

The Student Problems in Guidance and Counseling Unit at Faculty of Medicine, Sultan Agung Islamic University, in 2018

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Abstract: The students from Faculty of Medicine have academic and non-academic problems that can influence their study. The factors affecting academic performance are learning systems, lecturers, and good infrastructures. One of the infrastructure facilities in Faculty of Medicine, Sultan Agung Islamic University (UNISSULA) is a Guidance and Counseling Unit. This unit provides services to develop potential, motivation, interests, and talents of students, as well as a support in alleviating problems so that students can be optimally-developed, problem-free, and successful in their studies. Purpose: to identify the academic and non-academic problems of the students from Faculty of Medicine UNISSULA in 2018. Methods: observational research, simple qualitative and quantitative descriptive. The data were taken from the students from Faculty of Medicine UNISSULA having academic and non-academic problems who took guidance and counseling service in 2018. Findings: In 2018, 135 students from the class of 2010 to 2016 encountered some academic and non-academic issues. Conclusion: The academic problems included the difficulty in understanding lecture material as well as the failure in coping with the lecture modules and learning systems. Meanwhile, the non-academic issues included health, family, place of residence, lack of discipline, signature forgery during class, theft of money, etc.

Keywords: *guidance and counseling, student problems, academic, non-academic*

INTRODUCTION

University students are late adolescents (ages 18-21 years) who might be emotionally unstable and still in the process of physical and psychological growth. Emotional instability can occur because of the desire of adolescents to be independent and be able to socialize with their environment (Jati and Yoenanto, 2013). Emotional instability might impose some negative impacts for the students in terms of social relation and academic achievement, therefore, the students need to possess the emotional intelligent in order to succeed. Patton (2002) classified emotional intelligence into five categories: family relationship, personal relationship, group relationship, human-environmental interaction, and peer interaction.

The results of family education, especially parents, have a role in child development (Harrold and Scheer, 2005, in Rao, 2012). Children or students, besides being influenced by parents, also have the self-confidence to carry out activities and complete learning tasks called self-efficacy (Susilowati, 2009). The self-efficacy of the students is shaped by the family, educational institution and peers which affects the success of learning (Zimmerman, 2009). Self-efficacy can be obtained, changed, and even enhanced if students have experience in solving physical and emotional problems, learning from other's experience, and attending social and verbal invitations from the environment. One way of obtaining self-efficacy is a guidance and counseling process so that students understand the problems they face along with a description of the solution through mentoring by a counselor.

The guidance and counseling process are the interactions which are programmed, systematic, objective, logical, and continuous. It is carried out by a counselor or academic supervisor to the counselee or student to facilitate the optimal development of students' potential. This service helps the students to understand themselves and their environment, to overcome the obstacles and problems experienced by the students or counselees in their studies, and to find out a solution in achieving the success of research and self-independence (Kemendikbud, 2014).

In addition, the guidance and counseling service assists the students: (1) to have an objective and constructive understanding and acceptance of themselves, both related to the various potentials and advantages possessed by students as well as existing weaknesses, both physical, psychological and academic weaknesses; (2) to have a positive attitude and respect for themselves, and their environment; (3) to have the ability to make choices and make decisions objectively, healthily and appropriately; (4) to be able to appreciate their potential skills, not feeling inferior, and be respectful of others; (5) to have a sense of responsibility, which is realized in a form of commitment to their duties or obligations as students, and (6) to have the ability to resolve conflicts and problems that are being faced both internally within themselves and external issues with other people and their environment (Unit BK, 2014).

The guidance and counseling program also play some important functions, such as understanding functions, preventive functions, development support functions, and solving functions or healers. The understanding functions help the students to realize their own potential and their environment so that students can be well-adapted to the situation in dynamic and constructive way. The preventive functions assist the students to anticipate various problems that may arise and encourage the students to prevent and overcome those problems. The development function is realized by creating a supportive learning environment, through information services, tutorials, discussions or brainstorming, home visits, and field trips. The problem solving or healer functions provide assistance or solutions agreed upon with the students who are experiencing problems, both concerning academic issues, personal issues, family problems, and other problems.

The students' learning achievement in Faculty of Medicine is affected by various supporting factors. Not only do some facilities such as well-established learning system, fully-competent lecturers, and adequate infrastructure play an important role in students' achievement, but the availability of guidance and counseling service is also essential as an integral part of the learning process. The guidance and counseling process contributes in helping students achieve success, through the availability of support services for developing potential, motivation, interests, and talents, as well as support for alleviating student problems so that students can develop optimally, can avoid various issues experienced by both academic problems and non-problems academic, so that students can succeed in their studies (Unit BK, 2014).

The problems experienced by the students of Faculty of Medicine are quite numerous and complex, covering a variety of academic and non-academic issues. Some academic problems include attendance in the study, understanding the lecture material, academic achievement, etc., while non-academic problems include family/parent, financial, social, friends, place of interest, talent, and other issues. According to the provisions contained in the student counseling book of Faculty of Medicine UNISSULA Semarang edition X, year 2018, it is stated that the students who need to be referred to the guidance and counseling service are: 1) students who are fail after retaking certain subjects or modules for 3 (three) times or more and/or already reached the third semester with a GPA of less than 2.5; 2) students who are inactive in academic activities for 1 (one) semester or more; 3) students who often skip or are not engaged in participating in

educational activities, such as small group discussions (SGD), skill labs, expert lectures, and others; 4) students with bioethics or criminal issues, such as signature and/or score forgery, theft, etc. (BK Unit, 2018).

The guidance and counseling unit of the Faculty of Medicine UNISSULA has the mission to facilitate: (1) the process of student learning through cognitive, emotional, and behavioral development in a more effective-normative way in order to achieve the success in learning, (2) the student development towards a more optimal and better studies, and (3) the alleviation of student problems through various solutions offered and agreed upon with students and counselors or academic supervisors so that the students obtain the right and better solutions, so they can be successful in their studies.

The counseling technique applied in this study is group and personal counseling. Group counseling has advantage which able to help individuals to encourage problem-solving based on input from other members because feelings and relationships between members are emphasized in the group (Tohirin, 2009). Problem-solving decisions are supported by high awareness that creates changes in individual behavior.

METHOD

This research was a descriptive study with a quantitative approach. The research data in the form of collected facts were then interpreted (Arjanto, 2015). The data were processed in the form of numerical analysis and then analyzed statistically to obtain an overview of the state of the problem experienced by students. The sampling technique was non-probability sampling. Subjects of this research were the students from Faculty of Medicine, Sultan Agung Islamic University Semarang. The samples were the counselee students from the Faculty of Medicine class of 2010-2017 who were referred to the Guidance and Counseling Unit in 2018. The criteria for counselee students were students who were involved in Guidance and Counseling Unit from the study programs, academic advisors, teaching lecturers, or came alone because they had academic or non-academic problems. There were 134 counselee students taken as the samples.

Questionnaire and interview instruments were used as data collection techniques. This research instruments served to identify problems experienced by students. The survey was divided into two sections containing questions about the subject's self, namely: gender, address, place of residence, and period of study that has been taken. Questionnaires for identifying problems contained questions that describe the academic conditions of students when given counseling and filling in on both academic and non-academic problems that interfere with study and problem-solving plans. Analysis of the data was then performed using descriptive analysis techniques and analyzed with Microsoft excel.

RESULTS AND DISCUSSION

The main objective of the research is to identify the problems experienced by undergraduate or pre-clinical students from Faculty of Medicine UNISSULA. The results of this study showed and divided student problems into 2 categories namely academic and non-academic problems. The contents of the questionnaire were a check list of academic and non-academic problems experienced by students. Faculty of Medicine will provide counseling treatment. Guidance and counseling methods provided to students were group and personal methods. Group counseling had a significant effect on students' self-efficacy (Widaryati, 2013). Inam et al (2003) also suggested that Faculty of Medicine students experience anxiety and depression and thus

required counseling and psychiatric support for students whose studies were over time. Based on the research from Susilowati (2009), the higher the self-efficacy of students the learning achievement is increasing, therefore students' success rate also influences by task value. Task values related to performed behavior, perseverance and efforts. Counseling was also carried out in person in a face-to-face relationship between the counselor and students. Students felt safer and were protected by the confidentiality of the problem when expressing the problem personally.

The process of implementing counseling was divided into several stages, namely the identification of cases of students who enter the Guidance and Counseling Unit, identification of problems, counseling or interviews with students about the factors causing problems experienced by students along with finding solutions together, and finally the commitment between students and counselors to solve problems. The interview process applied the principles of confidentiality, volunteerism, openness, independence, dynamism, integration and normalization. This principle was applied by all counselors in the Faculty of Medicine UNISSULA especially in Guidance and Counseling Unit in order to arouse the enthusiasm of students and carried out activities needed to solve problems

Academic programs

Faculty of Medicine UNISSULA implements PBL (Problem Based Learning) for learning method. The learning is divided into several modules. The learning activities of students are in the form of SGD (Small Group Discussion), laboratory skills or practical, and lecturing. Since students have a tight learning activity as well as difficult material; this became the main problems to comprehend the lecture material which reached up to 44.57% (figure 1). The percentage of students' academic problems is listed in Figure 1. The module system also created other academic problems, namely insufficient learning time (15.22%). The majority of students who took part in the survey were students with a GPA under 2.5 -2.75 because of failing the modules or courses (11.96%). Another problem encountered by the students (18.48%) was the laziness in learning to pass a module/course. In addition, 3.26% of students disagreed with the faculty academic system because they felt they could not follow the learning well. These problematic students, even though they have a lack of GPA, had an effort to find the study partner to help them study. The difficulty in finding the study partner also became the students' problem (5.43%). To overcome this problem, starting in 2018, Faculty of Medicine UNISSULA has facilitated "Study Partners Program".

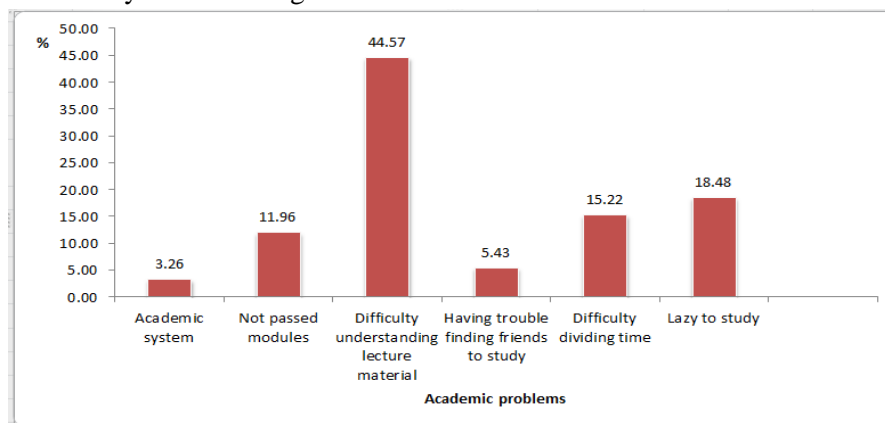


Figure 1. Academic problems of students in the Faculty of Medicine

Academic problems experienced by the students from Faculty of Medicine UNISSULA were not much different from the academic problems faced by the students from Guidance and Counseling Department, Pattimura University. In a study conducted by Arjanto (2015) revealed that the students also experienced academic problems, namely the adjustments to the campus and curriculum, as well as study habits.

Non-academic problems

Non-academic problems are illustrated in Figure 2. The findings of non-academic problems faced by the students were dishonesty due to falsifying signatures in class and falsifying the signatures of supervisors (34.4%), theft by students (0.8%) which was also tried by bioethics because it was considered as a crime; personal problems, namely family problems (11.2%), health problems (0.8%), difficulty waking up (0.8%), falling asleep when studying (1.6%) that also interfere with academic development that caused students to not focus on studying and attending lectures. Family problems that often occur were parents' quarreling and divorce so that the support from home was also important because the house or boarding house is a place of student learning. Home or boarding house that was too rowdy and the other tenants who often invited to travel was also a problem of students with a percentage of 9.6%.

These findings were different in the study conducted by Sutjiato et al (2015) that stated there was no relationship between housing problems with stress experienced by students. On the other hand, there was a relationship between parental influence and student stress. Peers were also a significant source of information about education in shaping knowledge, attitudes, and behavior. However, peer information might also have a negative impact.

The students affected by negative influence from their parents would experience severe stress as much as 2.9 times compared with those who had good parental influence (Sutjiato et al, 2015). Teenagers often experienced a huge dilemma between following the expectations of parents or following their own desires. This situation was known as ambivalence and in this case might create conflict in adolescents. This conflict would affect their efforts to be independent so that it often created obstacles in adjusting to their environment. Negative behavior of lecturers during learning affected the students to experience severe stress as much as 3 times. In order to reduce the students' stress, the lecturers should create positive behavior, such as providing the materials that easy to understand, providing guidance outside of class hours, behaving politely in teaching, not forcing the will when teaching, providing the opportunities for students to express their opinion, being objective in evaluating students, and using fun teaching methods (Sutjiato et al, 2015).

The students also had non-academic problems, namely financial problems (9.6%). Based on the counseling process carried out through an interview, 9.6% of students' parents experienced business congestion which contributed to the late payment fee. In addition, 4.8% of students preferred recreational activities compared to learning because students did not feel motivated to learn. Moreover, 4.8% of students also experience psychological problems. In this case, the students felt pressured to attend lectures or forced by their parents to enter the Faculty of Medicine. It affected the students in a way that they sometimes felt confused and afraid of attending the classes.

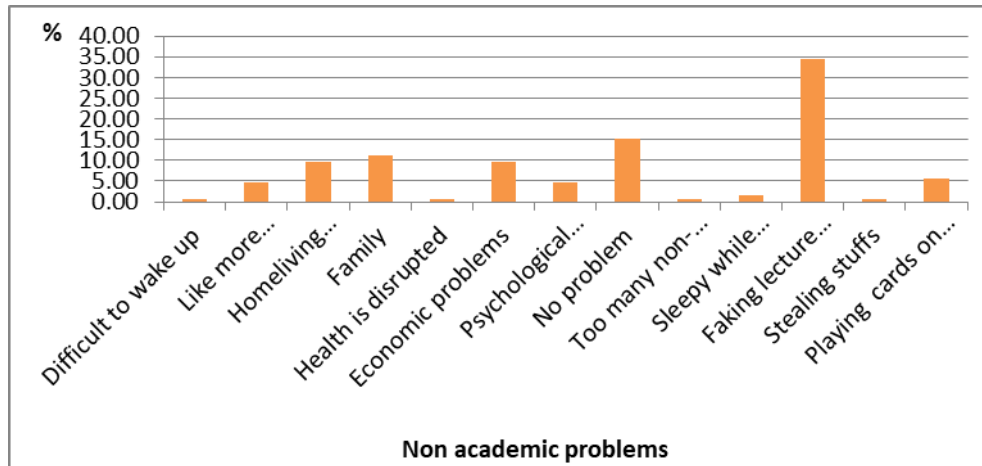


Figure 2. Non-academic problems of students in the Faculty of Medicine

Other non-academic problems are found in Figure 2. Students who were preoccupied by non-academic activities in the form of student organization or part time work have contributed 0.8% of the problems. Cases of violations have also been committed by students, for instance playing cards in the campus environment (5.6%). In addition, there were 15.2% of students who felt that they had no problems because they were unable to identify their own problems.

In this study, it can be seen that students' learning difficulties were realized in the existence of certain psychological, sociological and physiological barriers, causing the learning achievement (student achievement index) fell below the target level. Inam et al (2003) also suggested that Faculty of Medicine students experiencing anxiety and depression required counseling and psychiatric support, especially for those who exceed the study period. The identification of academic and non-academic problems in the Guidance and Counseling Unit is useful for improving the academic system and as an evaluation tool for faculty and lecturers. The results of this study can be used as a reference for the preparation of the faculty and study planning programs.

However, this study is only limited to reduce demographic factors, academic and occupation of family background although that topic is discussed with counselor by interviewing. Further research is suggested using those factors for questionnaire because it is related to emotional intelligence. This research is expected to be a step to enrich various limitations of the research that has been conducted before.

CONCLUSION

The problems of the students from the Faculty of Medicine UNISSULA were academic and non-academic problems. The identification of problems can be taken into consideration for improving the learning and administration system in Faculty of Medicine UNISSULA. The source of the students' problem may raise from the students themselves, family and friends, and the learning system. Student problems can be resolved by providing counseling through the Guidance and Counseling unit.

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