

Content Mastery Service Model to Improve Student Skills in Lessons Learned in Classical Formats

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Abstract: Skills students ask a low asking in the learning process can disrupt the effective learning process at school. Questioning skills that students need to improve are the attitude about the material to be asked, how to ask for an opportunity to ask, the attitude when given the opportunity to ask, the attitude when the friend is given the opportunity to ask questions, the effort summarizes the whole question material. Based on this, the role of guidance and counseling is expected to meet the learning needs of students. One model that can be done to improve questioning skills is to provide content mastery services. Content mastery services help students, groups or classes to master a particular skill or competency consisting of 5 stages: the delivery, exploration, interpretation, coaching and assessment phases. With this content mastery service, it is hoped to improve the students' skills inquiring. The research method used to develop this model is R & D (Research and Development) by following the step of developing the model of ADDIE (Analyze, Design, Development, Implementation, Evaluation).

Keywords: Content Mastery Service Model, Student Skills Ask, Guidance and Counseling.

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Introduction

Asking in the learning process plays an important role. Good learning is characterized by the use of good inquiries, especially learning for large groups of children. Asking good can stimulate children's curiosity, stimulate children's imagination and motivate children to gain new knowledge.

Questioning skill is a way of delivering a lesson through a two-way interaction, from teacher to student and from student to teacher in order to get answers to material certainty through the oral answer (Abimayu, 2007). Questions can challenge students to think, help them clarify concepts and problems related to learning. The question also shows the children's critical power as proposed by Fakhrudin (2009) through questioning is the process of constructing minds and hearts to determine the wise solutions biased in actualization for the benefit and benefit of all people.

Pierce (1978) explains in the learning process, asking is seen as a teacher activity to encourage, guide and assess students' thinking ability. For students, the questioning activity is an important part of

implementing discovery-based learning (inquiry) that is digging information, confirming what has been studied and directing attention to the unknown aspect.

Further Robinson (1950) "... overall type of two-person situation in which one person, the client is helped to adjust more effectively to himself and to his environment". While Rogers (1955) describes "Counseling is a series of direct contacts with the student who aims to offer his assistance in changing his attitudes and behavior".

The definition of counseling according to the experts above, encompassed some principles of counseling, namely: 1) counseling is a process of assistance that takes place in the situation between two students, 2) counseling is a professional service, 3) counseling is directed at changes in attitude and behavior. Sukmadinata (2003) explains there are other principles of counseling, namely: 1) counseling is focused on the problems and needs of clients, 2) good counseling is generated from the client's own decisions. 3) counseling should be based on careful predictions of the counselor.

In providing counseling services, counselors are expected to work in accordance with the vision and mission of counseling services, namely the realization of the development of student independence optimally in accordance with the essence of humanity as a servant of God Almighty. To realize these goals, counselors can take advantage of content mastery services.

Prayitno (2017) explains the notion of content mastery service is a service of assistance to students (individually or in groups) to master a certain ability or competence through learning activities. The learned competence or competence is a unit of content that contains facts and data, concepts, processes, laws and rules, values, perceptions, affections, attitudes, actions and skills problems students ask in the process of classical learning.

Observation on the research conducted by Yunus, Marli & Kresnadi (2013) that the students' learning skill in Indonesian subjects is very low, this is because the teacher only teaches course material to the students. Furthermore, from observations of research conducted Nainggolan, Asran & Kresnadi (2015) illustrated that rarely do students ask the teacher, on the subject of Mathematics because students are less skilled in asking. The problem if not getting the right handler will hamper the educational process that they follow in the school.

Method

The method used in the development of content management service model model to increase students' inquisibility is the Research and Development by ADDIE (Analysis, Design, Development, Implementation, Evaluation).

The selection of the above ADDIE pattern, based on the consideration that the pattern is in addition to the research objectives, also has some advantages compared to other development patterns. The advantages in question are:

- a. Development diagrams that reflect flexibility and dynamism in initiating development.
- b. The interconnectedness between elements or developmental steps.
- c. Each model element is given an opportunity to be evaluated and revised before continuing the next element development process.
- d. More practical and systematic.
- e. Work steps are more operational.

Results and Discussion

Student Skills Ask

Asking in the learning process plays an important role. Question is one of the good thinking rational for student learning. Asking literally can mean asking for information (explanations) and so on or asking to be notified (Hosnan, 2014). Through questioning, activities developed students' curiosity, and also directing them to understand the subject matter in order to achieve the learning objectives.

Purpose of Ask

Asking is an important element in the teaching and learning process. There are several reasons for the importance of asking questions in the learning process. The question also indicates the critical power of the child as proposed by Fakhruddin (2009) to ask questions is the process of constructing the mind and heart to determine the wise solution that can be actualized for the benefit and the benefit of all people.

Students of questioning activities are an important part of implementing discovery-based learning (inquiry), which is exploring information, confirming what has been studied and directing attention to aspects that are not yet known (Trianto, 2009). Being able to answer questions correctly also raises the feeling of being able to master, which in turn will boost the student's self-esteem and make him receptive to future learning.

Satgasus 3SCPD (1997) explains that the purpose of questioning is: "to know and understand the material that has not been understood, and or to check the correctness of the concept or understanding that is owned by the students". Thus something that is asked should the unclear part is not understood, or the student sees an unclear or logical relationship between an aspect with another aspect.

Steps to Ask On

1. To be able to ask effectively put forward the signs as developed in the series of learning skill exercises prepared by Satgasus 3SCPD (1997) are:
2. Follow the learning process from the beginning so that the question has not been discussed or discussed in the previous time.
3. Determine the part of the learning material that you really do not understand or the part that you can not find.
4. For the initial stage, that is, the "new" students learn to ask to write the questions that will be asked.
5. Ask for an opportunity to ask the teacher by raising a hand, do not fight for questions while making noise because it will cause a commotion, do not cut off other people's questions
6. When given the opportunity to ask questions, ask the questions that have been formulated in a tone of curious voice, and never test or blame others.
7. When the question has been asked, keep an eye on the person giving the answer with a serious expression as one who is desperate to get an answer.
8. If the answer given by the teacher is less appropriate to what you expect, then ask the question again by emphasizing the aspect to be known further.
9. After getting the answer, say thank you accompanied by a statement already understand it.

Model Layanan Penguasaan Konten

Prayitno (2017) describes content mastery services as a service to students (individually, group or classical) to master a certain skill or competence. It is a unit of content in which facts and data, concepts, laws and rules, values, perceptions, affections, attitudes, and actions are involved.

Mugiarso (2004) also noted that learning services are intended to enable students to understand and develop good attitudes and learning habits, skills and learning materials that match the speed and difficulty and demands of useful capabilities in their lives and development. Content mastery services help students master those aspects of the content in an integrated way.

Purpose of Content Mastery Service

General purpose

Prayitno (2017) explains the content mastery service is necessary for the client to add insight, understanding, direct attitude assessment, mastering certain ways or customs. The new content mastery of service target subjects is better able to independently implement the new content in the learning process.

Special Purpose

Prayitno (2017) describes the specific purpose of content mastery services related to counseling functions, namely:

1. The function of understanding, concerning the content on learning classical format that this needs to be mastered. In this case all aspects of the content (ie facts, data, concepts, processes, laws, and rules, values, and even aspects relating to perception, affection, attitude and action).
2. Prevention function can be the content of content mastery services if the content is directed to avoid students or clients from experiencing certain problems.
3. The function of poverty will be the direction of the service if the content mastery is to overcome the problem being experienced by the client. The function of development and maintenance can be directly or indirectly.

Stages of Content Mastery Service Implementation

Implementation of content mastery service is done by BK teacher or counselor gradually. Prayitno (2017) describes content mastery services can be done through 5 stages of implementation, namely:

Delivery Stage

This process leads the student into the content mastery service activity with the student's skill questioning material. This delivery process is pursued through a warm, permissive, blameless, understanding and structuring activity.

Assessment Phase

This stage is intended to know the effect of the stage of delivery to the client's self, whether they already understand, where and how the activities will be implemented. In this case students are asked to explain what are the obstacles and barriers in asking the learning process in the classroom.

Stage of Interpretation

This stage basically gives meaning to the information or data generated in the exploratory stage. The results of this interpretation process in general are aspects of the reality and expectations of students with variations of psychic dynamics.

Stage of Coaching

This stage aims to organize service activities to run well and regularly and explain the material content and practice the content that needs to be trained so that students better understand and understand the skills they will master.

Assessment Stage

This stage aims to reflect the service that has been done with BMB3 commitment (thinking, feeling, behaving, acting and responsible) by the students. Next end the activity by saying thank you, praying and greeting the closing.

Implications in Guidance and Counseling

Bandura (1989) explains that humans can think and regulate their own behavior, so they are not solely objects that have always been victims of the environment. Based on the above opinion, it is clear that every student has the potential that can be developed alone and guided by the teacher.

Goetz (1981) suggests that repetitive exercise will have a profound effect on skills acquisition, as well as the skills of students asking teachers in the process of classical learning. Furthermore, the provision of sufficient stimulus to students can also evoke a sense of curiosity and more confidence in the student self.

Conclusion

The quality of the BK teacher to improve the skills of the student asked needs to be further improved. This is because not maximal service mastery of content done so need the special model which can improve student skill ask. Based on the whole idea of thinking that has been described the teacher BK/counselor is expected to contribute and innovate using this model. Thus this content mastery service model can be used to improve students' skills inquiring.

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