

## Improving learning skills of college student through mastery content service in technique counseling courses

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### Abstract

Counseling skills is one component of the expertise that must be possessed by prospective counselors who study in university. It requires adequate student learning skills to succeed in mastering counseling skills. This study aimed to improve students' learning skills through content services over the course of counseling techniques. The study involved 61 students used the one group pretest-posttest design. The result from the research showed that there is influenced of delivering mastery content service to student's learning skill in a course of counseling technique.

**Keywords:** learning skills, mastery content service, technique counseling courses

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### Introduction

One of the curriculums in the department of Guidance and Counseling Study, which has a high level of complexity, which is learning the technique of counseling (Heller & Jessell, 1974). The learned counseling practice includes basic techniques or specific techniques of counseling (Suwandi et al., 2014), and ethics in counseling practices (Patrick, 1989) to have a positive impact on clients (Cormier, Hackney, & Segrist, 1974). The objective is to provide competencies for prospective counselors in order to carry out their duties and responsibilities professionally (Aman & Ahmad, 2010; Jaafar, 2011). Competence is a skill that can be observed, measured, and is part of the overall ability for the individual to perform a specific task (Sabella, Poynton, & Isaacs, 2010). To achieve this, students' learning skills are required (Hattie, Biggs, & Purdie, 1996), and lecturers' responsibility to create conditions that motivate and inspire students to devote their time and energy to learning activities (Astin et al., 2008). Unfortunately, students need adequate transitional time before they can adapt to the new learning environment (Kamarudin et al., 2012), especially in relation with the learning process in the glorious university has a fairly high complexity (Chappell, 2000).

Learning as a long-term change in mental representations or associations as a result of experience (Ormrod, 2013). The normal context of teaching is teaching where it essentially focuses on the content that students will be informed and learned (Hattie et al., 1996). However, it is important to note that not all students are equally skilled in learning. For that, the lecturers need to seek a suitable method so that students can quickly absorb the learning materials, especially counseling techniques. This is very important considering the performance and skills of counselors in providing counseling services directly related to the effectiveness of counseling conducted (Jaafar, 2011). To strengthen the learning materials of

counseling techniques, researchers try to use mastery content services so that students have adequate learning skills.

The purpose of mastery content services is to increase insight and understanding, guide judgment and attitude, master learning ways or habits and improve learning skills, and solve learning problems (Prayitno, 2012). Some studies show that mastery content services are effective in enhancing the individual aspects; such as the ability of social interaction (Hantoro, 2010), learning responsibility (Sartono, 2014), public speaking (Gutara, Rangka, & Prasetyaningtyas, 2017), self-efficacy (Sadewi, 2012), and learning motivation (Hantoro, 2010). Practically these results provide the foundation for the implementation of a similar implementation in the practice of learning, especially in college.

The purpose of this study, precisely to know the students' learning skills before being given a mastery content services on lectures of Laboratory Techniques Counseling. The hypothesis of this study, for instance, there is a difference in the improvement of student learning skills through mastery content services on the Techniques and laboratory counseling course.

## Method

The type of research used is pre-experimental research into the design of the one group pretest - posttest design, by giving treatment to one group (there is no control group) by looking at the difference of pretest and posttest as a result of treatment. This research involved students of semester V (five) who take the subjects of Technique and Laboratory Counseling, which amounted to 61 students. The age of respondents has an age between 19 to 22 years from various regions in Jakarta, Bogor, Depok, Tangerang and Bekasi. The content of the informed consent was given before the respondents participated in the study, and no respondents refused to attend the study.

Implementation of content mastery service is given for the students as much as 12 times each meeting for two hours of a lesson that is 90 minutes. Materials to be given are:

Table 1 An outline of the service materials provided in the content mastery service

No.	Meetings	Materials
1.	Meeting 1 and 2	Take notes briefly (practice writing down keywords and abbreviating words)
2.	Meeting 3 and 4	Write lecture material (practice writing material into special card)
3.	Meeting 5 and 6	Recalling the subject matter (exercises with encoding, storage and retrieval processes)
4.	Meeting 7 and 8	Take notes carefully and precisely (practice of making mind map / mind mapping)
5.	Meeting 9 and 10	Ask questions appropriately and effectively (clear and concise disclosure practice)
6.	Meeting 11 and 12	Complete the lesson record and follow up the lesson notes (practice completing the note a n with cross- examination)

The stages and processes of content delivery service in this research are: (1) administration of students, (2) provision of information on the method / technique for each service material discussed at each meeting; (3) trained the technique / way, discussed, (4) evaluates service materials / conducts immediate assessment, (5) establishes student commitment to apply the material discussed in each meeting.

Data collected using an the Learning Skills Inventory. Data were analyzed using Mann-Whitney Test. Statistical test and statistical value stability (Faul, Erdfelder, Buchner, & Lang, 2009; Faul, Erdfelder, Lang, & Buchner, 2007) in estimating the parameter value in this research for .9047971, which means very strong.

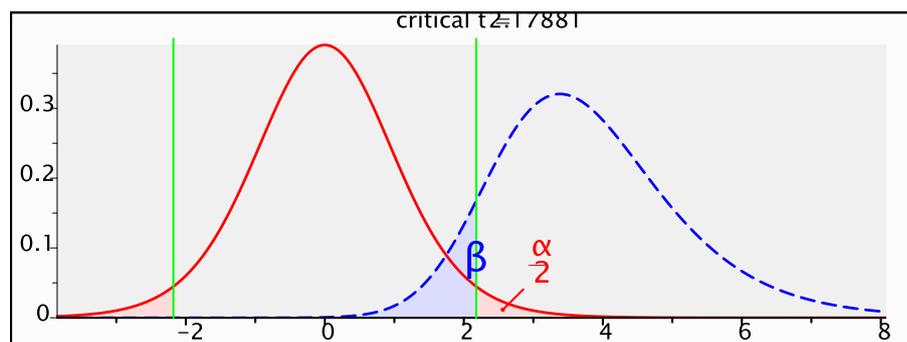


Figure 1. Stability of statistical value at effect size d 1.906; a err prob .05, power (1- b err prob) .85.

### Results and Discussions

The research begins by giving a questionnaire to students to know the quality of learning skills owned by students. Student's overall learning skills before being given content mastery service had the highest ideal score of 224 and the lowest ideal score of 50, and a mean value of 140.80.

Table 2 Description of Learning Skills Data Before Giving Content Mastery Service (N = 61)

No.	Category	Score Range	F	%
1.	Excellent	182 < X	0	0
2.	Very good	155 < X ≤ 182	9	14.75
3.	Good	127 < X ≤ 154	41	67.21
4.	Fair	99 < X ≤ 126	11	18.03
5.	Poor	X ≤ 98	0	0
Total			61	100

Based on Table 1, it is known that students' learning skill in the excellence category has a frequency of 9 (14.75%). Furthermore, the good category has a frequency of 41 (67.21%). Equally important, for the fair category has a frequency of 11 (18.03%). Thus, it can be concluded that the students' learning skills are in the medium category. In addition, students' learning skill after being given content mastery service as follows:

Table 3 Description of Learning Skills Data After being awarded Content Mastery Service (N = 61)

No.	Category	Score Range	F	%
1.	Excellent	182 < X	2	3.28
2.	Very good	155 < X ≤ 182	55	90.16
3.	Good	127 < X ≤ 154	4	6.56
4.	Fair	99 < X ≤ 126	0	0
5.	Poor	X ≤ 98	0	0
Total			61	100

In Table 2 it is recognized that Student Skills in excellent category has a frequency of 2 (3.28%). Furthermore, the very good category of 55 (90.16%) and in the good, category has a frequency of 4 (6.56%). Thus, it can be concluded that students' learning skills are in excellent category.

The test requirement of the previous analysis found that the scores' data collected in this study, are normal distribution ( $p > .1$ ) and not homogeneous ( $p < .05$ ). In this connection, the use of parametric methods is unacceptable to test the hypothesis for this study. To be able to test the research hypothesis then used non-parametric method, with Mann-Whitney test (Siegal, 1956).

Concerning the basis of decision making and statistical tests in the Mann-Whitney test, it is known that  $p < .05$ . This shows that Hypothesis ( $H_a$ ) is accepted. Thus, it can be concluded that the provision of content mastery service affects the score of student's learning skill, or in other words, there is the influence on the service of mastery of content related to student's learning skill in lecturing technique and laboratory counseling.

Student learning skills before being given content mastery services are in the medium category. Therefore, the quality of this learning skill needs to be improved again, considering that there are still students who have the quality of learning skills in the low or poor category. Having been given mastery contentservice, the quality of students' learning skill has increased.

Through learning activities of subject matter that must be mastered by students discussed by lecturers with students, trained various skills, doing various tasks so that students do learning activities in order to understand and master the subject matter. Skill is the ability to perform a specific task that is obtained by practicing continuously, because the skill does not come automatically but is deliberately programmed through continuous practice. When associated with the meaning of learning, learning skills are skills acquired by an individual through a continuous training process and include aspects of optimizing the ways of learning in either the cognitive, affective or psychomotor domains (Budiardjo, 2007:19).

Learning skills basically must be owned by every student to support success in the lecture. Students who are trained learn well such as recording aptitudes then directly the lecture material will be more complete and easy to understand. The ability to record lessons is an important part of the teaching and learning process (Gulo, 2008).

In making notes a lot of things that need to be understood by the students for lecture notes to be good. Most of the students just make lecture notes at most without considering the accuracy of the contents of lecture notes. Therefore, many students are confused in understanding their own lecture notes, whereas for students the ability to record effectively is a skill that must be had so that the learning outcomes can be improved.

Briefly representation the intent is the student's skill in using the right time to make notes of what the lecturer explains. Most of the students have an incomplete record one of them is due to miss in recording the lesson explained by the lecturer(Satgasus 3SCPD, 2002). Making notes is to improve the memory of the learner(Djamarah & Zain, 2006).

The act of developing the skills possessed by the students is necessary, seeing that the importance of mastering the skills of making notes for the students, so that the students are skilled in making the notes well. Among which can be done by lecturers as an effort to maintain and improve the ability of students is to train students to be able to make notes with a summary and quality. This can be done by lecturers through content mastery services. Content mastery services include brief recording of lessons, writing lecture materials, recalling lecture materials, taking careful and precise lessons, asking precise and effective, and completing lesson notes and following notes(Prayitno, 2012).

After students attend the content mastery service program 12 meetings, it is expected that they follow the lecturers' suggestions given every meeting and practice them in daily learning activities, on various occasions, on campus or at home. By understanding himself especially in the learning achievement, students can improve the effective way of learning especially the skills of record a good record will greatly support students' understanding of the course material and also indirectly improve the self-concept(Folastri & Prasetyaningtyas, 2017). With the mastery of the subject matter is good then the direct learning achievement will increase.

## Conclusions

There are improvements in the quality of students' learning skills after being given mastery content services. This increase shows that mastery content services can improve student learning skills. Lecturers are expected to be able to improve and develop guidance and counseling services, especially in the field of learning skills, particularly the skills of taking notes lessons. Not only provide understanding and

knowledge of the skills of taking notes lessons, but it is necessary to provide training on programmed taking notes skills so that students are expected to really understand and be skilled in taking notes.

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