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Judul artikel : A Study of Undergraduate Students' Perception about Academic Advising in An
Indonesia University

Jurnal : Humaniora Vol. 11 No. 2 (2020)

No.	Perihal	Tanggal
1	Journal registration	8 Mei 2020
2	Artikel submission	8 Mei 2020
3	Article review, decline submission and returned for revision	13 Mei 2020
4	Article revision & resubmission	8 Jun 2020
5	Article review & returned for revision	11 Jun 2020
6	Clarification to editor	12 Jun 2020
7	Article review & accepted for further process	15 Jun 2020
8	Article revision	16 Jun 2020
9	Editor decision to accept the submission	30 Jun 2020
10	Letter of Acceptance	24 Sep 2020
11	Paper published	12 Jan 2021

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• [Humaniora] A STUDY OF UNDERGRADUATE STUDENTS' PERCEPTION ABOUT ACADEMIC ADVISING IN AN INDONESIAN UNIVERSITY

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• **Mrs. Dewi Novianti**

Dari: dnovianti@binus.edu

Kepada: Imelda Junita, Fanny Kristine, Sherlywati Limijaya, Tabita Emmanuella Widodo

Cc: supria@binus.edu, asundjaja@binus.edu, humaniora@binus.edu



Rab, 13 Mei 2020 jam 15.31 ☆

Dear Mr. /Mrs. Imelda Junita, Fanny Kristine, Sherlywati Limijaya, Tabita Emmanuella Widodo,

We have reached a decision regarding your submission to Humaniora "A STUDY OF UNDERGRADUATE STUDENTS' PERCEPTION ABOUT ACADEMIC ADVISING IN AN INDONESIAN UNIVERSITY".

Our decision is to decline the submission due to author(s) name and affiliation on the manuscript. Please do not put authors name and affiliation on the manuscript, put this information on submission metadata only. You also need to add all authors information on submission metadata.








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ABOUT ACADEMIC ADVISING IN
AN INDOONESIAN UNIVERSITY**

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**Management Department, Faculty of Economics
Maranatha Christian University
Bandung**

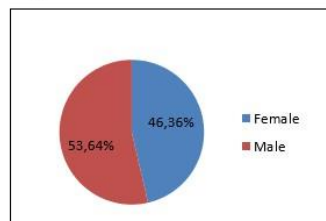
ABSTRACT

Academic advising is an essential matter of higher education system that can help undergraduate students to accomplish their academic problems and succeed in their professional careers. Academic advising programs are initiated to help undergraduate students from different academic backgrounds and with various level of readiness to manage challenge in universities. The purpose of this study is to explore undergraduate students' perceptions about academic advising in an Indonesian university by measuring aspects of academic advising, involving the nature of advising relationship, the frequency of activities occurring during advising sessions and students' satisfaction with academic advising. The sample consisted of 302 undergraduate students that were asked to

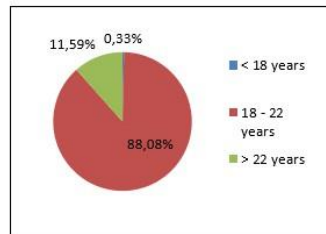
score between 57-112 from 14 pairs of expressions used to assess the trait of advising relationship (Al-Omari & Khasawneh, 2014). However, modification had been made in questionnaires of this study that only used 13 pairs of statements, therefore, the score is also modified to 13-52 for prescriptive advising and 53-104 for developmental advising.

Part III presented information about topics discussed during academic advising sessions. The topics categories included personal growth and interpersonal relationships, institutional policies, registry and course selection, learning capacity, academic majors and courses. Assessment of Part III can be completed by tabulating the frequencies of each response (ranging from 0 to 4).

Part IV was composed of five items that measure students' satisfaction with their academic advising experience. Students were requested to rate each items using a Likert scale, choosing from 1 (truly disagree) to 5 (truly agree). Low average scores imply dissatisfaction with the overall academic advising and/or specific aspects of the academic advising, higher average scores imply greater satisfaction with the academic advising.



a. Gender Characteristics of Student Sample



b. Age Characteristics of Student Sample



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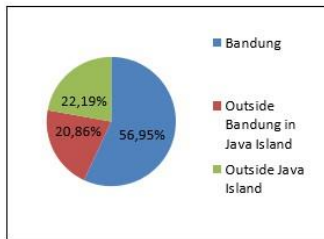
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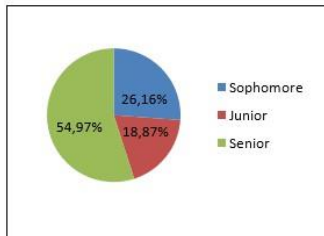


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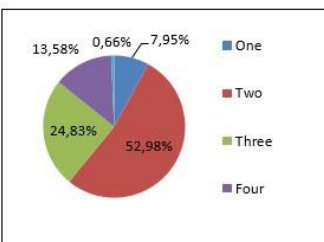
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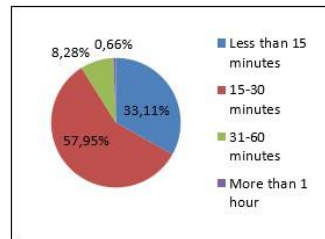
c. Place of Origin of Student Sample



d. Classification Characteristics of Student Sample



e. Number of Academic Advising Sessions Students Have in One Semester



f. Amount of Time Spent in Each Advising Session

Figure 1. Demographic Characteristics and Advising Situation of Samples

In Part II, when asked about what kind of academic advising style that undergraduate students currently apprehended, they gave an average score of 68.83 with standard deviation 20.67. This result indicates that the university provides developmental advising (ranging from 53-104).

Table 1. shows descriptive statistics for respondent who reported experiencing prescriptive advising and those who reported experiencing developmental advising. The data shows that 21.85% of the 302 respondents experienced prescriptive advising and 78.15%

experienced prescriptive advising and 78.15% experienced developmental advising. It means that students experienced more developmental advising than prescriptive advising. In developmental academic advising, advisors focus on potentialities of students, students are active and struggle, they are growing, maturing and capable of self-direction, either students and advisors may take initiative. High scores of advising style scales also indicate that advisors and students have built a warm, caring, and gracious relationship, advisors and students share and obviously discuss responsibility for various advising tasks, and academic advising is based on an interest for the students' holistic education.

Table 1. Descriptive Statistics of Advising Styles

Advising Styles	n	M	SD	Scores
Prescriptive	66	38.01	10.90	13-52

Developmental	236	77.45	13.15	53-104
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In Part III, results in Table 2 exhibited frequency of topics (ranging from 0-4) discussed between advisors and undergraduate students during academic advising sessions. The topics have been categorized and described as follows:

- Personal development & interpersonal relationships, associated with discussing personal values, important social or political issues, personal concerns or problems, internship opportunities, setting personal goals, getting to know each other, discussing extracurricular activities, job vacancy, purposes of education, talking about experiences in different classes and what students doing after taking courses.
- Institutional policies, associated with discussing transfer credit and policies, probation and dismissal policies, financial aids policies and studies abroad or other typical academic programs.
- Registration and course selection, associated with signing registration forms, dropping and/ or adding courses and selecting courses for the next semester.
- Learning skills, associated with discussing institutional policies about learning system

Part IV measured undergraduate students' satisfaction toward academic advising in the university. The results are indicated in Table 3.

Table 3. Undergraduate Students' Satisfaction towards Academic Advising

a. Students are Satisfied in General with The Academic Advising They Have Obtained

Response	Frequency	Percentage
Truly Agree	99	32.78%
Agree	121	40.07%
Neutral	51	16.89%
Disagree	20	6.62%
Truly Disagree	11	3.64%
Total	302	100.00%

b. Students have Obtained Appropriate Information about Courses, Programs, and Requirements through Academic Advising

Response	Frequency	Percentage
Truly Agree	87	28.81%
Agree	130	43.05%
Neutral	55	18.21%
Disagree	23	7.62%
Truly Disagree	7	2.32%
Total	302	100.00%

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aids policies and studies abroad or other typical academic programs.

- Registration and course selection, associated with signing registration forms, dropping and/ or adding courses and selecting courses for the next semester.
- Learning skills, associated with discussing institutional policies about learning system, study skills and tips, and time management.
- Academic majors and courses, associated with discussing possible academic concentrations, content of courses, career alternatives, knowing other campus services that can offer assistance, discussing academic concentration requirements and changing academic concentration.

Table 2. Frequency of Topics Discussed during Academic Advising Sessions

Topics Categories	Average	Standard Deviation
Personal development & interpersonal relationships	1.53	1.25
Institutional policies	0.88	1.14
Registration & course selection	2.68	1.29
Learning skills	1.77	1.16
Academic majors & courses	1.67	1.29

through Academic Advising

Response	Frequency	Percentage
Truly Agree	87	28.81%
Agree	130	43.05%
Neutral	55	18.21%
Disagree	23	7.62%
Truly Disagree	7	2.32%
Total	302	100.00%

c. Adequate Previous Announcement has been available about Deadlines Related to University Policies and Procedures

Response	Frequency	Percentage
Truly Agree	84	27.81%
Agree	127	42.05%
Neutral	64	21.19%
Disagree	19	6.29%
Truly Disagree	8	2.65%
Total	302	100.00%

d. Students Get Good Enough Advising when They Needed It

Response	Frequency	Percentage
Truly Agree	89	29.47%
Agree	119	39.40%
Neutral	59	19.54%
Disagree	24	7.95%
Truly Disagree	11	3.64%
Total	302	100.00%



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e. Adequate Time Has Been Available during Academic Advising Sessions

Response	Frequency	Percentage
Truly Agree	100	33.11%
Agree	117	38.74%
Neutral	50	16.56%
Disagree	25	8.28%
Truly Disagree	10	3.31%
Total	302	100.00%

also can be established for the academic advisors in the university to determine their response of their role as academic advisors. A follow-up qualitative study can be established to find out why students or advisors apprehend that they obtained or provide prescriptive or developmental advising.

ACKNOWLEDGEMENTS



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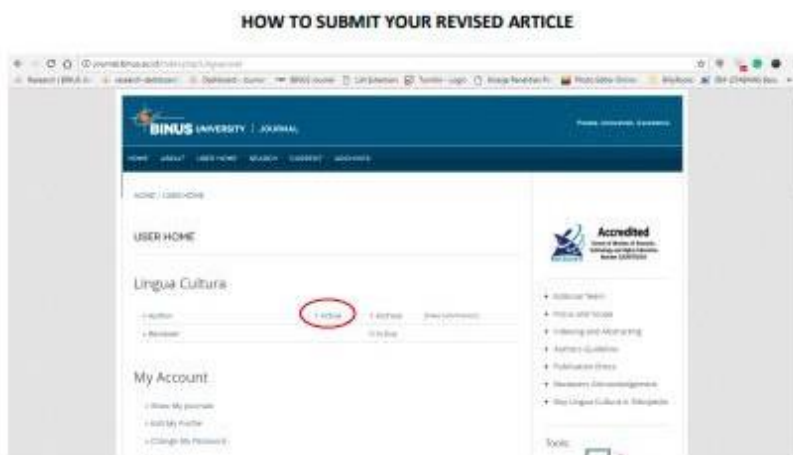
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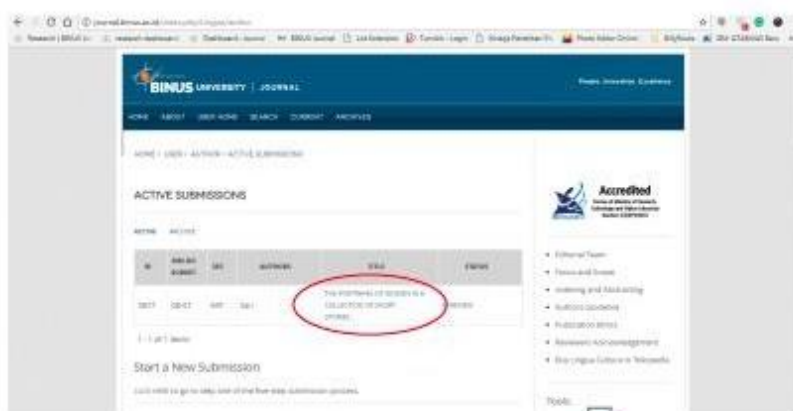
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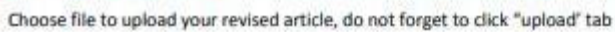
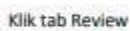
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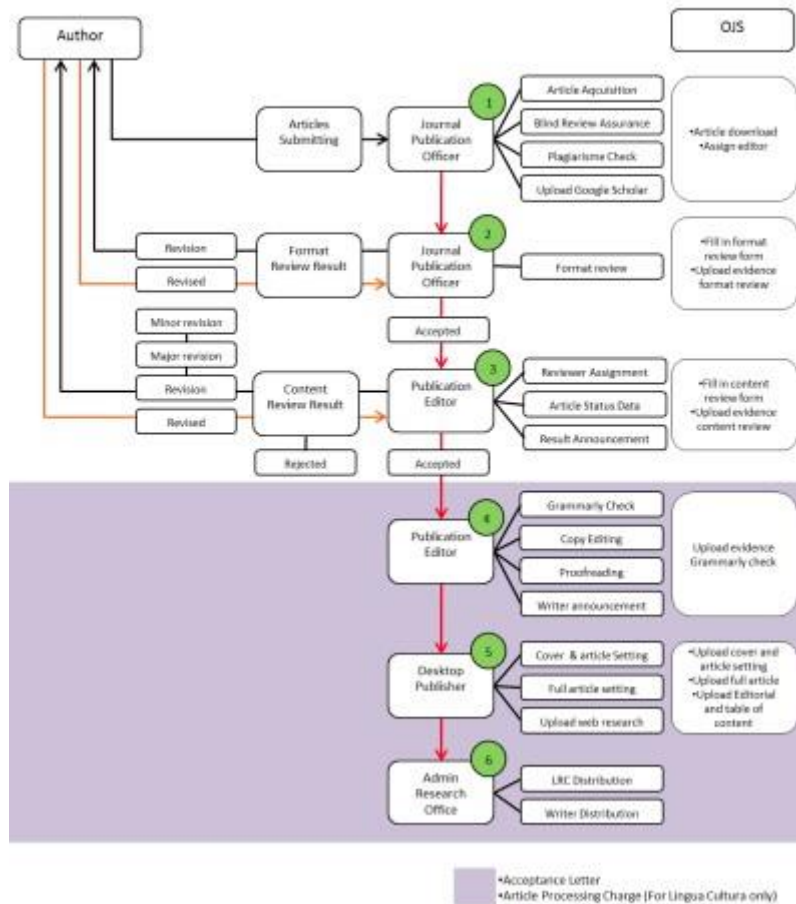
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• **Mrs. Dewi Novianti**

Dari: dnovianti@binus.edu

Kepada: Imelda Junita, Fanny Kristine, Sherlywati Limijaya, Tabita Emmanuella Widodo

Cc: supria@binus.edu, christian.harito@binus.edu, humaniora@binus.edu



Kam, 11 Jun 2020 jam 17.49 ☆

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university, students will spend much more time doing readings and assignments on their own. In university, large student populations can also make for many opportunities to get involved in clubs, societies and campus events. Here, time management is critical to success. Postponement and failing to meet progression requirements can lead to serious academic difficulties. One thing that can help students with their transition is academic advising program.

Academic advising is identified as one of the activities that facilitate students to comprehend the sense and purpose of higher

2014).

Academic advisor serves as a personal mentor and an academic counselor for students. Academic advisor should be available and accessible, well-informed, helpful, attractive and communicative (Michaud & Eduljee, 2014). The roles of academic advisors are (Michaud & Eduljee, 2014; Owens, 2015):

- Assist students to make good academic decisions by considering courses, major, and extracurricular activities that associate with students' goals.
- Motivate students to achieve goals and allow students to be responsible for their

Dewi Novianti

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In Part III, results in Table 2 exhibited frequency of topics (ranging from 0-4) discussed between advisors and undergraduate students during academic advising sessions. The topics have been categorized and described as follows:

- Personal development & interpersonal relationships, associated with discussing personal values, important social or political issues, personal concerns or problems, internship opportunities, setting personal goals, getting to know each other, discussing extracurricular activities, job vacancy, purposes of education, talking about experiences in different classes and what students doing after taking courses.
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- Registration and course selection, associated with signing registration forms, dropping and/ or adding courses and selecting courses for the next semester.
- Learning skills, associated with discussing institutional policies about learning system, study skills and tips, and time management.
- Academic majors and courses, associated with discussing possible academic concentrations, content of courses, career

The most frequently reported activity students in dealing with advisors here is related to registration and course selection with an average of 2.68 times. This can be understandable because each semester students regularly are scheduled to do registration and take courses for the following semester. The least frequent activities reported was discussing institutional policies with an average of 0.88 times. These activities often need to be dealt once, at the beginning of academic year and students can read all about institutional policies information in student's academic handbook.

Part IV measured undergraduate students' satisfaction toward academic advising in the university that is composed of five items. The items should be responded with Truly Agree, Agree, Neutral, Disagree, and Truly Disagree. The results are indicated in Table 3.

Table 3. Students are Satisfied in General with The Academic Advising They Have Obtained

Response	Frequency	Percentage
Truly Agree	99	32.78%
Agree	121	40.07%
Neutral	51	16.89%
Disagree	20	6.62%
Truly Disagree	11	3.64%
Total	302	100.00%

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Imelda Junita

Dari: imelda_junita@yahoo.com

Kepada: Mrs. Dewi Novianti



Jum, 12 Jun 2020 jam 17.05 ☆

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Faculty of Economics
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Dari: dnovianti@binus.edu

Kepada: Imelda Junita, Fanny Kristine, Sherlywati Limijaya,
Tabita Emmanuella Widodo

Cc: supria@binus.edu, christian.harito@binus.edu, humaniora@binus.edu



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Dari: imelda_junita@yahoo.com

Kepada: Dewi Novianti



Sel, 16 Jun 2020 jam 11.51 ☆

Dear Mrs Dewi Novianti,

Here I send the revise of our manuscript. Thank you for your help.

Regards,

Imelda Junita

Department of Management

Faculty of Economics

Maranatha Christian University

Bandung-Indonesia

> Tampilkan pesan asli



6490_UKM... .docx

89.6kB



• **Dewi Novianti**

Dari: dnovianti@binus.edu

Kepada: Imelda Junita



Sel, 16 Jun 2020 jam 17.58 ☆

Dear Mrs. Imelda Junita,

Thank you.

Regards,

Dewi Novianti

Journal Publication Officer

> Tampilkan pesan asli



Dina Nurfitria

Dari: dnurfitria@binus.edu

Kepada: Imelda Junita

Cc: Fanny Kristine, Sherlywati Limijaya, Tabita Emmanuella Widodo



Sel, 30 Jun 2020 jam 10.04 ☆

Dear Ms. Imelda Junita:

We have reached a decision regarding your submission to Humaniora, "A STUDY OF UNDERGRADUATE STUDENTS' PERCEPTION ABOUT ACADEMIC ADVISING IN AN INDONESIAN UNIVERSITY".

Our decision is to: Accept the submission. Since we have accreditation form from Ministry of Research, Technology, and Higher Education, we have article processing charge to the authors Rp. 2.000.000, when the article is ready to be published. We will inform you about the payment soon.

This article will be published in July 2020 (Humaniora 11.2). We will inform you for the further information. Thank you for your cooperation and contribution to our journal.

Thank you for your attention.

Regards,
Dina Nurfitria
Bina Nusantara University, Indonesia
dnurfitria@binus.edu
Journal Publication Editor

Language *

- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Poor

Writing Accuracy *

- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Good

Result *

- ☒ Accepted
- ☐ Accepted with Minor Revision
- ☐ Rejected

Overall Comments:

Everything's fine. The article is well-written and give a new knowledge.Bottom of Form

