

The Effect of Content Mastering Services by Learning Cell Techniques to Improve Students' Interpersonal Relations at Percut Sei Tuan Junior High School

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Abstract. This study aims to establish the effect of content mastery services on cell learning techniques on improving interpersonal relationships of seventh grade students at SMP Negeri 2 Percut Sei Tuan. This is an experimental research (Quasy Experiment Design). Sample was 10 people who were taken by purposive sampling technique. Hypothesis testing is used with the Wilcoxon test, and the results of the analysis in this study are the value of $J_{count} = 10.5$ with $\alpha = 0.05$ and $n = 10$ so that the value of J_{table} is 8. From the data it is known that $10.5 > 8$. The average score of pretest is 48, 2 and the posttest score is 74.9. Data analysis found there was an increase in interpersonal relationships among students after being given services by 36%. The conclusion is content mastering services by learning cell techniques have a significant effect for improving student's interpersonal relations.

Keywords: Interpersonal Relations, Content Mastery, Learning Cell

1 Introduction

Life skills refer to the ability people have to adapt and behave positively in a wide variety of environments, such as at school, at home, and in their neighborhood. There are several divisions of skills put forward by several experts but in this study, the authors quote based on the world health organization (WHO). Examples of life skills include leadership, interpersonal communication. Leadership, interpersonal communication, problem-solving and decision-making, and teamwork are examples of life skills. To be properly termed life skills, life skills must be transferrable across life domains (e.g., academics, home life, and relationships) (Pierce, Gould, & Camire, 2017). In this regard, educational and government agencies should emphasized the importance of transferable life skills for the the mental health of teenagers.

Life-skills education, according to the World Health Organization (1999) is a foundation to improve emotional and social development to prevent health and social problems. They suggested nine fundamental life skills: (1) effective communication (2) problem solving, (3) pressure resistance (4) stress management, (5) assertiveness, (6) critivcal thinking skills (7) social adjustment, (8) decision making and (9) interpersonal skills. Life skills, as defined by the United Nations, are a broad range of psychosocial and interpersonal abilities that can aid people in making informed decisions, development of coping and self-management skills that can lead to a healthy and productive life.

According to research, rejection from mothers, fathers, teachers, and peers all lead to depressed symptoms in adolescents (Zhao et al., 2020). Positive interpersonal ties, on the other

hand, may help teenagers avoid developing depressed symptoms. Positive interpersonal interactions can also serve as a resource for adolescents to cope with or overcome problems, reducing the likelihood of getting "stuck in the mud" of negative emotions, according to the interpersonal theory (Frank and Spanier, 1995).

Interpersonal interactions are likely to influence students' perceptions of social support in one of two ways: (a) by giving a variety of resources (e.g., trust and security) and (b) by influencing cognition, emotions, and actions without outwardly aiming to help (Cohen et al., 2000). Positive variables for preventing or decreasing depressive symptoms have recently piqued researchers' interest even more than risk factors for depressed symptoms (Lee et al., 2021).

Based on the results of initial observations by researchers in one secondary school in Medan foundsstudents' interpersonal relationships in online schools have drastically changed students' daily habits. Previously, the interaction process is carried out directly however due to the regulation of online school impact on establishing interpersonal relationships between peers. Thus foundsome children have personal communication media to interact freely with friends and teachers which has an impact on poor interpersonal relationships.

Therefore, schools especially guidance and counseling teachersneed to assist students in improving students' interpersonal relationships at school through content mastery services. The current study looks at various strategies that could help researchers connect the dots between research on interpersonal interactions and research on academic engagement. It specifically looks at how students' perceptions of interpersonal relationships are linked to adaptive goals and academic engagement, as well as cell learning strategies. A learning cell is a small group of students, instructors, and facilitators who work together to achieve a common goal. Each learning cell in the class is made up of three to four students with similar interests who share ideas and collaborate to generate learning materials.

2 Review of Literature

Life Skill

Interpersonal relationships can be established due to the interaction actions or words. Humans need to build good social relations with each other with high-quality interpersonal relationships, and the sense of relatedness that they cultivate supports positive outcomes in several ways (Collie et al., 2016). However, some problems might arise in interpersonal relationships, especially this past year, the situation in our country and even the whole world is experiencing a COVID-19 pandemic. This pandemic has had a tremendous impact both on the world economy, human work but also has a profound impact on children's education. As a result, the government-issued policies and orders impact all activities or habits that were always carried out in schools now be carried out in their respective homes.

Individuals' patterns of emotion, cognition, and action when interacting with others can be conceived of as interpersonal connections (Plutchik, 1997). Indeed, there are some crucial elements ofinterpersonal interactions (e.g., relationships between teachers and students) and the quality of adolescent friendships may be a predictor of social adaptability by affecting their attitudes toward education(Zhang et al., 2021). Interpersonal relationships that are problematic are more likely to lead to depression) (Wille et al., 2014), especially during COVID-19 pandemics, interpersonal relationships can influence school adaptation either directly or indirectly by enhancing social support or resilience (parallel mediation) or by activating

resilience via the experience of social support (serial mediation). The findings of the previous study highlight the importance of interpersonal interactions, as well as the positive external and internal elements that influenced children's school adaptability during the epidemic control phase. As a result, these findings may have consequences for college students' mental health education in the post-epidemic age (Zhang et al., 2021).

Interpersonal relationships can improve with simultaneous interactions with others. Within the learning cell technique, students force to actively communicate in the comfort learning process in class (Darmawan, et al, 2019:162). Comfort comes from good interpersonal relationships, through action or communication with each other. These interactions are included in interpersonal relationships where individuals can establish good relationships which will create a comfortable learning atmosphere in the classroom.

By applying the cell learning technique, it will be easier to improve interpersonal relationships. In the school setting, teachers might develop teamwork in the classroom, by activated group projects and collaborative exercises. This method encourage students enhance their interpersonal skills. Supporting interpersonal relationships is alsoan important task that needs to intervene by guidance counseling teachers. Therefore in this research, we focused on how the teacher of guidance and counseling create a programthat promotes the interpersonal relationship. One of a program for developing interpersonal relationships is content services (program). According to Prayitno content program is an assistance service to individuals (alone or in groups), in this research we combined this program with a special technique called the learning cell technique. The learning cell technique aims to involve students actively in thinking about the content of the material then encourage students to raise questions that provoke interesting thinking and teach students to know their understanding (Song, 2019) that will impact their ability on improving their interpersonal relationships.

3 Research Methods

This study used a quasi-experimental method (quasi-experimental) with pretest-posttest control group design. The subject was collected using a purposive sampling technique. (Sugiyono, 2005:80). The subjects used in this study were 96 students at SMP Negeri 2 Percut Sei Tuan who were identified as having interpersonal relationships in the low-medium category. Subjects were taken using purposive sampling with the following steps: (a) researchers distributed instruments of interpersonal relations (b) analyzed students who had low or moderate interpersonal relationships. Based on the analyzed processten students are used as experimental subjects.

The quality of interpersonal relationships was measured by the Interpersonal Relation aspects within This 23-item measure is composed of four subscales: interpersonal communication, relation style, relationship climate and, friendly interaction, Each item is responded to from 1 to 5 with a Likert-type scale.

4 Results and Discussion

At first, we conducted Wilcoxon to determine the effect of learning cell techniques with guidance and counseling setting on improving interpersonal releationships. Table 1. Revealed the test result for the number of levels with a positive sign are 44.5 and the test result for the

number of levels with a negative sign are 10.5. The value of $J = 0.5$ is greater than the critical value table J for the Wilcoxon marked level test where, $N = 10, \alpha = 0.05$, then $J_{table} = 8$. Based on the Wilcoxon test results, the value $J_{count} > J_{table}$ where $10.5 > 8$, it can be concluded learning cell techniques with guidance and counseling setting improves interpersonal relationships.

Table 1. Interpersonal Relationship

Respondent	Pre-Test Score	Post-Test Score	XA-XB = D	D-MD = d	Level	Sign	
						(+)	(-)
SM	43	72	29	2.3	8.5	8.5	
SA	45	72	27	0.3	4.5	4.5	
YP	45	73	28	1.3	6	6	
AN	45	74	29	2.3	8.5	8.5	
TS	46	75	29	2.3	8.5	8.5	
MF	46	75	29	2.3	8.5	8.5	
NA	53	75	22	-4.7	1.5		1.5
JF	53	75	22	-4.7	1.5		1.5
TN	53	78	25	-1.7	3		3
ZA	53	80	27	0.3	4.5		4.5
Total	428	749	267	J count	Score	44.5	10.5

According to the objectives of this study, we determined the effect of interpersonal relationships through the service process of mastering the content of cell learning techniques. Based on the statistical analysis found that the average score in the post-test is higher than the pretest which is $48.2 < 74.9$. Therefore it can be concluded that there is an increase in interpersonal relationships to be higher through the service process of mastering the content of cell learning techniques. The results of the comparison of pre-test and post-test scores overall changes in pre-test and post-test are in the following figures.

*Pre-Test And Post-Test Result
Analyses of Interpersonal Relationship*

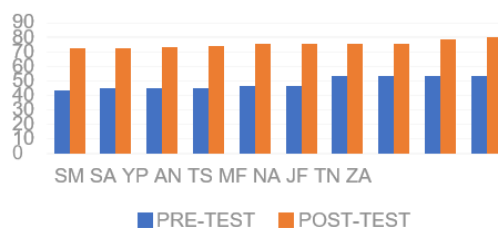


Fig 1. Pretest Post-Test Analyses of Interpersonal Relationship

Then in further analyses on Table 1 shows the four aspects of interpersonal relationships. It was revealed that relation style perceived the highest difference (83) score followed by friendly interaction. Overall, each indicator on interpersonal relationships demonstrated an increasing score from pretest to posttest.

Table 2. Prevalence of Each Indicator on Interpersonal Relationship

Indicators	Pre-test Score	Post-test Score	The Difference Scores
Interpersonal Communication	156	198	42
Relation Style	114	197	83
Relationship Climate	99	158	59
Friendly Interaction	113	195	82

5 Conclusion

This study was designed to assess the impact of learning cells on improving students' interpersonal relationships. The special advantage of this technique is students are actively encouraged to think independently also students interact with others students that will impact students' interpersonal relationships. Learning cell technique provides a chance for students to carry out discussions with their partners to be more active, more open, more confident, and more critical and work well together to find the right answers regarding the questions to be answered.

Learning cell technique also enhances relationship patterns more enthusiastic relationship atmosphere, after being given the service of mastering the content of learning cell techniques students begin to open up to their surroundings, over time interpersonal communication gets better. Students become more understanding of the conditions or circumstances of people around so they can build the atmosphere according to the circumstances, over time the spontaneous interactions that occurred between students became more friendly.

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