

**ISLAMIC CONTENT MASTERY STRATEGY TO OVERCOME PROHIBITION
BEHAVIOR FOR XII GRADER STUDENTS OF SMAN 1 SAKRA**

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Abstrak

Teachers need to fully understand the nature and characteristics of their students to provide effective and appropriate guidance, thereby enhancing their self-concept, leading to a self-concept that fosters faith, piety, intelligence, role models, and abilities in their students, in accordance with the needs of the students, the expectations of their parents, and society at large. The research problem can be formulated as follows: Can the provision of content mastery and library display services improve self-concept as students in grade III students of SMAN 1 Sakra in the 2024-2025 academic year? The purpose of this research is to determine whether the provision of content mastery and library display services can improve self-concept as students in grade III students of SMAN 1 Sakra. The research method used is Classroom Action Research (CAR). The implementation of classroom actions yielded the following conclusions: 1) In the initial conditions before the provision of content mastery and library display services, the self-concept of third-grade students at SMAN 1 Sakra was in the low category. 2) With the provision of guidance and counseling services, including content mastery and library display services, the self-concept of third-grade students at SMAN 1 Sakra was low.

Background of Study

Children must develop a strong self-concept. Therefore, schools, as the second educational institution after the family, must protect children from various negative environmental influences, both through the media and through direct interactions in everyday life.¹ Character building through strengthening self-concept is one effective solution. This can be done through the following: 1) Facilitating proportional praise and appreciation to build positive affirmations in the child's mind and soul, which is expected to inspire positive enthusiasm. 2) Facilitating access to potential role models. 3) Visiting people who are less fortunate or more advanced. 4) Fostering a

¹ Achmad Juantika Nurihsan dan Akur Sudianto. 2004. *Manajemen Bimbingan dan Konseling di SD/MI*. Jakarta : PT Gramedia Widiasana Indonesia.

competitive spirit, both in the classroom, the library, and other learning resources, fosters a competitive spirit in life. Once all of these have been instilled in students, the crucial factor is role modeling. Teachers are people to be looked up to and emulated. Therefore, we must ensure we serve as role models for our students. It's impossible to cultivate noble characters if we, as teachers, lack exemplary behavior.

Teachers need to fully understand the nature and characteristics of their students to provide effective and appropriate guidance, thereby enhancing their self-concept, leading to a self-concept that fosters faith, piety, intelligence, role models, and abilities in their students, in accordance with the needs of the students, the expectations of their parents, and society at large.²

Based on observations and interviews with students, teachers, and the principal of SMAN 1 Sakra, it was found that 85.7% of the 35 students frequently violated school rules. This was often evident in violations by third-grade students regarding school hours, frequent disturbances during assembly and religious observances, improper disposing of trash, frequently entering and leaving without teacher permission, and inappropriate dress and use of school uniforms, shoes, belts, and other equipment that support the learning process. These behaviors are likely to continue and may not be addressed effectively due to the school's lack of support for guidance and counseling teachers. This is crucial, especially in improving students' self-concept, enabling them to develop character and personality, leading to individuals with morals, orderliness, and virtuous conduct.

Schools should prioritize guidance and counseling teachers, who strive to provide ongoing and sustainable guidance and assistance, both individually and in groups, to all students. This guidance and counseling aim to empower students to understand themselves and their environment. They should also develop positive self-assessments, enabling them to adapt to their environment, including family, school, community, and the wider community. The author was drawn to this research issue because it aligns with the researcher's abilities and interests, seeking solutions to the problems experienced by third-grade students at SMAN 1 Sakra.

² Nurhayyani. 2009. *Pengaruh pendayagunaan sumber bimbingan dan pembelajaran untuk pemenuhan tugas perkembangan siswa ditinjau dari pemahaman mekanisme kerja konslor pada SLTP Negeri se-wilayah Kecamatan Labuhan Haji Tahun Pembelajaran 2008/2009*. Skripsi tidak diterbitkan. STKIP Hamzanwadi Selong.

The problem description reveals that the lack of self-concept among students leads most third-grade students to lack awareness of the importance of discipline and adherence to school rules, fostering a unified, unified, and shared sense of belonging as good school members. However, most students are unaware of this, often violating established rules. This is where a counselor's role comes in, working to provide guidance and counseling to improve the quality of school education and learning. The research problem can be formulated as follows: "Can the provision of content mastery and library display services improve self-concept as students in grade III students of SMAN 1 Sakra in the 2024-2025 academic year?" The purpose of this research is to determine whether the provision of content mastery and library display services can improve self-concept as students in grade III students of SMAN 1 Sakra.

The benefits of this research are: 1) For students, it is hoped that they will be able to improve their self-concept in character formation so that they can become individuals with morals and obedience, especially in adhering to school rules. 2) For teachers/counselors, it is hoped that they can find new ways to improve teaching, thinking, creativity, and innovation skills to overcome any problems faced by students. 3) For schools, it is hoped that they can involve guidance and counseling teachers and collaborate in supporting guidance and counseling service activities with the aim of improving the quality of learning.

LITERATURE REVIEW

Content Mastery Services

The definition of content services is: From birth, a baby learns various things. They learn to see, hear, eat and drink, talk, walk, and so on. All of this is in line with fulfilling their developmental tasks. The purpose of fulfilling these developmental tasks is to fulfill the demands of life embodied in the dignity and worth of the individual, namely human life as the most beautiful and highest-ranking creature, and as a caliph on earth.

Content Mastery Services (PKO) are assistance services provided to individuals (individually or in groups) to master specific skills or competencies through learning activities. The competencies learned are a unit of content that include facts and data, concepts, processes, laws and rules, values, perceptions, affections, attitudes, and related actions. Content Mastery Services are assistance

services provided to individuals or groups to master specific content, including aspects (affective, cognitive, and psychomotor).³ Synergistically, through learning activities, it is hoped that they can overcome problems experienced at school, at home, and in the community. These activities refer to nine service patterns: a) Orientation, b) Information, c) Placement and Distribution, d) Content Mastery, e) Individual Counseling, f) Group Counseling, g) Consultation, h) Mediation. (Ministry of National Education (tt): 18).⁴

Content Mastery Services are necessary for individuals to achieve or master specific content through the learning process. The competency-based curriculum guidelines for guidance and counseling imply that a competency-based guidance and counseling service system cannot be created, implemented, or achieved effectively without a quality management system. This means that it must be implemented clearly, systematically, and directed. Therefore, professional educators, especially guidance teachers, are needed to manage the competency-based guidance and counseling service system in schools. The importance of Content Mastery Services can be seen from the general and specific objectives of Content Mastery Services, as follows:

The components of Content Mastery Services are the counselor, the individual or client, and the content that constitutes the service (Prayitno, 2004: 4). 1) Counselor, 2) Individual, and 3) Content.⁵

Approaches and Techniques

PKO services are generally conducted in person (directive and face-to-face), in a classical, group, or individual format. The service provider (counselor) actively provides materials, provides examples, stimulates, encourages, and mobilizes participants to actively participate in and

^{3 3} Prayitno. 2004. *Layanan L.1-L.9*. Universitas Negeri Padang.

⁴ Depdiknas (tt). *Model Pengembangan Diri, SD/MI/SDLB-SMP/MTs/SMPLB-SMA/MA/SMALB/SMK*. Badan Penelitian Pendidikan Nasional.

^{5 5} Prayitno. 2004. *Layanan L.1-L.9*. Universitas Negeri Padang.

implement the service materials and activities. In this regard, counselors uphold two learning process values: high-touch and high-tech.⁶

Counselors master the content and its various aspects that will become the content of the service. Stronger mastery of this content will further enhance the counselor's authority in the eyes of service participants. To strengthen content mastery, counselors utilize a variety of sources. Content is not only built on sophisticated sources; content can be developed by utilizing conditions and various things available in the surrounding environment. In this regard, the most important thing is the counselor's improvisation in creating dynamic and rich content.

To strengthen the learning process for content mastery, counselors can use various hardware and software learning media, including visual aids (live demonstrations, examples, replicas, and miniatures). written and graphic media, electronic equipment and programs (radio and recording, OHF, computer, LCD, etc.). The use of these media will enhance the application of high-tech in PKO services.

PKO services can be provided anytime and anywhere, according to the agreement between the counselor and participants, as well as the content aspects being studied. The larger the content package, the more time is required. The counselor plans and organizes the use of time by considering the aspects being studied and the condition of the participants.

In general, assessment of PKO service outcomes is oriented towards obtaining UCA (Understanding Comfort Action), new understanding, feelings of relief, and post-service activity plans. Specifically, assessment of PKO service outcomes emphasizes the participant's or client's mastery of the content aspects learned. Assessment of service outcomes is conducted in three stages: 1) Immediate assessment, which is conducted immediately before the end of each service activity. 2) Short-term assessment, which is conducted some time (one week to one month) after the service activity. 3) Long-term assessment, which is conducted one month or more after the service activity.

⁶ Prayitno. 2006. *P.1-P.6*. Universitas Negeri Padang.

Among counseling services, PKO services can stand alone. Furthermore, PKO services can also be included in other counseling services. In this context, the need for clients to master specific content related to their problems is emphasized. Therefore, efforts to master specific content can be integrated into orientation, information, placement and distribution services, individual counseling, group guidance, group counseling, consultation, and mediation. This interconnectedness can take the form of integration and follow-up. When working with an individual or a group of clients, counselors need to carefully consider the client's needs in addressing their problems so that the interconnectedness of the various services is clear and optimally utilized.

Operational Steps for Content Mastery Services

Prayitno (2004:15) states that PKO services focus on content mastery by service participants. Therefore, these services need to be planned, implemented, and evaluated in an orderly and accurate manner. 1) Planning, Implementation, Evaluation, Analysis of Evaluation Results, Follow-up, and Reporting.⁷

Self-Concept as a Student

A person can observe not only objects outside themselves but also themselves, thereby gaining insight into who and what they are. What we think and feel about ourselves is what Rahmat calls self-concept. According to Branden (1998) in Tarmidi (2008), self-concept is who and what an individual thinks about themselves, both consciously and unconsciously, encompassing physical and psychological traits, as well as strengths and weaknesses. In other words, Pudjijogiyanti (By Aristo, 2008) defines self-concept as an individual's views and attitudes toward themselves. Further understanding of self-concept can be found in various definitions put forward by experts. Combs et al (in Wasty Soemanto, 1983: 175) stated that self-concept is a person's thoughts or perceptions about themselves, which is one of the important factors that influence behavior, furthermore Calhoun and Acocella (By Aristo, 2008) stated that self-concept is a person's mental image that includes knowledge, expectations and assessments of themselves. Meanwhile,

⁷ Prayitno. 2004. *Layanan L.1-L.9*. Universitas Negeri Padang.

according to Klausmeier (By Aristo, 2008) self-concept is a number of a person's perceptions of themselves.

Relevant Studies

Badrul Islam (2009) examined the effectiveness of using graphic media through content mastery services to improve science achievement in sixth-grade students at Ijobalit 03 Public Elementary School, Labuhan Haji District, in the 2023/2024 academic year. Therefore, the above study indicates that self-concept influences student personality development. This means that self-concept needs to be positively enhanced through guidance activities or service provision. The results of this study can be used as relevant support for the author to conduct research by providing content mastery services and supporting literature displays to improve student self-concept in third-grade students at SMAN 1 Sakra.

Framework

By considering the written review of all the research discussed in this study, it is possible to understand the obstacles to improving student self-concept, particularly in complying with school rules. In this regard, a thought pattern emerged that was in line with the understanding obtained that there were serious obstacles experienced by third-grade students of SMAN 1 Sakra, namely weak self-concept in the formation of personality characteristics towards positive behavior.

Research Hypothesis

Providing content mastery and library presentation services can improve self-concept as students in third-grade students at SMAN 1 Sakra in the 2024/2025 academic year.

METHODOLOGY

This research taken place at SMAN 1 Sakra, Sakra District, East Lombok, in the 2024/2025 academic year. The study is scheduled to run from January to March 2025. The subjects will be 35 third-grade students at SMAN 1 Sakra, consisting of 15 males and 25 females. The research method used is Classroom Action Research (CAR). There are several classroom action research models that are currently used in the world of education, including: (a) Kurt Lewin's model of PTK

design, (b) Kemmis and McTaggart's model of PTK design, (c) John Elliot's model of PTK design, (d) Dave Ebbut's model of PTK design (Depdikbud, 2003 d: 16) in (Badrul, 2009: 29). Among the PTK models mentioned above, the one used in this study is the PTK model compiled by Kurt Lewin, which consists of four stages of activity, namely: 1) Planning, 2) Action, 3) Observation, and 4) Reflection. Data collection techniques use observation and questionnaires. Data analysis techniques through descriptions with descriptive statistics, including determining the ideal maximum score (SMi), ideal average price (Mi) and SDi (ideal standard deviation). The determination of Mi and SDi can be found using the formula: "ideal mean (Mi) = $\frac{1}{2}$ (ideal maximum score + ideal minimum score), ideal standard deviation (SDi) = $\frac{1}{6}$ (ideal maximum score - ideal minimum score)." Ridwan in (Badrul, 2009: 38).

RESULTS AND DISCUSSION

Results

The observed aspects were students' self-concept, which was presented in a questionnaire with 20 items and three alternative choices: "agree" was given a score of 3, "disagree" was given a score of 2, and "disagree" was given a score of 1. Therefore, the ideal maximum score is $(20 \times 3) = 60$, and the ideal minimum score is $(20 \times 1) = 20$. Next, the classification guidelines were developed by first finding the ideal mean (Mi) and ideal standard deviation (SDi) using the following formula:

$$\begin{aligned} 1. \text{ Mean ideal (Mi)} &= \frac{1}{2} (\text{maximum scores} + \text{minimum scores}) \\ &= \frac{1}{2} (60 + 20) \\ &= \frac{1}{2} (80) \\ &= 40 \end{aligned}$$

$$\begin{aligned}
 2. \text{ Standar Deviasi ideal} &= \frac{1}{6} (\text{maximum scores} + \text{minimum scores}) \\
 &= \frac{1}{6} (60-20) \\
 &= \frac{1}{6} (40) \\
 &= 6,67
 \end{aligned}$$

Based on the ideal mean (Mi) and ideal standard deviation (SDi) above, guidelines can be drawn up for classifying students' self-concept as students by entering them into 3 categories, namely:

$$Mi + 1 SDi \quad s/d \quad Mi + 3 SDi = \text{High category}$$

$$40 + 1 (6,67) \quad s/d \quad 40 + 3 (6,67)$$

$$40 + 6,67 \quad s/d \quad 40 + 20,01$$

$$46,67 \quad s/d \quad 60,01$$

$$Mi - 1 SDi \quad s/d \quad < Mi + 1 SDi = \text{Middle category}$$

$$40 - 1 (6,67) \quad s/d \quad < 40 + 1 (6,67)$$

$$40 - 6,67 \quad s/d \quad < 40 + 6,67$$

$$33,33 \quad s/d \quad < 46,67$$

$$Mi - 3 SDi \quad s/d \quad < Mi - 1 SDi = \text{Low category}$$

$$40 - 3 (6,67) \quad s/d \quad < 40 - 1 (6,67)$$

$$40 - 20,01 \quad s/d \quad < 40 - 6,67$$

$$19,99 \quad s/d \quad < 33,33$$

Based on the data above, it can be concluded that the initial condition of the students' self-concept scores as students was 16 students whose scores were below the standard of 33.22. Based on the

initial condition results, to examine and improve the self-concept of students in grade III of SMAN 1 Sakra, the researcher will proceed to Cycle II to determine whether providing content mastery and library display services can improve self-concept as students. Therefore, the author first developed a service unit and support for Guidance and Counseling services, which included content mastery and library display services implemented through Cycles I and II.

Implementation Process and Results of Cycle II

The preparations for this research were the same as those in Cycle I. However, there were several steps taken before the researcher conducted Cycle II to further solidify the implementation of the actions, namely: implementation of actions, observation (monitoring, and evaluation). From the results above, it can be concluded that there was an increase in the provision of content mastery and library display services after Cycle II.

Furthermore, evaluation activities were conducted to determine the improvement in self-concept as a student resulting from the provision of content mastery and bibliography display services, which indicated a maximum increase. This can be seen in the table of student self-concept understanding scores after cycle II.

Analysis and Reflection. After the provision of content mastery and bibliography display services in cycle II, there was an increase in student self-concept understanding and an increase in category scores individually and in groups when compared to the initial conditions in cycle I. 1) According to Table 03, data on the initial understanding scores of students' self-concept individually shows that out of 35 students, 16 students had a standard score of 33.32 or below (45.71%), in cycle I there were 32 students whose scores were above the standard of 33.32 (91.43%), and in cycle II all students were at a score of 33.32 or above (100%), while the overall class average with the initial condition was 33.32. In Cycle I, the class average was 40.94, and in Cycle II, the class average was 57.94. 2) Of the 35 students in Cycle I, 3 students scored low (8.57%), and 32 students scored standard (91.43%), while in Cycle II, scores significantly improved, with no students in the low category, either individually or as a class.

The research results above indicate that the provision of content mastery and library presentation services integrated into learning using the Classroom Action Research (CAR) model was highly

effective in improving self-concept among third-grade students at SMAN 1 Sakra in the 2024/2025 academic year. This is evident in the improvement from the initial conditions to Cycle I and the significant results after Cycle II.

In the initial conditions before the implementation of cycles I and II and before the provision of content mastery and library display services integrated into the learning, the researcher conducted initial observations and interviews regarding students' self-concept related to the level of student discipline at school with results/conditions that were classified as concerning, namely, out of 35 students, only 19 students whose understanding scores met the medium category standard (54.29%) and 16 students whose understanding scores were low (45.71%). However, after the implementation of CAR with the implementation of cycles I and II, changes occurred with the scores and average (M) increasing, meaning that after CARK was used through the provision of content mastery and library display services, there was an improvement in students' self-concept.

From the description presented above, it can be said that the provision of content mastery and library display services can be used as motivation for students in forming and improving their self-concept as third-grade students of SMAN 1 Sakra through the learning process. This aligns with Anna Mariana's (2008) opinion, which states that a strong self-concept must be instilled within children. Therefore, schools, as the second educational institution after the family, must be able to protect children from various negative environmental influences, both from the media and direct interactions in daily life. Building children's character through self-development is one effective solution.

CONCLUSION

The implementation of classroom actions yielded the following conclusions: 1) In the initial conditions before the provision of content mastery and library display services, the self-concept of third-grade students at SMAN 1 Sakra was in the low category. 2) With the provision of guidance and counseling services, including content mastery and library display services, the self-concept of third-grade students at SMAN 1 Sakra was low.

SUGGESTIONS

Based on the research results and conclusions above, the following suggestions can be proposed:

- 1) Students are expected to improve their self-concept in character development, enabling them to become individuals with good morals and obedience, especially in adhering to school regulations.
- 2) Teachers are expected to find new ways to improve their teaching skills, create behaviors that can serve as role models for students, and think creatively and innovatively to address problems faced by students.
- 3) Schools are expected to pay greater attention to the role of guidance and counseling teachers and collaborate in supporting guidance and counseling services to improve the quality of learning.

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