

The Comparative Analysis of Academic Advisor Pattern I and Pattern II Considered from Student's Interest in Business and Management Faculty of Widyatama University

Sri Wiludjeng Sp and Lasmanah Ina

Faculty of Business and Management, Widyatama University
Jl. Cikutra 204 A, Bandung Indonesia
sri.wiludjeng@widyatama.ac.id
lasmanah@widyatama.ac.id

ABSTRACT

This research aims to find a student response to the academic advisor system pattern I and pattern II. The academic advisor system is applied in particular Widyatama University Faculty of Business & Management. Trusteeship services are provided in order to support students in determining the direction and the right target in his education in order to achieve complete success in a timely manner and scholarly, with a satisfactory CAI (Cumulative Achievement Index) and by itself will reduce the drop out students. Problem under study is about the student response system for the implementation of a trust that has been conducted by the University Widyatama current (trusteeship system pattern I), student responses to the trusteeship system of pattern II, and whether there are significant differences between the pattern I trusteeship system with pattern II trusteeship system. This research uses survey patterns with a sample of populations. The results showed that the average student response to the level of interest in the trusteeship system for pattern I significant. This means that respondents to the trusteeship system of pattern I viewed from the standpoint of tangible dimensions, reliability, responsiveness, assurance and empathy rather important, because it is on the interval from significant up to significant enough. While the average response of students to the level of interest in the trusteeship system of pattern II by significant. This means that the response patterns of respondents to the trusteeship system of pattern II from the perspective of tangible dimensions, reliability, responsiveness, assurance and empathy important, because it is on the interval from significant up to very significant. Further tests of significance of differences in student responses to the trusteeship system with pattern I pattern II showed is a little bit difference, with value is significant enough. Based on this research can be concluded, there is a significant difference between the academic advisor pattern I and pattern II, it is advisable for students to use the service on the trusteeship system of pattern II that students feel comfortable and satisfied, so the student can improve his performance.

Key words: *The academic advisor, the trusteeship system of pattern I, the trusteeship system of pattern II, tangible dimensions, reliability, responsiveness, assurance, empathy, achievement*

I. INTRODUCTION

Widyatama University is a private high school in Bandung. It is well known in Bandung and specially has its own market in Bandung and generally in West Java province. Widyatama prepared itself since it was founded through a good vision and mission to support national education in facing globalization era. Moreover, Widyatama has a good management system applied by an ISO 9001 2000 Quality Management System, it is a step in facing globalization and regional autonomy.

By applying this Quality Management System ISO 9001 2000, Widyatama will place it self ahead to get new students. In order to reach a perfect vision and mission of Widyatama, It should be supported by good education system and teaching, consistent and continuous. Widyatama gives counseling service which done by the lecturers (academic counselor/advisor) functioning as a facilitator and helping students to determine subjects which will be taken and being studied within one semester. Besides, students will be able to determine an excellent course and object to successfully complete their scholar on time and reach satisfying school grades and automatically reduce the number of drop out students.

Choosing and determining subjects are based on individual ability of the students (IQ, EQ, and SQ abilities). In order to run this counseling service well and continuously, it needs support from expert lecturers as academic advisor and the students must be pro-active and consistent to take advantage of this counseling service.

Widyatama University is a private high school in Bandung. To fulfil its visions and missions, Widyatama brings about counseling system as a facilitator and helps students to determine in choosing subjects which will be taken and being studied within one semester. Counseling system is a relation between student and the lecture of

academic counselor (advisor) to help or direct student to do his/her academic activity or study in the university.

I.1. THE EXPLANATIONS OF COUNSELLING

According to Mohamad Surya (page 31; 1998) : **counselling can be explained generally as a help or demand**. Therefore, to know about the real meaning, we have to remember that not every form of help is a counselling. Thus, to get clearer explanation, this is the explanation of counselling:

The definition of guidance which is written in Year Book of Education (1995), is:

"Guidance is a process of helping individual through their own efforts to discover and develop their potentialities both for personal happiness and social usefulness".

According to Mohamad Surya (page 36; 1998), making further explanation about guidance : guidance is a process of helping individual continuously and systematically from advisor to the advisable to reach entrepreneurship in self understanding, self-acceptance, self-guidance and self-realization to reach optimum development and self-adjustment with surroundings.

I.2. THE PURPOSES AND FUNCTIONS OF COUNSELING

Counseling is an integrated system from the beginning to the end which can be pleasantly carried out by the students. According to Oemar Hamalik (1990:92) the aim of counseling service to the students is helping every students in making up their minds and determining appropriated attitudes that are matched with their skills, interest, opportunity and social values to be able to understand about themselves, be able to develop their own potentials, be able to solve the problems, be able to adapt themselves which are finally succeeded to reach academic skills and the expected professional skills. According to Ketut Sukardi (2003 :7) there are the aims of counseling program as general, which are: the student is able to expand his/her understanding, to know about field of job and job opportunity, to choose and able to show appraisal to the others' interest and self-esteem. While the special aims of counseling are the student has an ability to solve their problems in understanding himself, surrounding, and society. And the functions of counseling is to lead a student to the professional education program, to plan his study program, to know himself, to solve the problems, to train in completing his duty as a student.

Besides, there are many kinds of counseling, they are: *Academic, Educational, Vocational, Social and, Leisure Time Counseling*.

I.3. THE MEANING OF COUNSELING

Academic counseling or education counseling which is carried out at schools or high schools is known as

"perwalian". The word **perwalian** comes from the word guardian, means: a person who is on duty, authority and responsible in his field. For further explanation, counseling can be explained as follow:

Counseling is one of the lecturer's activity in the university in giving academic consultation service to his students. Djumhar (1988), he said that an effective counseling program is intend to a qualified lecturer service to be promoted as an academic counselor or advisor, every lecturers is given an opportunity to cooperate his/her students directly and continuously. It is considered as an effort in giving opportunity to the lecturer to know his guided student directly and has an emotional approach.

This counseling activity takes part in the continuity of student's studying plan, especially in taking a number of Credits (sks) and subjects as an effective way in managing the period of time which will be spent during the lecturers. Conditionally, the implementation of this counseling can be categorized as a service that given by the institute to the students, it is clear that the students expect to get optimum service which can satisfy them.

I.4. THE FRAMEWORKS OF THE RESEARCH

Widyatama University is a private high school in Bandung. To fulfil its visions and missions, Widyatama brings about counseling system as a facilitator and helps students to determine in choosing subjects which will be taken and being studied within one semester. Counseling system is a relation between student and the lecture of academic counselor (advisor) to help or direct student to do his/her academic activity or study in the university.

There are two models of counseling system in the university, especially in Widyatama, they are:

There are two models of counseling system in the university, especially in Widyatama, they are:

1) Counselling system model I

Model I is usually called "guarding system". It is because of every lecturers is obligated to do his/her duty as an academic counsellor (advisor) based on the schedule and defined place. In this system, a student is not obligated to use this system, so he/she is not obligated to be active to use the appropriated counsellor's service. While the counsellor has no moral responsibility to the student's success in doing academic activity in Widyatama University. It is because every advisors can't help or guide certain students continuously from time to time or per-semester.

2) Counselling system model II

In this system, advisor is on duty to cooperate or help certain students in certain numbers

continuously until the students complete their study in the university. In accordance with General Orientation of Education Organization 1999/2000, published by Pajajaran University, "ideally, every academic counsellors or advisors are able to help as many as 15 students or appropriated to the condition of faculty/department/study. The implementations of the counseling are fully given to the commitment between counsellor and student. The duties of an advisor are briefly follows:

- a. To helps student to arrange study planning, both full study and per-semester study program.
- b. To give consideration to the guided students in determining the burden of study and type of subject this will be carried out according to their ability.
- c. To monitor the guided student's progress from time to time or per-semester until he/she complete her/his study.

The implementation of this counselling system must be supported by adequate facilities and infrastructures. Therefore, the implementation of counseling system service can be carried out effectively. The service of counseling system in Widyatama can be evaluated from the five dimensions. According to Fandy Tciptono (1999; pg 26), they are:

1. *Tangibles*
2. *Reability*
3. *Responsiveness*
4. *Assurance*
5. *Empathy*.

By evaluating the five dimensions as mentioned above, it is expected that the implementation of counseling which was done or will be carried out in Widyatama meets the student's expectation or helps him to complete his study in the university with a satisfaction or very satisfaction. Thus, the stated visions and missions of Widyatama will be achieved.

The compliance with applying counseling model I which was implemented now, shows that student who has school grade less than 2 raise or known as decreasing quality, it is caused by the lack of supervision from advisor, it is shown in following table: (see table-1.1 and table-1.2)

Number of students' business & management faculty recapitulation
Department. Academic year. Ganjil=first semester. Genap = second semester
Source : LDE Universitas Widyatama bandung (2006)

This counseling evaluative system is done through the research, which is titled : **"THE COMPARATIVE ANALYSIS OF COUNSELING MODEL I AND MODEL II CONSIDERED FROM STUDENT'S INTEREST IN BUSINESS AND MANAGEMENT FACULTY OF WIDYATAMA UNIVERSITY"**.

(based on the perception of business and management faculty's student).

2. THE METHOD OF RESEARCH

To write this research, the writer used analytic descriptive method, which is a method by giving a systematical overview, real fact, then it is analyzed and summarized. According to Freddy Ranguti (2001:17), descriptive research is a research to describe the condition of observed object then it described based on the existed fact.

The population of the research is the students from S1 and Diploma III Degree of Business and Management Faculty who have been active for five years, from 2000 to 2004. The populations are about 2434 persons, and the numbers of obtained samples are 286 persons.

The required data in this research is primary and secondary data which taken not only from the students of business and management faculty but also academic bureau of Widyatama University. The gained data is taken from questionnaire which was given to the respondents of Business and Management Faculty.

2.1. VARIABLES' OPERATIONALIZATION.

This research uses Variable (x), as counseling system model I and II which measured from the student's interest rate of Business and Management Faculty and it is measured based on 5 dimensions, as in the following table: (see table-2.1).

2.2. THE METHODS OF DATA COLLECTION

The obtained data is statistically processed and this research aims to compare the students' conception about the counselling activity model I and II, therefore, it used a One-way Anova statistical test instrument and the obtained data is ordinal data, so it was firstly changed into successive interval data, by this following criteria: (see table-2.2)

2.3. THE DESIGN OF HYPOTHESIS TESTING

The proposed Hypothesis testing was the two-sides testing by using normal distribution. Therefore, the formulas of hypothesis which was proposed are :

Ho : There is no difference to students' conceptions about the counseling system model I and II

Ha : There is a difference to students' conceptions about counseling system model I and II

If the significant figure more than 0,05, Ho is denied.
but, if significant figure less than 0,05, Ho is accepted

TABEL – 1.1
RECAPITULATION NUMBER OF STUDENT BUSINESS ANA MANAGEMENT FACULTY

Faculty	Years of Academy									
	2000		2001		2002		2003		2004	
	1 st smester	2 nd smester	1 st smester	2 nd smester	1 st smester	2 nd smester	1 st smester	2 nd smester	1 st smester	2 nd smester
EM/S1	2011	1663	1976	1719	2184	2022	2256	2046	2235	1911
EM/D3	383	341	480	432	504	472	493	431	430	343
TOTAL	2394	2004	2455	2151	2688	2494	2749	2477	2665	2254

Source:LDE Universitas Widyatama-Bandung (2006)

TABEL – 1.2
RECAPITULATION NUMBER OF STUDENT BUSINESS ANA MANAGEMENT FACULTY WHO HAS GPA < 2

Faculty	Years of Academy									
	2000		2001		2002		2003		2004	
	1 st smester	2 nd smester	1 st smester	2 nd smester	1 st smester	2 nd smester	1 st smester	2 nd smester	1 st smester	2 nd smester
EM/S1	289	265	289	258	364	335	462	425	512	422
EM/D3	85	79	110	93	121	102	110	102	127	97
TOTAL	374	344	399	351	485	437	572	527	639	519

Source:LDE Universitas Widyatama-Bandung (2006)

TABLE 2.1
VARIABLES' OPERATIONALIZATION

Variable	Sub variable	Indicator	Scale
Independent variable : Service (X)	1. <i>Tangible</i>	a. The location of counselling	Ordinal
		b. The cleanliness of counselling's room	Ordinal
		c. The comfort of the room	Ordinal
		d. The availability of the transcript	Ordinal
		e. The fluency of counselling process	Ordinal
		f. The academic counsellor's tidiness	Ordinal
	2. <i>Reability</i> (keyakinan)	a. The accuracy of counselling service	Ordinal
		b. The availability of advisor.	Ordinal
		c. The ease to meet advisor in giving solutions	Ordinal
		d. An ease to meet an advisor	Ordinal
		e. The Uncomplicated procedures	Ordinal
		f. The adequate amount of time to do counseling.	Ordinal
	3. <i>Responsiveness</i> (tanggapan)	a. The ability of an advisor to know students' problem.	Ordinal
		b. The counseling is based on each department.	Ordinal
		c. The availability of advisor to monitor students' progress continuously.	Ordinal
		d. An immediate respond to solve academic programs	Ordinal
4. <i>Assurance</i> (kepastian)	a. The knowledge and skill of counsellor to give suggestions to the students.	Ordinal	
	b. The clarity of given suggestion and information	Ordinal	

5. <i>Empathy</i> (Empati)	c. The security of students' secrecy	Ordinal
	d. The accuracy, clarity of the suggestions and big responsibility of the advisor.	Ordinal
	a. The attention of an advisor to the students' problem.	Ordinal
	b. The friendliness and politeness of the academic counselor.	Ordinal
	c. The willingness to give attention to the students who need academic information.	Ordinal
	d. The willingness to give counseling without considering the students' social status.	Ordinal
	e. The openness of advisor to give information.	Ordinal

TABLE 2.2.
THE INTEREST RATE OF INTERVAL CLASS

Tingkat Kepentingan/interest rate	Rentang Skor/scoring range
STP (Sangat Tidak Penting/very unimportant)	1.000 - 1,857
TP (tidak Penting/unimportant)	1,858 - 2.714
ATP (Agak tidak penting/less unimportant)	2.715 - 3.571
CP (Cukup Penting/important enough)	3.572 - 4.429
AP (Agak Penting/Rather important)	4.430 - 5.286
P (Penting/important)	5.287 - 6.143
SP (Sangat Penting/very important)	6.144 - 7.000

3. THE RESULT OF THE RESEARCH AND EXPLANATION

3.1. The Respondents Conceptions about Counseling Model I and II

The results of the counseling system model I and II, as in the following table: (see table-3.1).

TABLE - 3.1.
Result of Counseling Model I and II

Dimension	Model I	Model II
<i>Tangible</i>	5,91	5,61
<i>Reability</i>	5,24	5,64
<i>Responsiveness</i>	5,35	5,35
<i>Assurance</i>	5,35	5,35
<i>Empathy</i>	5,41	5,41

3.2. The analysis of difference between counseling system model I and II.

- The processed analysis based on Oneway Anova testing,
- Referred to the Tangible dimension, It shows that There is a significant difference in the students' conceptions to the counseling system model I and II, the significant level is equivalent to 0.0000
 - Referred to The Reliability dimension, it shows that there is a significant difference equivalent to 0.002.
 - Referred to The Responsiveness dimension, it shows significant difference equivalent to 0.015
 - Referred to The Assurance dimension, it shows a significant difference, equivalent to 0.000

- Referred to the Empathy dimension, it shows a significant difference, equivalent to 0.012.

4. Conclusions and Suggestions

4.1. Conclusions

This research is a study to know the student's conception to the implementing of counseling system in Widyatama University, especially in Business and management faculty. It can be concluded that from the five dimensions of quality services in counseling system model I is considered that the respondents' conceptions to the Tangible dimension is rather important for the students. While, Reliability dimension is rather important, Responsiveness Dimension is rather important, Assurance dimension is rather important and Empathy dimension is important. It can be concluded that the averages of the students' conceptions to the counseling system model I is rather important.

Therefore, the respondents' conception to the counseling system model I from the Tangible dimension is important, Reliability dimension is important, Responsiveness dimension is important, Assurance dimension is important, and Empathy dimension is important. It can be concluded that the averages of the students' conceptions to the counseling system model II is important.

Because of the difference of interest rate to the Counseling system Model I and II, the significant testing is needed to reveal the difference significantly for all dimensions of quality services

4.2. Suggestions

From what has been described from the conclusions, the writer would like to give suggestions. Those are as follows :

- a. It needs a further research to the evaluation of counseling system implementation.
- b. It needs an intensive control to increase counseling activity.
- c. It needs a good administration to handle each student.
- d. To optimized the counseling service, in order not to inhibit students.

REFERENCE

- 1) Almamaterku Tercinta, Universitas Padjajaran , Agustus 1999
- 2) D. K. Sukardi, *Manajemen Bimbingan dan Konseling*, Bandung, Penerbit CV ALFABETA, 2003
- 3) Djumhur dan M. Surya, *Bimbingan dan Penyuluhan di Sekolah*, Bandung, C.V. ILMU, 1998
- 4) F. Tjiptono, *Strategi Pemasaran*, Edisi ketiga, Penerbit Andi, Yogyakarta, 1998
- 5) M. Singarimbun dan S. Effendi, *Metode Penelitian Survei*, Edisi Revisi, Jakarta, Penerbit LP3ES, 1998
- 6) M. Surya, *Dasar-Dasar Konseling*, Jakarta, Departemen Pendidikan & Kebudayaan Dikti, 1998
- 7) M. Nazir, *Metode Penelitian*, Edisi 1, Yogyakarta, Penerbit Ghalia Indonesia, 1999
- 8) O. Hamalik, *Manajemen Belajar Di Perguruan Tinggi*, Bandung, Penerbit Sinar Baru, 1998
- 9) Panduan Akademik, Fakultas Ekonomi Th 2002-2003, Universitas Widyatama
- 10) Pedoman penyelenggaraan Pendidikan , Program Sarjana, Ekstensi, dan Profesi 1999/2000, Universitas padjajaran.
- 11) Siegal, Sidney, *Statistik Non Parametrik untuk ilmu-ilmu Social*, 1997
- 12) Sugiyono, *Metode Penelitian Bisnis*, Edisi 2, Bandung, Penerbit CV ALFABETA, 2001