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The Mobile Learning Cognitive Counseling Approach for Improving Counseling Practicum Skills Among Undergraduate Students during Covid-19 Pandemic

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ABSTRACT

Students, as prospective counsellors, need to understand the theory of counselling approaches well to carry out effective counselling practicums. This study aims to develop a mobile learning design for a cognitive counselling approach to improve counselling skills in students. This type of research is research and development. The data collection technique used a questionnaire to determine student and lecturer perceptions of mobile learning media in learning. The sample in this study was 116 students and 38 lecturers of guidance and counselling in Indonesia who were selected using a simple random sampling technique. The results showed that 22.4% of students thought mobile learning could help the learning process of the counselling approach, and 54% of lecturers thought mobile learning was needed in learning activities. The mobile learning cognitive counselling approach is a website-based media with nine features: landing page, login page, initial test, material, final test, chat room, record, developer profile, and contact. The developed mobile learning has been validated by media experts and is declared suitable for learning activities. The researcher tested the effectiveness of mobile learning on 14 students of Yogyakarta State University. The data analysis used the Wilcoxon signed-ranked test and showed the p-value at 0,000<0,005, which means that mobile learning effectively improves students' understanding of counselling approaches. Mobile learning contributes as a novelty in guidance and counselling as an innovative media that can be used in the university to deliver content for students in guidance and counselling study programs.

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1. INTRODUCTION

Conducting a counselling practicum is crucial for Guidance and Counselling students. Counselling practicum is a clinical training process carried out by students guided by supervisors/lecturers to practice the theory and knowledge about the counselling process that has been learned (Hage et al.,2020; Zakaria & Mohamad, 2013). Students' maturity is one goal of education (Putrianty & Astuti, 2020). The role of practicum in the learning process is as essential as providing material in the classroom. Students, as prospective counsellors, need to understand the theory and practice of counselling approaches well to conduct effective counselling (Diniaty, 2013; Ikonomopoulos et al., 2016). The results showed that 74.6% of students in Nigeria have a high awareness of the importance of practicum for the development of counselling skills (Muhammed et al., 2019). The abilities possessed by students do not follow this awareness. In Malaysia, guidance and counselling students still have difficulty determining theories to solve counselee problems (Mansor & Yusoff, 2013). Students feel confused about which theory and approach are appropriate to help counselees solve their problems. The lack of counselling skills in students needs to be considered. Students need to master the concepts of theory and counselling approaches in the practicum process to become professional counsellors in the world of work. One of the counselling approach practicum materials that students need to understand is the Cognitive Behavior Therapy (CBT) approach (Bearman et al., 2020).

Cognitive Behavior Therapy includes several approaches, namely Rational Emotive Behavior Therapy (REBT), developed by Albert Ellis; Cognitive Therapy (CT), developed by Aaron Beck; and Cognitive Behavioral Therapy (CBT), developed by Donald Meichenbaum (Corey, 2016). The basic assumption of the CBT approach is that the problems that occur within the individual are determined by thoughts and internal dialogue within the individual himself. Thoughts play an essential role in influencing individual feelings and behaviour. CBT aims to challenge people's misconceptions, using factual evidence to achieve healthier thoughts and behaviours (Efford, 2015). Guidance and Counseling students need to have good learning achievement, understanding, and practical ability towards cognitive approaches to help students solve various problems they experience, especially those related to disturbing thoughts and behaviour. A preliminary survey conducted on guidance and counselling students in Indonesia showed that 73% of students still had a medium understanding of CBT. Students still have difficulty understanding the basic concepts of CBT and cannot carry out the practicum well.

Media can influence low learning achievement and student understanding of counselling theory in learning. The choice of media and learning strategies can affect student learning outcomes for the better or worse (Kocak et al., 2021; Purwadi et al., 2021). With suitable media, it can encourage the emergence of self-regulated learning, which in this aspect, spurs learning achievement (Saputra et al., 2021). The preliminary study results show that counselling learning at universities in Indonesia has not used many innovative media, primarily online. The online learning process in Indonesia is generally carried out through various digital platforms, including WhatsApp, Zoom Meeting, Google Meet, Google Classroom, Edmodo, and various other platforms that allow teachers and students to interact and carry out learning activities (Lestari & Gunawan, 2020; Parker et al., 2021; Rani & Dhir, 2020). Students, teachers, and parents have difficulties implementing online learning in Indonesia (Astuti, Purwanta, Ayriza, et al., 2022). The condition causes media to be used to improve the understanding of counselling theory for Guidance and Counseling students. The use of technology as a medium for guidance and counselling can benefit students and teachers (Astuti, Purwanta, Lestari, et al., 2022).

One media that can be developed during online learning during the Covid-19 pandemic is mobile learning. Mobile learning is part of online learning that uses technology tools more specifically (Sönmez et al., 2018; Sulisworo, 2019). Mobile learning (m-learning) refers to the use of information technology devices that can be brought to various places, such as Personal Digital Assistants (PDA), mobile phones, laptops and tablet PC technology in the teaching and learning process (Alsaadat, 2017). Teachers and students can use mobile learning to learn using technological devices available in their homes. The use of mobile learning and online learning has become an option for almost all countries in the world, including Indonesia, to tackle the spread of the virus that causes Covid-19 through face-to-face meetings between students and teachers (Naciri et al., 2020, p. 19; Sitar-Tăut, 2021).

The availability of personal digital devices and better telecommunications networks makes mobile learning an option that can be used to study anytime and anywhere (Elmorshidy, 2012). Mobile learning has two characteristics: portable and wireless (Bora & Dhumane, 2012). Portable means that educators and students can take the device anywhere. The second characteristic is wireless, meaning educators and students do not need to use cables to operate the device. Learning must be held anytime and anywhere, even though students and educators are not in the school environment / other educational institutions.

Mobile learning is a growing alternative to learning because of the rapid development of smartphones, and is owned by almost every student (Ardiansyah & Nana, 2020; Kim & Park, 2019). Mobile learning can be used in various places, increasing interactivity, accessibility, collaboration, privacy, utility and flexibility in learning (Criollo-C et al., 2018). Mobile learning can also provide new learning methods through various applications, simulations, games, and other innovations. Mobile learning can also facilitate access to information, exchange of information, train independence in learning, and support learning improvement, according to students' character as digital natives. It can provide better access to education in remote areas and developing countries. The use of mobile learning in practical learning has several weaknesses; educators cannot directly help students with difficulties because students practice from their respective homes (Mariati et al., 2021). The results of Sadikin & Haidah's research (2020) also show that the weaknesses of using internet-based media in online learning are the large internet quota needed to access the material and poor internet network constraints. Although there are weaknesses in mobile learning, the research result by Elfeky & Yakoub Masadeh (2016) shows that mobile learning can improve student achievement and understanding of the material being studied.

Mobile learning has been widely used to implement learning in various fields. Research conducted by (Elfeky & Yakoub Masadeh, 2016) has tried to develop mobile learning in biology learning; Rahmawati & Mukminan (2018) use mobile learning as a medium in learning geography, and Yuliani (2010) has also developed mobile learning in mathematics learning. In guidance and counselling, mobile learning has improved students' ability to plan careers (Veronica et al., 2020) and developed students' decision-making abilities (Astuti et al., 2021). Research conducted by (El-Sofany & El-Haggar, 2020) shows that mobile learning can foster positive student perceptions, facilitate student concentration, and flexibility in access to learning materials, and improve student skills in using mobile technology for learning. Several studies have discussed mobile learning improving students' understanding and cognitive aspects in various subjects. Still, there has been no research that has developed mobile learning in counselling learning in universities. Previous research has only focused on developing cognitive abilities, but guidance and counselling students need an understanding of counselling and good counselling practice skills. This study aims to develop a mobile learning design to improve student practicum skills during the covid-19 pandemic.

This research is a crucial effort to enrich knowledge in the field of Guidance and Counseling, especially in the field of learning media in the field of Guidance and Counseling, namely mobile learning and the field of counselling approach, namely Rational Emotive Behavior Therapy (REBT). The results of this study are also expected to be helpful for the Guidance and Counselling study program to improve the quality of learning with learning innovations based on information and communication technology. For students, this research is expected to provide an alternative, independent learning media to study the CBT approach.

2. METHODS

Research Design

This type of research is research and development. This study aims to develop mobile learning based on the ADDIE development model (Dick, Walter; Carey, Lou; Carey, 2015). The researchers collected data from literature studies on mobile learning and the CBT counselling approach at the analysis stage. Researchers also conducted a preliminary study on students to determine the condition

of students' understanding of the CBT counselling approach and guidance and counselling lecturers to determine the lecturer's needs for mobile learning in learning. In the design stage, researchers develop the concept of mobile learning based on student needs. Counsellors began to develop mobile learning at the development stage, tested the use of mobile learning at the implementation stage and tested the effectiveness of mobile learning on understanding student counselling approaches at evaluation.

Population and Sample

The population of this study are guidance and counselling student lecturers in Indonesia. The samples of this study are 116 students and 38 lecturers in Indonesia who were selected using the accidental sampling technique to determine students' level of mobile learning needs. Researchers then conducted trials on 14 students to determine the effectiveness of mobile learning on understanding student counselling approaches.

Data Collection Tools

The instrument used to obtain the data is a need assessment which consists of 5 aspects: experience using media in the learning process, the urgency of mobile learning, and perception of mobile learning. The assessment instrument consists of 3 aspects: usability, functionality, and visual communication.

Data Collection Methods

The data collection technique in the preliminary study was carried out through a google form filled out by 116 students and 36 lecturers in Indonesia. This instrument has been tested using material validation by Diana Septi Purnama, P.hD as a Guidance and Counseling lecturer at Yogyakarta State University. The validity test results indicate that the instrument needs to be improved by adjusting the characteristics of the questions to students' cognitive development. After the instrument is repaired, the instrument is considered feasible to be tested.

Data Analysis Technique

The descriptive qualitative and quantitative analysis results are then used as the developed concept of mobile learning about cognitive approaches to improve the practical ability of guidance and counselling students. The mobile learning design developed is then assessed by media experts to determine the feasibility of the media to be tested on students. The researcher used the Cohen Cappa Inter-rater analysis to determine the consistency of the assessments of the two media experts on the developed mobile learning. The effectiveness test of mobile learning is carried out using the Wilcoxon signed-rank test to measure whether mobile learning effectively improves students' understanding of counselling approaches.

3. FINDINGS AND DISCUSSION

Analysis of student needs for mobile learning

Researchers have conducted a preliminary study on 116 guidance and counselling students in Indonesia to determine the need for mobile learning media for cognitive counselling approaches. The results of the preliminary study are as table 1.

The analysis results indicate that most students think mobile learning can help the learning process of the counselling approach with a percentage of 22.4%, and mobile learning is very much needed in learning activities, which is 18.9%. Some students think mobile learning cannot provide understanding because learning counselling must go through face-to-face meetings with 10.3%. In comparison, 9% of other students think mobile learning can improve understanding of the counselling approach as long as it contains videos. Examples of counselling practicum so that students more easily understand the material.

Table 1. Student Needs for Mobile Learning

Student Opinion	Frequency	Percentage (%)
Mobile learning needs to be visual and two-way communicative to make it exciting and easier to understand	8	6,9 %
Mobile learning is less able to provide understanding because learning counselling must go through face-to-face meetings	12	10,3 %
Mobile learning can help the counselling approach learning process	26	22,4 %
Mobile learning is needed in learning	22	18,9 %
Mobile learning must contain animated videos and practical examples to make it easier to understand	8	6,9 %
Mobile learning following technological developments	9	7,7 %
Mobile learning according to student characteristics	8	6,9 %
Mobile learning can improve student understanding during the pandemic	23	20 %
Total	116	100 %

Analysis of Lecturer Needs for Mobile Learning

Researchers have also conducted a preliminary study on 38 guidance and counselling lecturers to determine the need for mobile learning media for cognitive counselling approaches. The results of the preliminary study are as table 2.

Table 2. Lecturer's Need for Mobile Learning

Lecturer's Opinion	Frequency	Percentage (%)
Mobile learning is needed in counselling approach learning activities	9	25
Mobile learning following technological developments	11	30,5
Mobile learning makes it easier for students to access learning materials	3	8,3
Mobile learning must contain video practicum examples to make it easier to understand	3	8,3
Mobile learning should be website-based so that there is no need to install applications and can not only be used by Android-based mobile phones	2	5,5
Mobile learning following the characteristics of online learning during the pandemic	5	13,8
Mobile learning cannot improve students' understanding and skills	2	5,5
It is hoped that there will be evaluation features from lecturers in mobile learning	1	2,7
Total	**36**	

The table 2 shows that most lecturers think mobile learning follows technological developments with a percentage of 30.5%, and mobile learning is very much needed in learning activities, which is

51%. Several lecturers think mobile learning is less effective in improving students' understanding and skills by 5.5%. In comparison, 13.8% of other lecturers consider mobile learning needed in online learning. A total of 5.5% of lecturers suggested that mobile learning be made on a website to be more flexible and used on various operating systems.

Mobile Learning Design

The opinions of students and lecturers are accommodated and become a consideration in the preparation of mobile learning designs. The design of the mobile learning design is as table 3.

Table 3. Mobile Learning Design

No.	Menu	Content	Sub-Content	Presentation Method	Duration Time	Description
1.	Home	Mobile Learning Cognitive Counseling Approach	Welcome, and happy learning. This website is a place to learn to understand the cognitive counselling approach.	Text and visual animation	-	Students study independently
		Login page	Name E-mail University origin Semester	Text	-	Students study independently
2	Pre-Test	Psychological Scale	Cognitive counselling approach understanding scale	Text and visual animations/links to google forms	-	Students study independently
		Score result	Display of the results of the understanding scale of the cognitive counselling approach and its categories	Text and visual animation	-	Students study independently
3.	Cognitive Behavior Therapy (Capproachesoach material	History	The history of the birth of the CBT approach and profiles of CBT	Animated videos	3 minutes	Students study independently

			figures and their photos.			
			Differences between CBT and REBT approach	Animated videos	3 minutes	Students study independently
		Basic human assumptions	The basic concepts of the CBT approach	Motion graphics	3 minutes	Students study independently
			Individuals are healthy and problematic according to the CBT view	Motion graphics	5 minutes	Students study independently
		Individual problem behaviour	Automatic thinking, intermediate beliefs, core beliefs, schemas.	Text		Students study independently
			Types of cognitive distortions in individuals.	Text		Students study independently
		CBT counselling techniques and stages	The relationship between thoughts, feelings, and behaviour	Motion graphics	5 minutes	Students study independently
			Socratic debate technique	Practical video (real)	45 minutes	The lecturer assists students in learning
			Cognitive restructuring technique	Practical video (real)		The lecturer assists students in learning
			Stages of counselling	Practical video (real)		The lecturer assists students in learning
4.	Final Test	Psychological scale	Cognitive counselling approach understanding scale	Text and visual animation/link google form		Students study independently
		Score result	Display of the results of	Text and visual animation		Students study

			the understanding the cognitive counselling and its categories		independently
5	Chat rooms / Helpdesk	Chat room between students and lecturers	Chat room between students and lecturers by logging in using username and password	Text	The lecturer companies students when there are difficulties
6.		History of pre-test and post-test scores	Display history of the results of the initial and final test scores and their categories	Text and visual animation	Students study independently
7.	Developer Profile / About Us	Developer Profile	All team members	Text	Students study independently
8.	Contact	Address and contact	Address of UNY BK FIP study program	Text	Students study independently

The mobile learning cognitive counselling approach developed is a website with features: landing page, login page, initial test, materials, final test, chat room, record, developer profile, and contact. The material in mobile learning consists of the history of the CBT approach, basic assumptions, problem behaviour, and counselling techniques and stages. Historical material and fundamental assumptions are packaged in animated videos, and inappropriate behaviour material is arranged in text form. In contrast, technical materials and counselling stages are arranged in practicum videos. The flow of the mobile learning website system for the cognitive counselling approach is as follows:

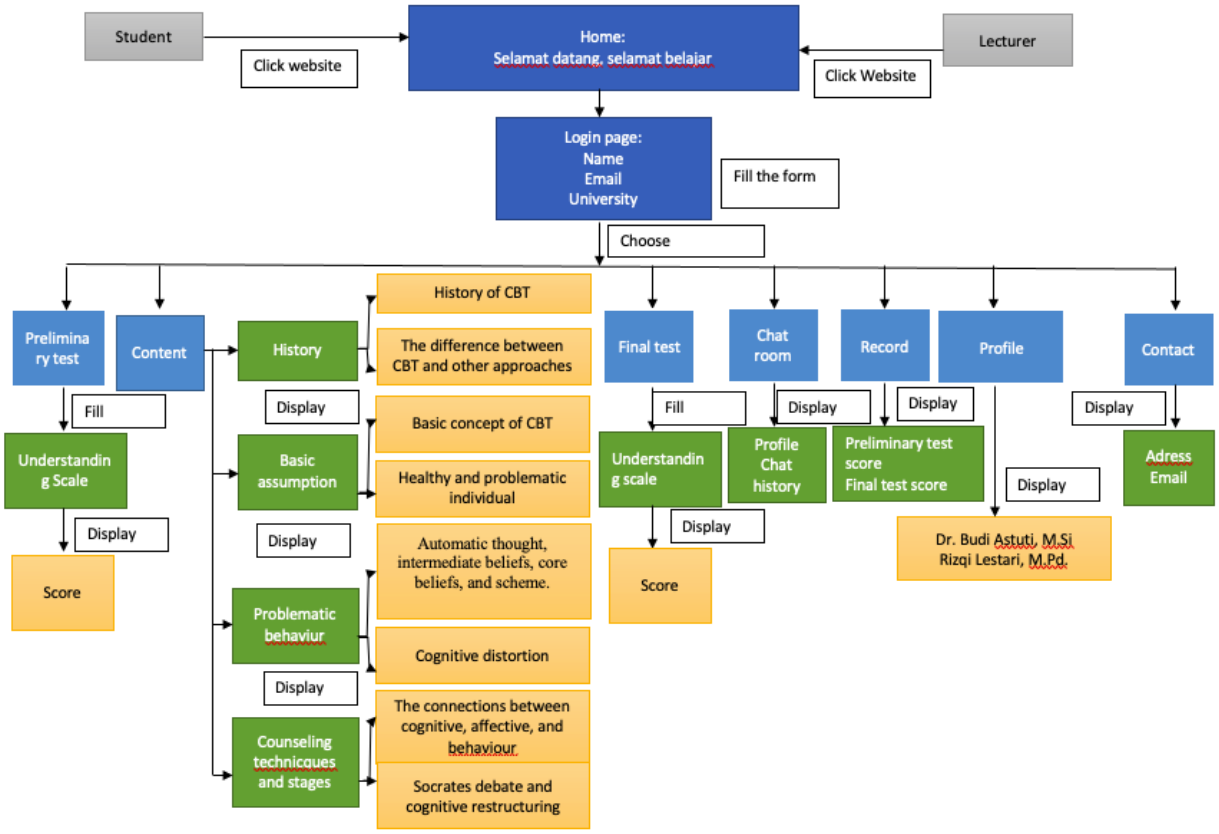

Figure 1. Mobile learning system flow

Academics in information technology have validated the mobile learning cognitive counselling approach, namely Prof. Herman Sudjono, PhD and Wahyu Nanda Eka Saputra, M.Pd, as media validators. The results of the first validation test show that 96.7% of the indicators contain the usability, functionality visual communication aspects that are appropriate and included in the excellent category. The first validator also considered that the easy-to-remember website address indicator was excellent. The second validator assesses that all aspects of mobile learning are good and can be used. The Inter-rater Cohen Cappa test was carried out on every assessment aspect between the two validators.

Table 4. Inter-rater Cohen Cappa test

No.	Aspect	Approximate significance	Results
1.	Usability aspect	0,000	Consistent
2.	Functionality	0,000	Consistent
3.	Visual communication	0,000	Consistent

The table 4 show that the significance value is 0.000 < 0.05); it can be seen that there is significant agreement between experts 1 and 2 on each aspect of the assessment, with a significance level of 5%. Both experts argue that every aspect of mobile learning is good and meets the criteria. Based on the result, it can be concluded that the mobile learning approach to cognitive counselling is feasible as a supporting medium in theoretical lectures and counselling approaches for students.

The researcher conducted a mobile learning trial of the cognitive counselling approach to 14 students of Yogyakarta State University. The trial was carried out in 3 stages; the first stage was filling out the initial test, which included understanding the counselling approach and the scale. Students are asked to fill out an initial test on the website on 6-7 September 2021 to determine the condition of student understanding before studying the counselling approach material. The student's initial test results are as table 5.

Table 5. The results of the initial test of understanding the counselling approach to students

No.	Name (initial)	Preliminary test 1 (A1)		Preliminary test 2 (A2)	
		Understanding test	Scale	Understanding test	Scale
1.	R	12	64	12	68
2.	RM	20	48	27	54
3.	NS	27	69	29	67
4.	RA	12	51	15	55
5.	DTA	19	61	25	63
6.	NDA	17	53	16	55
7.	LAW	16	51	26	62
8.	EP	17	64	18	66
9.	ADP	21	76	26	73
10.	AN	17	55	18	66
11.	VAN	17	57	17	60
12.	MKS	7i	45	14	53
13.	KD	10	59	14	64
14.	JNZ	24	53	24	59

The initial test was conducted two times to obtain stable data in the baseline phase (A). After filling out the initial test, students studied the cognitive counselling approach on September 8-13, 2021. Students are then asked to complete the final test within one week after studying the mobile learning material, September 14-15, 2021. The results of the final test are as table 6.

Table 6. The results of the final test of understanding the counselling approach to students

No.	Name (initial)	Final test 1 (A1)		Final test 2 (A2)	
		Understanding test	Scale	Understanding test	Scale
1.	R	15	70	22	70
2.	RM	29	76	28	78
3.	NS	29	67	30	69
4.	RA	25	66	26	66
5.	DTA	28	79	27	77
6.	NDA	21	64	23	75
7.	LAW	26	66	27	67

8.	EP	24	74	28	78
9.	ADP	28	75	28	78
10.	AN	24	78	25	79
11.	VAN	24	64	23	71
12.	MKS	17	57	25	62
13.	KD	13	63	14	61
14.	JNZ	27	58	29	60

The initial test was conducted two times to obtain stable data in the baseline phase (A). After filling out the initial test, students studied the cognitive counselling approach on September 8-13, 2021. Students are then asked to complete the final test within one week after studying the mobile learning material, September 14-15, 2021. The results of the final test are as follows:

Table 7. The results of the final test of understanding the counselling approach to students

Component	***Z score***	**Sig *(2-tailed)***
Understanding test	3,188	0,001
Scale	3,064	0,002

Based on the analysis results, it can be seen that the understanding of the student counselling approach has a p-value of 0.001<0.05, which indicates a difference between the initial and final test scores, where the final test scores are higher than the initial test scores. The analysis results also show that the understanding scale has a sig value of 0.002 <0.05, indicating a difference in understanding between the initial and final scores. Based on the analysis results, it can be concluded that the mobile learning approach to cognitive counselling effectively increases students' understanding of the counselling approach.

The results of this study follow the results of Faridah & Santi's (2021) research that mobile learning can increase students' knowledge of the material being studied. The research results by Wati et al. . (2017) also show that mobile learning is effectively used in learning to write descriptions for students. The ability of mobile learning to present material in the form of images and videos can improve students' ability to analyze the material being studied. Regarding the use of mobile learning in universities, the results of Arsyad & Lestari's (2020) research also show that mobile learning is effective for improving student learning outcomes because it is flexible and can help explain abstract material into concrete. The use of mobile learning has been proven to improve student learning outcomes both in high school and college.

Discussion

The mobile learning cognitive counselling approach is a website that allows students to learn cognitive counselling material through technological devices such as mobile phones, laptops, tablets, and other devices. The website was chosen as a mobile learning medium because the website is more flexible than other mobile applications. The website can be used on all types of mobile devices, unlike mobile applications, which require mobile phones with specific operating systems (Pramana, 2021).

The condition follows the opinion by Criollo-C et al. (2018) that mobile learning has characteristics that can be used in various places, is easily accessible and is flexible. Students can access the website anytime and anywhere to learn about counselling approach materials.

The mobile learning cognitive counselling approach allows students to study the material independently. Students in the modern era must have the ability to learn independently and manage their learning process (Kopzhassarova et al., 2016). Students who independently study the material tend to have good academic abilities (Naibaho, 2019) and good learning achievement (Khalid et al., 2020). The use of mobile learning can train students to study material independently because mobile learning has been equipped with various materials and practical examples of counselling approaches that are packaged in video form. The following statement (Geng et al., 2019) is that students accustomed to being independent in technology-based learning can support the effectiveness of learning for the better.

In the mobile learning cognitive counselling approach, there are also features of pre-test and post-test. Students can fill out an initial test to determine their understanding of the counselling approach before studying the material. The final test can be filled out when students have finished studying the material. The record feature can be accessed to determine students' abilities' progress before and after studying the counselling approach material using mobile learning. Students need to know the progress of their abilities after participating in learning. Self-assessment, where students evaluate their abilities, can be an effective learning method (Al-Bashir et al., 2016; Latifah, 2021).

Students can also access the chat room feature to consult with lecturers when experiencing difficulties in learning the cognitive counselling approach. Lecturers can also use the chat room feature to evaluate students' abilities in counselling approach materials. This feature is intended to interact and communicate with lecturers during learning because students often experience isolation due to a lack of interaction between peers and lecturers during online learning during the covid-19 pandemic (Coman et al., 2020). Apart from being a place to interact, the chat room feature in mobile learning can also function as an evaluation tool where lecturers can provide feedback and respond to students' abilities. The condition follows the opinion (Kumar Basak et al., 2018) that mobile learning can contain material, send messages, provide feedback, and various other forms of communication.

Mobile learning about cognitive counselling consists of several materials packaged in exciting videos. Using animated videos and texts in mobile learning can increase students' knowledge in learning (Cahyana et al., 2020). Animated videos that contain the history, basic concepts, and concepts of healthy and problematic behaviour in cognitive counselling approaches can make students better understand the material being taught. Animated videos in online learning can attract and interest students (Wijaya & Abbas, 2018).

In addition to animated videos, the mobile learning approach to cognitive counselling also contains videos of counselling practicums played by students. Students can learn how to do counselling with a cognitive approach by observing the counselling process contained in the practicum video. Practical skills can be improved through counselling practicum simulation videos contained in mobile learning. Students can watch the video to evaluate the counselling process and find the factors that cause the success or failure of the counselling process shown in the video (Asakura et al., 2018). Students can learn the techniques and stages to conduct counselling after studying the mobile learning approach to cognitive counselling.

The use of mobile learning has been proven to increase students' motivation and academic ability in learning (Demir & Akpinar, 2018). The mobile learning cognitive counselling approach can be one of the media used in the theory and practice courses of the counselling approach. Students already accustomed to using technology devices in everyday life will be more interested in studying material that uses technology as a learning medium (Dias & Victor, 2017). The use of mobile learning is suitable for the characteristic of students in the Z generation. Z generation is known as digital natives who use technology daily (Fizarin & Astuti, 2021). The rapid development of technology needs to be utilized by guidance and counselling teachers to facilitate student development (Welindasari & Astuti, 2021).

Technology-based mobile learning is a new approach to teaching the theory and practice of counselling approaches to guidance and counselling students in higher education.

4. CONCLUSION

The mobile learning cognitive counselling approach is an alternative media that can improve students' understanding and practical skills during the COVID-19 pandemic. The mobile learning cognitive counselling approach is practical to improve understanding of the counselling approach in BK FIP UNY students with sig value 0.001<0.05 in the Wilcoxon signed-rank test. The mobile learning cognitive counselling approach is a website-based media with nine features: landing page, login page, initial test, material, final test, chat room, record, developer profile, and contact. The development of the mobile learning cognitive counselling approach enriches various previous research results regarding mobile learning in learning activities. Mobile learning developed in this study can be used as an alternative media in university counselling learning. Students can use mobile learning media and learn counselling materials and techniques to conduct a counselling practicum. Future research is expected to implement mobile learning on various theories and other counselling to create a technology-based learning atmosphere to suit the characteristics of students who are accustomed to using technology in everyday life.

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