The Academic Guidebook Development of Indonesian and Literature Education Department

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Article Info	Abstract
Keywords Academic Guidebook, Exploration, Focus Group Discussion	The present study aims to develop academic guidebook for the Indonesian Language and Literature Education Study Program (PBSI) of Faculty of Teacher Training and Education (FKIP) UST Yogyakarta. The developed product is relevant to the research guidelines (RIP) and the visions and missions of PBSI. The data were collected through observation and interviews and analyzed both descriptively qualitatively. The research procedures covered (1) Exploration / needs analysis (2) Development Phase (3) Testing Phase. Based on needs analysis, academic guidebook or manual is needed by the lecturers, students and educational staffs to carry out academic administrative services with clear and standard guidelines. The guidelines were developed by under the results of analyzing similar guidelines of other programs different university and referring to the UST statute and academic rules, as well as FKIP academic guidebook. The developed draft of the academic guidebook was validated by the Vice Rector for Academic Affairs, the Vice Dean for Academic Affairs, PBSI lecturers, and student representatives. After getting feedbacks from the validators, the draft was revised according to the given recommendations. The revised draft was presented in the Focus Group Discussion to be established as the final draft of Academic Guidebook for PBSI FKIP UST. ***Keywords: Academic Guidebook, Exploration, Focus Group Discussion***

Introduction

In the framework of managing quality assurance, graduates, and accountability to the community, the Indonesian Language and Literature Education Study Program (PBSI) Study Program regularly conducts internal quality assurance (SPMI) and external quality assurance (SPME) through the accreditation of study programs implemented by the National Accreditation Board for Higher Education (BAN) -PT). At present the status of PBSI Study Program is accredited B based on SK BAN-PT Depdikbud RI Number 021 / BAN-PT / AKXV / S1 / VII / 2018. Therefore, PBSI has the right to conduct education, teaching and evaluation independently.

The objectives of the PBSI Study Program are:

1. Produce education graduates who are able to design, implement, and evaluate innovative learning tools in accordance with the development of science, technology, and art by implementing *niteni (*identify), *niroke (*imitate)*, and *nambahi* (modify) principles.
2. Produce research-based scientific works and publish them in reputed national and internationally accredited scientific journals.
3. Develop the potential that exists in the community that supports the implementation of Tamansiswa teachings, character building, and cultural development.
4. Preserve culture and develop national culture by paying attention to cultural diversity.
5. Expand cooperation / partnerships both nationally and internationally. (PBSI Borang, 2018: 5).

To achieve the first objective, PBSI needs to strengthen the implementation of the Four Principles of Higher Education (Caturdharma Perguruan Tinggi) by emphasizing learning and improving academic quality. Therefore, legal academic guidelines with academic rational are definitely needed. PBSI academic guidelines do not yet exist independently and legally because they still refer to the FKIP Academic Guidelines. Thus, PBSI Study Program needs to develop its specific Academic Guidebook.

Theoretical Review

Analysis of the Academic Guidebooks of other Universities

Academic guidebooks are guidelines for study programs in carrying out their academic activities, generally arranged in a book with various systematic variations with various chapters. For example, academic guidebook at PBSI Tidar Magelang University 2016 titled ""Buku Pedoman Akademik untuk Dosen dan Mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia" has the systematic arrangement consisting of Chapter I Introduction, Chapter II Planning and Conducting Studies, Chapter III Syllabus, Chapter IV Guidelines for Lecture Process, Chapter V Guidelines for Evaluation and Assessment, Chapter VI Guidance for Students Consultation, Chapter VII Guidelines for Lecturers' Tasks and Manners, and Chapter VIII Guidelines Students Attitudes and Behavior. The proposed study strongly supports the implementation of the 2016-2020 Sarjanawiyata Tamansiswa University Research Plan (RIP) page 10, Section IIIC. Research Focus in the field of education emphasizes strategic issue such as character education which includes the concept of Tamansiswa. The focus of the study is elaborated in the 2017 flagship research topic of teacher training and education sciences, page 26, which includes (1) institutional research based on study programs; (2) applied research in accordance with the characteristics of the study program; (3) the implementation of Tamansiswa teachings for the instilling of character.

The academic guidebook of PBSI Sanata Dharma University titled "Panduan Akademik Program Studi Pendidikan Bahasa Indonesia" contains Chapter I History, Vision and Mission of the Indonesian Language Study Program, Chapter II Organizational Structure, Chapter III Study Planning Guidelines, Chapter IV Course Syllabus, Chapter V Guidelines for Lecture Process, Chapter VI Assessment of Learning Outcomes, Chapter VI Preparing Exam Questions/items, Chapter VIII of Final Assignment and Examination, Chapter IX Lecturers' Tasks and Manners, Chapter X Guidelines for Students Attitudes and Behavior, Chapter XI Facilities for Supporting Students' Learning and Activities.

Academic guidebook at Brawijaya University entitled "Pedoman Pendidikan Tahun Akademik 2016/2017 Fakultas Ilmu Budaya" has the following systematization: Chapter I Introduction, chapter II Educational Systems, chapter III Academic Administration, chapter IV Final Projects and Final Examination of Undergraduate Degree, chapter VI Academic Ethics and Rules ... and chapter XIII Indonesian Language and Literature Study Program (vision, mission, graduate profile, graduate competencies, curriculum, course description, and course flow).

The academic guide of FKIP UST entitled "Pedoman Akademik" contains Chapter I Introduction, Chapter II Vision, Mission, and Objectives of FKIP, Chapter III Curriculum, Chapter IV Organizing Education, Chapter V Quality Assurance, Chapter VI Transfer of Study Programs, Quit Study, and the Code of Ethics. The guide ends with references and attachments.

Research Road Map

The development of Academic Guidebook for PBSI FKIP UST strongly supports the implementation of the research plan or guidelines (RIP) of UST 2016-2020 page 10, Section IIIC. Research Focus on education in the field of strategic issues is on character education actualizing the concept of Tamansiswa values. The focus of the study is elaborated in the 2017 flagship research topic of teacher training and education sciences, page 26, which includes (1) institutional research based on study programs; (2) applied research in accordance with the characteristics of the study program; (3) the implementation of Tamansiswa teachings for the instilling of character. The scope of RIP that is strongly relevant is the scope of item (1) namely institutional research based on study programs.

Method

This study was conducted based on hierarchical and representation theory. Hierarchical theory is commonly used in the theory of composing laws. According to Bagir Manan, a good statutory regulation is based on at least 3 (three) things, which have a legal, sociological, and philosophical basis. Juridical basis is intended, the maker of the law or regulation must have authority. Sociological means that the regulation is a representation of the needs of the community. This law must have a basis or reference to a higher law.

Hierarchical theory of legal norms was proposed by Hans Kelsen who argues that legal norms are tiered and multi-layered in a hierarchical structure, where a lower norm applies and is sourced and based on higher norms, which cannot be traced further and is hypothetical and fictitious, namely the basic norm (Grundnorm).

According to Hans Kelsen, a legal norm is always sourced and based on the norms above it, but to the bottom of the legal norms it also becomes a source and becomes the basis for norms that are lower than that. In terms of the arrangement of a system / hierarchy of norms, the highest norm (Basic Norms) becomes the base of the norms that depend on it, so that if the Basic Norms change it will break the lower norm system (Maria Farida Indrati Soeprapto, 2010: 41).

On the basis of the above explanation, the form and substance of academic guidelines can be analogous to the text of the law in the narrow sense. Thus, hierarchical theory and representation theory can be used for the preparation and development of academic regulations or guidelines for PBSI FKIP UST. Therefore, the preparation of the PBSI Academic Guidebook is sourced from the Statute of the UST 2019, the Academic Guidebook of UST, and the Academic Guidelines of the FKIP 2018.
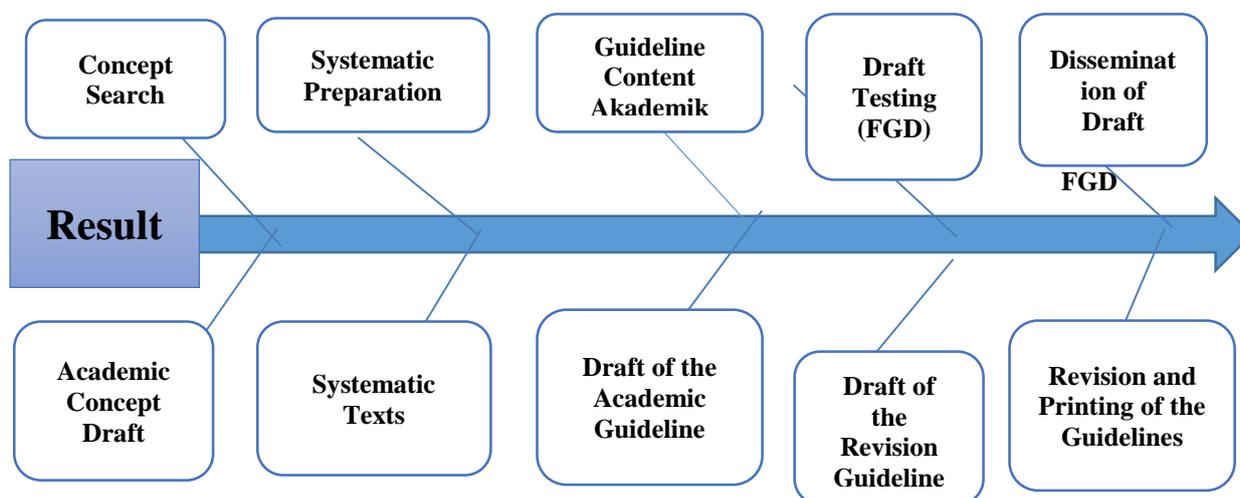

Figure 2 Research Phases

Data Collection Techniques

The data collection in the first phase involved observation, interviews, documents, and questionnaires. In phase II, observation, interviews, tests and documentation were used. Observation, interviews, tests, and questionnaires were utilized in stage III. To enrich rhe data, Focus Group Discussions (FGD) was also conducted. The purpose the FGD is to seek input to the development of the academic guidebook.

Data Analysis Technique

In analyzing the collected data, interactive qualitative model analysis (Miles & Hubermen, 1992-15-170) was employed. The data analyzed in the first stage are about (1) the need of developed academic guidelines; (2) supporting and inhibiting factors in preparing the draft (4) developing the draft of the academic guidelines which is analyzed in terms of systematic, content, and linguistic / communication aspects.

Result and Discussion

Need Analysis

Academic Guidebook is needed both administratively and academically. Administratively, the book is often needed in the accreditation of study programs. The existence of this document is very influential in the assessment of study program accreditation. In addition, academically, academic manuals are needed as guidelines for academic management related to the vision and mission of the study program, course structure, semester credit system, Midterm Test, Final Examination, minimum requirements for examinees in the presence of lectures, guidelines for assessment, guidelines for graduation, leave of absence, and transfer programs.

Aspiratively, academic guidelines are needed in accordance with the expectations of the academic community for the sake of legal/written policy. Therefore, the development process should involve lecturers and students to validate whether the contents of the academic guidebook are in accordance with existing expectations and

regulations and whether they are communicative. On linguistic aspect, the academic guidebook is also compiled from the accuracy of the language rules.

Supporting and Inhibitting Factors

There are both supporting and inhibiting factors during the development process of the academic guidebook of PBSI FKIP UST. The supporting factor deals with the availability of the academic guidebooks in faculty and university levels. The inhibiting factors cover: (1) there is a revision process on the academic guidebook of university level, (2) there has been no revised version of the faculty guidebook yet; it has given obstacles to the writers as the development refers to those two academic guidebooks (university and faculty levels), and (3) not every lecturer understands the significances of the academic guidelines.

Table 1 Need Analysis of the Develompent of PBSI Academic Guidebook

NO.	Type of Need	Percentage	Description
1	Academic	87,50	Lecturers and students need academic guidelines for legal certainty in written regulations
2	Administrative	89,00	Administrative staff need regulations that do not contradict faculty and university regulations
3	Communicative	70	Students need academic guidelines that are easy to understand
4.	Operational	81	Educational/administrative staffs need guidelines for executing instructions that are academic, clear, and communicative based on standardized guidelines.

Based on the observation or documentation, it is necessary to draw an outline of the academic guidebook. The outlines contain a framework for the contents of the academic guidebook as presented in table 2.

Table 2Outline of PBSI Academic Guidebook

Chapter	Content/coverage	Page
I	Introduction	5
II	Visions, missions, and objectives of PBSI	9
III	Curriculum	11
IV	Establishment of Education	19
V	Quality assurance	26
VI	Transfer of Study Programs, leave of absence, Quit Study, and Code of Ethics	27
VII	Closing	30
	References	31

The complete and detailed academic guideline draft was presented in a Focus Group Discussion (FGD) involving the relevant academic stakeholders of UST (university and faculty levels), PBSI lecturers, and student representatives.

The Development Phase

The development phase was done to design a prototype of PBSI Academic Guidebook. This phase involved Vice Rector I, Vice Dean I, PBSI lecturers and students as the subjects. The data gained in this phase were empirical information on the quality of the draft or prototype. The data were obtained through observation, documentation, tests, and interviews with the invited Vice Rector I, Vice Dean I, PBSI lecturers, and students. The results of the validation are presented in table 3.

Table 3.Validation of the Academic Guidebook

No	ASPECT	Validation Result Refering to the University Academic Guidebook		
		relevant	irrelevant	note
1.	Visions of PBSI	V		
2.	Missions of PBSI	V		
3.	Objectives of PBSI	V		
4.	Curriculum Desription	V		
5.	The developed affective competence	V		
6.	The developed cognitive competence	V		
9	The developed general skills competence	V		
10.	The developed special skills competence	V		
11.	Lecturers' duties			Implementing the Fourth Principles of Higher Education (caturdharma)
12.	Amount of credits to be taken by the students	V		Semester 1 defined, semester 2 and next based on the GPA
13.	Academis Supervision or Advisement	V		Conducted online and validated manually
14.	Study Program Planning	V		Developing Lesson Plan (RPS)
15	Learning management	V		Course Contract
16	Assessment	V		Online
17.	Rules of Credits	V		
18.	Final Task (skripsi/thesis)	V		Skripsi
19.	Graduation	V		Minimum 144 credits
20.	Quality assurance	V		Handled by the coordinator of the unit of Quality Assurance (GMP)
21	Transfer of Study Program	V		Agreed by the Head of (former) Study Program and accepted by the Head of (chosen) Study Program
22.	Leave of absence	V		
23	Quit Study	V		
	Transfer to other university	V		
	Lecturers Code Ethics	V		
	Students Code Ethics	V		

Validation was also given by a senior lecturer Drs. Basuki, M.Hum. On the instruments which consisted of 26 aspects, he gave feedback on aspect number 11 (*tridharma* which was then revised to *caturdharma*). Another aspect that he gave feedback was aspect 18 on the final project. Since there has no been any final project other than *skripsi* or thesis, there is no need to put another project in the guidebook. The last aspect given suggestion was aspect 20 which explains the Quality Assurance unit. When formerly this unit was coordinated by the Secretary of the Study Program, the validator mentioned there is already an assigned coordinator for the unit.

Validation by a student who had taken thesis exam was done by Rahayu Nurhasan. She did not give any note on the 26 aspect, which means the academic guidelines have significant relevance to the needs of students. On the interviews it was stated that the book is communicative, clear, and easily understood by the students. This was also evidenced by the readability test of the Academic Guidelines book to students by means of the Academic Guidelines book sent by e-mail and they were asked to give responses through interviews.

The next validations were given by the Vice Rector I (of academic affairs) and Vice Dean I (of academic affairs). The results of the validations revealed that the developed academic guidelines are in accordance with that of the university and faculty. The draft covers the necessary parts and and there is a specific rule on the thesis topic areas which include linguistics, literature, and teaching. Each area is handled by qualified lecturers in the field who have administrative and academic authority.

Conclusion

The Academic Guidebook for PBSI FKIP UST was developed based on the results of need analysis. The supporting factors of the development deal with the fact that the guidebook is needed by the lecturers, administrative staffs, and students in carrying out academic and administrative services. The constraints are due to the new academic regulations of the university, while there has been no revision of the academic guidelines in FKIP.

The prototype of the academic guidebook was validated by Vice Rector of the academic affairs, Vice Dean of the academic field, senior lecturers and student representatives. The revised version of the prototype was then disseminated in Focus Group Discussion to be officially established as the draft of the Academic Guidebook of the Indonesian Language and Literature Education Study Program at FKIP Sarjanawiyata Tamansiswa University.

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