Collaboration of Academic Advisor with Counseling Laboratories and its effect on the Students' Learning Readiness

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ARTICLE INFO	ABSTRACT
	The academic advisor and college counseling laboratories have an essential role in giving services to students. One of the assumptions is that these services can impact student learning readiness. This study aims to see how the relationship between Academic Advisors and the counseling labor impairs students' preparedness for learning. This research is quantitative research with a sample size of 297 people from seventeen studies programs for the 2019/2020 school year, where the sample is taken at random (random sampling). Instrument to measure the synergy and readiness to learn using a closed questionnaire Likert scale model. The data validation and data reliability are carried out through statistical analysis apps in the 21st version. The results showed that the correlation coefficient obtained between the variables of Academic Advisory and counseling laboratories and the variable of student learning readiness was 0.851, which was included in the reasonably high or strong category. So it can be concluded that there is a synergy between Academic Advisors and counseling laboratories in providing services to students and impacts student learning readiness.

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1. INTRODUCTION

Effective higher education management should have an adequate counseling service system that contributes to the success of students (Abbas, 2014); Rauch, 2018; Runck, 2018). Prayitnyo & Amti, 2004 described the existence of counseling as providing services to help students achieve success in higher education, which are in academic, career preparation, and social. Besides that, counseling services also provide information regarding personal, social, and career development ((Winkel & Hastuti, 2006; Gerlach, 2017; Capizzi et al., 2017; Shelesky, Kristin; Weatherford, Ryan D.; Silbert, 2016).

Moreover, students have faced many problems that can affect their studies. So, they need counseling services as problem solvers (Rozak et al., 2018; Syamsidar, 2017); Tello & Lonn, 2017; Chae, Soo Eun &Choi, 2016; Winterrowd, Erin; Priniski, Stacy J.; Achter, John; Abhold, 2016). For example, first-year students have faced the problem that is related to cognitive, social, and regular transition problems (Jones, Payton J.; Park, So Yeon; Lefevor, 2018; Hodge, 2017; Barefoot, 2004), relationships with family, peers, and society as well as struggling with their feeling like the stress in adapting to college life (Garriott, Patton O.; Nisle, 2018; D. H. Ristianti, 2017; Williams, Cyrus R, and Butler, 2010; (Willis, 2005). Tinto (in Olani. A, 2009) explains that the first year of study is a critical transition period because this is time for students to lay a foundation, affecting academic success. Ristianti's (2013) on her study shows that first-year students have poor reading skills, especially in terms of reading the contents of lecture materials carefully and entirely and organizing reading results.

Besides the counseling service component, another component is the Academic Advisor. In university life, the academic advisor has an essential role in giving the solution to an academic problem experienced by students (Wibrowski, Connie R.; Matthews, Wendy K.; Kitsantas, 2017; Franchi-Alfaro, 2017; Abbas, 2014). However, in reality, many academic advisors do not understand well about their tasks, and many students do not understand the existence of academic advisors (Febriani, 2018). On the other hand, an academic advisor should be active in guiding, directing, encouraging, motivating, and assessing student activities in learning. Furthermore, Counselors can collaborate with an academic advisor to help students develop optimally (Lee, Queenie A. Y.; Yuen, 2019; Williams, Cyrus R, and Butler, 2010; Tovar, 2015).

Slameto (2015) explains that readiness is the condition of a person that makes him ready to respond in a certain way to a situation. Soemanto (2012) states that preparedness is a willingness to do something. Readiness is an individual condition that allows him to learn. A student who is not ready to carry out a task in learning will experience difficulties. The preparedness included physical maturity and growth, intelligence, background experience, standard learning achievement, motivation, perception, and other factors (Dessy Mulyani, 2013). Soemanto(2012) stated that students are ready to learn if they have the maturity and physical growth, mental, intellect, background experiences, standardized learning outcomes, motivation, perception, and other factors. Students who do not have the readiness to learn will have difficulties learning and even give up studying.

According to Kearney, W. Sean, and Garfield(2019), things must be considered in learning readiness: 1). There is a close relationship between the learning assignment and the student's abilities, interests, and backgrounds, 2) the teacher tests readiness, 3) the teacher arranges the assignment according to the readiness of the students, 4) the materials, activities, and tasks vary according to the cognitive readiness factor, affective, and psychomotor. Prayitno(1997) explains that preparing to follow the lesson is considered all- students because the preparation when students feel steady in learning to facilitate Most individuals concentrate on learning. Prayitno (1997) explains that generally, student activities in learning depend on several conditions, that are; the prerequisites for mastery of subject matter (P), learning skills (T), learning facilities (S), personal circumstances (D), as well as the learning and socio-emotional (L). The five aspects of learning activities are formulated as PTSDL. The elements of PTSDL are the initial and guarantee for the success of the learning effort. The learning atmosphere facilitated by PTSDL contributes to the growth of readiness and process skills for various competencies achieved through the learning process.

Counseling provides services to help students succeed in academics, career preparation, and social. Besides that, counseling services also provide information regarding personal, social, and career development (Winkel & Hastuti, 2006; Gerlach, 2017; Capizzi et al., 2017; Shelesky, Kristin; Weatherford, Ryan D.; Silbert, 2016). Furthermore, in university, students face many problems that can affect their studies. So, they need counseling services as problem solvers (Syamsidar, 2017; Tello & Lonn, 2017; Chae, Soo Eun &Choi, 2016; Winterrowd, Erin; Priniski, Stacy J.; Achter, John; Abhold, 2016). For example, first-year students have faced the problem that is related to cognitive, social, and regular transition problems (Jones, Payton J.; Park, So Yeon; Lefevor, 2018; Hodge, 2017; Barefoot,

2004), relationships with family, peers, and society as well as struggling with their feeling like the stress in adapting to college life (Garriott, Patton O.; Nisle, 2018; Williams, Cyrus R, and Butler, 2010; Willis, 2005). Tinto (in Olani. A, 2009) explains that the first year of study is a critical transition period because this is time for students to lay a foundation, affecting academic success. Ristianti's (2013) on her study shows that first-year students have poor reading skills, especially in terms of reading the contents of lecture materials carefully and entirely and organizing reading results.

Besides the counseling service component, another essential component is the Academic Advisor. In university life, the academic advisor has a significant role in giving solutions to academic problems experienced by students (Wibrowski, Connie R.; Matthews, Wendy K.; Kitsantas, 2017; Franchi-Alfaro, 2017; Abbas, 2014). However, in reality, many academic advisors do not understand well about their tasks, and many students do not understand the existence of academic advisors (Febriani, 2018). On the other hand, an academic advisor should be essential in guiding, directing, encouraging, motivating, and assessing student activities in learning. Furthermore, Counselors can collaborate with an academic advisor to help students develop optimally (Lee, Queenie A. Y.; Yuen, 2019; Williams, Cyrus R, and Butler, 2010; Tovar, 2015).

In University, student success needs support from all parties (Lee, Queenie A. Y.; Yuen, 2019; Schmidtke, 2017; Williams, Cyrus R, and Butler, 2010). One of them is the Academic Advisor and counseling laboratories. These parties should coordinate to provide services to students, especially in solving problems. The number of problems experienced by students, especially first-year students, can be personal, social, study, family, and others. Schmidtke(2017)explains that four types of services can be provided to students; emotional support, information, instrumental, and identity.

Emotional support can be provided by helping students reduce stress for new students, such as providing a pleasant, welcoming atmosphere and assistance in forming emotional bonds on campus through empathetic communication (Syamsidar, 2017; Tello & Lonn, 2017; Chae, Soo Eun &Choi, 2016; Winterrowd, Erin; Priniski, Stacy J.; Achter, John; Abhold, 2016). Providing information to students because many new things are unknown to them can cause the problem. Confusion, ignorance, and fear will affect students adjusting to a higher education environment (Jones, Payton J.; Park, So Yeon; Lefevor, 2018; Hodge, 2017; Barefoot, 2004). Therefore, students need related information: the roles that students must play while studying at university, program requirements, and others. Prayitno, et al (2004) explained that the tendency that occurs in first-year students is that they are less concerned with the study program they are in, even including the curriculum studying in college.

Instrumental support for students requires a wide range of services to get out of the problem. The services provided are individual counseling, peer counseling, group counseling, and remedial teaching. Besides, students also need various tricks as provisions for life skills such as entrepreneurship, tips on maintaining health, tips for building relationships, and others. Besides, students also need services, and advocacy, especially when they have not been well treated (Prayitnyo & Amti, 2004; Winkel & Hastuti, 2006). Students' self-development and learning success in college requires fulfillment, self-efficacy, support groups, and recognition of cultural diversity. In this case, the role of friends and organizations in universities is significant. Students need motivation and support to get a place in a group that suits their needs (Wibrowski, Connie R.; Matthews, Wendy K.; Kitsantas, 2017; Franchi-Alfaro, 2017; Abbas, 2014). One of the assumptions is that the services provided by the academic advisor and Counseling laboratory impact student learning readiness. Therefore, this study will see how the synergy of academic advisory and Counseling Laboratories impacts Student Learning Readiness at IAIN Curup.

2.   METHODS

This study used a descriptive correlation approach to determine the effect of independent variables (Collaboration academic advisor and counseling Laboratories) with the dependent variable (the student's learning readiness). This research is a type of quantitative research with a population of 1154 IAIN Curup students for the academic year 2019/2020 coming from 17 study programs and a

random sampling of 297 people. Instrument to measure the synergy and readiness to learn using a closed questionnaire Likert scale model. The questionnaire was tested for content validity and reliability through content validity and construct validity. After all the data has been collected, an analysis of the data obtained is carried out. Statistical testing carried out was Spearman's test with a significance level of 0.05 (α = 0.05). Spearman's statistical test is used to obtain the value of the correlation coefficient (r) so that it can be seen the relationship between the Collaboration of Academic Advisors and counseling laboratories with student learning readiness.

3. FINDINGS AND DISCUSSION

The instruments that were processed were 290 copies. The academic advisor and counseling Laboratories collaboration questionnaire consist of 20 statement items with a 1-5. For grains of this item, the maximal score is 100 and a minimum score of 20. The student learning readiness questionnaire consists of 25 statement items with a 1-5. For these 25 items, the ideal score is 125, and the minimum score is 20. After obtaining scores on each item, the researcher made the interval assessment.

Table 1. Data description of the Synergy of Academic Advisor and Counseling Laboratories and Student Learning Readiness

Variable	Data Description									
Collaboration of Academic Advisor and Counseling Laboratories	SB		B		C		TB		STB	
	F	%	F	%	F	%	F	%	F	%
	32	11	188	64.8	44	15.1	15	5.1	11	3,7
Student Learning Readiness	22	7.5	185	63.7	58	20	18	6.2	7	2,4

From the data from this interpretation, the research can be said to be successful and valid or very valid if the questionnaire data processing results in a score between 51% to 100% or is in the "Good" and "Very Good" criteria (D. H. Ristianti et al., 2019; Fathurrochman, I., Ristianti, D. H., & Arif, 219 C.E.; Yusuf, 2005).

Based on table 1 above, it can be argued that the synergy of academic advisor and Counseling laboratory is in a suitable category where the score that tends to be occupied in good criteria is 64.8 %. Meanwhile, the students' learning readiness from table 1 is also in the excellent category, where the score that tends to be occupied by students is 63.7 %.

The product-moment correlation formula is used to determine how the Synergy of Academic Advisor and Counseling Laboratories and their impact on Student Learning Readiness. Before calculating the Product Moment correlation, the statement items are tested for their validity and reliability. After the validity and reliability of every item statement variable of the academic advisor and Counseling Laboratories and variable Students Learning Readiness, the researcher does the coefficient calculation using SPSS the 21st version.

Table 2. Product Moment correlation coefficient for Academic Advisory and Counseling Laboratories variables and Student Learning Readiness variables

		Academic advisor and Counseling Laboratories	Student Learning Readiness
Academic advisor and Counseling Laboratories	Pearson Correlation	1	.851 **
	Sig. (2-tailed)		.000
	N	290	290
Student Learning Readiness	Pearson Correlation	.851 **	1
	Sig. (2-tailed)	.000	
	N	290	290
**. Correlation is significant at the 0.01 level (2-tailed).			

The value on the correlation table above is 0.851. This illustrates that the product-moment correlation coefficient that marks with the star there are two**. No star means that the two can describe a Significant level of Correlation Coefficient Significance is 0, 01. The value of 0.000 describes the level of significance; this proves the level of significance of the 1- ends of the Correlation Coefficient is below 0.05 in the positive direction so that the correlation between the synergy variable of the academic advisor and counseling Laboratories with the Student Readiness variable can be concluded Positive Significant. It can be concluded that with a value of 0.851 or a percentage with a value of 85.1%. Illustrate the extent of the strong relationship between the synergy of the academic advisor and counseling laboratories with the Student Learning Readiness. So the correlation between the synergy of the academic advisor and Counseling Laboratories with the Student Readiness variable can be stated as positive, so the relationship is unidirectional.

Students' learning readiness is necessary considering that higher education study activities are very different from the previous level. Learning readiness is very important because it influences learning skills and learning achievement (Agustiani et al., 2021); Joosten, Tanya; Cusatis, 2020; Smith, Thomas J.; Rose, Amy D.; Ross-Gordon, Jovita M.; Smith, 2016; Kearney, W. Sean; Garfield, 2019). Readiness to learn will bring individuals to be ready to respond to situations faced in their way, whether it is their physical or psychological conditions, so that they can reach the maximum level of readiness (Hergüner et al., 2020; Adams, Donnie; Tan, Mabel Hwee Joo; Sumintono, 2021; Dessy Mulyani, 2013). According to Kearney, W. Sean, and Garfield(2019), students' self- readiness is essential to success in learning activities. The success of most students' readiness before attending lessons can determine success in learning, so that it will affect the learning achievement of all students. Readiness to learn is good, and all students can attend with active learning and easily absorb lectures delivered when the learning process. If students have the readiness, most students will gain the ease in deepening material lectures and concentration in the learning process, especially in online learning(Ates-Cobanoglu & Cobanoglu, 2021). In the opinion of Wagiran (2006), several things can be done by lecturers so that students have learning readiness, that is: 1) Optimizing the application of learning principles, 2) Optimizing the Dynamic Elements of Learning and Teaching, 3) Optimizing the Utilization of Students' Experience and Abilities, and 4) Development of Learning Goals and Aspirations. In addition, Vasquez, Sonya; Jones, Don; Mundy, Marie-Anne; Isaacson(2019) explained that being a lecturer should create non-hierarchical relationships between Academic advisors and students, which is very important because it will affect student academic success. Furthermore, comprehensive counseling services can be carried out by Counseling Laboratories as a social emotional learning that can help students prepare for college and career. After receiving these services, students are expected to be able to communicate, solve problems, resolve conflicts, manage

emotions, manage time and stress, have motivation, enthusiasm, optimism, and leadership skills, because these core skills are very important (Paolini, 2019).

4. CONCLUSION

The results showed that the correlation coefficient obtained between Academic Advisory and Counseling Laboratories and the variable of student learning readiness was 0.851, which was included in the reasonably high or strong category. So it can be concluded that there is a high relationship between the collaboration of Academic Advisors and counseling laboratories in providing services to students on student learning readiness.

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