FACTORS LEADING TO STUDENTS' LEARNING FAILURE

(An Analysis on International Article)

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2020 M/1441 H

THESIS

Submitted to *Fakultas Tariyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of Requirements for

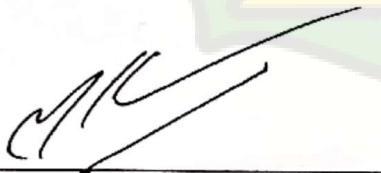The Bachelor Degre of Education in English Language Teaching

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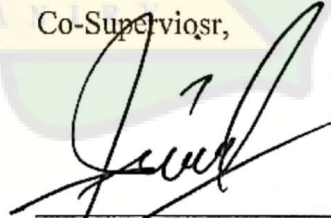
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It has been defended in *SidangMunaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor Degree of Education in English Language Teaching

On:

Wednesday,   26 August 2020
                  7 Muharram 1442 H
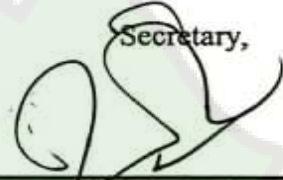
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Board of Examiner,

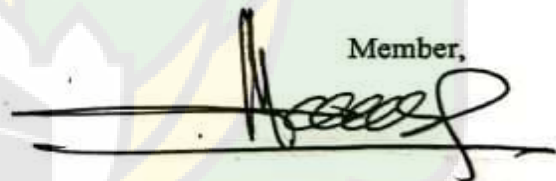Chairperson,   Secretary,

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Judul Skripsi : Factors Leading To Students' Learning Failure (An Analysis on International Article)

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya menjadi tanggungjawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 7 Agustus 2020
Saya yang membuat surat pernyataan

Kamal Restu Toniro

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Almighty, the ruler of the universe who always guides, cares and loves this weak and despicable servant. All praises belong to no one but Allah where my life is in His hand and for always giving me blessing, health, strength, and knowledge to finish this thesis. Peace and salutation are sent upon an extraordinary human among all creatures, Prophet Muhammad SAW together with his family and companions who have guided us for a better life and told us that there is a paradise awaits for the righteous servants.

I would like to sincerely extend my gratitude and appreciation to my supervisors Dr. T. Zulfikar, S. Ag., M. Ed and Dr. phil. Saiful Akmal, MA, who never felt bored to guide, help, encourage and also motivate me to always in efforts and spirits in writing this thesis as good as possible. My appreciation is also addressed to my academic advisor, Khairiah Syahabuddin, MHSc.ESL., M.TESOL, Ph.D., and all of the administrative officer who guides me since the first semester in the Department of English Language Education.

I also would like to express my gratitude and high appreciation to my beloved parents, Lukmanul Hakim and Kemalawati for their pray, patience, attention, support and care, my sister's little family – Rizka Fuad – Khairal Kausarah's husband, and their lovely boys. And also special thanks for all my friends cannot be mentioned one by one.

Eventually, I am fully aware that the thesis is very far from perfection. Thus, any constructive comments and suggestions are needed for the betterment of this thesis. In the name of Allah, I released this thesis and hope it will be beneficial for me and other people.

Banda Aceh, July 20th 2020

Penulis,

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ABSTRACT

Name	: Kamal Restu Toniro
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Faculty	: *Fakultas Tarbiyah dan Keguruan*
Major	: Department of English Language Education
Thesis Working Title	: Factors Leading to Students' Learning Failure (An Analysis on International Article)
Main Supervisor	: Dr. T. Zulfikar, S.Ag., M.Ed
Co-Supervisor	: Dr.phil. Saiful Akmal, M.A
Keyword	: dropout; retention; college

On this occasion the author intends to review 10 articles related to the title, "Factors Leading to Students' Learning Failure (An Analysis on International Article)". This reviews also explained the key points such as what are the causes of students' ability to complete the degree program either because of internal and external factors, how the solutions to solve these problems, and what are the results of previous research on the above topics. The author looks for information resources through an online membership site at the National Library of the Republic of Indonesia. Specifically, online sites that have integrated with international libraries and publishers in many countries have had International Standard Serial Numbers (ISSN) on each article for the past 5 years. Subsequently, while the process discovers the source of the article, from the *Perpusnas* site switched to the *EBSCOhost* e-book Collection site. Lastly, in this review study each article describes the profile of the article, background, methods, findings, limitations and lessons learnt. The factors in dropping out based on all of the article analyses such as economic factors, education readiness, the study mode and social factors.

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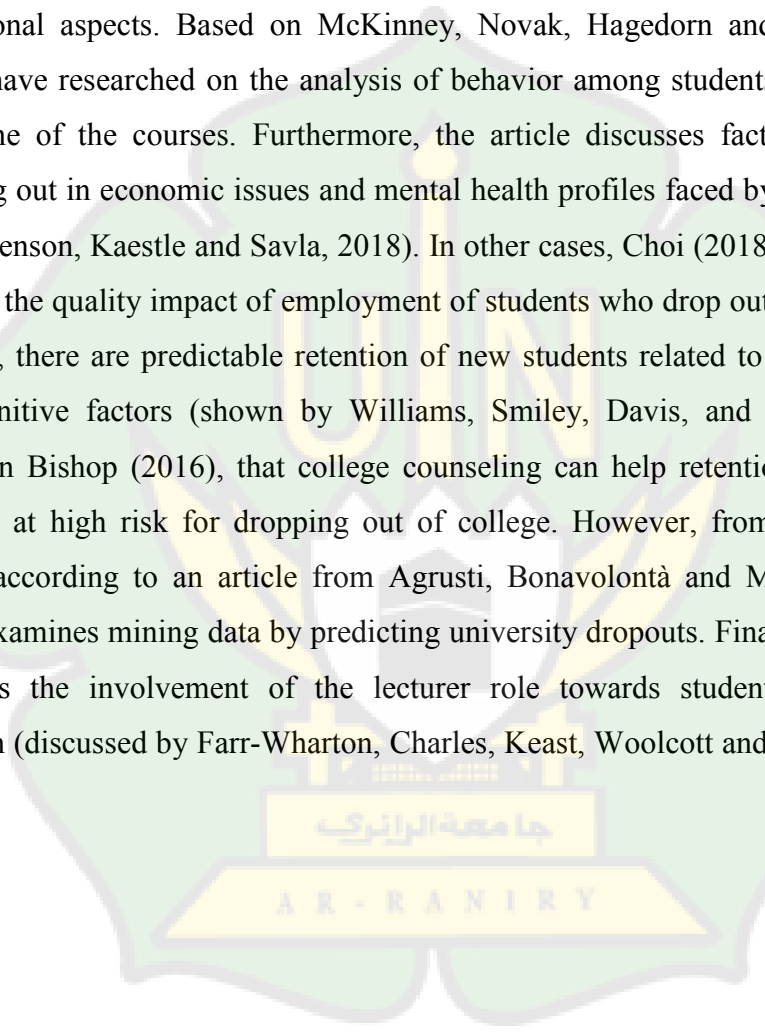
Appendix A   : Letter of appointment

CHAPTER 1

INTRODUCTION

Nowadays, everyone is competing to get the highest education degree. With a bachelor's degree is not enough to promise to get the job following the competencies they learned on campus. Even without graduation, universities provide experiences that promote changes in identity, cultural understanding, and personal control (Faas et al., 2018). The main fundamental reason most of the graduates difficult to get a job after they complete a degree is for reasons of competition is so tight in fighting positions at the time, they apply for the job. Education can develop basic competencies such as critical thinking, creativity, teamwork, and independent learning that contribute directly to the skills and quality of the employees (Al-Youbi et at., 2020, p. 28). It will be very disappointing in the midst of such competition that students cannot complete their education in tertiary institutions and rely on their latest education such as the high school in finding work. In this case, the role of a higher education degree becomes more points to obtain a high position in the world of work so that the welfare of an individual's life will also increase.

On this occasion the author intends to review 10 articles related to the title, "Factors Leading To Students' Learning Failure (An Analysis On International Article)". This reviews also explained the key points such as what are the causes of students' ability to complete the degree program either because of internal and external factors, how the solutions to solve these problems, and what are the results of previous research on the above topics. However, the factors are explained in the review of the articles.

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In closing, I explain briefly about the article to be analyzed. According to Miller in his paper is an accelerated program in increasing adult retention in terms of education (Miller, 2017). Furthermore, adult students' had not the motivation and drop out of college to learn English as a foreign language (Evans and Tragant, 2020). At that point, there is an article from Jung and Kim (2018) that assumes dropout factors for international students in South Korea that refer to regional and institutional aspects. Based on McKinney, Novak, Hagedorn and Luna-Torres (2019) have researched on the analysis of behavior among students in college to leave one of the courses. Furthermore, the article discusses factors related to dropping out in economic issues and mental health profiles faced by young adults (Faas, Benson, Kaestle and Savla, 2018). In other cases, Choi (2018) argues in his study of the quality impact of employment of students who drop out of college. In addition, there are predictable retention of new students related to cognitive and non-cognitive factors (shown by Williams, Smiley, Davis, and Lamb, 2018). Based on Bishop (2016), that college counseling can help retention of students who are at high risk for dropping out of college. However, from a systematic review according to an article from Agrusti, Bonavolontà and Mezzini (2019) which examines mining data by predicting university dropouts. Finally, the article discusses the involvement of the lecturer role towards students to develop retention (discussed by Farr-Wharton, Charles, Keast, Woolcott and Chamberlain, 2018).

CHAPTER 2

REVIEWS OF THE ARTICLES

The author looks for information resources through an online membership site at the National Library of the Republic of Indonesia. Specifically, online sites that have integrated with international libraries and publishers in many countries have had International Standard Serial Numbers (ISSN) on each article for the past 5 years. Subsequently, while the process discovers the source of the article, from the *Perpusnas* site switched to the *EBSCOhost* e-book Collection site.

In the process of searching for articles, initially, I faced several obstacles ranging from keywords that were used not found to titles that did not match the theme. For example, the keyword that is filled in is "Failure in college", but no related journal article is found that addresses the topic that I want to raise in reviewing the article. Other cases, inappropriate articles about student failure factors at universities and so on. At that moment, after a long time, I changed the keyword from "Failure in college" to "Drop out of college". Fortunately, these keywords have found many article titles and are following the topic of issues surrounding tertiary institutions. As a final point, after selecting the article, I selected ten of the twelve journal articles in the form of printable and downloadable PDF files for review. Lastly, in this review study each article describes the profile of the article, background, methods, findings, limitations and lessons learnt.

1. **A Model for Improving Student Retention in Adult Accelerated Education Programs.**

   a. **Article Profile**

   b. **Background**

According to Miller (2017) that this work aims to try to increase retention to accelerate educational programs in higher education to develop a detailed model to help faculty and administrators, who refer to previous research on possible causes of the lack of sustained retention in the acceleration program. The researchers believe that the lack of retention and completion of a degree is a failure of the college system to meet student needs.

Initially, Miller introduced the assumptions of adult learning that are still important today, namely adults to self-concept to be able to direct themselves, adults have accumulated life experiences in class, adults must be convinced and strengthened about why an important lesson to be learned, people adults are oriented toward practical solutions and applications, and adults are intrinsically

more motivated than extrinsic. In contrast, most educators are not aware of their educational philosophy which might be incompatible between philosophy, teaching objectives, and student needs; this situation leads to ineffective teaching. Miller (2017) assumed the andragogy approach to education is often hampered by the lack of a substantial model for training faculty, staff, and students by implementing education within the scope of educational acceleration.

c. Methods

Theoretically, the researcher uses the literature review methodology for writing her studies. In this case, the Philosophy of Adult Education Inventory (PAEI) as an instrument specifically designed to identify, provide, and compare students' philosophies. This study intends to develop a framework model consisting of two components.

1) Development of professional faculties, creating an optimal educational environment for adult students, it is important to have faculty who not only have knowledge in their discipline but also have knowledge that understands how to teach adults.

2) The development of professional administrative staff, administrative staff from various tertiary departments such as admission, registration, financial assistance, advice-giving, and trade payables will greatly benefit from professional development opportunities focused on the needs of adult students.

d. Findings

Research findings, as noted, strongly suggest that adult students often feel a lack of support and assistance from the field of student services. This ignorance, and from their point of view "ignores their needs as mature students in the acceleration program," creates further barriers and adds pressure to their already

complicated and busy lifestyles. This research reinforces how teaching adult students in accelerated academic programs require a more adult-centred teaching approach to encourage student learning, persistence, and gradation.

e. Limitation

As a limitation in this article, Miller (2017) stated, the problems she faced is the lack of a solid references model to support research on the dynamics of student retention in the accelerated program at the college. Besides, this article only focuses on faculty development and does not explain what criteria can be applied in all faculties.

f. Lesson learnt

The results of this study reveal that adult students prefer short courses in accelerated academic programs, but often find faculties with exceptional assignments and are not relevant to their current or future work. Today, adult students are initially highly motivated to obtain certification and degrees, integrate work experience as they enter each course and bring a unique perspective to the learning environment.

This article pursued to move from theory to practical models regarding adult student retention in higher education settings to reduce dropout rates. Besides, to support the program the university plays an active role in making teaching acceleration programs, professional instructors and the enhancement of adult student skills needed after they graduate from college can be useful for employment.

2. Demotivation and Dropout in Adult EFL Learners

a. Article Profile

b. Background

According to Evans and Tragant (2020), that demotivation is the lack of a fundamental intention to behave or act in progress. Specifically, Dörnyei added that these negative influences can cancel out existing motivation or reduce the motivational basis of continuing behavioural intentions or actions. In this case, students who are motivated tend to associate dropouts as external factors, generally citing bad teaching practices, lack of practise in speaking and distinguishing between what they want and what they feel (Evans and Tragant, 2020). Therefore, the background for Evans and Tragant (2020) related to this study focuses on three areas of expertise based on age, their attitude (self-efficacy) and dropout perceptions about their language learning experience.

c. Methods

The research method of this article is mix method (qualitative and quantitative) by using a questionnaire of differences between the two groups with the number of sample results that can be examined, namely students dropping out of school (N = 154) and persistent students (106). This research was conducted at the modern language school of the state university of Barcelona, Spain. The target population is more than 21 years old adult students who have dropped out of English as foreign language courses in the last four years.

d. Findings

The findings of this study inform that the attitudes, behaviour of lecturers and administrators in the department of foreign languages, help researchers identify students who may or will plan to drop out of school. Surprisingly, the results of research between dropout and demotivation groups 'lack of time' were the dominant factors for students who dropped out of school with a percentage of 32.6% and 19.5% for demotivated students from the total data. Meanwhile, other factors such as 'teaching methods in the classroom', 'teacher', and 'lack of progress' are significantly far from the two dropout and demotivation groups. Thus, from the second opinion, the researchers believe there is little sense of dissatisfaction that causes students to be motivated to learn the language and even to plan for temporary or even permanent changes.
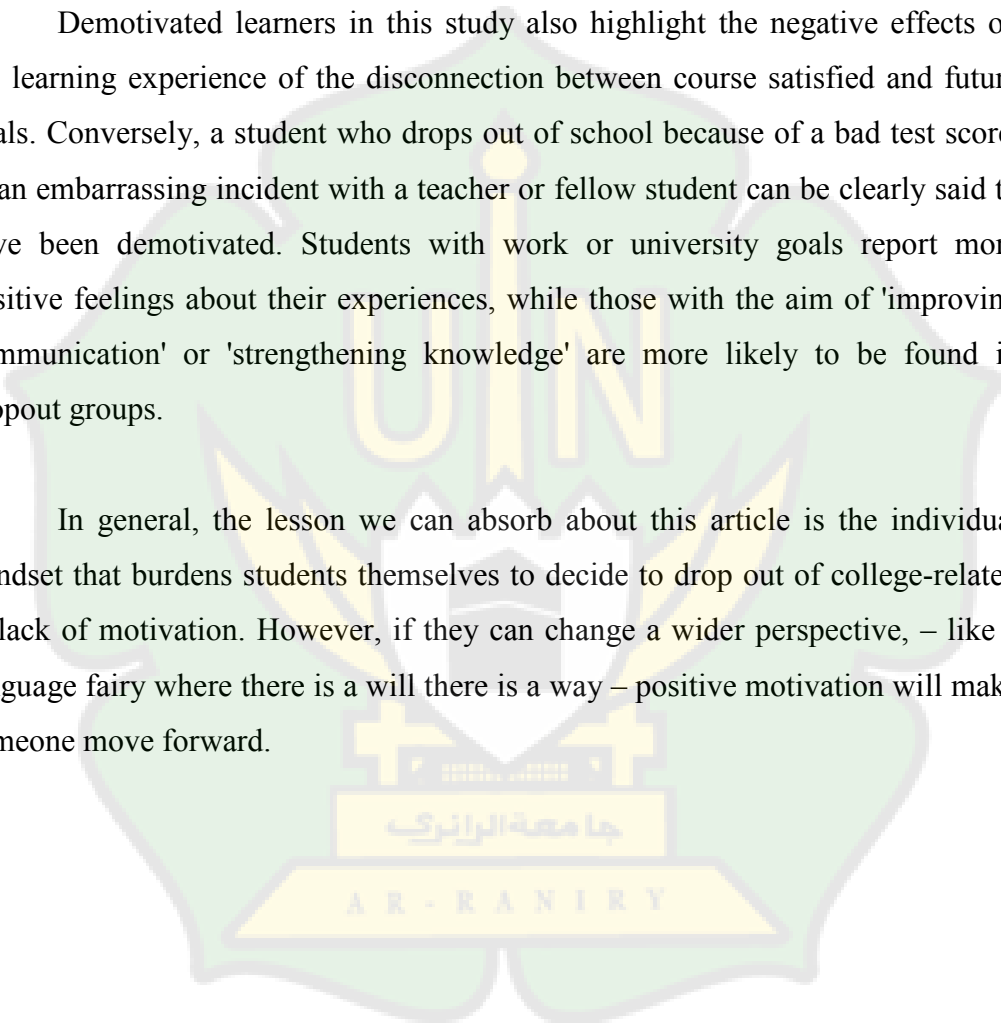
e. Limitation

In this study, the research sample was reserved as a limitation chosen from a Spanish academy, where students tend to be educated to the bachelor level or

higher. Therefore, the results presented here may not be generalizable to all adult students in other institutions or countries, or who have no university education.

f. Lesson learnt

Demotivated learners in this study also highlight the negative effects on the learning experience of the disconnection between course satisfied and future goals. Conversely, a student who drops out of school because of a bad test score, or an embarrassing incident with a teacher or fellow student can be clearly said to have been demotivated. Students with work or university goals report more positive feelings about their experiences, while those with the aim of 'improving communication' or 'strengthening knowledge' are more likely to be found in dropout groups.

In general, the lesson we can absorb about this article is the individual mindset that burdens students themselves to decide to drop out of college-related to lack of motivation. However, if they can change a wider perspective, – like a language fairy where there is a will there is a way – positive motivation will make someone move forward.

3. **Exploring Regional and Institutional Factors Of International Students'**
   Dropout: The South Korea Case

   a. **Article Profile**

   b. **Background**

Based on Jung and Kim (2018) the study they have done aims to explore
international students who decide to dropout in South Korea (Seoul), which has
correlated with an increase in international students in recent years. Jung and Kim
were motivated to ask how well in various regional environments and campus
settings accommodate international students, and what factors helped to keep
students in the same institution until they completed their program. Therefore, this
study considers regional factors such as the regional economy, the level of

inflation and the size of regional foreign communities to help explain the numbers of international students in terms of institutions.

c. Methods

The research conducted by Jung and Kim uses analytic methodology by choosing institutions as data analysis rather than examining individual students. In short, pooled ordinary least square (subsequent OLS) and panel analysis are used, and observations each year are considered as different cases. To determine the final model, three models (collection of OLS, fixed effects and random effects) are applied, and the best-verified model is chosen for the interpretation of results. particularly, the dependent variables in this study were divided into two types: the dropout rate of international students in the undergraduate program and the dropout rate in the short-term program, as assessed for each institution.

This study uses data taken from the Higher Education report in Korea, which has been updated annually by the Ministry of Education in Korea since 2008. This report provides information about all higher education institutions in Korea, including their physical characteristics such as institutional type (public/private), their location, funding, and educational conditions such as student-faculty ratio and offered curriculum. The population for this study was a set of 189 relevant universities, from which we selected 170 universities for analysis. Data from 170 universities from 2013 to 2015 was extracted as a panel data set. However, this study focuses on data on the regional economy, higher education, employment and the number of foreigners.

d. Findings

From the research results in this article, Jung and Kim (2018) classify their findings into two groups:

1) International students' dropout by the institution, for the three years surveyed, dropout rates in undergraduate programs are always higher than for short-term programs. In undergraduate programs, dropout rates do not differ significantly by institutional type, location or size. Lower dropout rates were found for accredited universities than for non-accredited universities, although the difference was not statistically significant.

2) Institutional and regional factors of dropout rates, in the case of undergraduate programs, several institutional and regional factors are significant in explaining dropout rates for international students. At the institutional level, the types of universities are significant, and international students at private universities show higher dropout rates than students at public universities. At the regional level, when universities are located in areas with higher per capita gross domestic product (GRDP), fewer international students drop out before completing their degree programs. Different results are found for students in short-term programs, where fewer factors are found to have a significant effect on dropout rates.

e. Limitation

In this article, the researchers limited the sample and the study population only examined international students who dropouts in Korea. For example, they chose interregional institutions as analysis material rather than examining international students individually based on dropout reasons, financial problems and other obstacles faced by overseas students.

f. Lesson learnt

Though, this study shows that the first thing we need to understand is the various factors that determine the retention rates of international students and the quality of their daily lives on and off-campus. Job prospects at the institutional or regional level, as measured by factors such as regional employment rates, were not found to be significant for international student dropout rates. In conclusion, from this article I agree with the opinion of Jung and Kim (2018), assuming that studying abroad generally has a positive effect on the prospects of student work, but this effect only becomes apparent three years or more after graduation. Finally, the history of each institution in accepting international students is important to consider, because certain universities may be better prepared and gather more institutional knowledge to deal with all issues relevant to international students.

In conclusion, the general objective of international student exchanges or students studying in other countries is to study science in that country. Besides, by increase in the learning experience, students will also experience an increase in the psychological and sociological aspects of studying abroad. Specifically, students will also learn other things such as language, culture, customs, adaptation, survival and so on. However, if there are international students who experience or decide to drop out of college, then it becomes a disadvantage because there are still many students who want to get the opportunity.

4. Giving Up on A Course: An Analysis of Course Dropping Behaviors Among Community College Students

a. Article Profile

b. Background

The purpose of the research completed by McKinney, Novak, Hagedorn and Luna-Torres (2019) is to examine the dropping behaviour among a group of students studying in the college district of a large, diverse racial/ethnic urban community in Texas. They hypothesize that before dropping courses, students will weigh the benefits that can be derived from withdrawals (for example, receiving poor grades, taking courses in other semesters with different instructors, working longer hours to earn extra income, using time in other, more satisfying ways) versus perceived costs (for example, loss of tuition fees, late getting a degree, wasting time and energy in the course). They also agree with the findings of previous research, concerning non-academic reasons for withdrawals which show that work conflicts, including changes in one's work schedule during the semester, are the main reasons students withdraw from class. In short, college students act in their self-interest and carry out a cost-benefit analysis in their field of knowledge when deciding whether to cancel a particular course of study.

c. Methods

The research methods in this article are mix methodology. In this case, the object of research is located at the Urban Community College (UCC), which is one of the largest districts in the state and enrols more than 80,000 students every year in various campuses within the metropolitan area. The complete sample (n = 5878) analyzed in this study consisted of students seeking first-time awards at tertiary institutions (FTIC) in the fall of 2007 which were included in one of four racial/ethnic groups with sufficient sample sizes for statistical analysis purposes. (i.e., African American, Asian, Hispanic, White). Specifically, this sample is used to explore the multivariate relationship between impairment and course success (as represented by successfully obtaining credentials and/or transferring to a four-year institution). As a complement, student-level independent variables are

grouped into two categories: demographic characteristics (gender; race/ethnicity; age); and academic and tertiary experience (high school preparation; the intensity of enrollment; study programs; placement of development education; college GPA; receipt of financial assistance).

d. Findings

The findings in the study (McKinney, et al. 2019) refer to three research questions, including:

1) The first research question examines the prevalence of drop courses and the characteristics of students with the highest withdrawal rates. Students in the 20-24 age range had a withdrawal rate (15.2%) which was significantly higher than their younger and older peer groups.

2) The second research question identifies the course with the highest withdrawal rate. In contrast, the First Year College Experience (7.2%) and College and Career Planning (8.8%) are among the courses with the lowest withdrawal rates.

3) The third research question explores the multivariate relationship between course decline and success, as measured by the successful completion of UCC credentials and/or transfers to four-year institutions. In terms of statistically significant demographic variables, Asian and Black students have a greater chance of success after controlling for other demographic and academic variables (including drop courses), compared to white students. In terms of statistically significant variables in the academic category, which are referred to educational development in reading, writing, and/or in mathematics have a negative relationship with success (36% lower chance for developmental education students).

e. Limitation

There are several limitations to this study that require discussion. A few drops of the course may be due to valid personal reasons (e.g., Medical difficulties, moving from the area, military service). Related, our findings can inform discussion around Texas's six-drop rule, but different datasets are needed to examine students who are most affected by the state's policies. In addition to knowing the exact reasons for each course withdrawal, transcript records from the recipient institution will be required to conduct the research. This type of study is offered as an area for future investigations.

f. Lesson learnt

The general conclusion about this article is that withdrawal creates administrative and financial inefficiencies for universities; but more importantly, excessive decline certainly impedes academic momentum and completion of student degrees. Also, dropping lessons is a very significant obstacle to success for students from marginalized backgrounds. Reducing inefficiency at the institutional and system level is an important goal, but this should not overshadow the far-reaching negative consequences imposed by excessive courses on students. So, instruction that focuses on increasing student motivation, early warning when students risk failing/dropping out of a course and providing proactive academic advice can reduce course decline.

Additionally, avoiding or taking time off in one of the courses can affect your grades. In this case, the students themselves inevitably also have to take the course to complete their studies. However, the efforts of the campus to reduce the level of dropping lessons must always be personal reasons for students to keep dropping lessons, for example, because of financial problems, racial differences, jobs, and so forth.

5. Socioeconomic Success and Mental Health Profiles of Young Adults who Drop Out of College

a. Article Profile

b. Background

Faas, Benson, Kaestle and Savla (2018) review from previous researchers the causes of dropouts including individuals, institutions, and social antecedents. On the contrary, both the theory of life and maturity that emerges supports the disruption approach to education as having various meanings and implications for

different dimensions of well-being, depending on the role played by the transition in the process of individual development and exploration.

Intrinsically, they have an opinion to operationalize welfare as construction that will be mapped along the three dimensions of socioeconomic success (income, job satisfaction, and subjective SES scale) and along four dimensions related to mental health (happiness, mastery, stress, and depression) with a total of seven dimensions were assessed in this study. Specifically, various socioeconomic status indicators provide a multidimensional basis for assessing trajectories, such as personal income, job satisfaction, and subjective SES expansion broad-based understanding of socioeconomic success among young adults who have dropped out of school.

c. Methods

In theory, this article uses qualitative research methods. Faas et al. (2018) used data from a prospective, national-scale, large-scale study that collected information about various indicators of the well-being of young adults to answer the research questions in this study. Specifically, this article incorporates systematic sampling methods and implicit stratification into the Add Health research design ensuring the representation of U.S. schools concerning the country, urbanity, school size, type of school, and ethnicity. In comparison, factor analysis is a similar technique but uses a variable-oriented approach.

The estimated latent profile model is made from seven observed indicators (income, job satisfaction, subjective SES, mastery, happiness, depression, and stress) that are contained in the latent construction of young adult welfare. However, the researchers made and tested the suitability of the model in the latent profile analysis achieved through a multi-step process. Moreover, maximum likelihood estimates with strong standard errors are used to handle complex

sampling designs from Add Health data and missing data. In summary, for descriptive purposes, we compared our study sample of college dropouts (N = 1,530) with complementary Add Health colleges (N = 1,977) using the SPSS Complex Sampling Design Module and the Missing Value Analysis Module for the EM algorithm technique.

d. Findings

Based on the results of the Faas, Benson, Kaestle and Savla (2018) study, as observed in the analysis in this study, college graduates tend to have higher personal incomes and subjective SES scores compared to students who drop out of school. However, university graduates and dropouts do not differ significantly on job satisfaction. In this case, the two groups differed in the four mental health outcomes with college graduates having higher mastery and happiness and lower depression and stress. The only group that dropped out of school who achieved an average personal income or subjective SES that was higher than the average college was in the Overall High group, which consisted of only 70 individuals who were mostly male and white. However, among mental health-related outcomes, the SES Average, the High Mental Health group of 388 individuals and sometimes even the average SES, the Mental Health group averaged 574 individuals compared with the average college supplement.

e. Limitation

The study has several limitations; first, this study focuses on one cohort that is limited to the US. By focusing on one Western country, findings cannot be generalized to other cultures and countries. This study relies on self-reported survey questions to form latent constructs. Besides, this study does not have exact time data about when young adults were leaving college. However, time out may

occur in the first few months of college or a few years later, resulting in a different amount of education, which can affect well-being.

f. Lesson learnt

Continuing findings from opinions (Faas et al. 2018), statesmen who leave college are more likely to be in the highest-profile and most successful with women more likely to be part of the lowest profile and least successful. Specifically, the reason makes sense because, without a college degree, the jobs that make the most money are in male-dominated fields such as manufacturing and construction. For consideration, young adults who leave and become part of a high mental health profile score comparable to those receiving a bachelor's degree. These results indicate that many young adults who drop out of school have the same feelings of success and mental health as their peers who have completed a bachelor's degree.

In sum, the article is important in breaking down stereotypes about homogeneous student dropout populations. Thus, the existing profile helps distinguish these young adults into relatively good groups compared to those who suffer from various welfare measures. This starts the process of understanding what factors can help maximize healthy trajectories for those who drop out of school.

6. **Student Employment and Persistence: Evidence of Effect Heterogeneity of Student Employment on College Dropout**

a. **Article Profile**

b. **Background**

According to Choi (2018) has a perspective on the impact of student employment in the study he examined in three classifications, namely:

1) The perspective of Bad Effects, the relationship between work intensity and academic outcomes is not linear and that moderate participation in the labour market can have positive consequences on college performance, but only intensive participation that damages academic results and suggests that work intensity is an important factor in determining the adverse effects of working students.

2) Selection Perspectives for Work, the observed relationships between student workers and school performance reflect the pre-existing heterogeneity between students in terms of their family background, academic abilities, motivation, and aspirations.

3) The perspective of Heterogeneous Effects, student work has a direct effect on school performance but the effect is heterogeneous by job characteristics and individual backgrounds.

Therefore, based on these three perspectives, researchers carefully consider three heterogeneity problems in the study design: heterogeneity of pretreatment, heterogeneity of treatment, and heterogeneity of treatment effects.

c. Methods

In this study, researchers used a descriptive statistical methodology matching the propensity score and the multilevel (SM) stratification method to examine the impact of student employment on dropouts from three perspectives. Choi uses a four-step methodological approach.

1) First, using a variety of personal and academic data, by estimating the score of an individual's tendency to participate in the student job market (care conditions).

2) Second, based on the estimated propensity score, by testing the average treatment effect on treated (TT) fewer than three counterfactual scenarios.

3) Third, constructing proportional propensity score strata based on estimated propensity scores, it means the value of each covariate and the propensity score between those who are not involved in intense work within each stratum are not statistically different.

4) Fourth, estimate the trend score of strata specific employment effects at college dropouts using logistic regression and summarize trends across strata effects using the least-squares weighted regression variance.

In this analysis, the researchers used the National Longitudinal of Youth 1997 dataset (NLSY97). NLSY97 tracks a nationally representative sample of around 9,000 young people aged 12-16 years on December 31, 1996, with annual interviews starting in 1997. NLSY97 contains a variety of information, including social and family background, schooling, and demographic transition, and labour market participation and results.

The total sample included 2613 individuals, but the final sample was different for each counterfactual model. Specifically, the maintenance variable is related to work status, calculating average work intensity based on hours worked during the first year and dividing work into three categories: no work, moderate work (up to 20 hours per week), and intensive work (more than 20 hours per week). To estimate an individual's propensity to work, researchers used a variety of background factors, including demographics, socioeconomic, education, institutional, and individual financial conditions.

d. Findings

Because these findings show that the effects of student employment are different, according to the socioeconomic status of students, policymakers must seek to make policies on student employment that are different according to the likelihood of certain populations to participate in work. In short, descriptive statistics show that those involved in intensive work are relatively disadvantaged socially, economically, educationally, and financially. However, the heterogeneity of pretreatment does not fully explain the negative relationship between student work and first-year retention. Thus, these results indicate that intensive student work affects persistence in college in more ways than by simply reducing the amount of time available to devote schoolwork.

e. **Limitation**

This study has several limitations. First, the key methodological approach used in this study – matching trend scores and stratified stratification methods – depends on the assumption of ignorance. Thus, the causal effect of student work on dropout has not been established, and the validity of the findings of this study depends very much on the covariate sense of the current model. Second, only focus on full-time students studying at 4-year colleges. Because the selection of this sample is restrictive, the results of this study cannot be generalized to a wider population that includes those attending community colleges or part-time students. Finally, due to limited data, this study cannot utilize the work objectives and types of work as treatment variables.

f. **Lesson learnt**

Based on the research results in this article, students who have a job have a relatively low tendency and in fact, there are rarely students who stop to study because of the intensity of the work, the fundamental reason is by working students have extra motivation because they have to survive to meet their needs and must pay tuition. Conversely, students who do not have intense work, many of them are unable to complete the college program. So, the employment factor of students is not completely predictable that they cannot complete a college degree.

For comparison, students who work while in college do not affect the success or failure of academics at the university or where they work. However, the key is if students can divide their time and focus according to their respective portions. Therefore, the characteristics of successful people are how they can manage their activities in a directed, orderly and systematic way.

7. The Predictability of Cognitive and Non-cognitive Factors on the Retention Rate among Freshmen College Students

a. Article Profile

b. Background

Williams, Smiley, Davis, and Lamb (2018), they argue that the purpose of this study is to examine the relationship designated between cognitive and non-cognitive factors, and the retention rates of new students attending a state university in the southern United States. Specifically, this study deals with the relationship and predictability of cognitive factors (average high school grades, first-year GPA, ACT/SAT scores and major academic) and non-cognitive factors

(gender, age, residence status and financial status) at the level of new student retention.

The conceptual framework of this research was Student Integration Model (SIM). The core of this model which how a student is integrated into the social and academic aspects of a university. Therefore, cognitive and non-cognitive factors such as grade point average, academic ability, academic achievement, gender, race, age, and social status have a direct effect on students' educational expectations. Obviously, according to SIM, cognitive and non-cognitive factors are significant predictors in determining students who will return or not return to college.

c. Methods

Quantitatively, the authors used the *ex post facto* design used in this study to collect and analyze data. This type of research design allows researchers to examine independent variables that cannot be manipulated and determine their effects on the dependent variable. In detail, the higher education target institutions for this study offer more than sixty undergraduate programs with more than 250 faculty members.

In particular, this empirical investigation uses a simple random sampling procedure. Simple random sampling is a probability sampling technique, which allows each member of the population the same and independent opportunity to be chosen for this study. Most important, the statistical analysis used in this empirical study is logistic regression which is perhaps the most appropriate and powerful for scientific behaviour research. Logistic regression is a statistical procedure used to examine the relationship and predictability of categorical (dichotomous) variable variables from two or more predictor variables.

d. Findings

One of the most interesting findings from the current study is the significant influence of collective cognitive variables on the retention rate of new students. Specifically, the cognitive variable mean point of middle school classrooms, grade point average of the first year, ACT/SAT score and main academic were found to be statistically reliable predictors of the retention rates of new students. However, cognitive factors are significant predictors of student retention rates. Specifically, although findings regarding the effect of cognitive factors on retention were found to be significant, the mean grade point of the first year was found as the strongest predictor of retention. In contrast, another important finding from this study is the significant impact of selected non-cognitive factors on the retention rate of new students. Specifically, non-cognitive factors of gender, age, residence status and financial status were found to be statistically related to the retention rate of new students.

The study conducted by the researchers above found that at least one of the non-cognitive factors was a significant predictor of retention among students. Surprisingly, non-cognitive factors of financial status and residence status are the two strongest predictors of retention. Thus, a reasonable explanation for the applicable findings regarding the influence of finance and living arrangements on student retention might be that if the primary needs of students are met, especially their financial burdens and living conditions on campus, there is sufficient evidence that they will return to school. Finally, another important finding from this study relates to the significant influence of a combination of cognitive and non-cognitive factors on the retention rate of new students. Specifically the cognitive and non-cognitive factors of the average grade of high school grades, the average grade of the first year, ACT/SAT scores, academic majors, gender, age, residence status, and financial status accounted for more than one-fifth of the variation in retention among students.

e. Limitation

In the script, the researcher did not explain the limitations of the study in this article. However, in my opinion, researchers only examine whether there is a relationship between cognitive and non-cognitive factors that affect the retention of new students at universities in the southern region of the United States based on the results of previous studies.

f. Lesson learnt

Especially, educators responsible for student retention must be aware of the combined predictive power, cognitive and non-cognitive factors related to retention rates. An understanding of the factors that influence retention will help educators in their efforts to develop programs and strategies to minimize the number of new students who do not return to college. In other case, educators, as well as stakeholders from higher education institutions, must be aware of the negative impact that the level of retention can have on the overall quality of colleges or universities. Thus, this negative understanding can help educators to implement interventions to help new students to make a smoother transition to the college environment.

To conclude, educators especially those who teach and work with students who are developing must be able to identify new students who may be at risk of dropping out of school. The ability to be able to identify these students will give educators relevant information about the characteristics associated with these individuals to develop better ways to engage them and help them to integrate more fully into the academic and social life of tertiary institutions.

8. **The Relationship between Retention and College Counseling For High-Risk Students**

   a. **Article Profile**

   b. **Background**

   Essentially, Bishop's (2016) research is studying the correlation between counselling and retention that not only affects the financial success of an institution but also the mental health of students. The college counselling centre plays an important role in providing interventions for students at risk. The main populations for whom counselling services assist are students diagnosed with mental health disorders, such as depression or anxiety. Many risk factors increase the likelihood of students withdrawing from campus. Some risk factors are psychological, some are related to family economic structure, some are related to academic ability, and some are related to social adjustment. The specific purpose of this study is to

1) Provide evidence of the impact of counselling services on retention at a 4-year institution,

2) Determine when high-risk students will benefit from intentional additional interventions,

3) Determine the difference between retention rates for high-risk students who use counselling services and those who do not, and

4) Explore the relationship between counselling and retention services for populations other than those diagnosed with mental illness to generalize the impact of counselling services to others.

c. Methods

In this study, researchers used a quantitative methodology by exploring the retention rates of high-risk students who have and who have not used college counselling services at a public liberal arts college located in Northeast. Specifically, chi-square analysis was used to determine the relationship between retention, student risk level, and use of counselling services. Furthermore, survival analysis is used to explore the relationship between pre-university demographic variables and dropout time.

The independent variables are senior high school GPA, family socioeconomic status, parental education level, and use of counselling services. Based on the number of participants for this study consisted of 429 students with an average cohort age of 18 years from the 2006 entry class. A list of first-time, full-time students from the 2006 class was obtained from the Office of Institutional Research Institutions. Finally, based on each student's high school GPA, parental education level, family socioeconomic status, and the date of graduation or dropping out of school, I set students as high or low risk. Then, after the student's risk level is determined, a counselling service record is accessed to

determine whether each student attends counselling during their tenure at the institution.

d. Findings

According to this study found that there is a significant difference in retention rates between high-risk and low-risk students who use college counselling services, but there is no significant difference in retention rates between high-risk college students who use college counselling services. Conversely, risk students do not use college counselling services. Students with low secondary school GPA, students with low socioeconomic status, and first-generation students are maintained at the same level regardless of whether they attend counselling services or not. Moreover, this study found that there were no significant differences in the retention rate or time of dropout risk for high-risk or low-risk students, based on the number of counselling sessions attended.

This study found that the risk of dropping out students did not vary significantly based on secondary school GPA time, family socioeconomic status, parental education level, or whether counselling was attended or not. Similarly, students with a GPA of senior high school 3.0 or higher graduate at a slightly higher level than students with a GPA of senior high school 2.99 or lower, but, again, not at a statistically significant level.

e. Limitation

A limitation of this study is the absence of data regarding the specific withdrawal date for students who did not graduate. This institution can only give a year in which students withdraw as opposed to a certain date. Besides, the

institution cannot provide a level of family income for all groups sampled, which limits the number of students who can participate in this study.

Other limitations of this study include the small size of the institution where the study was conducted and the lack of diversity in the student population. The institute enrols low-risk students at a significantly higher level than high-risk students, which further reduces the size of the study sample. Therefore, because of the specific demographics of the institution where the study was conducted, the results cannot be generalized to larger and more diverse institutions or community colleges.

f. Lesson learnt

From this research, we can learn that many students are interested in the institution where the research is conducted because of the small class sizes and opportunities for supportive relationships with faculty. In other cases, this institution is a respectable college and tends to attract high-achieving, highly motivated students. Although the findings do not suggest specific high-risk times for dropping out of school, this might indicate that increasing awareness of services and continuing public outreach to high-risk populations may be the best approach to engaging high-risk students.

In short, another lesson from this article is that counselling services can at least solve students' psychological problems related to dropping out. in this case, the issues that are often discussed include the relationship of the average grade at high school, the socioeconomic status of the family and the level of parental education. but, from the overall data of students who are at high risk for dropping out of college is the decline in the GPA between high school and campus, contrary to the socio-economic status of a prosperous family and the high level of parental education does not guarantee their children to follow suit as well.

9. University Dropout Prediction Through Educational Data Mining Techniques: A Systematic Review

a. Article Profile

Authors : Agrusti, Francesco;

                    Bonavolontà, Gianmarco;

                    Mezzini, Mauro.

Author Affiliations : Roma Tre University.

Journal : Journal of E-Learning & Knowledge Society. Sep2019.

Volume : 15.

Issue : 3.

Page : 161-182.

Database : Education Research Complete.

Document Type : Article.

ISSN : 1826-6223.

DOI : 10.20368/1971-8829/1135017.

Accession Number : 139483872.

b. Background

Agrusti, Bonavolontà and Mezzini (2019), defined academic retention as continuing student participation in the university education pathway from the beginning of the lecture to the end. In contrast, when students leave university before reaching their destination to graduate, they can be labelled as dropouts. In this way, the phenomenon of retention and dropping out of college is then described as two opposite sides of the coin; but when "something goes off track" various and more complex failure scenarios can occur, which can be summarized as follows:

- Permanent drop-out studies, these can be classified into early and late drop-outs (respectively in the second year of registration or in the following course years); and

- Transfer from one undergraduate program to another at the same university or another.

The researchers obtained useful information that was used to predict the causes of dropouts and how to increase student persistence in preventing these causes. In conclusion, to conduct this review – technical report called "Procedure for Conducting a Systematic Review".

c. Methods

The researchers used the literature study method in conducting this study, using a sophisticated search engine provided by Scopus and WoS respectively. Specifically, the selection process was completed by deleting duplicate documents (registered on Scopus and WoS) with the result that 73 documents were selected: 36 documents from Scopus and 37 documents from WoS. Agrusti et al. (2019) identified six classification techniques: Decision Tree, K-Nearest Neighbor, Support Vector Machines, Bayesian Classification, Neural Networks, Logistic Regression, and in the miscellanea class for other techniques.

d. Findings

Established on the test results, the researchers obtained a percentage of about 67% using the decision tree classifier. Bayesian Classification holds the second-highest frequency of use with around 49%, then Neural Networks with around 40% and Logistic regression with around 34%. Support of Vector Machines, Miscellanea and K-Nearest Neighbor is used with about 23%, 15% and

12% respectively. Besides, they identified 14 data mining tools used in the study, highlighting that the most widely used were WEKA, SPSS and R. To sum up, this article presents a systematic literature review of the education data mining technique used to predict the breakup of traditional university courses. Additionally, the researchers identified 241 studies related to this topic which selected 73 articles according to the inclusion and exclusion criteria mentioned above.

e. Limitation

In this article, researchers have limits when they search for related documents to find criteria that fit their topic. Specifically, the constraints they face are documents regarding dropouts not suitable for university undergraduate level, documents not using data mining techniques, and documents found are mostly missing research reports and metrics. Moreover, there was no explanation of methodology and techniques in the research they sought.

f. Lesson learnt

Founded on this article it can be understood that a systematic review of the prediction of dropout rates can be investigated through more accurate analysis which is useful for motivating and monitoring student performance. In the circumstance, by predicting the level of retention that it is important as an evaluation of all elements to improve graduation rates based on students, curriculum and stakeholders.

Thus, a systematic review in this article can build awareness, especially for students, that many previous studies have addressed college dropout rates. In this case, the university is also responsible for this problem to increase graduation retention.

10. Why Lecturers Still Matter: The Impact Of Lecturer-Student Exchange On Student Engagement And Intention To Leave University Prematurely

a. Article Profile

b. Background

This study examines the impact of lecturer-student relationships on student involvement in courses, course satisfaction, achievement, and intention to leave university prematurely (Farr-Wharton, Charles, Keast, Woolcott and Chamberlain, 2018). Specifically, research conceptualizes the lecturer-student relationship through the theoretical lens of leader-member exchange (LMX). In the context of university education, LMX students concern the relationships formed between students and teaching staff (lecturers and tutors) through interaction and learning activities. In connection with this research, in operationalizing this study, the researchers used some control variables to rule out the effect of alternative explanations regarding students' intentions to leave prematurely. These include the risk factors identified as follows:

1) Economic status;
2) Education readiness;
3) Gender;
4) Study modes (distance, online, or mixed);
5) Number of hours worked outside university studies; and
6) Study progress (first or second year).

c. Methods

To examine the relationship between LMX-students, engagement, course satisfaction, achievement, and intention to leave university prematurely, Farr-Wharton et al. collected self-report psychometric survey data and GPA scores for first and second-year domestic students from their 3 or 4-year undergraduate degrees at one Australian university. Quantitatively, to further refine our sample, researchers asked categorical questions (yes/no) in this survey - 'I am looking for opportunities to study at other universities'. Of the 430 students who answered the survey, 57 students answered 'yes' to this question.

The samples have been removed, which means that, in this study, respondents expressed an intention to leave themselves entirely from their study. Thus, the total sample size used in the analysis was 363 samples. In the analysis, Structural Equation Modeling (SEM) standardizes all variables; hence, this and other non-6-point scale items are used in structural models. SEM analysis is used to test the hypothesis relationship between the constructs being tested.

d. Findings

The results show that the LMX - student relationship, and its flow on the effects for course involvement and satisfaction, is significantly related to students' intentions to leave university prematurely. There is no relationship in this study between LMX-students and GPA, and GPA and intention to leave university. Besides, between involvement and GPA was found to have a relationship, but between the course and GPA was not synchronous at all. In other cases, the results showed that high course satisfaction had a dual role for some students, because it significantly had no relationship with dropout intentions, but was associated with a lower GPA. In conclusion, it can be said that these results show evidence of mature reasoning skills in the students concerned because the value of learning (course satisfaction) can be high even when the results (GPA) are not.
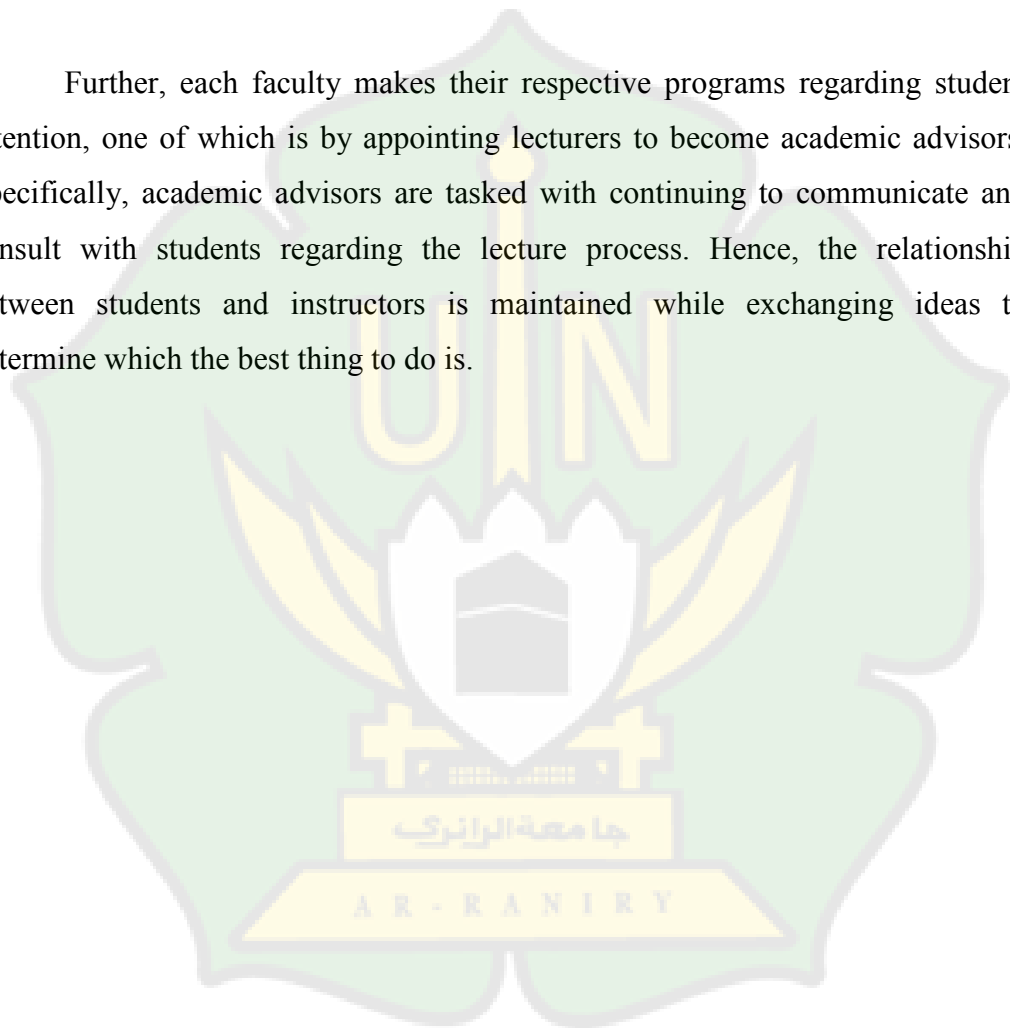
e. Limitation

Generally, this study has limitations, which results cannot be generalized as extensive research because the sample and population are only conducted at one university. Besides, the researchers were forced to replicate the validation of the control variable model in analyzing the use of self-report survey data.

f. Lesson learnt

An important lesson from this research is the program offered in this article can bind students to stronger retention. In this case, the researchers sought to continue to reduce the dropout rate by collaborating between campus staff and lecturers with students so that they always reminded one another.

Further, each faculty makes their respective programs regarding student retention, one of which is by appointing lecturers to become academic advisors. Specifically, academic advisors are tasked with continuing to communicate and consult with students regarding the lecture process. Hence, the relationship between students and instructors is maintained while exchanging ideas to determine which the best thing to do is.

CHAPTER 3

CONCLUSION

The factors in dropping out based on all of the article analyses. First, economic factors (Jung and Kim, 2018; Faas et al., 2018; Choi, 2018; Williams et al, 2018) made it possible for students to drop out of college and/or work while studying to earn money to pay tuition. Second, education readiness factors (Evans and Tragant 2020; Jung and Kim, 2018; McKinney et al., 2019; Faas et al., 2018; Williams et al, 2018) which means academic abilities and in the psychological, motivational or health sciences mental deterred to stop the education program. Third, the study mode (Miller, 2017; Bishop, 2016; Choi, 2018; Agrusti, 2019; Farr-Wharton, 2018) means the program, the approach used, the services and policies of the university that should be offered to prevent students dropping out of college. Finally, other social factors such as age, gender, demography, race/ethnicity, and so on (Choi, 2018; Jung and Kim, 2018; McKinney et al., 2019; Williams et al, 2018; Farr-Wharton, 2018). Thus, of the four factors, it can be ascertained that in my opinion, the main cause of student failure is the factor of educational readiness because it is personally reflected that the way to solve the problem must also be the thinking of each individual. Besides, the economic status factor did not positively cause of student failure, because very much achievement students who study on the campus and also where they work.

The conclusion of the review of these articles can be distinguished factors that influence students to drop out or disrupt lectures. Generally, individual factors such as reduced motivation, accident or not being able to follow all learning materials. Consequently, as a personal consideration of me to stay in college is to change the mindset of students to develop more education is very important especially the benefits they will get after graduation, such as using a degree to apply for a good job or continue further education.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6641/UN.08/FTK/KP.07.6/07/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Juni 2020

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. T. Zulfikar, M. Ed.   Sebagai Pembimbing Pertama
2. Dr. phil. Saiful Akmal, MA   Sebagai Pembimbing Kedua
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Judul Skripsi   : **Factors Leading to Students Learning Failure (An Analysis on International Articles)**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
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2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*