



Employing SWOT Analysis to Uncover the Crucial Determinants of Academic Performance Among Non-residential Students at IAIN Lhokseumawe

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ABSTRACT

This research aims to elucidate the determinant factors that influence the performance of remote students at the State Islamic Institute (IAIN) Lhokseumawe. Framed within a descriptive qualitative research design, this study employs a case study approach as its primary data collection methodology. The underpinning factors influencing performance are gathered through an extensive document study. The findings derived from the performance study of IAIN Lhokseumawe students reveal that the determinants of student performance are influenced by both internal and external factors. The internal factor encompasses self-management (self-efficacy), while the external factors include cultural and environmental aspects. This study provides in-depth insights into how these intertwined factors contribute to the academic performance of remote students and offers a holistic understanding of the challenges and opportunities that these students encounter in their academic journey.

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INTRODUCTION

Academic achievement of students can be attained through the preparation of several essential aspects. The process of studying for students who live away from home is influenced by both internal and external factors. Internal factors are related to self-management in time management and other aspects, while external factors can be the surrounding environment of students who live away from home. Self-management plays a crucial role for students in their learning activities, as the success rate of students' learning is influenced by these internal factors (Setiani and Miranti, 2021). It is expected that self-management skills can help students overcome issues such as laziness, lack of seriousness in attending classes, and the inability to organize or manage oneself, which can be disrupted by the new environment or culture encountered in college life, as well as other factors related to student achievement.

Performance is an abbreviation for the kinetic energy work, referred to as "performance" in English (Nursam, 2017). A student is an individual who completes their education at the tertiary level within a minimum period of four years. In the process of education, the performance exhibited by students must be optimal in order to achieve the educational goal of obtaining a Bachelor's degree (S1).

Performance is the result of work achieved by an individual based on job requirements. These requirements must be fulfilled to achieve the goals known as job standards (Hanifah, 2019). Performance is the outcome that can be achieved by an individual or a group within an organization, in accordance with their authority and responsibilities, in order to strive towards the goals of the respective organization legally, without violating the law, and in line with moral and ethical standards (Sofyan and Masalah, 2013). Student performance is the result of the hard work put in by students during their education in the academic environment within the designated time period, with the hope of achieving their desired goals.

The purpose of this research is to discover, identify, understand, and gain insights into the determining factors of performance among students who live away from home by utilizing SWOT analysis. It is hoped that this research can provide solutions to the challenges faced by students who live away from home in relation to their performance while pursuing their education on campus, starting from the factors that hinder their performance.

The ability to interact socially is one of the indicators of successful adaptation carried out by students in the aspect of learning within their campus environment (Hutomo et al., 2020). They argue that social interaction can influence student achievement, as humans are social beings who must coexist. However, research conducted by Fathur indicates that, in theory, a good social and economic status of parents can support the educational process of their children and provide adequate facilities for optimal education. However, after conducting the research, the analysis of the data shows that the social and economic status of parents does not have an influence on students' academic performance (Khoirurziqin and Rafsanjani, 2020). From the results of this study, it can be understood that economic issues do not affect student achievement.

Research on student performance generally focuses more on the influence on student performance, such as the study conducted by Hapsari and Purweni that examines the impact of field experiences on student performance. However, there is limited research that analyzes how student performance contributes to their college life during their education. Some researchers also explore student performance, such as the study conducted by Sofi Defiyanti that analyzes student performance using data mining techniques.

In completing their education, students are faced with the demand to fulfill various tasks. To be able to accomplish all of these tasks, good and consistent performance is required in overcoming obstacles that may hinder the achievement of desired goals.

METHODS

This study adopts a qualitative methodology approach to investigate phenomena occurring in society. Qualitative methods are used to describe and explain data collected through words, sentences, and images, rather than using numbers as representations. In this context, a case study approach is applied to analyze cases or phenomena occurring in the campus environment of the State Islamic Institute (IAIN) Lhokseumawe, with a focus on the Faculty of Tarbiyah and Teaching Sciences.

In the data collection process, descriptive techniques are used to document primary and secondary data obtained. The collected data will be analyzed by

categorizing, presenting, and summarizing relevant information. The researcher will then perform data analysis to resolve existing problems or adapt them according to research needs.

This study aims to gain a deep understanding of the background, circumstances, and interactions occurring in the IAIN Lhokseumawe campus environment, specifically in the Faculty of Tarbiyah and Teaching Sciences. By applying qualitative methods and a case study approach, it is hoped that this study can make a valuable contribution in understanding the phenomena occurring in that academic environment.

RESULT AND DISCUSSION

Performance refers to the overall outcome of an individual in carrying out their tasks over a certain period of time, based on pre-determined and agreed upon standards, targets, or criteria (Mahuni and Maupa, 2018). Performance evaluation requires a sufficient period of time and is influenced by factors such as environment, ability, skills, and social interactions (Wahyuningtyas and Erianto, 2011).

A student is an individual officially registered at a higher education institution, aged between 18-30 years, and striving to earn an undergraduate degree (Kurniawati and Baroroh, 2016). Self-management or self-efficacy skills are key to surviving and achieving educational goals in this environment (Lidiawati, Sinaga, and Rebecca, 2021).

Student achievement is a reflection of their potential, influenced by the quality of the teaching and learning process and the interaction of various factors (Sastro and Sari, 2021). Good performance has the potential to yield good achievement, and it is influenced by environment, attitude, and self-management skills in facing academic challenges.

Understanding Performance and Student Performance Indicators

Performance, derived from the term 'performance', is often understood as work results or work achievements. However, performance has a broader meaning, encompassing not only work outcomes but also the process by which the work is carried out (Tangkudu and Taroreh, 2021).

Performance is the capability level of an individual in performing work over several months or years. It is the result obtained by an individual over a specific period of time. The outcomes from the work are evaluated and

observed, leading to conclusions about an individual's work capabilities over time, which is referred to as performance.

In pursuing education, students must undergo several processes to complete their education. Good performance will yield a good process. Students with good performance will be able to overcome various obstacles.

Performance has several indicators that serve as benchmarks in determining each individual's work process. Performance indicators can be assessed or measured with several indicators (Awiara, Fanggidae, and Nursiani, 2022), such as:

1. **Effectiveness:** Effectiveness relates to the extent to which an organization achieves its predetermined goals (Zainuddin, Hajjaj, and Haq, 2018). If group objectives can be achieved with planned needs, it is called effectiveness. Effectiveness is a crucial indicator in performance. Work that is effective will also yield good performance. According to Hidayat, effectiveness is a measure that states how far targets (quantity, quality, and time) have been achieved. The higher the percentage of targets achieved, the higher the effectiveness of something (Suci, 2020).
2. **Responsibility:** Responsibility is to carry out work earnestly, with high performance, hard effort for the best results, self-control, overcoming pressure, discipline, responsibility for decisions or choices (Pasani, Kusumawati, and Imanisa, 2018). The tasks given or entrusted to someone is an example of responsibility, which must be carried out and completed as proof that someone's responsibility has been fulfilled.
3. **Discipline:** Discipline is a person's willingness and readiness to obey and comply with all applicable norms and regulations around them (Prayogi, Lesmana, and Siregar, 2016). Discipline is an indicator that has a dominant effect on performance. Discipline can also be referred to as being on time or timely in carrying out work.
4. **Initiative:** Initiative is the ability to recognize problems or opportunities and take action to solve problems; it allows individuals to mature their thinking (Salma, Umar, and Maiwa, 2020). Taking bold action on a choice to get a better problem resolution with mature and not reckless thinking. Initiative can also be referred to as the effort or ability to develop new ideas and ways to solve problems and find opportunities (Afiah, 2021).

Classification of Non-residential Students

A non-residential student refers to an individual, typically aged between 18-30 years, who is formally enrolled in a tertiary educational institution for a duration of four years or more (Kurniawati and Baroroh, 2016). Upon completion of their academic journey and the attainment of a bachelor's degree, these individuals are no longer classified as students.

Non-residential students pursue their education in institutions located at a considerable distance from their place of residence. The term 'rantau', originating from the Minangkabau language, refers to regions beyond the core area. Hence, non-residential students are those who relocate to regions distant from their original location for academic purposes.

Non-residential students can be categorized based on their motivations and objectives:

1. **Acquisition of New Cultural Experiences:** The transition to a new geographical location invariably exposes students to unique cultural experiences, characterized by distinct behavioral patterns, artistic expressions, beliefs, and institutional structures (Marimin, 2011). The assimilation into these new cultural environments necessitates adaptive measures on the part of the students, with varying degrees of compatibility and acclimatization times.
2. **Personal Development:** Non-residential students often undertake this geographical transition with the objective of personal and professional development. This encompasses the reinforcement of mental resilience, modification of attitudes and manners, and the cultivation of effective self-management skills. The process of adaptation and survival in their new environment facilitates this journey of self-development.

Prospects and Challenges in Enhancing Student Performance

Non-residential students, when undertaking their academic journey, are subject to a multitude of challenges that can potentially serve as impediments. Navigating these challenges necessitates a comprehensive preparation strategy. Students who successfully surmount these barriers and thrive in tertiary education environments demonstrate a substantial enhancement in their resilience and adaptive capabilities.

The challenges encountered by non-residential students can be classified into various categories: 1) Adapting to novel environments; 2) Respecting and integrating into the local culture; 3) Maintaining appropriate interpersonal communication with local inhabitants; 4) Implementing effective self-management strategies in both academic and extracurricular contexts.

Potential obstacles that could impede the performance of non-residential students include: 1) Culture shock, characterized by difficulties in integrating into a new culture; 2) Environmental factors that deviate from initial expectations; 3) Fiscal mismanagement; 4) Shifts in initial objectives, with many non-residential students diverting their focus from academic pursuits to cultural exploration or unproductive activities. Among these challenges, a deficit in self-management skills is a critical determinant in assessing an individual's ability to thrive as a non-residential student.

Self-management is a critical skill set that facilitates survival and success in tertiary educational environments. Effective self-management enables students to self-motivate, regulate personal potential, control desires towards productive outcomes, and holistically develop personal life competencies (Jazimah, 2015). The transition from regimented school environments to the relative freedom of tertiary education necessitates effective self-management skills to ensure positive personal and academic development.

Internal and External Performance Analysis of Non-residential Students

Several factors, both internal and external, can influence the academic performance of non-residential students in tertiary education. The following classifications detail the internal and external analyses that impact non-residential students' performance:

External Analysis

Cultural Factors A significant performance decline in non-residential students is often attributable to cultural challenges inherent in their new geographic location. Some students grapple with cultural adaptation even until the completion of their academic tenure. The primary causative factor is the difficulty non-residential students face in assimilating into a novel cultural milieu and establishing effective communication channels within the new environment (Herdi and Ristianingsih, 2022). The term 'culture shock' is

frequently employed to describe non-residential students struggling to adapt to the novel cultural and environmental parameters. The inability to adapt can significantly impact various aspects of their academic journey, including academic performance, learning efficacy, and even their psychological well-being. Frequently encountered issues include a deficiency in self-directed learning and a lack of interest in fostering social connections within the local community.

Environmental Factors Adaptation to novel environments is an essential undertaking for every individual. This includes various domains such as social, familial, academic, and physical environments. Non-residential students relocating to new regions must successfully adapt to these new surroundings. The novelty of the environment, friendships, atmosphere, and other elements can substantially influence the performance of non-residential students in their personal, academic, and social lives. The societal context exerts a crucial influence on an individual's performance, given their embeddedness within that community (Tasya Nabillah and Abadi, 2019).

Internal Analysis

Self-Management Self-management or self-regulation pertains to an individual's capacity to initiate and monitor their own cognitive processes, emotional responses, and behavioural patterns to achieve specific objectives, in this context, learning objectives (Amir, 2016). Self-efficacy is a personal methodology employed by individuals to organize their lives, prioritizing tasks of primary importance. Self-management encapsulates a systematic and continuous effort undertaken by an individual throughout their lifespan to accomplish their life objectives and mission. Effective self-management can enhance quality of life and physical vitality by facilitating the recognition of one's potential, fostering self-improvement, promoting continuous learning, and expanding one's social network (Setiani and Miranti, 2021).

Self-management is a crucial competency that all individuals, particularly students, learners, and university attendees, must possess. Effective self-management facilitates students studying remotely to surmount all impediments and barriers, thereby not obstructing their performance and scholastic achievements in tertiary education. These students can endure the impacts of each problem with proficient self-management, thereby ensuring

that all challenges and obstacles do not diminish their performance and achievements.

Research findings and reviews of several antecedent journals reveal that numerous factors potentially hinder the performance and scholastic achievements of students studying remotely. These factors have a substantial influence or propensity to obstruct the performance and achievements of these students. Currently, a noticeable proportion of students exhibit subpar performance, resulting in unsatisfactory achievements, as evidenced at the IAIN Lhokseumawe campus. Researchers have identified a disparity between students' lifestyles and their impact on the learning process and performance. It has been observed that the learning process of students studying remotely is often not optimal due to lecturers or educators frequently utilizing their local language, the Aceh language, leading to comprehension difficulties and confusion for the students.

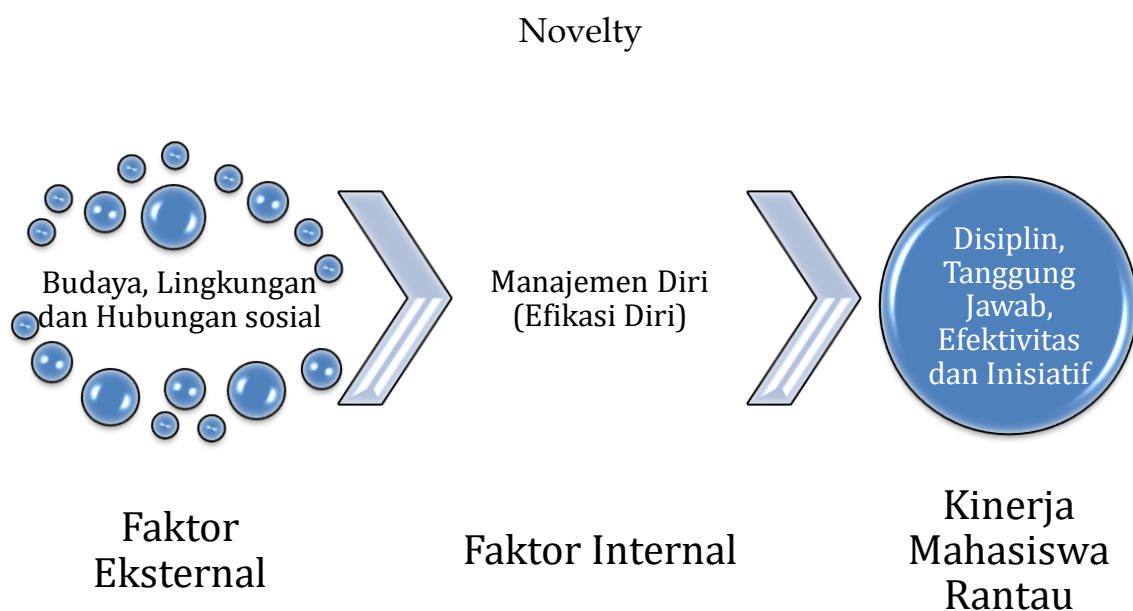
Students who lack preparedness for tertiary education, particularly those studying far from home, are likely to struggle to compete and excel due to their inability to overcome forthcoming obstacles and barriers. The obstacles and barriers in question include cultural, environmental, societal, and social relations in the area. These are deemed obstacles and barriers due to the requisite preparation and adaptation needed to overcome aspects deemed novel to the lives of students studying remotely. These students must exhibit proficient self-management to survive in this academic environment, an assertion not only applicable to remote students but also to all individuals, thereby ensuring survival and effective adaptation in life.

Research conducted by Herdi and Ristianingsih posits that students studying remotely must possess adept adaptation skills to thrive in the academic environment at the State University of Jakarta. There are also several researchers who have conducted analogous research at different universities. A consensus among numerous researchers suggests the importance of self-management for students. For instance, research conducted by Jazimah posits that implementing self-management into academic life or for student life can engender a more organized lifestyle, enabling students to overcome obstacles and barriers that could potentially hinder academic performance and achievements.

Research studies indicate that self-management is a skill that should be imparted to individuals during their high school or even junior high school years. This early preparation enables students who wish to proceed to higher education, especially those studying remotely, to adapt effectively without obstructing their performance and achievements in their educational journey.

Self-management is a requisite skill for all demographics, not solely for students. Adapting to novel circumstances is a natural aspect of human behavior, and respecting and acknowledging the culture or any novel aspects of an area are crucial for successful integration as a newcomer.

Early guidance on self-management and the ability to adapt to new environments is anticipated to foster future academic success among students.



"The novelty figure illustrates that through proficient self-management, tertiary students studying distantly can acclimatize and confront a wide array of impediments and challenges such as cultural differences, environmental factors, and social relationships. In the absence of self-management, it does not necessarily imply that these students cannot endure their academic pursuit, however, these distant learners will experience perturbations from various facets, thus potentially encountering difficulties in acclimatizing, which could impede their scholarly performance and educational progression in their respective institutions. The incorporation of self-management can facilitate

these students in adapting and culminating their education optimally by surmounting the prevailing challenges and obstacles.

With the application of self-management, students can instigate self-propulsion, regulate all elements of personal potential, exert control over desires to achieve advantageous outcomes, and cultivate various aspects of personal life towards an optimal state (Permana 2021). Based on numerous elucidations and antecedent research, it can be inferred that self-management is of paramount importance for students and every individual. In surmounting several educational impediments and barriers such as incongruous environments, highly controversial cultural contexts with self-understanding, and social relationships that influence the academic milieu, remote students are necessitated to acclimatize to these circumstances.

It is anticipated that students who aspire to study distantly should initially learn about self-management. Comprehending the rudiments of self-management is beneficial for acclimatizing to the environment, not only in novel environments but also in understanding long-inhabited environments, thereby reflecting scholarly and civilized students.

CONCLUSION

Remote students are individuals who undertake tertiary education distantly from their domicile, necessitating them to live autonomously and confront copious challenges in their academic life. These challenges extend beyond difficult academic content and also encompass the necessity to adapt to the culture, environment, and social interactions with the community in the respective area. The necessity of proficient adaptive skills and self-management to overcome all challenges and barriers to education in the respective area is apparent. It can be discerned that education pertaining to self-management is of immense importance, yet many individuals still demonstrate a lack of understanding and perceive it as not overly important. Education about self-management extends beyond mere motivational discourse and also necessitates proper guidance to assist these students in continually acclimatizing regardless of location and time.

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