

## Analysis of the need for academic guidance and counseling for guidance and counseling students at the University of Jambi

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**Abstract.** *This research focuses on identifying and evaluating unmet academic counseling needs for guidance and counseling students at Jambi University. Academic counseling is crucial for supporting students' academic achievement and professional development. However, challenges such as ineffective communication with academic advisors, limited access to services, and low student awareness of counseling benefits can hinder learning and skill development. The study aims to explore specific unmet counseling needs and barriers to utilizing guidance services at the university. Using a qualitative approach with semi-structured interviews, the research is grounded in Trautwein and Bosse's academic counseling theory and Knowles' theory of needs. Data analysis is conducted through thematic and narrative approaches. Findings show that, similar to studies on German students, individual and organizational counseling needs are prioritized over learning and social needs. This reflects concerns among Jambi University students about understanding their major, setting academic goals, comprehending the curriculum, and lack of preparation for academic challenges. The research ultimately provides recommendations to enhance the effectiveness of academic counseling services at the university.*

**Keywords:** *Needs analysis. Academic Guidance and Counseling Services*

### 1. INTRODUCTION

Due to the continued trend of the policy [1] the gradual improvement of various admission methods, and the change in the concept of education, almost all new students in almost every university, especially in the Department of Educational Sciences, University of Jambi, are high school graduates. [2] For students aged 18 to 21 who are transitioning to adulthood, campus life is both a daunting challenge and a leap into uncertainty [3]. 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 [4]. Compared to the stable situation where students were used to the dual supervision of school and family and had clear goals before entering the university, the new conditions that are constantly faced and solved at the university often make students feel confused [5]. Therefore, there is a growing consensus among researchers that more attention should be paid to academic counseling for higher education students [5]. How to effectively implement related guidance and counseling programs is a serious problem. The program should be developed from the perspective of the parties/stakeholders (students), and should be able to provide more assistance that can meet their specific needs.

Academic guidance and counseling is a program or form that is widely used in the education system to provide guidance and counseling for incoming students so that they can

succeed [6]. It is also often used as a student support tool in higher education institutions around the world [5]. Due to its significant impact on the education system, academic guidance and counseling in universities is considered to affect students' academic performance, improve their study and work experience, and help them achieve success [7,8]. It can also improve student retention rates, graduate satisfaction and loyalty [9], and ultimately lead to effective steps in achieving educational goals and fulfilling the school's educational mission [10]. Therefore, it is very important to propose a good academic guidance and counseling program.

As an integral part of university life [11], the Indonesian Guidance and Counseling Association has defined the role of guidance and academics as follows: 1. Helping students explore their talents; 2. Motivating students to achieve their goals; and 3. Train students' decision-making and problem-solving skills [12]. In educational practice, counseling and academic guidance often adopt a variety of different tasks such as counseling, normative guidance, developmental guidance, invasive guidance, proactive guidance, appreciative guidance, and blended guidance [13–16]. Various models in which academic staff and professional counselors engage and work together with regard to student affairs and by assessing academic issues during school [17], family support [18], career development [19], management norms [20], personal behavior, lifestyle, and self-determination [21], among other domains and development [22].

The existing literature shows that there are many evaluation studies on academic guidance and counseling in universities [23] and empirical research cases on academic guidance and counseling [24] that have been conducted in various regions, but there are only a few studies on the need for academic guidance and counseling [25]. In addition, most of the literature on counseling and academic guidance has been conducted in the context of universities in Europe and America [5]. Academic guidance research in Indonesia began relatively late, so experience in this field is limited [26]. Studies that have been conducted have mostly focused on the construction of academic guidance and counseling systems [27], social adaptation [28], value systems and worldviews [29], preferred consultation methods by students in the Department of Education Sciences [19], and studies on foreign students [30]. The research subjects of this study are mostly undergraduate students.

In an empirical study of the academic guidance and counseling needs of higher vocational education students and specific majors similar to this study, conducted a quantitative study, administering a questionnaire survey to 1512 undergraduate students [31]. With the aim of formulating an academic guidance and counseling plan for undergraduate students, their study analyzes 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 methods. [4] Analyze the academic characteristics of students in medical colleges and universities [32], and introduce measures 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 the four aspects of relationship building, academic development [2], personal growth, and career goals to verify the effects of academic guidance on students.

Behavior and development are based on needs [33]. It is common knowledge at the University of Jambi in the department of education that "what I give may not always be what I want." Retrospective studies have shown that in order to provide academic guidance and counseling that meets their needs, it is necessary to understand the perceptions and needs of students for guidance and counseling [19]. Therefore, different from the previous study, the aim of this study is to conduct semi-structured interviews with students in undergraduate education majors to understand changes in their environment, social circles, personal roles, and academic goals when entering the university. Understanding their academic guidance and guidance needs should help to partially fill the research gap regarding the needs of undergraduate students in the Department of Education at the University of Jambi.

The formulation of the problem in this study is as follows:

1. How do the needs of academic guidance and counseling for students majoring in education differ based on gender?
2. How can mentoring programs be tailored to meet these specific needs?

### **3. LITERATURE REVIEW**

Rogers argues that humans need to grow from dependence to self-direction [36], while Havighurst clarifies developmental tasks at various stages of growth [37]. Abraham Maslow's hierarchy of needs theory was formed in 1954 [38], then Knowles (1970) put forward a view of adult educational needs based on research on various stages of development and the concept of identity formation [39]. Knowles believed that there are two types of needs: 1. Basic physiological needs for survival such as physical or material needs, growth needs (important factors in learning motivation, including knowledge, skills, attitudes, interests, understanding, and discrimination); security needs (including physical, self-esteem, psychological, environmental, and other security needs), new experience needs, emotional needs (socialization needs, through behavior, liking, appreciation, and respect, recognition), identity needs (different from others); and 2. Educational needs. Educational needs: Individuals have

the need to develop themselves to achieve their set goals. Therefore, this study explores the actual needs of students in the academic development stage, focusing on two types of needs, namely the need to survive physiologically and the need for education.

### **1. Academic consultation request model**

As part of a project at the University of Hamburg in Germany that studies the individual and institutional factors that contribute to a successful transition to higher education, using qualitative research, Trautwein and Bosse (2017) define the characteristics of German students from a psychological and sociocultural perspective [40], as they face academic challenges. The results of this study show that

states that the achievement of academic goals is based on a combination of factors related to individual student performance, prerequisites, and personal goals as well as role transitions during schooling. Therefore, the interaction between individuals and institutions is defined as consisting of the primary core code of four constructs, namely individual, organizational, learning-related constructs and and secondary core codes of the academic consultation request model consisting of 32 secondary codes.

Sneyers and De Witte (2018) refer to the need model of academic counseling to demonstrate the impact of interventions such as higher education administrative punishment [41], teacher-student guidance, and needs-based grants on a variety of student outcomes. By

Based on data on the academic counseling needs of German students, Mah and Ifenthaler (2019) found that big data analysis is better at identifying students' strengths and targeted academic counseling needs [42], thereby increasing the success rate of students in college where possible. students in higher education if possible.

Nerdinger et al. (2008) believe that investigating the needs of the relevant individuals for a particular situation [43] from the perspective of organizational psychology will help to reproduce and accurately establish the basic state of students in higher vocational colleges in a given situation [44-46]. This study refers to the Trautwein and Bosse academic counseling request model to observe the subject of academic counseling expectations description. By using these expectations as psychological tendencies and demand constructions, this study reflects the academic counseling needs of students of the Department of Education. The Academic Advisor Requirements Framework is shown in Fig. 1.

### **Individual factors**

According to the research of Trautwein and Bosse [40], Yu [47], and Chan [4], the main individual factors include but do not balance the relationship between study and life, relationships with family, responsibility for self-behavior, and coping with problems posed by

puberty, and psychological changes (such as emotional management, coping with setbacks, sexual intercourse, building confidence, etc.) due to physiological stress. In this study, this construct refers to the challenges posed by the change in the student's own role and the resulting needs, which are discovered through self-critical examination, which is centered on the student's ontology.

### **Organizational factors**

The constraints of the education system mainly stem from the rules of conduct [40], the establishment and impact of the school institution, the requirements and evaluations that need to be addressed [25], the school's resources available [21], familiarity with the school culture, and how to get guidance on the process of acquiring the above situations in various convenient ways [4]. In this study, this construct refers to the counseling needs of students when dealing with the management system and school regulations, as well as reward and punishment regulations.

### **Factors related to learning**

Learning-related content includes descriptions of clarifying career paths and professional expectations [48], understanding majors and making study plans [21], finding learning directions [49], knowing professional terms and learning processes, making choices about the learning process, finding appropriate learning styles, building interests [25], fostering positive attitudes, increasing motivation to learn and improving skills, Adapt to the pace of learning [7], have the willingness and ability to solve problems and think critically [4], improve time management and study skills in response to stress, and obtain accurate information about professional assessments and graduation requirements [4]. professional and graduation requirements [21]. In this study, this construct refers to students' expectations for academics, challenges in learning planning content, courses, and professional skills, as well as their consulting needs related to learning outcomes.

## Social factors



**Gambar 1. Social factors**

These social constructs include but are not limited to diverse exposure to new environments, integrating individuals into the environment, improving social skills [50], building trust with teachers [51], adapting to groups to build new social circles [4] and peer relationships [52], overcoming challenges posed by changing environments [53], and strengthening social cognition and connections. Social constructs are based on the perspective of a student's growth mindset [54]; It explores and analyzes the consulting needs of individuals, organizations, and learning. individuals, organizations, and learning. In this study, this construct refers to the needs of student counseling related to social, ranging from building peer relationships to overcoming the social atmosphere in the classroom and campus.

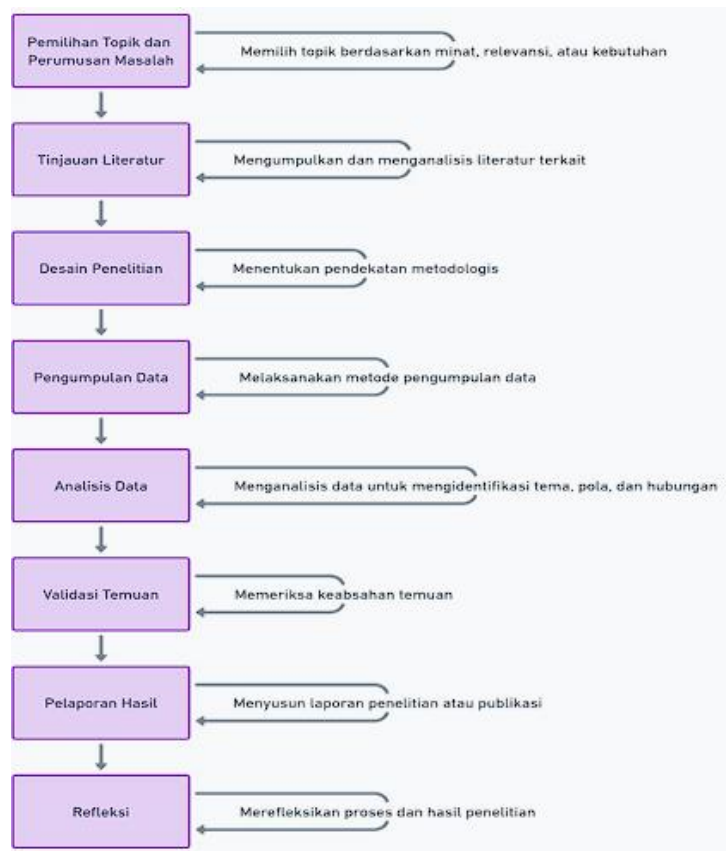
## 4. METHODS

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

Data collection for this study was carried out in the Department of Education, the department is one of 8 departments located in FKIP University of Jambi and includes the Department that has been established for a long time. The research subjects were taken from students from Guidance and Counseling and Education. Those who take the entrance route SNMPTN, SBMPTN, SMMPTN, certificates. For female students of the 2021/2022 to 2023/2024 academic batch, the purposive sampling method [40] 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 recruited for interviews.

The study obtained data through semi-structural interviews [38] to provide A's thoughts and suggestions for further research. Based on the needs theory of the guidance and counseling model of Trautwein and Bosse (2017) [40], this study also adopts the theory to design an interview framework. Data-based theory [39] is used to explore the connotations and constituent factors of the academic consultation needs of students majoring in educational sciences. This research is based on the needs theory of Knowles (1970) [39], which is combined with the research of Walker et al. [41] and Donaldson et al. [7], from the point of view of critical incident engineering (CIT) [42], which focuses on students' personal experiences in real events [43]. Background data underlying the event is collected to understand the event from a personal perspective that considers cognitive, emotional, and behavioral factors [44]. An interview framework is prepared for the respondents, including family support, life demands, goal setting, academic perseverance, teacher-student interaction, interaction with peers, environmental adaptation and data analysis using narrative analysis and thematic analysis.

According to Glaser and Strauss (1967) Grounded Theory [56], in order to better analyze students' actual feelings about the need for academic counseling, the study begins by digging up and analyzing the initial text data, and then gradually narrows down and concludes the core concepts.



Gambar 2. Diagram alur penelitian

The coding process is explained as follows. First, the collected data is compiled into interview notes for data analysis. Second, by using NVivo 11 software, the original interview text is compared to its isomorphism, and the semantic concept is obtained; The original 357 sentences were summarized and sorted. Then, continuous comparison and inductive analysis are performed to abbreviate the most frequent, most important or most relevant codes, and the interview notes are coded and mapped to the corresponding core and secondary codes.

The explanation of the code is as follows: the first letter is the participant's score (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 that represents the secondary code (see Tables 3 and 4 for a list of all secondary codes). Example: code A:BK2/GYO/1 shows that the second student of the class of 2023 who has an understanding of counseling in higher education with the secondary code 1 (Responding to comprehensive student evaluation) is related to the core code of the organization.

**Table 1.** Interview Questions

No	Indicator	Question
1	Individual	<ol style="list-style-type: none"> <li>1. What is the most memorable thing in the development of positive character since you started college until now?</li> <li>2. What do you think you need to cultivate a positive character?</li> <li>3. Is there anything fun in your personal life during your lectures?</li> <li>4. Is your family financially supportive of your studies? <ol style="list-style-type: none"> <li>1. Is your family financially and psychologically supportive in your studies?</li> </ol> </li> </ol>
2	Organization	<ol style="list-style-type: none"> <li>1. Was there a memorable moment when you first entered college?</li> <li>2. Do you think the moment needs to be continued or not?</li> <li>3. Do you know or have you ever read the regulations about the rules and conditions of lectures?</li> <li>4. Do you think the rules are positive or negative for you?</li> <li>5. Do the services provided by the campus provide positive or negative things for you?</li> <li>6. What kind of services do you feel positive or negative?</li> </ol>
3	Perencanaan Pembelajaran	<ol style="list-style-type: none"> <li>1. Have you set academic goals in lectures?</li> <li>2. What is your reason for setting that goal?</li> <li>3. Is there anything that can foster an interest in learning?</li> <li>4. How has your interest in learning developed?</li> <li>5. Is there anything interesting about improving your professional skills during college?</li> <li>6. To achieve your professionalism, what do you need?</li> </ol>
		<ol style="list-style-type: none"> <li>1. Do you have groups in the class?</li> <li>2. How to form positive friendships?</li> </ol>

<b>4</b>	Social	3. How did you get to know the lecturers?
		4. Is there anything impressive about you when you get to know the lecturers?
		5. What are your tips for being able to interact well with lecturers?
		6. How do you get to know your new environment?
		7. What changes are you making to adjust to the new environment?
		8. What tips do you use to get to know your new environment?

**Tabel 2.** Coding Statistics

No	Core Coding	Secondary coding	Frequency
<b>1</b>	Individual (I)	Coping with setbacks and stress	10
		Dealing with personal and financial issues	11
		Balancing study and life	3
		Self-management	13
		Family support	40
<b>2</b>	Organization (O)	Responding to comprehensive student evaluations	9
		Understanding administrative rules	24
		Work process guide	9
		Effective access to resources and services	20
		Participation in campus management	5
<b>3</b>	Learning Planning (P)	Learn about majors	4
		Setting and achieving academic goals	33
		Understanding the curriculum and curriculum system	3
		Improving innovation and skills	3
		Build interest in learning	20
		Finding the right learning method	8
		Overcoming professional judgments	22
<b>4</b>	Sosial (S)	Build social circles and peer relationships	40
		Response to social challenges	8
		Positive interaction with lecturers	28
		Adaptation to a new environment	20
		Personal protection	2

In terms of research ethics, before the interview, the interviewer asks for the consent of the interviewee. Participants are provided with clear information about their research information, their rights and interests, and the protection of their privacy. Formal interviews are conducted in an environment of equal dialogue between the two parties after the interviewee agrees to participate. If the interviewee experiences discomfort during the interview, the interview is immediately stopped. If other information relating to the interviewee is collected, the data remains confidential and destroyed. Fortunately, the research team did not

encounter such extreme situations during the interviews. Meanwhile, during the data analysis process, the research team strictly maintains the confidentiality of the data.

### Research tools

This research is based on Knowles' (1970) demand theory [39], combined with the research of Walker et al. [58] and Donaldson et al. [9], from the perspective of critical incident engineering (CIT) [59], with a focus on students' personal experiences of real events [60]. Background data underlying the event is collected to understand the event from a personal perspective by considering cognitive, emotional, and behavioral factors [61]. An interview outline is compiled for the interviewee, including family support, life demands, goal setting, academic perseverance, lecturer-student interaction, peer interaction, environmental adaptation, and so on. Specific questions are shown in table 2.

**Table 3. Guidance and Counseling student interview information**

Code	A:BK1	A:BK2	A:BK3	A:BK4	A:BK5	A:BK6	A:BK7
Gender	Man	Man	Man	Man	Man	Man	Man
Program Studi	BK	BK	BK	BK	BK	BK	BK
Force	2023	2023	2023	2023	2023	2023	2023
Entry Pathway	SNBP	SNBP	SNBT	SNBT	SM	SNBP	SNBP
Understanding counseling in higher education	Yes	Yes	Yes	No	Yes	Yes	Yes
Duration	21.45	29.21	20.39	20.41	20.23	21.19	22.36

Code	B:BK1	B:BK2	B:BK3	B:BK4	B:BK6	B:BK9
Gender	Woman	Woman	Woman	Woman	Woman	Woman
Program Studi	BK	BK	BK	BK	BK	BK
Force	2022	2022	2022	2022	2022	2022
Entry Pathway	SMPTN	SNMPTN	SBMPTN	SBMPTN	SBMPTN	SNMPTN
Understanding counseling in higher education	No	Yes	Yes	Yes	No	No
Duration	26.19	31.03	20.24	20.53	25.23	25.33

Code	C:BK2	C:BK3	C:BK4	C:BK5	C:BK6	C:BK7	C:BK9
Gender	Woman	Woman	Woman	Woman	Woman	Woman	Woman
Program Studi	BK	BK	BK	BK	BK	BK	BK
Force	2021	2021	2021	2021	2021	2021	2021

Entry Pathway	SMPT N	SNMPT N	SNMPT N	SNMPT N	SBMPT N	SBMPT N	SBMPT N
Understanding counseling in higher education	No	Yes	Yes	No	Yes	No	Yes
Duration	25.46	24.11	23.41	20.29	20.18	21.24	20.09

## 5. RESULTS

This study 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 categories of four core codes of social networks. Among them, there are seven secondary codes on the construct related to learning, and five secondary codes each on the individual, organizational, and social constructs.

The core constructs are: 1) Individual construct, which refers to counseling needs arising from challenges caused by changes in one's role, including personal life, family support, growth confusion, etc. 2) Organizational construct, which refers to students' counseling needs due to challenges posed by school management systems and regulations. 3) Learning construct, which refers to counseling needs related to academic success and learning outcomes. This is also the most concentrated area of academic counseling needs. 4) Social construct, which primarily includes issues related to student interactions with society, ranging from forming social circles, facing social challenges, to counseling needs for self-protection. The specific coding is shown in Tables 3 and 4.

### Guidance and Counseling

#### a. Individual Construct

The emergence of individual construct counseling needs is related to the transformation of students' lives. From the students' perspective, while gaining personal freedom after entering university, they must gradually learn to cope with the many pressures they face in life and make appropriate mental adjustments, as well as prepare [47] to avoid failures caused by anxiety, restlessness, and weak psychological adaptability [72]. However, from a developmental perspective, the process of facing challenges brings long-term benefits for growth after college [73]. Therefore, as an inevitable life experience, the current challenges not only bring unpleasant memories but also foster students' personal growth [47].

The results of this study also align with the conclusions drawn from the aforementioned literature. Based on the frequency of occurrence of each item within the individual construct, interviewees mentioned that their main concerns were stress in dealing with setbacks (5

mentions) and personal and financial issues (8 mentions), while balancing the relationship between learning and life (2 mentions) was also relatively involved. This indicates that students feel helpless and confused when facing these issues and hope to find a reliable outlet for catharsis and counseling advice. For instance, in terms of coping with setbacks and stress, one respondent mentioned:

If I am stressed about my task, I motivate myself to be better. (B:BK4/GYI/1)

In dealing with personal and financial issues, one of the respondents mentioned:

My parents have said, if you want to go to college and there is no scholarship, you may not be able to afford it, indeed at that time the economy was difficult and the second brother also wanted to graduate, so try to register for KIP. If the KIP does not pass, it means that he did not study yesterday. (B:BK2/GYI/2)

Regarding the balance between study and life, other respondents mentioned:

I was studying while working, so I was in the 1st semester maybe I was tired, so I didn't go to college for 1 day because I was tired, I worked a lot until I cried at home, with my mom I told the story and usually my mom conveyed it to my father and then the one who managed my father again so you were advised that it was from your father but to tell my story with my mom. (A:BK5/BYI/2)

In terms of self-behavior management, one of the respondents mentioned the situation after being out of supervision:

I came to know that those who used to be unable to do anything like introverts (quiet), now in BK I teach that we can't always be silent, we must develop. By chatting it motivates me to do something else. (B:BK1/GTP/4)

Although not directly related to family support, some of the interviewed respondents described the impact of family support on themselves:

Tuition fees such as UKT or the cost of equipment that I need during lectures make the support system for me (B:BK9/GTI/5)

At the beginning of entering college, I was surprised by the college assignment, so until the evening the most gentleman was the one who thought "Why? Tired? Just take a break first, don't be forced". (B:BK2/GYI/5)

#### b. Organizational Construction

In terms of organizational construction, students' understanding of the administrative system can have a positive impact on their academic effectiveness [74], although most of the schoolwork at this stage is to inform students in the form of intrusive counseling and advice

[4]. However, given the diverse educational administration systems in colleges and universities, most students still expect personalized guidance [7] and related timely solutions [75] when facing personal problems or making decisions. This study also proves the above view. From these results, the focus of the speakers' attention was mainly on the response to the comprehensive evaluation of students (6 times) and the understanding of administrative rules (13 times). The core concept of both is an understanding of school administration rules. From the statement of the resource person, it was concluded that there is still a lot of room for improvement between students and the university administration. For example, one of the interviewees mentioned their confusion in handling student evaluations comprehensively:

In my opinion, it is easier, now you can go through the google form and take it directly to BAKSI so it may be hampered in time because it takes quite a long time for the letter to come out. (C:BK6/GYO/1)

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

With the existence of study program and university regulations, students are more regular. (B:BK9/GTO/2)

In terms of handling procedure guidelines, one of the respondents mentioned their helplessness in the face of university complexity:

Maybe there are those who object to the rules because at first they wanted to wear levis and their hair wanted to be long, but here they can't have long hair and can't wear levis pants. (B:BK9/GTO/3)

In terms of effectively acquiring resources and services, one of the respondents mentioned the convenience and disadvantages:

The first time I entered the counseling room, it had a positive impact on me and also gave the best advice to the students in the counseling session. (B:BK9/GTO/4)

In terms of participation in campus management, one of the respondents also mentioned their own confusion when their initial willingness and motivation to participate in campus management differed:

I need a place to tell stories because I want a lot of things to tell to more experienced people. (C:BK5/GTO/5)

### c. Learning Planning Construction

Studies on learning constructs have mentioned that academic counseling can help students to formulate career paths and make more sensible study plans or educational choices,

provide students with the opportunity to reflect on their own interests, strengths, and weaknesses, encourage students to explore their own educational, personal, and career goals and plans within the overall framework [21], improve cognition, student motivation and behavior [77], and then generate sustainable growth momentum [25]. The results of this study agree with the conclusion above. The need for consultation of resource persons mentioned in the learning-related construct is more concentrated than other constructs, especially the understanding of the majors studied (1 time), the determination and realization of academic goals (20 times), and the understanding of the curriculum and curriculum system (2 times). , followed by increasing innovative abilities and vocational skills (5 times) and building interest in learning (20 times). For example, in terms of understanding the majors studied, one of the respondents mentioned:

There are many of our lessons that previously BK was like a school police, only I was in BK so I know a lot of interesting things and interesting friends too (B:BK1/GTP/1)

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

The first goal is to make parents proud, and the second is to get knowledge which will later become a role model for younger siblings. (C:BK4//2)

My academic determination grew when I was in the 3rd grade of MA because from the beginning my dream was to become a police officer because I participated in Paskib but it turned out that after I researched it was difficult to achieve because of my family, economic and other backgrounds, so I tried to find things that were easy to achieve but did not lower the degree of my parents and I was at school participating in PIK-R I investigated it turned out that this was in sync with BK and thank God I entered BK and received the honor of being a BK teacher at MAN 5 Batang Hari. (A:BK6/BYP/2)

In terms of understanding the curriculum and curriculum system, one of the respondents mentioned

lecturers give material in front of us, so we have to try to capture the knowledge ourselves, while in high school, it is the teachers who give us assignments and as much as possible. If we go to college, we have to look for it, if you want to get a lot of knowledge, be diligent. (A:BK5/BYP/3)

In terms of improving innovation capabilities and professional skills, one of the respondents mentioned:

Don't just talk about counseling, because now the season is like a direct class of champion, now I think it can be shown by seeing like that people will be interested that in the academic field they can advance. (C:BK9/GTP/4)

In terms of building interest in learning, several respondents mentioned:

for example, seeing a friend who can answer future presentations with confidence can motivate me to learn (B:BK7//5)

Seeing the idols' busyness, I thought "oh it turns out that even though I'm busy, I can pass it" even though they have a tight schedule, they can still do it, why can't I, who is like this, can't. (B:BK2//5)

Because I want to pursue my dreams, so if, for example, from now on, I can't form a solid person to do all of that, when will it be again. (A:BK7/BYS/2)

In terms of finding a suitable learning model, one of the respondents mentioned:

If I do more, I'm a difficult person if I talk about it once, I can repeat it at home and understand. (B:BK3//6)

In improving professionalism, several respondents mentioned:

Yesterday I just joined KM so it's like joining KM is one of the things out of the comfort zone because so far it's only been the most lectur-home. Yesterday I was plunged into the field like this which I will face in the future (B:BK2//7)

The seminar is very important because from there we can know a lot, get references as well so we can also get more knowledge so from the seminar we can improve our professionalism besides that we also practice a lot (C:BK9//7)

#### d. Social Construction

As Kristine and Junita (2022) said [78], agencies should not only focus on learning and achievement, but also must consider the overall development of students. The need for consultation from social construction also reflects that students acquire new ways of communicating with the outside world with a growth mindset [47,54], such as building social circles [4], strengthening peer relationships [79], learning to protect themselves, and overcoming challenges caused by environmental changes [53,80]. The study also verifies the need for the above conclusions, and found that respondents' need for advice was primarily focused on building social circles and friendships peers (19 times) and response to social challenges (7 times). In contrast to the other three constructions compared, the demand for counseling and advice in social construction is broader, which is also in line with Maaben's (1993) view of the diversity of contact with the new environment [81]. For example, when it comes to building a social circle and relationships with peers, some respondents mentioned:

Not too focused on one group but can go to another group so that the circle of friends becomes many. (B:BK6/GTS/1)

If I just kept quiet, I wouldn't have made any friends, so I started approaching friends and mingling. (B:BK1/GTS/1)

In terms of addressing social challenges, some respondents mentioned:

The first is an intermediary, for example, there is a close friend who has not seen each other for a long time, at first it was awkward but after a while it became more familiar. (A:BK7/BYS/2)

At first, I thought that like people who talk about college, they will be cruel alone, it's just that when they go to college, they get friends who really support the system. I think it was very memorable and helpful in my lectures. (C:BK9/GTS/2)

Regarding positive interactions with lecturers, one of the respondents mentioned:

At first, I was still awkward and scared because I had never met because it was still zoom which sometimes only seemed to be the same energy, so I just saw the lecturer's face because of the signal because there was still awkwardness there after meeting the lecturer in person, it was not as scary as I imagined at that time, some lecturers were also able to share with their students (C:BK9/GTS/3)

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

Looking for friends, don't hesitate to get acquainted first. (B:BK6/GTS/4)

In terms of self-protection, one of the respondents mentioned:

In the past, in junior high school, I was a victim of bullying, the BK teacher had been seen as evil, but it turned out that I used to be embraced and calmed down by the BK teacher. (B:BK2/GYS/5)

## **Education Administration**

### **a. Individual construction**

The emergence of the need for individual construction counseling is related to the transformation of students' lives. From the student's point of view, while gaining the freedom of life after entering the university, they must gradually learn to deal with the many pressures they face in life and make appropriate spiritual adjustments, as well as prepare [47] to avoid failure caused by anxiety, anxiety, and weak psychological adaptability [72]. However, from a developmental perspective, the process of facing challenges brings long-term benefits to post-college growth [73]. Therefore, as an inevitable life experience, the current challenges not only bring unpleasant memories, but also encourage students' personal growth [47].

The results of this study are also the conclusion of 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 the face of 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 reliable cathartic channels and counseling advice. For example, when it comes to dealing with setbacks and stress, one of the respondents mentioned:

Before college, I was still lazy, but since I entered college, I have entered a circle or an environment of friends that quite ambitious, so it motivates learning I am so if I miss information about learning, I am worried about myself. (B:AP3/GYI/1)

In dealing with personal and financial issues, some respondents mentioned:

So I live with my mother, so my mother supports the lecture if my father is not enough, I have a scholarship and help with my parents because the scholarship is only once every 6 months, sir, to pay for the boarding house and his needs. And for the problem of eating, it is still being sent. (C:AP1/GYI/2)

So it's far from my parents, so I don't want to manage my own finances, time and responsibilities. Now from this, my independence has grown. (A:AP6/GYI/2)

Regarding the balance between study and life, other respondents mentioned:

My thought was that maybe if I went to college I didn't have time to play with my friends or do my hobbies, but when I went to college, it turned out to be that flexible to do the things I liked. (C:AP5/GYI/3)

In terms of self-behavior management, one of the respondents mentioned the situation after being out of supervision:

I can divide my time and I can also interact with the academic lessons in the lectures. (A:AP1/GTI/4)

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

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

#### b. Organizational Construction

In terms of organizational construction, students' understanding of the administrative system can have a positive impact on their academic effectiveness [74], Although some of the schoolwork at this stage is to provide information to students in the form of counseling and

advice that is intrusive [4]. However, given the diverse educational administration systems in colleges and universities, most students still expect personalized guidance [7] and related timely solutions [75] when facing personal problems or making decisions. This study also proves the above view. From these results, the focus of the speakers' attention was mainly on the response to the comprehensive evaluation of students (3 times) and the understanding of administrative rules (11 times). The core concept of both is an understanding of school administration rules. From the statement of the resource person, it was concluded that there is still a lot of room for improvement between students and the university administration. For example, some interviewees mentioned their confusion in handling student evaluations comprehensively:

Train discipline too, sir, the so-called college rules so that it can be a differentiator between those who go to college and not. (B:AP2/GYO/1)

Because there are so many things that are not wanted, I think counseling services need to be opened for children like these final students to pour out their hearts so that later they can find a solution. (C:AP5/GYO/5)

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

Of course, every university must have its rules, especially about dressing, so the importance of dress rules in lectures so that students do not dress indecently. (A:AP4/GTO/2)

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

For example, the shirt is not allowed to wear a short skirt, the shoes must be closed, the sandals must not be worn and dressed modestly. (A:AP2/GTO/3)

I see that the staff on campus are mostly women from study programs and academics, sir, they are on average fighting in their own mood, so sometimes I go there and they are in a good mood and there are times when it is easier to ask for a signature, sir, it's just that if it's a bit complicated, the observation letter is like it's already noon, it's messy and not serving well because it should serve that person with good ethics with a smile. (C:AP1/GYO/3)

In terms of effectively acquiring resources and services, one of the respondents mentioned the convenience and disadvantages:

The same services in the study program, for example, I now want to participate in the proide, there are many study programs to take care of all kinds of letters, so they seem to be more helpful, sir. (B:AP3/GYO/4)

In terms of participation in campus management, students also mention their own confusion when their initial willingness and motivation to participate in campus management differs:

Because from there it also reflects a student because not all students can publish scientific papers, sir, so that makes the point that is special to the student and also the average for courses in the study program is on average in the journal publication. (C:AP1/GYO/5)

c. Construction of Learning Planning

Studies on learning constructs have mentioned that academic counseling can help students to formulate career paths and make more sensible study plans or educational choices, provide students with the opportunity to reflect on their own interests, strengths, and weaknesses, encourage students to explore their own educational, personal, and career goals and plans within the overall framework [21], improve cognition, student motivation and behavior [77], and then generate sustainable growth momentum [25]. The results of this study agree with the conclusion above. Consultation needs Resource Guides The concepts mentioned in the constructions related to learning are more concentrated than other constructs, especially the understanding of the majors studied (3 times), the determination and realization of academic goals (13 times), and the understanding of the curriculum and curriculum system (1 time). , followed by improving innovative abilities and vocational skills (3 times) and building interest in learning (12 times). For example, in terms of understanding the majors studied, some respondents mentioned:

When practicing in the field, it turns out that the administration, if people know it's about letters and archives, it turns out that it's not just that, we have management of suggestions and infrastructure, about the curriculum and so on. (C:AP2/GTP/1)

At first, I didn't fit the major I wanted, but over time because of the surrounding environment, I finally accepted the study program I chose. (A:AP6//1)

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

The goal is so that I can become an educator and also a lecturer. (A:AP7//2)

I have a GPA target of 3.5 because I don't want to take a high one because I am afraid that a high GPA will not be able to be maintained and cannot be proven, the target of studying is 3.5 years and at most 4 years less. . (A:AP1/GTP/2)

In terms of understanding the curriculum and curriculum system, one of the respondents mentioned

What is certain is not to repeat the course, then do it seriously. (B:AP1/GTP/3)

In terms of improving innovation capabilities and professional skills, some respondents mentioned:

From the internship program, I know, for example, how administration works later, roughly speaking, I can put myself in more position and all sorts of things. (C:AP4/GTP/4)

To be active, maybe we need courage, sir, because for example, we are not active, so we need the courage to be active and our courage in learning, lectures, and so on. (A:AP9//3)

In terms of building interest in learning, one of the respondents mentioned:

If I am interested in learning, I have a friend from the lecturer, the lecturer seems to be with me and does not always encourage me to continue to make friends. (B:AP2//5)

In terms of finding a suitable learning model, one of the respondents mentioned:

I travel, sir, for example, I go to this library or to that library, so I move around to study. (A:AP9//5)

In improving professionalism, several respondents mentioned:

I have participated in seminars and worksop so that I am enthusiastic about learning. In addition, I joined the organization. (A:AP1/GTP/5)

Like making articles like that, sir, for the next maybe letters and archives because in the field of education administration, it is so managing letters and archives. (C:AP3/GTP/7)

#### d. Social Construction

As Kristine and Junita (2022) said [78], agencies should not only focus on learning and achievement, but also must consider the overall development of students. The need for consultation from social construction also reflects that students acquire new ways of communicating with the outside world with a growth mindset [47,54], such as building social circles [4], strengthening peer relationships [79], learning to protect themselves, and overcoming challenges caused by environmental changes [53,80]. The study also verified the need for the above conclusions, and found that respondents' needs for advice were primarily focused on the formation of social circles and peer relationships (20 times) and responses to social challenges (1 time). Different from the three constructions Other in comparison, the demand for counselling and advice in social construction is broader, which is also in line with Maaben's (1993) view of the diversity of contact with the new environment [81]. For example, in terms of building a social circle and relationships with peers, one of the respondents mentioned:

Understanding each other must also know each of their shortcomings, we don't always like this person, so we have to accept the shortcomings, continue to learn often together and give each other the opinions that each person gives. (A:AP2/GTS/1)

In terms of addressing social challenges, some respondents mentioned:

If fellow students don't just be silent but can start a conversation first, when we find a new person, there must be a tendency to be reluctant but when we want to start a conversation it will make it easier to make friends. (C:AP5/GTS/2)

I myself am often silent, shy by interacting with new angles, it changes my personality, for example being able to speak in public. So I think we have to accept the way the environment changes our behavior as long as it's positive. (A:AP6/GYS/4)

Regarding positive interactions with lecturers, one of the respondents mentioned:

Like the lecturers, yes, sir, they have entered the S2 S3 level whose experience is much different from those of us who have just entered, so by telling their experience or even the way they teach it makes us gain more knowledge. (B:AP3/GYS/3)

When it comes to adapting to a new environment, some respondents mentioned:

Understanding the surrounding culture, I think the culture is mixed here, so I have to understand their culture so that I know how to run in the surrounding environment to be better. (A:AP3/GTS/4)

I have to observe what a person is like and I have to know what this person likes and dislikes because not everyone can adjust to it, so if for example we have a circle and continue to enter other people's circles, then at least we don't look for discussions that Connect with the discussion of that person, so we don't have to bring ourselves to make people think we should be the ones who people think we used to be and we can adjust ourselves again. (C:AP1/GYS/4)

In terms of self-protection, one of the respondents mentioned:

So we see that friendship is already bad, maybe we will fall into the bad one, on the contrary, if we see a good friendship, maybe we have a good friendship environment. (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 [82]. To provide effective BK services, a needs analysis is needed first. The purpose of this needs assessment is to identify the challenges faced by students and determine the type of guidance and counseling services that are most needed [83].

Overall, the students can be grouped into two categories, namely academic problems (study) and non-academic problems (social and personal) [84]. Academic problems are obstacles or difficulties faced by students in planning, implementing, and maximizing their learning. Some of the study problems that students may face are as follows:

- a. Difficulties in arranging study time that is adjusted to the many demands of lecture activities, as well as other student activities.
- b. Difficulties in obtaining learning resource books.
- c. Lack of motivation or enthusiasm for learning.
- d. Having the wrong study habits.
- e. Lack of interest in the profession.
- f. Low curiosity and desire to explore science.

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

- a. Economic difficulties.
- b. Difficulty adjusting to fellow students.
- c. Difficulty adjusting to the community around the place of residence.
- d. Problems in the family.

According to Young (in Nastiti & Habibah, 2017), the purpose of counseling in college is:

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

## **6. DISCUSSION**

Needs analysis is needed to plan the program and then lay the foundation for the counseling service program to be implemented, through the needs analysis that has been carried out, the formulation of the service plan program can be designed in such a way, by adjusting to the needs of students that have been analyzed previously. The implementation of the needs analysis of students is the basis for the formulation of school counseling service programs, because through the right needs analysis, the service programs provided will also be appropriate to the conditions and needs of counselors or students

In this interview, there were 40 respondents consisting of 20 respondents consisting of Guidance and Counseling students and 20 more people from the Administration study program.

The result was that 20 out of 40 students had heard about counseling in college. This shows that 50% of students understand counseling in higher education and 50% of students do not or do not understand what counseling in higher education is.

From the results of the interviews, there are several main findings, namely:

1. Individual and Organizational Counseling Needs:
  - a. Students prioritize counseling needs related to individual and organizational issues (time management, relationships with lecturers, study arrangements) over learning or social needs.
  - b. They face difficulties in understanding their chosen major, setting academic goals, understanding the curriculum, and lack of preparation for academic challenges.
2. Academic Requirements:
  - a. Many students feel that they lack guidance in terms of academic planning. They find it confusing to understand the curriculum structure and how to fit their academic goals to the needs of study.
  - b. Students' understanding of their majors is often limited. Many students are new to understanding the importance of their courses and academic plans after some time in college.
3. Social Needs:
  - a. On the social side, students feel the need to get support in building relationships with classmates and lecturers. A healthy social circle is considered important to increase motivation and academic success.
  - b. Good social interaction also helps students in facing challenges that arise during the study period.

#### Barriers to Access to Academic Counseling

This study also found that there are several obstacles that prevent students from utilizing academic counseling services, including:

1. Lack of information regarding the counseling services available.
2. Negative stigma related to the use of counseling services, where some students feel hesitant or embarrassed to access these services because they are considered a sign of weakness.
3. The availability of services is limited, both in terms of time and resources, so not all students can get adequate access.

## Recommendations

Based on the findings of the research, the author provides several recommendations to improve the effectiveness of guidance and counseling services at the University of Jambi:

1. **Increased Access:** Universities need to expand access to counseling services by providing more resources, such as academic counselors that students can reach flexibly.
2. **Socialization of Counseling Services:** Greater efforts are needed to socialize the importance of academic counseling services, including eliminating the negative stigma that exists among students.
3. **A More Personalized Approach:** Academic counseling services need to be more targeted and tailored to the individual needs of each student. This can be achieved through regular evaluation and adjustment of academic guidance programs.
4. **Training for Supervisors:** Supervisors need to be trained to provide more effective academic counseling and support students, both in their academic and self-development aspects

Based on the data approach from 40 respondents that have been described previously. The focus is to look at the individual, organizational, learning planning, and social aspects related to the need for academic guidance and counseling.

1. **Individual: Positive Character Development**

Based on the results of the interview, 60% of the respondents stated that discipline is the most important aspect in their character development during college. This shows that students already understand the importance of managing time and academic responsibility. However, 40% of students expressed an additional need to hone time management skills and increase learning motivation.

Family support is a crucial element in academic guidance. Although 75% of students feel that they are receiving financial support, only 60% feel psychological support. This indicates the need for guidance to help students who feel they lack emotional or mental support from their families.

### Recommendations:

Mentoring and counseling programs can include sessions for time management and self-motivation, as well as guidance for addressing emotional and psychological issues that may affect students' academic performance.

2. **Organization: Campus Experience and Regulation**

The results of the interview showed that 50% of students felt a positive impact from campus services, including access to library facilities and administrative services. However,

25% perceive campus services as a negative experience, especially when it comes to slow bureaucracy.

In addition, only 50% of students read and understand campus regulations related to academic regulations. This suggests that there is a knowledge gap about students' rights and obligations, which can affect their study process.

Recommendations:

1. There needs to be clearer socialization related to academic regulations and student rights.
  2. Guidance and counseling can also serve as intermediaries between students and campus services to improve communication and more efficient bureaucratic flows.
1. Learning Planning: Setting Academic Goals

As many as 80% of respondents have set clear academic goals, with reasons such as improving competence and getting the job of their dreams. However, there are some students who state that their interest in learning needs to be further improved, as well as the need for guidance to improve professional skills during college.

Students feel that they need additional support in the development of professional skills, such as communication, critical thinking, and problem-solving skills, which are needed in the world of work.

Recommendations:

1. Academic guidance should involve career planning sessions that help students set more specific and detailed goals related to the skills that must be mastered.
2. Professional skills training can also be included in tutoring services to prepare students for challenges in the world of work.
3. Social: Adaptation in a New Environment and Interaction with Lecturers

75% of students stated the importance of building good relationships with lecturers and adapting to a new environment on campus. However, 25% found it difficult to adapt and needed help building better interactions with lecturers and the campus social environment.

There is a need to provide tips or guidance on how to build positive relationships with lecturers and classmates, which will help improve students' comfort within their academic and social sphere.

Recommendations:

1. Mentorship programs can offer interpersonal communication training, specifically how to interact with lecturers professionally.

2. A mentor-student approach can be developed to help new students adapt more quickly to the campus environment.

## **7. KESIMPULAN**

Pada bagian ini, penulis menyajikan kesimpulan singkat yang diperoleh dari hasil penelitian, beserta saran untuk peneliti tingkat lanjut atau pembaca umum. Kesimpulan dapat meninjau poin-poin utama makalah tetapi tidak boleh mereplikasi abstrak.

Selain itu, penulis harus mengidentifikasi kelemahan dan keterbatasan utama dari penelitian, yang dapat memengaruhi validitas temuan dan menimbulkan pertanyaan dari pembaca. Keterbatasan ini membutuhkan penilaian kritis dan interpretasi dampaknya. Penulis harus menjawab pertanyaan: Apakah ini masalah yang terkait dengan kesalahan, metode, validitas, atau faktor lainnya?

## **LIMITATION**

It is inevitable that your research will have some limitations, and this is normal. However, it is critically important to strive to minimize the scope of these limitations throughout the research process. Additionally, you need to acknowledge your research limitations honestly in the conclusions chapter.

Identifying and acknowledging the shortcomings of your work is preferable to having them pointed out by your final work assessor. While discussing your research limitations, do not merely list and describe them. It is also crucial to explain how these limitations have impacted your research findings.

Your research may have multiple limitations, but you should discuss only those that directly relate to your research problems. For example, if conducting a meta-analysis of secondary data was not stated as your research objective, there is no need to mention it as a limitation of your research.

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