

# SUPPORTING STUDENTS' SUCCESS THROUGH ACADEMIC ADVISING AT MIDWIFERY DIPLOMA PROGRAMS IN INDONESIA

SITTI KHADIJAH<sup>1\*</sup>, BAMBANG BUDI WIYONO<sup>2</sup>, ACH RASYAD<sup>3</sup>,  
AHMAD YUSUF SOBRI<sup>4</sup>

<sup>1,2,3,4</sup>UNIVERSITAS NEGERI MALANG, INDONESIA.  
CORRESPONDING AUTHOR EMAIL: [sitti.khadijah.2001329@students.um.ac.id](mailto:sitti.khadijah.2001329@students.um.ac.id)

## ABSTRACT

This study examines the provision of academic advising at higher education institutions that run three-year midwifery programs to support student success. The study provides in-depth insight into the management of academic advising provided by three different forms of Higher Education Institutions (HEIs). The qualitative research methodology uses qualitative data collection assisted by NVivo software. The research data is collected from interviews with 45 informants who are involved in midwifery education, observations, as well as the study of documents at three HEIs, which are then described using the qualitative description. Five themes of academic advising are found to support student success at the midwifery program which covers the developmental academic advising styles used by the midwifery lecturers, the minimum number of academic advising meetings, the management of the academic advising, the monitoring and evaluation of academic advisors, and the coordination done by academic advisors in order to help student's problems. Among the five themes, similarities are predominantly observed across the three HEIs. However, a notable distinction lies in the fact that UNISM is the only institution that offers both offline and online academic advising, as well as access to on-campus counseling and psychological services for its students.

**Keywords:** Academic Advising, Student Success, Midwifery Program, Higher Education Institutions

## 1. INTRODUCTION

Higher Education Institutions (HEIs) play a significant role in shaping future generations and enhancing human resources, which are key contributors to a nation's competitiveness (Kireeva et al., 2018; Maulani & Hamdani, 2019). Since higher education is challenging to define in a single way, UNESCO (1998) defines it as encompassing all types of education, such as academic, professional, technical, artistic, pedagogical, or long-distance learning offered by universities, technological institutes, teacher training colleges, and similar institutions. These programs are typically designed for students having completed a secondary education, and whose educational objective is the acquisition of a title, a grade, a certificate, or a diploma of higher education (Songkaeo, 2016). With their roles in supplementing the need for human capital for the development of a country, HEIs need to refocus their education and development policies to be in line with social, economic, scientific, and cultural advancements (Symaco & Tee, 2019).

The development of the health sector for Sustainable Development Goals (SDGs) as the commitments of the international community to continue the Millennium Development Goals (MDGs) depends on the active role of all stakeholders including professional organizations and academics (Alisjahbana & Murniningtyas, 2018; Bapennas, 2021; Nugroho, 2024). The parts of Indonesia's SDGs targets of the health sector which are to reduce maternal mortality and infant mortality as well as to prepare the quality of the country's next generations require strategic roles and efforts of health workers, including the midwives (Ministry of Health of the Republic of Indonesia, 2020). According to the Law of the Republic of Indonesia Number 4 of 2019, a midwife is defined as a woman who has completed a midwifery education program both domestically and abroad which is legally recognized by the central government and has fulfilled the requirements to practice midwifery (Kementerian Kesehatan RI, 2019). The midwifery education programs in Indonesia can be run by public or private HEIs in the form of academies, polytechnics, institutes, or universities. Academies and polytechnics offer vocational programs (Diploma 1 to Diploma 4), whereas institutes and universities provide academic programs leading to a bachelor's degree, which typically takes four years, followed by an additional two years for a master's degree and three more years for a PhD (Logli, 2016).

The Diploma 3 (D-III) is a three-year vocational education program, serving as the shortest training for Indonesian female high school graduates who want to be midwives. This program equips students with the skills to perform routine tasks and job responsibilities independently as care providers, with a study duration of six to ten semesters (Kementerian Kesehatan RI, 2011). Since midwives play an essential role in maternity care in Indonesia, HEIs that run the midwifery programs are responsible not only for equipping graduates with necessary competencies through teaching and learning activities but also for facilitating their transition into the workforce as midwives (Adnani et al., 2022b; Asyraf et al., 2020).

The term “student success” broadly refers to students gaining benefits from their college experience and the combination of efforts by students and HEIs to achieve expected outcomes or results. Student success in higher education has a definition that includes academic achievement, student involvement in effective educational activities, student satisfaction, and the acquisition of knowledge, skills, and competencies needed in the twenty-first century (Kinzie & Kuh, 2017). As the students of the D-III midwifery program are both participants and consumers of education provided by HEIs, their presence and success in completing their studies serve as key benchmarks for HEI quality. Through teaching and learning, HEIs instill values such as education, skills, and innovation. However, they must also equip students with essential knowledge across various fields and guide them in holistic development across multiple aspects of their lives (Abumaloh et al., 2021; Strayhorn, 2008). The university environment serves as a crucial space for students to be tested and shaped for future success. Beyond achieving good academic grades, HEI students, including those in the D-III Midwifery program in Indonesia, are also expected to develop a diverse set of skills (Kemenristekdikti, 2016).

Academic advising is one of the important programs for both academic and student affairs in HEIs to support student success. In fact, advising is the most important supporting process provided by HEIs to help students undergo and survive throughout their years of degree pursuit (Abumaloh et al., 2021; Auguste et al., 2018; Jaradat & Mustafa, 2017). It is also one of the important factors in determining student success and student satisfaction towards HEIs (Chan, 2016; G.D Kuh, 2008; Martasubrata & Suwatno, 2016). An Academic Advisor is someone who is responsible for helping and directing students to understand academic rules and requirements (Baker & Griffin, 2010). The main task of Academic advisors at higher education institutions is to help provide advice and direction related to studies undertaken by students or related to the academic field and their personal lives such as their life's goals and career plans (Teasley & Buchanan, 2013). In Indonesia, academic advising is a service provided for students by faculties who are appointed by the university, as a part of their duties as professional educators (Sriyani & Rosadi, 2015) with many expected roles such as organizer, facilitator, innovator, inventor, role model, guide, service provider and counselor (Suprihatin, 2016) that were proven as one of the factors that determine students' success of their learning (Fakhruddin & Safrianti, 2017).

Global research related to HEIs' support for student success including academic advising has shown that the changes in HEIs' education policies, practices, and facilities can lead to improvements in students' college attendance, persistence, completion, and satisfaction (Brock, 2010; Siming et al., 2015). In Indonesia, researchers on academic advising have found that the role of academic advisers is significant in supporting the success of student's studies (M Fakhrur Saifudin, 2018; Suprihatin, 2016; Tasalim et al., 2018). In the midwifery program, academic advising is also an important service provided for the students to face challenges throughout their studies such as to provide academic support for the midwifery students and prevent problems such as quitting (Wilson et al., 2013). Academic Advisors play a crucial role in guiding new midwifery students through their transition to college life. They help students adapt to being away from their parents, manage their workload within a limited time, and navigate challenging learning conditions as well as a new social environment (Abasimi et al., 2015). In the case of Indonesia, Academic advisors can assist midwifery students in adapting to overcoming the challenges of their education. This support is particularly important since many students choose midwifery programs based on their friends' influence or their parents' wishes rather than their personal interests (Adnani et al., 2018a; Larasati, 2018; Wiliana, 2018).

Research on Midwifery throughout the years has found that personal and institutional things influence the midwifery students' experiences and contribute to their success (Clohessy et al., 2019; Folkvord & Risa, 2023; Sidebotham et al., 2015). For that reason, in addition to ensuring education standards, curriculum, teaching and learning process, and infrastructure, HEIs offering midwifery education in Indonesia must take proactive measures by providing high-quality student services, including academic advising (M F Saifudin, 2018). In response to those findings, this study examines the management of academic advising in D-III (three-year) Midwifery programs to support student success. It is part of a large study investigating factors related to student success and the management of student services in D-III Midwifery programs at three different types of HEIs: a polytechnic, a university, and a health institute in South Kalimantan, Indonesia. This study addresses the research question of how academic advising is managed and implemented to support student success in D-III Midwifery programs across these three types of institutions.

## 2. LITERATURE REVIEW

### 2.1. D-III Midwifery Programs

Midwifery education in Indonesia are direct entry program after 12 years of primary education in the form of vocational and academic programs or training. There are two types of midwifery programs which are vocational and academic. The vocational midwifery programs are Diploma which are Diploma III (D-III) and Advanced Diploma (D-IV) in Midwifery, while the academic program is Bachelor's degree in Midwifery. The length of the D-III Midwifery is three years of training, while the advanced Diploma IV (D-IV) in Midwifery takes four years. Moreover, midwifery students can take the bachelor of midwifery degree consisting of four years of an academic midwifery program and a one-year professional midwifery program, while the postgraduate level is available as a two-year master's in midwifery program (Adnani et al., 2018b). As the shortest vocational education for Indonesian female high school graduates who want to be midwives, the D-III Midwifery programs are the most popular and numerous midwifery education programs in Indonesia (Adnani et al., 2018b). This program can be run by public or private HEIs in the form of a university, institute, polytechnic, or college. In 2022, the Indonesian Ministry of Education and Culture has licensed around 856 private and public institutions running the midwifery programs (Adnani et al., 2022b) and among them, 628 HEIs are implementing D-III Midwifery programs (Fitria et al., 2023). The teaching and learning process at the D-III Midwifery program consists of 60% practicum and 40% theory which made the students spend more time practicing either on campus or at the clinical fields, such as clinics, public health centers, or hospitals (Ratnasari et al., 2019) which require students to be focus and able to finish their study in three to five years study.

### 2.2. Student Success

HEIs' students, including the midwifery students, are both subjects and consumers of education where their success in pursuing and completing education is one measure of the quality of HEIs (Burhanuddin & Supriyanto, 2018). Student success in higher education can be broadly defined to encompass academic achievement, intellectual and social engagement, the development of graduate attributes and skills, effective management of personal and professional transitions, self-growth, and overall well-being. It also includes fostering positive relationships with family and peers, student satisfaction, the acquisition of 21st-century knowledge and competencies, and perseverance in educational pursuits (Kinzie & Kuh, 2017; George D. Kuh, 2011; Naylor, 2017). Tinto's Student Integration Theory (1993) is the most widely used theory regarding student success. This theory states that there are several main conditions needed to support student success, namely social and academic integration of students, starting from what students bring when they enter college which is experience, abilities, skills at the previous level of education, goals, commitment, determination from students, and their educational institutions as well as the experiences gained by students while studying at the university (Tinto, 2017). To support student's success, HEIs need to provide various forms of student services to support the academic programs such as new student orientation, academic advising, guidance and counseling, health services, scholarships and financial aids, career development, and special services (Culp & Dungy, 2012). The success of midwifery students can be supported by HEIs with the provision of social and academic integration. Students come to midwifery programs with various personal motivations and objectives and diverse external commitments that will influence their ability to succeed. Nevertheless, students' integration into classrooms, laboratories, and other on- or off-campus environments, along with the quality and frequency of their interactions with faculty, staff, and peers, significantly influence their experiences. These factors shape their sense of belonging, persistence, and ultimately, their likelihood of completing their education (Brock, 2010; George D. Kuh et al., 2005; Kusyana et al., 2020; Tinto, 2017). In this case, HEIs cannot guarantee student success because everything depends on the student's own commitment and persistence, but they can try various ways to support students' success and prevent them from dropping out of college (George D. Kuh, 2011; Yorke & Longden, 2004).

### 2.3. Academic Advising

Academic advising can be defined as a systematic or dedicated program in higher education facilities or community colleges to provide guidance and advice to undergraduate students regarding their major and courses which has evolved over the years and embodies various activities along a prescriptive developmental continuum (Hatch & Garcia, 2017). There are two approaches to academic advising used in HEIs, namely prescriptive and developmental academic advising. Academic advisors who use a prescriptive style have an authoritarian relationship and tell or instruct their students. Meanwhile, the advisors who use the developmental advising style have an equal and deep relationship with their students. They are like a team, the advisors guide the students to develop skills and self-awareness that are useful for their educational process in higher education (Teasley & Buchanan, 2013). Prescriptive academic advising is limited to the lectures, course selection, registration process, and explanation of the curriculum. Meanwhile, developmental is academic advising based on developmental theories such as those related to personal, cognitive, career, and psychological development when the advisor focuses on the students as the whole person who need to be given attention at every aspects of their lives (Drake, 2011; Harris, 2018).

Although academic advising is one of the important programs for students, at HEIs in Indonesia, unfortunately, it is not provided by someone who is trained or has expertise in advising or counseling but is provided by a faculty appointed by the university as part of his or her duties as a professional educator (Sriyani & Rosadi, 2015) and given

big role and responsibility to support for the student's success (Fakhruddin & Safrianti, 2017; M Fakhrur Saifudin, 2018; Suprihatin, 2016). As for the midwifery students, academic advising is provided by a midwifery faculty appointed by the head of the midwifery department or D-III Midwifery program to play a role as an academic advisor.

### 3. RESEARCH METHODS

This article presents the findings of the study examining the type, implementation, and rationale behind academic advising services at three different HEIs offering D-III Midwifery programs in Indonesia. The study employs a qualitative research approach using a multi-case study design in the form of comparative case studies (Bogdan & Biklen, 2007; Yin, 2003). In this study, researchers examined, compared, and contrasted three research sites—a health polytechnic, a university, and a health institute—in their provision of academic advising for DIII Midwifery programs. The first research site was Politeknik Kesehatan Kemenkes Banjarmasin (PKB), a Ministry of Health Polytechnic. PKB is one of 38 Ministry of Health Polytechnics operated by the Indonesian government across 38 provinces (PPSDM Kesehatan, 2019). PKB is the only public health polytechnic and the eldest D-III midwifery program in South Kalimantan province. The second site is Universitas Sari Mulia (UNISM) or Sari Mulia University which is one of the first private HEIs that run the D-III Midwifery program in South Kalimantan. The third site is STIKES Abdi Persada (SAB) or Abdi Persada Health Institute, which is the only health institute that runs the D-III midwifery program in the province of South Kalimantan.

The qualitative descriptive approach is used to collect and interpret data from in-depth interviews, study of documents, and participant observation (Creswell & Creswell, 2018; Ulfatin, 2017). A combination of purposeful and snowball sampling was used to recruit a total of 45 participants (described in Table 1) from the three sites who are involved in midwifery education, to gain a broad range of perspectives from the participants' experiences. The data was analyzed using NVivo R1.6 and described using a qualitative description. The initial stage of data analysis involves collecting data from various sources, including interviews, observations, and other relevant materials. The collected data is then compiled and processed using NVivo software for the organization. Next, researchers apply coding by assigning labels or codes to relevant data segments to identify emerging themes and patterns. Once coding is complete, the analysis results are examined to interpret the implications and significance of the findings. This approach enables a deeper understanding of qualitative data, offering richer insights into the academic advising services provided to support student success in D-III Midwifery programs across the three research sites. The characteristics of informants are presented in Table 1.

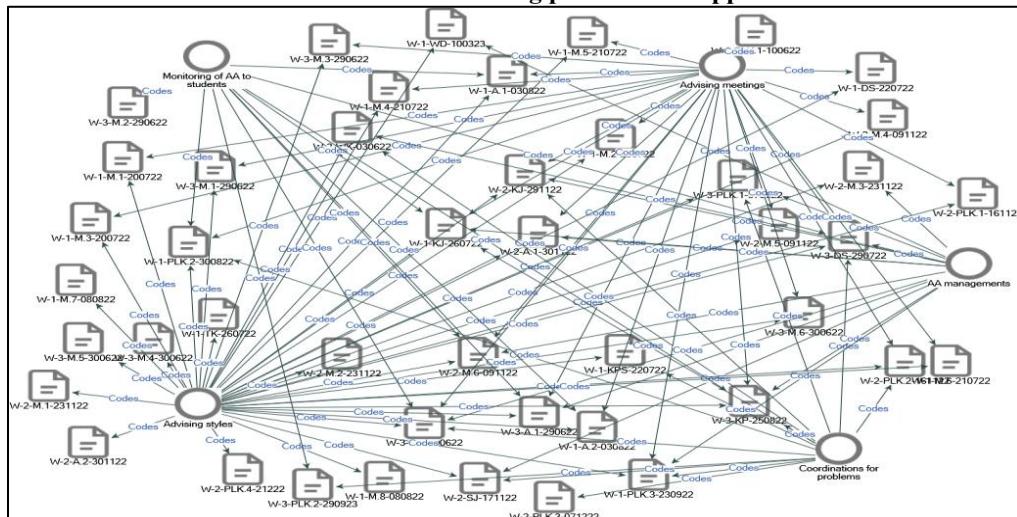
**Table 1. Characteristics of informants**

Participants	Gender		Total
	Male	Female	
Midwifery Students (1 <sup>st</sup> year)	-	5	5
Midwifery Students (2 <sup>nd</sup> year)	-	9	9
Midwifery Students (2 <sup>nd</sup> year)	-	6	6
Midwifery Alumni	-	6	6
Midwifery lecturers	-	3	3
Head of Midwifery Department	-	2	2
Head of D-III Midwifery Programs	-	3	3
Vice Director of Student Affairs	1	1	2
Student Affairs personnel	2	7	9
Total informants	3	42	45

### 4. RESEARCH FINDINGS

From data collection through in-depth interviews with 45 participants at the three research locations Poltekkes Kemenkes Banjarmasin (PKB), Universitas Sari Mulia (UNISM), and STIKES Abdi Persada (SAP), this study found five themes related to academic advising provided to support success for the D-III Midwifery students which are: 1) Academic advising styles, 2) Advising meetings, 3) The management of academic advising, 4) Monitoring from academic advisors to the students, and 5) Coordination to solve student's problems (Picture 1).

### Picture 1. Five themes of the academic advising provided to support student success



#### 4.1. The Academic Advising Styles

The research found that all three HEIs see academic advising as one of the student services provided for all the students, including the D-III midwifery students in order to support their success in college. The HEIs appointed academic advisors from the faculty members of D-III Midwifery programs with the tasks from to explain about how to fill in course enrollment, explaining the descriptions of courses taken by students, discussing difficulties or problems faced by students, especially the academic problems, assisting students in solving their problems, monitor the student study progress and motivate the students to complete their education in time. There are similarities found that all three HEIs see the benefits that students get from academic advising services which are to increase learning motivation, problem-solving and expedite study completion. Since the teaching and learning process in the D-III Midwifery study program is in the form of a package of semester credit units, the students have no choice but to take all courses in the package provided and complete them. In this case, the role of the academic advisor is very important to assist and guide the students going through their studies.

Based on the research findings, all three HEIs encourage their academic advisors to guide and support students not only in academic matters but also in non-academic issues, such as personal challenges that may interfere with their studies. The role of academic advisors is crucial to the success of midwifery students. Their care, understanding of their advisees, willingness to share, monitoring of students' academic progress, personal engagement, and efforts to help resolve students' problems are identified as key contributing factors to student success.

The study also found that at PKB and SAP, academic advisors serve not only as academic advisors but also as counselors. This is due to the absence of designated counseling staff or psychologists at these institutions. Consequently, academic advisors are expected to provide counseling. According to that assumption, as midwifery faculty members and midwives, they possess the necessary counseling skills. In contrast, at UNISM, academic advisors can refer students in need of psychological assistance to a counselor or psychologist provided by the university.

Despite these differences, all three HEIs expect academic advisors to support students beyond academic guidance, addressing personal matters such as family issues, social problems, moral concerns, and ethical considerations. Academic advisors serve as parental figures on campus, providing guidance, monitoring progress, and assisting students with various challenges throughout their studies. Additionally, they act as the primary point of contact when the midwifery program identifies issues with a student. If academic advisors are unable to resolve a student's problem independently, they are expected to collaborate with the midwifery program to find a solution. As one student informant described, having an academic advisor in the midwifery program is akin to having a second parent:

“My academic advisor is like my second parent. When I have a personal problem, I don’t want my parents to know about it because they live very far from me. I’m not from this city so I don’t want my parents to get bad news and worry about me. If I’m sick, I have problems or anything, I prefer to talk to my academic advisor.” (a student)

## 4.2. Academic Advising Meetings

The research found that all three HEIs asked their academic advisors to meet their advisees with a minimum of four times in a semester. The meetings are usually done at the beginning of the semester, in the middle of the semester before the students take their midterm exams, before the students take their final exams or go to the clinical field, and at the end of the semester. The meetings can be used by the students to discuss and ask for guidance from their academic advisors regarding their academic activities, assignments, or targets that must be achieved each semester as well as other issues. The first meeting of academic advising at the beginning of the semester usually are carried out

by academic advisors collectively while subsequent guidance is carried out individually using the counseling method. Occasionally, likewise, the regular and minimum scheduled meetings, an academic advisor may ask her advisee to meet because she gets a notice from the midwifery program about her advisee who has problems or experiences difficulties in lectures, in practicum as well as in clinical fields. The academic advisors will then use the meetings to find out about the problems and help the students find the best solutions. On the other hand, the students may come or ask their academic advisors to meet with their own initiative to share and discuss their academic, nonacademic, or life issues.

The research found that academic advising meetings enable academic advisors at the three HEIs studied to monitor their students at least four times per semester. These institutions consider academic advising meetings crucial for preventing problems and ensuring student success. This is particularly important because academic advisors are responsible for their advisees and are the first to be consulted by the study program when student issues arise. Additionally, academic advisors are seen as key providers of support systems and motivation, offering guidance on time management and assignment completion alongside other student services provided by the HEIs. The interactions fostered through these meetings help build motivation, closeness, and trust, reinforcing the advisors' roles as students' "parents" on campus. One of the heads of the Midwifery program, as a research informant, emphasized the necessity of holding a minimum of four academic advising meetings per semester:

"Through academic advising services, we can monitor our students at least four times in one semester. We provide academic advisors for students as a support system, to provide more motivation for students to complete their studies, to show how they can manage their time, how they can complete assignments besides the other services that we have provided for them." (a midwifery program's head)

#### **4.3. The management of Academic Advising**

In the management of academic advising, a similarity is found in that the number of students who will be advised by an academic advisor is found by dividing the number of midwifery active students by the number of academic advisors assigned at the D-III Midwifery study program. The D-III Midwifery program will try to share an equal number of students for the academic advisors every academic year and one academic advisor may advise 10 to 15 students. The management of academic advising applied for the midwifery students at the three HEIs is the same as for the other study programs in the HEIs. All students at the three HEIs are assigned academic advisors who are the faculty members of their study programs. The academic advisors will be with the students from the beginning of their study until they graduate except if the academic advisors are moved to the other study programs or resign from the HEIs. If this happens, the study program will appoint new academic advisors for the students. The research also found that to manage academic advising well all three HEIs ask the students to actively contact their academic advisors to make appointments for their meetings and share their problems. At all the HEIs as the research locations, the topic of the first academic advising meeting between academic advisors and the students is about introduction or getting information about the students' personal, family, and school backgrounds. In this meeting, academic advisors will also ask about the contact person of the students if something happened or if there are things related to the student that need to be communicated. Unfortunately, the research found that all three HEIs do not have any special rooms for academic advisors and their advisees to meet. They usually use the room provided to the advisors as the faculty members in the study programs or using any available room such as at the library.

A Coordinator is appointed by the Head of the Midwifery Department to manage and supervise activities and services provided to midwifery students in academic or student affairs. At PKB, the research found that the coordinator responsible for planning, implementing, monitoring, and evaluating the academic advising services is the Student Affairs Coordinator of the Midwifery Department. This individual is a faculty member with an additional administrative role in student affairs. In carrying out these responsibilities, the coordinator collaborates with and is supported by the faculty and the Head of the Midwifery Department. At UNISM, the planning, execution, monitoring, and evaluation of the academic advising program are overseen by the Academic Affairs Coordinator of the D-III Midwifery Program, who is also a midwifery faculty member with additional administrative duties in academic affairs. Meanwhile, at SAP, the management of academic advising is handled by the Vice Director of Student Affairs, in collaboration with the Student Affairs Coordinator.

Several other differences were observed in the management of academic advising across the three higher education institutions (HEIs). At PKB, the academic advisors and academic advising meetings are managed and supervised by the Student Affairs Coordinator of the Midwifery Department. This individual also serves as the primary liaison, coordinating student-related matters with faculty members, the D-III Midwifery Study Program, the Midwifery Department, the university's student affairs office, and midwifery students' parents. One of the Coordinator's responsibilities is to assign academic advisors among the midwifery faculty. Before the start of a new semester, the coordinator assesses the number of newly admitted and active midwifery students to determine how many advisees each academic advisor will oversee. The distribution of students is managed to ensure an equitable number of advisees per academic advisor. Additionally, the Coordinator collaborates with the Head of the Midwifery Department to issue official appointment letters for faculty members serving as academic advisors. The coordinator also aids academic advisors and supervises academic advising meetings to ensure students receive adequate support. If faculty members

or students encounter difficulties, the coordinator serves as the point of contact, liaising with academic advisors and relevant stakeholders to resolve issues.

At UNISM, the process of appointing academic advisors and managing academic advising is similar to that at PKB. However, the key distinction is that, at PKB, the Student Affairs Coordinator oversees academic advising, whereas, at UNISM, the Academic Affairs Coordinator of the D-III Midwifery Study Program is responsible for these services. This distinction stems from UNISM's perspective that academic advising falls under the scope of academic affairs. Consequently, the university assigns a faculty member specializing in academic affairs to oversee and supervise academic advisors. The Academic Affairs Coordinator communicates and collaborates with academic advisors, the Head of the D-III Midwifery Program, and the Head of the Midwifery Department. If student-related issues arise, the coordinator works with relevant stakeholders, such as student affairs staff, the Head of the D-III Midwifery Program, or the university's counseling office, to find appropriate solutions.

At SAP, academic advising is directly managed by the Vice Director of Student Affairs, who is responsible for appointing, managing, and supervising academic advising services across all study programs at the institution. In the event of a student-related issue, the Vice Director collaborates with the Vice Director of Academic Affairs and other relevant parties, including the student's parents, to address concerns effectively.

Another notable difference in academic advising management among the three HEIs is the use of information systems to facilitate academic advising meetings. At PKB and SAP, academic advising is conducted exclusively through face-to-face meetings between Academic advisors and their advisees. In contrast, UNISM employs a hybrid system, incorporating both online and offline academic advising services. Since the COVID-19 pandemic, UNISM has adopted a hybrid approach to teaching and learning, including academic advising. The university utilizes an academic information system called Sistem Informasi Akademik (SIAKAD) to manage students' academic affairs, including interactions with their academic advisors. Through SIAKAD, students can schedule academic advising appointments online or offline, as well as submit consultation topics in advance, allowing academic advisors to prepare relevant guidance.

To monitor and evaluate academic advising services, all three HEIs implement similar evaluation mechanisms, including quality assurance monitoring and evaluation by their respective academic programs and institutions, study program coordination meetings, and student satisfaction surveys. One research informant described the evaluation process as follows:

"We have regular meetings every semester. We do coordination meetings to share various updates, including about our students' situations. We also have meetings with the students' parents at the end of the semester where Academic advisors share about the students' progress with the parents. The meetings are very useful to collaborate to help students' success not only between academic advisors and the study programs but also with the students' parents." (A vice director of student affairs).

#### **4.4. Monitoring from academic advisors to the students**

The research found similarity that at the three HEIs, the monitoring from academic advisors to their advisee covers not only related to their academic performance but also their nonacademic issues. All three HEIs are concerned with the success of midwifery students not only in academics but also in their lives as college students, for example, whether the students participate in extracurricular activities, join student organizations, or attend any positive events such as seminars, webinars, or workshops. Academic advisors at the three HEIs are also concerned about their students' personal lives such as their physical and mental health. Academic advisors do their monitoring through the academic advising meetings they have with the students. The minimum four times meetings are one of the ways in which academic advisors can get in contact with their advisees. All Academic advisors at the three HEIs write or record the topics and the results of their meetings with the students. However, a difference was found in that academic advisors at PKB and SAP write the results of their meetings in the Academic Advising Log Book while academic advisors at UNISM write the results of their meetings in their information system. At PKB and SAP, the monitoring from Academic advisors to the students regarding their academic advising is from the notes they have in the logbook. Their notes in the book show the number of meetings they have with the students, the students' problems, the person who they can contact and collaborate with to solve the students' problems, the progress and the results. The logbooks are kept by the students and have to be brought with them whenever they see their academic advisors. At UNISM, Academic advisors will monitor their students from the notes they have in the information system related to the same things done at PKB and SAP which are the academic advising meetings, the students' problems, the people they contact and collaborate with as well as the progress of the students.

Communication and information with student affairs and academic affairs personnel related to the students is also the way academic advisors can monitor the students. Academic advisors at the three HEIs maintain close communication with the academic and student affairs personnel regarding their advisees' learning process on campus as well as in the clinical fields when the students have their clinical practice. Academic advisors have to monitor their students' study progress, especially with all the requirements of examinations that are met by students. If a problem is found with the student, such as her absence from the learning process on campus or in the clinical field, the academic or student affairs personnel will inform the academic advisors and together they will try to find out the cause and the solution

for the problem. The communication and information between academic advisors and the academic or student affairs personnel are also done by having a WhatsApp group. This social media group allows communication and information can be shared effectively. A WhatsApp group is also made by the academic advisors with their advisees so that they can communicate, share information, and monitor the students better. It is also found that through WhatsApp academic advisors can provide advice and guidance to their advisees when they cannot meet them in person. The obligation of academic advisors to monitor their advisees is stated by one of the informants as below:

“Academic advisors have to monitor their advisee especially regarding their progress to meet all the requirements of examinations. That is why Academic advisors’ responsibilities for student success are very big. As a person who has the closest relation to the student, with minimum four times meetings with her advisee the academic advisor will be able to monitor the student’s study progress through their interactions.” (A student affairs personnel)

#### 4.5. Coordination to solve student’s problems

At all three HEIs, a common approach is observed: when a student faces academic or non-academic issues, academic advisors collaborate with academic and student affairs personnel to find solutions. This collaboration involves key stakeholders, such as the head of the midwifery department, the D-III midwifery study program, the vice director of student affairs, student support units, and the student’s parents, ensuring comprehensive assistance.

The study also found that all three HEIs conduct regular evaluations of student services. During these meetings, student issues are discussed to determine the best solutions. However, differences exist in the availability of human resources and facilities for addressing student problems. At PKB and SAB, students requiring psychological support or counseling are referred to external counselors or psychologists. In contrast, UNISM has an in-house counselor and a psychologist who assess, diagnose, and assist students in collaboration with midwifery academic and student affairs personnel, who closely monitor their progress.

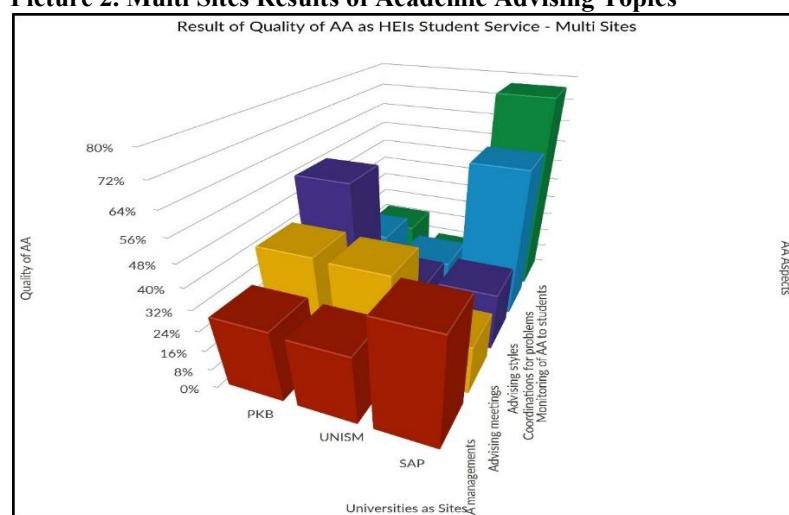
Regarding the healthcare facilities, UNISM and SAB provide on-campus clinics where students with health issues can receive medical attention. At PKB, which lacks an on-campus clinic, students must seek medical care outside the university. Another distinction is the approach to home visits. At PKB and SAB, student affairs personnel visit students at their residences, sometimes accompanied by academic advisors, to better understand and address their concerns. This close collaboration helps identify the root causes of student issues and develop effective solutions.

The research also revealed that all three HEIs follow a structured approach to student support. Initially, academic advisors attempt to resolve issues independently or by collaborating with academic and student affairs personnel or the student’s parents. If the problem persists, it is escalated to the Midwifery Department. More serious issues, particularly those involving sanctions or policy decisions, are handled at the directorate level. One informant described this coordination process as follows:

“We give academic advisors authorities to guide and advise their advisee as well as to help them with their problems, especially the problems that can give impact at their success of study. Sometimes we found that their problems are related to their attitudes, misconduct such as in using social media. So, we have stages in solving the problems from academic advisors, the student affairs personnel up to sending letter to the student’s parents and ask them to meet us in campus to talk and solve the problems.” (A head of midwifery program)

This research found that, among the 45 informants, the three HEIs showed varying percentages in discussing the five topics. As shown in Picture 2, informants from PKB most frequently mentioned academic advising styles. At SAP, discussions focused primarily on academic advising management, coordination for student issues, and academic advisor monitoring. Meanwhile, informants from PKB and UNISM discussed advising meetings at nearly equal rates. The results of AA quality as HEIs student service in multi-sites are shown in Picture 2.

**Picture 2. Multi Sites Results of Academic Advising Topics**



## 5. DISCUSSIONS

The findings of this research show that academic advising is a crucial measure for HEIs to support student success, as it enhances academic performance and student retention (Chiteng Kot, 2014; Larson et al., 2018), making it an essential component of HEI's support systems (Mathew & Ibrahim, 2023). The finding also shows that the academic advising style used by the midwifery lecturers is the developmental advising style which is not only giving advice regarding the student's academic matters but also non-academic and personal issues of the students. This style creates a deep relationship between Academic advisors and their students. Academic advisors who provide developmental academic advising style will be focusing on students as the whole persons with their various achievements and problems. The findings of the research are in line with the opinion that academic advising using a developmental approach pays attention to various aspects of student life (Drake, 2011) where academic advisors can develop the student's skills and self-awareness that are useful for their educational process in higher education (Teasley & Buchanan, 2013). Academic advising with a developmental approach is based on theories related to students' personal, cognitive, career, and psychological development (Harris, 2018). The findings of this research also indicate that academic advisors who use a developmental advising style play a significant role in the success of D-III Midwifery students. For many students, enrolling in the D-III Midwifery Study Program is their first experience in higher education and exposure to a hospital environment. They often struggle with the challenges of studying midwifery, which can lead to concerns, decreased motivation, and heightened stress—particularly during clinical training (Rezaei et al., 2020) although clinical mentors are available during their placements (Adnani et al., 2022a).

The findings on academic advising meetings, held at least four times, reflect the commitment of midwifery lecturers to supporting their students' success both academically and personally. This research aligns with previous studies that highlight the crucial role of academic advisors in fostering student success in Indonesian HEIs (Fakhruddin & Safranti, 2017). Indonesian HEIs aim to support student success by ensuring that academic advisors provide intensive guidance, helping students meet all requirements to progress to the next level of education. This finding aligns with Tinto's Student Integration Theory, which highlights the role of HEIs in supporting student retention (Tinto, 2017). Through academic advising, the academic advisors show their quality not only in their professional competencies as lecturers but also in their social and personal competencies in the D-III Midwifery Study Program, as one of the determining factors for the quality of midwifery education in Indonesia (Adnani et al., 2018b). The frequent academic meetings will also show meaningful support from the midwifery lecturers. Understanding the conditions and motivation of students who have chosen midwifery study programs has an influence on student study completion rates (Carolan & Kruger, 2011). It is also the way to keep a good relationship between lecturers and students that contributes to student's satisfaction with HEI (Siming et al., 2015) and the importance of listening to the students' experience which is proven to support student success (Oates et al., 2020).

This research finding of academic advising management has shown the major roles played by HEIs in preparing students for their professional lives not only through providing quality education but also by having functions as institutions that help students develop the skills, knowledge, and competencies needed for success (Adha et al., 2024). HEIs in Indonesia play a strategic role in producing skilled, creative, and high-quality human resources (Supriyanto et al., 2020). However, they continue to undergo reforms, such as offering flexible, student-oriented education to enhance the quality of higher education (Kemenristekdikti, 2016) and improving student services (Cahyono et al., 2020). This research found that all HEIs offering D-III midwifery programs actively provide academic advising services to support student success. Additionally, academic advising, as part of planned and structured student services, significantly influences students' intellectual and character development at all education levels (Maisyaroh et al., 2023). The findings also reflect HEIs' commitment to enhancing student academic performance (Burhanuddin et al., 2024; Supriyanto et al., 2020). Student services, including academic advising, counseling, career guidance, and extracurricular activities, contribute to creating supportive learning environments that foster student success (Tull & Kuk, 2012).

The research found that academic advisors closely monitor their students through regular, scheduled meetings—held at least four times per semester—which are recorded in a logbook or an information system. This monitoring covers both academic performance and non-academic aspects. Academic advisors also maintain communication with student affairs and academic affairs personnel as part of their monitoring efforts.

At all HEIs, communication between academic advisors, students, and academic/student affairs personnel occurs both offline and online. Online communication is facilitated through information technology, such as learning management systems and social media platforms like WhatsApp. This finding highlights how the post-COVID-19 situation in Indonesia has influenced academic advising, shifting communication, information-sharing, and student monitoring toward digital platforms. The use of information technology during the pandemic proved highly effective in facilitating interactions between academic advisors and students, making it a valuable tool for academic advising (Hu, 2020). Academic advising through technology-mediated communication, such as virtual connections via smartphone notifications or social media, enhances flexibility in the advisor-student relationship. It also ensures continuous support, contributing to student success (Hu, 2020; Van et al., 2020). However, online academic advising will be

effective only if HEIs provide a well-functioning information system and digital platforms while ensuring that academic advisors have the necessary skills to use the technology effectively (Khadijah et al., 2023).

The research findings on coordination to address student problems at the HEIs reveal that it involves collaboration between academic advisors and student affairs or academic affairs personnel. If issues cannot be resolved at this level, with the assistance of student or academic affairs staff, the matter is escalated to the head of the midwifery department, the D-III midwifery study program, the vice director of student affairs, or the student support unit. Additionally, all HEIs in this study involve students' parents in efforts to resolve student issues.

The research also found that HEIs conduct regular evaluations of the student services provided, including the monitoring and evaluation of academic advising. Monitoring and evaluating student services is crucial for ensuring total quality assurance in higher education. All levels of HEI management, including the provision of academic advising as part of student services, need to monitor and evaluate these services to ensure quality education and the future success of graduates (Buhanuddin & Supriyanto, 2018). The quality of graduates, particularly those from the D-III Midwifery Study Program, is closely linked to their characteristics and readiness to enter the workforce, as expected by stakeholders (Fitrah et al., 2018). Study programs, including the D-III Midwifery program, must continuously monitor and evaluate the programs they offer to maintain their quality. This is essential for improving the quality of education in Indonesia and producing skilled human resources (Argadinata et al., 2024).

## 6. CONCLUSIONS

This research demonstrates that Poltekkes Kemenkes Banjarmasin (PKB), Universitas Sari Mulia (UNISM), and STIKES Abdi Persada (SAP) all offer academic advising as part of their student services to support the success of D-III Midwifery students. The academic advising follows a developmental advising style, with midwifery lecturers serving as academic advisors. At least four advising meetings per semester are held to monitor and assess students' personal and academic progress. The management, monitoring, and evaluation of academic advising are carried out through coordinated efforts to assist students in addressing their challenges.

While there are commonalities in the academic advising practices across the three HEIs, a significant difference is found in UNISM, which offers both offline and online academic advising and provides on-campus counseling services through a psychologist and counselor. This distinction is due to the relatively smaller size and limited human resources at PKB and SAP.

This study contributes to the academic advising and student success literature by offering valuable insights into how academic advising is implemented to support student success in midwifery programs at diverse higher education institutions in Indonesia.

## REFEENCES:

1. Abasimi, E., Atindanbila, S., Mahamah, M. M., & Gai, X. (2015). The Experience of Stress among Nursing Students in Nursing Training Colleges in Tamale , Ghana. 5(2), 89–97. <https://doi.org/10.5923/j.ijpbs.20150502.06>
2. Abumaloh, R. A., Alghamdi, A. I., Azzam, N., & Abdulraheem, A. R. Al. (2021). Management of Academic Advising in Higher Educational Institutions during COVID-19 Pandemic. Management Science Letters, 11, 1659–1666. <https://doi.org/10.5267/j.msl.2020.12.006>
3. Adha, M. A., Wolor, C. W., Maisyarah, Mustiningsih, & Ansar, R. (2024). Student career centers measurement scale in higher education: exploratory and confirmatory factor analysis. International Journal of Evaluation and Research in Education , 13(4), 2259–2268. <https://doi.org/10.11591/ijere.v13i4.28632>
4. Adnani, Q. E. S., Gilkison, A., & McAra-Couper, J. (2022a). Strengthening midwifery education through clinical experience: Findings from a qualitative study in Indonesia. Women and Birth, 35(1), 87–95.
5. <https://doi.org/10.1016/j.wombi.2021.03.002>
6. Adnani, Q. E. S., Gilkison, A., & McAra-Couper, J. (2022b). The interplay of structural and external factors for strengthening midwifery education in Indonesia. Sexual and Reproductive Healthcare, 33. <https://doi.org/10.1016/j.srhc.2022.100734>
7. Adnani, Q. E. S., McAra-Couper, J., & Gilkison, A. (2018a). Partnerships to strengthen midwifery education: findings from a qualitative study in Indonesia. Women and Birth, 31(2018), S17–S18. <https://doi.org/10.1016/j.wombi.2018.08.058>
8. Adnani, Q. E. S., McAra-Couper, J., & Gilkison, A. (2018b). The Symphony Orchestra of Midwifery Education in Indonesia: A Discussion paper. 58–61.
9. Alisjahbana, A., & Murniningtyas, E. (2018). Tujuan Pembangunan Berkelanjutan di Indonesia: Konsep Target dan Strategi Implementasi. Unpad Press.
10. Argadinata, H., Wiyono, B. B., & Imron, A. (2024). RISK MANAGEMENT OF LEGAL ENTITY COLLEGE : EXPLORING RISK PROCESS WITH INTERNAL CONTROL IN REALIZING WORLD. Community Practitioner, 21(09), 620–638. <https://doi.org/10.5281/zenodo.13833197>

12. Asyraf, M., Kassim, M., Abdullah, M. S., Mashumi, W., Mustafa, W., & Yahya, A. K. (2020). Staring at A Career Crossroad: Exploring Choosiness Behaviour Among Malaysia First-Time Job Seekers. *Journal of Social Science and Humanities*, 3(5), 23–28. <https://doi.org/10.26666/rmp.jssh.2020.5.4>

13. Auguste, E., Packard, B. W.-L., & Keep, A. (2018). Nontraditional Women Students' Experiences of Identity Recognition and Marginalization During Advising. *NACADA Journal*, 38(2), 45–60. <https://doi.org/10.12930/nacada-17-046>

14. Baker, V. L., & Griffin, K. A. (2010). Beyond mentoring and advising: Toward understanding the role of faculty "developers" in student success. *About Campus*, 14(6), 2–8. <https://doi.org/10.1002/abc.20002>

15. Bapennas. (2021). Tujuan-3. Kehidupan Sehat dan Sejahtera. <http://sdgs.bappenas.go.id/dashboard/>

16. Bogdan, R. C., & Biklen, S. K. (2007). Qualitative Research for Education An Introduction to Theory and Methods. Pearson Education, Inc.

17. Brock, T. (2010). Young adults and higher education: Barriers and breakthroughs to success. *Future of Children*, 20(1), 109–132. <https://doi.org/10.1353/foc.0.0040>

18. Burhanuddin, B., Ben, F., Supriyanto, A., Sunandar, A., Sunarni, S., & Sumarsono, R. B. (2024). Effects of university organizational culture on student academic behavior in Indonesia. *International Journal of Educational Management*, 38(2), 549–567. <https://doi.org/10.1108/IJEM-11-2023-0553>

19. Burhanuddin, B., & Supriyanto, A. (2018). The Use of TQM as A Model to Improve University Performance in Indonesia. *International Research-Based Education Journal*, 1(2), 108. <https://doi.org/10.17977/um043v1i2p108-114>

20. Cahyono, Y., Purwanto, A., Nurul Azizah, F., Wijoyo, H., Sihotang, M., & Sugianto, A. (2020). Impact of Service Quality, University Image and Students Satisfaction Towards Student Loyalty: Evidence From Indonesian Private Universities. August. <https://doi.org/10.31838/jcr.07.19.454>

21. Carolan, M., & Kruger, G. (2011). Undertaking midwifery studies: Commencing students' views. *Midwifery*, 27(5), 642–647. <https://doi.org/10.1016/j.midw.2009.10.002>

22. Chan, Z. C. Y. (2016). A qualitative study of freshmen's and academic advisors' perspectives on academic advising in nursing. *Nurse Education in Practice*, 18, 23–29. <https://doi.org/10.1016/j.nepr.2016.02.010>

23. Chiteng Kot, F. (2014). The Impact of Centralized Advising on First-Year Academic Performance and Second-Year Enrollment Behavior. *Research in Higher Education*, 55(6), 527–563. <https://doi.org/10.1007/s11162-013-9325-4>

24. Clohessy, N., McKellar, L., & Fleet, J. (2019). Bounce back- bounce forward: Midwifery students experience of resilience. *Nurse Education in Practice*, 37(April), 22–28. <https://doi.org/10.1016/j.nepr.2019.04.011>

25. Creswell, J. W., & Creswell, J. David. (2018). *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.

26. Culp, M. M., & Dungy, G. J. (2012). Building a Culture of Evidence in Student Affairs (First). the National Association of Student Personnel Administrators (NASPA), Inc.

27. Drake, J. K. (2011). The role of academic advising in student retention and persistence. *About Campus*. <https://journals.sagepub.com/doi/full/10.1002/abc.20062>

28. Fakhruddin, F., & Safrianti, E. (2017). Pelayanan Penasehat Akademik (Pa) Dalam Meningkatkan Prestasi Mahasiswa. Al-Idarah: Jurnal Manajemen Dan Administrasi Islam, 1(1), 105. <https://doi.org/10.22373/al-idarah.v1i1.1543>

29. Fitrah, M., Ruslan, ., & Hendra, . (2018). Urgensi Sistem Penjaminan Mutu Internal Terhadap Peningkatan Mutu Perguruan Tinggi. *Jurnal Penjaminan Mutu*, 4(1), 76. <https://doi.org/10.25078/jpm.v4i1.400>

30. Fitria, R., Nugraha, N. D., Mahanani, S. W., Daramatasia, W., & ... (2023). Pendidikan Kebidanan (Issue Query date: 2023-12-26 07:20:43). <https://books.google.com/books?hl=en&lr=&id=oAHVEAAAQBAJ&oi=find&pg=PA5&dq=pendidikan+bidan+k ebidanan+midwifery&ots=3gy5p4t3w2&sig=P0ydSNm556qwrRSCA7yDrksA2ew>

31. Folkvord, S. E., & Risa, C. F. (2023). Factors that enhance midwifery students' learning and development of self-efficacy in clinical placement: A systematic qualitative review. *Nurse Education in Practice*, 66(November 2022). <https://doi.org/10.1016/j.nepr.2022.103510>

32. Harris, T. A. (2018). Prescriptive vs. Developmental: Academic Advising at a Historically Black University in South Carolina. *NACADA Journal*, 38(1), 36–46. <https://doi.org/10.12930/nacada-15-010>

33. Hatch, D. K., & Garcia, C. E. (2017). Academic advising and the persistence intentions of community college students in their first weeks in college. *The Review of Higher Education*. <https://muse.jhu.edu/article/650169/summary>

34. Hu, X. (2020). Building an Equalized Technology-Mediated Advising Structure: Academic Advising at Community Colleges in the Post-COVID-19 Era. *Community College Journal of Research and Practice*, 44(10–12), 914–920. <https://doi.org/10.1080/10668926.2020.1798304>

35. Jaradat, M. S., & Mustafa, M. B. (2017). Academic Advising and Maintaining Major: Is There a Relation? *Social Sciences*. <https://www.mdpi.com/2076-0760/6/4/151>

36. Kemenristekdikti. (2016). Puspawarna Pendidikan Tinggi Indonesia (pp. 22, 83).

37. Kementerian Kesehatan RI. (2011). Kurikulum Inti Pendidikan D3 Kebidanan.

38. Kementerian Kesehatan RI. (2019). Undang-Undang Tentang Kebidanan No 4 Tahun 2019. In Kementerian Kesehatan Republik Indonesia (Issue 004078, pp. 1–54). [https://www.ibi.or.id/lawxharf.html/article\\_view/D20190409001/undang-undang-tentang-kebidanan-no-4-tahun-2019.html](https://www.ibi.or.id/lawxharf.html/article_view/D20190409001/undang-undang-tentang-kebidanan-no-4-tahun-2019.html)

39. Khadijah, S., Budi Wiyono, B., Rasyad, A., & Sobri, A. Y. (2023). Replacing Face-To-Face With Online Meetings: Public and Private University Students' Satisfaction on Academic Advising During Covid-19 Pandemic. *Pegem Journal of Education and Instruction*, 14(1), 270–283. <https://doi.org/10.47750/pegegog.14.01.30>

40. Kinzie, J., & Kuh, G. (2017). Reframing Student Success in College: Advancing Know-What and Know-How. *Change: The Magazine of Higher Learning*, 49(3), 19–27. <https://doi.org/10.1080/00091383.2017.1321429>

41. Kireeva, N., Slepenkova, E., Shipunova, T., & Iskandaryan, R. (2018). Competitiveness of higher education institutions and academic entrepreneurship. *Espacios*, 39(23).

42. Kuh, G.D. (2008). Advising for student success. In V.N. Gordon, W.R. Habley, & T.J. Grites (Eds.), *Academic advising: A comprehensive handbook* (2nd ed.). Jossey-Bass.

43. Kuh, George D. (2011). Student Success. In *Student Services A Handbook for the Profession* (5th ed., pp. 257–69). Jossey-Bass.

44. Kuh, George D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2005). *Student Success in College: creating conditions that matter*. Jossey-Bass.

45. Kusyana, D. N. B., Purwaningrat, P. A., & Sunny, M. P. (2020). Peran Kualitas Layanan Dalam Menciptakan Loyalitas Mahasiswa Fakultas Ekonomi Bisnis dan Pariwisata Universitas Hindu Indonesia. *Jurnal Widya Manajemen*, 2(1), 10–27. <https://doi.org/10.32795/widyamanajemen.v2i1>

46. Larasati, P. (2018). Analisis Faktor Motivasi Mahasiswa Memilih Stikes (Sekolah Tinggi Ilmu Kesehatan). *Jurnal Manajemen Dan Supervisi Pendidikan*, 2(2), 97–101. <https://doi.org/10.17977/um025v2i22018p097>

47. Larson, J., Johnson, A., Aiken-Wisniewski, S. A., & Barkemeyer, J. (2018). What is Academic Advising? An Application of Analytic Induction. *NACADA Journal*, 38(2), 81–93. <https://doi.org/10.12930/0271-9517-38.2.81>

48. Logli, C. (2016). Higher Education in Indonesia: Contemporary Challenges in Governance, Access, and Quality. *The Palgrave Handbook of Asia Pacific Higher Education*, 1–691. <https://doi.org/10.1057/978-1-137-48739-1>

49. Maisyaroh, M., Untari, S., Chusniyah, T., Adha, M. A., Prestiadi, D., & Ariyanti, N. S. (2023). Strengthening character education planning based on Pancasila value in the international class program. *International Journal of Evaluation and Research in Education*, 12(1), 149–156. <https://doi.org/10.11591/ijere.v12i1.24161>

50. Martasubrata, N., & Suwatno, S. (2016). Mutu Layanan Akademik Sebagai Determinan Kepuasan Mahasiswa. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 136. <https://doi.org/10.17509/jpm.v1i1.3266>

51. Mathew, B. J., & Ibrahim, O. A. (2023). Effective advising: How does academic advising influence student learning outcomes in higher education institutions in Oman? *Cogent Education*, 10(1). <https://doi.org/10.1080/2331186X.2023.2197663>

52. Maulani, G. A. F., & Hamdani, N. A. (2019). The influence of information technology and organizational climate on the competitiveness of private universities in Indonesia. *International Journal of Recent Technology and Engineering*, 8(1 S), 142–145.

53. Naylor, R. (2017). First year student conceptions of success : What really matters ? 8(2), 9–19. <https://doi.org/10.5204/ssj.v8i2.377>

54. Nugroho, Y. (2024). Pembentukan dan Pengembangan SDGs Center. In Kementerian PPN/Bappenas. <https://sdgs.bappenas.go.id/jejaring/sdgs-center-pt/>

55. Oates, J., Topping, A., Watts, K., Charles, P., Hunter, C., & Arias, T. (2020). 'The rollercoaster': A qualitative study of midwifery students' experiences affecting their mental wellbeing. *Midwifery*, 88. <https://doi.org/10.1016/j.midw.2020.102735>

56. PPSPD Kesehatan. (2019). Grand Design Politeknik Kesehatan Kemenkes.

57. Ratnasari, E., Permadi, W., & Himanto, D. (2019). E-Monitoring Interaktif Meningkatkan Refleksi Diri, Motivasi belajar dan Hasil Belajar Mahasiswa DIII kebidanan. *Jurnal Imiah Kesehatan*, 7(3), 97–107.

58. Rezaei, B., Falahati, J., & Beheshtizadeh, R. (2020). Stress, stressors and related factors in clinical learning of midwifery students in Iran: A cross sectional study. *BMC Medical Education*, 20(1), 1–10. <https://doi.org/10.1186/s12909-020-1970-7>

59. Saifudin, M F. (2018). Pola pembimbingan Akademik Dosen Wali Sebagai Upaya Efektivitas Masa Studi Mahasiswa. *Jurnal Manajemen, Kepemimpinan Dan Supervisi Pendidikan (JMKSP)*.

60. Saifudin, M Fakhrur. (2018). Pola Pembimbingan Akademik Dosen Wali Sebagai Upaya Efektivitas Masa Studi Mahasiswa. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 3(2), 149–160. <https://jurnal.univpgri-palembang.ac.id/index.php/JMKSP/article/view/1854>

61. Sidebotham, M., Fenwick, J., Carter, A., & Gamble, J. (2015). Using the five senses of success framework to understand the experiences of midwifery students enroled in an undergraduate degree program. *Midwifery*, 31(1),

201–207. <https://doi.org/10.1016/j.midw.2014.08.007>

62. Siming, L., Gao, J., & Xu, D. (2015). Factors leading to students' satisfaction in the higher learning institutions. *Journal of Education and Practice*, 6(31), 114–118.

63. Songkaeo, T. (2016). Defining Higher Education Issues and Challenges in Southeast Asia/ASEAN withing the International Context Literature Review. May.

64. Sriyani, A., & Rosadi, R. (2015). Hubungan Peran pembimbing Akademik dengan hasil Belajar Mahasiswa Tingkat II D III Kebidanan STIKES Ranah Minang Tahun 2014. XV(1).

65. Strayhorn, T. L. (2008). How College Students' Engagement Affects Personal and Social Learning Outcomes. *Journal of College and Character*, 10(2). <https://doi.org/10.2202/1940-1639.1071>

66. Suprihatin, T. (2016). Kepuasan mahasiswa terhadap pembimbing akademik. *Proyeksi*, 11(1), 36–45.

67. Supriyanto, A., Rochmawati, & Djum Noor Benty, D. (2020). Kaizen: Quality Improvement Innovation Higher Education in the Industrial Revolution 4.0. January 2019. <https://doi.org/10.2991/coema-19.2019.23>

68. Symaco, L. P., & Tee, M. Y. (2019). Social responsibility and engagement in higher education: Case of the ASEAN. *International Journal of Educational Development*, 66(August), 184–192. <https://doi.org/10.1016/j.ijedudev.2018.10.001>

69. Tasalim, R., Rochmawati, E., Wardaningsih, S., & Sari, K. N. (2018). Identifikasi Kebutuhan Mahasiswa Dalam Layanan Bimbingan Akademik di STIKES Sari MULia.

70. Teasley, M. L., & Buchanan, E. M. (2013). Capturing the Student Perspective : A New Instrument for Measuring Advising Satisfaction. 33(2), 4–15. <https://doi.org/10.12930/NACADA-12-132>

71. Tinto, V. (2017). Feature Article Reflections on Student Persistence. 8(2), 1–8. <https://doi.org/10.5204/ssj.v8i2.376>

72. Tull, A., & Kuk, L. (2012). New Realities in the Management of Student Affairs Emerging Specialist Roles and Structures for Changing Times (First Edit). Stylus Publishing, LLC.

73. Ulfatin, N. (2017). Metode Penelitian Kualitatif Di Bidang pendidikan metode dan aplikasinya. Media Nusa Creative.

74. Van, N. T., Said, H., Nor, F. M., Rameli, M. R. M., & ... (2020). REMOTE ONLINE ACADEMIC ADVISING DURING THE COVID-19 PANDEMIC: A MALAYSIAN PUBLIC UNIVERSITY EXPERIENCE. In PalArch's Journal of .... <https://www.archives.palarch.nl/index.php/jae/article/download/2501/2441>

75. Wiliana, E. (2018). Analisis Faktor-Faktor Yang Mempengaruhi Keputusan Mahasiswa Dalam Memilih Program Studi Di Fakultas Ilmu Kesehatan Universitas Muhammadiyah Tangerang. *Jurnal JKFT*, 3(1), 71. <https://doi.org/10.31000/jkft.v3i1.1019>

76. Wilson, R., Eva, K., & Lobb, D. K. (2013). Student attrition in the Ontario midwifery education programme. *Midwifery*, 29(6), 579–584. <https://doi.org/10.1016/j.midw.2012.04.015>

77. Yin, R. K. (2003). *Case Study Research: Design and Methods* (3rd ed.). SAGE Publications Inc.

78. Yorke, M., & Longden, B. (2004). *Retention and Student Success in Higher Education*. MPG Books Limited, Bodmin, Cornwall.