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Original Article

Improvement of Student's Social Relationships Through Content Mastery Services

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Abstract. This research aims to examine the effectiveness of content mastery services in improving student social relationship at SMK Dinamika Pembangunan 2 East Jakarta. The research method used in this research is quantitative, utilizing a survey and a pre-test and post-test quasi experimental design. The population in this research was 996 people, with a sample of 68 people, 32 students in the experimental class, 31 students in the control class, 3 guidance and counseling teachers, and 2 class teachers. A quasi experimental research design was used with the aim of investigating cause and effect relationship. This research used data collection instruments, namely questionnaires, interviews, behavioral observations, and documents. In the questionnaire, respondents (students) filled out statement on paper. At the beginning, respondents filled out the pre-test questionnaire, then the researchers conducted the treatment, and finally, respondents were asked to fill out the final post-test used to obtain data or information about student's social relationship. This research used information services and content mastery services as its treatment media. Pre-test and post-test data were analyzed using the Paired Sample t-Test. The results of the analysis showed that there was a significant difference between the pre-test and post-test scores ($p < 0.05$). In the experimental class, there was an increase in student's social relationship after being given content mastery services, while in the control class, there was a decrease. This research provides an empirical basis for the development of structured content mastery services that are useful for supporting student's social relationships in the community.

Keywords: Improving, Student Social Relationships, Content Mastery Services

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Introduction

Social relationships are a crucial aspect of student development, particularly during adolescence, which is characterized by the search for self-identity, social adjustment, and the development of interpersonal competencies. In the context of 21 st-century education, students are required to master not only academic and technical skills, but also communication, collaboration, empathy, and the ability to build healthy interpersonal relationships (Asri et al., 2023). These competencies are part of the soft skills that determine students' success in learning, social life, and readiness to enter the workforce (Apriyani et al., 2020).

Nationally, the challenges of adolescent social-emotional development in Indonesia show trends that require serious attention. UNICEF notes that Indonesia has approximately 46 million adolescents, making it one of the largest adolescent populations in the world (UNICEF, 2023). One prominent issue is mental health and social adjustment skills. The 2022 Indonesia National Adolescent Mental Health Survey (I-NAMHS) showed that approximately 34.9% of adolescents in Indonesia experience mental health problems, but only a small proportion receive

appropriate counseling or psychological assistance (Kemenkes, 2022). Other findings indicate that social interaction and peer relationships are key factors influencing adolescent psychological well-being (Gloriabarus, 2022). Research on junior high and high school students also shows a high prevalence of anxiety symptoms (46%) and depression (58%), and that social interaction with peers is a crucial factor related to mental well-being (Addini et al., 2022). This situation demonstrates the urgent need to develop social relationship competencies through educational services, particularly guidance and counseling.

A similar phenomenon is also evident in the context of vocational education units. Students in vocational high schools are required not only to be prepared vocationally but also to have the ability to establish positive social interactions as a preparation for entering the industrial world and the work environment (Permatasi et al., 2024). However, the reality on the ground shows that many students still experience obstacles in building effective social relationships. Some students appear to lack confidence in communicating, have difficulty collaborating, are less able to understand others' feelings, and are easily involved in conflicts due to miscommunication. This finding aligns with the results of research by Yulina et al (2025) who stated that adolescents' social skills are still at an unstable stage of development, impacting their adaptation process in the school environment. This finding is reinforced by Sanjaya (2025) who found that poor social skills can hinder students' ability to adapt, including building meaningful interpersonal relationships.

These issues highlight the need for structured interventions in guidance and counseling services aimed at improving students' social skills. One approach that can be implemented is content mastery services, designed to help students master specific knowledge, attitudes, and skills through systematic, directed learning focused on competency development (Lestari et al., 2024). These services encompass not only academic aspects but also non-academic aspects such as interpersonal skills, empathy, communication, and social adjustment aspects recognized as crucial in preparing students for social life both at school and beyond (Sasmita et al., 2020).

Various studies have shown that social skills interventions or structured social guidance services can produce significant improvements in students' social competence. For example, a study, The Effectiveness of Social Skills Training in Improving Students' Interpersonal Communication, showed that Social Skills Training (SST) was effective in improving students' interpersonal communication and relationship skills (Rafida & Astuti, 2024). Another study, The Effectiveness of Personal-Social Guidance Services Through Strengths-Based Advising, reported that personal-social guidance services with a strengths-based advising approach can improve adolescents' social adjustment, demonstrating that a structured guidance and counseling approach can improve students' adaptability and social relationships (Setiana et al., 2023).

Meanwhile, several studies in vocational schools demonstrate a real need for such services. The study, "Identification of Social Skills in Late Adolescents Taking Vocational School Education in the City of Bekasi," found that approximately 44% of vocational high school students demonstrated low social skills scores, compared to students with high scores. This suggests that while some students possess good social skills, a significant proportion are at risk of developing suboptimal social skills (Widyaningrum, 2024). This reinforces the assumption that vocational high school students do not necessarily possess adequate interpersonal skills, necessitating planned interventions.

Furthermore, recent research points to the effectiveness of content mastery services in educational contexts. For example, the study, "Effectiveness of Inquiry-Based Content Mastery Services in Increasing Student Self-Confidence," demonstrated that inquiry-based content mastery services can increase student self-confidence, an important indicator related to the ability to interact and build social relationships (Ramadhan, 2025). This demonstrates that content mastery services, when well-designed, support not only academic aspects but also emotional-social aspects and the development of students' personal competencies.

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Most previous studies have focused on general social skills or global adjustment, and few have specifically explored indicators of interpersonal relationships such as empathy, interpersonal communication, self-confidence in interactions, or the ability to build closeness in the school environment, especially among vocational high school students (Miskanik & Haryanto, 2023). Thus, there is a lack of empirical research testing the effectiveness of content mastery services in improving interpersonal social relationships in vocational high school students specifically. This gap is important to bridge so that evidence-based guidance and counseling practices in schools can be developed in a more targeted manner, tailored to the social development needs of adolescents in vocational high school environments.

Based on the description, this study aims to test the effectiveness of content mastery services in improving students' social relationships at SMK Dinamika Pembangunan 2 East Jakarta through a quasi-experimental design with a control group and an experimental group. It is hoped that the results of the study will not only provide theoretical contributions (add to the literature on content mastery and social skills services), but also provide practical contributions in the form of a guidance and counseling service model that is relevant for vocational schools, especially in supporting students' social development and interpersonal adaptation.

Method

This research uses a quantitative approach with a pre-test and post-test quasi experimental design. This design was chosen to compare the results before and after treatment in two classes, namely the experimental class that was given the service and the control group that was not given the services. The aim was to see whether content mastery services could help improve students‘ social relationships. The research was conducted in several stages, such as sample selection, data collection, instrument use, and data analysis.

Participants

The research was conducted at SMK Dinamika Pembangunan 2 East Jakarta with 63 students participating. Participants were divided into two groups, 32 students in experimental class and 31 students in the control class. All participants were 10th grade students, aged 14-15 years. The main criteria for sampling were students with moderate to low social relationships, based on their pre-test scores. Student participation was voluntary with prior consent, after receiving an explanation of the purpose and procedures of the research.

Sampling Procedures

Participants were selected based on specific criteria, namely: (1) having moderate or even low levels of social relationships, as seen from the pre-test scores, and (2) willingness to participate in all activities during the research period. Data collection was conducted at the school, mainly during counseling sessions. Participants were not given any gifts or rewards, and the confidentiality of their data was maintained.

Materials and Apparatus

Two scales were used in this research. The first was a scale to measure student’s social relationships based on social contact, shared activities, and frequency of relationships within the group. The second was a content mastery service module provided in the form of counseling services. The module contained material on social relationships, reflection activities, and visual media. The material was tailored to vocational high school students.

Procedures

Before starting the service, all students from both classess were asked to take a pre-test to measure their social relationships. The experimental group then attented seven counseling sessions using material from the content mastery service. One session lasted 45-60 minutes and was guided by researchers and guidance counselors. The content of the sessions included activities such as understanding social relationships, the dynamics of social relationships, empathy, and ways of dealing with conflict in relationships. There were exersices on social relationships, role playing, group discussions, and personal reflection. The control group only participated in an information session that was given during 3 sessions. After all the sessions were completed, both groups took the test again to see if there was an improvement in the student's social relationships.

Design or Data Analysis

This research used a quasi experimental design with a pre-test and post-test control group. The statistical analysis used was a paired sample t-test to determine whether there was a significant difference between the pre-test and post-test scores in each group. The data were processed using IBM SPSS version 27 for Windows. The significance level was set at $p < 0.05$. The results of the analysis were used to assess the impact of the intervention on the social relationships of students in the experimental group.

Results and Discussions

Data analysis shows a significant increase in social relationships among students who received content mastery services. A paired sample t-test revealed that there was a significant difference in the experimental group between the pre-test score (M = 188.48) and the post-test score (M = 209.62), with a p-value of 0.001 ($p < 0.05$), indicating that the intervention had a statistically significant positive impact. Meanwhile, for the control group that did not receive content mastery services, there was a decrease in post-test scores (from M = 178.83 to M = 165.97) and a p-value of 0.001 ($p < 0.05$), indicating a decrease in scores due to not receiving content mastery services.

Table 1. Paired Samples Statistics

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1Pre Test Control	178.83	29	9.990	1.855
Post Test Control	165.97	29	17.309	3.214
Pair 2Pre Test Experiment	188.48	29	23.020	4.275
Post Test Experiment	209.62	29	6.635	1.232

The results showed an increase in students' social relationships after participating in the content mastery service. This was evident from the questionnaire results, which showed a significant difference between the pre-test and post-test scores in the experimental group ($p < 0.001$). Students experienced improvements in social contact, joint activities, and frequency of relationships within the group. These findings are in line with Budianto et al (2023), who proved that content mastery services based on Problem-Based Learning are effective in improving students' self-regulated learning. This quantitative research employed a Pre-Test and Post-Test Control Group Design experimental design. The hypothesis test conducted proved that the asymp. Sig. (2-tailed) value was $0.003 < 0.05$. This proves that a structured approach can train students to be active, confident, and able to appreciate the opinions of others. The implications of these findings indicate that content mastery services not only play a role in increasing learning

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independence but also support the development of positive social relationships. According to Huliselan (2025) content mastery services are guidance and counselling services that enable students to understand and develop good learning attitudes and habits, skills and learning materials that are suitable for their learning speed and difficulty, as well as useful skills for everyday life.

Table 2. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre Test Control Post Test Control	12.862	16.084	2.987	6.744	18.980	4.306	28	<.001
Pair 2	Pre Test - Post Test Experiment	-21.138	23.455	4.355	-30.060	-4.853	-4.853	28	<.001

Content mastery services also have a tangible impact on the development of students' affective aspects, as in the research conducted by Ramadhan, et al (2025), which found that inquiry-based content mastery services significantly improve students' self-confidence, as indicated by an increase in post-test scores compared to pre-test scores, showing that active engagement, independent exploration, and a structured learning process can have a positive influence on the development of students' self-confidence.

In addition to improving affective aspects, the results of research conducted by Ndruru (2024) also identified that content mastery services can be assumed to influence student learning creativity because during the service process, students collaborate with other students, develop behaviour and self-confidence, acquire critical thinking skills, and develop good attitudes and habits. The next research relates to the aspect of students' self-regulated learning, namely research conducted by Srinikasari, et al. (2024), which explains that content mastery services can improve students' self-regulated learning, especially when using a problem-based learning approach.

Fitri et al (2025) explained that there is a positive impact of content mastery services, as seen in the increase in student learning motivation, so that students who have received this service become more enthusiastic and open in their learning process at school. In alignment with this research, Nur & Yulita (2024) also explain that content mastery services can assist students who have not yet implemented effective learning methods in the learning and teaching process. In addition to these findings, research conducted by Nurhaliza (2025) explains that the application of content mastery services using animated videos can improve students' reading, writing and arithmetic skills, as seen from the analysis of the pretest and posttest results. Another finding obtained was a research by Jaelani (2025) that content mastery services provided by guidance counsellors can help students develop their personal qualities so that they can develop optimally, through direct involvement in the thinking process and attitude formation because these services support students' physical, social, and emotional development.

Another research on content mastery services by (Misri & Aguslina, 2025) found that guidance and counseling services using a High Touch and High Tech approach were proven to be effective in increasing student activity, understanding, engagement, and focus during the service process. Therefore, this research reinforces that content mastery services are a strategic intervention for guidance counselors to help students develop academically and socially.

Through interviews with students, guidance and counselling teachers, and homeroom teachers, consistent information was obtained regarding the importance of implementing content mastery services to improve students' social relationships because it is related to how they interact, communicate, and empathies. Students said that they felt more capable when they recognized and understood how to interact well as students with other students, students with teachers, and students with school staff. Guidance counsellors stated that students who

participated in content mastery services became more communicative, open during counselling sessions, and more courageous in initiating conversations. Homeroom teachers added that students became more cooperative in class, reinforcing the understanding that it is important to respect and listen to friends when they are expressing their opinions.

Hadziq & Saharani, 2024) explain that an interview is a conversation between two or more people that takes place between an interviewer and a source in order to request information or details about an event. The results of this interview are reinforced by Hidayat & Elias (2024) who emphasize that effective communication between teachers and students plays an important role in building positive relationships at school. Good communication can boost self-confidence, motivation to learn, and mutual respect. Therefore, healthy interactions, both between teachers and students and among peers, contribute greatly to improving students' social relationships and creating a conducive learning environment.

Awaliyah, et al. (2025) also showed that teachers' social competence plays a crucial role in creating a conducive learning environment, thereby supporting students' optimal development. Direct observations during the service also showed that students were more active in group discussions and sociodramas, and showed empathy towards their friends. For example, when a friend expressed an opinion, they listened carefully before responding or adding their own opinion. Salniwati et al (2024) explains that observation is one of the data collection techniques in research. Sangaswari et al (2024) highlight the important role of observation in understanding social relationships within communities. This research shows that effective communication, which can be monitored and analyzed through observation, plays a crucial role in forming healthy relationships, strengthening trust, solidarity, and togetherness among individuals.

The documentation includes the BK 17+ service implementation guidelines, the organisational structure and functions of the guidance and counselling service, the assessment process in the BK service, counselling RPL, the BK service programme schedule covering daily, weekly, monthly and semester activities, and logbooks or documents related to students experiencing problems. Saádi (2025) explains that the documentation method is a method of searching for data in the form of notes, books, transcripts, newspapers, inscriptions, magazines, meeting minutes, agendas and photos of activities. Masdariah, et al (2025) also explain that documentation is the collection of data in the form of accreditation documents that include the required documents.

Overall, the integration of quantitative data (questionnaires) and qualitative data (interviews, observations, and documentation) shows that content mastery services can help students improve their social relationships and their ability to communicate and interact with their environment. Research conducted by Rangkuti, et al (2025) shows that through guidance and counselling programmes, students experience an increase in communication skills, cooperation, and the ability to manage social conflicts, helping students who face social problems such as lack of confidence and difficulty socialising. Another research conducted by Rumapea, (2025) also shows that guidance and counselling services play an important and significant role in improving student welfare. The approach taken in guidance and counselling services has proven to be effective in helping students deal with emotional and social challenges. These findings reinforce the argument that structured guidance and counselling services based on students' social relationship needs are an important part of the education system.

Conclusions

This research shows that content mastery services can help vocational school students improve their interactions with their peers. This statistically significant improvement in the social relationship scores of the experimental group confirms the importance of structured guidance services in supporting students' social relationships. The control group, which did not receive content mastery services, showed no improvement in their social relationships. These

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findings have practical implications for guidance and counselling in schools, highlighting the value of students' social relationships through content mastery services as an approach to overcoming challenges in interaction. These findings confirm that well-planned guidance and counselling are essential to support the development of students' social relationships. In the future, the results of this research can be used as a basis for schools to create more attractive and needs-based guidance programmes, while also opening up opportunities for further research so that such services can be implemented in various conditions and levels of education, thereby enabling students' social skills to continue to develop in a sustainable manner.

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