

**JITU TRICKS FAST GRADUATION
(CONCEPT-EMPIRIC ANALYSIS OF STUDENT STUDY PROBLEMS)**

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Abstract

Graduation quickly and carrying diplomas are the main goals that must be achieved by all students, in addition to knowledge skills, attitudes and skills as intellectuals. However, it is not uncommon for students to experience failures in completing their studies due to various factors. Studies conducted by several universities in Indonesia show that, on average, 4% do not get a diploma because they fail to complete their studies, 4% move universities to avoid dorp-out, and 20% experience problems in completing the study. The problems of this study can be caused due to various problems, both internal problems that exist within the student himself, as well as external problems that occur due to other causes outside the student. Internal factors usually involve students' academic abilities (academic scores), self-motivation, student performance, socio-demographics (age, gender, ethnicity, religion) and student social behavior. Meanwhile, the external factors concern the socio-economic conditions and family education, peer influence, social conditions of the community, departments, lecturers (teachers), the administration system, the university's academic culture, etc. These two factors influence each other in determining the successful completion of student studies.

Keywords: graduation quickly; internal factor; external factors

Introduction

Rationally, completing studies on time with good grades is the dream and dream of all students. However, not all students are able to complete their agreement as expected, and sometimes even have to return without a diploma. In studies conducted by several universities in Indonesia, on average 4% did not get a diploma because they failed to complete the study, as much as 4% moved universities to avoid dorp-out, and 20% experienced problems in completing the study. Based on the report of the ITS Surabaya Planning and Information System Administration (BAPSI), (2009) it is known that the average student who stops studying for an undergraduate study program reaches around 170 students each semester. Universitas Brawijaya reported that in 2012 the number of students who dropped out was 70 students. In fact, in the period 2007-2008 at the Bandung Institute of Technology (ITB) there were 1254 drop-out cases or an average of about 10% of students per batch, or 2% per year. The high trend of students quitting their studies with various criteria is a problem for each university. Especially for universities with low accreditation and less favorites, this drop-out problem is an important thing that must be anticipated. Because it is not uncommon for these college students, after entering and attending lectures one semester, then in the next semester they have the potential to drop out. The reasons for the drop-out can vary, for example being accepted at another university that is more favorite

and has high accreditation. Factors like these that need to be predicted and carried out further analysis. Likewise with the Ganesha University of Education, where students who experience drop-out and experience study problems are still quite high. The suicide case of a student of the Mathematics Department of the Faculty of Mathematics and Natural Sciences who came from Tabanan Regency, recently is a reflection of the problem of solving student studies (Bali Post, May 13 2016). This local Balinese media also explained that the Undiksha student who committed suicide was a final semester student (XII), who took action because of a study problem that had not yet been completed.

The problem of students' failure to complete their studies is realistically illustrated through the various sneers that have developed in society, such as the term "moving to sleep", "having peed dogen" (spending only money), "kuale pang joh invite older children" (the important thing is that they are far from irang. old) and a Balinese song written by AA Raka Sidan entitled "kenceng" is an empirical evidence of the phenomenon of study completion among students. This song is very popular among Balinese people, because it is able to realistically describe the lives of some students who are studying. In fact, the lyrics of the Balinese song entitled "kenceng" straightforwardly describe how the process of students experiencing study problems, from messy boarding rooms that are messy, the spirit of study is only at the beginning of the semester because of the good lecture building, good lecturers and having boyfriends, until the semester. the end who started ngelaleng (naughty) because of congenital disease, which has implications for the thesis that is stuck (stuck). As a matter of fact, siraha jeg pagat fast, ajeb-ajeb-ajeb nepenting fast, influences, cultural influences, influences, the influence of jaruh-jaruh (the basic translation is: every night these eyes are always awake, ajeb-ajeb who important is small, the influence that comes is the influence that is bad and dirty). This is more or less a picture of the real condition, the problem of most students who experience study problems.

The problems of this study can be caused due to various problems, both internal problems that exist within the student himself, as well as external problems that occur due to other causes outside the student. Internal factors usually involve students' academic abilities (academic scores), motivation, student performance, socio-demographics (age, gender, ethnicity, religion) and student social behavior (Adams, 2005). Meanwhile, the external factors concern the socio-economic conditions and family education, peer influence, social conditions of the community, departments, lecturers (teachers), the administration system, the university's academic culture, etc. These two factors influence each other in determining the successful completion of student studies. A concrete example of internal factors is shown by the presence of several students who experience study failures due to not being able to attend and complete study burdens as required by the Semester Credit System (SKS) for the chosen department, due to inadequate academic abilities. While the external influence is shown by the failure of student studies due to family financial conditions, which causes student studies to stop or the influence of peer group association which has implications for study failure. The case that is the warmest and remains the current discussion in relation to the problem of student study from external factors is the murder case of a supervisor at the Muhammadiyah University of North Sumatra. The reason was because lecturers often scolded students and threatened to give small marks, causing students on behalf of Roymardo Sah Siregar to darken their eyes and brutally kill their own lecturers. As reported by Medan Kompas, (Edition, 03/05/2015) Nur Ain Lubis (63), a lecturer at the Teacher Training and

Education Faculty (FKIP) Muhammadiyah University of North Sumatra (UMSU) died after being stabbed by his student, Roymardo Sah Siregar (20) on Monday (2/5/2016) around 15.00 WIB.

The problem of the failure of student studies has attracted the attention of many researchers to conduct research on student failure and school / college failure. Dekker, (2009) compared the Decision tree algorithm, Bayesian classifiers, logistic models, rule-based learner and random forest by using 648 student data sets to predict drop-out. In this study, the decision tree shows the highest level of accuracy. In the same year, research on the factors affecting the drop-out of UPN "Veteran" East Java students was also conducted (Hertati, 2009). The results of this study indicate that the intelligence factors of students and parents' income have a significant effect on drop-out cases at the college. Sotiris Kotsiantis, (2010) conducted research on the classification of data mining algorithms for predicting students who have the potential to drop out by grouping 2 attributes, namely: curriculum-based and student performance. The socio-demographic background of students such as age, gender, ethnicity, education, work status, and study environment (study program and course block) were also explored to find out the factors that influence smoothness or drop-out. From several studies that have been described previously, the factors that are widely used to predict potential drop-out students are academic scores, student performance, and student socio-demographic, all of which come from internal students.

Even though other factors also have a significant influence on the prediction of potential drop-out of students, one of which is social behavior (Bayer, 2012). In the research conducted by Bayer, it was shown that the use of social behavior factors in students significantly improved the accuracy of predictions. It is important to explore methods and factors that can extract reliable and comprehensive knowledge from student data that allow drop-out predictions with considerable accuracy. In this study, student data that has been stored in the Academic Information System (SIAMIK) of higher education are utilized, which stores educational data and consists of all information about students and their studies, about teachers, and also provides management inspection tools, reasons for the registration system, evaluation. online tests, and various forms of communication, for example e-learning. The data used is a subset of the information stored in SIAMIK that is relevant for predicting student success, such as study ability test scores, acquisition of credits, average scores, or gender. Meanwhile, data on student social behavior, such as the intensity of interpersonal communication or the number of shared documents, can be observed and stored immediately when a certain system is used, or more recently from a complete history that is present in the form of a questionnaire. Based on the conceptual analysis and empirical conditions as described above, it seems that in-depth and comprehensive analysis and study regarding the problem of student failure to complete the study is something urgent.

Method

The preparation of this article uses the literature method, namely obtaining data and materials from various sources (books, articles, dissertations, theses, etc.) which are related to the causes of failure in student studies, dominant factors that influence student study failure and the strategies that must be taken by students in completing their studies well. Data regarding the causes of student study failure, dominant factors affecting student study failure and the strategies that students must take in completing the study properly are then analyzed

qualitatively (data collection, data reduction, presenting data and drawing conclusions) which are described in narrative form. .

This writing is descriptive in nature, that is, the writer describes systematically, factually and actually about the causes of student study failure, the dominant factors that influence the failure of student studies and the strategies that students must adopt in completing the study well. A coherent depiction based on the sequence of time, dominant factors and events will provide a complete picture of the causes of student study failure, the dominant factors affecting student study failure and the strategies that students must adopt in completing their studies properly.

Discussion

Student Study Problems

Conceptually study (taking education) is a process of forging knowledge to improve knowledge, attitudes and skills through a planned, measured, structured and standardized learning process (Institute for Learning Development and Quality Assurance, 2016; Somatri, 2001). This means that the learning process carried out has been carefully planned, starting from the curriculum, learning objectives, the learning process and evaluated periodically, so that the quality is measured. Likewise, the administrative system that must be followed by each student has been mapped in a structured manner and completed through a clear management process (Sukmadinata, 1997). Finally, all the study processes that students go through will be carried out with predetermined standards.

This is contained in Government Regulation no. 19 of 2005 concerning National Education Standards, which determines eight national education standards, namely: (1) content standards, namely material coverage and competency levels to achieve graduate competency at certain levels and types of education, (2) process standards, namely national education standards relating to the implementation of learning in educational units to achieve graduate competency standards, which include planning, implementation, evaluation and supervision, (3) graduate competency standards, which are part of the National Education Standards which are criteria for minimum graduate competence that apply in all jurisdictions of the State The Republic of Indonesia (NKRI), (4) standards for educators and education personnel, namely criteria for pre-service education and physical and mental eligibility, as well as education in office, (5) infrastructure standards, namely national education standards relating to minimum criteria for learning spaces , sports places, places b eribadah, libraries, laboratories, workshops, playgrounds, places for creation and expression as well as other learning sources, (6) education management standards, namely national education standards related to planning, implementing and supervising educational activities at the level of educational units, districts / city, provincial or national level in order to achieve efficiency and effectiveness in the delivery of education which includes the implementation of school work plans, monitoring and evaluation, school / madrasah leadership and management information systems, (7) financing standards, namely standards that regulate the components and the amount of operational costs for educational units valid for one year. Education operational costs are part of the education funds needed to finance the operational activities of educational units so that educational activities can take place in accordance with national education standards regularly and continuously, and (8) assessment standards, namely the process of collecting and processing information to measure the achievement of learning

outcomes. students, while educational evaluation is the control, assurance, and determination of the quality of education for various components of education at each pathway, level and type of education as a form of accountability for the implementation of education (PP No. 19 of 2005).

Based on the description above, it seems that studying or taking education is a structured effort that has been carefully planned with clear provisions. This is in line with the concept of education contained in Law no. 20 of 2003, concerning the National Education System which states education as an effort that is carried out consciously and planned to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, build personality, self-control, intelligence, noble morals, as well as the skills needed by him, society, nation, and the State (Law No. 2003). According to Ki Hajar Dewantara, (in Darta, 2005) conveying education as a requirement in the growing life of children, as for the meaning, education is to guide all natural forces that exist in children, so that they as humans and as members of society can achieve safety and happiness to the highest. Education is a process of providing assistance carried out by adults on purpose and in a planned manner to develop knowledge, attitudes and skills. All components have been carefully calculated, starting from the curriculum, infrastructure, educators, educational content, admission selection process, study load (SKS) and study time. Thus it seems clear, that the education given to students / students has taken into account cognitive development, moral development, characteristics and socio-cultural conditions in which educational practice is carried out. Every student admitted to tertiary institutions, including at Undiksha, has sufficient ability academically and can complete studies within the time frame specified in the study guidelines. Supposedly, with this calculated system, students should not experience problems in completing their studies. However, in reality there are many students who experience study problems, ranging from failing to pass several courses, not studying for various reasons, being unable to take PPL / KKL, and stagnating in completing their final assignments / theses, which resulted in the study not being completed. according to the predetermined time. It becomes more interesting when the indicators that determine student study problems are not caused by independent variables (influence variables), but are more influenced by moderator variables (strengthening / weakening the relationship between independent and dependent variables), such as the condition of the relationship with a boyfriend, the socio-cultural conditions of the community. and peer interaction (Sidharto, 2009). On the other hand, the problem of study load, cognitive-oriented learning process, cognitive assessment process, too dense content of material, the subjectivity of several lecturers' assessments, weak administrative systems and the inadequate function of counseling and academic supervisors are factors causing student study problems.

The results of research on student study problems in other countries show that the causes of drop-out are the parenting styles of parents from elementary to high school, study load, liberal mindset and social sensitivity. Japanese students experience study problems, on average because the student's study load is too much, so that it makes students only study and lacks time to do other activities outside the academic world (Rohman, 2010). In addition, the problem of studying Japanese students is also caused by the strict supervision of parents from elementary to high school, while when they enter college they begin to get freedom without living with their parents. When they were children they did not get the opportunity

to play as children in general, because they were too burdened with academic activities (losing childhood), so that when they entered the world of college and gained student freedom it became a momentum to play with his friends. As a result, many students miss college because they enjoy playing with their peers. Then Japan changed its education system, by adjusting the study load, adjusting the curriculum and fostering a disciplinary mentality, responsibility, punctuality, dedication, integrity, cooperation and humanism in line with the culture of Japanese society. This change is able to provide a positive impact on the progress of student learning in Japan. Several European countries present different problems with regard to student study problems. The failure of students to complete their studies according to the set time is more dominantly influenced by the liberal thinking style, where when they enter students they are given the freedom to determine their life, including completing their studies or finding a job they like. Meanwhile, students in Pinlandia get a professional learning load, the opportunity to play, rest and study can be provided in a balanced way by teachers and parents. As a result, almost all students in that country are able to complete their studies according to the predetermined time. Calmness and comfort including educational process factors influence the successful completion of student studies in that country (Rohman, 2010).

Study Achievement Strategy

The question now is, how can we make the study we are taking can be completed on time, or not after the predetermined time! Based on the conceptual analysis and empirical conditions above, several policies that must be developed to avoid student problems in studying, namely; (1) selection of majors according to interests and competencies, (2) study load in the curriculum that is in line with the demands and competency needs of students, (3) strengthening the duties and functions of academic and student advisers, (4) strengthening the constructivist-based learning process, (5) strengthening student study guidance book data, so that it can be monitored periodically, (6) strengthening the campus administration system, (7) increasing library book collections and increasing reading culture, (8) increasing the number of journals handled to facilitate student access to learning, (8) 9) building an academic climate / culture, (10) strengthening the periodic progress reports of student academic progress to student parents. This process can be done to anticipate various student study problems. In several public and private universities, these efforts have been made to make it easier for students to access academic needs and have proven to have a positive impact on improving student learning culture. Layered supervision patterns and easy academic access will be strong controls in overcoming student study problems. Strengthening the capacity of higher education institutions will be more effective if it includes students in planning and programming, making it more visible to implement (FIS Self Evaluation, 2015).

In addition to strengthening the capacity of higher education institutions, there are various strategies that can be taken to avoid study problems, namely: (1) improving a reading culture. Reading is the most basic learning process to add insight and knowledge according to academic needs and demands. Through the process of reading various concepts, theories, generalizations and new information can be absorbed and processed to become knowledge. Success in learning is largely determined by the time spent reading, (2) learning to understand, not memorize. Many students consider memorizing the material given by the lecturer is a powerful way to get good grades. This method may be very suitable for

answering knowledge questions, but to develop critical, rational, comprehensive thinking skills, attitudes and skills, the ability to understand concepts, theories and generalizations in more depth is needed. This process will be very useful for supporting long-term learning success, (3) making concept maps. To understand the broad and in-depth material, a concept map is needed that makes it easier to study the material we are going to study. Concept maps should be developed by students themselves, so that the flow of thought can be understood quickly and are able to connect the various concepts needed, (4) develop the material independently. The learning process carried out on campus is usually very limited with time. In this regard, not all the material discussed and discussed in class can be recorded properly. For that, students should only write down the main things and develop the material independently at home. The development of these subject matter automatically makes students re-learn what they have learned on campus, so that they understand better the material that has been given, (5) make learning a routine. Some of the students consider studying as a heavy burden that must be avoided because it takes time, energy and thought. This perception makes students lazy to learn and tends to avoid assignments given by the lecturer. Even lecturers who are happy to assign assignments to students are the ones that are least popular with students. This condition is changed wherever possible, leading to a habitual pattern that will become a culture, so that it becomes addictive and needs of every student, (6) building a meaningful learning atmosphere. Learning success is strongly influenced by various factors, one of which is a meaningful learning atmosphere. Much boredom in learning is caused by an unpleasant learning atmosphere and a mismatch between what is learned and the realities of everyday life, so that learning becomes meaningless. In connection with this, create a pleasant learning atmosphere by determining situations and conditions and learning something useful first, to create a meaningful and enjoyable learning atmosphere in the future, (7) train skills regularly. Honing the ability to think through independent exercises will greatly help student learning success. In fact, this exercise in addition to helping students solve the questions given by the lecturer, will also help students take the CPNS test when they graduate, (8) carry out social and sports activities in a balanced manner. Asusmi intelligent students are students who tend to be individualistic with quirky accessories that may be just a memory. In the context of a multicultural society, social, personal, spiritual, academic and moral skills are essential if you want to succeed in various fields, including in studies. The balance between social activities (organizing, socializing in the environment), doing sports activities for physical health and doing academic activities can make the body balanced and harmonious, and (9) strengthen study motivation. Several studies show that one of the causes of student failure to complete studies is loss of self-motivation. Departing from the village or from home to study, but upon arriving at the campus due to various temptations, students lose their goals to study and earn a bachelor's degree. They choose to carry out activities and activities that in the end keep them away from the academic world (Anitah W, 2014).

In addition to some of the general recipes above, there are five things that can be used as a guide for students to accelerate their studies, namely: (1) following the process with great pleasure, (2) understanding the characteristics of lecturers humanistically, (3) ethical courage, 4) changing mindsets, and (5) increasing social sensitivity. To apply the five concepts above, it takes courage and high kemaun to achieve success. Sometimes in some cases, it is not smart students who are able to complete studies quickly, but students who are

responsive to various phenomena and psychological conditions will complete the study in the required time (Suastika, 2019). A wise person says "a good thesis is a completed thesis" as well as a study, "a successful study is a study that carries a certificate".

Closing

Learning is a process of increasing knowledge, attitudes and skills that are carried out in a planned, structured and sustainable manner. In this learning process, various activities occur that involve internal and external factors that affect the success or failure of students in completing studies. Internal factors pertain to students' academic abilities (academic scores), motivation, student performance, socio-demographics (age, gender, ethnicity, religion) and student social behavior. Meanwhile, the external factors concern the socio-economic conditions and family education, peer influence, social conditions of the community, departments, lecturers (teachers), the administration system, the university's academic culture, etc. These two factors influence each other in causing student study problems. Several strategies that can be taken to overcome this problem are by developing the capacity of higher education institutions, such as making selections that are more relevant to students' talents and interests, increasing library collections, handling scientific journals that can be accessed by students and improving the academic climate, strengthening the learning process and evaluation patterns, strengthening the role of academic advisors and student advising lecturers, and strengthening the academic administration system. At the student level, strategies that can be taken are to improve a reading culture, get used to learning to understand, create concept maps and develop them independently, make learning a necessity, create a fun and meaningful learning atmosphere, do exercises independently and strengthen motivation to complete studies.

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