

## **Challenges in Completing the Study for Students of Elementary School Teacher's Education**

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**Abstract:** The research aims to identify challenges in completing studies for students of the Islamic Elementary School Teacher Education program at the Faculty of Islamic Religion, Muslim University of Indonesia. The research employs observation, interviews, and documentation as its methods. In completing studies for students are both internal (e.g., lack of motivation leading to course delays) and external (e.g., economic limitations, social interactions, and academic disruptions). Efforts to address the challenges include providing motivation during free time, but specific measures are lacking. Recommendations involve collaboration with parents, regular meetings, specialized guidance, and continuous evaluation of instructors. The research on the completion of studies among students in the Islamic Elementary School Teacher Education program at the Faculty of Islamic Religion, Muslim University of Indonesia has uncovered critical insights into the challenges and contributing factors affecting study timelines. The study identifies internal factors such as a lack of motivation and external factors encompassing economic constraints, social influences, and academic disruptions. Furthermore, it sheds light on the average study duration of 7 years for some students, emphasizing the potential consequences on various aspects of their lives. The findings underscore the need for targeted interventions, including motivational strategies and collaborative efforts with parents, to address the multifaceted challenges hindering timely study completion. This research contributes valuable knowledge to the academic community, particularly in understanding and addressing the complexities associated with students' progress in the Islamic Elementary School Teacher Education program.

**Keywords:** Challenges, Elementary School Teacher's Education, Study Completion

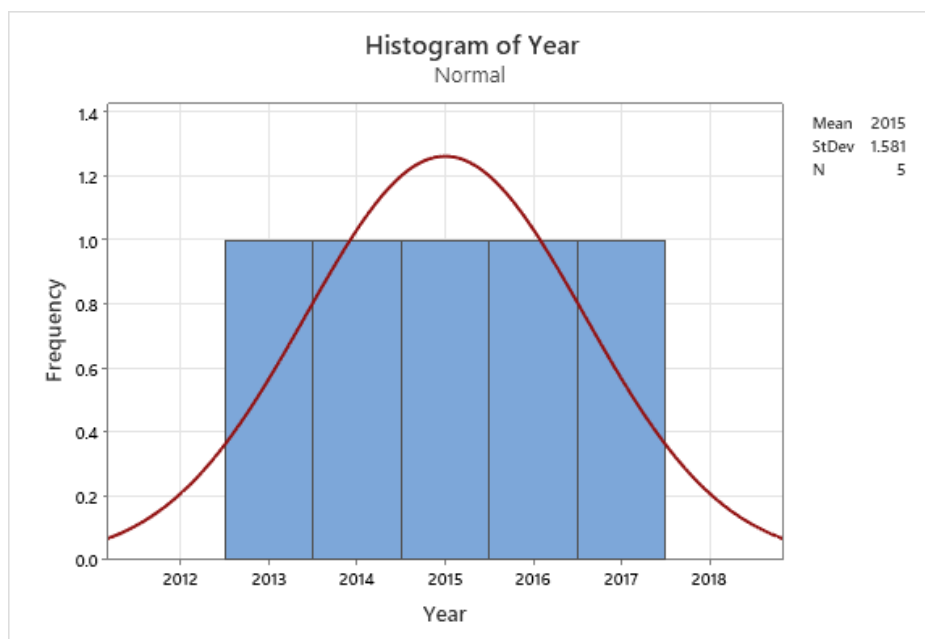
### **A. Introduction**

Higher education is one of the educational institutions responsible for carrying out its roles and functions to achieve educational goals. Therefore, the government, through the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, has issued Regulation Number 3 of 2020 concerning National Standards for Higher Education. One of them is in the standard process section,

Article 17, Number 1, regarding the duration of the study load for the education program providers. For undergraduate programs, as stated in point d, it is mentioned that: "At most, 7 (seven) academic years for undergraduate programs, four-year diploma/applied undergraduate programs, with a minimum student study load of 144 (one hundred forty-four) semester credit units (Minister of Education and Culture Regulation Number 3 of 2020).

Ideally, the completion of studies for undergraduate programs is 144 credit units or 8 semesters, undertaken over 4 years. Completing studies within 8 semesters or 4 years is the aspiration for every student in higher education (Siswanto & Sampurno, 2015). However, many students take more than 4 years to complete their studies. There are two factors that often-become challenges in terms of students' study completion, namely internal and external factors (Dinda Amaria Purba, 2023). For example, external factors include activities outside campus, leisure time with a cup of coffee that often makes students forget the time, romantic relationships or dating styles that consume time, and pressures from people around that continuously press and become a mental burden for every student (Junita, 2019).

The dropout rate continues to increase every year as stated by (Darmansyah, 2020) that this increase is caused by various factors and various reasons. The factors that stand out are economic, academic, family and also health reasons. The following is data on the development of the number of students who dropped out (DO) from 2013 to 2017.



**Figure 1. Development of the Number of Students Who Drop Out (DO) from 2013-2017**

Economic factors play a pivotal role in influencing study delays for students. Financial constraints often create significant challenges for students pursuing higher education (Rismen, 2015). The inability to afford tuition fees, course materials, and other educational expenses may force students to juggle multiple responsibilities, such as part-time work, to make ends meet (Ansuri, 2021). This financial burden can lead to a reduction in study hours, impacting academic performance and prolonging the time required to complete the program.

Moreover, economic difficulties can contribute to heightened stress and anxiety levels among students. The constant worry about financial stability can divert their focus from academic pursuits, affecting motivation and hindering the overall learning experience (Purwanti & Nimatu Rohmah, 2020). Additionally, students facing economic challenges may find it challenging to participate in extracurricular activities or take advantage of educational resources, further impeding their progress. In essence, economic factors create a complex web of challenges that significantly contribute to the delays experienced by students in completing their studies (Malfasari et al., 2019).

Academic factors represent a critical dimension that can significantly impact study delays for students (Harmini et al., 2012). Challenges within the academic sphere often revolve around issues such as course workload, comprehension difficulties, and personal learning styles (Wibowo et al., 2018). Some students may struggle with demanding coursework, leading to delays in completing assignments and achieving academic milestones within the expected timeframe (Darmansyah, 2020). Additionally, difficulties in understanding complex subjects or concepts may necessitate additional time for students to grasp the material adequately.

Moreover, academic factors encompass the potential consequences of failing or repeating courses. Students who face setbacks in specific subjects may need to retake classes, subsequently extending the duration of their academic journey. Academic challenges can also be compounded by inadequate support systems, such as insufficient guidance from instructors or limited access to educational resources. In essence, academic factors contribute significantly to the intricate web of reasons behind study delays, emphasizing the need for tailored support and interventions within the educational framework (Santo & Alfian, 2021) and (Pasaribu et al., 2016).

Likewise with students in the Islamic Primary School Teacher Education program, Faculty of Islamic Religion, Indonesian Muslim University. Based on the data obtained, it is known that 6 students from the class of 2016 have entered semester 14. This can be seen in the table below.

**Table 1. Six Students from The Class Of 2016 Have Entered Semester 14**

No	Name	NIM	Academic Year of Entry	Semester
1	Nani Rohani	10620160018	2016	14
2	Iwan	10620160014	2016	14
3	Rudi	10620160017	2016	14
4	Zulkifli Kasman	10620160021	2016	14
5	Mustafa Rumi	10620160007	2016	14
6	Ahdini Aida Safitri	10620160009	2016	14

Source: Head of the Islamic Elementary School Teacher Education Program, Faculty of Islamic Religion, Muslim University of Indonesia, March 2, 2023

According to Durant & Barlow (Fachrozie et al., 2021), anxiety symptoms can manifest in physical, psychological, and social aspects. In humans, anxiety may take the form of subjective feelings of restlessness, various behaviours such as visible worry and restless agitation, or physiological responses originating in the brain and reflected in increased heart rate and tense muscles. Some of these symptoms are also experienced by students who are anxious about facing their final assignments. Anxiety is also defined as a mixed feeling containing fear and concern about future moments without any specific reason for such fear (Tatan, 2011).

Anxiety about the future often becomes a reason for students' delay in completing their theses (Ambarwati et al., 2019). This is caused by a pessimistic attitude or a lack of confidence in the revision results or writing that makes students afraid to seek guidance. This was also conveyed in a study conducted by (Ratnaningtyas & Fitriani, 2020), stating that the factors causing anxiety in final semester students of Islamic Guidance and Counselling in the 2012 cohort in completing their studies are two factors: internal and external factors. Internal factors include physical condition, psychological condition, maturity of thinking (mature), and attitude in facing life problems. External factors, on the other hand, include social (environmental) and economic conditions (Wardani et al., 2023).

The description aligns with the opinion expressed by (Jannah & Cahyawulan, 2023) that academic stress can be caused by internal and external factors. Internal factors contributing to academic stress include: a) Frustration, occurring when an individual's planned life goals are unattained, b) Conflict, arising when students are in a dilemma to choose conflicting options, c) Pressure, experienced by students from within and outside themselves, such as demands, ambitions, and self-perceived lagging, d) Self-desire, when students create perceptions and expectations that are too high. Academic stress can also originate from external factors, including family, campus (peers and lecturers), and the environment (Etika & Hasibuan, 2016).

Upon reviewing the aforementioned data, it is evident that these students have, on average, participated in lectures for a duration of 7 years. However, deviations from the standard study period may have repercussions on various aspects, including

economic factors, time management, energy levels, and overall mental well-being, among others. Consequently, motivated by these observations, the researcher expresses interest in undertaking a comprehensive study titled "Study Completion (A Case Study of Students in the Islamic Elementary School Teacher Education Program, Faculty of Islamic Religion, Muslim University of Indonesia)."

## **B. Methods**

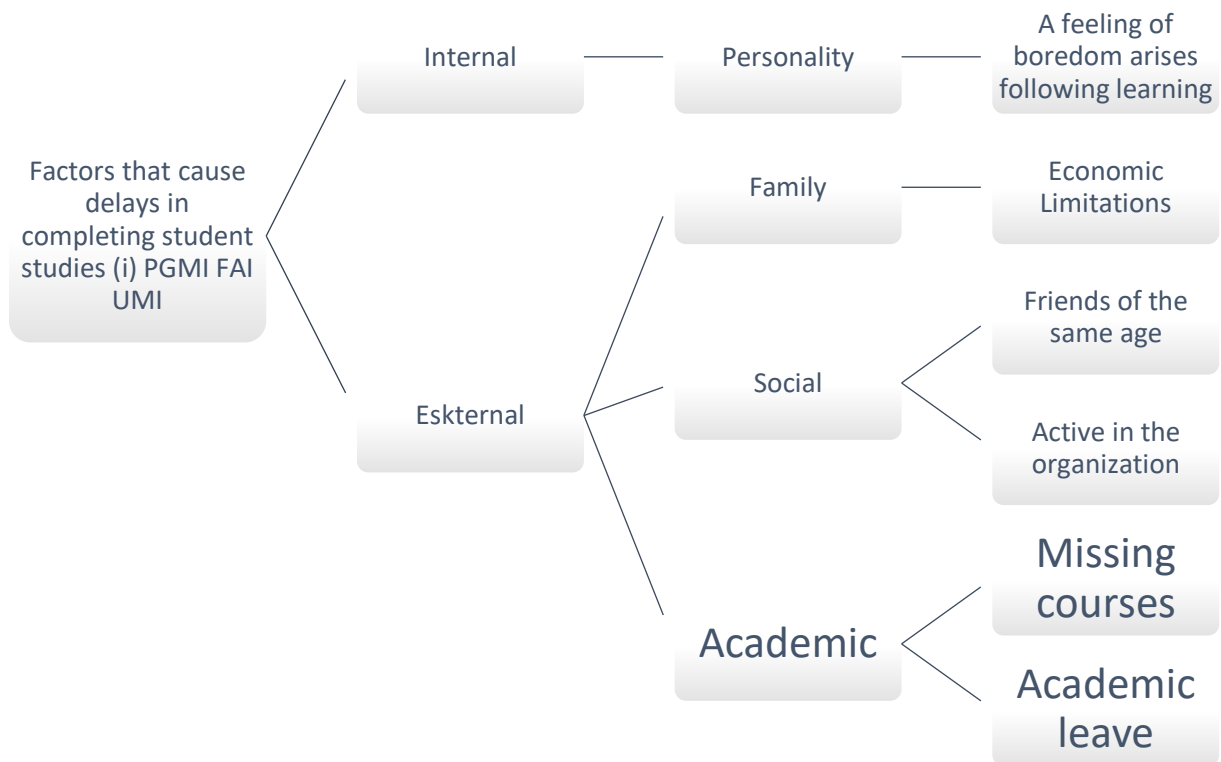
The chosen research design is qualitative (Lincoln, 2009). The research is conducted at the Faculty of Islamic Religion, specifically within the Islamic Elementary School Teacher Education program at the Muslim University of Indonesia. The adopted approach is phenomenological. The data collection methods encompass observation, interviews, and documentation. The instruments employed in this research are observation guidelines, interview guidelines, and documentation guidelines or formats (Narbuko, 2012). The respondents in this qualitative research are students enrolled in the Islamic Elementary School Teacher Education program at the Faculty of Islamic Religion, Muslim University of Indonesia. The focus is on students who have entered their 14th semester or 7th year of study, as they are experiencing delays in completing their studies. Instruments: Observation Guidelines: A structured framework is used for systematic observation of the students' behaviors, classroom engagement, and study patterns. Interview Guidelines: Structured questions are designed to elicit detailed responses from the students regarding their experiences, challenges, and perspectives on study completion delays. Documentation Guidelines/Formats: A standardized format is employed to gather relevant documents such as academic records, feedback, and any written communication related to study completion. Data Analysis: Data Reduction: Initial data organization involves sorting and categorizing information obtained through observation, interviews, and documentation. Data Display: The organized data is presented in a coherent and meaningful manner using charts, graphs, or textual representation. Data Verification/Conclusion Drawing: The final stage involves cross-verifying data through triangulation, ensuring consistency and reliability. Conclusions are drawn based on the analyzed data, addressing the research objectives and contributing insights to the existing knowledge in the field.

## **C. Results and Discussion**

### **Factors Causing Delays in the Completion of Studies for Students in the Islamic Elementary School Teacher Education Program, Faculty of Islamic Religion, Muslim University of Indonesia.**

The research findings conclude that the factors contributing to delays in the completion of studies for PGMI FAI UMI students include a lack of attendance in lectures, economic constraints of parents, peer interactions, active involvement in organizations, having missed courses, and taking academic leave. Thus, the factors

causing delays in the study completion of these students can be categorized into two groups: internal and external factors. For further clarification, refer to the chart below.



**Figure 2. Factors causing delays in the completion of studies for students**

*Internal Factors*

One of the internal factors contributing to the delay in completing the studies of PGMI FAI UMI students is attributed to individual characteristics. The emergence of a sense of boredom during the learning process is identified as a significant internal factor. The occurrence of a sense of boredom among students during the learning process is a complex phenomenon that warrants attention and understanding. This feeling of monotony often arises due to various factors, including the repetitiveness of instructional methods, lack of engagement with course materials, and an absence of stimulating activities within the academic environment. Students may find themselves disenchanted when faced with a curriculum that lacks diversity or fails to cater to their individual learning styles. Additionally, the absence of interactive and participatory elements in the classroom may contribute to a passive learning experience, further intensifying the feelings of boredom. Recognizing and addressing these factors is essential for creating an educational environment that fosters student engagement, motivation, and a renewed sense of curiosity.

### *The Impact of Limited Family Economic Resources on Student Study Completion*

The constraints posed by limited family economic resources have proven to be a significant impediment to the timely completion of students' academic pursuits. The financial challenges experienced by students often manifest in various ways, affecting their ability to meet the financial demands associated with higher education. These constraints may encompass difficulties in covering tuition fees, acquiring essential study materials, and managing daily living expenses. The resulting financial stress can significantly divert a student's focus from academic commitments, leading to disruptions in their study schedules and, consequently, delays in completing their courses. Furthermore, the burden of financial limitations may force students to seek part-time employment, further reducing the time and energy available for academic endeavors. Addressing the impact of limited family economic resources on students' study completion requires comprehensive strategies that consider both immediate financial relief and long-term educational support.

### *The Influence of Social Environment, Particularly Peer Influence, on Student Study Delays*

The social environment, particularly the influence of peers, has emerged as a noteworthy factor contributing to delays in the completion of students' academic studies. The impact of peer interactions can be multifaceted, encompassing both positive and negative aspects. Peer relationships often introduce students to diverse perspectives, collaborative learning opportunities, and social support networks. However, the flip side of this social dynamic is the potential for distraction and deviation from academic responsibilities. Peer influence may lead students towards engaging in extracurricular activities, social events, or even habits that divert their attention from their primary educational objectives. The desire for social acceptance and conformity to peer norms may sometimes override the dedication to academic pursuits, resulting in extended study durations. Recognizing and mitigating the influence of the social environment on student study delays requires a holistic approach, emphasizing the importance of fostering a balanced and supportive peer network that aligns with academic goals.

### *The Impact of Active Participation in Organizational Institutions on Student Study Delays*

Active involvement in various organizational institutions within the university setting has surfaced as a significant factor contributing to delays in students' academic progress. While participation in extracurricular activities and organizations can offer valuable experiences, skills, and networking opportunities, it may also pose challenges to students' time management and academic focus. Engaging in organizational activities demands a substantial commitment of time and energy, often leading students to allocate less time to their academic responsibilities. Additionally, the responsibilities and obligations associated with organizational

roles can create a strain on students, hindering their ability to meet study deadlines and achieve timely completion. Striking a balance between active participation in organizational life and maintaining a rigorous academic schedule is crucial. Institutions must provide adequate support structures to help students navigate their organizational involvement without compromising their academic pursuits, ensuring a harmonious and beneficial university experience.

#### *The Academic Challenge Of course Lag: A Significant Contributor to Student Study Delays*

One of the noteworthy factors contributing to delays in students' academic progression is the challenge posed by falling behind in coursework. The academic journey entails a structured curriculum where the completion of each course is fundamental for students to advance seamlessly. However, instances of course lags, either due to difficulty, personal circumstances, or other factors, can impede a student's timely completion. Falling behind in one course often triggers a cascading effect, impacting subsequent courses and creating a domino effect of delays. This challenge demands strategic intervention, such as tailored academic support, timely interventions by academic advisors, and effective communication channels to address and rectify course-related issues promptly. By addressing the root causes of course lags, educational institutions can significantly contribute to minimizing delays in students' study completion, fostering a more conducive learning environment.

#### *The Impact of Academic Leave on Student Study Delays: A Comprehensive Perspective*

Academic leave, while designed to provide students with a temporary break from their studies for various reasons, can significantly contribute to delays in study completion. This formalized break often disrupts the continuity of the academic journey, creating gaps in the learning process. Students taking academic leave may encounter challenges in readjusting to the academic rigors upon their return, leading to potential setbacks in coursework completion. Furthermore, the hiatus may affect the student's momentum, making it challenging to seamlessly reintegrate into the academic environment. Strategic measures, such as structured re-entry programs, continuous support during the leave period, and clear communication regarding academic expectations, are essential to mitigate the adverse effects of academic leave on study timelines. By addressing these concerns, educational institutions can help students navigate academic breaks more effectively, minimizing delays and ensuring a smoother path to study completion.

The outcomes of the aforementioned research are consistent with a study undertaken by Sri Sulastri et al., entitled "Factors Leading to Student Delays in Completing Theses at UIN Alauddin Makassar." The findings of this research highlight that the factors contributing to students' study delays encompass both internal elements, such as intelligence, motivation, and engagement in activities, and



external factors like peer influence, guidance from lecturers, family dynamics, and institutional facilities. Additionally, this investigation aligns with the conclusions drawn from the research conducted by Fatkhul Ulum, Enung Mariah, and Arief Fiddienika, titled "Analysis of Factors Delaying the Completion of Studies for Students in the Arabic Language Education Program at FBS UNM." Their study indicates that study delays are influenced by a combination of internal and external factors. Internally, these factors include a lack of motivation or enthusiasm for ongoing lecture activities, laziness, disinterest in attending classes, marital or familial responsibilities, delays in participating in community service (KKN) and teaching practice (PPL), as well as health-related concerns.

This research is supported by (Valentsia & Wijono, 2020), indicating that female students experience severe stress 2.7 times more than their male counterparts. Thus, among the categories of mild, moderate, and severe stress, the percentage of females experiencing stress is significantly higher than males. (Ningsih, 2011) research further strengthens this, showing that low and high stress levels are more prominent in females compared to males. This is attributed to the higher number of female students, 56 in this study, compared to 33 male students. However, (Wangid & Sugiyanto, 2013) contradicts, stating that the average stress is higher in the male group (6.1%) compared to females (2.0%). This is supported by Edward's opinion that men take longer to recover after an event, leading to higher stress levels in men.

### **Efforts to Overcome Delays in the Completion of Studies for Students in the Islamic Elementary School Teacher Education Program, Faculty of Islamic Religion, Muslim University of Indonesia.**

According to (Pragholapati & Ulfitri, 2019), there are efforts that students need to undertake to act as a reference when experiencing academic stress. These efforts can be effectively implemented to prevent and minimize the negative impacts of stress on students. Students should handle their academic stress by creating a self-regulated learning strategy. Self-regulated learning is an activity undertaken by students in the learning process to enhance their capacity for learning (Junita & Muniir, 2019). It involves a student's cognitive self-regulation, good self-motivation, and positive behavior in learning activities aimed at achieving academic success. Self-management strategies in learning are a form of self-awareness to learn independently by self-evaluation and improvement in learning (Junita, 2019). The reality is that some students do not apply self-regulation in learning effectively; instead, they often delay completing their final assignments (Adrian et al., 2023). Here are five efforts that can be undertaken to address the delay in the completion of studies for students in the Islamic Elementary School Teacher Education program at the Faculty of Islamic Religion, Muslim University of Indonesia:

#### *Academic Guidance Provision*

Implementing an intensive academic guidance program to assist students in planning and evaluating their study progress. This guidance can help students identify potential academic challenges and provide solutions as well as strategies to overcome delays.

#### *Motivational Program Implementation*

Conducting regular motivational programs to enhance students' learning enthusiasm. This may include seminars, motivational training, and other activities designed to boost students' morale, keeping them focused and motivated to complete their studies within the specified timeframe.

#### *Development of Support Systems*

Building a robust support system involving faculty, academic staff, and senior students to assist students in addressing both academic and non-academic barriers. Support may come in the form of counseling, mentoring, or coaching programs aimed at helping students overcome their challenges.

#### *Curriculum Evaluation and Improvement*

Conducting evaluations of the curriculum involving students in the process. Identifying specific courses or areas that may pose challenges and making improvements or adjustments to meet students' needs and optimize the study timeline.

#### *Financial Assistance Provision*

Providing financial assistance to students facing economic constraints, enabling them to concentrate on their studies without being overly burdened by financial issues. Assistance may come in the form of scholarships, part-time job programs, or other financial aid schemes.

### **D. Conclusion**

The study identifies factors causing delays in the completion of studies for students in the Islamic Elementary School Teacher Education Program at the Faculty of Islamic Religion, Muslim University of Indonesia. Internal factors, such as boredom and laziness in attending classes, contrast with external factors encompassing family, social, and academic aspects. Economic limitations, peer influence, organizational involvement, and missed courses contribute to the delays. Overcoming these challenges involves providing consistent extrinsic motivation, advising students to

remain aware of their primary responsibilities. The efforts aim to motivate students to surmount both internal and external obstacles hindering their study completion.

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