

Study Of The Need For Academic Guidance And Counseling Services For Jambi Educational Administration Students

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Abstrack

Effective academic guidance and counseling services are crucial for student success, yet they often fail to address specific needs. In Indonesia's higher education context, particularly at Jambi University, understanding these needs is essential for developing more responsive support systems. This study explores the academic guidance and counseling needs of Education Administration students at Jambi University, focusing on individual, organizational, academic, and social support aspects. Using a qualitative approach with purposive sampling, semi-structured interviews were conducted with 12 students from different cohorts. Findings indicate that individual and organizational needs such as emotional support, guidance in navigating the campus administration system, and social adaptation—are more prominent than academic and social needs. By identifying key student challenges, this study provides insights for designing localized academic guidance services. The findings contribute to improving counseling models in Indonesian higher education, ensuring they are more effective and aligned with students' actual needs.

Keywords: study of needs, academic guidance and counseling services

Abstrak

Layanan bimbingan dan konseling akademik yang efektif sangat penting bagi keberhasilan mahasiswa, namun seringkali gagal memenuhi kebutuhan spesifik. Dalam konteks pendidikan tinggi di Indonesia, khususnya di Universitas Jambi, memahami kebutuhan ini sangat penting untuk mengembangkan sistem pendukung yang lebih responsif. Penelitian ini mengeksplorasi kebutuhan bimbingan dan konseling akademik mahasiswa Administrasi Pendidikan di Universitas Jambi, dengan fokus pada aspek dukungan individu, organisasi, akademik, dan sosial. Menggunakan pendekatan kualitatif dengan purposive sampling, wawancara semi-terstruktur dilakukan dengan 12 mahasiswa dari angkatan yang berbeda. Hasil penelitian menunjukkan bahwa kebutuhan individu dan organisasi seperti dukungan emosional, bimbingan dalam menavigasi sistem administrasi kampus, dan adaptasi sosial - lebih menonjol daripada kebutuhan akademik dan sosial. Dengan mengidentifikasi tantangan utama mahasiswa, penelitian ini memberikan wawasan untuk merancang layanan bimbingan akademik yang sesuai dengan kondisi setempat. Temuan ini berkontribusi dalam meningkatkan model konseling di pendidikan tinggi Indonesia, memastikan bahwa model tersebut lebih efektif dan selaras dengan kebutuhan mahasiswa.

Kata kunci: studi kebutuhan, layanan bimbingan dan konseling akademik

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INTRODUCTION

Due to the continuous trend of policies (Yang, 2023), gradual improvement of various admission methods, and changes in the concept of education, almost all new students in almost every university, especially in the education science department of Jambi University, are high school graduates (Yang, 2018). For students aged 18 to 21 years who are transitioning to adulthood, college life is a tough challenge as well as a leap into uncertainty. While students complete their studies and achieve success, they also need to adapt to emotional reactions and fluctuations caused by changes in their environment, social circle, and personal status (Chan, 2016). Compared with a stable situation where students were previously accustomed to dual supervision from school and family and had clear goals before entering university, new conditions that are continuously faced and resolved at university often make students feel confused (Wang et al., 2024). Therefore, there is a growing consensus among researchers that more attention should be paid to academic counseling for higher education students (Fan & Zou, 2020).

Academic guidance and counseling is a widely used program in the education system to provide guidance and counseling for incoming students so that they are successful (Schlusche et al., 2021). These services are frequently used as a student support tool in higher education institutions around the world (McGill, 2016). Due to its significant impact on the education system, academic guidance and counseling at universities is considered to influence students' academic performance, improve their learning and employment experiences, and help them achieve success (Iatrellis et al., 2017; Iatrellis et al., 2017). It can also increase student retention rates, graduate satisfaction, and loyalty (Donaldson et al., 2016), and ultimately lead to effective steps in achieving educational goals and fulfilling the school's educational mission (Donaldson et al., 2016). Therefore, it is very important to propose a good academic guidance and counseling program.

The Indonesian Guidance and Counseling Association has defined the role of guidance and academics as follows: 1. Helping students explore talents, 2. Motivating students to achieve their goals, and 3. Training students' decision-making and problem-solving abilities (Young-Jones et al., 2013). In educational practice, academic counseling and guidance often adopts a variety of different tasks such as counseling, normative guidance, developmental guidance, invasive guidance, proactive guidance, appreciative guidance, and mixed guidance (Gantt, 2019; Michael & Kirk, 2020). Various models in which academic staff and professional counselors are involved and work together relate to student affairs and with assessing academic problems during school (Zivin et al., 2022), family support (Moon, 2019), career development (Chan & Chan, 2013), management norms (Siu & Chang, 2011), personal behavior, lifestyle, and self-determination (Smith & Allen, 2014).

Existing literature shows that there are many evaluation studies on academic guidance and counseling in universities (Shek & Cheung, 2013) and empirical research cases on academic guidance and counseling (McGill, 2016), that have been carried out in various regions. However, there are few studies focused on the specific needs for academic guidance and counseling, especially in the context of Indonesian universities. Most literature on academic counseling and guidance has been conducted in European and American universities (Felten et al., 2022a). The academic advising research in Indonesia began relatively late, thus experience in this field is limited (Cliniciu & Cazan,



2014). The studies that have been conducted mostly focus on the construction of academic guidance and counseling systems, social adaptation (Rudan et al., 2015), value systems, and world views (Zhang et al., 2019). Research on consultation methods preferred by students in the Department of Education (Chan & Chan, 2013) and studies on foreign students (Meese et al., 2024) are also limited. Therefore, there is a need for more comprehensive research on the academic guidance and counseling needs of undergraduate students in Jambi University's education science departments.

In an empirical study on the academic guidance and counseling needs of higher vocational education students, Wang et al (2024) conducted quantitative research by administering a questionnaire survey to 1512 undergraduate students (Tang & Zhang, 2023). The study analyzed aspects of academic adaptation, academic performance, reasons for academic maladaptation, factors influencing academic development, and academic emotions from the perspective of gender, high school category, and admission method. Li, et al (2016) analyzed the academic characteristics of students in medical colleges and universities (Li, et al, 2016), introducing the steps and achievements of academic guidance and counseling. Chan (2016) used a group qualitative research method to investigate the views of 79 nursing students on academic guidance and counseling regarding relationship building, academic development (Chan, 2016), personal growth, and career goals to verify the effects of academic guidance on students.

Given the unique socio-cultural context of Jambi University, understanding students' academic guidance needs is critical for tailoring effective programs to local conditions. Students' needs for academic counseling can vary depending on factors such as individual background, academic and social environment, and personal challenges. Academic counseling aims to provide students with the support, advice, and resources they need to succeed in their higher education experience. These services help students overcome challenges, make informed decisions, and maximize their academic and professional potential.

This study aims to conduct semi-structured interviews with educational administration students to understand their Individual, Organizational, Social, Learning Planning, and academic goal needs upon entering university. Understanding their academic guidance needs will help fill research gaps and inform the development of effective academic guidance programs.

METHOD

This research uses a type of qualitative research with a desk method. Qualitative research is a research method used to understand individual perceptions, opinions, behavior and interactions in a specific social context. This approach aims to gain a deep understanding of how and why people make certain decisions or make sense of their world.

Data collection for this study was carried out in the Department of Education, the department is one of the 8 departments at FKIP Jambi University and is a department that has been established for a long time. The research subjects were taken from students from Educational Sciences. Those who take the SNMPTN, SBMPTN, SMMPTN, certificate entry route. For female students from the 2021/2022 to 2023/2024 academic year, the purposive sampling method (Siu & Chang, 2011) was adopted to recruit participants for one-on-one interviews. 3 groups of students with high interest in learning from the first, second, and third years, with four students in each group were recruited for interviews.



Semi-structured interviews (Brokmeier et al., 2022) were used to gather data. The interview framework was developed based on Trautwein and Bosse's guidance and counseling model (Trautwein & Bosse, 2017) and Knowles's needs theory (Felten et al., 2022b). The questions covered various aspects such as family support, life demands, goal setting, academic persistence, teacher-student interaction, peer interaction, and environmental adaptation.

Data collection involved conducting semi-structured interviews, designed to elicit detailed responses regarding students' experiences and needs. The interview questions were categorized into four main indicators: Individuals, Organization, Learning Planning, and Social. Each indicator included specific questions aimed at exploring different facets of the students' academic and personal lives. The interviews were recorded, transcribed, and analyzed to extract relevant data.

The data analysis followed a step-by-step approach. Firstly, the collected data was compiled into interview notes. Using NVivo 11 software, the original interview texts were compared for isomorphism, and semantic concepts were obtained. The original 357 sentences were summarized and sorted. Ongoing comparisons and inductive analysis were conducted to condense the most frequent, important, or relevant codes. Interview notes were coded and mapped to core codes and appropriate secondary codes. The coding process was as follows: the first letter is the participant's grade (A: 2023, B: 2022, C: 2021) followed by the identity number; the second letter is the gender code (G: female, B: male); the third letter represents the core code (I: individual, O: organizational, P: learning-related, S: social); this is followed by a number representing the secondary code (see Table 3 for a list of all secondary codes). Example: code A:AP2/GYO/1 indicates that the second student class of 2023 has an understanding of counseling in higher education with secondary code 1 (Responding to the student's comprehensive evaluation) related to the core code of the organization.

Table 1.

Interview Questions Indicator Individuals, Organization, Social, Learning Planning			
No	Indicator		Question
1	Individuals	1.	What has been the most impressive thing about your positive character development since you started college until now?
		2.	In your opinion, what do you need to develop positive character?
		3.	Whether there is which is fun in your personal life while you are attending lectures
		4.	Does your family financially support your studies?
		5.	Does your family support you financially and psychologically in your studies?
2	Organization	1.	Was there a memorable moment when you first entered college?
		2.	In your opinion, does this moment need to be continued or not?
		3.	Do you know or have you ever read the regulations regarding college rules and regulations?
		4.	In your opinion, is the regulation positive or negative for you?
		5.	Do the services provided by the campus provide something positive or negative for you?
		6.	What services do you feel are positive or negative?



3	Learning Planning	<ol style="list-style-type: none"> 1. Whether you Have you set academic goals in college? 2. Why did you set this goal? 3. Is there anything that can foster interest in learning? 4. how is your interest in learning developing? 5. Is there anything interesting about improving your professional skills during college? 6. To achieve your professionalism, what do you need?
4	Social	<ol style="list-style-type: none"> 1. Do you have groups in class? 2. How do you form positive friendships? 3. How do you recognize lecturers? 4. Whether there is what impresses you when you get to know the lecturer? 5. What are your tips for interacting well with lecturers? 6. How do you get to know a new environment? 7. What changes have you made to adapt to the new environment? 8. What tips do you use to get to know a new environment?

Table 2.
Coding Statistics

No	Core Coding	Secondary coding	Frequency
1	Individual (I)	Overcoming setbacks and stress	5
		Handle personal and financial matters	3
		Balancing study and life	1
		Self-management	5
		Family support	20
2	Organization (O)	Respond to comprehensive student evaluations	3
		Understand administrative rules	11
		Work process guide	6
		Effective access to resources and services	8
		Participation in campus management	2
3	Learning Planning (P)	Learn about majors	3
		Setting and achieving academic goals	13
		Understand the curriculum and curriculum system	1
		Increase innovation capabilities and vocational skills	3
		Build interest in learning	12
		Find appropriate learning methods	1
		Addressing professional judgment	17



4	Social (S)	Building a social circle and peer relationships	20
		Response to social challenges	1
		Positive interactions with lecturers	16
		Adaptation to new environments	20
		Self-protection	1

Data Credibility Procedures: To ensure data credibility, triangulation was used by comparing multiple data sources and perspectives. Member checking was conducted by sharing interview summaries with participants to validate the accuracy of the recorded information. Peer debriefing was employed to reduce researcher bias and enhance the reliability of the findings.

Ethical Considerations: Before the interview, the interviewer obtained the interviewee's informed consent. Participants were provided with clear information about the research, their rights, interests, and the protection of their privacy. Formal interviews were conducted in an environment of equal dialogue between both parties after the interviewee agreed to participate. If any discomfort was experienced during the interview, it was stopped immediately. Confidentiality was strictly maintained throughout the data analysis process, and any additional information collected remained confidential and was eventually destroyed.

Research Timeline: The research timeline was as follows:

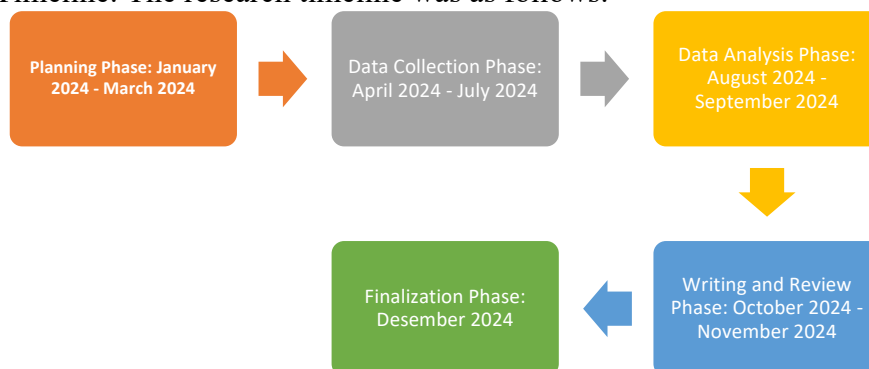


Figure 1. The Research Timeline

RESULT AND DISCUSSION

Based on the results of interviews that have been conducted, it is presented based on the research objectives, namely this study aims to identify the needs of academic guidance and counseling needs in educational administration students. This research used grounded theory to conceptualize, combine, compare and refine 357 original sentences, until finally 22 secondary codes were formed, which were then classified based on the four core social network code categories. Among them, there are seven secondary codes on learning-related constructs, and five secondary codes each on individual, organizational and social constructs.

The core codes are: 1) Individual construct, which refers to the need for consultation arising from challenges caused by changes in a person's role, including personal life, family support, growth confusion, etc. 2) Organizational construction, which refers to the need for student consultation due to the challenges posed by school



management systems and regulations. 3) Learning construct which refers to the need for consultation related to academic success and learning outcomes. It is also the most concentrated area of academic advising needs. 4) Social construction, which mainly includes issues related to interactions between students and society, ranging from forming social circles, facing social challenges to consulting personal protection needs.

Table 3.
 The Matrix Table Summarizing the Indicators and Frequencies

Core Code	Sub-Code	Frequency	Representative Quote
Individual (I)	Overcoming setbacks and stress	5	"I became more independent in managing stress after joining an ambitious peer group."
	Family support	20	"My parents always support my campus activities as long as, they are positive."
	Self-management	5	"I learned to manage my own responsibilities while living far from my family."
Organization (O)	Understanding administrative rules	11	"Dress code rules help maintain decorum on campus."
	Access to resources and services	8	"Departmental services are more supportive compared to general academic services."
	Guidelines for processes	6	"I find it confusing to navigate the university's complex procedures."
Learning (P)	Setting and achieving academic goals	13	"My goal is to graduate with a GPA of at least 3.5 within four years."
	Building learning interest	12	"My interest in learning increased thanks to supportive and encouraging lecturers."
	Enhancing professional skills	17	"Internship programs gave me insights into how administrative roles work in schools."
Social (S)	Adapting to a new environment	20	"I need to understand local culture to better interact in this new setting."
	Positive interaction with lecturers	16	"Lecturers often share experiences that provide us with additional knowledge."
	Building peer relationships	20	"We must accept each other's weaknesses to build strong friendships."

Individual Construction

The emergence of the need for individual construct counseling is related to the transformation of students' lives. From the perspective of students, while gaining freedom of life after entering university, they must gradually learn to deal with the many pressures they face in life and make appropriate spiritual adjustments, as well as prepare (Muiz & Fitriani, 2022) to avoid failure caused by anxiety, restlessness, and weakness. psychological adaptability (Michael & Kirk, 2020). However, from a developmental perspective, the process of facing challenges brings long-term benefits for growth after



college (Zhoc & Chung, 2018). Therefore, as an inevitable life experience, current challenges not only bring unpleasant memories, but also promote students' personal growth (Walker et al., 2017).

The results of this research are also conclusions from the literature mentioned above. According to the frequency of occurrence of each item of the individual construct, the interviewee mentioned that the focus of his attention was mainly on stress in dealing with setbacks (5 times) and personal and financial problems (3 times), while balancing the relationship between learning and life (1 time) was also relatively involved. This shows that students feel helpless and confused when facing the above problems, and hope to obtain a reliable channel of catharsis and counseling advice. terms of dealing with setbacks and stress, one respondent mentioned:

“...Kalau sebelum kuliah dulu kan saya masih males-malesan tuh pak belajar nah semenjak masuk kuliah tu saya masuk ke dalam circle atau lingkungan pertemanan yang lumayan ambis jadi itu membangkitkan motivasi belajar saya jadi kalau saya ketinggalan informasi tentang pembelajaran itu cemas sendiri”.
(B: AP3/GYI/1).

In dealing with personal and financial problems, several respondents stated:

“...Jadi saya tinggal sama ibu jadi ibu mendukung perkuliahan kalau di pihak ayah kurang sih, saya beasiswa dan di bantu sama orang tua karena beasiswa itu Cuma 6 bulan sekali ya pak untuk bayar kos dan kebutuhannya. Dan untuk masalah makan itu masih di kirim”. **(C: AP1/GYI/2).**

“...Jadi ngekost itu kan jauh dari orang tua nah dimana saya tu mengatur keuangan, waktu dan tanggung jawab saya sendiri. Nah dari hal ini kemandirian saya jadi berkembang”. **(A: AP6/GYI/2).**

Regarding the balance between study and life, another respondent stated:

“...Pemikiran saya itu mungkin kalau saya kuliah gaada lagi waktu untuk saya bermain sama teman-teman ataupun melakukan hobi-hobi saya tapi ketika saya berkuliah ternyata sefleksibel itu untuk melakukan hal-hal yang saya sukai”.
(C: AP5/GYI/3).

In terms of self-management of behavior, one respondent mentioned the situation after leaving supervision:

“...Saya dapat membagi waktu dan saya juga dapat berinteraksi dengan pelajaran akademik yang ada di perkuliahan”. **(A: AP1/GTI/4).**

Although not directly related to family support, one interviewee described the impact of family support on himself:

If this lecture is often outside, according to us, even if we go to campus activities, it is always allowed, not forbidden as long as it is important for the campus.
(B: AP2/GYI/5).

Organizational Construction

In terms of organizational construction, students' understanding of administrative systems can have a positive impact on their academic effectiveness (Dinther et al., 2011),



although most of the school's task at this stage is to provide information to students in the form of intrusive counseling and advice (Chan, 2016). However, considering the diversity of educational administration systems in colleges and universities, most students still expect personalized guidance (Zenobia et al, 2019) and related timely solutions (Feghali & Zbib, 2011) when facing personal problems or making decisions. This research also proves the above view. From these results, the focus of the interviewees' attention was mainly on responses to students' comprehensive evaluations (3 times) and understanding of administrative regulations (11 times). The second core concept is an understanding of school administration rules. From the interviewee's statement, it was concluded that there is still a lot of room for improvement between students and the university administration. For example, several interviewees mentioned their confusion in handling student evaluations comprehensively:

“...Melatih kedisiplinan juga ya pak yang namanya aturan kuliah biar bisa menjadi pembeda yang kuliah maupun tidak”. (B:AP2/GYO/1)

“...Karena banyak sekali hal-hal yang tidak di inginkan, saya rasa layanan konseling perlu di buka untuk anak-anak seperti mahasiswa akhir ini untuk mencurahkan isi hatinya sehingga nanti bisa di cari solusinya”. (C:AP5/GYO/5)

In terms of understanding management rules, one of the interviewees mentioned that:

“...Tentunya setiap universitas itu pasti ada aturannya apalagi tentang berpakaian jadi pentingnya aturan berpakaian di perkuliahan itu supaya mahasiswa tidak berpakaian tidak senonoh”. (A:AP4/GTO/2)

In terms of handling procedure guidelines, several interviewees mentioned their helplessness in dealing with the complexity of universities:

“...Misalnya tuh gini, bajunya pakai kemeja tidak boleh memakai rok pendek sepatunya harus yang tertutup, tidak boleh memakai sandal dan berpakaian sopan”. (A:AP2/GTO/3).

“...Saya lihat staff di kampus itu kebanyakan dari prodi dan akademik itu rata-rata perempuan ya pak, mereka itu rata-rata bertarung dalam moodnya sendiri jadi kadang saya kesana itu moodnya bagus dan ada masanya kadang tuh minta tanda tangan itu lebih mudah ya pak Cuma kan kalau yang agak ribet itu surat observasi itu seperti sudah siang sudah berantakan dan kurang melayani dengan baik karena kan seharusnya melayani orang itu dengan etika yang baik dengan senyuman”. (C:AP1/GYO/3).

In terms of obtaining resources and services effectively, one respondent mentioned both convenience and drawbacks:

“...Sama pelayanan yang ada di prodi misalnya saya yang sekarang mau ikut prodi itu kan banyak ke prodi ngurus surat segala macam jadi mereka itu seperti lebih membantu gitu pak”. (B:AP3/GYO/4)



“...Dalam hal partisipasi dalam pengelolaan kampus, mahasiswa juga menyebutkan kebingungan mereka sendiri ketika kemauan dan motivasi awal mereka untuk berpartisipasi dalam pengelolaan kampus berbeda:

Karena dari situ juga mencerminkan seorang mahasiswa karena gak semua siswa bisa menerbitkan karya ilmiah ya pak jadi itu menjadikan point yang khusus mahasiswa itu dan juga rata-rata untuk mata kuliah di prodi itu rata-rata di suruh publikasi jurnal”. (C:AP1/GYO/5).

Learning Planning Construction

Studies on the construct of learning have stated that academic counseling can help students to formulate career paths and make more reasonable study plans or educational choices, give students the opportunity to reflect on their own interests, strengths, and weaknesses, encourage students to explore educational goals and plans, personal, and career themselves in an overall framework (Cheung et al., 2017), improving students' cognition, motivation and behavior (Poulou, 2017), and then generating sustainable growth momentum (Sherlywati et al., 2022). The results of this study agree with the conclusions above. The need for resource consultation mentioned in learning-related constructs is more concentrated than other constructs, especially understanding the major being studied (3 times), setting and realizing academic goals (13 times), and understanding the curriculum and curriculum system (1 time), followed by increasing innovative abilities and vocational skills (3 times) and building interest in learning (12 times). For in terms of understanding the major being studied, several respondents stated:

“...Pas praktek di lapangan itu ternyata administrasi itu kalau orang tau itu kan tentang surat dan kearsipan aja ternyata bukan sekedar itu aja, kita ada manajemen sarana dan prasarana, tentang kurikulum dan lain sebagainya”. (C:AP2/GTP/1).

“...Awalnya kan saya gak sesuai dengan jurusan yang saya mau namun lama kelamaan karena lingkungan sekitar tadi akhirnya saya menerima prodi yang saya pilih tersebut”. (A:AP6/GYP/1).

In terms of setting and achieving academic goals, several respondents mentioned:

“...Tujuannya agar saya bisa menjadi tenaga pendidik dan juga bisa menjadi dosen”. (A:AP7/GYP/2).

“...Saya mempunyai target ipk 3.5 karena gak mau ngambil yang tinggi-tinggi karena takutnya ipk tinggi ternyata gak bisa di pertahanin dan gak bisa di buktikan, target kuliah 3.5 tahun dan paling lama 4 tahun kurang”. (A:AP1/GTP/2).

In terms of understanding the curriculum and curriculum system, one respondent said:

“...Yang pasti tidak mengulang mata kuliah pak, kemudian mengerjakan itu sungguh-sungguh”. (B:AP1/GTP/3).

In terms of increasing innovation capabilities and professional skills, several respondents mentioned:



“...Dari program magang itu jadi saya tahu misalnya gini loh cara kerja administrasi nanti, secara kasarnya gini loh masuk ke sekolah jadi saya bisa lebih menempatkan diri dan segala macam”. (C:AP4/GTP/4).

“...Untuk jadi aktif gitu mungkin kita butuh keberanian ya pak karena misalnya kita gak aktif gitu kan agak gimana ya pak jadi kita butuh keberanian untuk aktif dan keberanian kita dalam pembelajaran perkuliahan dan sebagainya”. (A:AP9/GYP/3).

In terms of building interest in learning, one respondent said:

“...Kalau untuk minat belajar itu mneurut saya ada doronagn dari dosen pak, dosennya seperti kebersamai terus gak selalu nyuruh terus juga dari pertemanan”. (B:AP2/GYP/5).

In terms of looking for an appropriate learning model, one respondent stated:

“...Saya berpergian pak misal saya ke perpustakaan ini atau ke perpustakaan yang sana gitu jadi saya berpindah-pindah untuk belajar saya”. (A:AP9/GYP/5)

In improving professionalism, several respondents stated:

“...Saya sudah mengikuti seminar dan worksop sehingga saya semangat belajar. Selain itu saya mengikuti organisasi”. (A:AP1/GTP/5).

“...Seperti membuat artikel gitu pak, untuk selanjutnya mungkin surat dan kearsipan karena di bidangnya administrasi pendidikan gitu jadi mengelola surat dan kearsipan”. (C:AP3/GTP/7).

Social Construction

As F. Kristine (2022) say, institutions should not only focus on learning and achievement, but should also consider overall student development. The need for consultation from social construction also reflects that students acquire new ways of communicating with the outside world with a growth mindset (Walker et al., 2017), such as building a social circle (Yesuf et al., 2024), strengthening peer relationships (Soria et al., 2017), learning to protect themselves, and overcome challenges caused by environmental change ((Jamaludin et al., 2021);. This study also verified the need for the above conclusion, and found that respondents' need for advice mainly focused on establishing social circles and peer relationships (20 times) and responding to social challenges (1 time). In contrast to the other three compared constructs, the demand for counseling and advice in the social construct is broader, which is also in line with Maaben's view of diverse contacts with new environments (Novita & Mudjiran, 2021). In terms of building a social circle and relationships with peers, one respondent mentioned:

“...Saling memahami juga kan harus tahu masing-masing kekurangannya, kita kan gak juga selalu langsung suka sama orang ini jadi harus di terima kekurangannya terus belajar sering bareng dan saling memberikan pendapat yang di berikan masing-masing orang”. (A:AP2/GTS/1)



In terms of overcoming social challenges, several respondents mentioned:

“...Kalau sesama mahasiswa jangan diam saja tapi boleh memulai obrolan terlebih dahulu, ketika kita menemukan orang yang baru pasti ada cenderung seperti segan gitu tetapi ketikan kita mau memulai pembicaraan itu akan mempermudah jalinan pertemanan”. (C:AP5/GTS/2)

“...Saya sendirikan sering diam, pemalu gitu dengan berintraksi dengan lingkungan baru hal tersebut merubah kepribadian saya contohnya bisa ngomong di depan umum. Jadi menurut saya itu kita harus menerima gimana sih cara lingkungan tersebut merubah tingkah laku kita selagi itu positif”. (A:AP6/GYS/4)

Regarding positive interactions with lecturers, one respondent stated:

“...Seperti dosen-dosen gitu ya pak mereka kan udah masuk ke jenjang S2 S3 yang pengalamannya jauh berbeda dengan kami yang baru masuk, nah dengan mereka menceritakan pengalamannya atau bahkan cara mengajarnya itu membuat kami mendapatkan lebih banyak ilmu”. (B:AP3/GYS/3)

In terms of adapting to a new environment, several respondents mentioned:

“...Memahami kebudayaan sekitar kalau disini kan menurut saya budayanya campur jadi saya harus memahami budaya mereka agar saya tahu untuk menjalankan di lingkungan sekitar itu supaya lebih baik”. (A:AP3/GTS/4)

“...Saya harus mengamati seseorang itu seperti apa dan harus tau orang ini suka dan gak suka seperti apa karena gak semua orang bisa menyesuaikan diri jadi kalau misalnya kami punya circle terus masuk circle orang lain lagi yaa paling nggak cari pembahasan yang nyambung sama pembahasan orang itu jadi gak harus membawa diri kita tuh untuk membuat orang menurut kita seharusnya kita yang menurut orang dulu dan kita bisa menyesuaikan diri kita lagi”. (C:AP1/GYS/4)

In terms of self-protection, one respondent stated:

“...Jadi kita melihat pertemanan itu sudah jelek mungkin kita akan terjerumus ke yang jelek sebaliknya jika kita melihat pertemanan yang bagus mungkin kita mempunyai lingkungan pertemanan yang bagus”. (A:AP9/GYS/5)

Guidance and Counseling (BK) is a very important service in the world of education, especially at the higher education level. Counseling services help students not only deal with academic problems, but also personal, social and professional problems (Mah & Ifenthaler, 2020). To provide effective BK services, a needs analysis is required first. The purpose of this needs assessment is to identify the challenges faced by students and determine the type of guidance and counseling services most needed (Muiz & Fitriani, 2022).

Overall, what students face can be grouped into two categories, namely academic (study) problems and non-academic (personal social) problems (Lase, 2018). Academic problems are obstacles or difficulties faced by students in planning, implementing and maximizing their learning. Some study problems that students may face are as follows:



1. Difficulty in managing study time to suit the many demands of lecture activities and other student activities.
2. Difficulty in getting learning resource books.
3. Lack of motivation or enthusiasm for learning.
4. Have wrong study habits.
5. Lack of interest in the profession.
6. Low curiosity and desire to deepen knowledge.

Furthermore, personal social problems are problems faced by students in managing their own lives and adapting to social life, both on campus and in their living environment. Some problems that students may face are as follows:

1. Economic difficulties.
2. Difficulty adjusting to fellow students.
3. Difficulty adapting to the community around where you live.
4. Problems in the family.

According to Young (Nastiti & Habibah, 2017), the objectives of counseling in higher education are:

1. Helping students make decisions regarding career choices, educational program choices, and other issues related to educational decisions.
2. Enables students to be more active in interacting with other people, such as peers, lecturers, parents.
3. Helping students gain self-understanding and self-acceptance.
4. Helping students to improve their skills in terms of academic and social aspects.
5. Provide support to students to overcome emotional crises.

CONCLUSION

This study successfully identified the academic and social needs of Education Administration students at Jambi University through a qualitative approach. The results showed that the most dominant needs were in the individual dimension, such as family support and stress management; the organisational dimension, including understanding the administrative system and accessing campus services; the learning dimension, such as academic planning and developing learning interests; and the social dimension, such as environmental adaptation and strengthening relationships between students.

From a practical perspective, this study recommends that higher education institutions improve local needs-based academic guidance services that include a personalised approach, integration of organisational support systems, and strengthening students' social engagement. Thus, it is expected that students can improve their adaptability to academic and social challenges, which ultimately has a positive impact on their educational success.

However, this study has limitations, including a focus on one university which limits the generalisation of the results to a wider context. Therefore, further research is recommended to cover a larger and more diverse population, as well as consider other variables such as cultural differences, economic background, and level of education..



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