



P-ISSN: 1411-3031; E-ISSN: 2442-9651  
Available online [https://journal.uinsi.ac.id/index.php/dinamika\\_ilmu](https://journal.uinsi.ac.id/index.php/dinamika_ilmu)  
doi: <http://doi.org/10.21093/di.v24i1.8551>  
*DINAMIKA ILMU*, 24(1), June 2024

**DINAMIKA ILMU**  
Journal of Education  
Jurnal Pendidikan

## Evaluation of Introduction to Academic Culture and Student Affairs (PBAK) UIN Antasari Banjarmasin

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*Received 22 May 2024 | Received in revised form 15 June 2024 | Accepted 30 June 2024*

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### APA Citation:

Mufidah, N., Noval, M., Kurdi, M., & Fauzan, M. (2024). Evaluation of Introduction to Academic Culture and Student Affairs (PBAK) UIN Antasari Banjarmasin.

*DINAMIKA ILMU*, 24(1), 127-148.

doi: <http://doi.org/10.21093/di.v24i1.8551>

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### Abstract

This research aims to obtain information regarding participants' responses regarding the materials presented in Introduction to Academic Culture and Student Affairs (PBAK) activities. The subjects of this study were PBAK students batch 2018 and 2019, totaling 6198 students. Extracting data using questionnaires, observations, interviews, and documentation. The results of this study indicate that the implementation of PBAK batch 2018 and 2019 can be accepted by students which the materials mostly in positive responses, (1) correlate with the adjustment attitude of PBAK participant 98,37 % positive responses on history, vision and mission of UIN Antasari Banjarmasin, (2) there is 94, 56 % positive responses regarding the Islamic and national insight material, (3) participants also responded 97.33% positively to study success and organizations in Higher Education material, (4) social environmental responsibility is 96,86 % in positive response, (5) there are 96.57% students gave positive responses regarding the material on critical analysis of the implementation of the student government concept, (6) the total number of applicants expressed positive responses cosmopolitan millennials with morals and

social care and transformation and agent of win manifesto towards civilized people were more about that 97.53% , (7) the material of intrapersonal and interpersonal skills material, it is known that 96.86% of gave positive responses to this material, (8) the scientific writing material was 96,01% in positive response and (9) For 96,61 % positive response given to students ethics material. The psychological impact felt by participants is the emergence of feelings of joy or happiness, usefulness, and motivation from participating in PBAK activities.

**Keywords:** evaluation, student affairs, academic, material

## **1. Introduction**

In order to give a sustainable contribution to the wider society, higher education should be established in community engagement-level relationships (Jacob et al., 2015). A comprehensive strategy to form this level of society relationship should be initiated, starting from preparing freshmen to thrive in their transitions. The probability of a successful transition is directly proportional to the appropriate support provided such as student orientation and first-year seminars (Scheiner et al., 2020). In this case, higher education institution is expected to intervene to facilitate the students' access to necessary information (Lessky, 2021).

Such interventions for freshmen given by higher education institutions under the Ministry of Religious Affairs are generally student orientation called Introduction to Academic Culture and Student Affairs (PBAK) activity. This activity is based on the Decree of the Director General of Islamic Education, Ministry of Religion of the Republic of Indonesia Number 4962 of 2016 concerning General Guidelines for the Introduction of Academic Culture and Student Affairs at Islamic Religious Universities. This activity aims to prepare freshmen through the transition process by strengthening their mentality and independence as PBAK functions to educate, guide, and direct the participants to understand the educational system within the campus (Kemenag, 2020).

In all over the world, universities attempt to equip their students' skills needed to adapt to the dynamic world. Students who take campus orientation will have the confidence to adapt and reduce feelings of culture shock in academic fields (Sullivan, 2021). These differences in socio-cultural aspects and academic systems cause students to need certain skills, such as external and internal resilience and interpersonal skills to face challenges during their studies at university (Burger & Nadirova, 2014).

Since 2015, the introduction of academic culture at UIN Antasari Banjarmasin has developed a program for the introduction of academic culture and student affairs, which is oriented towards holding OSPEK activities with positive, friendly, polite values, prioritizing morals and upholding academic values without any elements of violence or coercion, verbal and physical abuse, or bullying. Therefore, this university has carried out PBAK activities again. PBAK activities are an annual UIN program that aims to mentally prepare

new students and provide an illustration of the lecture system and the dynamics of life on campus. PBAK is also a process of accelerating the adaptation of new students within the campus, including coaching materials and strengthening students' skills in carrying out their duties as academics in higher education. Apart from that, PBAK activities also instill idealism, an attitude of love for the country, and concern for the environment so that students become intelligent, honest, responsible, challenging, and caring.

PBAK (Previously known as OPAK), was accompanied by an annual evaluation. The OPAK evaluation results showed various results in each assessment aspect; some aspects still needed improvement, but others showed entirely satisfactory results. This evaluation was conducted using a saturated population, which means that all OPAK participants responded to the evaluation of the results of OPAK implementation. The most significant difference compared with the PBAK of the previous years is the materials of PBAK years 2018 and 2019 include religious moderation as directed by the Ministry of Religious Affairs. Religious moderation should be included in mandatory materials of PBAK for freshmen studying in PTKIN, claimed Ruchman Basori, Head of Student Affairs Section, PTKI Directorate, Ministry of Religious Affairs in his visit to UIN Antasari Banjarmasin during PBAK 2018.

Starting from a study of the evaluation results, the PBAK mentoring and mentoring process at UIN Antasari Banjarmasin has developed a campus introduction model with noble academic values. The aim is to avoid activities that indicate irregularities, such as hazing by senior students, bullying, and forms of injustice during activities. These irregularities have resulted from varied factors such as revenge, misunderstanding between the seniors and juniors, mischief of the committee, and different status between seniors and juniors (Putri et al., 2024; Noviana, 2010). The fact that they involve both verbal and nonverbal violence may cause the freshmen traumatized psychologically (Ningrum, 2019). Such PBAK is avoided from orientation activities at UIN Antasari Banjarmasin. Therefore, as much as 60% of the organizing of the PBAK was conducted by lecturers and teaching staffs, and the rest was organized by the student union. Additionally, the authority to determine the theme and run the event was given by the Ministry of Religious Affairs to the students as the committee under the supervision of the lecturers.

Over the past seven years, this university has developed a well-planned introduction program based on noble academic values, where the function of this activity is not only to introduce the campus and the values inherent in it but also as a forum for instilling character education for new students, where the character to be instilled is to become superior individuals and have morals according to the motto of UIN Antasari Banjarmasin. This means that during PBAK activities, new students receive appropriate information about the education system both in the academic and non-academic fields.

Based on PBAK activity reports so far, it is known that the number of students participating in activities is increasing every year; therefore, there is a need for a serious

evaluation using scientific methodology to see the achievements of the PBAK UIN Antasari Banjarmasin program. It needs to know the results of the assessment of the PBAK implementation process and review whether the PBAK implementation process has been based on teaching and learning activities that emphasize participant competency, whether the material that has been presented during the activity can be understood by participants, can be implemented and whether with this PBAK activity students have able to learn with the academic culture that exists in higher education, and whether this PBAK activity has been able to give students an idea of the ideas and ideals of the profession they will pursue or skills that can be developed for their future, which through the PBAK program is also provided material with the aim that students can also detect the skills they need to develop by the competencies they have for. Apart from that, it also needs to hold this PBAK activity to see whether the material and activity offerings provided so far have been able to help new students have the ability to adapt to the campus environment optimally and quickly. It needs precise data regarding appropriate learning systems to accelerate the process of new students' understanding of the meaning of study programs and all existing systems in the campus environment.

There are not many similar studies found to have been conducted regarding student orientation on campuses under the Ministry of Religious Affairs. One of the few is an undergraduate thesis by Lubis (2022) which discusses the implementation of online PBAK for the freshmen of *da'wa* and communication of UIN Sumatra Utara. The result of the study reveals that the PBAK delivered the necessary materials for the freshmen to adapt to the campus environment. The study also mentioned the challenges and success of the PBAK implementation. However, Lubis (2022) did not include how the PBAK affects the freshmen nor did the researcher focus on the evaluation rather than just exploring the implementation.

The second related study is from Darmalaksana et al. (2021) which elaborated on the implementation of PBAK in the faculty of Ushuluddin at UIN Sunan Gunung Djati Bandung. The result of the research shows that the faculty promoted excellence in academic writing and publication. Similar to the first related study, Darmalaksana et al. (2021) did not highlight evaluation as well as the impact of the orientation program on freshmen. Thus, evaluation and impacts of PBAK are the focus of this study to fill the gap in the research.

Based on relevant studies and problems faced above, the research team considers that it is essential to evaluate the PBAK activities, materials, and the psychological impact of PBAK participants that have been held so far to provide an overview of the results of the implementation of the activities so that later policymakers can provide regulations and policies by what is required by the program for the better development.

## **2. Literature Review**

Previous research considered relevant to this research is survey research in the form of a PBAK Evaluation report carried out by Mujiburrahman. In this report, the

researcher describes the implementation of PBAK and analyzes policy alternatives that policymakers can take after implementing the PBAK evaluation at UIN Antasari Banjarmasin. In that year, the activity's name was Orientation and Introduction to Student Academic Affairs (OPAK). The OPAK and PBAK activities have similarities; only it is known that the University Level Plenary Material presented in the OPAK activity includes an introduction to the history, vision, and mission of UIN Antasari, scientific philosophy, success in studying in higher education, leadership on campus, organization, character building, reconstruction of post-generational insight. Millennials, Students Association Introduction, and Creativity Event. While Wahyuddin et.al, in their research of introduction of cultural academics and students found out that mostly in academic journals, academic writing is a prominent effort to be the material given to new students.

Tiejun (2011) said that the campus culture of universities is one of the important constituents of socialist cultural construction. As a kind of invisible educational resource, it has penetrated into every aspect and every link of school education and is concerned with as well as affected every facet of school education. A graceful, sound, and orderly campus culture, as well as a colorful and various campus life, helps promote different activities of the school and positively impels students' sound growth. It is of great significance to reinforce management and control of the campus culture for the universities to cultivate talents and train qualified socialist constructors and successors.

Besides, Chen (2005) explained that University academic culture is composed of subject culture and school culture. The former is the source of faculty professional faith formation, and the latter is the relatively steady and unique social psychology environment in the university. Owing to the strong function of guidance, stimulation, agglomeration, and mild restriction, university academic culture forms a "field" of academic production. But the fickleness and utility of it, and the conflict between it and administration culture have resulted in the absence and weakness of university academic culture. This makes it important to foster a core value of academic worthiness, a psychological environment of freedom, and a conduct culture of collaborating corporately and competing fairly, so as to improve university academic productivity culturally.

In the discussion regarding academic culture, Shen and Tian (2012) have elaborated that academic culture has improved campus culture and even become the backbone of the formation of campus culture which is characterized by some qualities such as individuality, creativity, variety, and oriented by academic features. These academic cultures are made of academic spirits and academic ethics within an academic environment. Furthermore, this campus culture also conditions and limits the improvement of academic culture. Shen & Tian (2012) argued that the strategy of constructing the academic culture in a university should include the university to keep up with its missions, advancing cultural confidence and cultural consciousness, fusing culture in instilling talent, and building cultural improvement and innovation.

### **3. Research Methodology**

This research is an effort to evaluate a program. Program evaluation was carried out at the Introduction to Academic and Student Culture (PBAK), starting from preparing the program design, implementation, and results. This sub will discuss the evaluation model, methods, techniques, data, instrument population sample, and technical analysis of this research.

#### **3.1. Research Design**

In this research, the reactions of 6198 students (participants batch 2018 and 2019) and resource persons in PBAK activities will be examined when implementing this program. Researchers will measure participant satisfaction with the material presented in PBAK activities so that the PBAK program can be measured as effective later. Researchers will also collect responses from PBAK participants and PBAK sources regarding the PBAK implementation process. Using this evaluation model, researchers also describe the psychological impact felt by participants after PBAK activities were carried out. So, in the future, based on the results of this evaluation, it is hoped that it will be able to provide suggestions in formulating policies regarding the next PBAK program, which means that the policies formulated are a follow-up action to the results of a structured evaluation.

The success of PBAK activities is measured by the extent to which they motivate new students to apply the knowledge and skills they acquire during the program. The effectiveness of the PBAK program is demonstrated when it does not only provide satisfaction to new students and resource persons but also inspires them to implement their learning in their academic journey at UIN Antasari Banjarmasin.

This evaluation serves as a comprehensive review and development of the PBAK program. Its results are intended to guide policymakers in making informed decisions. The final part of this research will present four potential policies that can be implemented by UIN Antasari Banjarmasin, based on the research's evaluation of the program's implementation. These policies are designed to be a strategic response to the structured evaluation results, ensuring the continuous improvement and effectiveness of the PBAK program.

- 1) Revise the program if activity components are not as expected and if there are slight errors in implementing the PBAK program.
- 2) Continuing the program if the implementation of the PBAK program shows that everything is in line and accordance with the design and expectations and provides beneficial results for participants and the institution.
- 3) Disseminating the program, if this program is deemed successful, then UIN Antasari Banjarmasin can become a pioneer and example for repeating the program in other higher education institutions.

The survey research method is one of the scientific methods used in this research to collect responses from PBAK participants and sources regarding the PBAK implementation process. This method is relevant because the number of samples to be used is the entire population.

### **3.2. Participants of the Study**

The population is all research subjects. According to Ary et al. (1985: 138), a population is all members of well-defined classes of people, events, or objects. In this research, the population is 6198 new students at UIN Antasari who took part in batch 2018 and 2019 PBAK activities. The number of PBAK participants is as follows.

Table 1.1: Number of PBAK UIN Antasari Banjarmasin participants

Faculty	Number of PBAK participants
Syaria and Islamic Law	1026
Islamic Economics and Business	1244
Tarbiyah and Teacher Training	2352
Da'wah and Communication Science	695
Ushuluddin and Humanities	881
Total	6198

Sampling in this study used the Saturated Sample method, namely all participants in the population. Based on the number of questionnaires, not all of the intended respondents returned the questionnaires. Based on the survey tools distributed, it is known that the data collected amounts to.

Table 1.2: Number of Research Samples

Faculty	Number of PBAK of participants	Percentage amount
Syaria and Islamic Law	1026	16%
Islamic Economics and Business	1244	21%
Tarbiyah and Teacher Training	2352	40%
Da'wah and Communication Science	695	11%
Ushuluddin and Humanities	881	21%
Total	6198	100%

The number of class lecturers at PBAK was the same, namely 90 lecturers from various faculties at UIN Antasari. Apart from the 90 lecturers, researchers invited resource persons for plenary activities and PBAK committees. Discussion activities and in-depth interviews were carried out in FGDs. Apart from that, researchers also distributed a special questionnaire containing open questions to see the views of resource persons, PBAK participants, and the PBAK committee regarding the overall implementation of PBAK. At least 87 resource persons have provided comprehensive responses regarding PBAK.

### **3.4. Data Analysis Techniques**

Once the data is collected, a crucial step in the research process is data analysis. This involves using descriptive statistical data analysis or percentage/descriptive percentage techniques to process all the question items from the questionnaire. The resulting data is presented in the form of frequency, percentage, and average, providing a comprehensive overview of the object under study. As Sugiyono (2009: 29) points out, this type of analysis is not about drawing conclusions, but about accurately describing the data as it is.

The stages of analyzing survey research data are 1) entering data into a data processing card (data file). 2) create a frequency table or cross table. 3) edit data. The descriptive statistical analysis technique used in this research is calculating the mean and frequency. In addition, to present the data, tabulation and visualization are used in the form of a pie chart (Tadjudin in Masri Singarimbun, 1989: 8). Next, the data was analyzed more profoundly and described comprehensively based on the social context and in-depth interviews in FGD activities. Apart from that, the researcher also used qualitative descriptive data analysis with a psychological approach to see participants' responses regarding the material presented both in PBAK activities carried out by the university and activities carried out by the faculty, seeing the responses of participants and resource persons regarding the performance of the implementing committee, illustrating the psychological impact felt by participants after the PBAK activity was carried out, and explained recommendations for policy discourse that should be implemented for the next PBAK activity based on the overall evaluation results.

## **4. Results**

### **4.1. Introduction of Student Academic Culture**

This institution has introduced to community of students of academic introduction and knowledge in all aspects so that the education and learning process can occur effectively, efficiently, and successfully. For this reason, Introduction to Campus Academic Culture (PBAK) is one of the annual mandatory programs to socialize life on campus and the learning process for new students. This activity is carried out fully offline and face-to-



face to advance the freshmen' engagement, enhance their experience, and build the community. Both PBAK 2018 and 2019 were organized. This activity is carried out by adhering to academic values and avoiding physical violence, verbal violence, and intimidation, which are entirely unrelated to the educational process. The academic introduction orientation at UIN Antasari was carried out with the aim of (1) developing participants' understanding and appreciation of education at Islamic Higher Education especially at UIN Antasari Banjarmasin; (2) developing intellectual, emotional, and spiritual abilities; (3) cultivation of a spirit of solidarity and tolerance among the academic community; (4) development of a sense of ownership and academic responsibility for the choice of scientific discipline and (5) strengthening the participants' attitudes and mentality.

### **Material for Introduction to Academic Culture and Student Affairs**

The material presented in PBAK activities is selected by the PBAK committee and discussed with all vice deans of students and partnership in each faculty and committee from among students. There are at least two forms of delivering material in PBAK at the university level: plenary material and material presented in class. The material presented in the plenary requires all participants to pay attention; a main resource person at the front of the hall carries out the delivery process. Meanwhile, class material was delivered by around 90 lecturers with a total of 25-30 participants.

Two thousand eighteen-seven plenary materials were presented. There are (9) nine materials, namely (1) history, vision, and mission of UIN Antasari Banjarmasin; (2) Islamic and national insights; (3) successful study and organization in higher education; (4) student social environmental responsibility; and (5) student government, (6) transformation and the agent of win manifesto towards civilized human beings, (7) intrapersonal-interpersonal Skills, (8) the scientific writing, and (9) students ethics material. The materials of violence and sexual violence were addressed in the materials of students' ethics by the Head of the Center for Gender Studies. Additionally, the emphasis on local wisdom was addressed during the delivery of the vision and mission of UIN Antasari Banjarmasin which includes locally based, globally connected.

Based on the results of a survey regarding PBAK participants' responses regarding PBAK material, it is known that almost all of the material presented received a good response, as can be seen from the following figures:

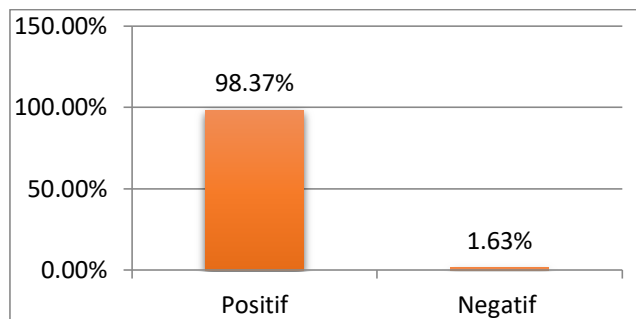


Figure 1: Participant Responses on the history, vision, and mission of UIN Antasari Banjarmasin

The positive response to the delivery of this material was due to the usefulness felt by the participants regarding the material. Similar to the result of a study conducted by Lubis (2022) participants of the orientation program listened to the history material, vision, and mission of the university. In this institution, they will study for four years. They feel the need to know this institution's goals and vision. The video shown in this material delivery activity also received positive participant responses. Not a few participants praised the video shown as very interesting, both in terms of content and lighting and the images' quality. One of the participants even stated that this material was excellent because it was delivered by someone who mastered the content.

The less positive response regarding this material was the delivery technique. The material is delivered too quickly, and the large room for plenary activities requires an extensive sound system of good quality. Apart from that, based on the results of in-depth interviews, it is also known that new students or participants experience difficulties reading the text displayed on the screen in the plenary room. Materials should be provided in the form of hardcopy or softcopy before the plenary activity occurs and distributed to all participants before the activity occurs. Another obstacle related to this material was that it was delivered in a relatively sizeable plenary room, so many participants needed help focusing on following the material presented by the resource persons. However, once again, 98.37% of the other participants gave positive responses regarding the material because the content was packaged well, the delivery was engaging, and the material covered all aspects that new students needed to know regarding the history, vision, and mission of UIN Antasari. Apart from that, this material is sufficient to provide in-depth insight into UIN Antasari. Several participants stated that this material had good content and that the speaker's delivery was apparent.

Figure 2 shows an integral part of the scientific philosophy of UIN Antasari Banjarmasin, namely dynamic integration, integration of Islam and nationality, locally based and with a global perspective. In the discussion, this material discusses loving differences and maintaining harmony.

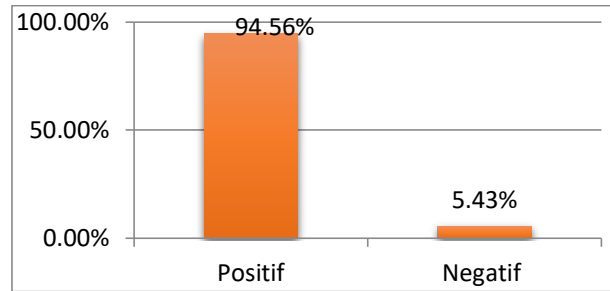


Figure 2: Participant Responses on Islamic and National Insight

According to the participants, this material was beneficial because it also introduced Indonesia in great detail. Participants felt that there was much information obtained from this material, such as the number of tribes in Indonesia, the number of islands in Indonesia, the number of languages, and the philosophy of Indonesia's diversity, which, on the one hand, can be an asset to the nation, and on the other hand, can be a challenge that can trigger conflict. Alternatively, it results in social friction if managed poorly. Most of the participants gave positive responses regarding the Islamic and national insight material because participants were able to learn the meaning of *Bhinneka Tunggal Ika* and the Islamic concept of *rahmatan Lil Alamin*. There is 94.56% of PBAK participants stated that this material was excellent and added insight for new students. The presentation of the material was also stated to be very clear and could be understood by participants. The material is presented in simple language so that participants can understand it easily. However, the negative responses regarding this material were only related to the technical implementation of activities when delivering the material, such as participants sitting for too long, which caused boredom in listening to the Islamic and National Insight material. Apart from that, it was also stated that limited time also resulted in a lack of comprehensive explanations regarding the material; limited time also resulted in the absence of a comprehensive question and answer space regarding Islamic and National Insight material. Students learn about goals and targets as students.

Meanwhile, Figure 3 shows that it is also known that students feel that the material on Success in Study and Organization in Higher Education can motivate new students to pursue success in academic and non-academic fields on campus. This material was presented in an exciting, complete manner and was considered valid. Participants also responded positively to Study Success and Organizations in Higher Education material. Based on the survey results, it is known that 97.33% of PBAK participants gave positive responses to the material on Study Success and Organization in Higher Education. This positive response then also increased in percentage to 97.63%. Participants responded positively because this material was considered to suit the needs of new students who wanted to know more about what activities they should participate in or do in an academic environment with a college setting.

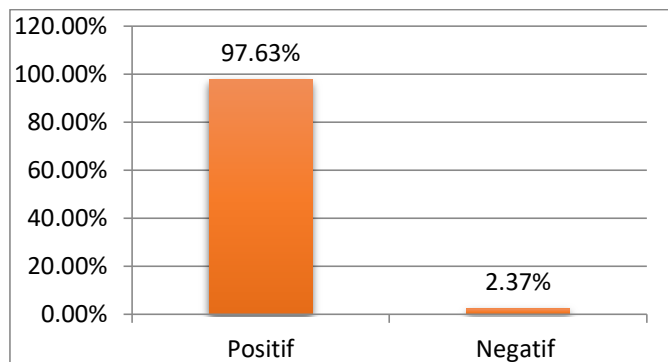


Figure 3: Participant Responses on the material of Study success and organization in higher education

This material also received less than positive responses. Material on Study Success and organization in Higher Education needed to be more attractive. Negative responses regarding this material were due to the concise duration so that the material could have been delivered more optimally. However, the material is based on the needs of PBAK participants (new students).

The survey results in Figure 4, it is also known that the percentage of those who gave less positive responses regarding the material on Student Social Environmental Responsibility was 96,86 %. This response emerged because the material presented was too theoretical, and students needed help understanding. The respondents expressed a positive impression regarding the material.

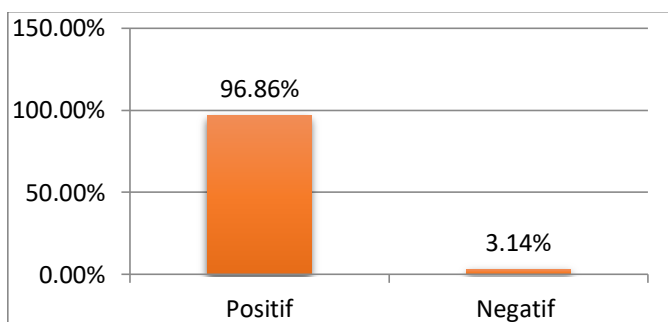


Figure 4: Participant Responses on Material of Social Environmental Responsibility

Based on the results of an in-depth study, it is known that this material is considered appropriate to students' needs. They should be able to socialize and communicate regarding scientific development, personal potential, and environmental support. Studying and organizing are two inseparable activities for students. Just like a coin has two sides, students also have two sides that can encourage them to become successful individuals, both academically and non-academic.

Figure 5 shows that 96.57% of students gave positive responses regarding the material on Critical Analysis of the Implementation of the Student Government Concept at UIN Antasari. According to the participants, this material is fascinating and does not make them sleepy. Participants felt that the material presented could describe the life they would live in college. This material is easily understood because it is presented in direct language. New students are also motivated to be actively involved in activities on campus. According to some participants, this material was liked because apart from the speaker's explanations being very easy to understand, the presentation was relaxed and interspersed with comprehensive explanations.

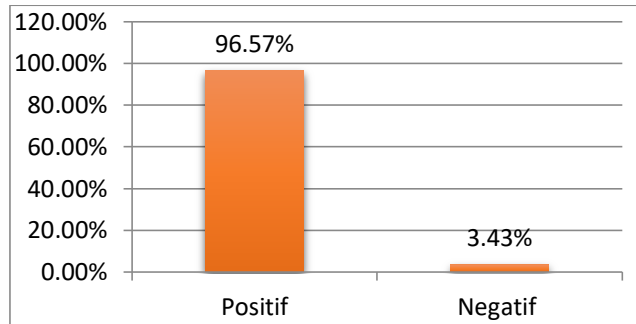


Figure 5: Participant Responses on Student Government or Material Critical Analysis of the Implementation of the Student Government Concept at UIN Antasari

Through this material, new students are also encouraged to recognize their abilities so they can contribute to the academic world. This material is considered to lack the nuances of teaching and guidance; besides that, plenary material with a large room requires new students to increase their focus on the material.

Material intellectual transformation of students towards cosmopolitan millennials with morals and social care and transformation and agent of win manifesto towards civilized people can be seen in Figure 6 below.

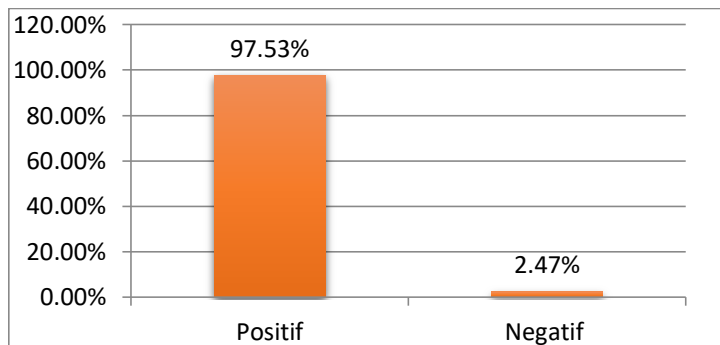


Figure 6: Participants' response on material intellectual transformation

Participants respond to the material intellectual transformation of students towards cosmopolitan millennials with morals and social care and transformation and agent of win manifesto towards civilized people could be seen in Figure 6. The total number of applicants who expressed positive responses cosmopolitan millennials with morals and social care and transformation and agents of win manifesto towards civilized people was more than 97.53% because this material was presented in straightforward language so that participants could easily understand what the resource person meant.

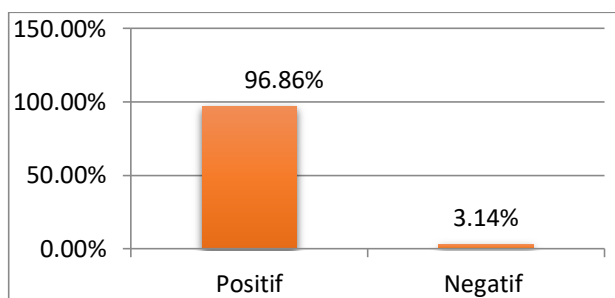


Figure 7: Participant Responses Class Material Intrapersonal-Interpersonal Skills

Based on survey results regarding participant responses to the material presented in class, namely intrapersonal and interpersonal skills material, it is known that 96.86% gave positive responses to this material. The material is interesting because the lecturer's delivery is not dull. The material is interspersed with games and video displays so that students can enjoy the learning process in class relaxed without forgetting the meaning contained in the material. The way the material was delivered in a relaxed manner and provided motivation for students was one of the reasons for the positive response. Some participants even stated that this material motivated them to recognize their existing abilities and hone them to become more positive individuals. These intrapersonal and interpersonal skills are one of the tools that can help new students carry out their routines successfully. Several participants stated that the lecturer's voice needed to be higher, making the process of delivering the material less comfortable for students who sat in the back position; besides that, the time needed to be longer, so there was no comprehensive dialogue session.

Participant responses on class material of scientific writing can be seen in Figure 8. According to the survey results, the scientific writing material, which saw a positive response, is a crucial resource for new students.

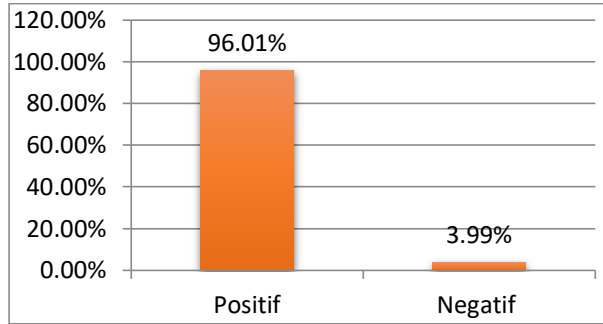


Figure 8: Participant Responses on Class Material of Scientific Writing

This material, which includes assignments and guidelines on composing scientific work like papers and journal articles, is particularly essential for new students as they navigate their roles as scholars. Writing material is the scientific work received a positive response from new students because the benefits of this material were presented very clearly and in detail. Apart from that, the lecturer delivered this material very well. Material is also presented in discussions between students and lecturers. Apart from that, an overview of the tasks that new students will carry out is also presented in the material. Students learn how to compose papers, write journals, look for references, and look for ideas to start writing. These skills are needed by students who will carry out assignments and create scientific papers daily. The existence of this material also fosters enthusiasm for new students to work in the academic field. However, new students also expressed negative responses regarding this material. The content of the material presented was extensive; the lecturer could not convey all the material comprehensively due to time constraints. New students need more time to practice looking for ideas or just writing in the learning process in class. New students need direct examples of scientific work. Therefore, it is not surprising that several new students stated that they were looking forward to a picture or natural form of a paper or journal in the learning process in the Writing Scientific Papers class. This material contains an overview of the paper's contents, starting from the introduction to the closing section in the form of a conclusion.

Based on the survey results, it is known that 96.61% of PBAK participants gave positive responses to the Student Ethics material. This material contains the rules and regulations students must implement in the UIN Antasari environment.

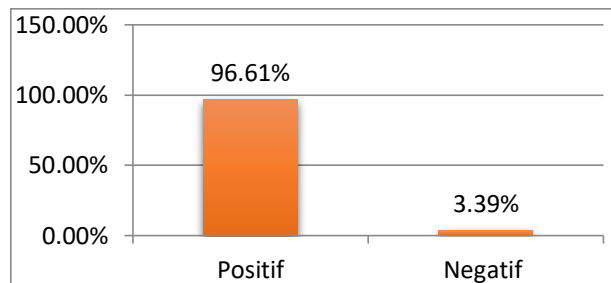


Figure 9: Participation response on students' ethics material

Apart from that, students' rights and obligations are also explained. Students have also explained etiquette and morals and the consequences of violating regulations, such as warnings and severe sanctions. In the survey results, it was also discovered that even though this material was presented in a monotonous manner, the majority of participants felt that this material must be known so that they understand the regulations that apply at UIN Antasari, including how to dress, how to socialize, and how to communicate with lecturers or academic supervisors.

#### **4.2. Psychological Impact of PBAK Participants**

Based on the results of a survey conducted regarding the psychological impact felt by PBAK participants, there are at least three main parts that are highlighted, namely the participants' feelings of joy while participating in the activity, the motivation that emerged within the PBAK participants after participating in the PBAK activity, and the value the usefulness of PBAK activities for PBAK participants both after participating in PBAK activities at university level and at faculty level.

One of the psychological impacts felt by participants in PBAK activities is the emergence of feelings of joy or happiness from participating in PBAK activities. Based on the survey results, it is known that participants stated that the PBAK activities they felt had positive value made them happy. This is in line with the studies conducted by Bumgarner et al. (1997) and Booker (2006) which mentioned that students who participated in student orientation were satisfied with the program offered. Furthermore, it was revealed that there are more great impacts of student orientation. Students who took orientation programs showed a significant rise in GPA compared to those who did not (Starke et al., 2001). Gentry et al. (2006) argued that the students who took orientation programs tend not to skip classes, keep in contact with the faculty about personal problems, and actively take part in campus activities. Orientation programs also arguably improve the retention rates for those who participate in them (Hollins, 2004). Therefore, we can conclude that orientation program such as PBAK potentially increases the chance of success for university students.

After tracing the emergence of displeasure while participating in PBAK activities at the university level, boredom caused this. They followed the complete delivery of material during the day without any meaningful gaming or entertainment activities. Apart from that, the irregular schedule for prayer activities also causes feelings of displeasure while participating in PBAK activities. On the one hand, some students felt unpleasant when participating in PBAK activities because some committee members still shouted and said harsh words when disciplining participants. However, the existence of various activities in PBAK has also made PBAK participants feel happy taking part in activities, feel the freedom to express opinions, practice discipline, and obtain new information; the absence of hazing no pressure is also one of the reasons PBAK activities have been able to make PBAK participants feel the joy of participating in activities. An addition, some policies were



implemented during PBAK for those who did not attend the event because of sickness to join the event again next year. As well as those who passed to enroll in other universities, they will be withdrawn from the PBAK.

### **Motivation**

Apart from the emergence of feelings of joy and displeasure while participating in activities, the psychological impact felt by PBAK participants can be seen from PBAK participants' statements regarding the motivation that emerged within them to be successful in both academic, non-academic fields and success in organizational activities in the campus environment. PBAK activities are organized to motivate new students to recognize their duties and functions as students so they can work in higher education and hone their potential. The PBAK committee prepares many activities and material content to help new students recognize the academic atmosphere and culture in higher education, which is different from their experience when they were still studying at the upper secondary level. The academic culture conveyed by the committee through PBAK activities strongly encourages PBAK participants to appear confident in carrying out their duties as students as providing a positive academic environment potentially increases students' motivation and positive emotional behavior (Vetrinskaya, 2020; Lyashenko 2019).

Inner motivation is any kind of action that is intrinsically motivated and does not depend on the outcome which intercorrelates situations, individuals, and academic processes (Legault, 2020; Boström & Bostedt, 2020). It is a motivation that sparks enthusiasm, driving individuals to act. As new students, PBAK participants are not only motivated to succeed in college but are also equipped with a range of soft skills. This unique combination is a recipe for enthusiasm, fueling their activities and experiences as new students.

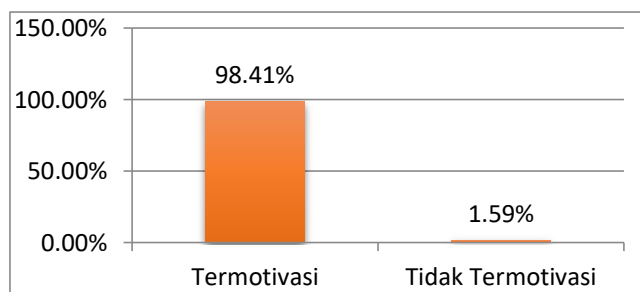


Figure 10. The motivation that appears after Following PBAK activities at University Level

Apart from that, it is also known that 98.41% of participants stated that they felt motivated to succeed in college after participating in PBAK activities at the Education Teacher Training Faculty, both in academic and non-academic fields.

PBAK activities aim to introduce the academic culture at the tertiary level, which significantly differs from the learning culture and learning process experienced by PBAK

participants when they were still at the previous level of education, both in academic and socio-cultural aspects. Therefore, PBAK activities are one way to introduce these differences to new students so that they become familiar with the academic culture in which they will be involved as an orientation program is believed to provide necessary academic information and improve interpersonal skills (Nadler & Miller, 1997).

Overall, the PBAK activities implemented at university and faculty levels have provided valuable experience to PBAK participants. In PBAK activities, there are two types of experiences that participants have experienced: positive experiences that bring about changes in attitudes in a positive direction and negative experiences that give negative impressions and judgments from PBAK participants regarding the committee's performance.

## 6. Conclusion

This research explains the implementation of PBAK at UIN Antasari, which underwent fundamental changes by adapting to the vision, mission, and goals of UIN Antasari. This activity introduces academic and student culture and the scientific philosophy developed within UIN Antasari. Based on the results of surveys, interviews, and FGD activities, it is known that almost all of the material presented in PBAK activities, whether presented in PBAK at the university level or the faculty level received positive responses from PBAK participants. The highest percentage of participants who gave positive responses was for material on the history, vision, and mission of UIN Antasari; The psychological impacts felt by participants in PBAK activities are the emergence of feelings of joy or happiness, usefulness and motivation from participating in PBAK activities. The implementation of the PBAK program shows that everything is in line and in accordance with the design and expectations and provides beneficial results for participants and the institution.

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