

Peer Counseling Mentoring Model to Assist Students with Problems in Higher Education

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Abstract

This study aims to: (1) identify the factual conditions of guidance and counseling services that exist at the Faculty of Dakwah and Communication of UIN Raden Fatah Palembang, (2) analyse the problems experienced by students, (3) identify the needs of students for guidance and counseling services, (4) Knowing the process of developing a peer counseling guidance service model with a mentoring approach and (5) Producing an effective mentoring approach peer counseling service model following the objective conditions of the Faculty of Da'wah and Communication. This study uses a development approach (research & development). The population and research subjects were students, PA lecturers, BK lecturers, Deputy Dean III for student affairs and cooperation and guidance and counseling experts. Data collection tools in this study used interview guidelines and questionnaires. The results of the study show: (1) the factual condition of counseling guidance services at the Faculty of Da'wah and Communication is carried out by academic supervisors individually (45.14%), and group (42.44%) not good category (2) description of the problems experienced by students of the Faculty of Da'wah and Communication-based on the results of the AUM analysis of the most common problems experienced by BPI study program students in the field of career and work problems (KDP) of 46.01%, and Personal Self (DPI) of 36.58% (3) students' need for guidance and counseling services is needed (86.98%) with reasons to help students solve/handle problems (9.44%), personal, academic, social, career and religious fields, students will take advantage of (52, 05%). 4) developing a model for peer counseling services by conducting preliminary studies, designing a hypothetical model, carrying out due diligence, improving the model, limited field trials, and perfecting the model. 5) The peer counseling guidance service model, the mentoring approach is effective 72.04%, in helping solve student problems at the Faculty of Da'wah and Communication at UIN Raden Fatah Palembang.

Keywords: Peer Counseling Guidance, Mentoring Approach, Student Problems

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Introduction

Guidance and counseling professional services in educational institutions have increased very rapidly. This is evidenced by several deregulation of government regulations. One of them is the Minister of Education and Culture RI No. 111 of 2014, page 1 emphasised that "in the context of developing life competencies, students need an education service system in education units not only relying on learning services/subjects/fields of study and management but also special psycho-educational assistance services

through counseling services". (Attachment to the Minister of Education and Culture of the Republic of Indonesia No. 111 of 2014 concerning Guidance and Counseling in Elementary and Secondary Education Units.2014) (Zamroni & Rahardjo, 2015).

The results of research related to the need and urgency of guidance and counseling services in tertiary institutions include: at the Zulia Venezuela University already has a guidance and counseling program as written by (Vera, 2011) in a journal entitled "The Counseling Program at the University of Zulia: An International Program". They prepare professional counsellors trained in preparing, implementing, evaluating, and developing, especially if students need special counseling.

Sadia Saleem and Zahid Mahmood's research at Lahore Madeha Naz GC University emphasised students' mental health. This study was designed to determine the prevalence rate of mental health problems among university students (Saleem et al., 2013). This scale relates to four dimensions of mental health problems, as students reported: a sense of being dysfunctional, loss of faith, lack of self-regulation, and anxiety. Furthermore, research conducted by (Park et al., 2021) University in South Korea focused on guiding the development of student achievement indexes. Ramzan et al., (2012) highlighted the seriousness of plagiarism among students in Pakistan entitled "Awareness About Plagiarism Among University Students in Pakistan", which uncovers various empirical and ethical issues among academics, especially plagiarism, which is fast becoming part of the global education and research culture. More and more students and researchers are turning to the internet for mature solutions and shortcuts for writing assignments, research papers and theses. It also explores the level of awareness of students about plagiarism. 365 graduates and postgraduate students from private and state universities were randomly selected to participate in this exploratory study. A self-reported questionnaire survey was used for primary data collection. The findings reveal a low level of awareness about plagiarism and policies plagiarism universities and processes among students (Gilmire et al., 2010).

Unethical Behavior of Students of the Czech University of Life Science also emphasises the unethical behaviour of students, such as in carrying out exams at the UniversityLife of Science Prague (Dömeová & Jindrová, 2013). The results of this study show that students feel that these actions are not immoral. This needs effective remedial action. Caludia's research is entitled "Need Assessment Guidance and Counseling Services for Students" (Claudia et al., 2015). The research results in showed that assessment for the implementation of counseling services at Instika it is urgently needed. Counseling guidance programs that can be developed are aspects of self-development and academic development that focus on literacy development.

Based on the search results from ESBCO, education full tek Eric and SOCIndex in 2019 by entering the keyword Mentoring (University or college), as many as 47,500,000 articles discussing mentoring in tertiary institutions. The results of the writings in journals, research results and guidebooks contain explanations regarding mentoring in tertiary institutions starting from policies, recruiting potential mentors, financing, programs, implementation and effectiveness of mentoring activities in tertiary institutions (Schmidt & Faber, 2016).

From the results of previous studies, guidance and counseling and mentoring activities in universities in various countries have been held and implemented. The reality is that not all universities, especially PTKIN, provide guidance and counseling services to assist the development and solving problems of its students. Search results by group *whatsapp* The Association of Islamic Counseling Guidance Experts (PABKI) of the State Islamic University which already has counseling services are UIN Banten, UIN Makassar, UIN Surabaya, IAIN Surakarta, UIN STS Jambi, and UIN Jogya. UIN Raden Fatah Palembang, especially the Faculty of Da'wah and Communication, still needs a particular counseling institution. Guidance and counseling activities for students have so far been handled by academic supervisors. The task of this academic supervisor is an additional task assigned to lecturers outside of their primary duties. Therefore PA lecturers are required to provide time to communicate, guide, motivate students and find ways of solving the problems faced by the students they mentor. The relationship between PA lecturers and students is formed from informal relationships based on formal relations as lecturers and students. This is in line with what (Yusuf & Nurihsan, 2003) that the relationship between academic supervisors and students is arbitrary which was created based on a decision letter from the institution which aims as an effort to help students to be able to complete their studies correctly and in a relatively short time following applicable regulations.

Meanwhile, Prayitno in (Darmawani, 1999) suggests that academic supervisors are expected to be able to guide students under their care in personal, social, learning and career aspects. All the aspects referred to are outside the curricular academic material presented in the tertiary curriculum. One of the main tasks of a lecturer (Academic Supervisor) in carrying out his role as an educator is to guide students. The guidance meant here is as follows:

“the process of assistance from lecturers (as academic supervisors) to students so that they can optimally develop their potential or developmental tasks, through the creation of an environment (physical, psychological, social, and religious) that facilitates this development.(Syamsu, 2009)

In general, the duties of an academic supervisor are to provide direction to students who are under their responsibility in preparing plans and study loads and choosing courses to take, allowing students to discuss problems they are experiencing, especially those relating to their studies and helping students to develop good attitudes and study habits (Spouse, 2001).

Based on their duties and responsibilities, academic supervisors focus more on helping students in education and learning. While student problems according to the problem-solving tool, there are 10 problem areas, namely: Physical and Health (JDK), Personal Self (DPI), Social Relations (HSO), Economics and Finance (EDK), Career and Employment (KDP), Education and learning (PDP), Religious Values and Morals (ANM), Youth Relations and Marriage (HMP), Family Relationship Status (KHK)and Leisure Time (WSG). From the research results from conducted*Grand Challenges in Student Mental Health* (2014), the problems experienced by students are related to academic demands (thesis), economics, family problems, friendship and love issues.

Based on the initial observations of researchers in the field, the problems experienced by students were very diverse. Problems related to the teaching system (difficulty attending lectures, reading source books in foreign languages, difficulty concentrating, not liking specific courses or lecturers, endurance and continuity of study, disappointment because of low grades, wanting to quit college, wrong major). Problems related to self-adjustment and social relationships include difficulty finding friends, awkward social situations and not knowing what to do, and feelings of inferiority or embarrassment. Adjustment to campus life and coursework, difficulty adjusting to the environment in which students live, conflicts with roommates, dormitories or majors. Problems of a personal nature, such as conflicts with boyfriends or girlfriends that parents don't approve of, conflict problems with family members. Problems related to the economy include many students who experience economic difficulties because of late remittances, insufficient money or needing help managing finances. Problems in choosing majors, positions and futures include students who choose the wrong major and want to move, some who enter specific majors because of their parent's wishes, and some who feel that their future is uncertain and need help figuring out what to do.

These problems will cause anxiety, tension, conflict and frustration, and if they are not resolved quickly, they will interfere with the smooth running of student studies. To overcome the problems experienced by these students, the efforts made by the Faculty of Da'wah and Communication were only limited to empowering PA lecturers because there were no counseling service units at the faculty and university levels.

The reality in the field is that the academic supervisors at the Faculty of Da'wah and Communication of UIN Raden Fatah Palembang have yet to carry out their functions and roles ideally because the ratio of students and academic supervisors is not balanced in number. In 2019 the Faculty of Da'wah and Communication had 2,466 active students from the 2015-2019 class from 5 study programs, while there were 32 active lecturers. The total ratio of PA lecturers and students is 1:77. While ideally, the ratio of PA lecturers to students is 1:20. In addition to this, the limited function and role of PA lecturers in helping solve student problems is because there is no particular program from UIN Raden Fatah to conduct training for PA lecturers related to student assignments and development, the use of instruments and assessments to reveal student problems and the approach used in help solve student problems.

Students are also included as human beings with the right to prosper in their lives, one of which is to have a healthy mentality (Seligman & Csikszentmihalyi, 2000). In this case, the obligation and responsibility of the higher education institution are required to provide a good atmosphere so that students feel safe, and comfortable and can help optimise their students when constrained by conflicts in lectures. The government also supports activities promoting mental health as stipulated in Law No. 18 of 2014 Article 1, paragraph 4 through promotive, preventive, curative and rehabilitative approaches. The provision of mental health services on campus is aimed at preventing psychiatric problems, reducing risk factors due to mental disorders in the general public or individuals and preventing the impact of psychosocial problems.

Preventive actions (prevention), which are also promotive (explaining the importance of maintaining mental health), can be This is done by: Providing active listening training for students to improve students active listening skills and knowing the characteristics of individuals who have a vulnerability to mental health disorders and preparing students to be sensitive to the need for counseling for fellow students and to be able to invite students who need professional assistance to come to the unit counseling service, Counseling services and programs per Counsellor and Health Educated (PCHE). Peer Counselors are students selected based on criteria to become peer counsellors and health educators in each faculty who aim to carry out preventive and promotive actions (Petosa, 2014). This group is responsible for detecting psychological problems experienced by people around them, especially students. Not only that, students who have become peer counselor also tasked with promoting the existence of counseling services. In addition to the university level, ideal counseling services are available at the faculty level, including the Student Counseling Board (BKM).

Apart from helping reduce the number of mental disorders, another target of the service peer counselor on campus is to be part of efforts to increase knowledge, promote mental health, and reduce discrimination of people with mental disorders in all levels of the academic community. This is expected to provide a paradigm shift in mental health services. If previously it focused more on a medical-biological approach, now it focuses on a new paradigm that emphasises a psychological approach. Therefore, it is necessary to encourage a placement policy for counselors, counselors and other experts (psychologists, psychiatrists and others) and allocate budgets for these services on campus.

Methods

This study uses a development approach (research & development). According to Borg and Gall, the steps taken in research and development include (1) preliminary study, (2) planning, (3) development of a hypothetical model, (4) review of a hypothetical model, (5) revision, (6) limited trial, (7) revision of trial results, (8) wider trials, (9) revision of the final model, and (10) dissemination and outreach. In this development research, quantitative and qualitative methods are used together. In this study, we selected a mixed method design sequence because quantitative and qualitative methods are used simultaneously and support each other. Quantitative methods are used to determine the factual conditions of the field regarding guidance and counseling services performed by PA lecturers, the problems experienced by students, the level of student development tasks, the needs of students for the field of guidance and counseling services as well as the effectiveness of the peer guidance and counseling service model with the mentoring approach used. Developed Collaborative, participatory methods are carried out in the feasibility test process of the peer counseling service model of the mentoring approach. Data on objective conditions in the field were collected through three types of instruments: questionnaires, interview guidelines, and field observation guidelines.

Those designated as respondents in this study were divided into two parts, the first for preliminary studies were: Deputy Dean III of student affairs and Collaboration of the Faculty of Da'wah and Communication, Academic Supervisor (PA), Student of the Faculty of Da'wah and Communication class of 2017. The second respondent was expert guidance and counseling, a lecturer BPI Faculty of Da'wah and Communication, and a BPI Students class of 2017. The procedure in this study was carried out through several stages of activity, namely: (1) Preliminary study stage, (2) Hypothetical model design stage, (3) Rational Test (Model Validation), (4) Model Improvement Stage, (5) Limited field trials, (6)

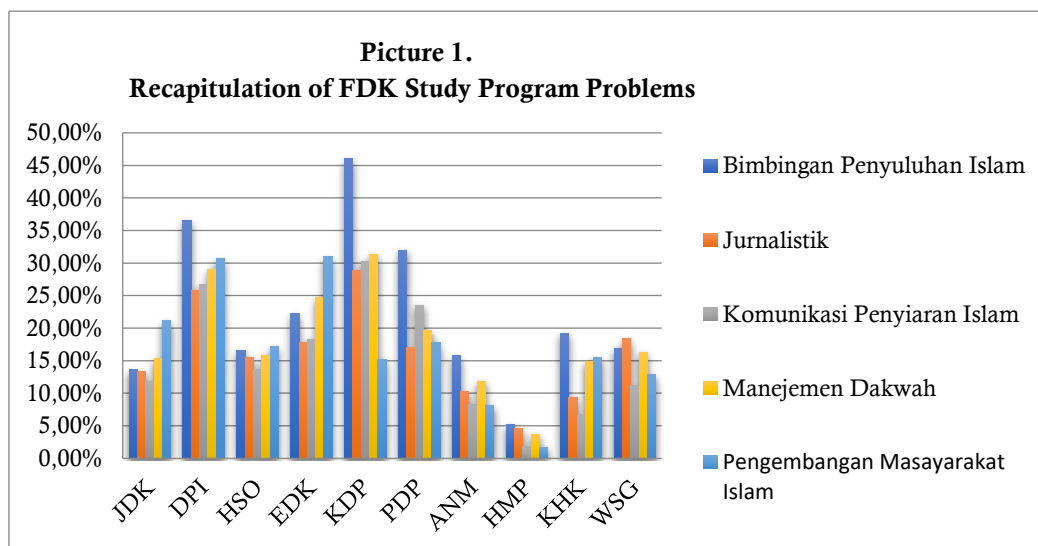
Model improvement. For testing the effectiveness of the mentoring approach peer guidance and counseling model is measured by significance testing using frequency analysis using SPSS Version 21.00.

Results and Discussion

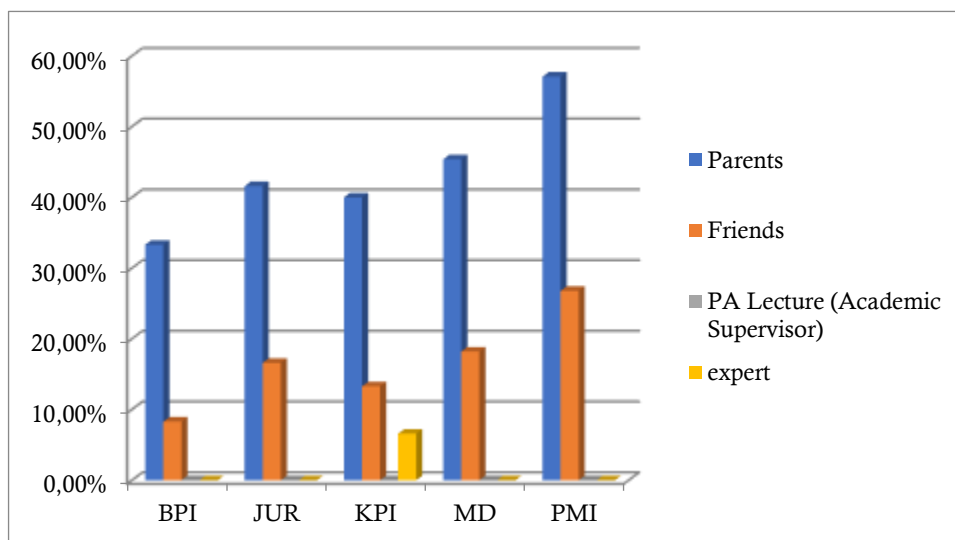
Results

The results of the study show: (1) the factual condition of counseling services at the Faculty of Da'wah and Communication, that the guidance services carried out so far at the Faculty of Da'wah and Communication are guidance services carried out by academic supervisors. The form and type of services provided are academic guidance services. Students take advantage of academic guidance services provided by PA lecturers only limited to consulting subjects for validating KRS and validating thesis titles. In contrast, at other times, they have never provided guidance. The implementation of guidance that has been carried out so far by PA lecturers has not been effective because mentoring activities have not utilised the time outside of KRS validation, lecturers have not been trained as counselors, there is no coordination (time compatibility between lecturers and students) and standard controls in dealing with problems, and students' reluctance to consult with PA lecturer other than when filling out the KRS. The possibility of establishing peer counseling at the Faculty of Da'wah and Communication is possible because the Faculty of Da'wah and Communication has a BPI study program that scientifically specialises in counseling, BPI lecturer resources at the Faculty of Da'wah and Communication. There are approximately 7 people who can be counselors and students There are approximately 500 BPI who can be trained to become peer counselors, and the BPI Study Program also has a counseling website www.konselingislam.com. The involvement of PA lecturers in guiding student problems individually is in the unfavourable category (45.14%), and the involvement of PA lecturers in guiding student problems as a group is also in the unfavourable category (42.44%), meaning that the involvement of PA lecturers is not good in solving student problems.

An overview of the problems experienced by students of the Faculty of Da'wah and Communication based on the results of the AUM analysis showed that the most common problems experienced by students were career and occupational problems (KDP) of 46.01%, Personal Self (DPI) of 36.58% The percentage of problems experienced by students of the Faculty of Da'wah and Communication in each study program can be visualised in the following diagram:



The percentage of posing problems students of the Faculty of Da'wah and Communication in each study program can be visualised in the following diagram:

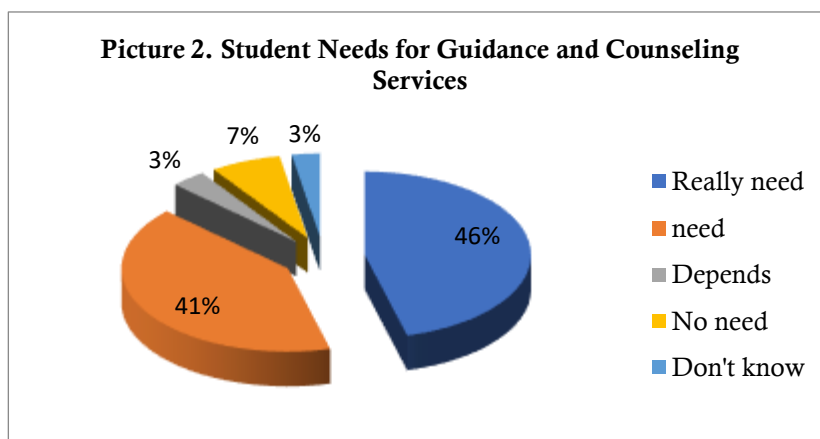


Student needs for guidance and counseling services are needed (86.98%) with reasons to help students solve/handle problems (9.44%), personal, academic, social, career and religious fields, students will use (52.05%). From the results of a questionnaire distributed to 146 respondents, the needs of students of the Faculty of Da'wah and Communication for guidance and counseling services can be seen in the table below:

Table. 1 Student Needs for Counseling Guidance Services

Answer	Amount	Percentage
Really need	67	45,89
need	60	41.09
Depends	5	3,42
No need	10	6,85
Don't know	4	2,73
Amount	146	100

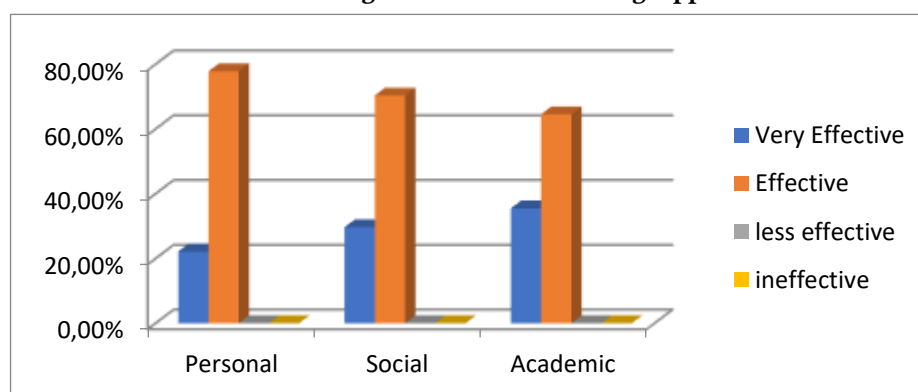
To be more precise, the percentage of the need for students of the Faculty of Da'wah and Communication for guidance and counseling services can be visualised in the following diagram:



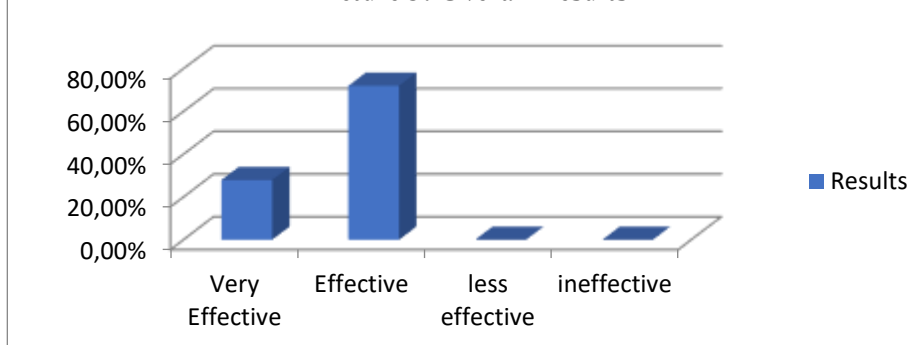
Developing a model for peer counseling guidance services by conducting preliminary studies, designing a hypothetical model, carrying out due diligence, improving the model, limiting field trials, and perfecting the model. Peer counseling guidance service model effective mentoring approach 63,32%, in helping solve student problems at the Faculty of Da'wah and Communication UIN Raden Fatah Palembang. The results of the content feasibility test by experts were carried out through the analysis of feasibility instruments on a scale. The results of this analysis found that most of the components from each aspect were stated in the feasible category, but there were several suggestions for improvement. The results of empirical validation by BK lecturers of the Faculty of Da'wah and Communication, which were carried out through focused discussions and analysis of acceptance instruments, obtained the results of an average counsellor acceptance level of 54.27% (scale scores 1, 2, 3, and 4). This identifies that, in general, the guidance counselor/counselor lecturer accepts the concept being developed. Based on the feasibility test results, it can be concluded that the developed model is considered feasible to be continued in the following development process so that it becomes more operational and tested and can be recommended as an applicable model in the field.

To be more precise, the results of the trial of the mentoring approach peer counseling service model are visualised in the following diagram:

Picture 2. Results of the Peer Counseling Trial of the Mentoring Approach Based on the problem area



Picture 3. Overall Results



From the data processing above, it can be concluded that the peer counseling mentoring approach is in the effective category (72.04%). This is in line with the results of the interviews showing that peer-to-peer counseling services with a mentoring approach have a role in helping students increase self-confidence, understand their strengths and weaknesses and provide motivation to be even better. In addition, peer counseling services with a mentoring approach also help build positive affect, such as subjects being more enthusiastic, alert, happy and calm. In addition, peer counseling services also make it a habit of acting constructively, such as: improving the subject's mindset.

From these results, it can be concluded that peer-to-peer counseling with a mentoring approach can help overcome the limitations of the role and function of PA lecturers in dealing with student problems. In this case, peer counseling guidance does not mean replacing the role of the PA lecturer but as a partner of the PA lecturer in conducting guidance with the limited time that the PA lecturer has.

Discussion

The analysis results from the preliminary study on the involvement of PA lecturers in guiding individuals (53.92%), and groups (53.32%) were in the poor category. While the problems experienced by students in various problem areas that students most experienced were the Personal Self (DPI) problem area at 29.54% and the Career and Occupational problem area (KDP) at 31.69%. For guidance and counseling services needed by students (86.98%). Those who need the most are female students (90.24%). While the study programs that most needed counseling services were BPI and MD study programs (100%) with the reason being to help students solve/handle problems (9.44%), add insight/knowledge/skills, students need good guidance with themselves, the environment and future as well as increasing self-motivation for better/achievement/progress of students (7.08%), the most needed form of counseling guidance services, students are forms of information (17.80%), consulting services (13.69%), group guidance & group counseling (12.32%), services needed in the personal, educational and religious fields. Students who will take advantage of guidance and counseling services as much as (52.05%). The reason students take advantage of guidance counseling services is to motivate them (9.32%), and can consult about lectures and services that provide benefits and positive value (better) (8.47%). Peer counseling guidance service model effective mentoring approach 63,32%, in helping solve student problems at the Faculty of Da'wah and Communication UIN Raden Fatah Palembang.

Based on the results of the research that has been carried out as a whole, it shows that the peer guidance and counseling service model with the mentoring approach developed has a positive impact in overcoming the limitations of the role and function of PA lecturers in dealing with student problems at the Faculty of Da'wah and Communication. This is in line with aspects in higher education guidance and counseling relating to the various difficulties that arise, which can be divided into two groups: academic and non-academic (Idris, 2009). However, the two groups of difficulties affect one another. Fundamental difficulties in the academic field that are often mentioned are lack of mastery of independent learning methods, lack of success in digesting lecture materials and mandatory literature materials; less able to manage time properly; less clear motivation to learn; choosing the wrong study program; relationship with lecturers tenuous or distant (Kharizmi, 2015). Fundamental difficulties in the non-academic field that are often mentioned are difficulties in bearing the cost of education; deficiencies in learning facilities, housing and nutritious food (Specht et al., 2014). The tension of hanging out with friends, for example, in a boarding house; conflict with boyfriend; tension with the immediate family environment, *stress* within oneself, which comes from feelings of inferiority, boredom, frustration and conflicts between psychic needs.

Conclusion

Overall, the results of this research model of peer guidance and counseling services with the mentoring approach can be used as a guide for counseling counselors and students in implementing the peer counseling mentoring approach. The mentoring approach guidance and counseling service model developed is relevant to the needs of the field in overcoming the limitations of the role and function of the PA lecturer in overcoming student problems because the ratio of the PA lecturer and the students being mentored is unequal. In addition, students feel more open and are attached to their peers. The peer guidance and counseling service model with the mentoring approach developed shows high accountability, namely clear objectives, activities can be carried out anytime and anywhere, the results are effective in achieving goals, the process of achieving results is efficient, the mechanism is easy to implement, and the service targets are all student. Its scope includes all areas of problems experienced by students, namely personal, academic/learning, social, career and religious fields. The model developed is effective and can be further developed based on Android. The deficiencies of this model can continue to be refined in line with student service activities. The mentoring approach peer guidance and counseling service model as the final product developed (after revision) is believed to be able to overcome the limitations of the role and function of PA lecturers in solving student problems.

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