no problem, we will revise and fix your article and send it to reviewers.

Sincerely yours

International Journal of Instruction

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We are happy to announce that the IJI is now **Scopus Q1**.

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Muhammad Rais UNM <m.rais@unm.ac.id>

your article

International Journal of Instruction <editor.eiji@gmail.com>

19 December 2021 at 22:22

To: m rais <m.rais@unm.ac.id>, farida.aryani@unm.ac.id, hartoto@unm.ac.id

Dear author

We fixed your article and sent it to reviewers. You can see our revision on the attached file. Thank you very much for your interest in IJI.

Sincerely yours,
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Muhammad Rais UNM <m.rais@unm.ac.id>

your article

Muhammad Rais UNM <m.rais@unm.ac.id>

21 December 2021 at 13:19

To: International Journal of Instruction <editor.eiji@gmail.com>

Cc: farida.aryani@unm.ac.id, Hartoto Hartoto <hartoto@unm.ac.id>

Dear Editorial Team of IJI

Thanks for the information. I am looking forward to hearing from you

Best Regards

[Quoted text hidden]



Muhammad Rais UNM <m.rais@unm.ac.id>

Muhammad Rais_ Article Progress

Muhammad Rais UNM <m.rais@unm.ac.id>

11 March 2022 at 10:15

To: International Journal of Instruction <editor.eiji@gmail.com>

Dear Editorial Team of IJI

I'm Muhammad Rais, Universitas Negeri Makassar, Indonesia. Could I check the progress of my article?. The article is sent to reviewers on 19 December 2021. The title of my article "**Mobile Smart Parenting Teacher (MSPT) Application to Improve the Life Skills of Parents, Teachers, and Elementary School Students**". Thank you for your kind attention

Best Regards

Muhammad Rais

Universitas Negeri Makassar, Indonesia



Muhammad Rais UNM <m.rais@unm.ac.id>

Muhammad Rais_ Article Progress

International Journal of Instruction <editor.eiji@gmail.com>
To: Muhammad Rais UNM <m.rais@unm.ac.id>

13 March 2022 at 06:49

Dear Dr. Rais,

Your article (Article 111221) evaluation process continues. Article evaluation process takes approximately three or five months. We will back you as soon as possible. Thank you for your patience.

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International Journal of Instruction

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We are happy to announce that the IJI is now **Scopus Q1**.

[Quoted text hidden]

2. Bukti konfirmasi review dan hasil review

(21 April 2022)



Muhammad Rais UNM <m.rais@unm.ac.id>

Amendments

International Journal of Instruction <editor.eiji@gmail.com>

21 April 2022 at 07:16

To: m rais <m.rais@unm.ac.id>, farida.aryani@unm.ac.id, hartoto@unm.ac.id

Dear author

You have amendments from reviewers. Could you please amend **on attached file** “Article 111221_for revision” and send back your revised article and the list of explanations of the revisions done **via e-mail** (iji@ogu.edu.tr) as an attached file as soon as possible?

So far, a lot of articles have been published in the International Journal of Instruction on a wide range of subjects. To promote our international and scientific community, we kindly ask our writers to make references to other articles published in our journal. By doing this, you will help us to improve the IJI and as other writers will possibly reference your article, your article gets citations. Thus, as a final touch, **we kindly ask you to make references to two or more articles from the IJI.**

Sincerely yours,
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International Journal of Instruction Article Evaluation Form

Mr. /Mrs.

It is to acknowledge you that the Executive Committee of *International Journal of Instruction* has decided that the article mentioned below would be reviewed by you. Thank you very much for your contributions.

Asim ARI
Editor in Chief

Name of the article: Mobile Smart Parenting Teacher (MSPT) Application to Improve the Life Skills of Parents, Teachers, and Elementary School Students

After reviewing the attached article, please read each item carefully and select the response that best reflects your opinion. To register your response, please **mark** or **type in** the appropriate block.

	Yes	Partially	No
Do you think the title is appropriate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the abstract summarize the article clearly and effectively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the objectives set clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the issue stated clearly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the literature review adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the design of the research appropriate, and the exemplary, if any, suitable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the methodology consistent with the practice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the findings expressed clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the presentation of the findings adequate and consistent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the tables, if any, arranged well?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the conclusions and generalizations based on the findings?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are the suggestions meaningful, valid, and based on the findings?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are the references adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the language clear and understandable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is cohesion achieved throughout the article?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the work contributing to the field?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Evaluation:**
- The article can be published as it is.
 - The article can be published after some revision.
 - The article must undergo a major revision before it can be resubmitted to the journal.
 - The article cannot be published.

Would you like to see the revised article if you have suggested any revisions? Yes No

Please write your report either on this paper or on a spare paper.

REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract-Summary	The title should show in more detail the subject of study.
Introduction and Literature Review	Adequate literature review (20% of references in the last 5 years, review section, the review of recent sources could be broader).
Research Methods	Well described and structured methodology, although it is recommended to make the questions and objectives more explicit.
Research Findings	The results chapter is relevant, but it would be recommended that the topics / categories in which the analysis and interpretation are structured be justified as they emerge, either in

	this results section, or preferably in the method section as indicated in the previous comment.
Discussion	I suggest including the main results of the study in this section.
Conclusion and Suggestions	In the conclusions, the author should point out the limitations and some ideas for future research.
References and Citation	The article is adequately referenced.
Language	English language and style are fine.
Other issues	



International Journal of Instruction Article Evaluation Form

Mr. /Mrs.

It is to acknowledge you that the Executive Committee of *International Journal of Instruction* has decided that the article mentioned below would be reviewed by you. Thank you very much for your contributions.

Asim ARI
Editor in Chief

Name of the article: Mobile Smart Parenting Teacher (MSPT) Application to Improve the Life Skills of Parents, Teachers, and Elementary School Students

After reviewing the attached article, please read each item carefully and select the response that best reflects your opinion. To register your response, please **mark** or **type in** the appropriate block.

	Yes	Partially	No
Do you think the title is appropriate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the abstract summarize the article clearly and effectively?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the objectives set clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the issue stated clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the literature review adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the design of the research appropriate, and the exemplary, if any, suitable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the methodology consistent with the practice?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the findings expressed clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the presentation of the findings adequate and consistent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the tables, if any, arranged well?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the conclusions and generalizations based on the findings?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the suggestions meaningful, valid, and based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the references adequate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the language clear and understandable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is cohesion achieved throughout the article?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the work contributing to the field?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Evaluation:**
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 - The article must undergo a major revision before it can be resubmitted to the journal.
 - The article cannot be published.

Would you like to see the revised article if you have suggested any revisions? Yes No

Please write your report either on this paper or on a spare paper.

REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract-Summary	The abstract is partially processed.
Introduction and Literature Review	The introduction is relatively brief and a literature review is sufficient for this research. Add research objectives in the introduction.
Research Methods	The research methods should be explained. What is the sampling technique used?
Research Findings	What data analysis techniques are used?

Discussion	More discussion is necessary. It should be adjusted with the research results.
Conclusion and Suggestions	More suggestions for the future are needed and explained.
References and Citation	The standard for writing a bibliography in APA is not observed. There are many errors in references - incorrect citations, years, volumes, numbers, pages, hyphens, fonts, spaces, missing doi ...
Language	It is necessary to correct mistakes in grammar, in the text as well as in references.
Other issues	none



International Journal of Instruction Article Evaluation Form

Mr. /Mrs.

It is to acknowledge you that the Executive Committee of *International Journal of Instruction* has decided that the article mentioned below would be reviewed by you. Thank you very much for your contributions.

Asim ARI
Editor in Chief

Name of the article: Mobile Smart Parenting Teacher (MSPT) Application to Improve the Life Skills of Parents, Teachers, and Elementary School Students

After reviewing the attached article, please read each item carefully and select the response that best reflects your opinion. To register your response, please **mark** or **type in** the appropriate block.

	Yes	Partially	No
Do you think the title is appropriate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the abstract summarize the article clearly and effectively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the objectives set clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the issue stated clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the literature review adequate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the design of the research appropriate, and the exemplary, if any, suitable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the methodology consistent with the practice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the findings expressed clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the presentation of the findings adequate and consistent?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the tables, if any, arranged well?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the conclusions and generalizations based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the suggestions meaningful, valid, and based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the references adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the language clear and understandable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is cohesion achieved throughout the article?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the work contributing to the field?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Evaluation:**
- The article can be published as it is.
 - The article can be published after some revision.
 - The article must undergo a major revision before it can be resubmitted to the journal.
 - The article cannot be published.

Would you like to see the revised article if you have suggested any revisions? Yes No

Please write your report either on this paper or on a spare paper.

REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract- Summary	
Introduction and Literature Review	1. It is necessary to add the problem this system trying to solve. 2. The theoretical framework upon which your design of the system would rest, so readers can see how this framework has informed your system design.
Research Methods	This needs to be supported by references in the 4D development model.

Research Findings	. Check the data in figure 4. Some data is missing.
Discussion	
Conclusion and Suggestions	
References and Citation	
Language	Please have the manuscript edited by a professional editor.
Other issues	



Muhammad Rais UNM <m.rais@unm.ac.id>

Amendments

Muhammad Rais UNM <m.rais@unm.ac.id>

21 April 2022 at 11:22

To: International Journal of Instruction <editor.eiji@gmail.com>

Cc: farida.aryani@unm.ac.id, Hartoto Hartoto <hartoto@unm.ac.id>

Dear Editor of IJI

Thank you, I will do that. I will send the revised article soon.

Best regards

[Quoted text hidden]

3. Bukti konfirmasi pengiriman revisi (1 Mei 2022)



Muhammad Rais UNM <m.rais@unm.ac.id>

Amendments

Muhammad Rais UNM <m.rais@unm.ac.id>

1 May 2022 at 09:13

To: International Journal of Instruction <editor.eiji@gmail.com>

Dear Editorial Team of IJI

Along with this email, We attached the revised version of my article according to reviewer's feedback and notes related to the changes made on manuscript. Thank you for your kind attention.

Best Regards


Muh.Rais


Universitas Negeri Makassar, Indonesia

Pada tanggal Kam, 21 Apr 2022 pukul 06.17 International Journal of Instruction <editor.eiji@gmail.com> menulis:

[Quoted text hidden]

2 attachments

 **Changes made on Manuscript.docx**
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The following changes have been made on the Manuscript “...” in accordance with reviewers’ comments

Reviewer’s comments	Changes made	Page (see highlights)
1. Title		
The title should show in more detail the subject of study	Subjects of this study were highlighted in the title. There are 3 subjects focused on this study (Parents, Teachers, and Elementary School Students)	1
2. Introduction		
<ul style="list-style-type: none"> 20% of references in the last 5 years, review section, the review of recent sources could be broader 	There are around 75% of references in the last 5 years	
<ul style="list-style-type: none"> It is necessary to add the problem this system trying to solve. 	We added research aims which can reflect the problem of this study.	4
<ul style="list-style-type: none"> The theoretical framework upon which your design of the system would rest, so readers can see how this framework has informed your system design 	We added the Theoretical Framework of this study. The main theory used in describing this framework is social learning theory proposed by Albert Bandura	3
<ul style="list-style-type: none"> The introduction is relatively brief and a literature review is sufficient for this research. Add research objectives in the introduction. 	We added research aims. There are 3 aims of this study consisting of 1) developing an android application (<i>Mobile Smart Parenting Teacher</i>) as media to deliver information about life skill education facing limited face - to - face learning in Covid 19 era; 2) Assessing the the validation process of Mobile Smart Parenting Teacher as media in improving an understanding of life skill education; 3) Describing the effectiveness of Mobile Smart Parenting Teacher application in assisting students, teachers, and parents in understanding the life skill education	4
3. Research Method		
<ul style="list-style-type: none"> it is recommended to make the questions and objectives more explicit in the research method 	We added the main objective of this study. We did not re-write all of the objectives. It seems a repetition, as it was mentioned in the introduction	4

<ul style="list-style-type: none"> This needs to be supported by references in the 4D development model 	<p>We added some previous studies using 4D development model in developing application.</p> <p>There are plenty of previous development studies focusing on a application development (Wirjawan et al., 2020; Ristanto et al., 2018; Putra et al., 2020).</p>	4
<ul style="list-style-type: none"> The research methods should be explained. What is the sampling technique used? 	<p>We added an information related to the samling technique used in selecting research respondents.</p> <p>“The quality of the application was assessed by experts of information and technology, psychology in education and guidance, elementary school teachers, parents, and students selected using purposive sampling method”</p>	5
<ul style="list-style-type: none"> What data analysis techniques are used? 	<p>We added some information about the data analysis technique</p>	5
4. Result and Discussion		
<ul style="list-style-type: none"> it would be recommended that the topics / categories in which the analysis and interpretation are structured be justified as they emerge, either in this results section, or preferably in the method section as indicated in the previous comment. 	<p>We added additional information related to the main finding of this study</p>	13
<ul style="list-style-type: none"> I suggest including the main results of the study in this section 	<p>We added additional information related to the main finding of this study</p>	13
<ul style="list-style-type: none"> Check the data in figure 4. Some data is missing. 	<p>The figure was revised</p>	12
<ul style="list-style-type: none"> More discussion is necessary. It should be adjusted with the research results. 	<p>We added additional information related to the main finding of this study</p>	13
5. Conclusion		
<ul style="list-style-type: none"> In the conclusions, the author should point out the limitations and some ideas for future research. 	<p>We added additional information related to the limitations of this study and some ideas for future research</p>	14
<ul style="list-style-type: none"> More suggestions for the future are needed and explained. 	<p>We added additional information related to the limitations of this study and some ideas for future research</p>	14

Mobile Smart Parenting Teacher (MSPT) Application to Improve the Life Skills of Parents, Teachers, and Elementary School Students

One of the technological advancements in the era of 4.0 is the android based mobile phone technology. Android-based mobile phone technology allows users to connect with the source of information available in android that can be read and learned anytime, including for educational purposes. The study aims to: 1) produce an android application (*Mobile Smart Parenting Teacher*) as media to deliver information about life skill facing limited face-to-face learning in Covid 19 era; 2) assess the validation process of Mobile Smart Parenting Teacher as media in improving an understanding of life skill education; 3) describe the effectiveness of Mobile Smart Parenting Teacher application in assisting students, teachers, and parents in understanding the life skills. The study employed the 4D (define, design, develop, disseminate) developmental research method. The Mobile Smart Parenting, the Teacher application model, was assessed by information and technology experts, Psychology and Guidance in Education, and elementary school teachers. Before conducting a field trial on the application of Mobile Smart Parenting Teacher, groups of 45 parents, 45 teachers, and 45 students were given a pretest. At the end of the field trial, the posttest was distributed. Findings show that using the Mobile Smart Parenting Teacher application significantly affects teachers, parents, and students' understanding of conceptual life skills the limited face-to-face learning in the Covid – 19 era. The gain score (N - gain) from the normalized test performed on pretest and posttest scores were in the high category (0.85).

Keywords: Mobile Smart Parenting Teacher; Life Skills; Elementary Students, Limited Face-to-face Learning;

INTRODUCTION

The issuance of an educational policy in Indonesia, limited face-to-face learning in the Covid 19 pandemic era, has challenged the psychological readiness of parents, teachers, and students to face new learning culture with various regulations. Some rules applied in the limited face-to-face learning include the maximum number of students in the classroom, which is 50%, the distance between seats (1 - 1.5 meters), duration of each subject (30 minutes), and school days (2). Other regulations include the obligation to wear a mask, wash hands, no canteen, no sports activities, and flag ceremony. The rule applies not only in Indonesia but also in many parts of the world. In Australia, the US, and the UK, learning activities should be conducted outside the classroom, applying creative learning models like project-based learning. (Hira & Anderson, 2021). The learning activities must obey the strict health protocol like wearing a mask, washing hands, or using the school's hand sanitizer (Aboagye et al., 2021; Nwakaego and Amosu, 2021).

At the elementary school level, the implementation of limited face-to-face learning in the Covid 19 pandemic era still needs continuous guidance and education. Preparing students' mental readiness becomes the priority before they learn the material and do exercises. Managing psychological, social, mental, and academic aspects (Etxebarria et al., 2021; Mantasiah et al, 2021) is an integrated part of limited face-to-face learning. It

becomes the main priority since elementary school students are vulnerable to being infected by the Covid - 19 virus. Children are potentially contaminated by the Covid - 19 virus and transmit it to other family members when they do not understand the prevention methods applied at school at home. Children need guidance from parents and teachers, but it is undeniable that they cannot control kids all day.

One alternative to solve this problem is by equipping parents with knowledge on how to face the limited face-to-face learning by applying life skill-based *mobile smart parenting teacher* (MSPT), considering that parents have the most significant responsibility on their kids at home. This study aimed to develop the application of life skill-based *mobile smart parenting teachers* (MSPT) to prevent the spread of the Covid - 19 virus. In the pandemic era, parents should involve in their children learning activities and collaborate with teachers for the success of the learning. MSPT application developed in this study is very helpful for parents with children studying at the elementary school level to equip them with various life skills focusing on the prevention of the spread of covid - 19, like how kids know and understand the food they consume, how to interact at school, what to do after back to home, and what kind of games they can play that do not potentially spread the Covid 19. Ten life skills that each person should possess in the 21st century include creative thinking, critical thinking, metacognitive thinking, communication, collaboration, information literacy, digital literacy, nationalism, work and career, and individual and social responsibility skill (Trilling, B. & Fadel, C, 2009; Binkley, M et al., 2012).

During the implementation of limited face-to-face learning, children and parents should adopt the new normal learning at school with health protocol. Parents are optimistic, although they worry about letting their kids study at school, considering that the Covid 19 in the country has not stopped yet. Students are also worried about studying at school but feel optimistic they will get a better learning method. The study examined how safe, comfortable, and not worried children and parents are after using *mobile smart parenting teacher* (MSPT), which provided stories and videos describing and guiding attitudes that can prevent the spread of Covid 19. The purpose of the study was to develop and examine a life skill - based *mobile smart parenting teacher* (MSPT) application that can educate students to interact with friends at school and make a positive decision in the Covid 19 spread prevention system.

MSPT application developed in this study is important for parents who have children studying at the elementary school level to understand how they should educate their kids to prevent the spread of Covid 19 like how kids know and understand the food they consume, how they should interact at school in a pandemic situation, what they should do after arriving at home, and other life skills. Studies conducted by many authors (Hodge 2017; Barros, 2019; Garrett, 2019) explain that MSPT is designed as a life skill - based smart parenting program that parents can use to act as a facilitator to replace teachers in teaching life skills to students, while teachers act as coordinator and evaluator. This is a *research and development* (R & D) study designed to result in a *product*. The product here is the life skill-based *mobile smart parenting teacher* (MSPT) application to prevent the spread of Covid - 19 embedded in the android developer system. Life skills integrated into the MSPT system include: 1) attitude and character;

2) maintaining a healthy and balanced diet; 3) communication and collaboration; 4) self-regulation; 5) creativity and innovation; 6) personal awareness; 7) cyberbullying; 8) Coping skill; 9) digital literacy, and 10) problem - solving. (Nivedita, & Singh, 2016; Sumitha, & Jose, 2016; Ardhyani, & Khoiri, 2017; Huda et al, 2017; Grundke et al, 2018; Blakemore, 2020).

The MSPT application developed is a media that can educate where it is expected that behavior change will occur based on the social learning theory proposed by Albert Bandura, namely how a person can learn to change their behavior through observation of what is seen from other people (Bandura, 1977). In this context, observations were made through the MSPT application which contains animated videos and some other educational information that demonstrates life skill behaviors such as how to practice tough, independent, communicative attitudes and characters with others, have high self-awareness, and be smart in using media. The users of this application are teachers, parents, and students who will then become new information in forming the knowledge and skills observed, which will be practiced in the form of new expected behaviors (Yarberry, S., & Sims, C. (2021). For more details, the theoretical framework for this research can be seen in the following figure:

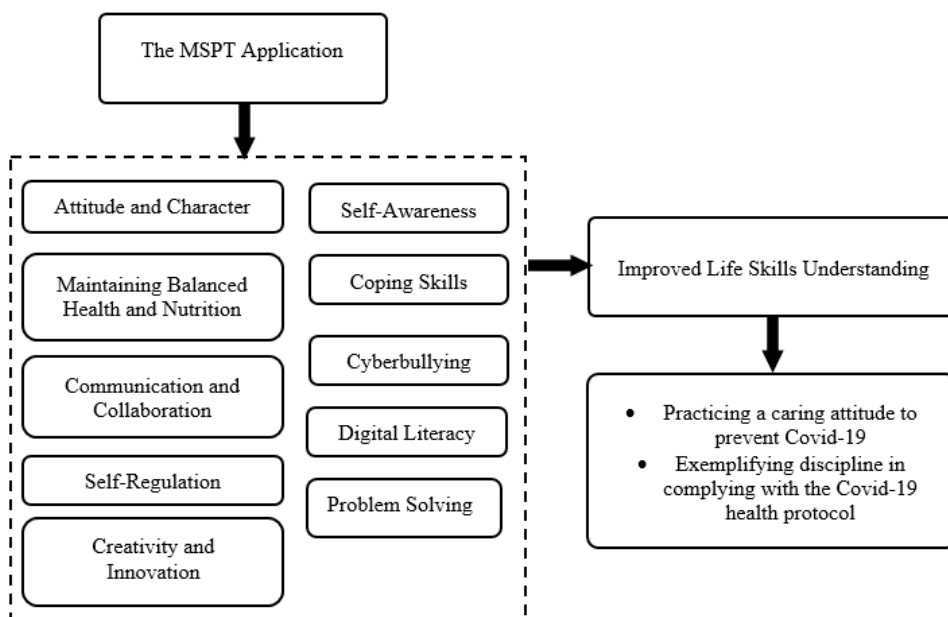


Figure 1.

Theoretical Framework

Research Aims

There are 3 aims of this study consisting of 1) developing an android application (*Mobile Smart Parenting Teacher*) as media to deliver information about life skill education facing limited face-to-face learning in Covid 19 era; 2) Assessing the validation process of *Mobile Smart Parenting Teacher* as media in improving an understanding of life skill education; 3) Describing the effectiveness of *Mobile Smart Parenting Teacher* application in assisting students, teachers, and parents in understanding the life skill education.

RESEARCH METHOD

Research Design

The main aim of this study was to develop life skill education-based *Mobile Smart Parenting Teacher (MSPT)* application model that can assist parents, teachers, and elementary school students to prevent the spread of Covid 19. This study used research and development approach by adopting 4D development model introduced by Thiagarajan. The model consists of four stages: Define, Design, Development, and Disseminate (Thiagarajan, 1974). There are plenty of previous development studies focusing on a application development (Wirjawan et al., 2020; Ristanto et al., 2018; Putra et al., 2020). The studies adopted 4D development model to develop an application. Therefore, the model is considered as a viable model to develop life skills-based *Mobile Smart Parenting Teacher (MSPT)* application. The components of each stage are explained in Figure 2. The research procedure and development have two main goals that are 1) to develop the product and 2) to evaluate the product's effectiveness in achieving the targets (Borg, 2003).

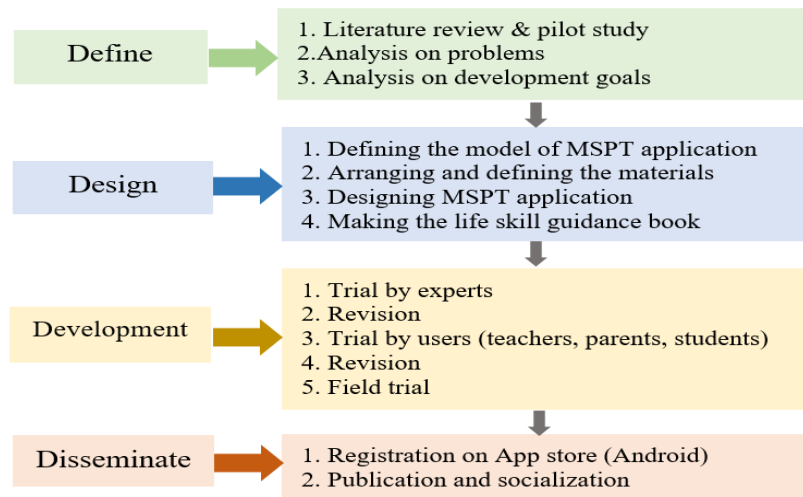


Figure 2.
Four phases of 4 D

Research Instruments

Before applying MSPT on the field, a test on the quality of the application was performed. The quality of the application was assessed by experts in information and technology, psychology in education and guidance, elementary school teachers, parents, and students selected using purposive sampling method. The revision was done after receiving input from experts and teachers through questionnaires. The questionnaires contain questions including 1) the validity of life skills theme concepts; 2) the accuracy of the life skills theme concepts; 3) the suitability between conversation about life skills and theme goals; 4) the easiness to understand the life skill themes; 5) the depth of life skill themes; 6) consistency and systematic of theme orders, and 7) the feasibility of illustration provided in conversation in each life skill themes. The questionnaire used the Likert scale 1 - 5 (1 - 2 - 3 - 4 - 5). Score 1 means that it is not appropriate/ not suitable/ not feasible. Score 2 means that it is less appropriate/ less suitability/ less feasible. Score 3 means quite appropriate/ quite suitable/ quite feasible. Score 4 means appropriate/ suitability/ feasible. Score 5 means very appropriate/ very suitable / very feasible. To convert the score to five scales, we used the converter guidance of quantitative data into qualitative data as presented in Table 1.

Table 1.
Guidance to Convert Quantitative Data to Qualitative Data of Scores of each Question Item (Scale 5)

No	Formula to Determine Score Ranges	Calculation	Score Ranges	Categories
1	$Mi + 1.8SDi \leq X$	$4.21 \leq X$	4.21 – 5.00	Very Good
2	$Mi + 0.6SDi \leq X < Mi + 1.8SDi$	$3.40 \leq X < 4.21$	3.40 – 4.20	Good
3	$Mi - 0.6SDi \leq X < Mi + 0.6SDi$	$2.60 \leq X < 3.40$	2.60 – 3.39	Fair
4	$Mi - 1.8SDi \leq X < Mi - 0.6SDi$	$1.79 \leq X < 2.60$	1.79 – 2.59	Bad
5	$X < Mi - 1.8SDi$	$X < 1.79$	1.00 – 1.78	Very Bad

X : average score of each aspect

Xi : $1/2$ (maximum ideal score + minimum ideal score)

SDi = $1/6$ (maximum ideal score - minimum ideal score)

The effectiveness of the MSPT application was measured using pre-test and posttest about parents, teachers, and students' understanding of the implementation of limited face-to-face learning. The tests measured ten life skills, including 1) Attitude and character; 2) Maintaining health and a balanced diet; 3) Communication and collaboration; 4) Self-regulation; 5) Creativity and innovation; 6) Self-awareness; 7) Cyberbullying; 8) Coping Skill; 9) Digital literacy, and 10) Problem - solving.

Data Analysis Technique

Data were analysed using descriptive statistics method based on average scores and standard deviation from the evaluation by experts and users. Following that, the results of the analysis were interpreted. Average scores were interpreted according to the quality as classified in Table 1. The classification was based on the average ideal score (Xi) and ideal standard deviation (SDi). To calculate the difference between the respondents' understanding before and after using the MSPT application, the N - gain

score was calculated using the formula below (1). The interpretation criteria are presented in Table 2.

$$N - Gain = \frac{\% Posttest\ score - \% pretest\ score}{100 - \% pretest\ score} \dots\dots\dots(1)$$

Table 2
Criteria of N - Gain Score

N - Gain Score	Criteria
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

FINDING AND DISCUSSION

This developmental study used the 4D model (*Define, Design, Development, and Disseminate*). Results of development in each stage are explained below:

Defining Phase

Defining phase aimed to determine and define development criteria. In this step, we conducted a need analysis. In general, problems related to parenting teachers, life skills, and the need for a Mobile Smart Parenting Teacher were analyzed in this defining stage. The needs of teachers and parents were analyzed using a questionnaire. It measured parents' and teachers' understanding of life skills needed in the limited face-to-face learning. In this stage, the digital life skill content of the Android phone was also developed. Information related to parents' expectation and wish regarding the limited face-to-face learning was also sought. It was identified that parents and children did not need to worry, or panic and should always be optimistic that the spread of the virus can be prevented by obeying the health protocol. Parents needed mobile guidance that they, students, and teachers could use to create safe and comfortable limited face-to-face learning during the Covid 19 pandemic.

Designing Phase

This phase aimed to design the model of life skill - based MSPT application. It began by designing the waterfall model development method using steps: 1) *Engineering and Modeling System/Information*, 2) *Software Requirements Analysis*, 3) *Design*. 4) *Coding*, 5) *Testing*, and 6) *Maintenance*. After gathering data related to parents, teachers, and students who wish to get an application to provide information on how to interact the limited face-to-face learning at school, the steps were performed. Thus, the prototype of the application of life skill guidance on how to do interaction was developed. The guidance was made in digital form and integrated into Android smartphones. Parents, teachers, and students use smartphones daily, and the media can provide friendly visual reading material. The application was named Mobile Smart Parenting Teacher (MSPT), a digital life skill guidance. The content is the ten life skills including 1) Attitude and character; 2) Maintaining health and balanced diet; 3)

Communication and collaboration; 4) Self-regulation; 5) Creativity and innovation; 6) Self-awareness; 7) Cyberbullying; 8) Coping Skill; 9) Digital literacy, and 10) Problem-solving. As a media to guide the interaction, each theme had components including purposes, concepts, story, and important message. Each theme was presented in texts, audios, and videos to accommodate the learning styles of teachers, parents, and especially elementary school students.

MSPT application allows parents, teachers, and students to choose a theme to guide them doing interaction by obeying the health protocol to prevent the spread of Covid 19. For example, Theme 1, Attitude and Character, aims to guide parents, teachers, and children/students to think positively when leaving their homes for school during the Covid 19 pandemic. The display of the Menu is shown in Figure 3 below:

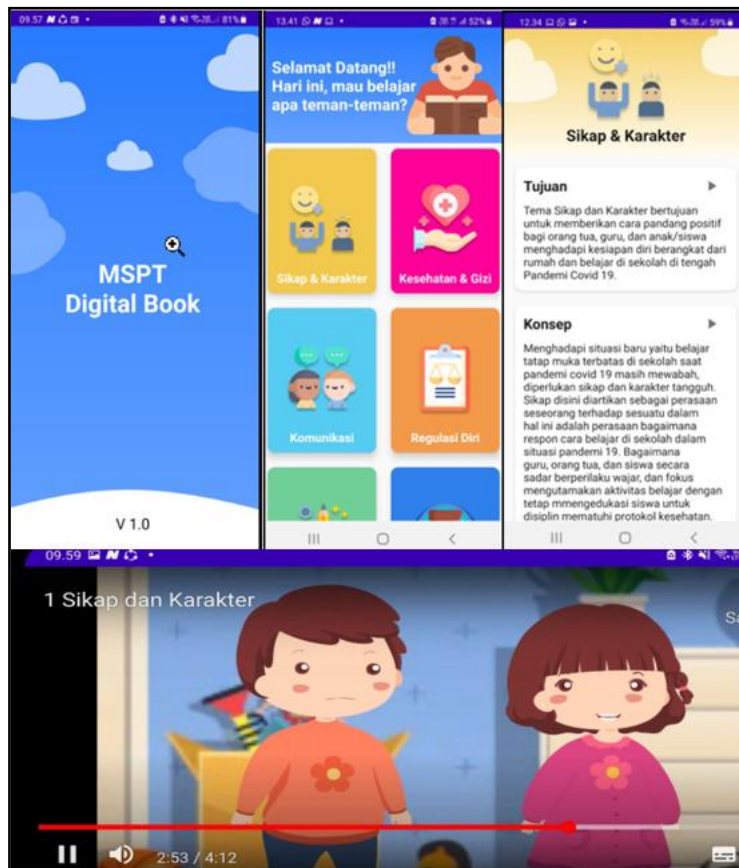


Figure 3

Display of Menu of Android Based Life Skill Themes

The figures above show the Menu of Themes and the Theme of Attitude and Character that can be chosen in order. The picture on the left shows the menus of the main themes

while the picture on the right is the theme of Attitude and Character containing Purposes and Concepts. Each theme has Purposes and Concepts which provide information about the target on how far the users should understand a theme. The figure below shows the menus of story and conversation videos:

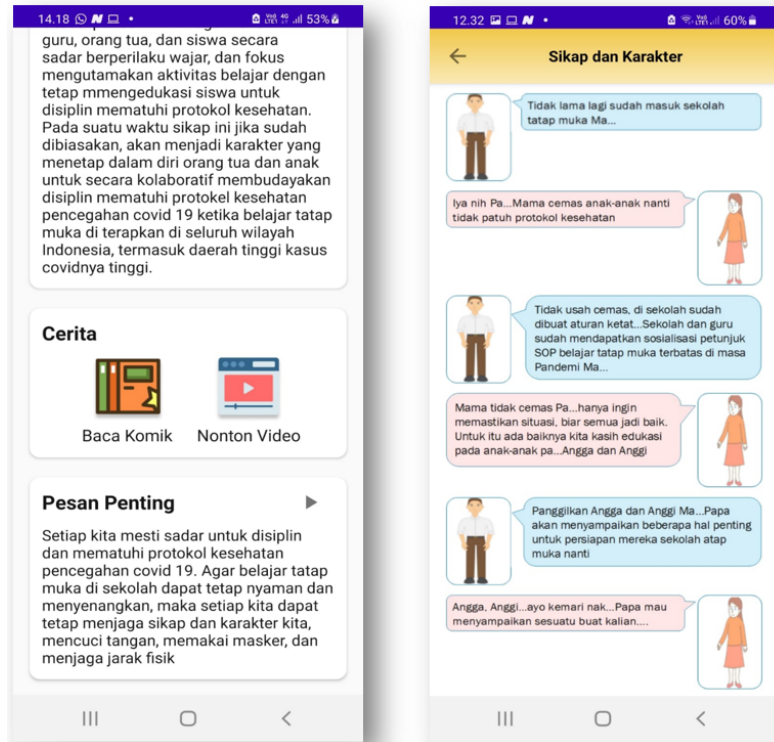


Figure 4
Display of MSPT Menus of Story and Important Messages

In the next step, a Menu of stories and an important message of a selected theme are presented. When we click the story menus and read a comic, the Menu will be switched to a comic with conversation. The conversation presents a practical understanding of how each theme should be introduced to students, teachers, and parents. It guides teachers, parents, and students to implement attitude and interaction under the Covid 19 health protocol.

Development Phase

The development phase of the study includes the evaluation by experts (Information Technology and Psychology in Education and Learning), assessment by elementary school teachers, parents, and students, and field trial. The assessment conducted by the expert in Information Technology focused on seven aspects, namely: 1) functionality, 2) reliability, 3) usability, 4) efficiency, 5) maintainability, and 6) portability. Qualitatively, the experts in information technology stated that:

- 1) The **Functionality** aspect of MSPT is very good in educating students/ children in following the limited face-to-face learning through their understanding of the life skills to obey the health protocol.
- 2) The **Reliability** aspect indicates that the MSPT is reliable enough to educate students/children to follow the limited face-to-face learning through their understanding of the life skills to obey the health protocol
- 3) The **Usability** aspect of MSPT shows that the media is friendly, easy, and not complicated to use in any condition.
- 4) The **Efficiency** aspect of MSPT indicates that the application can be used efficiently as it does need a long time to be accessed.
- 5) The **Maintainability** aspect of MSPT is good as it can be updated anytime to be renewed or developed as demanded.
- 6) The **Portability** aspect of MSPT allows the application to be used in any condition. Thus, it can be adapted to the learning environment of Elementary Schools, which are various in each region.

The assessment by experts focused on 1) the quality of life skill themes and 2) the quality of language. The quality of the theme includes: (1) the accuracy of the life skill theme concept, (2) the accuracy of the selection of life skill concept, (3) the suitability between life skills and the theme purpose, (4) the ease in choosing life skill themes, (5) the depth of life skill themes, (6) the theme order is consistent and systematic, (7) the feasibility of illustration presented in conversation in each theme, (8) the ease in understanding the important message in each theme. While aspects related to the language quality include: (1) the accuracy of language use in the theme, (2) the clarity of the language used in the theme, and (3) the ease of language used in the theme. The tabulation of scores from the assessment performed by the expert in Information Technology is presented in Table 3 below:

Table 3
Results of Assessment Done by Experts of Information Technology on MSPT Application

Aspects	Scores*	Criteria
Functionality	4.80	Very good
Reliability	4.25	Very good
Usability	5.00	Very good
Efficiency	4.33	Very good
Maintainability	4.60	Very good
Portability	4.80	Very good

* score interval: 1 - 5

Limited trials were performed on three groups of users consisting of 45 parents, 45 teachers, and 45 students to measure their conceptual understanding of life skill values. The measurement was conducted using pretest before using the MSPT application and posttest at the end of the treatment. After the a pretest, the MSPT application was shared with parents, teachers, and students to be installed on their phones and used as the media to mediate the interaction model that should be applied during a limited face-to-face learning at school. Results the assessment by material experts are depicted in the following table:

Table 4
Results of Validation by Experts of Life skill Materials

No	Assessment Aspects	Scores from Validators
	Quality Aspects and Language of Life Skill Themes	
1	accuracy of life skill theme concept	5
2	the accuracy of the selection of life skill concept	4
3	the suitability between life skills and the theme's purpose	5
4	the ease in choosing life skill themes	5
5	the depth of life skill themes	4
6	The consistency and systematic of theme order	4
7	the feasibility of illustration presented in conversation in each theme	5
8	the ease in understanding the important message in each theme	5
	Quality of Language	
1	the accuracy of language use in the theme	4
2	the clarity of the language used in the theme	5
3	the ease of language used in the theme	5
	Total Scores	51
	Average	4.64
	Percentage	92.7%
	Criteria	Very Valid

Based on Table 4, analysis of the scores obtained from the experts of life skill material resulted in the value of 51 (92.7 %) with an average score of 4.64 (Very Valid). The criteria show that the material experts categorized the life skill content as good and can be presented in the digital form in the application and accessed as an android application. The next assessment was performed by users, including teachers, parents, and students. Results of the assessment by those groups are presented in Table 5 below:

Table 5
Results of Validation of Life Skill Materials by Users

No	Assessment Aspects	Scores from Validators (Users)		
		Teachers	Parents	Students
1	accuracy of life skill theme concept	5	4	5
2	the accuracy of the selection of life skill concept	4	5	5
3	the suitability between life skills and the theme purpose	5	4	5
4	the ease to choose life skill themes	4	4	4
5	the depth of life skill themes	5	5	4
6	The consistency and systematic of theme order	4	5	5
7	the feasibility of illustration presented in conversation in each theme	4	4	5
8	the ease to understand the important message in each theme	5	5	5
9	the clarity of the language used in the theme	4	5	5

10	the ease of language used in the theme	5	5	5
Total score		45	46	48
Average score		4.5	4.6	4.8
Percentage		90 %	92 %	96 %
Criteria		Very Valid		

In Table 5, it can be seen the results of the analysis of the scores obtained from validation performed by teachers, parents, and students. Assessment by 45 teachers shows a percentage of 90 with an average value of 4.5 (very valid). Evaluation performed by 46 parents shows a percentage of 92, and the average score was 4.5 (very valid). An assessment conducted by 48 students resulted in 96% with a mean score of 4.8 (very valid). The criteria show that the three groups of users, including teachers, parents, and students, regarded the content of life skills as good and can be used in digital life skills to provide it through the android application.

After a while, a post-test was conducted again by distributing similar instruments about the conceptual understanding of life skill values. Inferential statistical analysis was performed by calculating the N - gain score using equation (1), referring to the categorization of gain score in Table 2. The average scores of pretest and post-test evaluating the life skill values are presented in Figure 4. The score resulting from the limited trials on groups is 0.85. It indicates that students, teachers, and parents understood attitudes of discipline, responsibility, self-awareness, problem-solving, and other life skills related to attitudes obeying health protocols in interaction in the limited face-to-face learning at school.

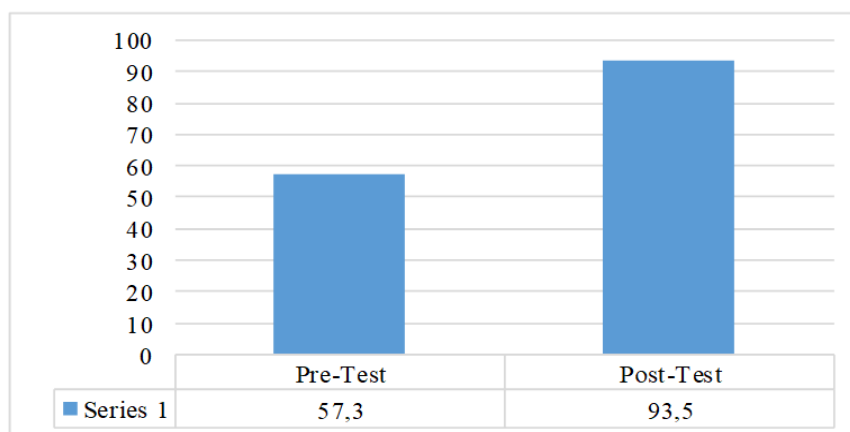


Figure 5
The Result of Pretest and posttest of Life skill education understanding

This study is in line with (Ahsani & Mulyani, 2020; Livari et al., 2020; Bahfen, 2020; Velasco et al., 2021) discovering that many parents, teachers, and elementary school students need portable guidance that can be read or accessed anywhere and anytime

when parents need to educate their children on social life skills they must have in learning during the Covid 19 pandemic. MSPT application is interesting for parents because the content is easy to understand, especially because it can be accessed using a handphone to be easily opened and read for guidance to obey the health protocol to prevent the spread of Covid 19. Furthermore, each character's information on each life skill theme has plots, like parents, including father and mother, teacher, and student or children. Each character plays a role in visualizing real life at home and school. Findings show that social life skills strongly influence how someone establishes their personal concept, collaboration, self-awareness, self-regulation, and coping skills for social interaction (Wati et al., 2020; Helwida et al., 2021; Kirchhoff, 2021). Besides that, interactive media, which loads messages on life skills, assist everyone to receive information as part of positive media literacy to run their life role as an individual (Bancin & Ambarita, 2019; Saravanakumar, 2020).

The statement emphasizes that elementary school students who were missing back school to study, and teachers and parents who were worried about the children studying at school for joining limited face-to-face learning could feel more optimistic due to the availability of applications that can educate students/ children on how to join the limited face-to-face learning at school during the Covid 19 pandemic era in the country as we know that children are the social group vulnerable to be infected with Covid 19 virus because they have not had personal awareness, communication skill, personal regulation, and attitude to take a decision and problem-solving skills. Thus, they still need education from parents and teachers when they are at home or school attending limited face-to-face learning. Values discussed here refer to life skills that can form children's characters to be disciplined and responsible in managing themselves to behave and socialize through Guided instructions and training (Dorji & Yangzome, 2018; Mugo, 2018; Behera, 2020).

The development of android based MSPT with life skill content used the theory of learning media. Android-based multimedia applies the media constructivism learning theory in the industrial revolution era of industry 4.0, which presents material contents in portable digital form that is easy to be updated anywhere and anytime using a smartphone. The smartphone is used as a learning media because it has some advantages like 1) it can be used as e-learning that can connect between users (multi-users), 2) it provides access to an ebook that can be a reference used anytime and anywhere to inform positive content like life skill (Sam et al., 2017; Rather, 2019; David & Roberts, 2021). Besides that, the use of MSPT application as life skill learning application media is based on the theory of learning social by Albert Bandura that the learning process happens through observation and modeling others' behavior and attitude (Devi, 2017). Social learning in the family system will behaviorally form the attitude and become an external social stimulus to form the generation's character (Ainiyah, 2017; Yanto & Syaripah, 2017; Muali & Rohmatika 2019).

The findings of this study are in the form of real concepts and the application of technology in learning for teachers, parents, and students in teaching disciplinary behavior related to the Covid 19 health protocol. Through the use of the MSPT application which contains educational information and life skills video, teachers,

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parents and students have mutually developed caring attitude in behaving well, and discipline in maintaining distance, using masks, and washing hands. This attitude is an effort to prevent health protocols, maintain a healthy lifestyle, and reduce behavior at risk of being exposed to Covid 19 both at home, in social circles, and more specifically at school (Islam et al, 2021; V Velasco et al, 2021; Vandormael et al, 2021). Obedient and disciplined behavior in enforcing health protocols seen through the concept of the MSPT video should become a real habit in everyday life, so that the fear of Covid 19 transmission can be overcome. Likewise, social interactions, especially in the school environment, have returned to normal as in life when Covid 19 did not exist as it is now. This is where the useful role of social media functions during a pandemic (Boonroungrut et al, 2022) such as the development of MSPT application-based video media that contains messages that can mediate the concept of understanding life skills into real practice

CONCLUSION

The study developed a Mobile Smart Parenting Teacher (MSPT) is an application providing life skill content about 1) Attitude and character; 2) Maintaining health and balanced diet; 3) Communication and collaboration; 4) Self-regulation; 5) Creativity and innovation; 6) Self-awareness; 7) Cyberbullying; 8) Coping Skill; 9) Digital literacy, and 10) Problem-solving. The MSPT application presents a simple dialog with language that is easy to be understood by teachers, parents, and especially elementary school students. Assessments were performed by experts in Information Technology (IT), Psychology in Education and Guidance, users (teachers, parents, and students). The application is categorized as very good by the Information Technology expert and very valid by the material and users (teachers, parents, and students). A field trial was also performed on the limited group and based on the N - gain score analysis. The MSPT application can build an understanding of values of life skills related to the discipline to comply with the Covid 19 spread prevention protocol in the limited face-to-face learning at school.

LIMITATIONS AND RECOMENDATIONS

The limitations of this study includes the number of involved research participants and intervention process given to the research participants. This study just involved 45 parents, 45 teachers, and 45 students as research participants. In the further study, it is pivotal to increase the number of participants especially number of students, and it is important to involve secondary and senior high school students as research participants. The second limitation is in the intervention process. There is no control group involved in this study, and in the further study, it is needed a control group as a data comparison.

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4. Bukti Konfirmasi Penerimaan hasil revisi
(2 Mei 2022)



Muhammad Rais UNM <m.rais@unm.ac.id>

Amendments

International Journal of Instruction <editor.eiji@gmail.com>

2 May 2022 at 05:18

To: Muhammad Rais UNM <m.rais@unm.ac.id>, farida.aryani@unm.ac.id, hartoto@unm.ac.id

Dear author

We received your revised article and sent it to reviewers. Thank you very much for your interest in IJI.

Sincerely yours,

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<http://www.e-iji.net>

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We are happy to announce that the IJI is now **Scopus Q1**.

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Muhammad Rais UNM <m.rais@unm.ac.id>

last minor amendments

International Journal of Instruction <editor.eiji@gmail.com>

26 May 2022 at 05:17

To: m rais <m.rais@unm.ac.id>, farida.aryani@unm.ac.id, hartoto@unm.ac.id

Dear author

We sent you last minor amendments from a reviewer on May 05, 2022. But we haven't received your amended article. Could you please send your revised article as soon as possible?

Note: Could you please confirm the receipt of this e-mail?

Sincerely yours,
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last minor amendments

Muhammad Rais UNM <m.rais@unm.ac.id>

26 May 2022 at 08:33

To: International Journal of Instruction <editor.eiji@gmail.com>

Dear Editorial Team of IJI

we did not get any email on May 05, 2022. The last email we got was on April 21, 2022, and we sent the revised article on May 01, 2022. Could you resend the last minor amendments from reviewer?

Best Regards

[Quoted text hidden]



Muhammad Rais UNM <m.rais@unm.ac.id>

last minor amendments

International Journal of Instruction <editor.eiji@gmail.com>

26 May 2022 at 17:56

To: Muhammad Rais UNM <m.rais@unm.ac.id>, farida.aryani@unm.ac.id, hartoto@unm.ac.id

We resend them. Could you please amend **on attached file** “Article 111221_revised_for revision” and send back your revised article.

International Journal of Instruction

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We are happy to announce that the IJI is now **Scopus Q1**.

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2 attachments



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International Journal of Instruction Article Evaluation Form

Mr. /Mrs.

It is to acknowledge you that the Executive Committee of *International Journal of Instruction* has decided that the article mentioned below would be reviewed by you. Thank you very much for your contributions.

Asim ARI
Editor in Chief

Name of the article: Mobile Smart Parenting Teacher (MSPT) Application to Improve the Life Skills of Parents, Teachers, and Elementary School Students

After reviewing the attached article, please read each item carefully and select the response that best reflects your opinion. To register your response, please **mark** or **type in** the appropriate block.

	Yes	Partially	No
Do you think the title is appropriate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the abstract summarize the article clearly and effectively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Is the literature review adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the design of the research appropriate, and the exemplary, if any, suitable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the methodology consistent with the practice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the findings expressed clearly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the presentation of the findings adequate and consistent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the tables, if any, arranged well?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the conclusions and generalizations based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the suggestions meaningful, valid, and based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the references adequate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the language clear and understandable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Is the work contributing to the field?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Evaluation:**
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 - The article can be published after some revision.
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 - The article cannot be published.

Would you like to see the revised article if you have suggested any revisions? Yes No

Please write your report either on this paper or on a spare paper.

REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract- Summary	-
Introduction and Literature Review	-
Research Methods	-
Research Findings	-

Discussion	
Conclusion and Suggestions	
References and Citation	The standard for writing a bibliography in APA is not observed. There are many errors in references - incorrect citations, years, volumes, numbers, pages, hyphens, fonts, spaces, missing doi ...
Language	There are grammar mistakes in the text.
Other issues	

**5. Bukti pengiriman dokumen proofreading
(29 Mei 2022)**



Muhammad Rais UNM <m.rais@unm.ac.id>

last minor amendments

Muhammad Rais UNM <m.rais@unm.ac.id>

29 May 2022 at 20:17

To: International Journal of Instruction <editor.eiji@gmail.com>

Dear Editorial Team of IJI

Along with this email, we attached the revised version. The article was proofread by a professional proofreader, and the references was checked by following APA style

Best Regards

[Quoted text hidden]



Article 111221_revised_for revision.doc

5518K

Mobile Smart Parenting Teacher (MSPT) Application to Improve the Life Skills of Parents, Teachers, and Elementary School Students

One of the technological advancements in the era of 4.0 is the android based mobile phone. Android-based mobile phone technology allows users to connect with the source of information available in android anytime, including for educational purposes. The study aims to: 1) produce an android application (*Mobile Smart Parenting Teacher*) as media to deliver information about life skill facing limited face-to-face learning in Covid-19 era; 2) assess the validation process of Mobile Smart Parenting Teacher as media in improving life skill education; 3) describe the effectiveness of Mobile Smart Parenting Teacher application in providing knowledge about lifeskills to students, teachers, and parents. The study employed the 4D (Define, Design, Develop, Disseminate) developmental research method. The Mobile Smart Parenting application was assessed by experts of information and technology experts, teachers of Psychology and Guidance in Education, and teachers of elementary school. Before conducting a field trial, groups of 45 parents, 45 teachers, and 45 students were given a pretest. At the end of the field trial, the posttest was distributed. Findings show that using the Mobile Smart Parenting Teacher application significantly affects teachers, parents, and students' understanding of conceptual life skills to face the limited face-to-face learning in the Covid – 19 era. The gain score (N - gain) from the normalized test performed on pretest and post test scores were in the high category (0.85).

Keywords: Mobile Smart Parenting Teacher; Life Skills; Elementary Students, Limited Face-to-face Learning;

INTRODUCTION

The issuance of an educational policy in Indonesia, limited face-to-face learning in the Covid-19 pandemic era, has challenged the psychological readiness of parents, teachers, and students to face new learning culture with new regulations. Some rules applied in the limited face-to-face learning included the maximum number of students in the classroom, which was 50% of the classroom capacity, the distance between seats (1 - 1.5 meters), duration of each subject (30 minutes), and school days (2). Other regulations included the obligation to wear a mask and to wash hands and the prohibition of the use of canteen and to conduct sports activities and flag ceremony. The rule applied not only in Indonesia but also in many parts of the world. In Australia, the US, and the UK, learning activities should be conducted outside the classroom and apply creative learning models like project-based learning (Hira & Anderson, 2021). The learning activities had to obey the strict health protocol like wearing a mask, washing hands, or using hand sanitizer (Aboagye et al., 2021; Nwakaego et al., 2021).

At the elementary school level, the implementation of limited face-to-face learning in the Covid-19 pandemic era still needed guidance. Preparing students' mental readiness becomes the priority before they follow the lesson. Managing psychological, social, mental, and academic aspects was an integrated part of limited face-to-face learning (Etxebarria et al., 2021; Mantasiah et al., 2021). It became the main priority since elementary school students were vulnerable to being infected by the Covid - 19 virus. Children were potentially contaminated by the Covid - 19 virus and transmitted it to

other family members when they did not understand the prevention methods that should be applied at school or at home. Children needed guidance from parents and teachers, but it is undeniable that they could not get control all day.

One alternative to solve this problem was by equipping parents with knowledge on how to face the limited face-to-face learning by applying life skill-based *mobile smart parenting teacher* (MSPT) considering that they hold the major responsibility on their kids at home. This study aimed to develop the application of life skill-based *mobile smart parenting teachers* (MSPT) to prevent the spread of the Covid - 19 virus. In the pandemic era, parents should involve in their children learning activities and collaborate with teachers to maximise the learning outcomes. MSPT application developed in this study is very helpful for parents with children studying at the elementary school level as it provides materials about various life skills to prevent the spread of covid - 19, like how kids know and understand the food they should consume, how they should interact at school, what they should do after back to home, and what kind of games they can play that do not potentially spread the Covid-19. Ten life skills that should be mastered in the 21st century include creative thinking, critical thinking, metacognitive thinking, communication, collaboration, information literacy, digital literacy, nationalism, work and career, and individual and social responsibility skill (Trilling & Fadel, 2009; Binkley, et al., 2012).

During the implementation of limited face-to-face learning, children and parents should follow the new normal learning at school by obeying the health protocol. Although parents were happy that their children were let to study at school again, they were worry as the Covid-19 pandemic in the country had not stopped yet. Students were also worried about studying at school but felt optimistic they would learn with a better method. The study examined how safe, comfortable, and unworried children and parents are after using *Mobile Smart Parenting Teacher* (MSPT), which provided stories and videos describing and guiding attitudes that can prevent the spread of Covid-19. The purpose of the study was to develop and examine a life skill - based *Mobile Smart Parenting Teacher* (MSPT) application that can educate students to interact with friends at school and make a positive decision in the Covid-19 spread prevention system.

MSPT application developed in this study was useful for parents who had children studying at the elementary school level to explain them how they should behave to prevent the spread of Covid-19 like kinds of food they should consume, how they should interact at school in a pandemic situation and what they should do after arriving at home. Studies conducted by (Hodge et al., 2017; Barros et al., 2019; Garrett et al., 2019) explain that MSPT is designed as a life skill - based smart parenting program that parents can use to act as a facilitator to replace teachers in teaching life skills to students (teachers act as coordinator and evaluator). This is a *Research and Development* (R & D) study designed to create a product. The product here is the life skill-based *mobile smart parenting teacher* (MSPT) application to prevent the spread of Covid - 19 embedded in the android developer system. Life skills integrated into the MSPT system include: 1) Attitude and Character; 2) Maintaining A Healthy and Balanced Diet; 3) Communication and Collaboration; 4) Self-Regulation; 5) Creativity and Innovation; 6)

Personal Awareness; 7) Cyberbullying; 8) Coping Skill; 9) Digital Literacy, and 10) Problem - Solving. (Nivedita & Singh, 2016; Sumitha & Jose, 2016; Ardhyani & Khoiri, 2017; Huda et al., 2017; Grundke et al., 2018; Blakemore & Agllias, 2020).

The MSPT application was a media to educate the users to behave well based on the social learning theory proposed by Albert Bandura. In this case, someone will try to change their behavior after observing others' behavior (Bandura, 1977). In this context, observations were made through the MSPT application which contains animated videos and some other educational information that demonstrates life skill behaviors such as how to be independent, communicate well, behave well, and be wise in using media. The target users of this application are teachers, parents, and students (Yarberry & Sims, 2021). For more details, the theoretical framework for this research can be seen in the following figure:

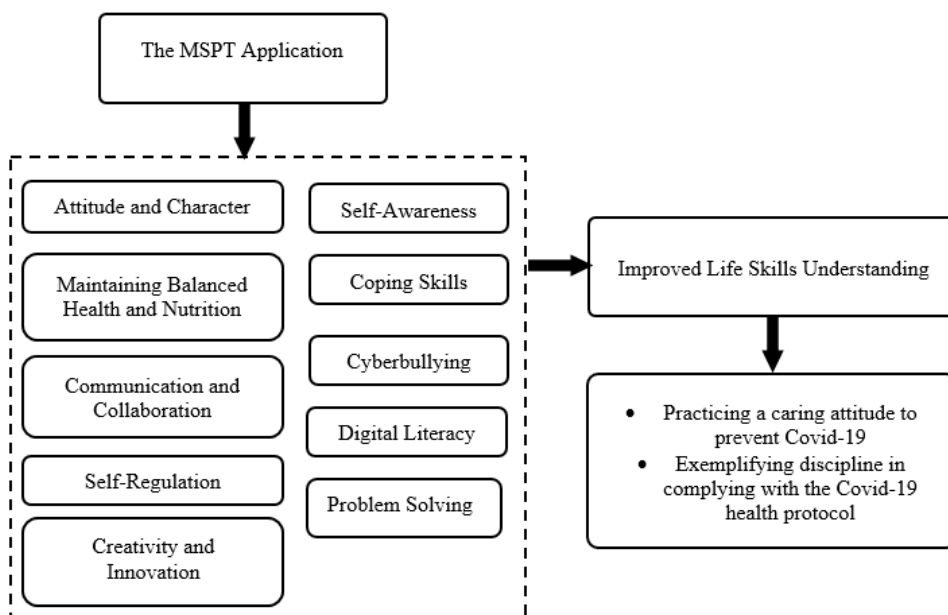


Figure 1.

Theoretical Framework

Research Aims

The aims of this study are 1) to develop an android application (*Mobile Smart Parenting Teacher*) as media to deliver information about life skill education facing limited face-to-face learning in Covid-19 era; 2) to assess the validation process of Mobile Smart Parenting Teacher as media in improving an understanding of life skill education; and 3) to assess the effectiveness of Mobile Smart Parenting Teacher application in assisting students, teachers, and parents in understanding the life skill education.

RESEARCH METHOD

Research Design

The main aim of this study was to develop life skill education-based Mobile Smart Parenting Teacher (*MSPT*) application model that can guide parents, teachers, and elementary school students to prevent the spread of Covid-19. This study occupied Research and Development approach by adopting 4D development model introduced by Thiagarajan. The model consists of four stages: Defining, Designing, Developing, and Disseminating (Thiagarajan, 1974). There are a number of older studies focusing on a application development (Wirjawan et al., 2020; Ristanto et al., 2018; Putra et al., 2020). The study adopted 4D development model to develop an application. Therefore, it was considered as a viable model to develop life skills-based Mobile Smart Parenting Teacher (*MSPT*) application. The components of each stage are explained in Figure 2. The research procedure and development have two main goals that are 1) to develop the product and 2) to evaluate the product's effectiveness in achieving the targets (Borg & Gall, 2003).

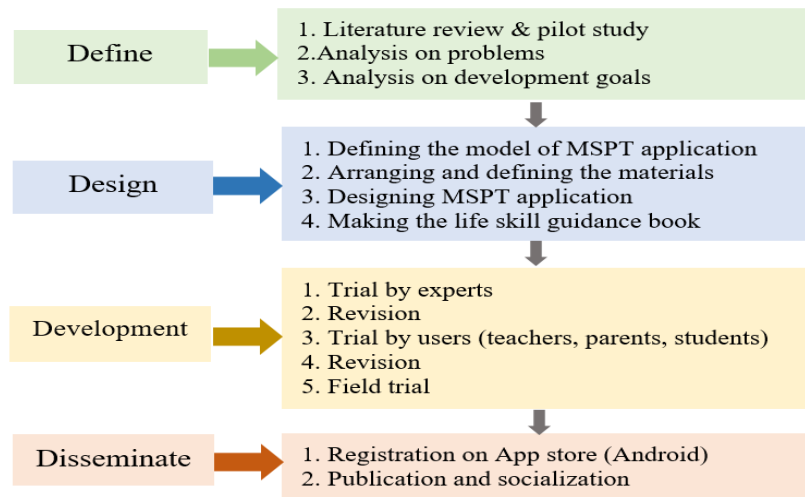


Figure 2.
Four phases of 4 D

Research Instruments

Before applying MSPT, the quality of the application was tested. The quality of the application was assessed by experts in information and technology and psychology in education and guidance, elementary school teachers, parents, and students selected using purposive sampling method. The revision was done after receiving input from experts and teachers through questionnaires. The questionnaire asked about 1) the validity of life skills theme concepts; 2) the accuracy of the life skills theme concepts; 3) the suitability between conversation about life skills and theme goals; 4) the easiness to understand the life skill themes; 5) the depth of life skill themes; 6) consistency and

systematic of theme orders, and 7) the feasibility of illustration provided in conversation in each life skill themes. The questionnaire used the Likert scale 1 - 5 (1 - 2 - 3 - 4 - 5). Score 1 means that it is not appropriate/ not suitable/ not feasible. Score 2 means that it is less appropriate/ less suitability/ less feasible. Score 3 means quite appropriate/ quite suitable/ quite feasible. Score 4 means appropriate/ suitability/ feasible. Score 5 means very appropriate/ very suitable / very feasible. To convert the score to five scales, we used the converter guidance of quantitative data into qualitative data as presented in Table 1.

Table 1.
Guidance to Convert Quantitative Data to Qualitative Data of Scores of each Question Item (Scale 5)

No	Formula to Determine Score Ranges	Calculation	Score Ranges	Categories
1	$Mi + 1.8SDi \leq X$	$4.21 \leq X$	4.21 – 5.00	Very Good
2	$Mi + 0.6SDi \leq X < Mi + 1.8SDi$	$3.40 \leq X < 4.21$	3.40 – 4.20	Good
3	$Mi - 0.6SDi \leq X < Mi + 0.6SDi$	$2.60 \leq X < 3.40$	2.60 – 3.39	Fair
4	$Mi - 1.8SDi \leq X < Mi - 0.6SDi$	$1.79 \leq X < 2.60$	1.79 – 2.59	Bad
5	$X < Mi - 1.8SDi$	$X < 1.79$	1.00 – 1.78	Very Bad

X : average score of each aspect
 Xi : 1/2 (maximum ideal score + minimum ideal score)
 SDi = 1/6 (maximum ideal score - minimum ideal score)

The effectiveness of the MSPT application was measured using pre-test and posttest about parents, teachers, and students' understanding of the implementation of limited face-to-face learning. The tests measured ten life skills, including 1) Attitude and character; 2) Maintaining health and a balanced diet; 3) Communication and collaboration; 4) Self-regulation; 5) Creativity and innovation; 6) Self-awareness; 7) Cyberbullying; 8) Coping Skill; 9) Digital literacy, and 10) Problem - solving.

Data Analysis Technique

Data were analysed using descriptive statistics method based on average scores and standard deviation score of data from the evaluation performed by experts and users. Following that, the results of the analysis were interpreted. Average scores were interpreted according to the quality as classified in Table 1. The classification was based on the average ideal score (Xi) and ideal standard deviation (SDi). To calculate the difference between the respondents' understanding before and after using the MSPT application, the N - gain score was calculated using the formula below (1). The interpretation criteria are presented in Table 2.

$$N - Gain = \frac{\% Posttest\ score - \% pretest\ score}{100 - \% pretest\ score} \dots\dots\dots(1)$$

Table 2
Criteria of N - Gain Score

N - Gain Score	Criteria
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium

FINDINGS AND DISCUSSION

This developmental study used the 4D model (*Define, Design, Development, and Disseminate*). Results of each stage are explained below:

Defining Phase

Defining phase aimed to determine and define development criteria. In this step, we conducted a need analysis. In general, problems related to parenting teachers, life skills, and the need for a Mobile Smart Parenting Teacher were analyzed in this stage. The needs of teachers and parents were identified using a questionnaire. It measured parents' and teachers' understanding of life skills needed in the limited face-to-face learning. In this stage, the digital life skill content of the Android phone was also developed. Information related to parents' expectation and wish regarding the limited face-to-face learning was also sought. It was identified that parents and children did not need to worry, or panic and should always be optimistic that the spread of the virus can be prevented by obeying the health protocol. Parents needed mobile guidance that they, students, and teachers could use to create safe and comfortable limited face-to-face learning during the Covid-19 pandemic.

Designing Phase

This phase aimed to design the model of life skill - based MSPT application. It began by designing the waterfall model development method using steps: 1) *Engineering and Modeling System/Information*, 2) *Software Requirements Analysis*, 3) *Design*. 4) *Coding*, 5) *Testing*, and 6) *Maintenance*. After gathering data related to parents, teachers, and students who needed an application to provide information on how to interact the limited face-to-face learning at school, the steps were performed. Thus, the prototype of the application of life skill guidance on how to do interaction was developed. The guidance was made in digital form and integrated into Android smartphones. Parents, teachers, and students use smartphones daily, and the media can provide friendly visual material. The application was named Mobile Smart Parenting Teacher (MSPT), a digital life skill guidance. It contains ten life skills including 1) Attitude and character; 2) Maintaining health and balanced diet; 3) Communication and collaboration; 4) Self-regulation; 5) Creativity and innovation; 6) Self-awareness; 7) Cyberbullying; 8) Coping Skill; 9) Digital literacy, and 10) Problem-solving. As a media to guide the interaction, each theme had components including purposes, concepts, story, and important message. Each theme was presented in texts, audios, and videos to accommodate the learning styles of teachers, parents, and especially elementary school students.

MSPT application allows parents, teachers, and students to choose a theme to guide them doing interaction by obeying the health protocol to prevent the spread of Covid-19. For example, Theme 1, Attitude and Character, aims to guide parents, teachers, and children/students to think positively when leaving their homes for school during the Covid-19 pandemic. The display of the Menu is shown in Figure 3 below:

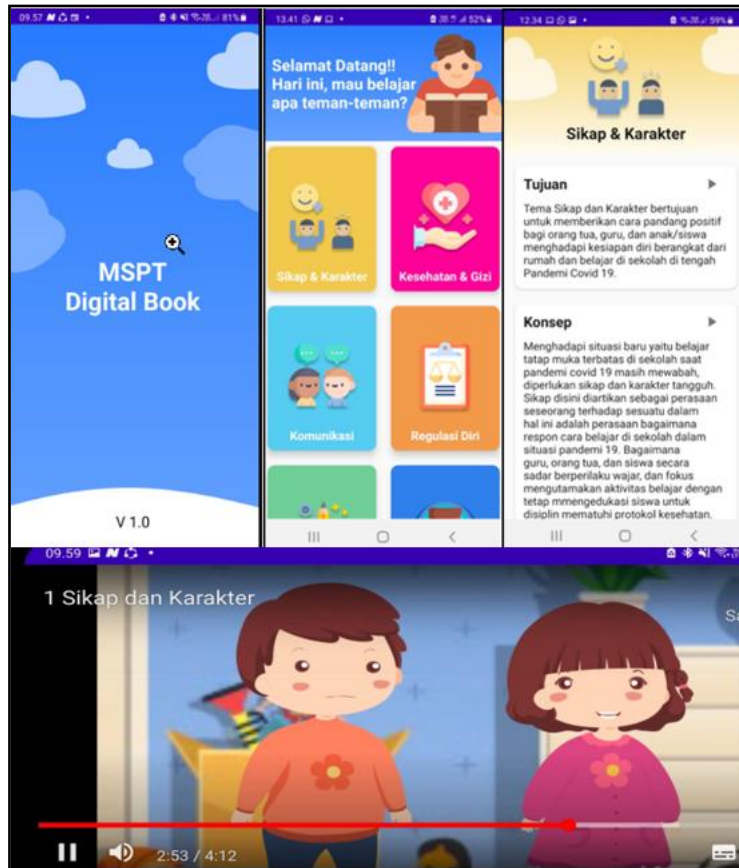


Figure 3
Display of

Menu of Android Based Life Skill Themes

The figures above show the Menu of Themes and the Theme of Attitude and Character that can be chosen in order. The picture on the left shows the menus of the main themes while the picture on the right is the theme of Attitude and Character containing Purposes and Concepts. Each theme has Purposes and Concepts which provide information about the target on how far the users should understand a theme. The figure below shows the menus of story and conversation videos:

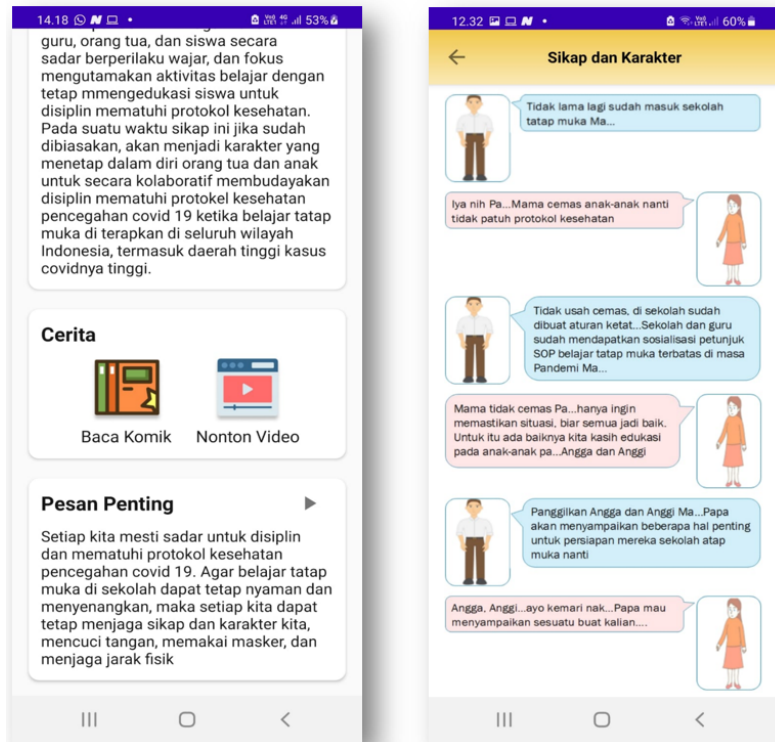


Figure 4
Display of MSPT Menus of Story and Important Messages

In the next step, a Menu of stories and an important message of a selected theme are presented. When we click the story menus and read a comic, the Menu will be switched to a comic with conversation. The conversation presents a practical understanding of how each theme should be introduced to students, teachers, and parents. It guides teachers, parents, and students to implement attitude and interaction under the Covid-19 health protocol.

Development Phase

The development phase of the study included the evaluation by experts (Information Technology and Psychology in Education and Learning), assessment by elementary school teachers, parents, and students, and field trial. The assessment conducted by the expert in Information Technology focused on seven aspects, namely: 1) functionality, 2) reliability, 3) usability, 4) efficiency, 5) maintainability, and 6) portability. Qualitatively, the experts in information technology stated that:

- 1) The **Functionality** aspect of MSPT is very good in educating students/ children in following the limited face-to-face learning through their understanding of the life skills to obey the health protocol.

- 2) The **Reliability** aspect indicates that the MSPT is reliable enough to educate students/children to follow the limited face-to-face learning through their understanding of the life skills to obey the health protocol
- 3) The **Usability** aspect of MSPT shows that the media is friendly, easy, and not complicated to use in any condition.
- 4) The **Efficiency** aspect of MSPT indicates that the application can be used efficiently as it does need a long time to be accessed.
- 5) The **Maintainability** aspect of MSPT is good as it can be updated anytime to be renewed or developed as demanded.
- 6) The **Portability** aspect of MSPT allows the application to be used in any condition. Thus, it can be adapted to the learning environment of Elementary Schools, which are various in each region.

The assessment by experts focused on 1) the quality of life skill themes and 2) the quality of language. The quality of the theme includes: (1) the properness of the life skill theme concept, (2) the properness of selected life skill concept, (3) the suitability between life skills and the theme purpose, (4) the ease in choosing life skill themes, (5) the depth of life skill themes, (6) the consistency and systematics of theme orde, (7) the feasibility of illustration presented in conversation in each theme, and (8) the ease in understanding the important message in each theme. While aspects related to the language quality include: (1) the accuracy of language use in the theme, (2) the clarity of the language used in the theme, and (3) the ease of language used in the theme. The tabulation of scores from the assessment performed by the expert in Information Technology is presented in Table 3 below:

Table 3
Results of Assessment Done by Experts of Information Technology on MSPT Application

Aspects	Scores*	Criteria
Functionality	4.80	Very good
Reliability	4.25	Very good
Usability	5.00	Very good
Efficiency	4.33	Very good
Maintainability	4.60	Very good
Portability	4.80	Very good

*score interval: 1 - 5

Limited trials were performed on three groups of users consisting of 45 parents, 45 teachers, and 45 students to measure their conceptual understanding of life skill values. The measurement was conducted using pretest before using the MSPT application and posttest at the end of the treatment. After conducting the pretest, the MSPT application was shared to parents, teachers, and students to be installed on their phones and used as the media to mediate the interaction model that should be applied during a limited face-to-face learning at school. Results the assessment by material experts are depicted in the following table:

Table 4
Results of Validation by Experts of Life Skill Materials

No	Assessment Aspects	Scores from Validators
	Quality Aspects and Language of Life Skill Themes	
1	properness of life skill theme concept	5
2	the properness of the life skill concept	4
3	the suitability between life skills and the theme's purpose	5
4	the ease in choosing life skill themes	5
5	the depth of life skill themes	4
6	The consistency and systematic of theme order	4
7	the feasibility of illustration presented in conversation in each theme	5
8	the ease in understanding the important message in each theme	5
	Quality of Language	
1	the accuracy of language use in the theme	4
2	the clarity of the language used in the theme	5
3	the ease of language used in the theme	5
	Total Scores	51
	Average	4.64
	Percentage	92.7%
	Criteria	Very Valid

Based on Table 4, analysis of the scores obtained from the experts of life skill material resulted in the value of 51 (92.7 %) with an average score of 4.64 (Very Valid). The criteria show that the material experts categorized the life skill content as good and can be presented in the digital form in the application and accessed as an android application. The next assessment was performed by users, including teachers, parents, and students. Results of the assessment by those groups are presented in Table 5 below:

Table 5
Results of Validation of Life Skill Materials by Users

No	Assessment Aspects	Scores from Validators (Users)		
		Teachers	Parents	Students
1	properness of life skill theme concept	5	4	5
2	the properness of life skill concept	4	5	5
3	the suitability between life skills and the theme purpose	5	4	5
4	the ease to choose life skill themes	4	4	4
5	the depth of life skill themes	5	5	4
6	The consistency and systematic of theme order	4	5	5
7	the feasibility of illustration presented in conversation in each theme	4	4	5
8	the ease to understand the important message in each theme	5	5	5
9	the clarity of the language used in the theme	4	5	5
10	the ease of language used in the theme	5	5	5
	Total score	45	46	48
	Average score	4.5	4.6	4.8
	Percentage	90 %	92 %	96 %

Criteria	Very Valid
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Table 5 shows the results of the analysis of the scores obtained from validation performed by teachers, parents, and students. Assessment by 45 teachers shows a percentage of 90 with an average value of 4.5 (very valid). Evaluation performed by 46 parents shows a percentage of 92, and the average score was 4.5 (very valid). An assessment conducted by 48 students resulted in 96% with a mean score of 4.8 (very valid). The criteria show that the three groups of users, including teachers, parents, and students, considered the content of life skills good and can be used in digital life skills to provide it through the android application.

After a while, a post-test was conducted again by distributing similar instruments about the conceptual understanding of life skill values. Inferential statistical analysis was performed by calculating the N - gain score using equation (1), referring to the categorization of gain score in Table 2. The average scores of pretest and post-test evaluating the life skill values are presented in Figure 4. The score resulting from the limited trials on groups is 0.85. It indicates that students, teachers, and parents understood attitudes, responsibility, self-awareness, problem-solving, and other life skills related to attitudes obeying health protocols in interaction in the limited face-to-face learning at school.

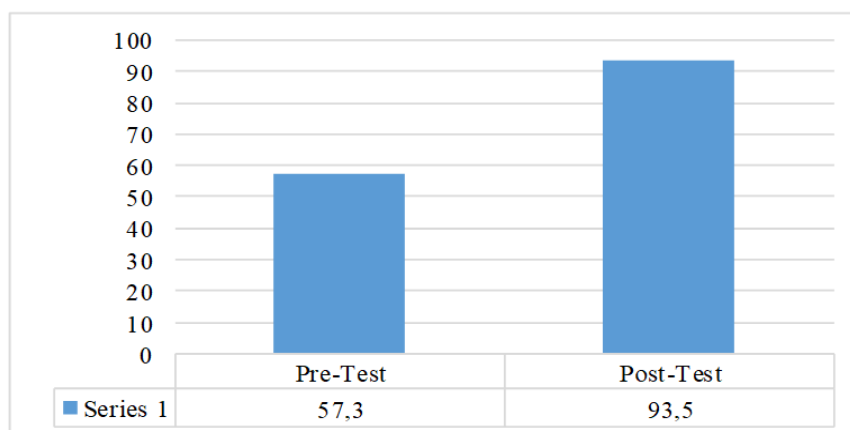


Figure 5
The Result of Pretest and posttest of understanding on Life skill education

This study is in line with (Ahsani & Mulyani, 2020; Livari et al., 2020; Bahfen & Fitri, 2020; Velasco et al., 2022) discovering that many parents, teachers, and elementary school students need portable guidance that can be read or accessed anywhere and anytime when parents need to educate their children on social life skills they must have in learning during the Covid-19 pandemic. MSPT application is interesting for parents because the content is easy to understand, and can be accessed using a handphone.

Furthermore, each character's information on each life skill theme has plots, like parents, including father and mother, teacher, and student or children. Each character plays a role in visualizing real life at home and school. Findings show that social life skills strongly influence how someone establishes their personal concept, collaboration, self-awareness, self-regulation, and coping skills for social interaction (Wati et al., 2020; Helwida et al., 2021; Kirchhoff & Keller, 2021). Besides that, interactive media, which loads messages on life skills, assist everyone to receive information as part of positive media literacy to run their life role as an individual (Bancin & Ambarita, 2019; Saravanakumar, 2020).

The statement emphasizes that elementary school students who were missing back school to study, and teachers and parents who were worried about the children studying at school for joining limited face-to-face learning could feel more optimistic due to the availability of applications that can educate students/ children on how to join the limited face-to-face learning at school during the Covid-19 pandemic era in the country as we know that children are the social group vulnerable to be infected with Covid 19 virus because they have not had personal awareness, communication skill, personal regulation, and attitude to take a decision and problem-solving skills. Thus, they still need education from parents and teachers when they are at home or school attending limited face-to-face learning. Values discussed here refer to life skills that can form children's characters to be disciplined and responsible in managing themselves to behave and socialize through Guided instructions and training (Dorji & Yangzome, 2018; Mugo, 2018; Behera, 2020).

The development of android based MSPT with life skill content used the theory of learning media. Android-based multimedia applies the media constructivism learning theory in the industrial revolution era of industry 4.0, which presents material contents in portable digital form that is easy to be updated anywhere and anytime using a smartphone. The smartphone was chosen as a learning media because it has some advantages like 1) it can connect between users (multi-users), 2) it provides access to an ebook that can be a reference used anytime and anywhere to inform useful content like life skill (Sam et al., 2017; Rather, 2019; David & Roberts, 2021). Besides that, the use of MSPT application as life skill learning application media is based on the theory of learning social by Albert Bandura that the learning process happens through observation and modeling others' behavior and attitude (Devi et al., 2017). Social learning in the family system will behaviorally form the attitude and become an external social stimulus to build the generation's character (Ainiyah, 2017; Yanto & Syaripah, 2017; Muali & Rohmatika, 2019).

The findings of this study are concepts and the application of technology for teachers, parents, and students in teaching disciplinary behavior related to the Covid-19 health protocol. Through the use of the MSPT application which contains educational information and life skills video, teachers, parents and students can be more discipline in keeping distance, using masks, and washing hands. These actions are based on health protocols to maintain a healthy lifestyle, and reduce risk of being exposed to Covid-19 both at home, and at school (Islam et al., 2021; Vandormael et al., 2021; Velasco et al., 2022). Being discipline in enforcing health protocols as shown in the MSPT video

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should be implemented in everyday life to cut the Covid-19 transmission. Likewise, social interactions, especially in the school, have returned to normal as in life before Covid-19 pandemic. Here, social media plays important role during a pandemic (Boonroungrut et al., 2022) such as MSPT application-based video media that contains messages to implement the concept of life skills into real life

CONCLUSION

The study developed a Mobile Smart Parenting Teacher (MSPT) which is an application providing life skill content about 1) Attitude and character; 2) Maintaining health and balanced diet; 3) Communication and collaboration; 4) Self-regulation; 5) Creativity and innovation; 6) Self-awareness; 7) Cyberbullying; 8) Coping Skill; 9) Digital literacy, and 10) Problem-solving. The MSPT application presents a simple dialog with language that is easy to be understood by teachers, parents, and especially elementary school students. Assessments were performed by experts in Information Technology (IT), Psychologist in Education and Guidance, users (teachers, parents, and students). The application is categorized as very good by the Information Technology expert and very valid by the material and users (teachers, parents, and students). A field trial was also performed on the limited group and based on the N - gain score analysis. The MSPT application can build an understanding of values of life skills related to the discipline to comply with the Covid-19 spread prevention protocol in the limited face-to-face learning at school.

LIMITATIONS AND RECOMENDATIONS

The limitations of this study were the number of research participants and intervention process given to the research participants. This study only involved 45 parents, 45 teachers, and 45 students as research participants. In the further study, it is pivotal to increase the number of participants especially number of students, and it is important to involve secondary and senior high school students. The second limitation is in the intervention process. There was no control group involved in this study, and the further study needs a control group to obtain data for comparison.

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Muhammad Rais UNM <m.rais@unm.ac.id>

(no subject)

International Journal of Instruction <editor.eiji@gmail.com>

4 October 2022 at 04:25

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**7. Bukti konfirmasi artikel published online 1 Januari 2023
(7 Oktober 2022)**



Muhammad Rais UNM <m.rais@unm.ac.id>

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7 October 2022 at 21:50

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