

# Implementation of Content Mastery Services in Overcoming Problems of Student Learning Difficulties

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## ABSTRAK

Kegiatan belajar bagi setiap siswa tidak selalu berlangsung dengan normal. Hal ini berdampak pada siswa yang kesulitan dalam belajar. Penelitian ini bertujuan untuk menganalisis layanan penguasaan konten dalam mengatasi kesulitan belajar siswa. Jenis penelitian ini adalah Systematic Literature Review (SLR). Sumber data sebagai subjek dan objek berasal dari literatur jurnal terindeks yang memiliki ISSN elektronik (International Standard Serial Number) yang telah dipublikasikan melalui internet dengan kode E-ISSN. Pengumpulan data dilakukan dengan berselancar di internet dari Google Scholars. Hasil kajian menyebutkan bahwa hasil Kajian Pustaka Sistematis dari seluruh penelitian yang dimuat dalam jurnal yang telah terbit dari tahun 2013 sampai dengan tahun 2022 menegaskan bahwa beberapa sekolah belum optimal dalam melaksanakan layanan penguasaan konten. Penyebab rendahnya implementasi layanan penguasaan konten adalah karena ada beberapa sekolah yang belum pernah menerapkan layanan penguasaan konten, tidak adanya guru profesional di bidang bimbingan dan konseling serta kurangnya fasilitas dari sekolah untuk melaksanakan layanan penguasaan konten. Solusi yang diberikan untuk menjawab permasalahan rendahnya implementasi layanan penguasaan konten dalam mengatasi kesulitan belajar siswa di atas antara lain sekolah memberikan fasilitas kepada guru pembimbing untuk melaksanakan layanan penguasaan konten, meningkatkan kualitas layanan dalam bimbingan dan konseling.

## ABSTRACT

Learning activities for every student only sometimes take place normally. It has an impact on students who have difficulty in learning. This study aims to analyze content mastery services in overcoming student learning difficulties. This type of research is Systematic Literature Review (SLR). Data sources as subjects and objects come from indexed journal literature with an electronic ISSN (International Standard Serial Number) published via the internet with the E-ISSN code. Data collection is done by surfing the internet from Google Scholar. The results of the study state that the results of the Systematic Literature Review of all research published in journals published from 2013 to 2022 confirm that several schools need to be more optimal in implementing content mastery services. The causes of the low implementation of content mastery services are several schools that have never implemented content mastery services, the absence of professional teachers in the field of guidance and counseling, and the lack of facilities from schools to carry out content mastery services. The solutions to the low implementation of content mastery services in overcoming student learning difficulties include schools providing facilities to supervise teachers to carry out content mastery services and improving the quality of services in guidance and counseling.

## 1. INTRODUCTION

Learning is a programmatically carried out by the teacher in instructional design that creates a process of interaction between fellow students, teachers, and students with learning resources (Bursali & Yilmaz, 2019; Rokhim et al., 2020; Walker et al., 2021). Learning aims to create continuous changes in the behavior and thinking of students in a learning environment. Students who have learned something are marked by changes in behavior within themselves (Prayekti, 2018; Şahintepe et al., 2020; Sutrisna et al., 2021). These changes in behavior involve changes in knowledge (cognitive) and skills (psychomotor) as

well as those involving values and attitudes (affective) (Dabbagh et al., 2019; Sari et al., 2017; Susilawati et al., 2017). Learning covers subjects, mastery, habits, perceptions, enjoyment, competence, social adjustment, various skills, and aspirations (Chounta et al., 2017; Silvana & Wibisono, 2016). Learning is essentially a process of interaction between students and their environment, resulting in a change in behavior for the better. The teacher's most important task during the learning process is to condition the learning environment to support student behavior change. Learning is a two-way communication process; the teacher carries out teaching as an educator, while learning is carried out by students or students (Özgenel, 2019; Rohita et al., 2018; Tambak et al., 2018).

The teacher plays an important role in teaching and learning and fully organizes education (Aloo et al., 2017; Bosica et al., 2021; Goldhaber, 2018). It is what causes teachers to be able to pack learning materials well so that students can understand learning materials well. Learning materials occupy a very important position in the entire curriculum, which must be prepared so that the implementation of learning can achieve the target (Buchanan, 2020; Kagema & Irungu, 2018; Tsai et al., 2020; Van Driel et al., 2018). Students must achieve these targets by the Competency Standards and Basic Competencies. That is, the material specified for learning activities should support the achievement of competency standards and basic competencies, as well as the achievement of indicators. In addition, teachers must also be able to sort out appropriate learning methods in learning (Beck et al., 2021; Hardiansyah, 2022; Şahintepe et al., 2020). The learning method is a strategy or method used by the teacher in making relationships or interactions with students to achieve predetermined learning goals (Aguirre et al., 2016; Susilawati et al., 2017).

However, in reality, every student's learning activities only sometimes occur normally. Sometimes they do not; sometimes, they quickly grasp what is learned, and sometimes it is difficult to understand (Adiansha, 2019; Kusumawardani et al., 2018; Silvana & Wibisono, 2016). Learning activities for each student do not always take place normally, sometimes they don't, sometimes they quickly grasp what is learned, sometimes it is very difficult to understand it (Delawati et al., 2019; Yuliani et al., 2018). In terms of enthusiasm sometimes high, but sometimes also difficult to hold concentration. Every student is not the same. This difference also causes differences in learning behavior among students. Circumstances in which students cannot learn as they should, that is learning difficulties (Kencanawati et al., 2020; Purwandari & Wahyuningtyas, 2017). To be able to help students' learning difficulties, of course, requires an in-depth search so that a solution or way out can be determined. This effort must be thought of by the supervising teacher to overcome student problems. In line with this, in helping to solve the problem of learning difficulties experienced by students, supervising teachers need to look for sources of possible causes and other accompaniments (Abbasi et al., 2020; Ferrer et al., 2022; Susilawati et al., 2017).

Each time the learning difficulties of one student can be overcome, but at other times other cases of learning difficulties arise. Every month, even every week, there are students who have learning difficulties. Although in fact the problem that interferes with the success of student learning is very disliked by the teacher and even by the students themselves (Rosnaeni & Prastowo, 2021; Rozak et al., 2018; Tama & Purwono, 2017). If this is not prevented and occurs over a long period of time, it will form students into lazy individuals, act as they please, are undisciplined, always wasting time and so on (Fajrin & Wulandari, 2021; Junedi et al., 2020; Prawitasari et al., 2021). While the demands of students for their parents are as young generations who are intelligent, able to change the future of their families and themselves for the better, and the demands of the state are as the generation of hope for the nation who are smart, agile, disciplined, responsible and able to support cultures that violate the norms that exist in the beloved country (Kristiani et al., 2015; Prayekti, 2018; Utari et al., 2019).

There has yet to be a study on content mastery services in overcoming student learning difficulties. Based on this, this study aims to analyze content mastery services in overcoming student learning difficulties. In order to examine the advantages and disadvantages of content mastery services, high-quality research related to the research subject is essential. A systematic review is a research procedure that methodically identifies the literature, creates explicit objectives, materials, and procedures, and provides methodology and conclusions. The aim of the Systematic Literature Review (SLR) technique is to gather reliable and useful results from several previous studies of a particular phenomenon. To assess the capacity of students' learning difficulties in content mastery services using the Systematic Literature Review (SLR) methodology.

## 2. METHOD

This study uses a Systematic Literature Review (SLR) approach with data sources derived from indexed journal literature that has an electronic ISSN (International Standard Serial Number) that has

been published via the internet with the E-ISSN code. Data collection was carried out by surfing the internet from Google Scholars (Assingkily, 2021; Sofyan, 2002). Article submission is limited in 2013-2022. The articles used are 22 articles used as writing material. This Systematic Literature Review (SLR) analyzes relevant articles and focuses on methods for implementing content mastery services in overcoming problems with student learning difficulties. Systematic Literature Review (SLR) systematic literature review is the process of systematically collecting, evaluating, integrating and presenting search results critically (Nursalam, 2020).

Systematic Literature Review (SLR) is carried out in three stages: planning, implementing and reporting the literature review. In the first step the requirements for a systematic review are identified (Kitchenham et al., 2007). Then, a systematic review of the problems of Islamic banking in Indonesia is identified and reviewed. The review protocol was designed to guide the conduct of the review and reduce the possibility of researcher bias. In the second step, it defines the research questions, the search strategy, the process of selecting studies with inclusion and exclusion criteria, the assessment of quality, and finally the process of data extraction and synthesis. The third step is reporting by writing down the research results based on the literature that has gone through the first and second steps, then discussing them in the research results and concluding them.

Overcoming student learning difficulties associated with content mastery services. A comprehensive analysis of the original publications included for this review revealed that this research focused on a variety of topics, including: (1) Identifying content mastery service problems in overcoming student learning difficulties; (2) Identify content mastery service problems in overcoming student learning difficulties; (3) Determine the root causes of content mastery services in overcoming student learning difficulties; (4) Choosing solutions to the problem of content mastery services in overcoming student learning difficulties; and (5) Summarize the most comprehensive and effective response options from all content mastery service implementations.

The search strategy or process in the Systematic Literature Review (SLR) consists of several activities, namely selecting digital libraries, defining search strings, carrying out searches, refining search strings and retrieving an initial list of main studies from digital libraries that match the search strings. Before starting the search, a suitable set of databases should be selected to increase the chances of finding highly relevant articles. The most popular literature databases in the field were searched to have the widest possible study set. A broad perspective is required to cover a wide range of literature. The search string is developed according to the following steps: (1) Identify search terms from PICOC, especially from Population and Intervention; (2) Identification of search terms from research questions; (3) Identification of search terms in titles, abstracts, and relevant keywords; (4) Identification of synonyms, alternative spellings and antonyms of search terms; and (5) Sophisticated search string construction using identified search search terms, AND Boolean and OR.

In the search process, you have to make adjustments to the search data with the storage process, because adjusting the search data will increase the list of irrelevant studies. The search data is then customized to meet the specific requirements of each database. The database was searched by title, keyword and abstract. The search is limited by the year of publication, which is the last 10 years of writing this research. Two types of publications, namely journal papers and conference proceedings were included. Inclusion and exclusion criteria were used to select the primary studies. These criteria are shown in Table 1.

**Table 1. Inclusion and Exclusion**

<b>Inclusion Criteria</b>	The study of content mastery services in student learning difficulties using large-scale and small-scale data sets Studies that discuss and compare the implementation of content mastery services in overcoming student learning difficulties For studies that have conference references, thesis results, theses, dissertations and journals, only the ISSN indexed version of the journal will be included For duplicate publications of the same study, only the most complete and most recent will be included
<b>Exclusion Criteria</b>	Studies without strong validation Studies that only discuss the implementation of content mastery services in overcoming student learning difficulties Studies are not written other than Indonesian and English

Data from the selected main studies were extracted and structured to help answer this research question. In order to obtain the data from the main study that would be needed to answer the research

questions, an extraction form was devised. To find characteristics, researchers ask questions and do analysis. One way to assist in understanding aggregated data is to evaluate the quality of research to measure the truth of the resulting conclusions. The purpose of data synthesis is to answer research questions by gathering information from several studies. The strength of a claim can be increased when multiple pieces of evidence are combined, not just one. There are two types of information collected for this analysis quantitative and qualitative.

### 3. RESULTS AND DISCUSSION

#### Results

In this Systematic Literature Review (SLR), twenty-two journals about content mastery services in overcoming student learning difficulties. Starting in 2019, several publications use qualitative and quantitative methodologies to examine the sources of student learning difficulties in Indonesia. 2013 did not meet the inclusion criteria, although an exception might have been made for this study. Significant Journal Publications are

**Table 2.** Significant Journal Publications

No	Publisher Name (Publication)	Category and Year
1.	TA'DIB (SINTA 2)	P-ISSN : 1410-8208. E-ISSN : 2580-2771 (2013)
2.	Indonesian Journal of Guidance and Counseling: Theory and Application	P-ISSN : 2252-6374. E-ISSN : 2597-6133 (2014)
3.	Diversita	P-ISSN : 2461-1263. E-ISSN : 2580-6793 (2015)
4.	Konseling dan Pendidikan (IICE/SINTA 2)	P-ISSN : 2337-6740. E-ISSN : 2337-6880 (2015)
5.	Konseling (Gusjigang/Sinta 3)	P-ISSN : 2460-1187. E-ISSN : 2503-281X (2016)
6.	Ilmiah Pro Guru	P-ISSN : 2442-2525. E-ISSN : 2721-7906 (2016)
7.	Fokus Konseling	P-ISSN : 2356-2102. E-ISSN : 2356-2099 (2017)
8.	Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling (Psikodidaktika/Sinta 5)	P-ISSN : 2548-6500. E-ISSN : 2615-3297 (2017)
9.	Neo Konseling	P-ISSN : 1412-xxxx. E-ISSN : 2541-xxxx (2018)
10.	CONSILIUM (Sinta 5)	P-ISSN : 2338-0608. E-ISSN : 2654-878X (2019)
11.	Sosial Horizon (SINTA 4)	P-ISSN : 2407-5299. E-ISSN : 2407-5302 (2019)
12.	CONSILIA	P-ISSN : 2599-1221. E-ISSN : 2620-5343 (2020)
13.	AL-TAUJIH (Sinta 4)	P-ISSN : 2502-0625. E-ISSN : 2715-7571 (2020)
14.	Bimbingan Dan Konseling(Counsellia/Sinta 3)	P-ISSN : 2088-3072. E-ISSN : 2477-5886 (2021)
15.	Islamic Counseling (Sinta 4)	P-ISSN : 2580-3638. E-ISSN : 2580-3646 (2021)
16.	AL-TARBIYAH: Jurnal Pendidikan (The Educational Journal)	P-ISSN : 2442-6377. E-ISSN : 2721-3595 (2021)
17.	Pendidikan Dan Keguruan(Education Enthusiast)	P-ISSN : 2774-9916. E-ISSN : 2745-603X (2022)
18.	Ilmiah Pendidikan (GENTA)	P-ISSN : 2301-6671. E-ISSN : 2580-6416 (2022)

Research on the analysis of the implementation of content mastery services in overcoming learning difficulties is a significant research topic in the field of Counseling Guidance, detailed in [table 3](#). The analysis of selected primary studies reveals that the analysis of the implementation of content mastery services in overcoming student learning difficulties focuses on 5 topics, namely : (1) Identify problems with content mastery services in overcoming student learning difficulties; (2) Identify content mastery service problems in overcoming student learning difficulties; (3) Determine the root causes of content mastery services in overcoming student learning difficulties; (4) Choosing solutions to the problem of content mastery services in overcoming student learning difficulties; (5) Summarize the most thorough and effective response options from all content mastery service implementations.

First, the research conducted by Darsril ([Dasril, 2016](#)). Research topics about Increasing the professional competence of counselors in instrumentation applications through content mastery services (Service Action Research in SMP and MTS throughout Padang Panjang City). This research is a class action research (Classroom Action Research). Based on the results of the study, it showed that there was an increase in the professional competence of supervising teachers at SMPN and MTS in the city of Padang Panjang in instrument applications through content mastery services. Second, the research conducted by Istiqomah ([Istiqomah et al., 2014](#)). Research topics about The effect of content mastery services on students' study habits. This research includes pre- experimental design research. The results of the study

can be concluded that the content mastery service has a positive influence on the learning habits of class VIII students of SMP Tama- tama Kemranjen Banyumas Academic Year 2013/2014. Third, the research conducted Prabowo (Prabowo et al., 2014). Research topics about the effectiveness of content mastery services using modeling techniques on the learning independence of junior high school students. This research is an experimental research The design used is one group pretest-posttest design. Based on the results of the research and the formulation of the problem, conclusions can be drawn, namely: (1) The level of student learning independence before being given content mastery services with modeling techniques shows a low category. (2) Student learning independence after being given mastery services with content modeling techniques increases in the high category. (3) There are significant differences in student learning independence before and after being given content mastery services using modeling techniques.

Fourth, the research conducted by Akbar & Milfayeti (Akbar & Milfayeti, 2015). Research topics about Improving memory skills through providing loci technique content mastery services to class X students of SMA Negeri 6 Medan T.A 2014/2015. This study uses the type of Counseling Guidance Action Research (PTBK). It can be seen from the results of the ability test instrument to remember in cycle II, at this stage the scores obtained by students have reached the good category, namely 87.50%. With the results obtained, the hypothesis states that using the loci technique can improve the ability to remember in class X SMA Negeri 6 Medan in the 2014/2015 academic year. Fifth, the research conducted by Setyaningrum (Setyaningrum & Supriyo, 2015). Research topics about the influence of content mastery services on student learning creativity. This research includes the type of pre-experimental research. The design used is one group pretest- posttest design. Based on the results of research and discussion on increasing learning creativity through content mastery services in class VIII students of SMP Negeri 2 Karangrayung Purwodadi.

Sixth, the research conducted Dewi, *et.al* (Dewi et al., 2015). Research topics about Token Economy (Rewards) for task completion in content mastery services. Qualitative with the type of case study, observation or observation techniques. The research findings reveal that the implementation of the token economy is modified by providing puzzle pieces to respond to trends that occur in changing behavior while completing assignments in subjects in class. Seventh, the research conducted Sumarwiyah (Sumarwiyah, 2016). Research topics about Development of student learning activities through content mastery services based on research exercises to improve student learning outcomes. The research design is a quasi-experimental one group pretest posttest supplemented by descriptive analysis. Content mastery services by applying research training models improve science learning outcomes in grade IV SD 1 Gondoharum Kudus and improve student learning activities (activity in learning science) in grade IV SD 1 Gondoharum Kudus.

Eighth, the research conducted Hidayati (Hidayati, 2016). Research topics about Content mastery service using snakes and ladders media to improve critical thinking skills of elementary school students. Methods; Counseling Guidance Classroom Action Research (TKBK). The researcher designed a content mastery service in cycle one and then reflected on it using a test instrument regarding students' thinking skills. Ninth, the research conducted Maidah (Maidah, 2016). Research topics about Efforts to form superior personalities for class IX-A students through the application of content mastery services at SMP Negeri 5 Probolinggo. Method; Action planning begins with preparing RPL-BK (Classical Guidance Service Implementation Plan). Based on the assessment of the process of implementing content mastery services, it can be seen that students' superior personal scores achieved an increase of 16.67%, namely students who were superior and very superior as many as 17 people in the pre-action to 21 people in the post-action. Tenth, the research conducted Gutara (Gutara et al., 2017). Research topics about Content mastery services to improve public speaking skills for students. Method; Quantitative quasi experimental design with a "Nonequivalent control group design". This design is almost the same as the pretest posttest control group. The results of the statistical test concluded that there was a significant difference in the ability to speak in public in the experimental group students who were given content mastery service treatment, and control group students who were not given content mastery service treatment.

Eleventh, the research conducted Saputra (Saputra, 2017). Research topics about The effect of content mastery services using audio-visual media techniques on the learning motivation of class VIII students at SMP Negeri 6 Bengkulu City. Methods; Pre-experimental design, which is meant by experimental research. The results of previous research on audio-visual media have an effect on learning motivation, research conducted by Sutarno (2014) with the title influence of the use of audio-visual media on learning motivation of students' basic brake system competencies in class XI SMK Taruna Bangsa Pati Academic Year 2013/2014. Twelfth, the research conducted Putra (Putra et al., 2019). Research topics about The effectiveness of content mastery services uses the think pair share cooperative learning model to improve students' questioning skills in learning. This type of research is an experimental research

design Quasi-Experiment type the non equivalent control group. Researchers provide material and content regarding students' questioning skills with lecture and question and answer techniques. Then the researcher invites students to ask questions if there are things that are not understood.

Thirteenth, the research conducted Fitriyanti (Fitriyanti et al., 2019). Research topics about the contribution of content mastery services in increasing students' empathy. Method: Quantitative method with a descriptive correlational analysis approach. The results of this study will be presented regarding the analysis and discussion of research data processing results which include data descriptions, testing of analysis requirements, testing of research hypotheses, and interpretation and discussion of research results. Fourteenth, the research conducted Martin (Martin et al., 2019). Research topics about Strengthening character values in content mastery services to improve student academic achievement. The method used in this research is action research in the form of Guidance and Counseling Action Research (PTBK). Based on the discussion presented above, as well as the implementation of services in cycle I and cycle II and the results of semester II academic achievement, it can be concluded that; "Strengthening character values in content mastery services can improve the academic achievement of semester II students of the Faculty of IPPS IKIP PGRI Pontianak.

Fifteenth, the research conducted Dharmayana & Afriyati (Dharmayana & Afriyati, 2020). Research topics about the influence of content mastery services on student learning habits in class VII SMPN 12 Bengkulu city. In this study, researchers will use a form of pre-experimental design. Based on the results of the research that has been done, it can be concluded that students' study habits before being given content mastery services on average are in the unfavorable category. Sixteenth, the research conducted Fitri & Nelwati (Fitri & Nelwati, 2020). Research topics about Implementation of content mastery services in increasing student learning motivation at SMP Negeri 1 Painan. This research was conducted using a qualitative approach. The results of content mastery services in increasing student learning motivation carried out by guidance and counseling teachers are able to change students' behavior and attitudes towards learning. Content mastery services can also assist students in increasing learning motivation.

Seventeenth, the research conducted Herawati, *et.al* (Herawati et al., 2021). Research topics about Digital game-based learning content mastery services to reduce learning burnout. Method; Quantitative research with experimental research methods. The results of this study indicate that content mastery services based on digital game-based learning with the kahoot application have proven effective in reducing the level of learning burnout. Eighteenth, , the research conducted (Astuti, 2021). Research topics about Content mastery services with talking card media in an effort to increase student confidence. This research is a class action research (Classroom Action Research). This research is content mastery services with talking card media can increase students' self-confidence. The provision of content mastery services with talking card media can be used as a service that can be provided in a more intensive and programmed manner because it will have an impact on student achievement. Nineteenth, the research conducted Juwanto, *et.al* (Juwanto et al., 2021). Research topics about Increasing learning concentration through content mastery using mind mapping techniques for students at SMAN 9 Bengkulu city. Method; Action Research in Counseling Guidance Services (PTBK). The results of the study show that there is an increase in learning concentration through content mastery in accordance with the results of previous studies.

Twentieth, the research conducted Wijayanti (Wijayanti, 2021). Research topics about Increase student confidence through content mastery services using the role playing method. This research is Counseling Guidance Action Research (PTBK). The level of self-confidence of students before implementing content mastery services using the role playing method shows that most students choose to give closed answers or become passive listeners, and do not want to ask questions, especially in the learning process. Twenty-one, the research conducted Saputri (Saputri et al., 2022). Research topics about The effectiveness of content mastery services in overcoming student learning difficulties. This study uses a quantitative approach. The results of this study indicate that control class students have a level of learning difficulty in the high category. The twenty-second, the research conducted Ningsih & Syaim (Ningsih & Syaimi, 2022). Research topics about The effect of modeling technique content mastery services on student learning skills at SMPN 4 Lubuk Pakam for the 2020/2021 Academic Year. Method: Quantitative research. The results of the research between variables X and Y show that there is a positive influence from the service level of content mastery (X) on learning skills (Y). This research is shown by  $r_{xy} = 0.449$  which has been consulted with  $N = 24$  in  $r$ -table = 0.404 with a significant 5%.

## Discussion

Based on the results of studies on several journals conducted in this study, it can be emphasized that almost all of the researchers used a qualitative descriptive methodology, using phenomenology, in-depth interviews, observation, and literature study. Other research related to the use of qualitative methodologies in descriptive research (Dewi et al., 2015; Fitriyanti et al., 2019). According to a descriptive study of content mastery services that took a qualitative approach, that after the content mastery service was implemented, students' study habits improved to be better than before. Thus there is an influence from the provision of content mastery services in improving student learning habits.

There are researchers who use a quantitative approach, with the topic of their research on content mastery services in overcoming student learning difficulties (Gutara et al., 2017; Herawati et al., 2021; Istiqomah et al., 2014; Ningsih & Syaami, 2022; Prabowo et al., 2014; Putra et al., 2019; Saputra, 2017; Saputri et al., 2022; Setyaningrum & Supriyo, 2015; Sumarwiyah, 2016). This study supports the notion that content mastery services have a positive influence on study habits. content mastery service is a guidance and counseling service that aims to understand, develop, and teach students about a certain content that is tailored to the needs of students.

In addition, there is a mixed application of qualitative and quantitative methodologies, combine qualitative and quantitative techniques (mix method) (Akbar & Milfayeti, 2015; Astuti, 2021; Dasril, 2016; Hidayati, 2016; Juwanto et al., 2021; Maidah, 2016; Martin et al., 2019; Wijayanti, 2021). This study uses qualitative and quantitative analysis. Classroom Action Research Techniques (PTK) and Counseling Action Research (PTBK) are the analytical instruments used. Classroom Action Research Network Analysis Process (PTK) and Counseling Guidance Action Research (PTBK). This study supports the main policy priorities that are considered capable of addressing the problems encountered in learning difficulties that occur in students, including lack of concentration in the learning process, low memory skills, lack of critical thinking skills and lack of self-confidence.

The following figure can be used to describe the proportion of research methodologies used in education to assess the implementation of content mastery services in overcoming student learning difficulties. The implementation of research using qualitative, quantitative, and mixed qualitative and quantitative methodologies in relation to the skills needed in content mastery services to overcome learning difficulties in students can be understood based on the picture above. The implementation of content mastery services is very effective in providing a positive influence in overcoming learning difficulties in students and helping students in overcoming other problems

## 4. CONCLUSION

Based on the results of the Systematic Literature Review (SLR) of all research in published journals from 2013 to 2022, it is stated that the implementation of content mastery services can overcome student learning difficulties. The causes of the low implementation of content mastery services in overcoming learning difficulties include the lack of optimal counseling teachers in carrying out content mastery services. The solution given to answer the problem of the low implementation of content mastery services in overcoming the learning difficulties above is that counseling teachers improve their abilities by attending several trainings on Counseling Guidance.

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