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

by Nasrudin Andi Mappaware

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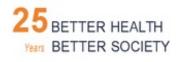
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ABSTRACT NUMBER:

ESQCA02

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

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Background

Each student's acadenic status in the Medical Faculty of Universtias Muslim Indonesiais reviewedat the end of each semeste.rFailure to make satisfactory progresscan result in Academic Probation which lasts on e 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 factorsthat 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-toapply program in order to acquire academic improvement.

Method

This is a cohort study with simple purposive sampling. We tracked students' academic achievementat 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.

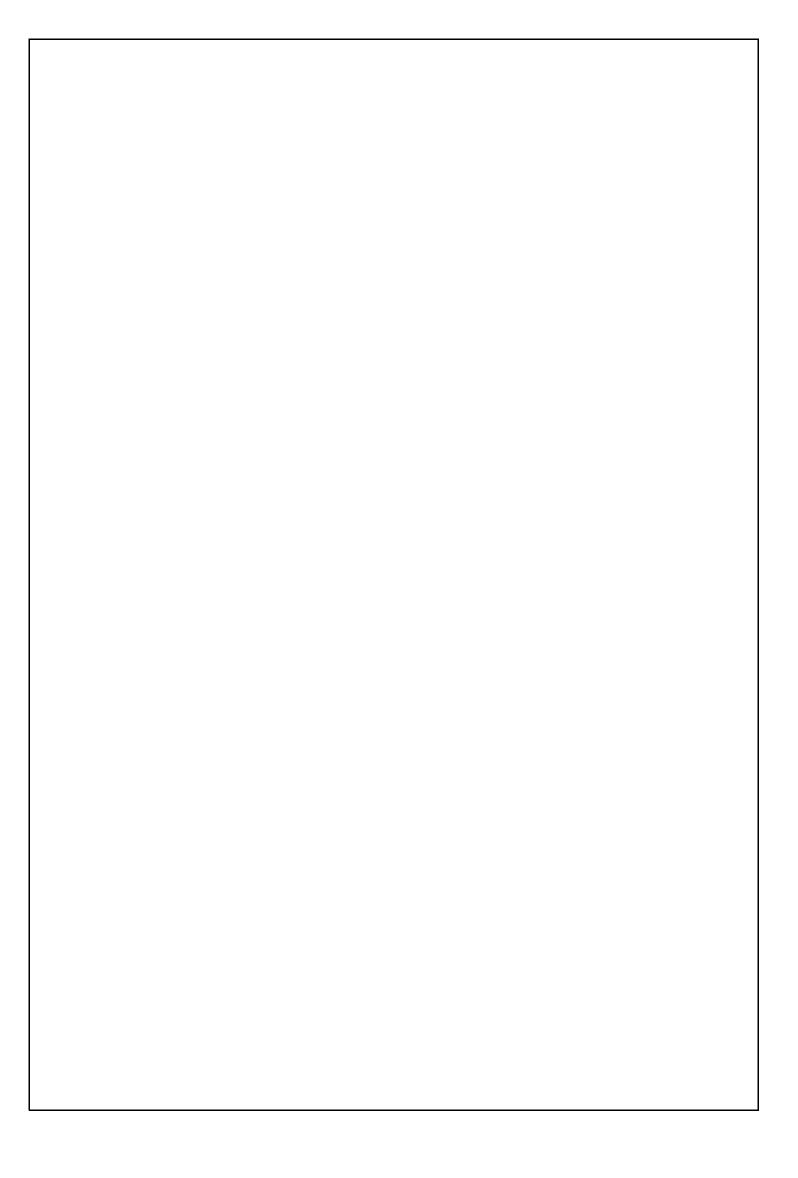
Result

The program is evaluated using a guestionnaire accompanied by indepth interviews. After undergoing the program, there is a GPA improvement for 90% of first-years sttudents 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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