THE FUNCTION OF CONTENT MASTERY SERVICES IN FOSTERING STUDENTS' INTEREST IN LEARNING IN SENIOR HIGH SCHOOL

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Abstract	The purpose of this research is to find out how the content mastery service of SMA Muhammadiyah 09 Kualuh Hulu helps students become more interested in learning. Students' study habits are developed due to this learning, and if they already have good study habits, they must be maintained. This research uses qualitative methods with a Case Study approach. The sample of this study consisted of 36 students of SMA Muhammadiyah 09 Kualuh Hulu. The data collection instruments of this research are in-depth interviews and observation. The data analysis technique used is data reduction; data reduction is a thinking process that requires a depth of insight; after reducing the data, the data is described, or what is often called data presentation; after the data is processed properly, the researcher concludes. The data validity test technique in this study uses triangulation by asking the same thing with different sources. The results showed that the content mastery services provided positively impacted students' interest in learning. This result is supported by the assessment given to students in the written test group every time they complete the material mastery activities and observed by the observation that students often lose focus in learning and often do not write school notes when learning takes place and after the implementation of student access to content mastery services it is increasingly clear that the increase in learning interest is growing towards students.
Keywords	Content, Learning Interest, Service, SMA 09 Kualuh Huluh

INTRODUCTION

Education is an important foundation in character building and improving the quality of human resources in a country (Budi Agus Sumantri, 2019). As an educational institution, SMA Muhammadiyah 09 Kualuh Hulu aims to provide quality education and prepare students to face future challenges. However, in its implementation, some problems need to be overcome, especially in fostering students' interest in learning.

One factor that can play an important role in increasing interest in learning is the function of content mastery services. This function includes the ability of students to understand, master, and apply the subject matter taught. In SMA Muhammadiyah 09 Kualuh Hulu, problems related to the function of content mastery services are an important focus that needs to be resolved. In this context, the problem faced is the low interest in learning of students at SMA Muhammadiyah 09 Kualuh Hulu. This can be caused by several factors, such as lack of understanding of concepts, limited access and resources, lack of support and supervision, lack of integration of technology in learning, uninteresting learning, lack of connection to the real world, absence of assessments that encourage learning, and lack of active role of students.

To increase students' interest in learning, it is necessary to make improvements and innovations in the function of content mastery services. By paying attention to the factors that influence learning interest, SMA Muhammadiyah 09 Kualuh Hulu can design effective strategies to overcome these problems. Through comprehensive and sustainable efforts, it is hoped that students' interest in learning can grow and develop, thus creating an inspiring educational environment and encouraging optimal academic achievement.

Based on initial observations made by researchers at SMA Muhammadiyah 09 Kualuh Hulu, researchers found several students who slept in class during the teaching and learning process and did not take notes, and this problem was due to a lack of interest in learning students. Therefore, researchers chose to use content mastery service activities to overcome the problem of students' lack of interest in learning at SMA Muhammadiyah 09 Kualuh Hulu. By using the technique of playing while learning, there is ice breaking in between lessons so that students are not bored while learning. Teachers who teach must also prepare learning materials as well as possible. Don't just go into class by giving a lot of assignments without any explanation of the material first.

Content mastery services (PKO) are services that help individuals, either alone or in groups, learn how to master certain skills or competencies. Content mastery services are services that help

individuals (students) master certain skills or competencies through learning activities, in line with the previous opinion (Hanum et al., 2015). Through content mastery services, it is hoped that later students who have difficulties due to lack of learning can solve the problem Prayitno states as follows: Content mastery services assist individuals in managing these content aspects in a coordinated manner. Individuals are expected to be able to meet their needs and solve problems by providing something useful through content management.

Content mastery (PKO) is a consultation service that enables individuals to develop efficient and effective learning behaviors and habits, appropriate learning resources, learning speed, and learning difficulties. Content mastery services are services that support the acquisition of skills or talents through learning activities. The skills or knowledge learned are a unity of content that includes facts and information related to advice, processes, ideas, values, observations, effects, attitudes, and counselor actions (Numri & Zamroni, 2015). Content mastery services, as well as guidance and counseling services, are provided by competent individuals in the field. The implementation of these services may involve supporting techniques such as group discussions, limited tasks and exercises, field research, and experiments with operational decision-making (behavior change).

Interest is an internal factor involving learning, and each student has a different level of interest in learning. Students will not learn as well as they could if the lesson does not appeal to their interests, as they will not be stimulated. Students lose interest in learning and are unhappy with their lessons. Not only the subject but also the learning environment affects students' interest in learning further (Armanisah, 2021).

A learning environment that encourages exploration and analysis of learning experiences fosters interest and motivation to learn (Dewantara, 2001). Cheap and quiet study plans give students the freedom to express their thoughts and motivate students to learn independently (Numri & Zamroni, 2015). Prayitno (2012) states that content mastery services are excellent for the understanding and shaping one's attitude and fostering good learning habits. Students' ability to manage learning materials, content mastery services, and learning speed and difficulties. Content mastery services can be used to develop students' skills to overcome learning disabilities. This shows that content management services can target optimal learning outcomes for students and increase students' interest in learning because content management services are services that help people learn certain skills or gain certain levels of knowledge through learning activities.

In teaching, there are many services that BK teachers (Guidance and Counseling Teachers) use to solve student problems, and BK teachers adjust the services they offer to student problems, here BK uses content mastery services to nurture students' desires to awaken students to content mastery services focus on learning activities (Zamroni & Sukiyani, 2014). Content mastery services increase student engagement using new techniques to increase student engagement ice breaking, playing, or breaking the rigidity to help students understand the lesson and other techniques (Nusantoro & Kurniawan, 2014).

Elfi Sahara Haharap Explains the role of guidance and counseling teachers in increasing students' interest in learning at Yayasan Pinta Harapan Nurul Ihsan Medan, a private junior high school is quite good The role carried out by guidance and counseling teachers by carrying out content mastery services to increase students' interest in learning and make students value time more to be more active in learning (Harahap, 2019a). Yuyun Eka Diarni's research explains student time management before and after being given content mastery services through problem-solving techniques (Diarni, 2022). Further Research A'an Aisyah et al. Explaining student learning responsibility can be improved through content mastery services (Aisyah et al., 2014). Abdul Haris' research explains that the implementation of content mastery services to increase student learning motivation at MTsN 4 Banda Aceh is carried out by applying high-touch content in the form of touch that can motivate with direct interaction with students. Content mastery services increased student learning motivation at MTsN 4 Banda Aceh and are effective in increasing student learning motivation (Abdul Haris, 2021). Winda Listari's research explains that there is an increase in student learning motivation before and after treatment, and effective content mastery services to increase student learning motivation (Winda Listari, 2020).

In the previous research mentioned, differences can be found in the focus and approach in distinguishing the function of content mastery services in fostering students' interest in learning at SMA Muhammadiyah 09 Kualuh Hulu. In research at SMA Muhammadiyah 09 Kualuh Hulu, the function of content mastery services is focused on increasing students' interest in learning. Factors such as identification of learners' needs, development of individual learning plans, use of diverse learning methods, tutoring or remediation services, formative assessment and feedback, collaboration with parents and the community, and continuous evaluation and improvement are part of the function of content mastery services in fostering students' interest in learning.

Overall, although there are differences in the context, approach, and focus of previous research, it can be seen that the function of content mastery services in fostering students' interest in learning involves the role of teachers, student time management, and increased learning responsibility. In the research at SMA Muhammadiyah 09 Kualuh Hulu, the function of content mastery services aims to increase students' interest in learning with various approaches and strategies that include identifying needs, developing individual learning plans, and collaborating with parents and the community.

METHOD

The research used a case study approach is an in-depth and comprehensive research method on a phenomenon in a real context by studying specific cases in detail. Data collection is carried out by interviewing counseling guidance teachers and students at SMA Muhammadiyah 09 Kualuh Hulu to describe, explain or summarize various conditions, situations, and phenomena, study facts as they are, can be photographed, interviewed, observed, and disclosed through documents. The information obtained by researchers includes a. Primary data, namely data obtained directly through interviews of students who are specifically involved in the implementation of guidance and counseling services for class X social studies in fostering interest in learning for students using content mastery services, then counseling guidance teachers as providers of guidance and counseling services at SMA Muhammadiyah 09 Kualuh Hulu. b. Secondary data, namely data obtained indirectly through archives, data, and documents that have a close relationship with the research study problem (Lexy J. Moleong, 2012). Observations were made in April 2023, observing teacher-student interaction, student discipline, or the use of technology in learning. Interviews included the principal, teachers, and students of Class X Social Studies. Documentation includes lesson plans and syllabi, teacher and student notebooks, extracurricular activity reports, school policy documents, evaluation documents, and student report cards, as well as learning materials and teaching materials.

Data Reduction a) Collecting all relevant data regarding content mastery services and students' learning interests at SMA Muhammadiyah 09 Kualuh Hulu; b) Sorting data based on variables that are considered important, for example, the types of content mastery services provided and indicators of students' learning interests c); Filtering data to ensure its accuracy and quality by eliminating incomplete, duplicate, or irrelevant data; d) Summarizing and combining similar or

related data to facilitate analysis; e) Data Presentation. The data is well organized, and the attributes are identified, such as the type of content mastery service and the indicators of learners' interest in learning. Next, we grouped the data based on relevant categories, such as type of service, learning method, or level of interest in learning. Inference Linking the findings to the research questions and analysis objectives previously set about the Content Services. Verification Checking whether the analytical techniques applied are appropriate to the research objectives and the data used. The Function of Content Mastery Services in Fostering Students' Learning Interest.

FINDINGS AND DISCUSSION

Findings

Content Mastery Services at SMA Muhammadiyah 09 Kualuh Hulu in the Context of Increasing Students' Learning Interest. The following table shows the results of interviews, observations, and documentation about Content Mastery Services at SMA Muhammadiyah 09 Kualuh Hulu in the Context of Increasing Students' Learning Interest as follows.

Table 1. Content Mastery Services at SMA Muhammadiyah 09 Kualuh Hulu in the Context of Increasing Student Interest in Learning

No.	Variable	Findings
1.	Service Implementation	The implementation of content mastery services at SMA Muhammadiyah 09 Kualuh Hulu has a positive impact on increasing students' interest in learning through the application of Identification of Learner Needs, Development of Individual Learning Plans, Use of Varied Learning Methods, Tutor or Remediation Services, Formative Assessment and Feedback Collaboration with Parents and the Community and Continuous Evaluation and Improvement.
2.	Learner Participation	Participation in content mastery services involves grade XI students of SMA Muhammadiyah 09 Kualuh Hulu.
3.	Teacher Role	Teachers conduct Learning Planning, Development of Learning Materials and Resources, Interesting and Interactive Teaching, Guidance and Tutoring, Assessment and Feedback, Collaboration with Teachers of Other Subjects, and Development of Learning Interest
4.	Content Quality	The quality is assessed in terms of appearance, Content, and Depth of Content Mastery. Diversity of Learning Methods, Responsive to Learners' Needs
5.	Service Advantages	-
6.	Implementation Challenges	Improving Content Mastery, Increasing Learning Interest, Adjustment to Individual Needs, Use of Technology in Learning, Collaboration between Teachers and Learners, and Guidance and Counseling Support
7.	Service Improvement Recommendations	Limited Resources, Teacher Readiness, Curriculum Compliance, Technology Challenges, Parent and Community Support, and Evaluation and Assessment.

From the explanation in Table 1 regarding content mastery services at SMA Muhammadiyah 09 Kualuh Hulu in the context of increasing students' interest in learning. Each variable highlights important findings related to impact, participation, teacher roles, content quality, service strengths, implementation challenges, and recommendations for service improvement. The information in this table provides an overall picture of the research results and can be used as a basis for strategy development and improvement of content mastery services at the high school.

1. Service Implementation: The findings show that the implementation of content mastery services at SMA Muhammadiyah 09 Kualuh Hulu has a positive impact on increasing students' interest in learning. Some of the factors that contribute to the improvement are the identification of learners' needs, development of individual learning plans, use of varied learning methods, tutoring or remediation services, formative assessment and feedback collaboration with parents and the community, and continuous evaluation and improvement. The implementation of these services overall helped to increase learners' interest in learning.

2. Learner Participation: This finding shows that grade XI learners at SMA Muhammadiyah 09 Kualuh Hulu actively participate in content mastery services. This shows that learners are interested and involved in the learning process provided. This active participation is an indicator that content mastery services successfully attract and engage learners.

3. Teacher's Role: This finding explains the important role of teachers in the implementation of content mastery services. Teachers have responsibilities in lesson planning, developing learning materials and resources, interesting and interactive teaching, guidance and tutoring, assessment and feedback, collaboration with other subject teachers, and fostering learners' interest in learning. By involving effective teacher roles, content mastery services can be implemented well and have a positive impact on students' interest in learning.

4. Content Quality: This finding assesses the quality of content in content mastery services from various aspects, such as appearance, content, depth of content mastery, diversity of learning methods, and responsiveness to learners' needs. Good content quality is an important factor in improving the effectiveness of learners' learning and content mastery. By paying attention to these aspects, content mastery services can be tailored to learners' needs and provide a rich learning experience.

5. Service strengths: The findings illustrate the advantages of content mastery services. These advantages include improved content mastery, increased interest in learning, adaptation to individual needs, use of technology in learning, collaboration between teachers and learners, and guidance and counseling support. These advantages provide positive benefits for learners,

such as increased understanding of content, higher motivation to learn, and support in overcoming learning difficulties.

6. Implementation challenges: The findings identify challenges faced in the implementation of content mastery services. These include limited resources, teacher readiness, curriculum compliance, technological challenges, parental and community support, and evaluation and assessment. These challenges need to be addressed for the implementation of content mastery services to run smoothly and effectively.

7. Recommendations for Service Improvement: The findings provide recommendations for improving content mastery services. These recommendations include optimizing teacher training and development, providing adequate learning resources, improving technological infrastructure, encouraging collaboration between teachers, involving parents in the learning process, and conducting regular evaluations and monitoring of content mastery services. The implementation of these recommendations will help improve the quality of services and students' learning outcomes.

Student Learning Interest at SMA Muhammadiyah 09 Kualuh Hulu

The following table shows the results of interviews, observations, and documentation about students' interest in learning at SMA Muhammadiyah 09 Kualuh Hulu":

Table 2. Learning Interest of Students at SMA Muhammadiyah 09 Kualuh Hulu

No.	Variable	Findings
1.	Factors Causing Learning Interest	- Parental support plays an important role in increasing students' interest in learning. A conducive learning environment contributes positively to interest in learning. Varied learning methods trigger higher interest in learning.
2.	The Role of Content Mastery Services	- Identification of learners' needs helps in tailoring content mastery services to individual needs. - Development of individual learning plans increases learners' interest in learning. Tutoring or remediation services provide additional support in understanding the material and increasing interest in learning.
3.	Development of Learning Interest	- Learners' interest in learning tends to increase over time with content mastery services. Learners show increased interest in learning after engaging in content mastery services.
4.	Suggestions for Increasing Learning Interest	- Learners recommended increasing the use of technology in learning to increase interest in learning. Collaboration between teachers and learners is considered effective in generating interest in learning. Involving parents in the learning process can increase learners' interest in learning.

From the explanation of the table above regarding Student Learning Interest at SMA Muhammadiyah 09 Kualuh Hulu as follows:

1. Factors causing learning interest:

a. Parental support has an important role in increasing students' interest in learning. This shows that the role of parents in providing support and motivation to children is very influential on their interest in learning.

b. A conducive learning environment also contributes positively to learners' interest in learning. When learners are in an environment that allows them to focus, be comfortable, and avoid distractions, their interest in learning tends to increase.

c. Varied learning methods trigger higher interest in learning. By using a variety of interesting and interactive learning methods, learners feel more interested and engaged in the learning process, which in turn, increases their interest.

2. The Role of Content Mastery Services:

a. Identifying learners' needs helps in tailoring content mastery services to individual needs. By understanding learners' specific needs and characteristics, content mastery services can be tailored to optimally meet their learning needs.

b. The development of individual learning plans also has a positive impact on increasing learners' interest in learning. By planning to learn according to learners' individual abilities and interests, they feel more engaged and motivated to learn.

c. Tutoring or remediation services provide additional support in understanding the material and increasing interest in learning. When learners get additional help through tutoring or remediation services, they can overcome learning difficulties and develop a stronger interest in learning.

3. Development of Learning Interests:

a. Findings show that learners' interest in learning tends to increase over time with the content mastery service. This indicates that through the service, learners experience positive development in their interest in learning.

b. Learners also showed increased interest in learning after engaging in content mastery services. This confirms that engaging learners in services that help them master content better can stimulate their interest in learning.

4. Suggestions for Increasing Learning Interest:

a. Learners recommend increasing the use of technology in learning to increase interest in learning. The use of technology in learning can make learning more interesting, interactive, and relevant to learners, thus increasing their interest.

b.   Collaboration between teachers and learners is considered effective in generating interest in learning. When learners feel actively involved

Discussion

Content Mastery Services at SMA Muhammadiyah 09 Kualuh Hulu in the Context of Increasing Student Interest in Learning

Content Mastery Service at SMA Muhammadiyah 09 Kualuh Hulu is a program that has been proven to have a positive impact on increasing students' interest in learning (Badiah, 2016). Learners who actively participated in this service showed a significant increase in interest in learning compared to those who did not (Harahap, 2019). Learners who actively participated in the content mastery service experienced a significant increase in their interest in learning compared to those who did not. This shows that content mastery services have a positive impact on generating learners' interest in learning (Purba, 2015).

In the context of research at SMA Muhammadiyah 09 Kualuh Hulu, learners who are actively involved in content mastery services have the opportunity to gain a more directed learning experience, obtain additional materials, and receive guidance and support from tutors or service facilitators. These activities can motivate learners to be more enthusiastic and interested in the learning process (Siregar, 2018).

The significant increase in learning interest in students who participated in content mastery services can be caused by several factors. First, content mastery services tailor learning to the individual needs of learners so that the material taught is more relevant and interesting to them. This can generate higher interest and motivation to learn (Veronika et al., 2022). Second, through this service, learners can engage in varied learning methods. The use of diverse methods can make learning more interesting and interactive so that learners feel more challenged and actively involved in the learning process (Amalia, 2017). In addition, tutoring or remediation services in content mastery also provide additional support in understanding the material and increasing interest in learning. Learners who receive individual guidance and support tend to be more motivated to learn and overcome difficulties they may face (Nisa, 2018).

Thus, learners who actively participate in content mastery services have access to better learning experiences, learning tailored to their needs, diverse learning methods, and additional support from tutors or remediation. All of these factors can contribute positively to increasing the learning interest of learners involved in the content mastery service.

The factor of learners' participation in content mastery services also has a positive correlation with their interest in learning. This means that the more active learners are involved in service activities, the higher the interest in learning they show.

Content Mastery Services at SMA Muhammadiyah 09 Kualuh Hulu are designed to help learners master subject matter more deeply and thoroughly. This service may involve activities such as tutoring, extra classes, or individual or group tutoring programs.

By participating in this service, learners have the opportunity to deepen their understanding of the subject matter and overcome any learning difficulties they may face. This can increase learners' self-confidence and encourage them to continue learning (Suryati & Salehudin, 2021). The positive impact of this content mastery service can be seen in the increase in students' interest in learning. High interest in learning is an important factor in academic success. With this service, learners have the opportunity to develop their interest in learning more intensively and sustainably (Brasista et al., 2014). In addition, the positive correlation between learners' participation in the content mastery service and their interest in learning shows that the more learners are involved in the activity, the higher the interest in learning they show. This indicates that the service is effective in encouraging learners to be actively involved in the learning process and motivating them to learn with enthusiasm.(Nurussakinah Daulay, 2021)

Overall, the Content Mastery Service at SMA Muhammadiyah 09 Kualuh Hulu has proven to have a positive impact on increasing learners' interest in learning. With this program, learners have the opportunity to develop a better understanding of the subject matter and improve their academic performance.

This finding supports the research (Hariyadi et al., 2012), which is about Efforts to Increase Learning Motivation Through Content Mastery Services with ICT-Based Library Display Support at SMA Negeri 2 Ungaran.

Learning Interest of Students at SMA Muhammadiyah 09 Kualuh Hulu

Student learning interest at SMA Muhammadiyah 09 Kualuh Hulu is the tendency or interest possessed by students to participate in the learning process. Learning interest is a very important factor in learning success because high interest and motivation can increase students' engagement, understanding, and academic achievement (Rafiul Muiz et al., 2022).

Based on the findings that have been presented, it can be concluded that the implementation of content mastery services at SMA Muhammadiyah 09 Kualuh Hulu has a positive impact on increasing students' interest in learning. Some of the factors that influence interest in learning include parental support, a conducive learning environment, the use of varied learning methods, identification of learners' needs, the development of individual learning plans, and the use of technology in learning. Parental support is an important factor that plays a role in increasing students' interest in learning. When parents provide positive support, motivation, and attention to the learning process, learners tend to be more motivated and have a high interest in learning. A conducive learning environment also contributes to increasing interest in learning. An environment that is safe, comfortable, and provides opportunities to interact and learn actively can encourage learners' interest in learning (Sriyono, 2016).

The use of varied learning methods triggers a higher interest in learning. When learners are engaged in interesting, interactive, and varied learning experiences, they tend to be more enthusiastic and eager to learn. Identifying learners' needs and developing individual learning plans also have a significant influence on learning interests (Suryati & Salehudin, 2021). By understanding learners' individual needs and characteristics, teachers can design learning that is relevant, interesting, and in line with their interests. In addition, the use of technology in learning also has an important role in increasing learners' interest in learning. The integration of technology in the learning process provides opportunities for exploration, interaction, and a more interesting and relevant learning experience (Muri Yusuf, 2021).

Overall, students' interest in learning at SMA Muhammadiyah 09 Kualuh Hulu is influenced by factors such as parental support, learning environment, learning methods, identification of individual needs, and use of technology. Understanding and utilizing these factors can help increase students' interest in learning as well as better learning outcomes (Afnilaswati et al., 2021).

CONCLUSION

Based on research conducted at SMA Muhammadiyah 09 Kualuh Hulu, it can be concluded that content mastery services have an important role in fostering students' interest in learning. This service has a significant positive impact on increasing students' interest in learning. The implementation of content mastery services at the school involves several key factors, such as identification of learners' needs, development of individual learning plans, use of varied learning

methods, tutoring or remediation services, formative assessment, feedback collaboration with parents and the community, and continuous evaluation and improvement. These factors interact and support each other in increasing students' interest in learning. Thus, the conclusion of this research is that content mastery services have a significant role in fostering students' interest in learning at SMA Muhammadiyah 09 Kualuh Hulu. Good service implementation, active student participation, effective teacher roles, good content quality, and efforts to overcome existing challenges can have a sustainable positive impact in increasing students' interest in learning.

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