

Perceptions and Expectations of Students Toward Academic Tutoring Services

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Abstract: This study aims to describe the perceptions and expectations of students on academic guidance services. This research is a qualitative study with research subjects as students of Pendidikan Guru Madrasah Ibtidaiyyah (PGMI) IAIN Ponorogo. Data is collected through interviews and observations. The Validity of data by conducting triangulation and continuous observation. Data analysis was carried out since data collection was carried out using an interactive model consisting of three stages, namely data reduction, data entry, and conclusion drawing. The results of the study show: *first*, students perceptions of academic guidance services as one of the facilities provided by institutions for students who need academic, personal, and social assistance to be carried out periodically and continuously. *Secondly*, student expectations on the competence and capacity of academic supervisors. *Third*, student expectations for academic supervisors as a person who motivates and inspires students. Hope the academic supervisors have academic competence and have good communication skills. The synergy of academic abilities and communication of academic supervisors is expected to be able to guide students to become academic, social, and career success individuals.

Keywords: *academic tutoring service, perception, expectation, lecturer academic supervisor*

INTRODUCTION

Quality education is a synergy and integration of three main areas of activity, namely the administrative and leadership fields, the instructional and curricular fields, and the field of student development (guidance and counselling). Education that only carries out administrative and teaching fields by ignoring the field of guidance may only produce individuals who are smart and skilled in academic aspects but lack the ability and maturity of the psycho-socio spiritual aspects (Yusuf L.N, 2008, p. 32).

The provision of student guidance services is urged by the many problems faced by students in the process of academic study. Overall the problems faced by students can be grouped into two categories, namely the problem of study and personal social problems (Nurihsan, 2006). Academic problems are obstacles or difficulties faced by students in planning, implementing, and maximizing the development of their learning. While personal social problems are difficulties faced by students in managing their own lives and adjusting to social life, both on campus and in the environment where they live.

In the 1940s, the idea of the importance of student life services, student development, and counselling was increasingly accepted and became part of what was called the field of student affairs. The service of student life and college counselling is based on emphasizing health and human development as a whole because it influences the entire campus life of students. Fenske argued that the service of student life as a profession developed rapidly in college between the end of the first world war and in the depression of 1930. During this period, many hoped that professionals in the field of student life would be integrated into the main academy program. But that did not happen, and there were no theoretical reasons for implementing student life

programs. Besides, many student service professionals were dismissed during the Great Depression, due to lack of funds and the failure of the employed practitioners to manifest themselves effectively. This impacted on the service life of students at that time as well as now, occupying a very unreasonable place, "very needed but marginalized" (Gladding, 2012).

Socially, students of the Ibtidaiyyah Madrasah Teacher Education Study Program as prospective teachers are expected to have social and personality competencies in addition to professional and pedagogical competencies as mandated by law. Academic guidance efforts that are packaged in communication and education links are expected to bring significant changes to students.

Seeing the facts above, the existence of academic supervisors at IAIN Ponorogo has not run optimally. Empowerment simultaneously and continuously the ability of academic supervisors about goals, targets, systematics of services related to student life services that synergize with institutional policies. For academic guidance services to be more effective and appropriate the needs of students, consideration of the model of guidance services to be applied is an important thing that needs to be formulated and decided by the institution. Based on the search found studies regarding academic guidance services, including: (Bhakti, 2015); (Suprihatin, 2016); (Safi, 2015); (Rinala, Yudana, & Natajaya, 2013); (Anidar, 2012); (Choi, Calero, & Escardibul, 2012); (Russ, 2017a); (Napitupulu et al., 2018); (Rothman & Henderson, 2011); (Berberoğlu & Tansel, 2014); (Guerra-Martín, Lima-Serrano, & Lima-Rodríguez, 2017); (Borghi, Mainardes, & Silva, 2016); (Borghi et al., 2016); (Davis & Dargusch, 2015); (Russ, 2017b).

Communication according to Devito (2007) is the process of sending and receiving messages between two people or among a small group of people, with some effects and how much feedback is instantaneous. Interpersonal communication or interpersonal communication is the process of exchanging information and transfer of understanding between two or more people from a small group of people with various effects and feedback. The existence of interpersonal communication is created a warm relationship, as is the case with academic guidance services (Chaer, 2017).

Research on communication as an effort to exchange meaning. Communication includes every behaviour that other humans feel and interpret: and that is an individual's understanding of what matters. Communication includes sending both verbal messages (words) and nonverbal messages (tone of voice, facial expressions, behaviour, and physical settings). This includes conscious messages sent as well as messages that the sender is aware of sending. Communication, therefore, involves a multi-layered, complex dynamic process through which individuals exchange meaning, see (Hussainy, Styles, & Duncan, 2012); (Joshua C. Collins, n.d.); (Westerik Henk, 2009).

METHOD

The method used in this study is a descriptive approach that departs from the type of qualitative study. The phenomenon that occurs in the field is the main reference for why the problems in this study are important to be raised and discussed. When academic guidance services for students no longer parse academic problems and the lack of competence of academic supervisors, this is a feature of academic anxiety.

Academic anxiety when a fact no longer runs according to normal that has been arranged and arranged ideally in many works literature especially in the service guidelines for students by educational institutions. Departing from this matter, this paper is then constructed to look at and analyze existing writings and the results of research that has been carried out. Before entering

the literature search, the researchers looked for an identified academic guidance services. After finding the characteristics of academic guidance services for students, then they can determine the literature and analyze it. This becomes important to go through so that the analysis process becomes erroneously related to the meaning of the academic guidance service itself.

Some research that has been done in the nearest future is a supporting factor and reinforcement for researchers to express discrepancies on the practice of academic guidance services. Borrowing the insider and outsider method developed by Knott (K. Knott, 2005), this study tries to look at the practice of academic guidance services in the eyes of the researchers themselves and also from the results of outsider analysis. Hermeneutic Method M. Khaled Abou El Fadl (Khaled M. Abou El Fadl, 2003) also becomes a reference in looking at the appropriate data. Whereas according to Abou El Fadl the reading of a text or information must pay attention to five specific requirements, namely honesty, diligence, comprehensiveness, reasonableness and self-restraint. Besides that, between text, writer, and reader, negotiation needs to be done which means that reading a text needs to pay attention to environmental conditions and social-cultural writers and the culture that influences it.

RESULTS AND DISCUSSION

The results of the focus group discussion show that not all students face the academic supervisor for various reasons that are acceptable or unacceptable, this problem in observing researchers is not serious. This might be motivated by a package system not a semester credit system at IAIN Ponorogo. Besides the findings of the above note, some lecturers do understand the academic guidance service activities and their benefits for the continuity of the study. This could be due to the lack or lack of socialization about goals, functions, models etc. related to the activities of academic guidance services for students.

a. Student Perception of Academic Guidance Services

Student perceptions of the process of academic guidance services vary, including: *first*, academic services are services that help students deal with the problems faced. *Second*, academic service is a service that provides guidance and direction to life's problems extensively, not just academic problems. *Third*, academic guidance services are services that assist with problems faced by students. *Fourth*, academic services are services in which academic advisers act as homerooms and guardians of students discuss academic and non-academic problems so that they bring comfort in undergoing study. *Fifth*, academic services are guidance services for students who always motivate and shape the ideal character of a student. *Sixth*, In general, informants perceive academic guidance services as very important for students, but are private and closed, meaning that not everyone can hear, especially knowing about the problems faced by each student. So that this guidance service is very suitable even for very introverted students. By consulting and exchanging ideas with academic supervisors, the efforts of students to find a way out will easily be resolved well.

b. Student Expectations for Academic Guidance Services

Student expectations are aimed at the academic guidance service process in the coming semester and are aimed at the ideal picture of an academic supervisor, including: first, the hope of this guidance service is that students become helped to solve all the problems faced with the hope that the academic supervisor is a figure which is a role model in behaving and behaving. Second, the academic service process

is expected to be able to guide and guide the academic supervisor in academic and non-academic activities. Third, the expectation for academic supervisors is to be able to understand student achievement as well as personal problems so that the directed guidance service process is appropriate with the needs of students and convenience is more established.

c. Student Perception Analysis of Academic Guidance Services

Referring to the philosophical, religious, and empirical foundation in the presentation of theoretical studies, academic guidance services should be of increased quality. Given the impact that will occur, the benefits will be so extraordinary felt by various parties. Personally and socially, a student will be more focused on developing all aspects of his potential. Thus it will bring to 'independence' in life which leads to self-actualization which is embodied and mandated as a figure of Allah SWT caliph on the face of the real realization.

Academically, student independence will appear in the responsibility for all matters related to their study activities, starting with the choice of study programs, completing college assignments, and inter-student activities which are all managed responsibly. The assistance of academic supervisors in this case always monitors the activities carried out through two-way communication, so that at least the problem of tidal learning motivation is attempted in a stable condition.

The condition of independence cannot be achieved immediately but through phasing. There are five stages, each of which reflects the quality of one's independence, namely; starting from the lowest stage is to know yourself and the environment objectively, the stage of self-acceptance and the environment, the decision-making stage is accompanied by the stage of self-direction of the decisions that have been taken responsibly, then the highest level is able to actualize themselves fully.

Student perceptions that academic services are services that help students deal with problems faced by students at any time according to their needs facing their academic supervisor. His opinion as guidance according to Natawijaya is a process of providing assistance to individuals carried out on an ongoing basis, so that the individual can understand himself, so he is able to direct himself and be able to act naturally, in accordance with environmental demands so that he will enjoy his happiness and be able to make a meaningful contribution to people's lives in general.

The informant's perception implies the importance of the process of academic guidance services for students. Meaningfully, that guidance is a continuous process, not an activity which is instantaneous or accidental. Guidance is a series of stages of activities that are systematic, planned, and directed at achieving goals. Guidance is helping which is identical to aiding, assisting, or availing, which means help or help. The meaning of assistance in guidance shows that those who are active in developing themselves, overcoming problems, and making decisions are the individuals concerned. Individuals who are assisted are individuals who are developing with all their uniqueness. Assistance in guidance is given with consideration of the diversity and uniqueness of individuals so that their development is optimal. The meaning of optimal development here concerns intellectual abilities, the ability to recognize and understand oneself, dare to accept reality objectively, direct themselves, make decisions on their responsibility as dynamically developing God beings.

Based on the description above, what is meant by guidance is a procedure used in assisting an individual to find maximum satisfaction in their career, education, and vocational. This guidance includes the use of interviewing, testing, and study techniques on client background information to arrive at systematic planning of vocational education or pursuits. Counselling procedures that are close to therapy can also be used by several counsellors. The emphasis and role of the college vary from campus to campus, depending on the type of institution that attracts student interest and support for funded services. The work of a college counsellor is also influenced by the model used to operate. It takes thought and clarity about the process of academic guidance services in the PGMI study program based on a clear foundation, the duties and functions of academic supervisors are also clear, the function of the guidance service itself must also be clear, also the model of academic guidance services in the PGMI study program refers to the model which one must also be considered carefully, so that the purpose of guidance that should lead students to optimal development is in vain.

d. Analysis of Student Expectations on Academic Guidance Services

The informant hoped that with this guidance service students would be helped to unravel all the problems that were being faced along with the expectation that the academic supervisor would be a role model in behaving and behaving. Efficient and effective student guidance can be carried out if supported by counsellors who have adequate personality qualities, professional knowledge and expertise about guidance, as well as adequate psychology of education and are highly dedicated to their duties and profession. Thus, academic supervisors are required in an academic qualification with a minimum level of lector (class III / c). In addition, the quality of the personality and dedication of academic supervisors including being devoted to Allah SWT shows good, trustworthy, honest, and consistent example, has compassion and care for students, willing and selfless in providing guidance services to students and always equip themselves with knowledge and information relating to the need for guidance.

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The expectation of informants with academic guidance services will be able to help smooth lecture activities, in addition to this service will be found solutions to academic and non-academic problems. To be more effective in the implementation of the guidance service process, it is expected that there will always be coordination and socialization of the program and the schedule of academic guidance services. To facilitate the students in achieving successful chess above, the lecturers are required to have a comprehensive understanding of the characteristics, potentials, or developmental tasks of students, and problems that may be experienced.

The opinion of the informant about his hopes for more services that are administrative, because according to him the academic guidance services are services

by academic units under the leadership of the head of the academic sub-section. He hopes that administrative services will be better related to student cards and other administrative matters. The understanding needs to be straightened out by the existence of socialization to students about academic guidance services and benefits that can be taken from this guidance service.

CONCLUSION

Students' perceptions of academic guidance services, that academic guidance services are one of the facilities provided by the institution so that students use their rights as students who need assistance both academically, personally, and socially which is carried out periodically and continuously.

Student exposures at academic guidance services are aimed more at supervisors and the development of self-actualization as human beings are developing so that the service process is comfortable and brings to the smooth study of each student. The expectations of students to guide lecturers include the guidance lecturer in addition to being a role model, once in a position as a friend to share, share, confide in, so that students are not awkward. Students hope that PA lecturers also equip themselves with knowledge about student development and its aspects so that communication will be more effective.

The next hope is aimed at academic guidance service activities, They hope that with this guidance service students will become easier and smoother in their studies because various academic, personal, and social problems that might hinder the pace of study can be quickly addressed as development maturity college student. Thus the independence of students will be more optimal with the realization of academic success, personal success, social success, and career success.

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