



Identification of Benefits of Participating in Content Mastery Services at SMPN 37 Muaro Jambi

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ABSTRACT

Purpose of the study: The purpose of this study was to identify the benefits of participating in content mastery services in terms of attitudes and study habits, learning techniques/learning methods, and educational planning. Content mastery services in junior high schools are core activities supporting the implementation of the content mastery service process.

Methodology: The population in this study were all students at SMP Negeri 37 Muaro Jambi with a total of 38 students. This research is a population research because all members of the population are the research samples. Data in this study were collected through a questionnaire with a dichotomous scale and processed using a percentage formula.

Main Findings: The results of the study showed that (1) Identification of the benefits of participating in content mastery services related to attitudes and study habits at SMP Negeri 37 Muaro Jambi was at good quality (76.9%) meaning that attitudes and study habits were good. (2) Identification of the benefits of participating in content mastery services for indicators of learning techniques / learning methods at SMP Negeri 37 Muaro Jambi that are related to being of good quality (75.6%) meaning that learning techniques / learning methods are good, and (3) Identification of the benefits of participating in services mastery of the related educational planning indicator content at SMP Negeri 37 Muaro Jambi is of good quality (81%) meaning that planning for education is good. The implications of the research results for guidance and counseling services can be carried out in the following steps: (1) Help develop a classroom atmosphere, teacher-student relationships and student-student relationships that support the implementation of guidance and counseling. (2) Providing opportunities and facilities for students who need guidance and counseling services/activities to participate/undergo the intended services/activities. (3) Participate in special activities for handling student problems, such as case conferences, and (4) Assist in gathering information in the context of evaluating guidance and counseling services and follow-up efforts.

Novelty/Originality of this study: Knowing the benefits of participating in content mastery services in terms of attitudes and study habits, learning techniques/learning methods, and educational planning.

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1. INTRODUCTION

Guidance activities are an inseparable part of educational activities, in accordance with the goals of National Education stated in Law no. 20 of 2003 states that the purpose of the national education system is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country. The whole process of education in schools, learning is the most important activity, this means that the success of achieving educational goals depends a lot on the learning process in schools [1] [2]. School is a place to organize teaching, guidance and training activities [3]–[5]. In general, learning is a process of changing behavior intentionally as a result of one's self-interaction with the environment to meet the needs of his life.

Besides teaching, teachers also use a guidance approach in the learning process, while homeroom teachers are people who can carry out guidance in their classes, counselor teachers are professionals who are coordinators of implementing guidance at school. For this reason, one of the competency requirements for a teacher is being able to carry out content mastery services [6], [7]. The purpose of guidance services in schools can be interpreted as "a process of assistance to students that is given continuously so that students can understand themselves so that they are able to direct themselves and behave appropriately, in accordance with the demands and conditions of the school, family and community environment".

The delivery of content mastery services in junior high schools is a core activity supporting the implementation of the content mastery service process. As a complete, integrated and comprehensive service, content mastery services in secondary schools cover the areas of personal life development, development of social relations skills, development of learning activities, career development and planning, development of family life and development of religious life. After students get guidance, it is hoped that the material provided can be understood, understood and then implemented in everyday life, both in the school environment, at home, and in the community environment. which are expected. Even so, from several schools guidance and counseling has played a role in accordance with the conditions in each school.

Content mastery services are assistance activities provided by supervising teachers to students to master certain abilities or competencies (content) through learning activities enabling clients to develop themselves with respect to good study attitudes and habits, subject matter that matches the speed and difficulty of learning, as well as various aspects of goals and activities learn more [8], [9]. In experience, knowing and implementing content mastery services, it is necessary to know the definition of content mastery services and what forms of development are in content mastery services that are carried out towards student learning progress.

This research can provide teachers with knowledge of how important content mastery services are. And this research can also be used as a source of reference or reference material in further research. Based on the description above, the writer is interested in knowing the extent of content mastery services in tutoring at SMP Negeri 37 Muaro Jambi. This information the author explored from students about tutoring so far. For this reason, this article was obtained from research entitled: "Identification of the Benefits of Participating in Content Mastery Services at SMP Negeri 37 Muaro Jambi".

2. RESEARCH METHOD

This research is a descriptive type, because this research aims to explain events or events that exist in the present. In this study, what is meant to be disclosed is the identification of the benefits of participating in content mastery services at SMP Negeri 37 Muaro Jambi by supervising teachers. Based on the above opinion, it can be concluded that descriptive research is a type of research that describes the current state of the object under study, which can be expressed using express like a questionnaire. Descriptive research is a type of research that seeks to describe existing phenomena in detail, systematically and as they are [10]-[12].

In this study, the population was students of class VII and VIII at SMP Negeri 37 Muaro Jambi, the number of members of the population was 38 people. The sampling technique was total sampling, meaning that the entire population was used as the research sample. The research sample can be seen in the following table:

Table 1. Research sample

No	Student (Class)	Sample
1	VII	23
2	VIII	15
	Total	38

The data used in this research based on collection are grouped into two types, Primary data, namely data obtained from direct research subjects in the form of questionnaires which are distributed to research subjects. Secondary data, namely additional data to strengthen the primary data regarding the place where the research

was carried out. In this study the data collection technique used was a questionnaire. The questionnaire used was prepared with closed statement types with alternative answers "Yes" and "No". The following is a research questionnaire grid:

Table 2. Research Questionnaire Grids

Indicator	Deskriptor
Attitudes and study habits	a. Cultivate the habit of reading books b. Timely discipline c. Enthusiastic full concentration of all lessons d. Diligently participate in learning activities
Study technique / How to learn	a. Book reading skills b. Using a dictionary c. Record lessons
Planning education	a. Make a study schedule b. Doing tasks c. Establish yourself in a particular lesson d. Develop broader insights

The results of the consideration of experts at UPBK that for the variable Identification of Participating in Content Mastery Services gets an average value of 1.87, and an average correlation of 0.2 and with the conclusion that the instrument is feasible to use. While the data analysis technique is calculated using the following percentage criteria:

Table 3. Interpretation criteria

No	(%)	Quality Aspect
1	89 – 100 %	Very good
2	60 – 88 %	Good
3	41 – 59 %	Currently
4	12 – 40 %	Not good
5	< 12 %	Not good

3. RESULTS AND DISCUSSION

An overview of the identification of the benefits of participating in content mastery services about attitudes and study habits at SMP Negeri 37 Muaro Jambi can be seen in table 4 below:

Table 4. Attitudes and study habits

No Item	Answer				Total Respondents
	Yes	%	No	Yes	
Total	380	1.000	114	300	494
Average		76,9		23,1	

Based on the table above, it was revealed the identification of the benefits of participating in content mastery services as indicators of attitudes and study habits at SMP Negeri 37 Muaro Jambi in the statement according to students the benefits of participating in content mastery services can train the habit of reading books at home is of good quality (86.8%). The habit of reading books in students' schools is getting better after participating in content mastery services which are of good quality (78.9%). Through the content mastery service, the supervising teacher teaches students to get used to reading lesson material for the next day which is of good quality (73.7%). Students who are trained to read textbooks after participating in content mastery services delivered by supervising teachers at school are of good quality (86.8%). good quality (76.9%) means that the attitude and study habits are good. An overview of the identification of the benefits of participating in content mastery services for indicators of learning techniques / learning methods at SMP Negeri 37 Muaro Jambi can be seen in table 5 below:

Table 5. Learning techniques / ways of learning.

No Item	Answer				Total Respondents
	Yes	%	No	Yes	
Total	316	832	102	268	418
Average		75,6		24,4	

Based on the table above, it was revealed that the identification of the benefits of participating in content mastery services for indicators of learning techniques / ways of learning at SMP Negeri 37 Muaro Jambi in statements according to students content mastery services delivered by supervising teachers taught students to be skilled in studying textbooks which were of good quality (60.5%). Students who are skilled in reading textbooks after being taught through content mastery services delivered by supervising teachers are of good quality (65.8%). The content mastery service provided by the supervising teacher teaches students to read effectively which is of good quality (81.6%). Through the content mastery service delivered by the supervising teacher teaching students how to read good books is at good quality (76.3%).

An overview of the identification of the benefits of participating in the service of mastering the content of indicators for planning education at SMP Negeri 37 Muaro Jambi, can be seen in table 6 below:

No Item	Answer				Total Respondents
	Yes	%	No	%	
Total	401	1.055	93	245	494
Average		81		19	

Based on table 6 above, it was revealed that the identification of the benefits of participating in content mastery services was an indicator of planning education at SMP Negeri 37 Muaro Jambi in the statement that students were taught by supervising teachers through content mastery services to create effective lesson schedules which were of good quality (81.6%). Through the content mastery service explained by the supervising teacher teaching students to be able to make a neat and clear class schedule that is of good quality (84.2%). Supervising teachers through content mastery services explaining how to make simple lesson schedules are of good quality (84.2%). According to students, supervising teachers through content mastery services teach students to be able to arrange study schedules at home which are of good quality (81.6%).

Identification of the benefits of participating in content mastery services at SMP Negeri 37 Muaro Jambi related to attitudes and study habits, learning techniques/learning methods, and planning education. The results showed that the identification of the benefits of participating in content mastery services by planning education at SMP Negeri 37 Muaro was of good quality (78.0%). The results of this study include recording student needs according to the guidance field and collecting data on attitudes and study habits, learning techniques/learning methods, and educational planning. The things that are done in this collaboration consist of exchanging information about the names of students who need help in solving their problems, jointly compiling a list of names of students who need counseling services based on priority scales, and jointly collecting data on student attitudes that need to be instilled through school counseling services.

This fact is in accordance with the theory put forward according to the purpose and benefits of content mastery services are provided so that students can:

- a. Positive study attitudes and habits
 - 1) The habit of reading books
 - 2) Discipline in learning
 - 3) Attention to all lessons
 - 4) Actively participate in all programmed learning activities.
- b. Effective study technique
 - 1) Book reading skills
 - 2) Using a dictionary
 - 3) Take notes on lessons
 - 4) Prepare for exams.
- c. Skills set educational planning
 - 1) Make a study schedule
 - 2) Doing assignments
 - 3) Establish yourself in a particular lesson
 - 4) Develop broader insights

From the opinion above, it can be concluded that the purpose of content mastery services is for students to obtain relevant services in order to choose and make the right decisions in order to achieve optimal self-development. In this study the purpose of content mastery services is to equip students with various services about self-potential so that students are able to increase their understanding of their own potential in order to achieve a better quality of life. Follow-up activities that are manifested in the form of improvement and enrichment programs will help students overcome their problems. Providing improvement and enrichment programs is one of the follow-ups carried out by subject teachers on the results of guidance and counseling services by supervising teachers. Providing remedial and enrichment programs will help students who experience problems in terms of mastery of learning materials, so that they will prevent students from other problems.

The implications of the results of this research on guidance and counseling services can be carried out in the following steps, helping to develop a classroom atmosphere, teacher-student relationships and student-student relations that support the implementation of guidance and counseling. Provide opportunities and convenience to students who need guidance and counseling services/activities to participate/undergo the intended services/activities. Participate in special student problem-solving activities, such as case conferences. Help gather information in the context of evaluating guidance and counseling services and follow-up efforts.

4. CONCLUSION

In general, it can be concluded that the identification of the benefits of participating in content mastery services for indicators of attitudes and study habits, learning techniques/learning methods, and planning education at SMP Negeri 37 Muaro Jambi are of good quality (78.0%). Content mastery services are already in a good position in terms of learning techniques / learning methods in learning. Another thing is that planning education is good, this is in accordance with the information obtained that planning education is very influential on students' daily activities.

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