

Exploring Student's Needs among Faculty of Social and Political Science Students in Public Universities: A Case Study of Universitas Lampung

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Abstract. Universities have an interest in supporting students' learning process so that they can complete their study period. Universities should support the fulfillment of students' needs in carrying out thesis completion activities. Data were collected through distributing questionnaires to 170 respondents who were FISIP students at public university in Lampung with a background in 6 undergraduate study programs and literature studies. The data obtained was then analyzed by mapping student needs based on Maslow's hierarchy of needs. In this process, the fulfillment of student needs is also important and needs to be considered. Using Maslow's hierarchy of needs theory which comes in eight levels, this research has categorized and the results show that there are many needs fulfillment that have not been maximized at each level. Results indicate that numerous needs across the eight levels of Maslow's hierarchy have not been fully met. The study primarily concentrates on level five, cognitive needs, considering the student status of the respondents. The findings reveal suboptimal fulfillment of both esteem and cognitive needs. Specifically, at the cognitive level, students' needs are not maximized, and at the esteem level, there is room for improvement. Notably, the study highlights mental health as a critical concern, with students expressing susceptibility to depression and a need for counseling.

Keywords: Student's needs, campus's supports, campus's public facilities, thesis

1 Introduction

The complex issues in the academic context during the COVID-19 pandemic involve several interrelated factors, including unequal access to online learning technologies [1], the psychological impact of social isolation and health insecurity [2], challenges in maintaining the quality of online education [3], and student agility to have different learning formats [4]. These issues raise critical questions about the ability of educational institutions to optimize learning experiences, support student well-being, and promote educational equity amid a profound paradigm shift in higher education [1].

This change in learning method certainly brings many changes, both good and bad. One of the good changes brought in this change is the presence of flexibility in conducting learning [5].

One of the problems that arise is that they have gotten used to the more flexible online learning environment, where they can set their own study schedule. This contrasts with more structured schedules and in-person interactions on campus. In addition, some students may have developed different study habits during the pandemic, such as relying on online resources and self-directed learning sources. The difficulty of adapting to a return to face-to-face learning could involve challenges such as adjusting to a tight lecture schedule, dealing with more intense social interactions, and overcoming feelings of anxiety or fear related to health risks in a crowded campus environment [6].

In addition, changes in the learning model can affect student motivation and focus [7]. The change in teaching methods to online during the pandemic and also institutions that are still trying and creating new and rudimentary learning systems at first brought a decrease in learning motivation from students who were also still not used to it [5]. After spending considerable time in online learning, some students may find it difficult to refocus their attention on face-to-face teaching. This can affect their academic performance and lead to feelings of frustration or stress [8]. In some cases, students may also need to adjust to new regulations, such as health and safety guidelines, imposed on campus to control the spread of COVID-19. As such, it is important for educational institutions to provide adequate support and guidance to students in their adaptation process back to normal campus life, as well as consider elements of online learning that may be valuable and positively applicable in face-to-face learning experiences.

The decline in motivation and the focus of students is represented through the on-time student graduation rate at FISIP Universitas Lampung which only reaches 19.76% or only 398 students, consisting of six undergraduate study programs. In the process of completing a thesis, many aspects are needed by students starting from themselves, campus facilities, to the social environment faced by students.

The student needs that need to be met in supporting courses involve several key aspects that contribute to an effective and successful learning experience. First, equitable access to technology and infrastructure supporting online learning is essential, including computer devices, stable internet connection, and adequate software or learning platforms. Next, students need access to quality learning materials, including course materials, textbooks, and other supporting resources. In addition, academic support such as academic guidance, tutors, and counselors who can help students overcome learning difficulties are also needed. Social interaction and collaboration with fellow students and lecturers also play an important role in building deep understanding and facilitating personal growth [9]. In this regard, an inclusive approach that focuses on students' well-being, both physical and mental, will help create an environment conducive to successful learning.

2 Methods

This research is a descriptive correlative quantitative research that uses a cross sectional approach. This research was conducted on FISIP UNILA students with 6 undergraduate study programs. Sampling in this study using the total sampling method by means of observation using demographic data and motivation questionnaires. Questionnaires were distributed online and used electronic forms. The respondents were 176 people, 170 people were in the process of preparing a thesis and 6 people did not continue filling out the questionnaire. By editing, data

entry, tabulating and then analyzing the findings that express student motivation in completing the study.

3 Maslow's Hierarchy Needs

Maslow's theory, known as Maslow's Hierarchy of Needs, is a psychological framework developed by Abraham Maslow in 1943. The theory describes a hierarchy of human needs, which illustrates how individuals move through a series of lower to higher needs over time. Therefore, according to this theory, if a leader intends to motivate someone, he should try to know in advance what the needs are that he will motivate. Abraham Maslow originally proposed five levels of basic human needs, namely physiological needs, security and protection needs, social needs, appreciation needs and self-actualization needs. [10].

There are currently eight levels of basic human needs that must be met. If the previous level has not been fulfilled, the needs at the next level are also likely to be unfulfilled according to Maslow [11]. There are three levels added from the previous one so that now there are eight levels of human needs, namely (Ward & Lasen, 2009): Biological and Physiological Needs[12]; Safety Needs [11]; Belonging and Love Needs [10]; Esteem needs[11]; Cognitive needs; Aesthetic Needs; Self-actualization Needs; Transcendent Needs [10]. In each level, these needs must be met so that the individual can move up and fulfill the needs at the next level.

4 Discussion

4.1 Administrative and Facilities

In supporting the motivation and completion of students' theses, the administration and facilities presented by the campus are certainly two important aspects. Physical needs such as the availability of rooms and other equipment that can support the thesis completion process, namely discussion rooms, book reading rooms, computers, laptops, and even photocopiers. In addition to physical facilities, the process besides writing the thesis itself there is an administrative process experienced by students. There are comments that this administrative process does not provide convenience for students, moreover there are no support facilities for printing documents or typing that can be accessed publicly either free or paid. So, it gives pressure or mental pressure or gives a sense of stress. The feeling of stress to students when. Not only that, it is also physical because he has to leave the faculty environment. To access facilities that support typing and also printing documents for a fee. This is all reflected in the answers given by students.

Students recognize the need for accessibility to reading sources that can be used as references in completing this final thesis project. Emphasis on the need for smooth internet facilities. Then we provide paid applications and accessibility, such as additional applications for plagiarism checking and access to subscription journals.

There are several barriers experienced by students. One of them is the physical facilities barrier where 17.6% of students have not enjoyed the facilities provided by the campus in supporting thesis work. Of all the facilities provided, 84.1% of students consider that the availability of the internet network is the most important facility, used, and needed by students. Other supporting

facilities such as libraries and reading rooms for departments and faculties are in the next order and only some use them, almost 75.0% of other students do not use the reading room facilities provided by the faculty or department.

The next obstacle that is often encountered by students is administrative obstacles. Administrative matters are very crucial in the thesis process, starting from submitting a title to the appointment of a supervisor who must go through an administrative process. The results of this study show that 17.0% of students still feel that this process is time-consuming and difficult for them.

One of the limitations of information or ignorance of information is the item in the academic regulations which states that research and also the completion of the thesis are given 6 months and an extension of 2 months. This shows the need for work to fulfill the time target. This is reflected in the answers of students who stated that 67.6% of them did not know the regulation.

Students also tend to prefer individualized and periodic guidance on a weekly basis. This needs to be examined more deeply by association. Perhaps it is possible that this individual guidance minimizes the appearance of embarrassment if the lecturer criticizes in front of his friend.

4.2 Student's Needs

Using the eight levels of needs created by Maslow, this study has collected 170 respondents who are students of FISIP University Lampung. These respondents have filled out several questions related to Maslow's hierarchy of needs theory, so that the results are obtained, namely:

Biological dan Physiological Needs

In this most basic level of need, researchers assume that all basic student life has been fulfilled, which in this case is food, drink, water, shelter, and others.

Safety Needs

By fulfilling the most basic level of needs, in accordance with Maslow's theory it is said that individuals will try to fulfill and achieve satisfaction at that level of needs. One of the security needs referred to at this level is a sense of financial security which determines the survival of each individual [13].

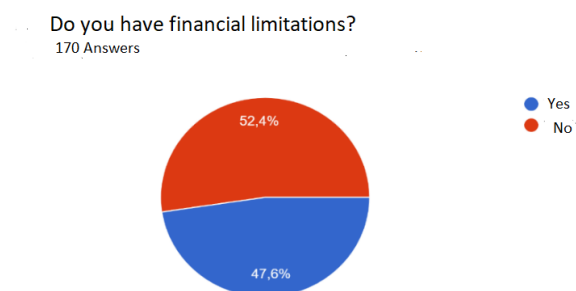


Fig. 1. Student's Financial Limitations

The results are quite balanced where it turns out that some of these students are still constrained by financial problems which of course may affect the fulfillment of needs at the next level. Others are no longer experiencing financial limitations. This result may ultimately bring differences in the fulfillment of the needs of students who are still experiencing financial constraints and those who are not. So, it can be said that almost half of these student respondents in fulfilling the needs of the next level will not be optimal. This is something that is very important and needs attention because it will certainly affect other needs.

Belonging and Love Needs

The next level of need is social and interpersonal relationships with other individuals. We have asked several questions to the respondents and the results show that in building motivation to complete the thesis, relationships and other people, especially family and friends are very important and very much needed.

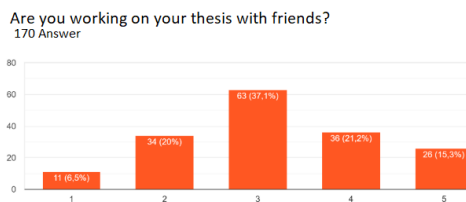


Fig. 2. Working with friends

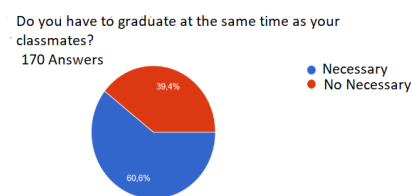


Fig. 3. Graduate with friends

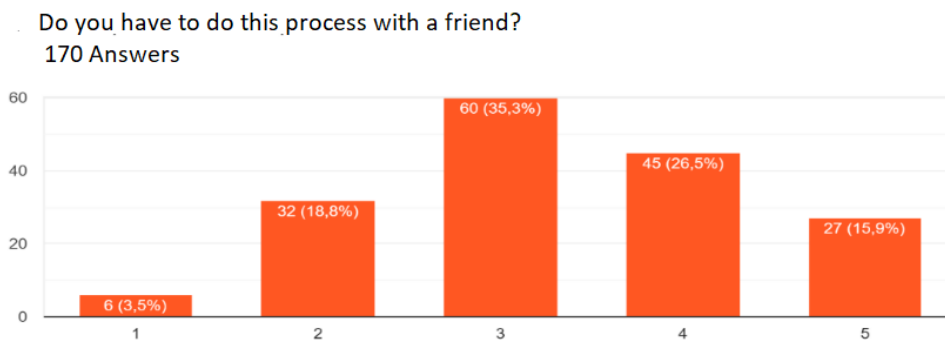


Fig. 4. Doing thesis process with friends

Most students feel the need to work on their thesis with their friends, especially since 94.7% of respondents feel that they need moral support from their friends in working on their thesis. Not only do they feel the need for support, 88.8% of students feel that in undergoing this thesis

process, friends are one of the important things and feel better if they do the process together. This is ultimately reinforced where 60.6% of students feel that their graduation will be better if done together with friends.

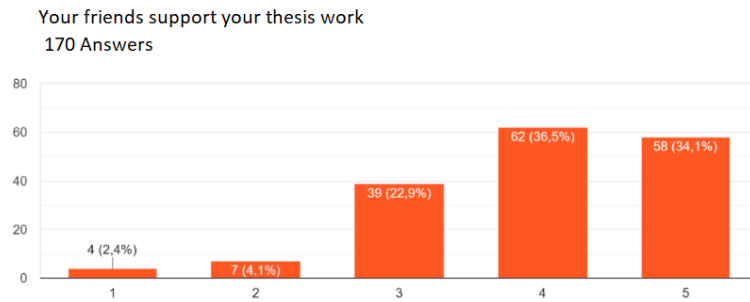


Fig. 5. Friend's support for thesis completion

Support from friends is also included in the fulfillment of the needs of students at this level where it should be noted that there are still 6.5% of students who feel they have not received support from their friends. On the other hand, 93.5% of students have received a lot of support from their friends, through this alone it can be said that there is still a small percentage whose needs at this level have not been met.

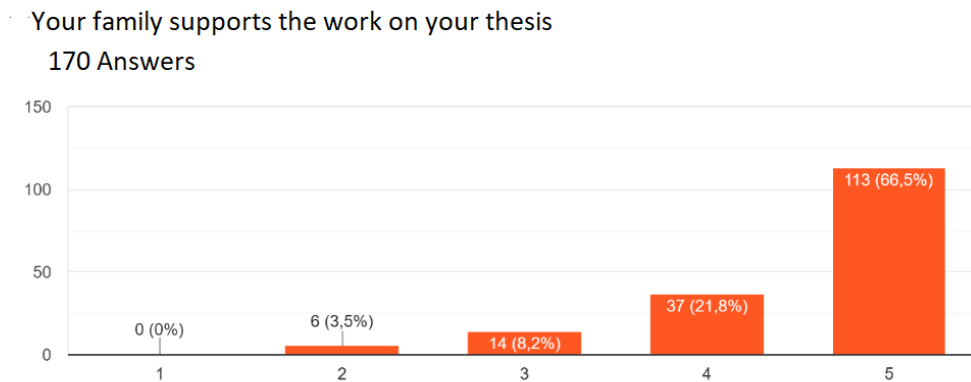


Fig. 6. Family support in completing thesis.

The above results also indicate that interpersonal relationships between students are very strong in their influence and impact on the motivation of students in completing their thesis. So, the remaining few percent who feel their interpersonal relationship with their friends.

Not only friends, the results of this study also show that family support in completing the thesis is also quite good and very significant. But even so, it cannot be denied that there are still 3.5% of students who have not received support from their families in completing their theses. So, maybe in this case for a small number of students their needs at this level cannot be met so of course it will affect the fulfillment of needs at the next level.

Esteem Needs

Continuing the previous level of needs that talk about the need for interpersonal relationships with family and friends, this level of needs will explain the need for self-esteem and also the need for recognition from other individuals. This is clearly seen from the answers of the respondents where 86.5% of students feel that completing the thesis comes from themselves, followed by the role of others, especially family, lecturers, and friends, each of which also has a significant role.



Fig. 7. Motivation for thesis completion

This level of need also illustrates that thesis completion is a form of need to fulfill the need for self-worth and get appreciation and recognition from others, in this case, especially family [14]. Apart from self-esteem, the respondents in this case consider that completing a thesis will be very useful and provide benefits for them in the future, especially in terms of a career, as seen from 78.8% of students who consider it so.

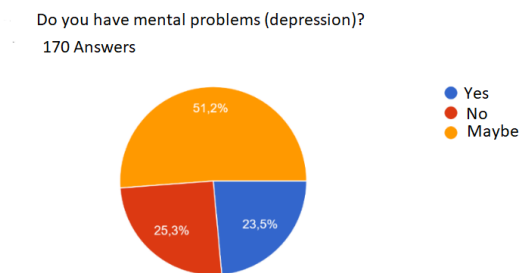


Fig. 8. Depression tendencies of college students

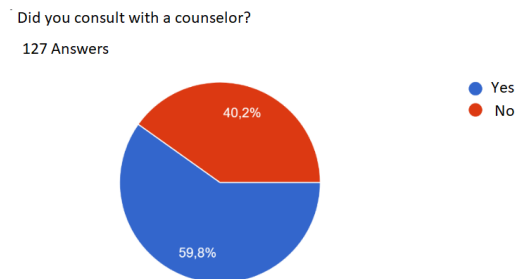


Fig. 9. The necessity of counseling guidance

In addition to fulfillment at the level of support and appreciation, this need is also related to mental needs and satisfaction. Interestingly, the fulfillment of mental needs required by students shows that 64.7% of students feel that they have a tendency to depression, which may be related to the lack of fulfillment of student needs at the previous level, namely the need for interpersonal relationships and affection and love. This is also supported by 59.8% of students feeling the need for counseling guidance which indirectly shows the need for a place to share stories [15]. Only a small number of students feel that their needs at this level have been adequately met.

Cognitive Needs

The level of needs above, began to talk about meeting the needs for knowledge and knowledge, which in this case also supports the thesis completion process. Several questions have been answered and obtained results that describe the abilities of students and can be interpreted as fulfilling needs at this level.

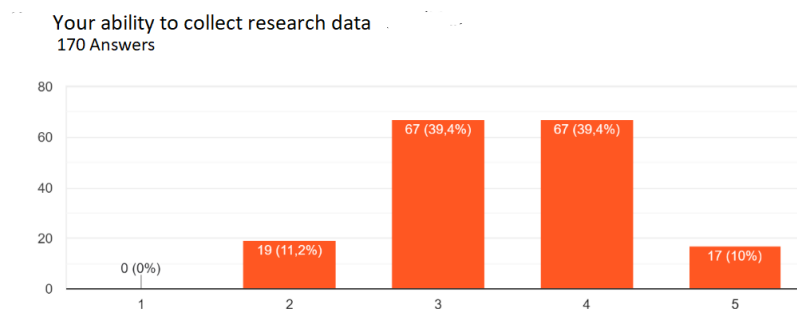


Fig. 10. The ability to collect research data

Some of the questions above show that this level of cognitive needs is very important to support the completion of the students' thesis where in this case it is very visible that the majority of students feel that the fulfillment of this need is quite high as seen from their answers.

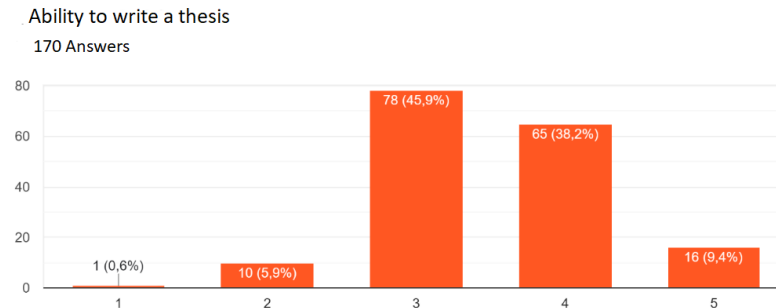


Fig 11. Ability to compile thesis

From the six levels of needs above, it can be seen that in this case the completion of the thesis is also a form of need for students so that becoming a graduate is a sign that the needs at the cognitive level have been fulfilled.

Aesthetic Needs, Self-actualization Needs, dan Transcendent Needs

Fulfillment of needs at the next level researchers consider not yet present because in this case the respondents are students who have not graduated and have not received a bachelor's degree. So that the fulfillment of needs for the next three levels is considered unfulfilled because it is still in the process of fulfilling needs at the cognitive level only. In accordance with Maslow's theory, before the needs at the previous level have not been met, the individual must be fulfilled first before finally being able to move to the next level and fulfill the needs at the next level.

5 Conclusion

Changes in learning methods since the academy faced by students have brought many changes in the motivation in completing their thesis. The obstacles and needs that are present in every thesis process are a challenge for students. The obstacles that are present are mostly within the scope of the campus such as obstacles in terms of administrative management and also inadequate facilities. Another obstacle is seen from the lack of knowledge of thesis information and also the reading sources needed by students. All the obstacles that are present during this process are a challenge for students who may also have the potential to reduce their motivation in completing the thesis.

In this process, the fulfillment of student needs is also important and needs to be considered. Using Maslow's hierarchy of needs theory which comes in eight levels, this research has categorized and the results show that there are many needs fulfillment that have not been maximized at each level. This research only looks at level five, namely cognitive needs, due to the status of the respondents who are still students and are still at the fulfillment of cognitive level needs. The results of fulfilling the level of student needs look still less than optimal in the

level of esteem needs and also cognitive needs. At the fourth level, the least optimal need is the need for mental where students still feel themselves prone to depression and need counseling. This means that their confidence in themselves is still at a low level so that they feel incapable and feel depressed. So, from all the results obtained, it can be said that the obstacles and unmet needs in students have the potential to be the reason for the decline in motivation to complete the thesis.

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