

ACADEMIC GUIDANCE MANAGEMENT IN ISLAMIC STATE UNIVERSITY SUNAN GUNUNG DJATI BANDUNG

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Abstract

This research starts from the observations of researchers regarding the condition of the academic guidance at UIN Sunan Gunung Djati Bandung. Academic advisers are lecturers who are appointed and assigned the task of guiding a group of students who aim to help develop the individual potential of students. However, the results of the observation illustrate that the role has not yet proceeded as it should and not accompanied by clear and detailed guidelines for both the lecturer and the students themselves.

This study aims to obtain an ideal academic guidance management model design for students at UIN Sunan Gunung Djati Bandung by considering: a) general description of academic guidance experienced by students; b). operational student academic guidance; and c). Academic guidance content provided to students.

In this study there is only one variable, namely academic guidance management which means the application of management functions in academic guidance activities. The approach used in this research is mixed methods research, where the researcher seeks and analyzes the data obtained both quantitatively and qualitatively simultaneously, which is then processed and presented using descriptive statistics. The respondents in this study were students and lecturers who were representatives of 8 faculties at UIN Sunan Gunung Djati Bandung.

The results of the study are presented in 4 major sections, namely; general description of academic guidance, operational academic guidance, academic guidance content and academic guidance management that have been taking place at UIN Sunan Gunung Djati Bandung. General description of academic guidance contains the objectives of academic guidance, rights, and obligations of academic supervisors and guidance students. The operational academic guidance of students is focused on the point of time guidance, guidance cards and indicators of the success of guidance. In the aspect of academic guidance content given to students, researchers focus on 4 points, namely; academic guidance, personal guidance, social guidance, and career guidance. Management in academic guidance activities themselves have several functions that have not been discussed in detail in this study. This is because researchers only focus this research on the functions of planning, organizing and controlling. The function of decision making, staffing, communication and direction is highlighted by the researcher on the proposal or recommendation of the ideal academic guidance management pattern that should apply in UIN Sunan Gunung Djati Bandung.

Based on the data obtained then the researcher gives advice; both theoretical, suggestions for further research and suggestions for validating the design of academic guidance management that is ideal for UIN Sunan Gunung Djati Bandung which has been designed by researchers.

Keywords:

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A. INTRODUCTION

The purpose of national education according to Law number 20 of 2003, article 3, about the national education system is to develop the potential of students to become human beings who believe and fear the Almighty God, are noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

While the purpose of Higher Education According to PP No. 60 of 1999 concerning Higher Education (PT), Article 2, are: 1. Prepare students to become members of the community who have academic and/or professional abilities that can apply, develop and/or enrich the repertoire of science, technology and/ or art; and 2. Developing and disseminating science, technology and /or art and striving to use it to improve people's lives and enrich national culture.

Therefore, activities in higher education must aim to achieve the general goals of national education as well as specific objectives in higher education above. All the resources in universities, especially human resources must be able to help students to achieve the goals of higher education.

It can be seen that the purpose of education is not only academic achievement, but also developing the personality of the students, the ability to relate to and socialize with the environment they are in and be able to work and use the knowledge they have later. Therefore, all the resources in the education world must have the ability to achieve the goal of developing all aspects of the student.

One effort to realize the goal of education in higher education is by providing academic advisers for students. Academic advisers are lecturers who are appointed and assigned the task of guiding a group of students who aim to help develop the individual potential of students. However, so far the role of the Academic Supervisor (PA) function in many universities is limited to validation, which is limited to consultation and signatures of filling out Forms / Study Plan Cards (FRS / KRS), so that meetings between students and PA are still

low and role effectiveness and its function is not optimal.

Based on the results of observations and preliminary interviews conducted by the researchers found the fact that most academic advisers at UIN Sunan Gunung Djati Bandung only meet once in one semester. Especially when entering the new semester, students meet academic advisers only to sign KRS / FRS. Meanwhile for students who are already in the final semester, the frequency of meetings usually increases with thesis guidance. Generally a meeting of students with academic supervisors is limited to discussing academic issues with a relatively short time. While other aspects of student development are almost never mentioned, such as personality, social aspects, student career preparation and so on.

Lecturers as academic supervisors at UIN Sunan Gunung Djati Bandung were also not given guidance on how to guide students so that the process carried out by each lecturer went on without any clear rules or targets. Academic advisers also never get training or just given an understanding of what their duties, authorities and responsibilities are as a supervisor. Students also do not know what rights they can get from their academic advisers while they are students.

Another phenomenon that is also found in the field is that academic supervisors themselves do not know about the development of student guidance. Whether academic guidance students take a leave of absence, move majors or stop college, often do not know. There are also students who prefer other lecturers to be used as a place to "vent" or discuss academic issues and other issues, rather than discussing with their own academic supervisor. When confirmed the reason why students more often consult with other lecturers, including because: 1) difficult to meet with the academic supervisor for reasons of being busy 2) less comfortable and there is a feeling of reluctance. As a result there is an overload of tasks for some academic advisers, and some of them look more relaxed. There is no coordination between the "shadow"

academic supervisor and the real academic supervisor.

In other cases, there were students who experienced a catastrophe: the father and mother died only one week apart, followed by the death of his sibling, his academic supervisor himself did not know what happened to the student's . In fact, other lecturers who are not academic advisers know better.

Another fact that was collected by researchers was the high interest of students who enrolled to take part in counseling sessions at the psychology service unit in the Faculty of Psychology. Not only did the Psychology students come but many students from other faculties also registered themselves. In fact, they are willing to enter the waiting list to get the turn of counseling services. This condition was complained of by the work team in the psychology service unit. Even after the case was dealt with, there were a lot of actual cases that could be carried out by academic advisers.

B. METHODOLOGY

The approach used in this study is mixed methods research, where researchers search and analyze the data obtained both quantitatively and qualitatively simultaneously. This is consistent with the opinion of Creswell (2008: 552) which states that "a mixed method of research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem".

The mixed method type used in this study is explanatory mixed methods designs. Where researchers collect data through 2 phases in sequence, namely quantitative data first and then proceed with qualitative data.

This research was conducted with the aim to produce a pattern of academic guidance management at Sunan Gunung Djati UIN Bandung. In order to achieve this goal, the research was carried out through several stages of Focus Group Discussion (FGD) described below.

1. FGD I, which was conducted by the two researchers accompanied by 3 other

lecturers and a resource person. This FGD I was focused on determining the design of the research to be carried out in this study.

2. FGD II, which was held by researchers attended by 14 lecturers who were representatives of 8 faculties in Sunan Gunung Djati UIN, lecturer representatives from several other universities as well as 40 students who were representatives of 8 faculties at UIN Sunan Gunung Djati Bandung. The FGD II was also guided by a moderator and guided by a resource person. FGD II is focused on finding data and analyzing the duties, rights and obligations of academic lecturers, as well as academic guidance procedures, both of which have been running at UIN Sunan Gunung Djati Bandung, as well as ideal conditions that should and should be expected.
3. FGD III, which was organized by researchers who were guided by a moderator, guided by a resource person, followed by 5 lecturers and 10 students who were representatives of several faculties at UIN Sunan Gunung Djati Bandung. This FGD III aims to discuss data that has been obtained by previous researchers.
4. FGD IV, which was conducted by researchers who were guided by a moderator, guided by a resource person, followed by 5 lecturers and 10 students who were representatives of several faculties at UIN Sunan Gunung Djati Bandung. This IV FGD was conducted by researchers to explain the results of research conducted by researchers.

In discussing research subjects, researchers focused on two things, namely, unit of analysis and respondents. Although in a number of studies, respondents can be the same as the unit of analysis, but both are two different things (Furqon, 2010: 21). Respondents are subjects who directly answer questions in interviews or fill in data collection instruments such as tests or questionnaires. The respondents in this study

were lecturers and students who were representatives of 8 faculties at UIN Sunan Gunung Djati Bandung.

In this study there is only one (1) variable, namely academic guidance management. Academic guidance management means the application of management functions in academic guidance activities. The application can be described as follows:

- a. Planning.
Arranging academic guidance activities programs, from annual programs to daily programs in the form of service units (satlan) and supporting activity units (satkung) must be carried out by a supervisor.
- b. Organizing
In order for the program that has been prepared to be carried out effectively and efficiently, of course it needs to involve various parties in the university, especially faculties, namely deans, vice deans, department heads and deputy heads of departments and the supervisor themselves. The roles and responsibilities of each party need to be carefully analyzed so that a harmonious relationship occurs.
- c. Staffing.
To improve the professionalism of supervisors, their participation in seminars, workshops or training on academic guidance must be sought. There can also be established academic guidance working groups (such as deliberations between supervisors) who regularly hold meetings to discuss issues encountered in the implementation of academic guidance services at their respective campuses.
- d. Motivating.
Make efforts to increase the work motivation of supervisors through giving awards, incentives and so on.
- e. Controlling.
Evaluate the implementation of academic guidance services, analyze the evaluation results and follow up on the results of the evaluation results.

The instrument used to collect data in this study was prepared by researchers according to their needs. The instruments are in the form of questionnaires arranged in a checklist format and questionnaire in an open question format that aims to collect data on whether the respondents (both lecturers and students) know or not the researched aspects relating to the management of academic advisors, especially at UIN Sunan Gunung Djati Bandung. Data obtained from this questionnaire are data in quantitative and qualitative forms. The instrument grid in this study deals with a). Basic Concept of Academic Guidance; b). Academic Guidance Operational Data; and c). Content Academic Guidance.

The data in this study were mostly obtained by researchers using indirect techniques. The indirect technique was chosen by the researcher because the aspects measured were quite large so that the data could be netted more optimally. The method used by researchers is to use scale and open questions. Through both methods, the researcher obtained data relating to the following matters below.

The statistical technique used to analyze data relating to academic guidance management is descriptive statistical analysis. This technique was chosen by researchers because in this study the use of complex statistics was not carried out and more using simple descriptive statistics (Sunanto, 2005: 93)

C. RESULTS AND DISCUSSION

Management is a process of planning, organizing, leadership and controlling all organizational resources to achieve the goals set. While academic guidance management in higher education, which in the context of this research is focused on UIN Sunan Gunung Djati Bandung including guidance and counseling management which means implementing various functions in management and using the seven management functions as follows:

- a. Decision making, which is a conscious process of action chosen from various

- existing variables, is intended to achieve the desired results.
- b. Organizing, that is the process structure and job allocation is determined.
 - c. Staffing, which is the process of a manager choosing, training, lifting and dismissing his subordinates.
 - d. Planning, that is the management process anticipates the future and formulates the best alternative with a series of actions.
 - e. Control, that is the process of measuring the ongoing implementation and is a clue to several previously set goals.
 - f. Communication, that is the process of ideas (ideas) delivered to other people in order to achieve the desired results effectively.
 - g. Direction, that is the process of carrying out the real work of a subordinate being guided to achieve general goals.

When the process of data collection in the field regarding the management of academic guidance at UIN Sunan Gunung Djati Bandung, researchers did not answer all questions related to the seven functions above. Researchers only focus on planning, organizing, and control functions. While in the proposed recommendations given by researchers at the end of this study the researcher gave to the functions of other majors as decision makers, staffing and direction.

The data obtained in this study are grouped into three aspects, namely aspects of the general overview of academic guidance, operational academic guidance, and academic guidance content.

In the aspect of the general overview of academic guidance that runs at UIN SGD Bandung, researchers focus on the rights and obligations as well as the authority of academic supervisors and student guidance. From the data obtained, both quantitatively and qualitatively it can be seen that in fact all lecturers know the purpose of conducting academic guidance. However, not all lecturers nor know their rights and obligations as academic guidance. As for student respondents,

there are still quite a lot of people who do not understand the goals, rights and obligations of the academic guidance process. This of course makes the academic guidance process that should be utilized to be not optimal. Some students and lecturers only carry out the academic guidance process as a formal activity that does not provide many tangible benefits for students, such as only signing the KRS form at the beginning of each semester.

In the operational aspects of academic guidance, researchers focus on aspects of time, cards / guidance books and indicators of the success of academic guidance. Quantitative and qualitative data obtained by researchers from the lecturer respondents and students in the 8 faculties at UIN SGD Bandung illustrate that most respondents did not know and did not have regular and periodic coaching time schedules, whereas formally the times for carry out academic guidance, such as at the beginning of the semester, the middle and the end of the semester. Whereas regarding the card or guidance book, it is obtained field data that the guidance book is available but only used to fill in matters related to academic content only, such as the value and weight of the credits taken by students. Cards or academic guidance books are almost never filled by lecturers or students related to the problems experienced by students regarding the lecture processes and the solutions provided by the supervisor. This can occur due to several conditions such as the lack of socialization regarding the function of the guidance book itself which results in ignorance of the lecturers and the students themselves.

Whereas in the third aspect relating to the content of academic guidance, researchers focus on aspects of academic guidance, personal guidance, social guidance and student career guidance. Field data illustrates that so far most of the academic lecturers have only focused on academic development solely by their guidance students. There are still many lecturers and students who do not know that in addition to academic problems, actually

supervisors are also tasked with helping to develop students' personal selves, guiding the conditions of social development and career development of their students. As a result, the ignorance of the function of the academic supervisor to be narrow is limited to lecture problems only. Students do not get the maximum benefit from the existence of academic supervisors at UIN SGD Bandung.

D. CONCLUSION

From the research that has been done by the researcher, there are some conclusion points as below:

- a. General description of academic guidance at UIN Sunan Gunung Djati Bandung contains the objectives of academic guidance, rights, and obligations of academic supervisors and guidance students. From the field data, it was obtained the fact that for the purpose of the implementation of guidance almost all the lecturers who were respondents already knew it, but for points relating to the rights and obligations of both lecturers and students there were still many who did not know. This resulted in the guidance process not running optimally and could not be fully utilized by students at UIN Sunan Gunung Djati Bandung.
- b. Academic guidance operations of students at UIN Sunan Gunung Djati Bandung are focused on the point of time guidance, guidance cards and indicators of successful guidance. The research data shows that the implementation of guidance time is mostly done by lecturers and students only at the beginning of the semester during the KRS endorsement, after that there is no control function performed by the lecturer regarding the condition of the student both in the middle of the semester and at the end of the semester. The guidance card at UIN Sunan Gunung Djati Bandung is actually in the form of a guidance book that has been prepared by the University quite well. However, in its implementation the book is only used to record GPA and course
- contracts to be taken by students in the following semester. Students and lecturers almost never write the guidance materials that they carry out. The last point in this aspect is discussed about indicators of the success of academic guidance management. At this point, it can be concluded that there are more lecturers and student respondents who do not know in detail and specifically about what is the indicator of the successful implementation of academic guidance at UIN Sunan Gunung Djati Bandung. However, there are a small number of respondents who generally describe indicators of the success of academic guidance that are limited to general matters in the field of academic success of students; such as achieving a high GPA and graduation on time.
- c. In the aspect of academic guidance content given to students at UIN Sunan Gunung Djati Bandung, researchers focused on 4 points, namely; academic guidance, personal guidance, social guidance, and career guidance. Quantitative and qualitative data obtained by researchers illustrate that the implementation of academic guidance is still focused only on the guidance of academic problems and has not yet come to discuss issues related to personal, social and career development of students. In addition, the lecturer respondents also gave suggestions to also develop guidance patterns related to students' spiritual morals since UIN Sunan Gunung Djati Bandung is an Islamic-based university.
- d. Management in academic guidance activities themselves have several functions that have not been discussed in detail in this study. This is because researchers only focus this research on the functions of planning, organizing and controlling. The function of decision making, staffing, communication and direction is highlighted by the researcher on the proposal or recommendation of the ideal academic guidance management pattern that should apply in UIN SGD Bandung based on the

results of objective data obtained by researchers in the field and excerpted by researchers in the recommendations of the research results.

Based on the results of the research that has been described, there are some suggestions that the researchers submitted.

- a. The recommendations of academic guidance management proposed by researchers in this study are still theoretical. Therefore, in further research it is recommended to conduct a trial process in order to obtain good validation of the recommendations so that a formula can be tested and can be maximally useful.
- b. This research is an initial research to explore deeply about academic guidance management which has been running at UIN SGD Bandung. After this it is recommended to continue the research by developing an ideal pattern of academic guidance management based on comparisons with management patterns implemented in other universities, taking into account the peculiarities of each of the institutions concerned.
- c. Academic guidance management research is still theoretical. So in the next study it is recommended to make the implementation standards more operational, especially with regard to academic guidance content covering 4 aspects; academic guidance, personal guidance, social guidance and career guidance.

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