



Need Analysis of Doctoral Students for Academic Services to Support Timely Completion of Studies of Islamic Religious Education at the Postgraduate Program of IAIN Curup

Sutarto^{1✉}, Dewi Purnama Sari², Murni Yanto³ Desfitranita⁴

^{1,2,3} State Islamic Institute of Curup, Indonesia

⁴ Center Queensland University of Melbourne, Australia

ABSTRACT

Academic services are crucial in higher education, yet they sometimes fail to meet students' needs, impacting their ability to complete their studies on time. This study aims to analyze the academic service needs of students, focusing on support from lecturers and educational staff that can facilitate timely completion of their studies. This qualitative research employs a case study approach, with informants consisting of 21 Doctoral Program (S3) students in Islamic Religious Education at the Postgraduate Program of IAIN Curup. Data collection was conducted through semi-structured interviews, and data validity was ensured using source triangulation. The data were analyzed using a spiral model analysis. The study's findings indicate that students require a flexible curriculum, lecturers who teach within their areas of expertise, possess strong teaching skills, and can motivate students to complete their final assignments promptly. Effective guidance for final assignments necessitates lecturers who are knowledgeable in theory and study materials, and who are sincere, patient, accessible, and supportive. Additionally, students need high-quality academic administration services, comfortable learning environments, and adequate infrastructure to support the completion of their final assignments. Based on these findings, the management of the Postgraduate Program at IAIN Curup is encouraged to implement several initiatives to enhance academic services. These initiatives may include curriculum evaluation, improving lecturer competence, and upgrading learning facilities and infrastructure.

ABSTRAK

Layanan akademik memiliki peran yang sangat penting pada perguruan tinggi. Namun terkadang pelayanan akademik belum sesuai dengan kebutuhan mahasiswa, sehingga berdampak pada penyelesaian studi. Penelitian ini bertujuan untuk menganalisis kebutuhan mahasiswa terhadap pelayanan akademik dari dosen dan tenaga kependidikan yang dapat menunjang penyelesaian studi tepat waktu. Jenis penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus. Informan penelitian terdiri dari 21 mahasiswa Program Doktor (S3) Pendidikan Agama Islam Pascasarjana IAIN Curup. Pengumpulan data dilakukan dengan menggunakan wawancara semi terstruktur. Pengecekan keabsahan data dilakukan dengan menggunakan triangulasi sumber. Data yang diperoleh dianalisis dengan menggunakan analisis model spiral. Hasil penelitian menunjukkan bahwa mahasiswa membutuhkan kurikulum yang fleksibel. Dosen yang mengajar sesuai dengan keahliannya, memiliki kemampuan mengajar yang baik dan dapat memotivasi mahasiswa untuk menyelesaikan tugas akhir dengan cepat. Dalam membimbing tugas akhir mahasiswa, dosen harus memiliki penguasaan teori dan bahan kajian. Selama proses bimbingan, bersikap tulus, sabar, mudah dihubungi dan tidak mempersulit mahasiswa. Mahasiswa membutuhkan layanan administrasi akademik yang

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Corresponding Email: ✉ sutarto@iaincurup.ac.id

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berkualitas dan dilakukan secara profesional, saran pembelajaran yang nyaman dan prasarana yang dapat menunjang penyelesaian tugas akhir. Dengan temuan penelitian ini diharapkan pengelola Pascasarjana IAIN Curup menyikapi dengan bijak melalui beberapa program kegiatan guna untuk meningkatkan peyanan akademik yang dibutuhkan oleh mahasiswa. Beberapa program tersebut dapat berupa evaluasi kurikulum, meningkatkan kopetensi dosen dan pelengkap saran dan prasarana pembelajaran.

Introduction

Students have a very important role in assessing the success of study programs in higher education. Assessment indicators involving students cover various aspects, including the comparison between the number who register and the number who pass the selection for new student admissions, the percentage of prospective new students who re-register, the average value of the Cumulative Achievement Index (GPA), student achievement in academics and non-academic, as well as the level of success of students in completing their studies on time (Majelis Akreditasi dan Badan Akreditasi Nasional Perguruan Tinggi, 2019). This means that the study program needs to pay attention to completing students' studies on time if they want to get a good assessment from the authorized institution.

Completion of studies on time is the accuracy or suitability of students to complete their studies by the specified period (Zimmerman dkk., 2023). Criteria for appropriate study at each level of education are different. For the D3 level, students are said to have completed their studies on time if they can complete their studies in three years or less and fall into the category of not completing them on time if they complete their studies in more than three years. Undergraduate students are said to complete their studies on time if the study period is eight semesters or less and are said to be on time if their studies are completed in less than eight semesters. Masters students are categorized as completing their studies on time if they are completed in 4 semesters or less, while PhD students to have completed their studies on time if they complete their studies in six semesters or less (Agwil dkk., 2020).

Various factors contribute to students' difficulties in completing their studies on time. According to surveys, the average doctoral student completes their studies in four years or eight semesters (Muhammad et al., 2022). Generally, students' inability to complete their studies on time can be attributed to two main factors. First, internal factors, namely factors that come from within the student. Judging from motivation theory, completing student studies is closely related to motivation, namely the individual's intensity, direction, and persistence in achieving goals (Yuniar dkk., 2019), as well as efforts that cause someone to be moved to do something to achieve their goals (Purwanto dkk., 2020). Self-efficacy theory explains that a person's past achievements can influence self-belief or self-confidence, which will then influence his future achievements (Lianto, 2019), including completing studies. Another study also explains that students' hard work can influence study completion (Wijayanti dkk., 2021). Efforts to complete studies depend on grade history or previous achievements, motivation, extracurricular activities, work responsibilities, and family responsibilities (Sumarsono dkk., 2021). Second, external factors, namely factors that come from outside the student, such as the lecture system, academic services, supporting infrastructure, and a supportive academic climate (Winarto dkk., 2019). If external factors support, students will be motivated to complete their studies on time. Another opinion explains that five things cause students to be late in completing their dissertation, namely studying while working, supervisors being busy and difficult to find, study program policies, difficulty fulfilling other

graduation requirements, such as journal articles, TOEFL and TOAFL, and taking leave (Yuniar dkk., 2019).

On the other hand, several studies have found that the dominant factor preventing Doctoral Program (S3) students from completing their studies on time is being late in completing their dissertation (Muhammad dkk., 2022). The facts show that doctoral students made coursework assignments run smoothly during the three semesters of study. However, when writing their dissertations, they suddenly encountered various obstacles, causing them to be late in completing their studies. The incompatibility of scientific discipline with the study program being taken can cause students to experience difficulties in completing their dissertations (Larasati & Jatiningrum, 2021). Based on research results, 73.22% of students stated that delays in completing their final assignments were caused by campus factors, namely student-lecturer relations and student-student relations (R. Sari dkk., 2020).

Postgraduate Program of Islamic Religious Education (S3) IAIN Curup aims to produce graduates who are professionals in the field of Islamic Religious Education and can complete their studies within the specified time frame. To achieve this goal, quality service is certainly needed. Quality service is a central need for all parties, including students. One of the services that students need is academic services and non-academic services.

In general, academic services at a university can be grouped into three parts: academic services related to the lecture system, academic services related to the curriculum, and academic services related to supporting facilities and infrastructure. Academic services related to the lecture system involve elements of lecturers and education staff (Chotimah dkk., 2022; Suherman dkk., 2019). Lecturers have the main task of providing services to students regarding three aspects: teaching, guiding and testing (Rosalia & Fuad, 2019). Educational staff, in general, have the task of providing optimal services to students (R. Ananda, 2018). Academic services related to the curriculum are study materials provided by lecturers to students (Haris, 2019), whether the curriculum and study materials are oriented toward learning outcomes and graduate profiles or not (N. Arifin, 2021). Supporting facilities and infrastructure include learning facilities and libraries (Parid & Alif, 2020).

Several phenomena related to academic services in higher education are often found. For example, some lecturers need to meet the maximum number of face-to-face meetings, resulting in poorly delivered material (Widodo & Nursaptini, 2020). In guiding final assignments, sometimes some lecturers are challenging to find, do not provide particular time, or only provide a little time for guidance so that students are not able to ask questions and discuss the completion of their final assignment or thesis (Modouw & Nugroho, 2021; Pasaribu dkk., 2016). In some cases, it results in some students needing to be faster in completing their final assignments. Likewise, lecturers sometimes find that in testing, they deviate from the focus or theme of the research, blaming but not providing solutions, resulting in students needing clarification and even losing motivation in revising, resulting in them not being able to complete their studies on time.

The Islamic Religious Education Doctoral Study Program is the first Doctoral Program opened by the IAIN Curup Postgraduate Program. Students for the 2022-2023 Academic Year are the first generation. These students have different professional backgrounds; some work as teachers, education staff, and lecturers. Judging from the age level and educational background, they also vary. They even have different motivations. This can undoubtedly have implications for students' completion of studies. Seeing conditions like these, Study Program managers must take various preventive actions by providing the best service to minimize obstacles students will face in completing their studies on time. Various academic services have been provided to students, including

study planning assistance by academic advisors, administrative services, dissertation writing and scientific publication workshops, Arabic and English language study, learning facilities, and library access. However, it is not yet known whether the academic services provided so far are by the needs and support the completion of studies on time for students. Therefore, study program managers need to conduct a needs analysis related to the academic services needed by students so that the academic services provided can truly support students in completing their studies on time.

This research aims to analyze the needs of IAIN Curup Postgraduate Islamic Religious Education Doctoral Program students for academic services provided by lecturers and education staff to support the completion of studies on time. This needs to be done to determine the need for academic services from a student's perspective, especially regarding academic services provided by lecturers and education staff. The results of this study can be used as consideration in managing the lecture system to support students in completing their studies on time.

Methods

This research employs a qualitative approach with a case study design (Creswell, 2013). The qualitative method is used to understand and explore the various meanings naturally experienced by research informants, based on specific instances, to process and find solutions (Creswell, 2015; Polit & Beck, 2010). The key informants in this study were 21 students from the Doctoral Program in Islamic Religious Education at the Postgraduate Program of IAIN Curup, Classes of 2022 and 2023. Informants were selected using purposive sampling, based on their experience in receiving academic services at the IAIN Curup Postgraduate Program for at least two semesters.

Data collection was conducted through semi-structured interviews (Moleong, 2021). These interviews were guided by an outline that was further developed during the interview process with the informants. The validity of the data was ensured through source triangulation (Sugiyono, 2016), which involved cross-checking data obtained from different informants. The data were then analyzed using a spiral model, which consists of four steps: organizing data, reading and making memos, describing, classifying, and interpreting data into codes and themes, interpreting data, and finally presenting and visualizing the data (Creswell, 2015).

Results and Discussion

The study results found that students need several academic services related to the lecture system. First, curriculum and learning. Second, study materials. Third, the knowledge and expertise of lecturers. Fourth, guidance and examinations. Fifth, research and publication. Sixth, academic administration services. Several student needs related to the three types of academic services can be grouped into several themes as in the table 1:

Table 1. Student Needs for Academic Services

No.	Type of Service	Student Needs
1.	Curriculum and learning	Flexible curriculum
2.	Study materials and learning methods	Study materials provided by lecturers are based on the curriculum and support the achievement of graduate profiles. Interesting learning methods
3.	Lecturer knowledge and science	Depth and breadth of lecturer knowledge
4.	Guidance and examinations	Competent supervisors

	Availability of guidance time
	Motivating and using a humanistic approach
5. Research and publications	Dissertation and journal article writing workshops
	Complete reference access
6. Academic administration	Quality and professional service

The table above reveals several important themes related to the types of academic services that students really need. First, the curriculum must be flexible.

The curriculum offered should be flexible. Courses related to basic theory should not be given too much. The study program only requires a certain number of credits. Students are given many choices to take courses related to scientific theory and research methods for writing a dissertation. Choosing courses based on research needs can support the acceleration of dissertation writing and contribute many findings to the development of science (Respondent 1, personal communication, 2023).

Second, the study materials provided by lecturers are by the curriculum and support the achievement of graduate profiles, in line with the latest issues and scientific developments, and support research results.

The teaching materials needed from lecturers are teaching materials that are by the study program and increase insight and knowledge, especially related to Islamic religious education (Respondent 1, personal communication, 2023), in line with technological developments and support research themes to be developed in dissertations (Respondent 6, personal communication, 2023). We also need direction, guidance, and information related to relevant topics or studies to be followed up in dissertations (Respondent 3, personal communication, 2023), procedures for compiling dissertation proposals, and journal articles (Respondent 4, personal communication, 2023).

Third, lecturers' learning methods must be engaging, not focused solely on deepening the material but involving students more in the learning process.

I hope that lecturers will use exciting methods of learning. For example, interactive discussions, case studies, project-based learning, research-based learning, workshops, and involving students in research activities by the theoretical themes discussed in lectures. Lecturers can use learning methods according to technological developments and advances (Respondent 7, personal communication, 2023).

Fourth, the scientific knowledge of lecturers that students need is the depth and breadth of the lecturer's knowledge.

I need a lecturer who has depth and breadth of the material taught. The lecturer can explain the material accurately, clearly, and in detail, according to the topic of study, using language that is easy to understand, being a good example. Delivering material creatively, innovatively, and systematically, and discussing Islamic Religious Education learning materials continuously and programmed (Respondent 8, personal communication, 2023).

Fifth, lecturers can provide guidance and testing well, such as being competent, having time for guidance, motivating, and using a humanistic approach.

I expect the supervisor to master the theory and materials of the guidance, provide input according to the theme or content researched by the student, and provide input focused on the study being researched (Respondent 9, personal communication, 2023).

During the guidance process, the supervisor guides sincerely and patiently, does not make things difficult, is easy to contact, is open, willing to help, provides time, understands the student's abilities, and motivates the student to complete the final assignment on time (Respondent 10, personal communication, 2023).

During the exam, I hope the lecturer does not ask strange questions, does not corner or pressure students, provides solutions, does not ask tricky questions, asks questions that do not bring them down, is not subjective in testing and giving assessments, and provides suggestions and input for improving the dissertation (Respondent 11, personal communication, 2023).

Sixth, in terms of research and publication, students need research and publication guidance services, such as dissertation and journal article writing workshops and complete access to references.

I hope there will be activities to increase students' knowledge and skills in dissertations, such as clinics or workshops on writing proposals and processing research data (Respondent 12, personal communication, 2023).

Workshops or training on writing journal articles also need to be provided to students, from searching for references and techniques for writing reputable international journal articles, data processing, choosing reputable journals, and submitting journal articles (Respondent 13, personal communication, 2023).

While writing dissertations and journal articles, I often have difficulty finding reference sources from books and journal articles. I hope that students are given the convenience of accessing reference sources from books and reputable international journal articles (Respondent 14, personal communication, 2023).

In addition, students also expect that their needs related to academic services are related to service quality and service attitude. First, service quality: Students expect academic services to provide information quickly (Respondent 15, personal communication, 2023), have clear administrative service procedures (Respondent 16, personal communication, 2023), and provide services according to existing schedules and procedures (Respondent 17, personal communication, 2023). Second, the service attitude that students expect towards academic services is to serve well (Respondent 18, personal communication, 2023), be open and warm (Respondent 19, personal communication, 2023), show a willingness to help students (Respondent 20, personal communication, 2023), be friendly, professional, serve wholeheartedly, and have a good attitude.

Table 2 Student Needs related to Learning Facilities and Infrastructure

No.	Type of Service	Needs
1.	Learning facilities	Clean and comfortable study rooms, libraries, exam rooms, and discussion rooms

2.	Learning Infrastructure	Comfortable study chairs and tables, complete reference books, electronic books and journals, wifi, and learning media
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Based on the table above, there are two student needs related to learning facilities and infrastructure to support the timely completion of studies. First, students need clean and comfortable study rooms, libraries, exam rooms, and discussion rooms. This is according to the following interview excerpt:

As a student, I need adequate learning facilities, such as clean and comfortable study rooms, libraries, exam rooms and discussion rooms (R1, 7), equipped with AC, wifi and good learning facilities..." (R2, 7), need books, computers, and internet..." (R3, 7). "Students need good learning media and a smooth internet network...(Respondent 3, personal communication, 2023)

Internet facilities are needed throughout the campus. Not only in certain buildings that have strong internet networks, adequate internet facilities must also be provided in the classroom environment. A good internet network can help students and lecturers in carrying out learning activities, including in college assignments and final assignments. If only there were adequate internet facilities for the entire classroom environment, it would make it easier to find references from online journals and make it easier to carry out learning, it would definitely be very helpful.... (Respondent 1, personal communication, 2023)

Smooth wifi, spacious classrooms, good infocus, decent exam rooms especially for doctoral promotion, clean toilets, decent worship facilities such as spacious prayer rooms, plenty of clean prayer mats and mukenahs...(Respondent 7, personal communication, 2023)

Second, students need adequate infrastructure, such as air conditioning in study rooms and libraries, books, journals, and digital libraries.

"The availability of study rooms and libraries equipped with AC, internet network, books that support complete and easy-to-access lectures, articles related to lecture materials and writing final assignments...(Respondent 8, personal communication, 2023)

"A complete digital-based library, friendly and good processes and services, and information related to students' rights and obligations with the library...(Respondent 10, personal communication, 2023)

Based on the research results, two student needs must be met related to the curriculum and learning so that students can complete their studies on time. First, student needs for academic services. Second, student needs to be related to facilities and infrastructure.

Student needs for academic services

Based on the research results, student needs that must be met related to academic services include a flexible curriculum, the breadth and depth of lecturers' knowledge, study materials provided by lecturers according to the curriculum and supporting the achievement of graduate profiles, interesting learning methods, the depth and breadth of lecturers' knowledge, competent supervisors, availability of guidance time, motivation and a humanistic approach, dissertation, and journal article writing workshops, complete

access to references and quality academic services. The curriculum has a vital role in higher education. According to Wang et al., (2021), the curriculum determines the direction of learning, forms graduate competencies, bridges the academic world with the world of work, encourages students to think critically and innovatively, and helps achieve accreditation standards. A good higher education curriculum is adaptive, relevant, and based on the needs of the world of work (Alsubaie, 2016). The curriculum must also integrate theory and practice (Nicolaou et al., 2024; Tosun et al., 2024). A good curriculum should be designed based on a student-centered approach, encouraging active learning and supporting the development of 21st-century skills, such as critical thinking, collaboration, and digital literacy (Carr et al., 2024). In addition, a good curriculum is flexible and allows students to explore various sciences through courses and across disciplines (Van Rossen et al., 2024; Wu et al., 2024). A flexible curriculum is vital in higher education, especially in doctoral programs. A flexible curriculum allows students to take courses according to the theme of their final project and career goals in the world of work. This is in line with research conducted by C. Wang et al., (2024), which emphasizes that curriculum flexibility can facilitate the application of theory to practice and support the acceleration of final project completion. On the other hand, a flexible curriculum can help students choose cross-disciplinary courses that can enrich their insights and knowledge and provide specific skills relevant to students' needs (S.-H. Liu, 2024) so that they are better prepared to face challenges and careers in the future. Southam et al., (2024) explained that a flexible curriculum can increase student satisfaction because students can explore scientific theories obtained in lectures to support the research themes to be carried out.

Academic services in higher education have a vital role. Therefore, they must be designed comprehensively according to the needs of students. One of the needs that must be considered, especially in doctoral programs, is curriculum flexibility. According to Jonker et al., (2020), curriculum flexibility can allow students to adjust learning activities with their careers, complete final assignments, and set targets for completing academic activities. Educational institutions must provide curriculum flexibility policies, such as more elective courses in each study program or across disciplines, flexible learning processes, and collaboration with various universities and abroad to exchange students and teaching Staff (Fitz & Nikolaidis, 2020). The implication is that universities must develop an inclusive and adaptive academic system, including academic administration services, such as the new student registration process, lecture process, and changes in study plans.

On the other hand, exciting learning methods are an essential factor that can support student involvement in the learning process in doctoral programs that examine lecture material in a more complex and specific way. According to Alammary, (2024), several learning methods that can make students more active in the learning process are interactive discussions, case studies, and project-based learning (Kokotsaki et al., 2016; Yew & Goh, 2016). Learning methods like this can improve students' ability to analyze and connect theory and practice and encourage students to think critically (Sutarto, 2023b). In addition, the study's results also found that students need interesting learning methods. This implies that universities must improve the quality of lecturers by using learning methods oriented toward student activity (Albers et al., 2024), such as project-based learning, research-based learning, case study-based learning, and so on. On the other hand, universities also need to consider improving the quality of lecturers by using technology-based learning media (M. Liu, 2024). Therefore, universities must invest in developing technology-based learning methods, such as online learning platforms and digital classrooms, and provide training for lecturers to integrate learning methods with technology.

A suitable learning method aims to deliver learning materials and a practical, relevant, and meaningful learning atmosphere and experience for students. A suitable learning method in higher education must accommodate students' diverse learning needs, facilitate mastery of desired competencies, and motivate students to learn independently and continuously (Gosselin, 2024; Leatemia et al., 2024). Applying suitable learning methods can create a conducive, interactive learning environment that can produce graduates ready to face global challenges. One practical approach is student-centered learning (SCL), where students center the learning process (Greenberg et al., 2023). In this approach, students not only act as recipients of information but also as active participants involved in the process of exploration, discussion, and problem-solving (Collado et al., 2020; Silva et al., 2021).

In the modern era, suitable learning methods must be supported by using relevant educational technology. Some technologies that can be integrated with learning methods include learning through the Learning Management System (LMS), video conferencing, or digital-based simulations (Guri-Rosenblit, 2018; Pinto-Llorente & Izquierdo-Álvarez, 2024; Sarker et al., 2019). Learning methods like this allow lecturers to deliver material interactively and interestingly (Chiu, 2021). Shah et al., (2024); Yoshida et al., (2022) explained that blended learning that combines face-to-face and online methods has improved student understanding and allowed students to learn flexibly. Technology can also expand student access to various learning resources, such as electronic journals, learning videos, and software that can support more interesting learning (Amhag dkk., 2019; Lin et al., 2017; Xu et al., 2023).

Some exciting learning methods used in higher education are project-based learning or Project-Based Learning (PBL), which can also be used as an alternative to create exciting learning. Various research results have found that project-based learning has been proven effective in actively involving students in learning (Hao et al., 2024). In project-based learning, students are given assignments to complete real projects relevant to their science fields. This learning method helps students understand concepts more deeply and trains practical skills such as teamwork, time management, and problem-solving. Research by Romadhon et al., (2024) shows that project-based learning can encourage students to think critically and creatively and increase learning motivation.

In higher education, lecturers can apply case study-based learning methods (Case-Based Learning). In applying this learning method, students are invited to analyze real cases, identify problems, and formulate solutions based on the theories that have been studied (Amanda et al., 2024). Case-based learning allows students to apply their knowledge to actual cases that occur in everyday life, especially in the educational aspect (Susanti et al., 2023). This kind of learning method can prepare students to implement scientific theories in the future (Hidayati et al., 2021). In fact, according to Yohannes et al., (2021), case study-based learning methods can also improve analytical thinking skills and develop students' decision-making abilities.

A suitable learning method must also encourage interaction between students and lecturers and between students. Group discussions, seminars, or collaborative learning are some approaches that can increase student engagement (Blundell & Hall, 2024; Thambu et al., 2021). In this case, the lecturer is a facilitator who provides direction, feedback, and support during the learning process (Schürmann et al., 2024). Sutarto, (2023a) stated that meaningful interactions in class can improve understanding of the material and strengthen students' learning motivation. The use of exciting learning methods must be in line with student characteristics and learning objectives. Therefore, before choosing the learning method, lecturers need to understand student characteristics, such as learning styles, levels of understanding, abilities, and interests in learning (Sutarto et al., 2020). To determine whether the use of learning methods is

interesting, study programs need to evaluate the learning methods used by lecturers (Retnowati et al., 2017). This is important to ensure whether the learning methods used by lecturers positively impact learning (Ernawati et al., 2022). The results of this evaluation can be used as a reference by policymakers to prepare a work plan to improve the competence of lecturers in higher education.

The study results also found that the study materials discussed in learning must be according to the needs of students, especially in terms of academic development and the theme of the final assignment to be carried out. Previous research found that study materials are said to be relevant if the study materials discussed are in line with the scientific knowledge of the study program, the research theme to be carried out, the literature, current research trends, and in line with contemporary issues (Lubis et al., 2023; Mukarramah et al., 2021). The suitability of study materials can also provide opportunities for students to improve the quality of their final assignments (Sverdlik et al., 2018). The depth and breadth of knowledge of lecturers who teach in doctoral programs is also something that students need. Lecturers who have depth and breadth of knowledge are believed to be able to provide broader insights to students (Sinambela, 2017). Lecturers with breadth and depth of knowledge can provide input and direct students in discussions and research (Sadri, 2019) and help in understanding the implications and complexity of scientific studies (Mudrikah dkk., 2022). Oviyanti, (2018) explained that lecturers with breadth and depth of knowledge are effective in helping students learn methodology, data analysis, and scientific publications.

The suitability of study materials in learning with final assignments is essential to note (Ahmar & Rahman, 2017). This can help students in completing their final assignments. In higher education, especially in doctoral programs, the study materials presented should provide a solid theoretical basis and be relevant and applicable to support students in compiling their final assignments (Husnaini, 2022). Study materials that are integrated with the final assignment allow students to more easily understand, apply, and develop the chosen final assignment theme. Study materials designed to introduce current issues in a particular field can help students identify interesting research themes for research areas. Chetty et al., (2019) explained that students who have access to relevant teaching materials tend to be better prepared to design final project research proposals because they already have a deep initial understanding of the final project research theme that will be discussed.

To realize this, lecturers have an essential role in ensuring that the study materials presented in learning align with the needs of students' final projects (Riyadi H.S, 2019). Lecturers who provide research-based teaching convey theory and integrate the latest research findings into lecture materials (Brew & Saunders, 2020). Thus, students learn fundamental concepts and gain insight into research methods, analytical approaches, and practical applications relevant to their final projects. This research-based learning approach can improve students' competence in developing innovative and quality research ideas (Susiani et al., 2018). The suitability of study materials also includes the integration of theory and practice. In some fields of study, such as educational science, students can be asked to conduct mini-research as part of the final assignment for each course. With this kind of learning, students are trained to think critically (Khuana et al., 2017; Nursifah et al., 2018) and develop skills in conducting research, analyzing data, and expressing various ideas in writing (Prahmana, 2017).

The consistency of the study material with the final assignment can prevent students from facing various difficulties completing the final assignment (Z. Arifin et al., 2022). Some of the difficulties that students may face if the study material is not relevant to the final assignment is that students must search for additional references independently, which can be time-consuming and slow down the completion of the final

assignment (Rohim & Sucianto, 2019). Therefore, universities must conduct periodic curriculum evaluations to ensure that the study material presented in learning aligns with academic needs and the final assignment students will design.

The suitability of the study material in learning with the theme of the final assignment is also very much needed by students. According to Suntutia, (2019), the suitability of study materials in learning can not only support the learning process and completion of final assignments. However, it can also encourage students to think critically and innovatively. Therefore, to meet the needs of students related to this, higher education institutions must conduct periodic evaluations and curriculum development to the demands and developments of the times.

In the field of guidance and examinations, students need competent supervisors who provide time to guide students, are fair, honest (Sutarto & Sari, 2020), tolerant, and accommodating to differences (Sari & Sutarto, 2021; Sutarto et al., 2021), motivating and using a humanistic approach. A person is said to be competent not only in mastering knowledge and actively conducting research but also in being able to guide students well according to their knowledge, mastering research methodology, being able to motivate others towards a better direction, having an attitude, and upholding professional ethics (Valantinaite & Navickiene, 2024). Competent supervisors greatly influence student success (Bradberry & De Maio, 2019; Van Rooij et al., 2021). According to Dericks et al., (2019), lecturers who are active in research and publication make a significant contribution to the quality of guidance. This is in line with the research of Alyahyan & Düşteğör, (2020), which emphasizes the importance of lecturers providing constructive and timely feedback on students' final assignments. The need for quality final assignment writing guidance also has significant implications for academic services. Final assignment supervisors must develop their competencies to adjust to the demands of student needs. The supervisor guides students but must conduct research and scientific publications in reputable journals. This aligns with the explanation of Roberts & Seaman, (2018) that lecturers who actively conduct research and scientific publications can better provide quality guidance to students in writing final assignments. In addition, higher education institutions also need to provide additional services to meet student needs related to research and scientific publications, such as dissertation clinics, research methods workshops, writing reputable journal articles, and so on (Van Rooij et al., 2021). According to Pearson & Brew (2002), who actively conduct research and publications can improve the completion and quality of students in completing their final assignments (Casanave, 2019).

Student Needs Related to Learning Facilities and Infrastructure

Based on the research results, there are two student needs related to learning facilities and infrastructure to support the timely completion of studies. First, students need comfortable, clean classes and internet access. Second, students need the availability of a postgraduate library equipped with books, manuscripts, journals, and a digital library.

Two critical aspects of the need for learning facilities and infrastructure, namely the physical completeness of facilities and infrastructure, such as study rooms, laboratories, libraries, and supporting technology, can optimally meet students' academic needs. Suardika & Indriani, (2023) explained, physical completeness is essential in supporting service quality. The completeness of learning facilities and infrastructure will impact students' positive assessments. This can support academic activities and increase student satisfaction with academic services while reflecting that the institution is committed to academic quality.

Adequate learning facilities and infrastructure are essential for students to support learning activities. Adequate facilities and infrastructure can help students make it easier

to carry out academic activities. Some of the infrastructure needed by students to support the learning process include study rooms equipped with learning devices and libraries complete with various reference sources, both manual and digital. This need implies that universities must allocate a budget to complete the facilities and infrastructure students need in learning. In addition, universities need to prepare human resources who can manage facilities and infrastructure professionally. Complete facilities and infrastructure supported by professional human resources will be able to provide maximum service to students. In line with that, universities must ensure that existing facilities and infrastructure can be adequately accessed to support learning activities.

In line with the results of this study, Rahayu, (2019) said that the quality of the facilities and infrastructure greatly influences satisfaction with educational services. The availability of the necessary facilities and infrastructure can also support effective learning. Comfortable study rooms and adequate technology can make it easier for students to access information when doing academic assignments. Septiani et al., (2020) emphasized the importance of physical facilities in supporting the quality of educational services in higher education. Several studies also show that the quality of physical facilities can affect students' loyalty and emotional attachment to educational institutions Bharmawan & Hanif, (2022; Duhan, (2020). According to Utomo, (2021), the tangibility aspect of facilities and infrastructure can help customers form initial perceptions about service standards and the seriousness of the institution in supporting academic activities.

However, the quality of academic services and fulfilling students' academic needs are not the only factors encouraging students to complete their studies on time. Several factors influence students to complete their studies on time. One of the main factors is the motivation and commitment of the students themselves. High-motivation students tend to be more focused and diligent in pursuing academic goals to complete their studies on time (Widarto, 2017). Another factor that plays an essential role in influencing students to complete their studies on time is the learning environment and negative habits in studying (Jazmines & Ancho, 2019). The learning environment includes the quality of teaching, learning methods, experienced lecturers, relevant academic programs, resources learning resources, and academic support provided by educational institutions (Widarto, 2017).

Financial stability can also impact students completing their studies on time. Students who face financial difficulties, some of whom work part-time while studying, can affect the completion of their studies on time (Hermawan, 2022; Sumartini, 2018). However, many students need help completing their studies on time because of difficulties in compiling their final assignments (Aslinawati, 2017). Difficulties in preparing this final assignment include finding the right research problem, collecting, processing, and analyzing data, and managing time. Procrastinating work and the need for better planning (Widarto, 2017).

Another area for improvement in preparing a final assignment is the difficulty in guiding the supervisor. One of the main problems is difficulty finding a mentor. Sometimes, supervisors are busy or have busy schedules, making it difficult for students to provide regular guidance (Damayanti, 2020). Students sometimes experience difficulties in communicating with their supervisors. Some students need help explaining the ideas or problems they will research, or there are even ideas that their supervisors do not appreciate. Some students sometimes experience conflicts with their supervisors (Muhammad dkk., 2022).

Additionally, more resources, such as library access and research reference sources, can help students complete their final assignments. In completing their final assignment, students need access to scientific literature, research journals, and reference sources to support the research (E. D. Ananda & Purwanto, 2021). Access to information can result

in students needing help accessing the information needed to complete their final assignments (Modouw & Nugroho, 2021).

Conclusion

Postgraduate students in this study reported that they need a flexible curriculum and academic services from lecturers who are experts in their fields. These lecturers should possess strong teaching skills, utilize modern learning tools, motivate students to complete their final assignments promptly, and understand students' needs comprehensively. In guiding students' final assignments, lecturers must have a thorough mastery of relevant theories and study materials. They should provide focused and relevant feedback, treat students with respect, be sincere, patient, accessible, and avoid complicating the guidance process. Additionally, lecturers should motivate students to complete their studies on time.

During exams, students expect lecturers to be supportive, avoid discouraging or pressuring them, provide constructive solutions, ask clear and straightforward questions, and offer valuable suggestions for improving their dissertations. Students' needs for academic services from educational staff encompass two main aspects: service quality and service attitude. Students expect quick information dissemination, clear explanations of administrative procedures, and adherence to schedules and established protocols. Academic staff should be open, warm, willing to help, friendly, professional, and dedicated to making processes easier for students.

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