

## **Academic Advisors in the Completion of Undergraduate Study: The Role of Arabic Language Lecturers**

**Wa Muna<sup>1</sup>, Miftahul Huda<sup>2</sup>, Syuhadak<sup>3</sup>**

<sup>1</sup> UIN Maulana Malik Ibrahim Malang, Malang, Indonesia; wamunapba72@gmail.com

<sup>2</sup> UIN Maulana Malik Ibrahim Malang, Malang, Indonesia; miftahulhuda@pba-uin-malang.ac.id

<sup>3</sup> UIN Maulana Malik Ibrahim Malang, Malang, Indonesia; syuhadak@pba-uin-malang.ac.id

---

### **ARTICLE INFO**

#### **Keywords:**

Academic Advisor;  
Completion of Undergraduate;  
Study

---

#### **Article history:**

Received 2022-05-23

Revised 2022-09-12

Accepted 2022-12-30

---

### **ABSTRACT**

This study aims to investigate the role of Arabic language lecturers as academic advisors in the State Islamic Institute (IAIN) in Kendaristudents' completion process. Using four faculties as the location for this study, snowball sampling was used to select eight students and nine Arabic lecturers for separate interviews and observations during the consultation process in the 2020/21 academic year. The data analysis was conducted using Academic Advisor theory. As academic advisors, the results indicate that Arabic language lecturers play three crucial roles: motivators, initiators, and problem solvers. This research has implications for academic advising policies and on-time student graduation.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

### **Corresponding Author:**

Wa Muna

UIN Maulana Malik Ibrahim Malang, Malang, Indonesia; wamunapba72@gmail.com

---

## **1. INTRODUCTION**

Most Universities are trying to increase the role of academic supervisors which is an important and crucial task related to student success, satisfaction and retention (Mohebi, 2022) . In short, academic guidance is a developmental process that assists students in clarifying their career goals and developing educational strategies to help them achieve those goals. There are several countries still questioning the lack of competitiveness in the field of higher education, especially in academic guidance and counseling programs (Almaghaslah & Alsayari, 2022) .

Some large campuses such as the University of the United Arab Emirates (UAE), where the UAE has a high student mobility ratio. Around 7.1% of UAE citizens choose a foreign university for higher education, compared to 1.9% in China and 0.9% in India (Shukla, 2020) . This is because the consulting system at the UAE federal universities is a newly developed concept, so little information is presented about its effect on students who have academic supervisors (John Thomas, 2021) .

In addition to the UAE federal universities there is also a large campus in Saudi Arabia, Dammam University complaining of academic advisory/counseling only half of students visit academic advisors and about a tenth report academic advisors being the main source of information on academic issues. Most students seek information from their fellow students.

Judging from the problems above, each campus does have constraints on the policies of academic supervisors who should play an important role in university strategic planning to build a

well-defined, efficient, and successful academic advice system. It is based on the concepts of accountability and responsibility, with the aim of providing high quality consulting services to students. "One of the primary responsibilities of any institution of higher education involves the academic advice of students" (Carl, 1979) .

Academic guidance, especially on the role of Arabic language lecturers in the process of completing students at the Kendari State Islamic Institute (IAIN) can act as a motivator, initiator, and solver of problems faced by students in carrying out their responsibilities as academic supervisors. If these three roles can be fulfilled effectively, then accelerated studies and an increase in student average scores can be the result. Facilitator, guide, and evaluator are additional roles that can be played by academic supervisors in higher education.

Higher education is a new intellectual stage of development in student's life (Ahmad, 2014). During their undergraduate years, students require academic advising and guidance from lecturers who meet certain requirements and are appointed as academic advisors based on the decision letter (SK) of the rector based on the Dean's proposal to their respective faculties (LPM IAIN Kendari, 2020).

Academic advising entails academic advisors coaching their students (Mulyadi, 2003). Douglass (1961) argues that academic advising leads to the lecturers' professional development in ensuring and being conscious of their supervision, individually and collectively, of all educational skills in order to assist and motivate their students during their study.

Academic advising has a close relationship with students' high learning motivation and graduation on time. Therefore, academic advising from academic advisors is one of the most important aspects of undergraduate education to ensure students' academic success (McGill, Ali, and Barton, 2020). Academic advisors' duties can be divided into four categories: 1) specific academic and social problems, 2) emotional or psychological problems, 3) academic and career guidance issues, and (4) administrative duties (Donald A. Biggs, Jane Silon Brodie, 1975). Advice and academic guidance are crucial to the success of students' academic endeavors (McIntosh et al., 2021).

In addition, academic advising plays an important role in encouraging students to graduate on time and indicating their academic achievement (Banat, 2015). Nonetheless, studies on Arabic lecturers as academic advisors and the timely graduation of university students have received little or no attention at this time. Academic advising has a positive effect on and increases students' motivation and interest in learning, which is based on six strengths: 1. Activity, 2. Cooperation, 3. Diversity, 4. Interaction, and 6. Responsibility (Chickering, Arthur W.; Gamson, 1987). Academic advisors can persuade students that differences are a good thing, demonstrating that the advisory relationship can be very responsive to pluralism (Frost, 1991).

The relationship between cognitive and motivational student participation in collaboration with lecturers enhances the effectiveness of the academic advising process. The importance of service to students increases and contributes to all learning outcomes. This implies that students require various types of academic advising. Psychologists concur that student achievement is the result of a systematic interaction between various cognitive and motivational factors (Sedaghat et al., 2011). Therefore, academic supervisors are professors tasked with advising students and are responsible for guiding and advising students in academic matters (LPM IAIN Kendari, 2020). The academic research advisors then facilitate the academic processes of the students, including the management of academic administration and the delivery of lectures based on the semester credit system (SKS). So that students assigned to the course experience no difficulties and can study on time.

Academic advising aims to (a) assist students in adapting to the university environment (in terms of how they act, think, and behave), (b) assist students in implementing effective learning strategies. c) assist students in resolving academic issues; d) assist and advise students in the process of planning their studies and extracurricular activities. To achieve the goals of academic advising, it is conducted in accordance with academic guidelines and based on the advisors' duties and responsibilities, namely: (a) advising students in the preparation of study plans; and (b) taking into

account the number of semester education systems (SKS), also known as the programmable hour credit system. (c) paying close attention to students' course selections for the current semester, and (d) manually or digitally signing the Semester Plan Card (KRS), (e) monitoring student learning progress under their direction (f) assisting students in carrying out a study program for one semester based on the study modules or changes, and (g) being aware of academic problems students face and attempting to find solutions, (h) holding regular consultation meetings with students at mutually agreed upon times, and (i) being responsible for carrying out responsibilities as academic advisor (LPM IAIN Kendari, 2020).

Academic advising is conducted in both offline and online formats. Academic advisors and students meet in person without the use of the internet, or the academic advising is conducted via (a) WhatsApp groups dedicated to academic advising and (b) video calls. In other words, academic advising occurs in two distinct settings: individually (face-to-face) and collectively (via group video calls and Whatsapp groups). This is consistent with Douglass' assertion that academic advising facilitates students' continuous academic development, and that it is more meaningful to supervise them, individually and collectively, in a more effective manner (Douglass, Harl Roy, Rudyard Kipling Bent, 1961) and at the same time enables the students to work together in a study group (Slavin, 2011). The manner in which academic advising is conducted depends on the academic advisors, in this case the assigned lecturers, as they can do it either online or offline, or they can combine both methods depending on the circumstances of both the students and the advisors (Ibrahim 'atha Allah al'awran 2009), and the campus, as the institution that represents the apex of the education system's pyramid, bears great responsibility for academically forming and training students.

Moreover, academic advising affects students' learning achievement (Holland, Westwood, and Hanif, 2020) and has a positive value as an effort to assist and advise students (Drake, 2011). A student's success can be attributed to his personal and situational contribution, as well as to a number of external factors, such as his motivation and success patterns (Bandura, 1986). Academic advisors play a crucial role in the students' academic success and timely degree completion. This is due to the correlation between a person's success in learning and their prior and ongoing interpersonal communication (Rohrkemper, 1989). In this instance, interpersonal communication is the process of receiving messages from (academic advisors) to recipients (students) between two or more people that has an effect and results in feedback between the communicator and communicant. Academic Advisor conveys the message, and the student responds to it (Tubbs, Stewart L., Sylvia Moss, 2005).

Some researchers have conducted studies on academic guidance where the only one is (Fricker, 2015) in the research Fricker found that academic guidance has a direct impact on student learning success. That thing in line with research conducted by the author on academic guidance, especially on the role of Arabic language lecturers in the process of completing the State Islamic Institute (IAIN) in Kendari students can act as motivators, initiators, and problem solvers faced by students in carrying out their responsibilities as academic supervisors. The author believes that if these three roles can be fulfilled effectively, then the acceleration of study and an increase in the average score of students can be fulfilled and get a positive score.

This gives academic advising performed by academic advisors an important role for students and universities, specifically as a future-beneficial discussion partner regarding self-development and as a mediator between experiential situations and the learning process in an effort to maximize educational services (Nurochim, 2021). Other studies indicate that academic advisor mentoring contributes to the development of student character (Partawibawa, Fathudin, and Widodo, 2016) as well as student success in solving academic problems (Anidar, 2012).

This study aims to determine the role of Arabic language lecturers as academic supervisors in accelerating student completion at the State Islamic Institute of Religion (IAIN) in Kendari, because this is a scientific field that has not been touched before. The findings of this study are expected to contribute to the formulation of higher education leadership policies to optimize the academic guidance process by lecturers so that it is more effective in helping students overcome various

obstacles in completing their studies. Therefore, this study formulates a problem statement about how the role of Arabic language lecturers as academic supervisors in accelerating the completion of student studies at the State Islamic Institute of Religion (IAIN) in Kendari?

## 2. METHODS

This research is qualitative and employs a case study methodology. This study was conducted at four faculties at IAIN Kendari, namely the Faculty of Teacher Training and Education, the Faculty of Islamic Economics and Business, the Faculty of UshuluddinAdab and Da'wah, and the Faculty of Sharia. IAIN Kendari is one of the state Islamic universities in Southeast Sulawesi. In this study, eight students were interviewed separately as participants. This study also included interviews with nine of the thirteen Arabic language lecturers at IAIN Kendari, as two of them were on study leave and two others lacked an educator certification. The distribution of the participants is shown below:

**Table 1.** Demographics of Participants

| Participant    | Pseudonyms | Semester | Gender | Roles    | Faculty      |
|----------------|------------|----------|--------|----------|--------------|
| Participant 1  | LA         | 8        | Male   | Student  | FTIK         |
| Participant 2  | MA         | 6        | Male   | Student  | FTIK         |
| Participant 3  | IR         | 8        | Male   | Student  | FUAD         |
| Participant 4  | EI         | 6        | Male   | Student  | FEBI         |
| Participant 5  | ZJ         | 6        | female | Student  | FEBI         |
| Participant 6  | KA         | 8        | female | Student  | FASYA        |
| Participant 7  | DIM        | 8        | female | Student  | FASYA        |
| Participant 8  | NU         | 6        | female | Student  | FUAD         |
| Participant9   | JB         | -        | Male   | Lecturer | IAIN Kendari |
| Participant10  | BL         | -        | Female | Lecturer | IAIN Kendari |
| Participant 11 | BN         | -        | Male   | Lecturer | IAIN Kendari |
| Participant 12 | MW         | -        | Female | Lecturer | IAIN Kendari |
| Participant 13 | AS         | -        | Male   | Lecturer | IAIN Kendari |
| Participant 14 | ID         | -        | Female | Lecturer | IAIN Kendari |
| Participant 15 | WL         | -        | Male   | Lecturer | IAIN Kendari |
| Participant 16 | AKN        | -        | Male   | Lecturer | IAIN Kendari |
| Participant17  | AN         | -        | Male   | Lecturer | IAIN Kendari |

Using the academic advisor theory, the data analysis was conducted in the following stages: First, consider the role of academic advisors and the way they advise and direct their students. Second, the role of academic advisors in shaping and positively bolstering students' aspirations and progress, Third, validating students (Allen, 2016; Baber, 2018; Barnett, 2010). The validation referred to in this study is validation that emphasizes the role of academic advisors in advising students to pursue their active interests, so that academic advisors do not simply wait for students to seek and request their assistance (Martinez and Elue, 2020).

Study this also put forward ethics research using principle ethics study that is caution, respect riches intellectual property, confidentiality, responsible publication responsible, responsible guidance responsible, responsible answer social, non discriminatory, competence, legality, and protection subject human (Kar 2014).

In study there is a number of lecturer who became sample study because each lecturer has given not quite enough answer as Lecturer Advisor Academic (PA Lecturer) of the State Islamic Institute in Kendari who was appointed based on Decision Chancellor and entrusted duty guide student with a purpose for help student complete the study as fast and efficient possible, according to the individual conditions and potential of students.

Beside that student who became sample study is 6th and 8th semester students because in that semester has to do guidance academic in plan studies every semester, so sample expected has can give statement in accordance study this .

This study employed Miles and Huberman analysis for the data analysis phases. During each interview, the authors took notes and asked their informants and each other questions. The author began manually analyzing and coding each interview after completing all interviews. The author employs inductive, deductive, and process coding techniques.

### 3. FINDINGS AND DISCUSSION

The search results indicate that Arabic language lecturers, in performing their duties as academic advisors in assisting students in completing their studies, have three important roles, which are described in the section that follows:

#### 3.1. As a Motivator

Students' learning motivation can be influenced by both internal and external factors. Internal factors originate from within students, while external factors originate from without. This learning motivation will be effective when they receive advice from outside their personality, as they require external motivational encouragement. Therefore, academic advisors play a crucial role in students' academic achievement and timely completion of their studies.

The academic advisor k to inspire the students he supervises, usually gives a kind of motivational words like what the AKN academic advisor lecturer does to LA students, that;

"If you keep practicing well, then you will perform better than now"

Furthermore, as conveyed by ID's academic advisor lecturer to IR students about the importance of achievement in order to be a role model for fellow students,

"Keep having good achievement, so that you can be a role model among your friends"

Then there is the MW academic advisor lecturer who motivates MA students if they want something, they need perseverance in learning, such as the following interview excerpt:

"My son, with perseverance in studying, you will get what you want"

The motivational phrases expressed by the lecturer above were communicated not only during the mentoring process, but also in an informal setting. Furthermore, there are several motivational sentences that are very often used by academic advisor lecturers, as said by JB's academic advisor lecturer when interviewed by the author in motivating ZJ as his student guidance to always improve learning achievement as the following quote:

"Your achievements last semester and this semester are quite encouraging, keep on learning so that your achievements will increase more than the previous one, kid"

It is the same with BL's academic advisor to his mentored students, EI, who motivates him by saying the following:

"No matter how busy you are in participating in various (extra) activities, studying and studying is number one, son, so you can finish on time"

When conducting academic consultations via cell phone or face-to-face, Arabic teachers always give high spirits to their students. The intensity of student learning motivation is the main determinant of academic achievement and timely graduation. The following statements were also made by academic supervisors, as stated by JB's academic advisor that:

"In carrying out my duties as an academic advisor, I always try to be able to give the best to students by motivating them, for example: although extra activities are supporting, college remains number one".

Furthermore, the AN academic advisory lecturer gave high spirits to his NU students by saying:

"Son, having more achievement requires perseverance"

The following is a quote from JB's academic advisor lecturer in giving high enthusiasm to KA's students:

"Keep learning, kid, so that your achievements will increase"

### **3.2. As Initiator**

Initiator, in this case, advising students, based on the number of credits they have, which courses must be taken early. This is because selecting the incorrect course to be programmed can result in a longer study period. As an academic advisor, the Arabic language lecturer acts as the initiator in this regard. They can select, sort, and categorize which courses should be programmed sooner and which should be programmed later. Which topics are dependent, and which are not? This pertains to the accelerated completion of student studies. Errors in programming courses during the current semester will affect the following semester, which will affect the students' ability to complete their studies quickly.

The results of the author's interviews with students are as follow:

"Every time I offer a course, I always confirm in advance which courses I should program earlier with my academic advisor, and he always directs me about which ones I should program first and which ones to end, including elective courses. what I want to program

The following is an excerpt from the author's interview with the student's academic advisor lecturer

"When students consult about the courses to be programmed in each semester, as academic advisory lecturers, before signing their signatures, they first check the courses they want to program. Such as conditional courses, and courses that are related to one another. This needs to be done in connection with accelerating the completion of their studies"

"I give direction and considerations to students regarding which courses are appropriate to offer in the upcoming semester"

"When students meet me for academic consultation, I check the study results card (KHS) and study plan card (KRS) first, if the courses programmed are in accordance with the KHS in this case the Achievement Index (GPA) required in the manual academically, then you are welcome to carry out the course program, while still giving consideration to what courses will be programmed from the semester above it if it has the advantage of the Semester Credit System (SKS)".

### **3.3. As a Problem Solver**

Academic advisors serve as problem-solvers as well. In this case, it is in the form of monitoring student progress, particularly in terms of their academic progress, indicating the existence of a

potentially dangerous situation and identifying problematic students, directing students with academic problems toward solutions and evaluating the progress and academic achievement of students under their guidance.

To fulfill this responsibility, the Arabic language lecturer digs up information on his guidance students who are experiencing academic problems in order to determine the source of these issues. He then consults with these students to find appropriate and prudent solutions to these issues so as not to impede their ability to complete their studies. This is what the informant has stated:

"So far, Arabic language lecturers in carrying out their duties as academic advisors have all gone well according to plan, this is because they establish good communication with their fostered students and inspire them"

"I once had a problem with PPL because I had a baby, but after I raised the problem I was facing, the academic advisor immediately coordinated with the tutor and the head of the study program to find a solution to what I was facing"

"Students asked for my help to find solutions when they wanted to practice field experience (PPL). This is because she has a baby. In my effort to provide a solution to him, I coordinated with his supervisor about the conditions he was facing so that he could carry out PPL and still be able to take care of the baby. Then coordinate with the head of the study program so that in placing the PPL location, the student's condition can be considered so that an easily accessible location is found."

"Students who have academic problems and I know it, God willing, a solution will be found"

"I asked my student academic advisor that if there is an academic problem, please bring it up to find a solution"

"If there is a student under my academic advisor who has academic problems, I try to find a solution so that he can get out of the problem. For example, there is a lecturer who is late in giving grades in the semester that has been exceeded which causes it to be hampered in programming the courses in the semester that will be faced ... in this case as an academic advisor trying to communicate it with the lecturer concerned "

Based on the aforementioned descriptions, it is evident that Arabic language lecturers who serve as academic advisors serve as motivators, initiators, and problem-solvers for students. This is done so that students can complete their coursework properly and on time. The study period and Grade Point Average (GPA) obtained by students can be viewed in the two tables below to determine the level of success of the implementation of academic guidance by Arabic language lecturers:

**Table 2**

| Class Number  | grade-point average | Frequency     | Percent |
|---------------|---------------------|---------------|---------|
| 1             | 3.64-3.68           | 9             | 30%     |
| 2             | 3.69-3.73           | 5             | 16.67%  |
| 3             | 3.74--3.78          | 2             | 6.67%   |
| 4             | 3.79-3.83           | 6             | 20%     |
| 5             | 3.84-3.88           | 6             | %20     |
| 6             | 3.89-3.93           | 2             | 6.66%   |
| Average value | 3.77                | Quantity = 30 | 100%    |

Data Source: IAIN Kendari Students' GPA in 2020/2022

The highest GPA of the 30 students who studied during the 2020/2021 academic year was 3.93, while the lowest was 3.64, as shown in the table above, with the breakdown as follows: GPA 3.64 – 3.68: 9 students; GPA 3.69 – 3.73: 5 students; GPA 3.74 – 3.78: 2 students; GPA 3.79 – 3.83: 6 students; GPA 3.84 – 3.88: 6 students; and GPA 3.89 – 3.93: 2 students This indicates that students advised by academic advisors for Arabic language lecturers have a high grade point average.

The 30 students who studied during the 2020/2021 academic year with the highest GPA of 3.93 and the lowest GPA of 3.64 are depicted in the table above as follows: a GPA of 3.64 -3.68 as many as 5 people, a GPA of 3.73 -3.69 as many as 8 people, a GPA of 3.83 -3.79 as many as 4 people, a GPA of 3.88 -3.84 as many as 4 people, and a GPA of This indicates that students advised by academic advisors for Arabic language lecturers have a high grade point average.

Those who complete their studies in less than the allotted time of three years and one month are present. The following table clarifies the completion time of student studies guided by Arabic language lecturers:

Table 3

| Class No.                                    | Study Completion Time                                 | Frequency   |
|--|---|-------------|
| 1  | 3 years 1 month to 3 years 3 months (3.1 - 3.3) years | 7           |
| 2  | 3 years 4 months to 3 years 6 months (3.4-3.6) years  | 3           |
| 3  | 3 years 7 months to 3 years 9 months (3.7-3.9) years  | 6           |
| 4  | 3 years 10 months to 4 years (3.10-4) years           | 7           |
| 5  | 4 years 1 month to 4 years 4 months (4, 1-4,4) years  | 7           |
| Average Study Completion = 106.11:30 = 3,537 |   | Jumlah = 30 |

Data Source: Student Transcripts/GPA and SK Yudicium of IAIN Kendari 2020/2021

Based on the previous table, it is known that under the supervision of Arabic language lecturers, students can complete their studies in a maximum of 3 years 1 month and a maximum of 4 years 4 months with the following details: 3 years 7 individuals between 1 month and 3 years 3 months, 3 years 4 months to 3 years 6 months, 3 years 7 months to 3 years 9 months, 3 years 10 months to 4 years, and 4 years 1 month to 4 years 4 months. It will take him an average of 3 years and 5 months to complete his education.

The aforementioned table demonstrates that some students are able to complete their studies in only 3 years and 1 month, while the longest period of study is 4 years and 4 months. The average amount of time students spend studying Arabic under the guidance of academic advisors is only three years and five months. This clearly demonstrates that the implementation of the role of Arabic language lecturers as student academic advisors is able to assist students in the process of completing their studies, as evidenced by the relatively high GPAs and shorter study periods.

This study's findings indicate that Arabic language lecturers perform well as academic advisors for students, both in their roles as motivators, initiators, and problem solver to a variety of academic problems encountered by their students. However, it should be noted that in carrying out their role as academic advisors, lecturers should focus on more than just these three roles in order to be more effective in accelerating student studies. Other roles mentioned include facilitator, among others. This role is carried out by guiding and directing the guidance students to behave and act in accordance with the campus's norms, culture, and rules and regulations in order to assist students in forming an ideal character in accordance with the campus's identity. As facilitators, lecturers must also be capable of fostering student independence and developing their potential (Tambusai, 2018).

Another role that can be played is that of a guide, namely guiding students in a structured and programmed manner in terms of putting together a comprehensive study program, including general basic courses, mandatory institutional courses, mandatory faculty courses, mandatory study program courses, and elective courses. In addition to providing guidance on each semester's learning programs, each semester's learning load, and additional competencies, including literacy and tahfidz al-qur'an competency. Acting as a guide can also be interpreted as guiding students in their learning journey during college (Tambusai, 2018) and accommodating various student complaints or personal problems and then attempting to diagnose the problem so that a solution can be found, even if it is considered essential that therapeutic efforts be made so that the student's personal problems do not interfere with academic processes and activities (Double, 2004).

Academic advisory lecturers are also capable of playing the role of an evaluator. This is accomplished by monitoring the student's academic progress under his direction. As academic

advisors, lecturers must determine the guidance schedule, re-monitor new exam results, identify academic and non-academic problems of tutored students, and monitor the progress of tutoring students' studies throughout the semester by scheduling at least six meetings with tutoring students, which are then evaluated (Silitonga 2004).

Academic supervisors must also recognize that they can play a role in shaping student character as part of an effort to construct and alter students' thinking paradigms so that they develop into more mature individuals. Academic supervisors can use the principles of *ingngarsa sung tuladha*, *ingmadyamangunkarsa*, *tut wurihandayani*. The application of these principles is anticipated to foster a more intimate relationship between academic supervisors and students. This will meet the needs of students seeking guidance from academic supervisors through consultations, allowing them to be served as effectively as possible while allowing for the maturation of students to occur naturally (Partawibawa, Fathudin, and Widodo, 2016). Richard McConnell discovered in his research that academic advisory lecturers emphasize the leadership qualities of students in accordance with the institution's mission in order to produce educated students who can adapt to ambiguous situations using critical and creative thinking skills (McConnell, 2018). Academic advisors must also be able to assist students in integrating the educational process with the search for and development of future careers. Academic advisors must also be able to assist students in maximizing their use of all lecture-related information resources (Terms, 2007).

In conclusion, this study was able to demonstrate scientifically the role of Arabic language lecturers as academic advisors in accelerating student studies. The intended role is as a motivator, initiator, and problem solver for students. The implementation of these three roles is empirically very beneficial for students in terms of accelerating their studies and academic success as measured by their GPA. However, academic advisors do not neglect their other roles as facilitator, guide, and evaluator to be more effective.

#### 4. CONCLUSION

This study was successful in demonstrating that academic advisors can also serve as motivators, initiators, and problem solver faced by students when carrying out their responsibilities as academic advisors. If these three roles can be fulfilled effectively, accelerated studies and an increase in students' grade point averages can be the result. Facilitators, guides, and evaluators are additional roles those academic advisory lecturers can play. The findings of this study can be used as a basis for policymaking by postsecondary institutions in order to optimize the role and function of academic advisory lecturers so that academic problems relating to the study period and student GPA achievement can be resolved, in part, via this effort. As is the case with other studies, this one has limitations that leave room for future study.

One of them is quantitative research to determine the direct effect of implementing the role of academic advisory lecturers on the length of the study period and the GPA of students, so that the magnitude of the influence can be determined with precision. Another study that can be conducted is on the obstacles and potential solutions for streamlining the roles and responsibilities of academic lecturers.

In addition to the limitations mentioned earlier, this study suggests the need for further research on improving the quality of academic guidance, by developing good policies and procedures that meet the needs of quality education in universities. To enhance the current role of academic advisors at the State Islamic Institute of Religion (IAIN) in Kendari, it is necessary to design well defined policies, and provide the necessary training for academic advisors, to set up an appropriate monitoring and evaluation system because over time it will affect the ways and styles of academic guidance to students.

## REFERENCES

- Allen, Taryn Ozuna. 2016. "(In) Validation in The Minority: The Experiences of Latino Students Enrolled in an HBCU." *The Journal of Higher Education* 87 (4): 461–87. <https://doi.org/10.1080/00221546.2016.11777410>.
- Almaghaslah, Dalia, and Abdulrhman Alsayari. 2022. "Using Design Thinking Method in Academic Advising: A Case Study in a College of Pharmacy in Saudi Arabia." *Healthcare (Switzerland)* 10 (1): 1–10. <https://doi.org/10.3390/healthcare10010083>.
- Anidar, Jum. 2012. "Peran Penasehat Akademik Terhadap Kesuksesan Mahasiswa Di Perguruan Tinggi." *Al-Ta Lim Journal*. 2012. <https://doi.org/10.15548/jt.v19i3.56>.
- Baber, Lorenzo Du Bois. 2018. "'Living in the Along': Validating Experiences Among Urban Community College Students in a College Transition Program." *Community College Review* 46 (3): 316–40. <https://doi.org/10.1177/0091552118775813>.
- Banat, Bassam Yousef Ibrahim. 2015. "Academic Advising Problems at Al-Quds University as Perceived by Students, and Its Relationship with Student's Academic Performance." *Academic Journal of Interdisciplinary Studies* 4 (1): 97–108. <https://doi.org/10.5901/mjss.2015.v4n1p97>.
- Bandura, Albert. 1986. *Social Foundations of Thought And Action: A Social Cognitive Theory*. Prentice-H. New Jersey.
- Barnett, Elisabeth A. 2010. "Validation Experiences and Persistence among Community College Students." *Review of Higher Education* 34 (2): 193–230. <https://doi.org/10.1353/rhe.2010.0019>.
- Carl, M. 1979. "CONFERENCE ON ACADEMIC ADVISING."
- Chickering, Arthur W.; Gamson, Zelda F. 1987. "Seven Principles for Good Practice in Undergraduate Education." *Journal of Atherosclerosis and Thrombosis* 39 (7): 433–34. <https://doi.org/10.5551/jat.Er001>.
- Donald A. Biggs, Jane Silon Brodie, William J. Barnhart. 1975. "The Dinamic of Undergraduate Academic Advising, Resarch in Higher Education." *Resarch in Higher Education* 3 (4): 345–57.
- Douglass, Harl Roy, Rudyard Kipling Bent, Charles Willis Boardman. 1961. *Democratic Supervision in Secondary Schools*. Houghton: Mifflin.
- Drake, Jayne K. 2011. "The Role of Academic Advising in Student Retention and Persistence." *About Campus: Enriching the Student Learning Experience* 16 (3): 8–12. <https://doi.org/10.1002/abc.20062>.
- Frost, SH. 1991. *Academic Advising for Student Success: A System of Shared Responsibility*. ASHE-ERIC Higher Education Report No. 3, 1991. ASHE-ERIC Higher Education Reports.
- Ganda, Yahya. 2004. *Petunjuk Praktis Cara Mahasiswa Belajar Di Perguruan Tinggi*. Jakarta: Grasindo.
- Holland, Claire, Caroline Westwood, and Naveen Hanif. 2020. "Underestimating the Relationship Between Academic Advising and Attainment: A Case Study in Practice." *Frontiers in Education* 5 (September): 1–11. <https://doi.org/10.3389/educ.2020.00145>.
- Ibrahim 'atha Allah al'awran. 2009. *Al'Ishraf AlTarbawi Wamusykilatuhu, AlTab'ah Al Ulla*. Oman: Dar ya fa Al'ilmiyah linnasyar wa al Tauzi'.
- John Thomas, Liju. 2021. "Impact of Data Mining Techniques on Student Retention, within International Universities in the U.A.E." *SSRN Electronic Journal*, 1–7. <https://doi.org/10.2139/ssrn.3017646>.
- Kar, Nilamadhab. 2014. "Ethics in Research," no. January 2011.
- Kendari, LPM IAIN. 2020. *Revisi Pedoman Akademik IAIN Kendari*. Kendari: IAIN Kendari.
- Martinez, Edna, and Chinasa Elue. 2020. "From Community College to Graduate School: Exploring the Role of Academic Advisors in Promoting Graduate Education at Baccalaureate Degree-Granting Community Colleges." *Journal of Higher Education* 91 (7): 1003–27. <https://doi.org/10.1080/00221546.2020.1732176>.
- McConnell, Richard. 2018. "Student Perspectives of Academic Advisors and Leader Development at the Graduate Level." *Journal of Continuing Higher Education* 66 (3): 146–57. <https://doi.org/10.1080/07377363.2018.1525519>.
- McGill, Craig M., Mehvash Ali, and Dionne Barton. 2020. "Skills and Competencies for Effective

- Academic Advising and Personal Tutoring." *Frontiers in Education* 5 (August). <https://doi.org/10.3389/feduc.2020.00135>.
- McIntosh, Emily A., Liz Thomas, Wendy G. Troxel, Oscar van den Wijngaard, and David Grey. 2021. "Editorial: Academic Advising and Tutoring for Student Success in Higher Education: International Approaches." *Frontiers in Education* 6 (January): 1–3. <https://doi.org/10.3389/feduc.2021.631265>.
- Mohebi, Laila. 2022. "Academic Advising Policy and Procedure in a Selected Federal University in the United Arab Emirates ( UAE )," no. August. <https://doi.org/10.26803/ijlter.21.7.11>.
- Mulyadi. 2003. "PERAN & FUNGSI DOSEN PENASEHAT AKADEMIK Mulyadi Abstract."
- Nurochim, Nurochim. 2021. "Dinamika Keberfungsian Dosen Penasehat Akademik Bagi Mahasiswa." *JPPi (Jurnal Penelitian Pendidikan Indonesia)* 7 (1): 1–7. <https://doi.org/10.29210/02021732>.
- Partawibawa, Agus, Syukri Fathudin, and Achmad Widodo. 2016. "Peran Pembimbing Akademik Terhadap Pembentukan Karakter Mahasiswa." *Jurnal Pendidikan Teknologi Dan Kejuruan* 22 (1): 1–8.
- Rohrkemper, Mary McCaslin. 1989. "Self-Regulated Learning and Academic Achievement: A Vygotskian View," no. October: 143–67. [https://doi.org/10.1007/978-1-4612-3618-4\\_6](https://doi.org/10.1007/978-1-4612-3618-4_6).
- Sedaghat, Maryam, Alireza Abedin, Elaheh Hejazi, and Hamidreza Hassanabadi. 2011. "Motivation, Cognitive Engagement, and Academic Achievement." *Procedia - Social and Behavioral Sciences* 15: 2406–10. <https://doi.org/10.1016/j.sbspro.2011.04.117>.
- Shukla, Ajay. 2020. "GCC Student Mobility in Higher Education and the Unique Opportunities in UAE." *Highereducationdigest.Com*. 2020. <https://www.highereducationdigest.com/gcc-student-mobility-in-higher-education-and-the-unique-opportunities-in-uae/>.
- Silitonga, Anytha Basaria. 2004. "Peranan Dosen Wali Bagi Mahasiswa." *Educare* 2 (2).
- Slavin, Robert E. 2011. *Psikologi Pendidikan Teori Dan Praktik*. Jakarta: Indeks.
- Tambusai, Khairuddin. 2018. "Kebutuhan Akan Penasehat Akademik Di Perguruan Tinggi." *Al-Idarah* V (6): 87–99.
- Terms, Full. 2007. "Book Review: Career Advising: An Academic Advisor's Guide." *NASPA Journal* 44 (3): 633–36. <https://doi.org/10.2202/1949-6605.1839>.
- Tubbs, Stewart L., Sylvia Moss, and Deddy Mulyana. 2005. *Human Communication: Prinsip-Prinsip Dasar*. Bandung: PT. Remaja Rosdakary.
- "تینفلا@البحر@الهدعیاموتیعمات@تاها@تتیدح@داکلا@اداشر@لاریوطه@بلاطلی@اتاصصختا" n.d.

