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The Role of Academic Supervisors in Improving Students' Learning Independence and the Formation of Islamic Personalities

[1]Diah Darmawati, [2]Zahwa Annajah, [3]Eko Ngabdul Shodikin,
[1,2,3]Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta.
[1]diahdarmawati19@gmail.com, [2]annajahzahwa62@gmail.com,
[3]ekongabdulshodikin@gmail.com.

Abstract: *This qualitative study aims to analyze the role of Academic Advisors (DPA) in enhancing self-regulated learning and the development of Islamic students' personalities. DPA act as guides, facilitators, and mentors, which are crucial for students' academic and personal development, particularly in Islamic universities. Data were obtained through in-depth interviews and documentation. The results indicate that DPA's2 role in academic aspects remains limited. Although DPA provide initial guidance regarding the preparation of study plans and motivation, as well as providing stimulus for students to create more systematic academic planning, this mentoring is not supported by ongoing monitoring and intensive consultation. This situation causes academic guidance to be more administrative and not always functional, so that the development of students' learning independence depends more on their own personal initiative. In contrast, the role of the DPA is very effective in shaping Islamic character. This effectiveness is realized through the exemplary behavior demonstrated by the DPA in time discipline, communication ethics, academic responsibility, and commitment to worship. Character development through real examples is considered stronger than verbal instructions. Although the interpersonal relationship between the DPA and students is quite good and open, this interaction is not yet structured in a regular consultation schedule. The study concluded that the Islamic character development dimension is more prominent than academic mentoring. Therefore, a more regular, intensive, and structured guidance system is needed so that the DPA's role can run optimally and balance between academic and affective aspects.*
Keywords*: Academic Counseling, Independent Learning, Islamic Character Building, Student Development, Higher Education.*

Abstrak: Penelitian kualitatif ini bertujuan menganalisis peran Dosen Pembimbing Akademik (DPA) dalam meningkatkan kemandirian belajar (self-regulated learning) dan pembinaan kepribadian Islami mahasiswa, karena DPA berperan sebagai pengarah, fasilitator, dan pendamping, yang sangat penting bagi perkembangan akademik dan personal mahasiswa, terutama di perguruan tinggi Islam. Data diperoleh melalui wawancara mendalam dan dokumentasi. Hasil penelitian menunjukkan bahwa peran DPA dalam aspek akademik masih terbatas. Meskipun DPA memberikan arahan awal terkait penyusunan

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rencana studi dan motivasi, serta memberikan stimulus bagi mahasiswa untuk membuat perencanaan akademik yang lebih sistematis, pendampingan tersebut belum didukung oleh proses monitoring berkelanjutan dan konsultasi yang intensif. Kondisi ini menyebabkan bimbingan akademik lebih bersifat administratif dan tidak selalu fungsional, sehingga pengembangan kemandirian belajar mahasiswa lebih banyak bergantung pada inisiatif pribadi mereka sendiri. Sebaliknya, peran DPA sangat efektif dalam membentuk kepribadian Islami. Efektivitas ini terwujud melalui keteladanan yang ditunjukkan DPA dalam kedisiplinan waktu, etika komunikasi, tanggung jawab akademik, dan komitmen ibadah. Pembinaan karakter melalui teladan nyata ini dinilai lebih kuat dibandingkan instruksi verbal. Meskipun hubungan interpersonal antara DPA dan mahasiswa cukup baik dan terbuka, interaksi ini belum terstruktur dalam jadwal konsultasi rutin. Penelitian menyimpulkan bahwa dimensi pembinaan karakter Islami lebih menonjol dibandingkan pendampingan akademik. Oleh karena itu, diperlukan penguatan sistem bimbingan yang lebih teratur, intensif, dan terstruktur agar peran DPA dapat berjalan optimal dan seimbang antara aspek akademik dan afektif.
Kata Kunci: Konseling Akademik, Pembelajaran Mandiri, Pembentukan Karakter Islami, Pengembangan Mahasiswa, Pendidikan Tinggi.

Introduction

Universities have a significant responsibility in shaping students into independent, character-driven individuals capable of facing academic and social challenges.[1] One crucial step in fulfilling this responsibility is through the role of academic advisors (DPA). DPAs act as guides, facilitators, and companions for students throughout their academic journey and students' academic achievements.[2] This role extends beyond developing study plans and includes support in decision-making, resolving academic issues.[3] and character development in line with the institution's values.[4] In higher education literature, the relationship between advisors and students is known to influence academic success, personal development, and students' ability to

[1] Sakkir, Jayadi, and Sakkir, "Implementation of Character Education in Higher Education."(2025).

[2] J C Gonçalves et al., "Mentoring for Well-Being, Engagement and Academic Achievement in Higher Education Students," *Frontiers in Education* 10 (2025), https://doi.org/10.3389/feduc.2025.1606103.

[3] Org, "International Journal of Learning, Teaching and Educational Research (IJLTER) Vol."(2025)

[4] Lisá, Sokolová, and Jablonická, "Motivation to Succeed Is Not Enough : Motivated Students Need to Know How to Plan / Organize Their Steps on Their Way to Success."(2023)

manage their learning independently.[5] Modern mentoring models emphasize that academic advisors ideally help students understand learning goals, formulate achievement strategies, and develop the ability to face academic challenges that arise during their studies. [6]

One of the important skills that students must develop is independent learning, or self-regulated learning (SRL). [7] Independent students are able to plan learning goals, manage their time, monitor progress, and evaluate their learning outcomes. [8] Various studies have shown that independent learning does not emerge spontaneously but is developed through guidance, reflective practice, and structured academic experiences. In this context, the role of the Student Advisor (DPA) is significant because advisors can help students identify learning obstacles, provide strategies for resolving them, and encourage them to take responsibility for their academic process. Numerous studies have shown that mentoring patterns that support independent learning can improve the quality of students' academic outcomes, so DPAs are required to provide guidance not only for short-term solutions but also to develop long-term learning skills. [9]

In Islamic-based higher education institutions, the role of the Student Advisory Council (DPA) has an additional dimension in the form of Islamic personality development. Islamic education does not separate academic achievement from spiritual and moral values.[10] Therefore, the DPA is expected to be a role model in discipline, honesty, responsibility, and etiquette that reflect Islamic values. This exemplary behavior is conveyed not only through advice but also through the concrete behavior observed by students in their daily lives. Thus, academic guidance in Islamic higher education institutions encompasses both intellectual and moral-spiritual development.

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[5] Studies and Self-efficacy, "An Abstract of the Thesis Of."

[6] Park and Bang, "Motivational Determinants and Achievements on Digital Learning Tool Proficiency among University Adult Learners."

[7] S Ng, G J Confessore, and M Abdullah, "Learner Autonomy Coaching: Enhancing Learning and Academic Success," *International Journal of Mentoring and Coaching in Education* 1, no. 3 (2012): 191–204, https://doi.org/10.1108/20466851211279457.

[8] Ng, Confessore, and Abdullah.

[9] Stephen, "A High-Impact Practice for Online Students : The Use of a First-Semester Seminar Course to Promote Self-Regulation , Self-Direction , Online Learning Self-Efficacy."(2025).

[10] Eko Ngabdul Shodikin, Aji Nugroho, and Naila Intania, "Crisis of Spirituality and Rationality Balance In Islamic Education : Philosophical Analysis of k . H . Ahmad Dahlan ' S Educational Thought," *An-Nuha*, 2025, https://doi.org/https://doi.org/10.64810/annuha.v12i2.854; Isna Nurul Inayati et al., "Isu-Isu Terkini Pendidikan Agama Islam" (Yayasan Pendidikan Hidayatun Nihayah, 2025).

Despite the crucial role of the DPA, various studies reveal that academic guidance practices still face challenges, such as lack of intense communication, limited time for advisors, and high student dependence on lecturers' guidance. This results in academic guidance not always being effective. This situation emphasizes the need for a structured, consistent, and responsive guidance system to student needs. Evaluating the effectiveness of guidance is crucial so that universities can continuously improve their guidance systems. Based on these conditions, this study was conducted to explore in-depth student perceptions and experiences regarding the role of the Student Advisory Board (DPA) in developing independent learning and Islamic character.[11] This study seeks to answer how students interpret the role of the DPA, the extent to which advisors contribute to supporting students' academic and spiritual development, and how interactions between advisors and students influence independent learning, the primary goal of higher education. In addition to providing a comprehensive understanding of the effectiveness of academic mentoring, this study is also expected to provide recommendations for improving the quality of the mentoring system in higher education, particularly Islamic higher education.

This study's focus implicitly encompasses a series of fundamental questions: (1) How is the role of the DPA perceived and felt by students; (2) How do academic advisors contribute to improving independent learning and developing students' Islamic character; and (3) To what extent is the implementation of academic mentoring effective in practice. In line with this focus, the objectives of this study are to describe the role of the DPA based on student experiences, analyze its contribution to developing independent learning and Islamic character, and identify various obstacles that arise during the mentoring process. The benefits of this research are expected to provide significant contributions, both theoretically and practically. Theoretically, this research enriches the body of research on the role of academic advisors in the context of higher education, particularly at Islamic universities. Practically, the research findings are expected to serve as valuable input for universities and DPAs to improve the quality of student mentoring, as well as serve as a reference for institutions in designing more effective and responsive mentoring systems to meet student needs.

Method

This study uses a qualitative approach to deeply understand students' experiences regarding the role of academic advisors (DPA) in the mentoring

[11] Alhazmi et al., "Institutional Givism : What Is the Major Determinant of Arabs ' Satisfaction in Academia ?"

process, independent learning, and Islamic character formation. This approach was chosen because it allows researchers to explore students' subjective meanings, perceptions, and experiences that cannot be explained through numbers or quantitative indicators.[12] The qualitative research design allows researchers the freedom to describe phenomena truthfully based on field findings.[13]

The research subjects consisted of two active students at an Islamic university who had undergone academic advising for at least three semesters.[14] Subjects were selected purposively, based on the consideration that the students had experience interacting with the DPA, understood the academic advising system, and were willing to provide complete and honest information. The research was conducted on the campus where the students were studying.[15]

Thematic analysis was used for data analysis in this study, chosen for its flexibility and ability to uncover patterns and themes emerging from participants' experiences. The analysis process was conducted interactively and cyclically throughout data collection. The stages began with data condensation through selection, focusing, and retyping of field notes and verbatim transcriptions of interviews. The researcher then repeatedly read the entire data corpus to gain a deeper interpretive understanding. Based on this understanding, the researcher coded the narrative segments using descriptive and inferential labels. The codes that emerged in the initial stages were then grouped into more structured categories and themes, which were then interpreted to construct a coherent understanding of the role of Academic Advisors from a student perspective. The trustworthiness and validity of the findings were maintained through source triangulation, member checking, and peer discussion. These three strategies ensured that the researcher's interpretations aligned with participants' experiences, were free from individual bias, and were supported by consistent evidence. Ethical principles of research were met through providing informed consent, fulfilling participants' rights, and protecting their confidentiality, anonymity, and well-being throughout the research process. This analytical approach draws on the methodological framework of Miles, Huberman, and Saldaña in Qualitative Data Analysis: A Methods Sourcebook, which emphasizes the importance of

[12] By-nc, "Tiv e R Es Ea Rch Jo Ur."(2023).

[13] John W. Creswell., *Qualitative Inquiry and Research Design*.

[14] Campbell et al., "Purposive Sampling : Complex or Simple ? Research Case Examples."(2020)

[15] "Thematic Analysis_ A Practical Guide - Virginia Braun, Victoria Clarke - Google Buku."

systematic coding, verification of findings, and analytical presentation of data. [16]

Result and discussion

Table 1. Interview outcome

No.	Name	Question	Respond
1.	Ine Rahmawati	What do you think about the role of your supervisor in helping you plan your studies each semester?	DPA helps me understand study planning and the direction of academic development each semester.
		How is your communication with your supervisor? Is it smooth or more open?	Quite a Role
		Did your lead lecturer provide any advice or learning strategies that helped you become more independent in your learning?	At the beginning of the semester evaluation, he gave study suggestions and guidance on preparing a study plan, while further assistance depended on the student's initiative.
		To what extent does your academic supervisor provide guidance or direction when you experience academic difficulties?	So far, I have never consulted or conveyed academic difficulties to the DPA. So far, I have never consulted or conveyed academic difficulties to the DPA.
		What kind of attitude or method of leading lecturers is most helpful in increasing student independence?	The firmness of my supervisor made me more disciplined and improved my spiritual quality.
2	Fathin Maliha dan Amilia Oktafianes Rahma Dosan	Does the supervisor provide an example in terms of discipline?	Ustadzah provides an example of discipline and Islamic morals, especially
		responsibility, and Islamic morals?	responsibility and honesty, which are

[16] Nowell et al., "Thematic Analysis : Striving to Meet the Trustworthiness Criteria."

			important lessons for us
		To what extent are Islamic values conveyed or exemplified by the supervising lecturer in the guidance process?	He instilled discipline and Islamic values through example and evaluation, thus having a positive impact on our discipline and spirituality.
		In your opinion, what is the most valuable form of support provided by your supervisor during your studies?	He listened to our study complaints and guided us to dress neatly, thus bringing significant changes to our professionalism.

The Role of Academic Advisors in Academic Guidance: Limited to the Initial Stage The interview data indicate that the role of Academic Advisors (DPA) in the academic domain is largely concentrated at the beginning of the semester and does not continue as an intensive mentoring process. One participant explained that the DPA helped students understand study planning and the direction of academic development each semester. However, further assistance depended mainly on the students' own initiative. When asked about support during academic difficulties, the participant stated that she had never consulted the DPA regarding academic problems. These responses suggest that academic advising functions primarily as an administrative activity related to course selection and semester planning rather than as a sustained process of academic mentoring. In practice, students receive orientation and basic information, but they do not consistently experience follow-up consultations, progress monitoring, or individualized problem-solving support. As a result, the advisory process appears reactive and optional instead of structured and continuous. This finding highlights a gap between the ideal role of academic advisors and the reality experienced by students. In many higher education models, academic advising is expected to support students throughout their studies by helping them identify learning difficulties, evaluate academic progress, and develop strategies for improvement. In the present study, however, the advisory relationship did not fully evolve into that kind of ongoing partnership. Students therefore relied more heavily on personal initiative to manage academic challenges. The implications for self-regulated learning are significant. Self-regulated learning is commonly associated with students' ability to plan, monitor, and evaluate their own learning activities. Although the participants demonstrated elements of independence, the data suggest that this independence emerged partly because structured institutional

support was limited. In other words, students became more self-reliant not necessarily because they were systematically trained to do so, but because they had to manage many aspects of their learning independently. These findings indicate that universities should strengthen the academic mentoring function of DPA through regular consultation schedules, systematic monitoring of student progress, and personalized guidance mechanisms. Such improvements would allow academic advising to move beyond administrative tasks and contribute more directly to the development of students' learning independence.

Relational Support as a Significant Non-Academic Factor Although formal academic mentoring was limited, the interview data show that the interpersonal relationship between students and their advisors still had a meaningful influence. One participant described communication with the DPA as relatively open and stated that the advisor's firmness helped her become more disciplined and improve her spiritual quality. This finding suggests that relational support may be more influential than formal academic instruction in shaping students' experiences. Students did not emphasize specific academic strategies or technical guidance. Instead, they highlighted personal interactions characterized by openness, attention, and behavioral example. The advisor's attitude, communication style, and consistency appeared to create a sense of trust that positively affected students' motivation and self-discipline. From an educational perspective, this result demonstrates that the effectiveness of academic advisors cannot be assessed solely through the frequency of academic consultations. The quality of the relationship itself is an important dimension of student support. Positive interactions may contribute to students' psychological readiness to learn, strengthen their confidence, and encourage them to take responsibility for their academic development. The interviews also suggest that relational support can function as a foundation for future academic mentoring. When students feel comfortable communicating with advisors, opportunities for discussing academic challenges may increase. However, in the present study, the existence of a positive relationship did not automatically lead to regular academic consultation. This indicates that interpersonal closeness alone is insufficient unless it is accompanied by structured mentoring practices. Therefore, institutions should consider combining relational support with formal mentoring mechanisms. Advisors who already maintain positive relationships with students could use those relationships as an entry point for more systematic academic guidance, thereby integrating affective support

with educational support.[17] technological, and behavioral dimensions. This readiness includes students' motivation, self-regulation, and technical skills to adapt to the demands of modern learning, as emphasized. [18]

Islamic Character Formation Through Role Modeling: The Most Prominent Finding In contrast to the academic dimension, the role of DPA in developing Islamic character emerged as the strongest and most consistent theme in the interviews. Both participants emphasized that advisors influenced them primarily through role modeling rather than through verbal instruction. One participant stated that the advisor demonstrated discipline, responsibility, honesty, and Islamic morals, which became important lessons for students. Another participant explained that Islamic values were conveyed through example and evaluation, producing positive effects on discipline and spirituality. The most valuable form of support was not academic assistance but the advisor's willingness to listen to students' concerns and guide them toward more professional behavior, including appropriate appearance and etiquette. These statements reveal three interconnected dimensions of role modeling. First, there is moral-spiritual role modeling, reflected in honesty, responsibility, and religious commitment. Second, there is behavioral reinforcement through evaluation and feedback that encourages students to practice those values consistently. Third, there is everyday role modeling in practical aspects of student life, such as professionalism, communication, and personal conduct. The findings suggest that Islamic character formation occurs primarily through observation and daily interaction. Students appear to internalize values because they see those values practiced by respected figures in their educational environment. The influence of advisors therefore extends beyond formal teaching and becomes embedded in routine interpersonal encounters. This result supports the idea that character education in Islamic higher education is not limited to cognitive transmission of religious knowledge. Instead, character development is strengthened when values are embodied in the behavior of educators and reinforced through ongoing interaction. The effectiveness of role modeling in this study helps explain why students reported noticeable changes in discipline, professionalism, and spiritual awareness even though formal academic mentoring was relatively limited..[19]

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[17] Mulyadi et al., "Implementing tazkiyah al-nafs in the development of student character," Miqot: Jurnal Ilmu-Ilmu Keislaman 49, no. 1 (2025): 162–83, https://doi.org/10.30821/miqot.v49i1.1398.

[18] Robinson, "Exploring Determinants of Online Learning Acceptance: The Role of Readiness, Peer Support, and Instructional Support."

[19] Kurniawan Arizona, Joni Rokhmat, and Agus Ramdani, "Ulumuna" 29, no. 1 (2025): 398–428.

Imbalance Between the Two Functions of Academic Advisors: A Synthesis of Findings Overall, the interview data reveal a consistent pattern: academic advisors were perceived as effective in character development but less effective in providing structured academic mentoring. Participants repeatedly emphasized the advisors' contribution to discipline, spirituality, morality, and professional behavior, while discussions of academic support remained limited to initial study planning and general advice. This imbalance suggests that the current advising model functions more successfully as an affective and character-building mechanism than as a comprehensive academic support system. The influence of advisors occurs largely through informal interactions, personal example, and relational support rather than through scheduled academic guidance. The findings also indicate that the strengths already present in the advising relationship could be used to improve the weaker academic dimension. Because students generally view advisors positively and trust their moral guidance, advisors may be well positioned to introduce more structured academic mentoring without reducing the character-building role that students value highly. A more integrated model of academic advising in Islamic higher education would therefore combine two complementary functions: (1) continuous academic support through regular consultations, progress monitoring, and individualized guidance; and (2) ongoing character development through role modeling, ethical interaction, and the reinforcement of Islamic values. By balancing these functions, universities could create an advising system that supports both students' academic success and their moral-spiritual development in a more holistic manner.[20] Similar findings also indicate that peer support plays a role in fostering a sense of community, increasing academic resilience, and strengthening students' readiness to learn. This alignment of findings suggests that relational factors in the academic environment significantly contribute to the development of independent learning In addition, the clarity of material delivered by lecturers contributes to deeper conceptual understanding, while consistent academic guidance encourages students to remain motivated and persevere when facing difficulties.

Furthermore, the lecturer's role as a learning facilitator also includes the ability to create a supportive and inclusive learning environment, where each student feels valued and encouraged to actively participate. Adaptive pedagogical approaches, such as the use of collaborative and problem-based

[20] Kurniawan Arizona et al., "Integrating Islamic Values And Local Wisdom Into Science Education: Enhancing Character Development in Higher Education," Ulumuna 29, no. 1 (2025): 398–428, https://doi.org/10.20414/ujis.v29i1.1308.

learning methods, can further strengthen student engagement and enhance their critical thinking skills.

Similar findings also indicate that peer support plays an equally important role in the learning process. Interaction with peers can foster a sense of togetherness and solidarity, ultimately creating a more comfortable and less stressful learning environment. Furthermore, through group discussions, collaboration on assignments, and knowledge sharing, students can broaden their perspectives and deepen their understanding of the material being studied.

Social support from peers also plays a role in enhancing academic resilience, especially when students face pressure or difficulties in learning. With a strong support network, students are more likely to manage stress, maintain motivation, and remain committed to their academic goals. Ultimately, the combination of instructional support from lecturers and social support from peers synergistically contributes to strengthening students' readiness to learn, across cognitive, affective, and social aspects, resulting in a more optimal and sustainable learning experience.[21]

In the aspect of forming an Islamic personality Strengthening students' character is not only the personal responsibility of the supervisor, but also requires an educational management model that is oriented towards comprehensive and integrated Islamic boarding school values.[22] states that religious character is a multidimensional construct involving cognitive components, beliefs, commitments, religious practices, spiritual experiences, and moral consequences.[23] In the context of Islamic higher education, strengthening students' religious character is closely related to efforts to foster religious moderation, reflected in fair, proportional, and non-extremist attitudes. This explanation reinforces the view that character formation occurs not only Religious character development among students does not solely depend on cognitive aspects; it also requires an affective approach grounded in Qur'anic values to foster Islamic behavior in everyday life.[24]these findings

[21] Endis Firdaus et al., "Character-Based Perceptions Of Plagiarism In Scientific Writing: A Study Of Islamic Religious Education Lecturers," Jurnal Pendidikan Islam 11, no. 1 (2025): 147–63, https://doi.org/10.15575/jpi.v11i1.44103.

[22] Eko Ngabdul Shodikin, Shafira Azzahra, and Muhammad Zaki Tamami, "Character Education as the Foundation of Vocational Curriculum: A Case Study at SMK Mardhotullah Al-Islamy," At Turots: Jurnal Pendidikan Islam, 2024, 639–49.

[23] Arizona et al., "Integrating Islamic Values And Local Wisdom Into Science Education: Enhancing Character Development in Higher Education."

[24] Lili Sholehuddin Badri and Ahmed Abdul Malik, "Implementation of Islamic Education Values in Building Students' Religious Character through an Affective Approach Based on the Qur'an," *Jurnal Pendidikan Agama Islam* 21, no. 1 (2024): 217–33, https://doi.org/10.14421/jpai.v21i1.7260.

emphasize the importance of lecturer and peer support as non-technical factors that significantly influence student acceptance of the learning process. Positive interactions, open communication, and mutual trust between students and lecturers can create a conducive and inclusive learning climate. Peer support also plays a role in building a sense of community, increasing self-confidence, and encouraging active engagement in learning activities. Thus, the success of learning implementation is determined not only by the quality of the content or technology used, but also by the quality of the social relationships formed within the academic environment.

An effective character education model, as suggested by various previous studies, involves three main elements: moral knowledge, moral appreciation, and moral action. [25] The role of lecturers in this context is highly strategic, not only as transmitters of material, but also as facilitators, mentors, and role models for students. Lecturers are expected to integrate moral and religious values into every learning process, whether through teaching methods, classroom interactions, or academic evaluations. Furthermore, lecturers also play a role in creating an academic atmosphere conducive to character development, such as by enforcing fair and consistent academic norms and providing constructive feedback. The transformation of values from the cognitive realm to concrete behavior can be strengthened through various co-curricular and extracurricular activities oriented towards the development of religious and social values. Activities such as religious discussions, community service, and character development programs are important tools for training students in applying the values they have learned. Thus, character education takes place not only in the classroom but also becomes an integral part of the entire student learning experience.Through this comprehensive and sustainable approach, it is hoped that students will not only develop intellectually but also possess strong moral integrity, be able to make wise decisions, and contribute positively to the wider community.[26] "hidden curriculum" described by the study suggests that Islamic values can be instilled through daily interactions, the enforcement of academic norms, and religiously oriented co-curricular and extracurricular activities. Pendidikan karakter di perguruan tinggi Islam tidak hanya menanamkan moral Islami, tetapi juga harus membangun sikap moderat dan toleran dalam

[25] Arizona et al., "Integrating Islamic Values And Local Wisdom Into Science Education: Enhancing Character Development in Higher Education."

[26] Abdul Kodir, Momon Momon, and M T Rahman, "A Strategy for Implanting Islamic Moral Values in Sex Education," *Kasetsart Journal of Social Sciences* 46, no. 2 (2025), https://doi.org/10.34044/j.kjss.2025.46.2.21.

keberagaman, sebagaimana digagas dalam model pendidikan karakter yang memfasilitasi moderasi beragama. [27]

Various studies also confirm that academic ethics, such as honesty and integrity, are an important part of developing Islamic character. For example[28] emphasizes that the integration of honesty, justice, and responsibility into the learning process is a crucial factor in Islamic higher education. Similarly, research shows that combining Islamic values with local wisdom strengthens the effectiveness of character formation because education aligns with students' cultural identities and reduces resistance to internalizing values.

In line with this, research [29] [30] and [31] [32] and emphasizes that the role of lecturers, including DPA, must be directed towards the holistic development of students, encompassing academic, moral, ethical, and spiritual aspects. This model is aimed at producing graduates who are not only intellectually competent but also principled, have character, and uphold humanitarian values.[33] Strengthening religious learning through a structured strategy model can strengthen the formation of student character, as explained in the study of the Two Learning strategy in Islamic Religious Education.[34]

Islamic Religious Education (PAI) lecturers specifically bear a significant moral responsibility as role models of values and integrity. However, several studies have found that lecturers' understanding of issues such as plagiarism varies, necessitating the strengthening of academic literacy and research ethics. This strengthening of professional competencies is necessary to ensure that lecturers are truly capable of acting as consistent and credible moral guides in the process of developing student character.

Overall, the similarities between various previous studies indicate that the role of Islamic Religious Education Advisors (DPA) and lecturers in general is very strategic in developing independent, religiously devout

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[27] Sarbini et al., "The Character Education Model As A Strategic Framework For Nurturing Religious Moderation Within State Islamic Higher Education Institutions In Indonesia," Qudus International Journal of Islamic Studies 13, no. 1 (2025): 1–38, https://doi.org/10.21043/qijis.v13i1.30618.

[28] Meida Sari Siregar Aufi Nadra Izzati1, Dedi Masri, Rahmad Nasution, Audiva Azzahra, "Evaluasi Pendidikan Dalam Surah Al-Baqarah Ayat 31-34 Analisis Tafsir Ath-Thabari," *Jurnal Ilmiah Wahana Pendidikan, Agustus 2023, 9 (16), 51-61* 9, no. 16 (2023): 51–61.

[29] Adlini, (2023)

[30] Adlini.

[31] Amilda et al., (2023)

[32] Amilda et al.

[33] Arizona, Rokhmat, and Ramdani, "Ulumuna."

[34] Masturin, "The Power of Two Learning Strategy in Islamic Religious Education Material Shaping Character Student," *Nazhruna: Jurnal Pendidikan Islam* 7, no. 2 (2024): 250–69, https://doi.org/10.31538/nzh.v7i2.4678.

students with strong character. This role is not limited to delivering academic material but also encompasses comprehensive personality development that addresses cognitive, affective, and psychomotor aspects. Thus, the educational process does not stop at mastering knowledge but continues to develop attitudes and behaviors that reflect moral and spiritual values.In practice, the integration of learning support is a key factor in the success of character education. Lecturers and DPA are required to design learning that is not only informative but also transformative, namely learning that encourages students to think critically and reflectively, and connect the knowledge gained to the realities of everyday life. This support can take the form of intensive academic guidance, a personalized approach to students, and ongoing motivation to enable students to develop according to their potential.

Furthermore, instilling Islamic and social values is the primary foundation for shaping student character. Values such as honesty, responsibility, discipline, tolerance, and social awareness need to be consistently internalized through various activities, both inside and outside the classroom. This internalization process is not only carried out through lectures or theory, but also through the example of lecturers, positive social interactions, and habituation in daily academic life. Thus, students not only understand these values conceptually but are also able to internalize and practice them in real life.Strengthening academic ethics is also an equally important aspect in creating a quality educational environment. Academic ethics encompasses honesty in completing assignments, respecting the work of others, discipline in following rules, and taking responsibility for the learning process. Lecturers and the Student Representative Council (DPA) play a crucial role in consistently upholding these ethical standards, thereby creating a healthy academic culture with integrity. Such an environment will encourage students to develop not only as intellectually intelligent individuals but also as individuals with high moral standards.

Furthermore, synergy between the Student Representative Council (DPA), lecturers, and the campus environment as a whole is a determining factor in the success of comprehensive and sustainable education. This collaboration can be realized through character-building programs, religious activities, and social activities that actively involve students. By establishing continuity between formal learning and real-world experiences, students will more easily internalize the values taught.Ultimately, education that integrates learning support, the instillation of Islamic and social values, and the strengthening of academic ethics will produce graduates who not only excel academically but also possess mature personalities, integrity, and the ability to adapt and make positive contributions to society. This approach is a crucial

foundation for realizing an education system that is oriented not only toward short-term results but also toward the sustainable development of the character of future generations.

Conclusion

This study aims to describe the role of Academic Advisors (DPA) based on student experiences, analyze their contribution to enhancing independent learning and developing Islamic character, and identify obstacles that arise in the mentoring process. The results indicate that the academic mentoring and character development functions are not functioning in a balanced manner.

In terms of independent learning, the role of DPA is still limited to providing initial guidance regarding study planning. DPAs provide an introduction that helps students understand the curriculum flow and basic learning strategies, but do not provide ongoing guidance or systematic monitoring. The limited frequency of formal consultations and the absence of a regular mentoring schedule cause students to rely more on their own initiative to resolve academic problems. Thus, the DPA's contribution to strengthening self-regulated learning is not yet fully optimal.

The DPA's role in developing Islamic character demonstrates much stronger effectiveness. Exemplary behavior, demonstrated through time discipline, ethical communication, morals, and commitment to worship, is the most influential means of character development recognized by students. Internalization of Islamic values occurs not only through verbal instruction, but also through daily interaction patterns, ethical enforcement, and consistent practice of moral-spiritual values. This finding confirms that role-model-based guidance has a more significant impact than normative advice.

This study identified that the imbalance between academic guidance and affective development is a major obstacle in implementing the role of the Student Advisory Council (DPA). Islamic higher education institutions have successfully created a climate for character development, but require strengthening in a structured academic aspect. Therefore, this study concludes that the effectiveness of the DPA's role can be enhanced by developing a more intensive, scheduled, personalized, and sustainable mentoring system so that both academic and affective aspects can function harmoniously.

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