

Academic Policy Directed Guardianship on Peer-Learning to Improve Students' Academic Achievement

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ABSTRACT NUMBER:

ESQCA02

**1 Academic Policy:
Directed
Guardianship on
Peer-Learning to
Improve Students'
Academic
Achievement.**

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Background

Each student's academic status in the Medical Faculty of Universitas Muslim Indonesia is reviewed at the end of each semester. Failure to make satisfactory progress can result in Academic Probation which lasts one or two semesters.

For first year evaluation, we found that more than 80 new students achieved a GPA of < 2.7, and almost 25% of them with < 2.00.

This may be caused by multiple risk factors that occurs in

the transition phase such as changes in lifestyle as well as a method of learning. We believe that it is increasingly crucial to design a simple, comfortable, and easy-to-apply program in order to acquire academic improvement.

Method

This is a cohort study with simple purposive sampling. We tracked students' academic achievement at the end of 1st semester. Students who had GPA < 2.5 were randomly

divided into small groups and coached by lecturer assistants and students with GPA > 3.0 every weekend until the end of the 3rd semester. Learning material was provided in accordance with conducted at very end of the course. Students who were determined to have made no progress will be advised to undergo a counseling session by psychologists.

Result

The program is evaluated using a questionnaire accompanied by in-depth interviews. After undergoing the program, there is a GPA improvement for 90% of first-years students who previously obtained GPA < 2.5.

Conclusion

This program can be used to help students increase their GPA.

Keywords: policy, evaluation, GPA

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