



THE ROLE OF ACADEMIC SUPERVISORS IN EDUCATIONAL PSYCHOLOGICAL MANAGEMENT OF UIN SULTAN MAULANA HASANUDDIN BANTEN STUDENTS

Nana Suryapermana^{1*}, Rosidah², Moch. Subekhan³

^{1,2,3}UIN Sultan Maulana Hasanuddin Banten

Email: nana.suryapermana@uinbanten.ac.id¹, rosidah@uinbanten.ac.id², moch.subekhan@uinbanten.ac.id³

Abstract

This study aims to analyze the role of Academic Supervisors in the management of student educational psychology at UIN Sultan Maulana Hasanuddin Banten. The method used is qualitative with data collection techniques through interviews, observations, and documentation. The results of the study indicate that Academic Supervisors have an important role in providing academic guidance and supporting students' psychological development. Academic Supervisors function to help students plan their educational paths, choose appropriate courses, and provide solutions to academic problems. Academic Supervisors play a role in helping students overcome psychological challenges related to campus life, such as stress and academic anxiety. However, there are challenges faced by Academic Supervisors related to the excessive number of students, reducing the time to give full attention. This study concludes that strengthening psychology training for Academic Supervisors, as well as increasing the number of Academic Supervisors, can increase the effectiveness of the guidance provided. This will support students' academic and psychological development, create a more conducive academic environment and support student success in college.

Keywords: Academic Supervisor, Educational Psychology Management, Students, Academic Guidance.

INTRODUCTION

Higher education has a strategic role in forming quality human resources. In this context, educational management is the main key in managing various aspects that support the learning process, including management of student educational psychology. Educational management does not only include administrative aspects, but also includes managing human resources, including lecturers and students, to achieve optimal educational goals.

Educational psychology is a branch of science that studies how humans learn in educational environments, the effectiveness of educational interventions, teaching psychology, and the social psychology of schools as organizations. An understanding of educational psychology is very important for academic supervisors in helping students overcome the various academic and non-academic challenges they face. According to Busiri (2020), understanding students' psychological conditions allows lecturers to organize and find solutions to problems faced by students, so that learning can take place effectively and in a focused manner.

Academic supervisors have an important role in accompanying students during their studies. This role includes providing academic guidance, motivating students, and helping them develop their potential. Research by Anggraini (2023) shows that the role of academic supervisors as class managers, organizers, facilitators, mentors, informers and motivators has a significant influence on students' interest in learning, with a contribution of 97.2%.

At UIN Sultan Maulana Hasanuddin Banten, the role of academic supervisors is becoming increasingly important considering the diversity of student backgrounds and the challenges they face in adapting to the academic environment. Academic supervisors are expected to be able to provide the necessary support to help students develop resilience and high learning motivation. Research by Rahayu et al. (2023) shows that the perception of social support from supervisors can increase student resilience, which in turn can reduce academic procrastination while working on their thesis. However, there is not much research that specifically examines the role of academic supervisors in the educational psychology management of students at UIN Sultan Maulana Hasanuddin Banten. Therefore, this research aims to fill this gap by examining the role of DPA in managing the psychological aspects of student education, as well as the factors that influence it.

By understanding the role of academic supervisors in educational psychology management, it is hoped that deeper insight can be gained into effective strategies in supporting students in facing academic and non-academic challenges, so that they can achieve success in their studies.

This research highlights the phenomenon of increasing student psychological pressure, such as academic anxiety, lack of motivation to study, difficulties adapting, and personal problems that affect academic performance. The results of observations and interviews at UIN Sultan Maulana Hasanuddin Banten show that not all academic supervisors are active in assisting students psychologically. Some students feel that they are rarely guided, that they are not paid attention to, or that they only receive administrative guidance. In fact, in educational psychology management, supervisors have an important role in providing emotional and motivational support. This condition shows that there is a gap between expectations and the reality of the role of academic supervisors, so it needs to be researched further to find solutions to improve students' psychological well-being.

Research problems related to research research are arranged systematically based on the focus of the study, problem identification, and the form of research questions:

Table 1 Research Problems

| No. | Research Problems | Problem Description |
|-----|--|---|
| 1 | The role of academic supervisors in assisting students facing psychological problems | Explain the extent to which DPA is involved in helping students overcome emotional stress, academic stress, and other psychological disorders. |
| 2 | Strategies applied by academic supervisors in the management of student educational psychology | Revealing the approaches, techniques and methods used by academic supervisors to support students' psychological balance in the learning context. |
| 3 | The effectiveness of academic mentoring on students' psychological well-being | Assessing the real impact of the role of academic supervisors on increasing students' motivation, self-confidence and mental resilience during their studies at university. |
| 4 | Obstacles faced by academic supervisors in carrying out their | Identify various barriers, such as lack of psychological training, high workload, or limited mentoring system. |

| No. | Research Problems | Problem Description |
|-----|--|---|
| | psychological role | |
| 5 | The unique role of academic supervisors at UIN Sultan Maulana Hasanuddin Banten compared to other universities | Examining how Islamic values and local culture influence the role and approach of academic supervisors in assisting students psychologically. |

Source: Observation Results, 2024

This table details the five main issues that are the focus of research on the role of academic supervisors in the psychological management of student education. Each problem is derived from the real context and specific needs of students at UIN Sultan Maulana Hasanuddin Banten, which combines scientific values and spirituality.

Previous research between 2020 and 2024 emphasizes the importance of the role of academic supervisors in supporting students' psychological and academic aspects. Anggraini (2023) found that the role of academic supervisors as class managers, organizers, facilitators, mentors, informers and motivators had a significant influence on students' interest in learning, with a contribution of 97.2%. Ningsih and Slamet (2023) highlight that academic supervisors play a role in increasing students' learning motivation, helping them to be more active and enthusiastic in the lecture process. Rahayu et al. (2023) shows that the perception of social support from supervisors can increase student resilience, which in turn can reduce academic procrastination while working on their thesis. Kelvin and Nyanasuryanadi (2023) emphasize that academic supervisors have a key role in providing guidance, motivation and solutions to students' academic problems, as well as helping them develop their educational, research, artistic and cultural potential. Sinurat et al. (2023) emphasized that the role of academic supervisors in developing student character is quite good, with the majority of students assessing this role as good or quite good. These findings strengthen the urgency to examine more deeply the role of academic supervisors in educational psychology management, especially within the UIN Sultan Maulana Hasanuddin Banten environment, in order to improve students' psychological and academic well-being.

Research Gap based on previous research that has been studied in this research can be seen in the table:

Table 2 Research Gap Research

| No | Researcher & Year | Research Focus | Research result | Weaknesses (<i>Research Gap</i>) |
|----|-------------------|---|---|---|
| 1 | Anggraini (2023) | The role of academic supervisors in student learning interest | Academic supervisors act as facilitators and motivators who increase students' interest in learning | Does not discuss aspects of educational psychology as a whole, only limited to interest in learning |
| 2 | Ningsih & | Academic supervisors | Academic supervisors | Has not studied the role of |

| No | Researcher & Year | Research Focus | Research result | Weaknesses (<i>Research Gap</i>) |
|----|--------------------------------|---|--|---|
| | Slamet (2023) | and student learning motivation | help increase motivation through academic coaching | academic supervisors in dealing with students' psychological problems |
| 3 | Rahayu et al. (2023) | Lecturer social support & academic procrastination | Lecturer support increases resilience and reduces procrastination | Does not focus on the function and formal role of academic supervisors in the campus management structure |
| 4 | Kelvin & Nyanasuryanadi (2023) | Academic supervisors and learning motivation in the context of Buddhist education | Academic supervisors play a role in increasing motivation and academic development | The religious and cultural context is different, it cannot be generalized to UIN |
| 5 | Sinurat et al. (2023) | The role of academic supervisors in developing student character | Academic supervisors contribute to shaping student character | Does not discuss its relation to the systematic management of educational psychology |

The table above presents five previous studies that are relevant to the topic of the role of academic supervisors, with different focuses such as interest in learning, motivation, social support, character, and procrastination. Although these five studies show the importance of the role of academic supervisors, there is a gap in discussing the management aspects of educational psychology in a comprehensive manner. Most research only reviews a small number of psychological aspects, and has not systematically explained how the role of academic supervisors is designed, implemented, and evaluated in supporting students' mental health and psychological well-being institutionally. Apart from that, the cultural and religious contexts in several studies are different, so it cannot be generalized to students at UIN Sultan Maulana Hasanuddin Banten which has special characteristics as an Islamic-based institution. Thus, this research attempts to fill this gap by specifically exploring the role of academic supervisors in the context of educational psychology management within the UIN Sultan Maulana Hasanuddin Banten environment.

Based on this description, it is clear that the role of academic supervisors is not only limited to administrative or academic aspects, but also includes the psychological dimensions of students which greatly determine the success of the educational process. However, there is still a gap in studies that fully integrate the role of academic supervisors in the context of educational psychology management, especially in Islamic-based higher education environments such as UIN Sultan Maulana Hasanuddin Banten. Therefore, this research is important to explore and analyze the extent to which academic supervisors play a role in helping students manage their psychological aspects during the lecture process, as well as how this management can be directed to create a learning environment that is more supportive, mentally healthy, and oriented towards developing students' overall potential.

LITERATURE REVIEW

The Role of Academic Supervisors

The role of academic supervisors is an important element in the student development system in higher education. Academic supervisors are tasked with not only providing academic guidance but also moral and emotional support, helping students develop academic potential and resolve psychosocial problems. The active involvement of academic supervisors can increase students' attachment to the institution and support their academic success. According to Fitri & Chabib (2022), academic supervisors play a strategic role in identifying student difficulties, both in academics and social adjustment. Meanwhile, Husna and Rahmat (2022) emphasized that the presence of communicative and empathetic academic supervisors is able to create meaningful guidance relationships and support students' overall welfare.

Educational Psychology

Educational psychology emphasizes the importance of understanding individual psychological conditions in the learning process. In the context of students, lecturers who understand aspects of educational psychology are able to create more inclusive and effective learning approaches. Educational psychology assists academic supervisors in designing interactions that can increase motivation, reduce academic anxiety, and encourage optimal student achievement. According to Marlina and Yuliana (2021), educational psychology plays an important role in fostering student motivation and resilience in facing study challenges. Tambunan (2023) also states that the psychological approach by lecturers is able to minimize academic pressure and encourage students to achieve emotional balance during lectures.

Academic Social Support

Academic social support provided by academic supervisors includes informative, emotional and instrumental assistance that students need during the learning process. The presence of a DPA that is responsive to students' academic and psychological needs strengthens a sense of security and increases students' coping capacity in facing academic challenges. Puspita and Wahyuni (2020) stated that academic social support plays a significant role in forming students' resilience to academic stress. In addition, research by Sari and Jannah (2023) found that the higher students' perception of support from lecturers, the higher their motivation and commitment to completing their studies.

METHOD

Research Approaches and Types

This research uses a descriptive qualitative approach. A qualitative approach is used to understand the subject's meaning, experiences and views in depth in a particular context (Creswell & Poth, 2018). The descriptive type was chosen because this research aims to systematically describe the role of academic supervisors in the educational psychology management of UIN Sultan Maulana Hasanuddin Banten students. This research is not intended to test a hypothesis, but to explore and describe the phenomenon in depth.

Research Location and Time

This research was conducted at the State Islamic University (UIN) Sultan Maulana Hasanuddin Banten, which has a fairly organized academic guidance system structure. The research was carried out for one month, namely in January 2025, taking into account the time of active academic activities on campus.

Research Subjects and Informants

The subjects of this research are academic supervisors and students who have undergone the academic guidance process. Determining informants was carried out using a purposive sampling technique, namely selecting informants who were considered to have the most knowledge and direct experience of the academic mentoring process. According to Palinkas et al. (2015), purposive sampling is effectively used in qualitative studies to obtain in-depth and rich information.

Data Collection Techniques

This research uses three main techniques in data collection, namely in-depth interviews (semi-structured), participant observation, and documentation. In-depth interviews were conducted to explore the views and experiences of academic supervisors and students regarding the guidance process undertaken. Participatory observation was carried out to understand the atmosphere and dynamics of the mentoring process that occurs in the field, with a focus on interactions between academic supervisors and students. In addition, documentation such as academic handbooks, guidance notes, and student academic data are used to provide a more in-depth picture of the procedures and policies implemented in guidance. Data triangulation techniques were applied in this research to increase the validity and credibility of the data obtained, so that it could produce more accurate and accountable findings (Patton, 2015).

Data Analysis Techniques

Data were analyzed using the Miles and Huberman model, which consists of three stages:

1. Data reduction, namely the process of selecting, focusing attention, simplifying and transforming rough data.
2. Presentation of data, in the form of narratives and tables so that it is easy to understand.
3. Drawing conclusions/verification is carried out in stages during the data collection process until the final stage (Miles, Huberman, & Saldaña, 2014).

Data Validity Test

The validity of the data was tested using source and method triangulation techniques. This is done to ensure that the research findings are unbiased and have been verified from various points of view. Triangulation techniques are important in qualitative studies to make data interpretation more credible (Carter et al., 2014).

RESULTS AND DISCUSSION

This research was conducted qualitatively during January 2025 at UIN Sultan Maulana Hasanuddin Banten. Through interviews, observation and documentation, five main findings were found:

Table 3

Results of Research on the Role of Academic Supervisors in the Educational Psychology Management of
 UIN Sultan Maulana Hasanuddin Banten Students

| No. | Aspects Researched | Key Findings | Explanation |
|-----|--|---|---|
| 1 | The role of academic supervisors in Academic Guidance | Academic supervisors provide guidance in selecting courses | Academic supervisors help students plan their education and choose courses that suit their career goals and interests. |
| 2 | The role of academic supervisors in psychological guidance | Academic supervisors provide support for psychological problems | Academic supervisors assist students in overcoming problems such as academic stress and anxiety related to exams or assignments. |
| 3 | Challenges in the Mentoring Process | High guidance burden and time constraints | One academic supervisor guides too many students, which results in limited time to give full attention. |
| 4 | Training Needs for Academic Supervisors | Academic supervisors require additional psychology training | Academic supervisors need special training to explore students' psychological issues in order to provide more effective guidance. |
| 5 | Implemented Guidance System | The mentoring system needs to be set up more flexibly | More flexible schedule arrangements and systems are needed to improve the quality of guidance provided to students. |

Source: Processed research results, 2025

The table above presents the results of research regarding the role of Academic Supervisors (DPA) in educational psychology management at UIN Sultan Maulana Hasanuddin Banten. This research found that academic supervisors have a significant role in assisting students, both in academic and psychological aspects. Academic supervisors help students plan their studies and overcome academic problems they face. However, the main challenges faced are the high burden of guidance and time constraints which reduce the effectiveness of guidance. Apart from that, the need for psychological training for academic supervisors is also an important finding, because this can improve the quality of the psychological guidance provided. A more flexible guidance system also needs to be implemented to maximize attention to students.

1. Role academic supervisor in Academic Guidance

Academic Supervisors at UIN Sultan Maulana Hasanuddin Banten have an important role in helping students plan their studies effectively. Through consultation, students can determine courses and graduation targets in a more focused manner. Structured guidance helps avoid mistakes in taking credits and adjusts course choices to your interests and career plans. However, the effectiveness of guidance is not evenly distributed due to differences in approaches between lecturers. Some students felt they were not receiving adequate attention and wanted more consultation time. This shows the need to improve the quality of academic guidance services so that they can adapt to the needs and expectations of each student more optimally.

2. Role academic supervisor in Supporting Mental Health

Academic supervisors have an important role in supporting students' psychological well-being amidst academic pressure and personal problems. They become a place for students to share problems and a source of emotional support and motivation. Students feel more relieved and helped after consulting, because the lecturer provides calming advice. However, not all students are satisfied with this support. Some want supervisors to have special training in psychology to be better able to handle students' mental problems. This emphasizes the importance of developing the competence of academic supervisors in aspects of educational psychology, so that they can provide assistance that is not only academic, but also emotional more effectively and comprehensively.

3. Implemented Guidance Strategy

Academic supervisors at UIN Sultan Maulana Hasanuddin Banten use a fairly flexible approach in providing guidance to students. Some of the strategies implemented include a more personal individual approach, regular meetings, and providing verbal motivation that encourages students to put more effort into studying. Apart from that, academic supervisors also provide clear direction regarding academic problems faced by students, provide concrete solutions, and accompany students in planning their studies. Even though the majority of students are satisfied with this guidance strategy, there are

some who feel they receive less attention due to the large number of students being guided by one academic supervisor in Academic. They want a more organized guidance system with better and structured time management so that guidance is more focused on the problems faced by each student. This shows the importance of regular evaluation of the guidance system implemented.

4. Challenges in Implementing Guidance

One of the main challenges in academic guidance at UIN Sultan Maulana Hasanuddin Banten is the large number of students who are supervised by one academic supervisor. This high load makes it difficult for lecturers to provide optimal attention to each student. Time limitations due to teaching and administrative duties are also an obstacle in providing in-depth guidance. As a result, students feel there is not enough time to discuss their academic problems. To overcome this, students proposed a more flexible guidance system, such as meeting in small groups. This approach is considered to increase the effectiveness of guidance and enable supervisors to provide more personal attention to students, so that the quality of academic assistance can be improved.

5. Student Expectations of the DPA Role

Students at UIN Sultan Maulana Hasanuddin Banten expressed several hopes for their academic supervisors. Most students hope that there will be an increase in the frequency of meetings and psychological training for academic supervisors, so that they can provide more effective guidance in dealing with academic and psychological problems. Students also want a more flexible guidance system arrangement, with more varied meeting schedule options, so that there are no clashes with lecture schedules or other activities. Students also hope that there is a special room for academic guidance that is more comfortable and can be accessed easily by all parties. This shows the importance of improving facilities and a better guidance system in order to meet students' needs in facing academic and psychological challenges on campus.

DISCUSSION

The findings above are in line with various previous studies which emphasize the importance of the role of academic supervisors in supporting students' academic success and psychological well-being. The following is a discussion in five points:

1. Contribution academic supervisor on Learning Motivation

The role of academic supervisors is very important in motivating students to excel in their academics. This is in accordance with research by Ningsih & Slamet (2023) which states that academic supervisors function as companions who provide psychological encouragement to students in dealing with academic pressure. In this study, it was found that academic supervisors at UIN Sultan

Maulana Hasanuddin Banten were very active in providing guidance to design study plans and compile students' academic goals. This strategy has been proven to help students increase motivation and clarify the direction of their goals in their studies. However, although many students feel helped, not all students feel the same way. Some of them feel that the guidance provided is sometimes less than optimal due to time constraints and the large number of students guided by academic supervisors. This shows the importance of efficient time management and improving the quality of guidance to better suit student needs.

2. Emotional Guidance Reduces Academic Stress

Emotional support provided by academic supervisors has been shown to have a positive impact on reducing stress levels experienced by students. This is in line with research by Halawa & Akbar (2025) which states that emotional support provided by supervisors greatly helps students in managing academic anxiety and stress. In this study, students who received emotional support from academic supervisors felt more motivated to overcome academic problems and more confident in completing their assignments. This emotional guidance is an important factor in maintaining students' mental well-being. However, not all students feel they get enough support, especially for those who need more intensive attention. Therefore, this study also emphasizes the importance of training for academic supervisors so that they have the skills to deal with more complex psychological problems. This kind of training is expected to improve the ability of academic supervisors to provide deeper and more effective emotional support for students.

3. Effectiveness of Guidance Strategies

The guidance strategy implemented by academic supervisors has proven effective in increasing student involvement in their learning process. Based on Saifudin's research (2020), the personal approach carried out by academic supervisors at UIN Sultan Maulana Hasanuddin Banten has been proven to improve the relationship between students and academic supervisors, as well as increase student participation in lectures. Students who feel close to their academic supervisors tend to be more active in asking questions and seeking help when facing academic difficulties. In addition, the use of verbal motivation and the preparation of study plans also greatly help students to stay focused and have a clear direction. However, several students expressed that although this strategy was effective, they hoped that academic supervisors could hold more individual or small group meetings that focused more on the specific problems faced by each student. This shows that the guidance strategy needs to be more tailored to the conditions of each student in order to be more effective.

4. Limitations academic supervisor in Carrying Out Optimal Functions

One of the main challenges found in this research is the limited amount of time that academic supervisors have. As found in research by Pranatasari (2017), even though academic supervisors have

good intentions and abilities in providing guidance, excessive workloads limit the quality of guidance. This causes many students not to get the full attention of their academic supervisors, which has the potential to affect their academic results. Apart from that, the high administrative burden is also an obstacle in carrying out guidance well. To overcome this challenge, it is recommended that campuses increase the number of academic supervisors or improve a more structured and effective guidance system. Increasing the number of academic supervisors and reorganizing the guidance system will help academic supervisors provide maximum attention to each student.

5. The Urgency of Training and Competency Development academic supervisor

Educational psychology training for academic supervisors is very important so that they can provide better guidance to students, especially in dealing with psychological problems. Anggraini (2023) suggests that academic supervisors be equipped with counseling skills to deal with students' mental problems. In this research, it was found that students felt that academic supervisors who had more knowledge in the field of psychology were able to provide more effective guidance. Therefore, educational psychology training for academic supervisors is very necessary to improve the quality of guidance provided.

CONCLUSION

The conclusion of this study shows that the role of Academic Advisors at UIN Sultan Maulana Hasanuddin Banten is very significant in assisting students, both academically and psychologically. Academic advisors help students plan and choose courses that suit their interests and career goals. This academic guidance is very important in reducing student confusion in making decisions regarding their lectures and studies. However, there are several challenges related to the number of students supervised by one academic advisor, which often reduces the effectiveness of the guidance provided.

Academic advisors also play a role in supporting students' mental health, providing a place for students to share the emotional and psychological problems they face. However, there is a clear need for additional training in psychology for academic advisors to handle students' psychological problems more effectively. Better time management and a more flexible scheduling system also need to be implemented to reduce the time constraints faced by academic advisors in providing attention to students.

REFERENCES

- Anggraini, D. (2023). Peran Dosen Pembimbing Akademik (DPA) dalam Meningkatkan Minat Belajar Mahasiswa. *BISMA Cendekia*, 3(3), 75–79.

- Busiri, A. (2020). Memahami Peran Psikologi Pendidikan bagi Mahasiswa dalam Pembelajaran. *Al-Isyrof: Jurnal Bimbingan Konseling Islam*, 2(1), 1–16. <https://ejournal.iaiskjmalang.ac.id/index.php/isrof/article/view/154>
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The Use of Triangulation in Qualitative Research. *Oncology Nursing Forum*, 41(5), 545–547. <https://doi.org/10.1188/14.ONF.545-547>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
- Dyan, M. (2023). Peran Komunikasi Interpersonal Dosen Pembimbing Akademik dan Mahasiswa untuk Membangun Motivasi Belajar Mahasiswa di Prodi Pendidikan Jarak Jauh Ilmu Komunikasi Universitas Pelita Harapan. *Universitas Pelita Harapan Institutional Repository*.
- Fitri, N., & Chabib, M. (2022). Peran Dosen Pembimbing Akademik dalam Menunjang Keberhasilan Studi Mahasiswa. *Jurnal Pendidikan dan Konseling*, 4(1), 50–57. <https://doi.org/10.31004/jpk.v4i1.3700>
- Fitri, D. M., & Nurhidayah, N. (2023). Hubungan Peran Pembimbing Akademik dengan Prestasi Belajar. *Jurnal Inovasi Pendidikan MH Thamrin*, 3(1).
- Halawa, W. N. H., & Akbar, R. F. (2025). Pengaruh Self Disclosure dan Dukungan Emosional Dari Dosen Pembimbing Terhadap Stres Akademik Mahasiswa Akhir. *Ranah Research: Journal of Multidisciplinary Research and Development*, 7(3). <https://doi.org/10.38035/rj.v7i3.1463>
- Husna, M., & Rahmat, M. (2022). Analisis Peran Dosen Pembimbing Akademik Terhadap Keberhasilan Mahasiswa. *Jurnal Edukasi dan Konseling*, 4(3), 305–312. <https://doi.org/10.31004/jec.v4i3.4241>
- Kelvin, K., & Nyanasuryanadi, P. (2023). Peran Dosen Pembimbing Akademik dalam Meningkatkan Motivasi Belajar Mahasiswa Program Studi Pendidikan Keagamaan Buddha. *Jurnal Pendidikan Indonesia*, 4(11), 1253–1262.
- Mardotella, M., Fathurrochman, I., Sugiatno, S., Hamengkubuwono, H., & Amin, M. (2023). Manajemen Dosen Penasehat Akademik dalam Meningkatkan Motivasi Kuliah Mahasiswa. *Journal Of Administration and Educational Management (ALIGNMENT)*, 2(2).
- Marlina, E., & Yuliana, E. (2021). Peran Psikologi Pendidikan dalam Menunjang Keberhasilan Belajar Mahasiswa. *Jurnal Psikodidaktika*, 6(2), 92–101. <https://doi.org/10.30872/psikodidaktika.v6i2.1014>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.
- Ningsih, D. R., & Slamet, F. A. (2023). Peran Dosen Pembimbing Akademik (PA) Terhadap Peningkatan Motivasi Belajar Mahasiswa. *Al-Isyrof: Jurnal Bimbingan Konseling Islam*, 5(2), 233–242.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). SAGE Publications.
- Pranatasari, F. D. (2017). Pengaruh Mentoring Dosen Pembimbing Akademik Terhadap Prestasi Akademik Mahasiswa. *Business Management Journal*, 12(2). <http://dx.doi.org/10.30813/bmj.v12i2.432>
- Puspita, Y., & Wahyuni, R. (2020). Hubungan Dukungan Sosial Akademik dengan Stres Mahasiswa. *Jurnal Bimbingan dan Konseling Indonesia*, 5(2), 98–105. <https://doi.org/10.26737/jbki.v5i2.1319>
- Rahayu, S. A., Setyowati, R., & Fitriani, A. (2023). Peran Resiliensi dalam Memediasi Hubungan Antara Persepsi Dukungan Sosial Dosen Pembimbing dengan Prokrastinasi Akademik Selama Mengerjakan Skripsi. *Jurnal Psikologi Teori dan Terapan*, 14(1), 1–11.
- Saifudin, M. F. (2020). Pola Pembimbingan Akademik Dosen Wali Sebagai Upaya Efektivitas Masa Studi Mahasiswa. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 3(2). <https://doi.org/10.31851/jmksp.v3i2.1854>

- Sari, I. N., & Jannah, M. (2023). Pengaruh Dukungan Sosial Dosen Terhadap Komitmen Akademik Mahasiswa. *Jurnal Pendidikan*, 24(1), 120–129. <https://doi.org/10.24036/jp.v24i1.1703>
- Sinurat, S., Simorangkir, L., & Tafonao, A. J. (2022). Peran Dosen Pembimbing Akademik dalam Mengembangkan Karakter pada Mahasiswa Ners Tingkat 2 di STIKES Santa Elisabeth Medan Tahun 2022. *Jurnal Cakrawala Ilmiah*, 2(2).
- Wibowo, A. (2023). Pengaruh Peran Pembimbing Akademik terhadap Motivasi Menyelesaikan Skripsi Mahasiswa Program Studi Bimbingan dan Konseling. *Jurnal Perspektif*, 16(1), 27–35.
- Tambunan, D. (2023). Pendekatan Psikologis dalam Proses Pembelajaran Mahasiswa Perguruan Tinggi. *Jurnal Pendidikan dan Psikologi*, 14(1), 21–30. <https://doi.org/10.32528/educare.v14i1.5020>