

A Character-Based Academic Advising Model to Improve the Students' Self-Concepts

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Abstract—The aim of this research is to explore the model of faculty academic advising and its relationship with the students' self-concept, i.e., self-understanding, self-awareness, and self-recognition. A Character-based academic advising was proposed in response to the ineffectiveness of implementation of academic guidance at the Teachers College of Universitas Islam Nusantara to improve faculty advising for all advisors in the University. This research used research and development method. A number of students from Indonesian Department and Special Education Program along with their academic advisors were the subjects of this study. The results showed that the model was able to enhance the students' self-concept in moderate to high category consisting of self-understanding (33% high, 38.3% moderate, and 29.7% low), self-awareness (37% high, 39.5% moderate, and 23.5% low), and of self-recognition (43.66% high, 31% moderate, and 25.33% low). In addition, the response of the students to the model was positive even though its implementation was considered not optimum. The Academic Supervisors also stipulate positive response to the model due to its efficiency, effectiveness, relevance, and flexibility.

Keywords—academic advising; character; self-concept

I. INTRODUCTION

The implementation of academic advising and supervision at the College of Education is conducted by academic counselors which aims among other is to develop the students' self-concept. The students can in consequence develop their personality in interacting with the environment. The students who have low self-concept will face difficulties in building up their own characters. For that reason, the students' self-concept needs to be revealed, discussed, and implemented in the academic supervizing activities.

On the other side, academic supervisors in performing their duties need also to more understand the notion of self-concept so that they can manage the students who have the desire and demand to realize and develop their self-concept in their lives and maintain the readiness in facing the effect of the rapid changing development of science and technology.

Previous studies have undoubtedly revealed the importance of instructor or supervisor's role and strong influence of self-concept in creating relationships with students during academic activities [1]. The process leading to the enhancement or

diminishing learner's self-concept begins with the interaction between instructors or supervisors and students.

Based on the observation on the implementation of academic supervising at the College of Education, the majority of academic counselors to students at College of Education indicate that the assistance given to the students are because of : (1) lack of students' self-understanding; (2) self-awareness; (3) self-recognition; and (4) approximately facilitate and help solve problems related to self-concept of the students.

Based on the results of interviews with students of College of Education, it was showed that in addition to checking and signing the student's study plan, most counselors often perform their duties, among others: (1) to guide students to interact and act with their environment; (2) to direct students to always look friendly, neat and polite; (3) to strengthen the activities that are positive even in a very simple form of activity; (4) to help students to use the results of science and technology are developing self-concept of students and prevent utilization of science and technology that is negative; (5) to encourage students to regular, tough, resilient and continuous learning activities; (6) to assist students in solving the problem; (7) to encourage the students to continue higher education; (8) to guide students to live in accordance with the supervision of religion.

The purpose of this study was to improve faculty advising for all advisors in the University by applying a character-based academic advising to the students of College of Education Universitas Islam Nusantara.

This study is important for some goals; (1) Students are able to describe, assess, and analyze themselves, so that they will be able to develop the concept itself, abilities, talents, and interests, so as to support the success of learning and ready to plunge into the world of work. (2) Students are experiencing early adulthood, meaning that they are to select, prepare, set, start a job and marriage. (3) Students can develop an understanding, awareness, and appreciation of their own self-concept. (4) Students who are studying in most high schools are required to develop the self-concept, understanding of himself, to live the life that ever happened, observe, assess and imitate adults. (5) Students are able to achieve their goals, interact and act appropriately, and have a clear objective. (6) Students are able to resolve some of the problems they

experienced, more confident, having values and principles of life, having a way to interact and act clearly. It will all be supported by the development of self-concept.

The above description illustrates that not all academic counselors carry out the development of self-concept of the students. Therefore, the supervision-oriented academic has to develop the self-concept of the students as much as possible and should be implemented jointly by academic counselors, due to the condition of our society today that expect students who have completed studies to have specific characters, i.e., truthful and strong, fast and precise, full of consideration and accurate, flexible and interactive.

This paper will discuss the model of faculty academic advising and its relationship with the student's self-concept. A so-called character-based academic advising is proposed in response to the ineffectiveness of implementation of academic guidance at the Teachers College of Universitas Islam Nusantara.

According to Smith, self-concept is an individual's awareness of her/his own identity [2]. There are three aspects of this concept: self-image (of what the person is), ideal self (what the person wants to be) and self-recognition (what the person feels about the discrepancy between what s/he is and what s/he would like to be).

Self-concept at school seems to be affected by the image that other significant persons (teachers, parents, peers) have of the pupil and by social comparison with others in the same setting [3]. Different social environments would therefore be expected to influence an individual's self-concept in different ways. Rohner's theory postulates that feeling accepted or rejected by one's significant others will affect the way a person views and evaluates oneself and the world [4]. Feeling rejected by others will lead to greater hostility, low self-respect, emotional instability and unresponsiveness, and a negative view of the world, whereas feeling accepted by others will lead to a lower feeling of hostility, higher self-concept, emotional stability and responsiveness, and a positive view of the world.

The importance of self-perception for the growth and development of children has been demonstrated in studies showing how self-efficacy can enhance or impair the level of cognitive functioning and performance [5]. A child's expectations about his own capabilities determine his behavior and influence his motivation, effort, and persistence regarding both the difficulty of the task and task efficacy. Studies have clearly demonstrated how important the roles teachers have and how strong an influence on self-concept they have in creating relationships with students during school activities [1]. The process leading to an enhancement of or decrease in the learner's self-concept begins with the interaction between teachers and students.

Marsh and Martin said that a positive self-concept is valued as a desirable outcome in many disciplines of psychology as well as an important mediator to other outcomes [6]. Using the reciprocal effects model (REM) that posits academic self-concept (ASC) and achievement they found out that REM research and a comprehensive meta-analysis show that prior ASC has direct and indirect effects on subsequent achievement,

whilst the effects of self-recognition and other non-academic components of self-concept are negligible.

Accordingly, the research is important in demonstrating that increases in ASC lead to increases in subsequent academic achievement and other desirable educational outcomes. Findings confirm that not only is self-concept an important outcome variable in itself, it also plays a central role in affecting other desirable educational outcomes.

In addition, self-concept enrichment is a major goal diverse setting. It is a multidimensional hierarchical construct with highly differentiated components such as academic, social, physical and emotional self-concepts as well as a global self-recognition. Self-concept is also an important mediating factor that facilitates the attainment of other desirable outcomes.

Self-concept is essentially the views and feelings about the biological and social self, gained through experience and interaction with others [7]. Student self-concept related to self-image and self-assessment of students. Overview and the assessment is determined by students' perceptions of experience, reflection, and the meaning of life he had ever experienced. In addition, influenced also by the self-assessment and self-assessment of others against students themselves.

Student self-concept will be influenced by how the students perceive and feel the condition herself, so she was used as a material consideration in determining and doing activities, decisions and efforts to make changes. Self-concept will be influenced also by the physical environment, the judgment of others, her desire, and confidence toward God.

Student self-concept is influenced by the viewpoint of parents and others against him, so that the conclusions of the assessment itself be used as a picture of him. Students sought ways to interact and how inaction as desired by the person closest, practice and develop a variety of abilities, talents and interests to please himself and others. With the success and meaning done by himself, his fighting spirit is increasing, so is the pattern of life is becoming increasingly obvious. Conditions such as these that will affect the self-concept of students, the students understand the self, self-aware and self respect through familiarization with the environment students will be more visible and increase the development itself.

Burns as cited by Ikbal argues that the formation and development of self-concept is determined by five sources, namely: body image, language, feedback from people who are respected, identification and identity role and practices of child enlargement [8]. Body image is very much like the results of self-assessment and others against her body and her self-recognition. While the self-possessed students will affect the concept itself. Language is a tool to shape the foundations of the concept and assess themselves, whether it is done by the students themselves or by others. Feedback from those who have high authority will affect greatly to the self-concept of students as it will strengthen the assessment carried out by himself and others on the students themselves. Identification and identity coloring role of self-concept, however students will seek to act as identified, while the identities role is a compatibility level students with the judgment of others related to the tendency of students have the nature of man or woman.

The trend will affect the appearance and will be responded by someone else, if the response is in accordance with the self-assessment carried out by himself, will reinforce the concept itself. Practices mean the process of enlargement child childhood education will affect the self-concept of students, since childhood education is the foundation stone of personality. Childhood can not be separated from their parents, the children's future will be easily influenced by parents than by the next period.

Academic self-concept is another dimension of self-concept. It is defined as a relatively stable set of attitudes and feelings reflecting self-evaluation of one's ability to successfully perform basic school related tasks such as reading, writing, spelling and math's. Much of the literature in the area of self-concept shows a causal link between academic self-concept and academic performance. Lyon and MacDonald provide correlational evidence demonstrating that academic self-concept makes a significant contribution in predicting academic achievement [9]. However, correlations in themselves do not prove causation and it is not clear "... to what degree academic self-concept causes achievement, is an outgrowth of it or whether the relationship is reciprocal."

II. RESEARCH METHODS

The research team uses a research and development strategy following the opinion of that "Research and development is a powerful strategy for improving practice. It is a process used to develop and validate educational product ". This study used both qualitative and quantitative approaches to uncover and discuss data on students self-concept. Qualitative approach is used in this study because the problems that need to be disclosed is to understand the actions, thoughts and interpretations of the student's self-concept.

The study involves 100 students of College of Education and five lectures acting as the students' academic advisor in the year 2015 from Indonesian Department and Special Education Program. All students were from the third semester consisting 56 were female and 44 males. They were originated from various places around West Java, Indonesia.

III. RESULTS AND DISCUSSION

The results showed that the model was able to enhance the students' self-concept in moderate to high category. The total of 100 students report that they feel that their self-understanding, self-awareness, and self-recognition were getting better.

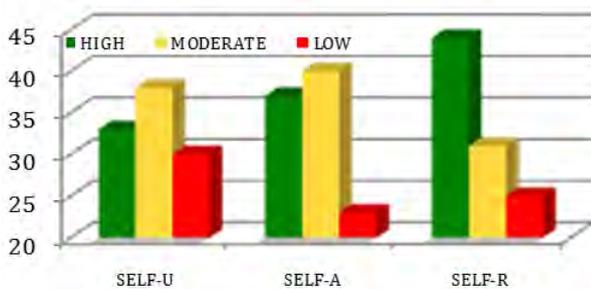


Fig. 1. Students' self-concept.

71.3% of the students consisting of 33% in high category and 38.3% in moderate level said that they had improved quite comfortably of their self-understanding about their own academic living in the campus and in daily lives. A total of 76.5% of students containing of 37% in high and 39.5% in moderate levels also said that they were more aware of what they were doing; self-awareness was improved relatively fitting. In addition, the students' self-recognition was recovered much better after they had a session of consultation with the advisors. A total of 74.66% of students comprising of 43.66% in high category and 31% in moderate level said that they had better appreciation of themselves.

In addition, the response of the students to the model was positive even though its implementation was considered not optimum. The Academic Supervisors also stipulate positive response to the model due to its efficiency, effectiveness, relevance, and flexibility.

The results showed that the students have had awareness of their own identity which are then categorized into the awareness of the need for relationships with peers, the ability to maintain and care for their physical condition, the strong awareness and motivation to master their own disciplines, to continue their education at a higher level, to have an appropriate career for themselves, and to participate in community life. They also have an understanding of the importance of the right career choice for further development, as well as a solid picture of independent emotional, social, intellectual, and economic lives.

Self-concept of some students at College of Education however still need to improve, namely understanding of aspects of self, self-realization and self-recognition. Implications for the task of supervising the academic, are: *Firstly*, the need to develop an understanding of students' self concepts at the College of Education, to the academic supervisor is expected to guide students College of Education, to: a) strengthen faith in God Almighty; b) to increase the devotion to God Almighty; c) to strengthen patience; d) to increase the sense of gratitude; e) to draw closer to God Almighty.

Secondly, the need to develop self-awareness of the students, for the academic supervisor is expected to guide students College of Education, a) to have awareness of the need for relationships with peers; b) to be able to maintain and care for the healthy physical condition; c) to have a strong awareness and motivation to master the science, technology and the arts; d) to have the awareness and motivation to continue their education at a higher level; e) to have the awareness and motivation to finalize an appropriate career for himself; f) to have the awareness and motivation to participate in community life; g) to have an understanding of the importance of the right career choice for further development; h) to have a solid picture of the life of independent emotional, social, intellectual and economic; i) to have a steady attitude to direct themselves to the realization of a healthy life for the family, society, nation and state; j) to have an awareness of the need for social and intellectual communication effectively, efficiently, and productively; k) to have the steadiness of awareness about the importance of art appreciation; l) to have

an awareness of the importance of ethics and value systems and their application appropriately in a variety of life settings; m) to recognize and accept change, growth, and physical and psychological development that occurs on themselves; n) to know about the power of self, talents and interests as well as the distribution and development, o) to know about the weaknesses of yourself and efforts to overcome.

Thirdly, the need to develop self-recognition of the students of College of Education, to the academic supervisor is expected to guide students a) to develop a positive self-concept; b) to develop self-preservation, c) to develop the ability to self; (d) to develop the courage to take risks, e) to develop a sense of genuine affection to parents, and f) to develop an attitude of respect for others with sincerity.

Ikbal argues that aspects of self-concept were often preceded by the question of what the purpose of life, and how to set and achieve goals of students [8]. The question will affect a student's self-concept. Self-awareness of the advantages and disadvantages possessed by the students will affect the student's self-concept. Self-recognition is the view to the meaningfulness of his students. Significance level student self will affect the degree of influence on the student's self-concept. Student self-recognition will be influenced by the views, values, trust, and honesty of their own.

As also stated by Rawlinson that an important feature recurring within the definition of self-concept, applicable to both academic and non-academic areas, is the manner in which an individual's self-concept is explained as a result of interactions and experiences with others [10]. This emphasis is on the role of interactive experiences highlights the developmental nature of self-concept and reinforces the fact that self-concept is learned and acquired over time. This being the case, teachers have an important role in the formation of children's self-concept.

IV. CONCLUSION

To conclude, the faculty academic advising model which is called Character-based academic advising model, and its relationship with the student's self-concept, i.e., self-understanding, self-awareness, and self-recognition, was able to enhance the students' self-concept in moderate to high category consisting of self-understanding (33% high, 38.3% moderate, and 29.7% low), self-awareness (37% high, 39.5% moderate, and 23.5% low), and of self-recognition (43.66% high, 31% moderate, and 25.33% low). The response of the students to the model was also positive even though its implementation was considered not fully effective and efficient. The Academic Supervisors also showed positive

response to the model due to its efficiency, effectiveness, relevance, and flexibility.

It is implied that the lecturers as advisors can guide the students to carry out learning time to improve (1) student's self-understanding by increasing faith, devotion, gratitude, and closeness to the Almighty; (2) student's self-awareness by paying attention to the social activity, health, careers, participation, intellectual capacity, appreciation of the arts, ethics and value system as well as receiving their own capabilities and weaknesses; (3) student's self-recognition through the maintenance the power of self, the ability to take risks, and respect for others.

The study needs to be done in wider samples in order to know more about the picture of Indonesian student's self-concepts, talents and interests as well as weaknesses in the efforts to overcome their own problems.

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