Indonesian
Journal of
Educational
Development
(IJED)

FUNCTIONALIZATION OF THE ROLE OF ACADEMIC ADVISORS IN STUDENT STUDIES AT THE TARBIYAH AND TEACHER TRAINING FACULTY OF UIN SULTAN MAULANA HASANUDDIN

Siti Ngaisah*)[1], Vina Dwi Utami[2], Mia Audina[3], Helnanelis[4]
[1] UIN Sultan Maulana Hasanuddin Banten; siti.ngaisah@uinbanten.ac.id
[2] UIN Sultan Maulana Hasanuddin Banten; vinautami28@gmail.com
[3] UIN Sultan Maulana Hasanuddin Banten; audinamia243@gmail.com
[4] UIN Sultan Maulana Hasanuddin Banten; helnanelis123@gmail.com
*)Corresponding author; E-mail addresses: siti.ngaisah@uinbanten.ac.id

A R T I C L E   I N F O

Abstract. Academic guidance is one of the success factors for students in completing their studies well and on time. The aim of this research is to find out what problems are faced by the Tarbiyah and Teacher Training Faculty of UIN Sultan Maulana Hasanuddin Banten regarding academic supervision, as well as to synthesize solutions to reinstate the role of academic supervisors. This research uses qualitative research methods, field research. The data collection methods used are interview and documentation methods. Data analysis uses the Miles and Huberman analysis model. The results of the research show that the problems faced by Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten are students who are less active, lack of communication between academic supervisors and students, lecturers who are difficult to find, not yet well programmed, lack of student initiative in raising problems and lecturer initiative in asking about developments. student. The solution offered in this research is to create and update academic guidance, socialization and digital platform guides.

INTRODUCTION

Most of the strata 1 (S1) students are around 18-24 years old. At this age, they are experiencing the final phase of their youth, namely as individuals who experience a change in life phase from adolescence to adulthood (Huijbers et al., 2023). At this time, students still need outside guidance or external factors to make their studies successful. However, internal factors also play a role in the success of studies which are related to students' motivation, interests and intellectual abilities. Therefore, guidance plays a role in student study success (Ilyas, 2008). In higher education, academic guidance is part of comprehensive student services, especially in matters of study. This shows the importance of academic guidance that students must receive (Kusumaningtyas, 2014). Good guidance will have an

impact on student study success. In fact, Mimis et al. (2019) explains that poor guidance can cause difficulties in continuing studies and can extend to dropping out of college. Therefore, academic guidance is an important factor in the success of students' studies (Partawibawa et al., 2014).

The focus of attention in developing a guidance model as an effort to optimize study success is divided into two (Purnadewi & Widana, 2023), namely (1) internal factors, namely aspects that originate from a person's self in the form of personal conditions, feelings, motivation and intellectuals; (2) external factors, namely aspects that originate from outside a person in the form of low economic conditions for students to buy textbooks, giving grades that are inappropriate or not too strict by lecturers to students and lack of learning motivation from lecturers (Nurhayati, 2011). From here, this research will describe the problems in the student guidance model for lecturers at UIN Sultan Maulana Hasanudin Banten.

In the UIN Sultan Maulana Hasanuddin Banten student service guidelines, academic advisors have five roles, including 1) making it easier for students to know and understand their level of academic ability, talents and interests; 2) willing to help students make study plans each semester so that students can undertake an efficient and effective study period; 3) motivate students to find ways to solve their study problems appropriately; 4) provide assistance to students to design and create learning plans that suit their academic abilities, talents and interests; 5) willing to guide students in lectures, assignments and writing scientific papers or final assignments (Dwi Harianto, 2017).

According to Yasmini (2021), she stated that guidance is a systematic and continuous process to help individuals solve the problems they face, to gain self-understanding, self-acceptance, self-orientation, and view themselves in terms of potential or ability to adapt to the environment. And support is obtained from people with extraordinary expertise and experience in their fields. The support referred to above is a lecturer who is able to provide understanding and motivation to students so that their final course assignments can be completed well (Hortensi, 2020).

Based on the researcher's observations, the function of the role of academic supervisor has not been running optimally at the Tarbiyah and Teacher Training Faculty of UIN Sultan Maulana Hasanuddin Banten. This is also shown by the absence of a guidebook for academic supervisors in guiding their students. For this reason, researchers are interested in carrying out studies related to the functionalization of the role of academic supervisors on the study results of students at the Tarbiyah and Teacher Training Faculty of UIN Sultan Maulana Hasanuddin Banten.

METHOD
This research uses qualitative methods, field research (Sugiyono, 2009). The data collection method used is the interview and documentation method. Interviews in sampling were conducted with five students who experienced guidance from lecturers and interviews with 3 lecturers as samples. Then, in order to retrieve the documentation, the researcher will sort through photo data, journal notes and archives during guidance over the past year carried out by lecturers and students. The research subjects interviewed were office holders, academic supervisors and students. The documentation taken is academic guidelines and Study Plan Card. Data analysis used the Miles and Huberman analysis model (Meleong, 2004). There are three steps, namely: (1) Data condensation, refers to the process of selecting,

focusing, simplifying, abstracting and transforming data that approaches all parts of written field notes, interview transcripts, documents and materials. empirical. The conclusion is that the data condensation process was obtained after the researcher conducted interviews and obtained written data in the field, which later the interview transcripts were sorted to obtain the research focus required by the researcher (Widana et al., 2023). (2) Data Presentation, is an organization, unification and conclusion of information. Presenting data here also helps in understanding the research context because it carries out a more in-depth analysis. (3) Drawing conclusions, here is carried out by the researcher from the beginning of the researcher collecting data such as looking for understanding that does not have a pattern, noting the regularity of explanations, and the flow of cause and effect, which in the final stage concludes the entire data obtained by the researcher.

From the explanation above, it can be concluded that qualitative research is a new finding, in other words the finding is still vague or unclear. The researcher tries to clarify by using theories that have been proven successful, then the researcher analyzes the new findings so that they become clear by using components of data analysis, namely data condensation, data display, conclusion drawing (Sumandya et al., 2023). From here researchers will focus on discussing academic guidance problems, academic guidance solutions, and academic guidance platforms. Researchers will explain these three points in depth based on data and analysis in the field.

RESULTS AND DISCUSSION

The discussion on the results of this research will be divided into two sub-chapters. The first sub-chapter will deal with academic guidance problems at the Tarbiyah and Teacher Training Faculty of UIN Sultan Maulana Hasanuddin Banten, which are generally caused by internal factors, namely students and academic supervisors; external factors caused by the absence of academic guidance guidelines, socialization of academic guidance by academic supervisors and students being supervised, as well as flexible guidance platforms. The next sub-chapter discusses the steps needed to overcome this problem. The results and discussion are as follows:

Academic Guidance Problems

In guidance activities, of course there are several obstacles or problems caused by both students and lecturers. Many factors contribute to the emergence of these obstacles. Of course, these factors need to find the best solution to reach an agreement without sacrificing either party. Here are several obstacles in the guidance process including (Aisyah, 2018).

1. Students who are less active

Students should be aware of their obligations in following what is already known about academic guidance, so that when a student is aware of an obligation he will definitely actively try to communicate well with his academic supervisor so that he can find out about the activities of his academic supervisor so that he can determine his guidance schedule so that it is not hampered. due to each other's busy lives (Afrianti & Hidayat, 2014).

As the results of an interview with Siti Kherunnisa, he said:

> In my opinion, the problem of academic guidance at the Tarbiyah and Teacher Training
> Faculty of UIN Sultan Maulana Hasanuddin is not yet effective, due to several factors
> such as students who are less active in finding out about academic guidance and lecturers
> who have busy schedules with other matters
> (Siti Khaerunnisa).

That is, only those who come because I have also asked to come together together, but no one came
(Hafid Rustiawan).

2. Lack of communication between students and lecturers

When students already know the name of their academic supervisor, they should immediately try to contact or find out about the lecturer, and likewise, when the academic supervisor has been given the task of guiding the names of students for 1 year, it is better. When students try to contact their supervisor, they must immediately respond and program a guidance schedule, so that guidance activities are not hampered by busy lecturers who are difficult for students to find (Jannana, 2013).

As the results of interviews with Hafid Rustiawan, he said:

The problem may be a lack of communication between students and lecturers, for example, now I have stayed in the room since morning but there are no students providing guidance, perhaps because it is not programmed
(Hafid Rustiawan).

And as per the results of an interview with Ayu Nida Nuriyah, she said:

In my opinion, the problem with academic guidance at the Tarbiyah and Teacher Training Faculty of UIN Sultan Maulana Hasanuddin is that some of the lecturers are difficult to meet because they are busy, even though we have made an appointment with the academic supervisor.

And as per the results of an interview with Muhammad Ibrahim Al-Adhim, he said:

I actually don't know what the problems are with academic guidance, but as far as I know from some of my friends the problem is that sometimes academic supervisors are difficult to find during guidance and that becomes an obstacle. students in the proposal or thesis processâ
(Ibrohim Al-Adhim) .

3. Lecturers are difficult to find

The next problem is that lecturers are sometimes difficult for students to find. This is because lecturers have *their own activities* and each lecturer has different activities, making it difficult for students to meet them (Kurniawati et al., 2017) . This was expressed by two students, Siti Khoirunnisa and Ayu Nida, as follows:

Actually, I don't know what the problems are with academic guidance, but as far as I know from some of my friends, the problem is that sometimes academic supervisors are difficult to find during guidance and this becomes an obstacle for students in the proposal or thesis process
(Siti Khaerunnisa).

In my opinion, the problem with academic guidance at the Tarbiyah and Teacher Training Faculty of UIN Sultan Maulana Hasanuddin is that some of the lecturers are difficult to meet because they are busy, even though we have made an appointment with the academic supervisor (Ayu Nida).

Not programmed yet

The next problem with academic guidance is that there is no clear program related to academic guidance, such as academic guidance guidelines or others (Partawibawa et al., 2014). This happens because the current dean has just taken office, so there needs to be gradual

improvements. Likewise, the academic guidance guidance is not yet complete, including guidance techniques. This is as explained by Hafid Rustiawan.

> *The problem is perhaps there is a lack of communication between students and lecturers, for example, now I have stayed in* the room *since morning, but there are no students for guidance, perhaps because it is not programmed. It has been in Sudan for a long time, in fact there is a general academic guidance book, but it is only general, not yet available. the technical and yesterday we got to the technical and the equipment that will be prepared by the Faculty, God willing, it will go well, stay with the students and lecturers in communication.* (Hafid Rustiawan).

Lack of initiative

The next problem is the lack of initiative from students and lecturers in implementing guidance. Sometimes students are embarrassed to convey the problems they are experiencing or supervisors sometimes do not ask about their students' progress (Saputra et al., 2013). This makes the guidance process more administrative.

> *I have never raised a problem with my academic supervisor about problems that hinder my studies, because 2 years ago there was a spread of the Covid-19 virus, so lectures were conducted online and academic guidance was hampered*
> (Siti Khaerunnisa).

From the explanation above, the core problem causing obstacles to academic guidance is the lack of outreach to supervisors and students, the absence of systematic and technical academic guidelines. When students and lecturers understand their respective rights and obligations, of course they will have a sense of responsibility (Hayati, 2020) . Apart from that, the academic guidance program at Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten also lacks systematic supervision, there is a need for a team to supervise academic guidance. Supervision can be carried out administratively, such as creating a consultation book or similar.

Academic Guidance Solutions

Every problem must have a solution, as well as academic guidance problems there must be a solution to function the role of academic supervisor (Pratomo, 2015). The Faculty of Tarbiyah and Education implemented a series of steps to enhance academic guidance. Firstly, they created an academic guidance handbook. Secondly, they utilized digital platforms to disseminate information and resources effectively. Thirdly, they conducted socialization sessions to familiarize stakeholders with the academic guidance guidelines. Finally, they established a system for academic guidance control to monitor and ensure the implementation of the guidelines effectively.
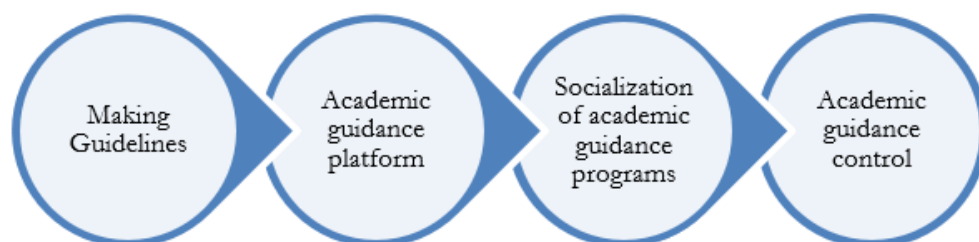

Image 1. Academic Guidance Solutions

The solutions are as follows:

Making academic guidance guidelines

An academic guidance guide is created so that the academic guidance scheme is well planned. Supervisors and students can refer to the academic supervision guide which contains rights and obligations and procedures regarding academic supervision (Fitri et al., 2019) . Making an academic guidance guide is considered necessary because in recent years, Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten has not printed an academic guidance guide. This is as explained by Hafid Rustiawan.

> *There are actions and reactions based on the background because of the lack of effectiveness of academic* guidance *, recently the faculty held an up grade for the function of academic lecturers, finally determining the minimum per semester of at least 3 guidance (beginning, middle and end of lectures).*

From the explanation above, the problems that have arisen in academic guidance at Tarbiyah and Teacher Training Faculty have given rise to reactions from current Tarbiyah and Teacher Training Faculty office holders. The dean is currently starting to hold *an up grade* regarding the function of academic supervising lecturers by holding an academic supervising guide *workshop* . This was also emphasized by one of the students, Ayu, that, " *My suggestion regarding better academic guidance activities is to provide an academic guidance manual that can be used by students and lecturers* (Ayu Nida) . This shows that lecturers and students really need academic guidance, as a forum for them to carry out their duties and rights.

Academic guidance platform

Academic guidance at the Tarbiyah and Teacher Training Faculty of UIN Sultan Maulana Hasanuddin Banten requires a platform and facilities and infrastructure. This is because supervisors are sometimes difficult to find or busy, so students are reluctant to carry out academic guidance. This platform can be *Google Meet* or *Zoom Meeting.* As stated by Ayu Nida Nuriyah:

> *My solution* is *that when the lecturer is busy, he can do online tutoring, and there is a good response from the lecturer to students who want to do tutoring*
> (Ayu Nida)

From the explanation above, Ayu Nida conveyed suggestions for implementing guidance for lecturers who cannot be met by students, namely through online guidance. Online tutoring can make things easier for lecturers and students who have limited time or space. This is because digital platforms are not limited by time and are easy to use. However, there needs to be clear rules regarding online academic guidance. This rule needs to be included in the academic guidance guide (Haluti, 2019) .

> *The solution must be clarity between students and lecturers, don't wait for a sudden meeting. There must be someone to facilitate, for example at the beginning of a program that must be conveyed to new students, that later they will have a supervisor and they must contact the supervisor as a group*
> (Hafid Rustiawan)

Socialization of academic guidance programs

This socialization was carried out to convey the rights and obligations of lecturers and students regarding academic guidance. This socialization aims to emphasize on them the need to reinstate academic guidance. This is important because sometimes lecturers and students underestimate academic guidance (Busra Febriyarni, 2018) . Even though academic

guidance is a right and obligation for them. This is also to introduce new students, especially, so that they get used to carrying out academic guidance. This was stated by student Ayu,

> *My solution might be to socialize again about academic guidance, regarding the function of academic guidance, especially to new students, so that they get used to doing academic guidance from the start and academic guidance can run again*
> (Siti Khaerunnisa).

The socialization also aims to introduce the function of academic supervisors for *students*, where academic supervisors can be a place to solve problems, both technical and personal problems (Akhmad Muhaimin Azzet, 2012) . Academic supervisors can provide solutions for students and motivate them. As explained by Hafid Rustiawan.

> *If that's the case, it's good, just socialize it to the students, the students have to know how to work together with the lecturers and I think this is going well, the lecturers and students get to know each other. Nowadays, many students have technical and personal problems, and students can also ask their supervisors for advice, because lecturers also have an obligation to help them apart from academic problems. The guidance that I do is done door to door or individually, well, guiding according to what they ask. For example, asking why my grades were bad in other people's courses but asking me, then there were also those who asked about my parents' problems, then about economic problems. So there was a student who already had an appointment with me but when I was waiting, he told me that he couldn't make it today, because there was no fare to go to his campus. What I pay attention to is not only the issue of achievement but I pay attention to technical errors such as family and economic problems so we have to provide solutions*
> (Drs. H. Hafid Rustiawan).

From the explanation above, Drs. H. Hafid Rustiawan, M.Ag. provide *outreach* to students to emphasize the role of academic advisors for them.

Academic guidance control

In order to enhance the effectiveness of academic guidance control at the Faculty of Tarbiyah and Education, an initiative has been undertaken by creating a WhatsApp group. This group serves as a communication platform among academic advisors from each study program, where they can share information related to academic guidance. As part of this process, the advisors send photos of academic guidance sessions along with the list of names of the students they have guided, facilitating more detailed monitoring and evaluation of students' academic progress.

CONCLUSION

Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten is creating and updating academic guidance guidelines. Academic guidance guidelines are created so that the academic guidance scheme is well planned. Supervising lecturers and students can refer to the academic supervision guide which contains rights and obligations and procedures regarding academic supervision. Making an academic guidance guide is considered necessary because in recent years, Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten has not printed an academic guidance guide. Socialization of academic supervisor guidelines also needs to be carried out to supervisors and students. This socialization was carried out to convey the rights and obligations of lecturers and students regarding academic guidance. This socialization aims to emphasize on them the need to reinstate academic guidance. This is important because sometimes lecturers and students

underestimate academic guidance. Even though academic guidance is a right and obligation for them. This is also to introduce new students, especially, so that they get used to carrying out academic guidance.

Apart from that, for academic guidance at the Tarbiyah and Teacher Training Faculty of UIN Sultan Maulana Hasanuddin Banten, platforms and facilities and infrastructure need to be provided. This is because supervisors are sometimes difficult to find or busy, so students are reluctant to carry out academic guidance. This platform can be Google Meet or Zoom Meeting.

BIBLIOGRAPHY

Afrianti, V., & Hidayat, A. (2014). *Hubungan peran pembimbing akademik dengan motivasi belajar mahasiswa D III Kebidanan Semester IV STIKES 'Aisyiyah Yogyakarta*. Skripsi thesis, STIKES 'Aisyiyah Yogyakarta.

Aisyah, S. (2018). *Persepsi mahasiswa prodi PAI angkatan 2013 terhadap pelayanan di subbagian akademik kemahasiswaan FTIK IAIN Palangka Raya*. IAIN Palangka Raya.

Akhmad Muhaimin Azzet. (2012). *Bimbingan dan konseling di sekolah*. Arruz Media.

Busra Febriyarni. (2018). Peran dosen penasehat akademik (PA) Prodi Perbankan Syariah Jurusan Syariah dan Ekonomi Islam STAIN Curup dalam menangani permasalahan mahasiswa. *Islamic Counseling : Jurnal Bimbingan Dan Konseling Islam*, *2*(2), 134–152.

Dwi Harianto. (2017). *Pengaruh pelaksanaan bimbingan akademik terhadap peningkatan prestasi belajar mahasiswa jurusan pendidikan agama Islam Angkatan 2013 Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar*. Skripsi. UIN Alauddin Makassar.

Fitri, D., Fitri, D. M., & Nurhidayah, N. (2019). Hubungan peran pembimbing akademik dengan prestasi belajar. *Jurnal Inovasi Pendidikan MH Thamrin*, *3*(1), 7–12. https://doi.org/10.37012/jipmht.v3i1.81

Haluti, A. (2019). Penerapan prinsip-prinsip manajemen berbasis sekolah (MBS) di SMA Muhammadiyah Luwuk Kabupaten Banggai. *Journal of Teaching Dan Learning Research*, *1*(2), 67–76. https://doi.org/10.24256/JTLR.V1I2.944

Hayati, H. L. (2020). *Sistem kepenasehatan akademik di Sekolah Tinggi Agama Islam Negeri Madinah Kabupaten Mandailing Natal*. STAIN Madinah

Hortensi, G. (2020). Penerapan bimbingan kelompok dengan teknik konseling individual untuk meningkatkan disiplin belajar siswa SMK Negeri 5 Mataram. *Indonesian Journal of Educational Development*, *1*(2), 159-169. https://doi.org/10.5281/zenodo.4003791

Huijbers, W., Elswijk, G. Van, Spaltman, M., Cornelis, M., Schmand, B., Alnaji, B., Yargeau, M., Harlock, S., Dorn, R. P., Ajtai, B., Westphal, E. S., & Pinter, N. (2023). Clinical validity of intellispace cognition digital assessment platform in mild cognitive impairment. *MedRxiv, The Preprint Server For Health Sciences.* https://doi.org/10.1101/2023.02.28.22283846

Ilyas, I. (2008). Peran Ideal Dosen Pembimbing Akademik Dan Prestasi Belajar Mahasiswa. *EDUCARE, 6*(1), 85-94. http://jurnal.fkip.unla.ac.id/index.php/educare/article/view/73

Jannana, N. S. (2013). *Peranan penasihat akademik (PA) dalam meningkatkan hasil belajar mahasiswa program studi pendidikan administrasi perkantoran Universitas Negeri Yogyakarta Tahun 2012*. Universitas Negeri Yogyakarta.

Kurniawati, T., Kurniawati, T., Anita, F., Astuti, D. S., & Sari, D. S. (2017). Persepsi Mahasiswa terhadap peran dosen pembimbing akademik program studi bahasa Inggris IKIP PGRI Pontianak 2016. *Edukasi: Jurnal Pendidikan*, *14*(2), 305–319. https://doi.org/10.31571/edukasi.v14i2.362

Kusumaningtyas, A. K. L. E. (2014). Efektifitas fungsi pembimbing akademik dalam melayani mahasiswa yang dibimbing (Penelitian pada Program Studi Bimbingan dan Konseling FKIP Universitas Slamet Riyadi Surakarta tahun Akademik 2012/ 2013). *Widya Wacana: Jurnal Ilmiah*, *9*(1), 245-258. https://doi.org/10.33061/WW.V9I1.953

Meleong, L. J. (2004). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.

Mimis, M., El Hajji, M., Es-saady, Y., Oueld Guejdi, A., Douzi, H., & Mammass, D. (2019). A framework for smart academic guidance using educational data mining. *Education and Information Technologies*, *24*(2), 1379–1393. https://doi.org/10.1007/S10639-018-9838-8/METRICS

Nurhayati, E. (2011). *Bimbingan konseling & psikoterapi inovatifi*. Pustaka Pelajar.

Partawibawa, A., Fathudin, S., Widodo, A., Pendidikan, J., Otomotif, T., & Uny, F. T. (2014). Peran pembimbing akademik terhadap pembentukan karakter mahasiswa. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *22*(1), 1–8. https://doi.org/10.21831/JPTK.V22I1.8851

Pratomo, A. B. (2015). *Penerapan tugas dosen penasehat akademik prodi PAI berdasarkan standar pedoman akademik di STAIN Palangka Raya*. Skripsi, STAIN Palangka Raya

Purnadewi, G. A. A., & Widana, I. W. (2023). Improving student's science numeration capability through the implementation of PBL model based on local wisdom. *Indonesian Journal of Educational Development (IJED)*, *4*(3), 307-317. https://doi.org/10.59672/ijed.v4i3.3252

Saputra, N. A., Yusuf, A. M., & Syahniar, S. (2013). Kinerja dosen penasehat akademik dan hubungannya dengan masalah akademik mahasiswa dalam perkuliahan guru. *Jurnal Konseling Dan Pendidikan*, *1*(3), 28–35. https://doi.org/10.29210/110900

Sugiyono. (2009). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R & D*. Alfabeta.

Sumandya, I. W., Widana, I. W., Suryawan, I. P. P., Handayani, I. G. A., & Mukminin, A. (2023). Analysis of understanding by design concept of teachers' independence and creativity in developing evaluations of mathematics learning in inclusion schools. *Edelweiss Applied Science and Technology*, *7*(2), 124–135. https://doi.org/10.55214/25768484.v7i2.382

Widana, I. W., Sumandya, I. W., Citrawan, I. W., Widana, I. N. S., Ibarra, F. P., Quicho, R. F., Delos Santos, M. R. H. M., Velasquez-Fajanela, J. V., & Mukminin, A. (2023). The effect of teacher's responsibility and understanding of the local wisdom concept on teacher's autonomy in developing evaluation of learning based on local wisdom in special needs school. *Journal of Higher Education Theory and Practice*, *23*(10), 152-167. https://doi.org/10.33423/jhetp.v23i10.6189