STUDENT ACADEMIC ABILITY (STUDY ON STUDENT ACHIEVEMENT AT UNIVERSITAS ISLAM SYEKH-YUSUF TANGERANG)

ABSTRACT

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The purpose of this study was to measure student, academic ability using cumulative grade point average achieved during the study at Universitas Islam Syekh-Yusuf Tangerang. By conducting in-depth interviews, observation, and direct involvement, comprehensive and detailed data was generated. The results showed that student, academic ability was not optimal although the cumulative grade point average was in the range of 3.0-3.27 which could be improved through the role of professional lecturers. A good learning process could help student, academic ability improvement.

Keywords: Academic Ability, A Good Learning Process, Grade Point Average, The Role Of Professional Lecturers

A. INTRODUCTION

An examination can be performed to measure student' ability. The examination is a part of the educational process and a procedure to evaluate student progress and ability in understanding knowledge shown by the Grade Point Average (*Indeks Prestasi*, IP). In line with to the academic ability, Fatmawati (2014:1) state that: The success of individuals depends a lot on the way they see the quality of their abilities. Negative views and attitudes toward the quality of abilities cause individuals to see the entire tasks as difficult problems. On the contrary, a positive view of the quality of abilities results in individuals considering the entire task as easy issues.

Student, academic ability can be investigated from the way students answer the examination questions as well. This is usually related to examination preparation, whether the students indeed learn about the subject course or not. Answering the question well is essentially related to descriptive analysis; i.e. student, ability in constructing the analysis about their experiences, such as in conducting interviews and/or observations.

A descriptive writing is one type of essays. The descriptive writing is a writing composed to portray something with the intention of bringing a deep impression and imagination to the readers (Afrianti, 2014:92). Composing a good writing is quite difficult, but not easy as well. Writing a descriptive essay is a part of good writing skill. Writing is not just composing words. In scientific writing, the content is usually from the reference theory and the empirical observation results in the form of research findings. Then, the results are composed in the writing and the research problems descriptively. Continuous learning in writing affects memory. The final result is the writing which describes a phenomenon as a whole and logical. Park (2003:184) states: "Writing a learning journal makes students more aware not only of what they learn but also how they learn (Voss, 1988).

The learning process and/or face-to-face learning in the class play a very important role in improving student academic ability as well. This learning activity

is very important because it involves the transfer of knowledge process from lecturers to students; including classroom dynamics, learning discipline, and the student attendance during the face-to-face learning. The more active the student in learning activities is, the higher the acquisition and understanding of the knowledge will be. Baker, Hadi (2005:141); Suzana (2014:76) confirmed: "Effective teaching depends heavily on the selection and use of teaching methods well-suited with the teaching purpose".

Based on the theoretical review above, student, ability indicate (1) student, academic ability in answering the examination questions; (2) the problem analysis with descriptive manner; (3) the writing learning; and (4) the face-to-face learning process and classroom dynamic. Thus, it provides clarity on the advantages of improving student, academic ability, i.e. students are expected to have adequate science and knowledge competence for the completion of educational degrees on time. The negative impact of low student, academic ability is the completion delay of the normal time (4 years) for the bachelor degree.

Based on that description, students academic building is part of the development of a nation and a state such as development by the Ethiopian government as illustrated by Tesema & Braeken (2018:51) stated Ethiopia has been focusing on improving students' learning outcomes and educational opportunities at all levels of the education sector (World Bank, 2005). Since the education system is seen as a means to enhance overall nation-building and achieve the national goal of equal opportunities and quality eradicating poverty, it is essential that the education system actually offers educational experiences that promote learning achievement. The Ethiopian government has expressed interest in creating better educational opportunities, with the expectation that doing so will enhance learning outcomes.

Ethiopia focuses on educational development to improve nation-wide development as a whole, of course this is also done by the Indonesian government, that education really offers equal opportunities in achieving learning achievement.

From the above review, student success is determined by the achievement of academic ability. With regard to student success, Daruyani et al. (2013:185) stated that: "Student success in the academic area is evidenced by the academic achievement through grade point average (*Indeks Prestasi*, IP) and cumulative grade point average (*Indeks Prestasi Kumulatif*, IPK)".

Theoretical Background

a. Academic Ability

Regarding the student ability and self-concept, according to Flowers in Fatmawati (2014:10) stated that: "The results show that the learning process affects student self-concept. Some researchers see a relationship between self-concept and academic ability. Student self-concept in online/web-based learning is higher than student self-concept in the traditional program". Furthermore, Fatmawati (2014:10) quoted Choy (2005) explicates: "The academic self-concept acts as a significant predictor of student academic achievement".

Slamet (2003); Fatmawati (2014:7) confirm academic ability by stating that: "Student academic ability illustrates the extent to which student learning outcomes. Learning is a process undertaken by individuals to gain a whole new behavioral change as a result of their own experience in interaction with their environment". Suprijono; Thobrani and Mustofa (2011); Fatmawati (2014:7) assert: "Learning outcomes are patterns of deeds, values, insights, attitudes, appreciations, and skills".

Referring to the above opinion, it is understood that academic ability proved by GPA. It is a measure of achievement in the learning process. GPA is considered to be good at 3.0 and considered to be sufficient at below 3.0. Students should know about GPA range to encourage them in achieving a GPA of 3.0 at the end of their study. A GPA less than 3.0 (<3.0) cannot compete in the labor market or to continue to master degree.

Academic ability is the main consideration of admission to college, as Baird (1992: 1) states:

It is important to understand the relationship because admission too many colleges is based primarily on academic ability. Academic ability is also a prime consideration in the award of scholarships and financial aid. Finally, academic ability and success are often considerations in hiring people for jobs in industry, education, and government.

Academic ability is also a consideration of scholarship and workplace in industry, education, and government. This finding shows that one's academic ability has the potential to contribute to a position in the job field. Further, Baird (1992:1) confirmed that: "Perhaps the most basic assumption is that academic ability plays a large or at least contributing role in success in most human activities".

In many studies, academic ability has reliability and important role in success, as Baird (1992:3) states: "In many of the studies reviewed here the criteria have moderate reliability at best, limiting the degree to which academic ability can be shown to be related".

Martin (2016:1) defined academic ability as intellectual ability and states: "Intellectual ability refers to the skills required to think critically, see connections between disciplines and problem solve in new or changing situations". Further, Martin (2016:1) stated: "Memory, creative problem solving, and vocabulary also contributes to the level of an individual's intellectual ability".

Although scientists have not yet agreed with the meaning of intellectual ability, it is concerned with reasoning and abstract thinking skills and the ability to acquire knowledge; as Martin (2016:1) further confirmed that: "Intellectual ability must include a high level of abstract reasoning and thinking skills, the ability to acquire knowledge".

b. Learning Process

The learning process becomes the basis for students to build their potential. Following the learning process is the student's obligation to construct their academic ability and achievement. The learning process also improves student's ability in

writing, making abstracts, and creating a descriptive essay. During the learning process, the learning interaction occurs. Lecturers present, explain, and discuss the review of theoretical and empirical study to be understood in the psychological process so that students become a knowledge source. As the knowledge source, student' potential is stimulated to excel, be able to write, create abstracts, and compose a descriptive essay based on their review.

Lecturers have an important role in student' success, while students are the target of education as well as one of the measuring tools in determining the success rate in the learning process. The learning success within the meaning of achieving the standard of competence is highly dependent on the lecturer ability to manage the learning process in order to create a situation which allows students to learn as the starting point of successful learning.

Based on observations and experiences to date, students tend to not share their learning difficulty to lecturers, friends, and others especially to students with below average ability. They are afraid to ask even if they have been encouraged with questions that stimulate their thinking ability (Suzana, 2014:76).

The above review shows that student academic ability improvement through the learning process is highly dependent on lecturers in effective learning process, as stated by Baker; Hadi (2005:141); Suzana (2014:76) that: "Effective teaching depends heavily on the selection and use of teaching methods compatible with the teaching purpose".

In order to get results from the learning process, students are constantly encouraged to think critically, as King (1995); Park (2003:183) stated: "Argues that students need to learn how to think critically by continually questioning everything around them". The educational strategy should teach from a passive situation to an active situation, as affirmed: Most teachers would agree with Seeler, *et al.* (1994:8) that: "educational strategies which take students out of the passive role and place them in an active, thinking mode should be used".

Critical thinking associated with learning to write in the journal is much better, as their thinking may develop, as Park (2003:184) stated: "Writing a learning journal makes students more aware not only of what they learn but also how they learn (Voss, 1988). Dart et al. (1998) found that students' insights became more profound as their journals progressed, and the nature and quality of thinking and reflection, as well as their influence on practice, also developed".

c. Educational Learning

Educational learning not only emphasizes the ability to remember and understand because it is no longer sufficient in this very complex life (Budianingsih, 2016). Regarding the educational learning, Budiningsih (2016: 8) stated that: the Law of the Republic of Indonesia on the National Education System No. 20/2003 Chapter IV article 5(1) declared that "Every citizen has equal rights to receive a good quality education ". In addition, Suseno, (2006) and Belen (2007); Budiningsih (2016:11) confirmed:

Educational learning is closely related to the education of the heart.

It involves the ability to live the deepest truths in order to realize

the best, the whole, and the most humane in the heart. The idea, energy, values, vision, encouragement, and direction of life flow from within, from a state of consciousness alive with love. Education of the heart is inclusive and can be a common denominator for various beliefs. Education should be able to act as an education of the heart which can develop learner abilities on common things for different cultures and beliefs to create a culture of peace, respect for human rights, freedom, and mutual respect.

Educational learning is indeed not just lecturers deliver the material in the class but it is more on strong character improvement. Joni as cites in Budiningsih (2016:13) suggests that:

Educational learning is a learning resulting in the basic mastery of science and technology, a strong character development, and life skills (soft skills) mastery to create a compassionate human being with high ethics and swiftness in work.

d. Student Ability In Writing

Lack of student's writing ability shows student difficulties in learning. With various learning models, students can be motivated to write continuously. Students and lecturers should do regular writing activity to improve their critical thinking and to compose a descriptive writing about a phenomenon.

Writing is an ability that must be done continuously and constantly. It means that in order to become a writer, one has to do an ongoing writing activity. The intensity of writing will determine whether one has the good acumen or not regarding the problems s/he writes. Writing also involves the human emotion as a potential (Bird as cites in Anshori, 2015:4).

Writing as a skill which can be built through writing practice should continue to be trained to students. Bird (2001: 32); Anshori (2015: 4) explained: "As a skill, writing techniques can be taught". Thus, the academic ability, especially in writing skill, must be taught and trained to practice good writing. The writing ability is closely related to the reading ability on problems encountered which then compiled in writing.

Regarding the writing ability, Afrianti (2014:91) affirmed:

Writing is an activity to express the thoughts, ideas, and concepts in written form. Writing skill need to be given from elementary school to university so the language used in writing is easily understood by the readers. Therefore, writing skills need to be encouraged with intensive exercises.

Writing ability could be improved with writing and reading exercises by exposing ideas, thoughts, and concepts into written form continuously. The ideas in writing show educated and knowledgeable students. Writing skill has to be constructed and trained because no one will be knowledgeable without reading and writing skill.

e. Descriptive Writing

Besides equipping the students with the common writing ability through the effective learning process, student ability in descriptive writing is also required. Descriptive writing is very important because it not only illustrates good writing skills but it also deals with the ability to transfer ideas, thoughts, and the description of observed phenomena into a written form. Descriptive writing ability can be seen from the way in answering the examination questions and/or preparing a thesis research proposal.

The word descriptive comes from the word describe which means to portray or illustrate something. From the term, a descriptive writing is a form of essay that describes something in accordance with the circumstances, so that the readers can imagine (see, hear, smell, and feel) what is depicted in accordance with the way of writing. For example, descriptive writing on the crowded but peaceful village and a mutually helpful society or on the hustle and bustle of traffic illustrated in the descriptive writing. Thus, the descriptive writing is a writing composed to portray something with the intention of bringing a deep impression and imagination to the readers (Yunus, 2006:4; Ristiana, 2014:92).

B. RESEARCH METHOD

a. Research Types

The main aim of the study is to describe and analyze the characteristics of student ability in academic perspective. The research used a qualitative approach to disclose both factual and concealed data in the field.

b. Data Collection

In this research, several techniques were used, i.e.: (a) in-depth interview; (b) observation; and (c) documentation. Informant determination used the snowball technique. The informants were selected based on preliminary information about parties involved and the leadership style in the universities.

c. Data Analysis

Data analysis used a qualitative method, in which the collected data in the form of trimmed findings relevant to events or cases according to research focus was presented narratively. Thus, the data presented were descriptive, factual, and systematic. The next process was drawing the conclusion. Data analysis was conducted in logical explanation, in which both qualitative and quantitative (secondary data) data were provided complimentary.

Findings

Findings

d. Student Ability In Answering Examination Questions

a) Interpreting the Examination Questions Correctly

The examination is a part of the educational system aiming to determine the student ability and progress in grasping knowledge taught by lecturers in the face-to-face classroom. Hence, the examination is required. Examination and/or assessment can be done during face-to-face learning. It is usually related to the student dynamics, in which lecturers ask the questions right after the explanation. Students with sufficient ability will be able to answer the questions directly.

Concerning the teaching and learning activity, Suzana (2014: 63) quoted Ahmad (2004: 1) explains:

The learning process is a systemic activity consisting of many components. Each learning component is not partial (separate) or runs independently, but must be organized, interdependent, complementary, and sustainable. These components include learning materials, learning atmosphere, learning media and resources, and teachers/lecturers as the subject of learning.

Learning success within the meaning of achieving the standard of competence is highly dependent on the lecturer ability to manage the learning process in order to create a situation which allows students to learn as the starting point of successful learning (Suzana, 2014). Based on observations and experiences to date, students tend to not share their learning difficulty to lecturers, friends, and others especially to students with below average ability. They are afraid to ask even if they have been encouraged with questions that stimulate their thinking ability (Suzana, 2014).

Based on the empirical study and field observations related to the student interpretation on the examination questions, most of the students were able to interpret the examination questions with only a few still had difficulties. It greatly depended on the question difficulty level given by the lecturers. Therefore, the lecturers need to give further explanation and/or explain the students' questions to help the students in interpreting the examination questions correctly.

b) Answering Questions As per the Question Context

Writing is an ability that must be done continuously and constantly. It means that in order to become a writer, one has to do an ongoing writing activity. The intensity of writing will determine whether one has the good acumen or not regarding the problems s/he writes. Writing also involves the human emotion as a potential (Bird, 2001; Anshori, 2015:4).

The empirical review, observations, and supporting documents in the form of examination questions, both in the midterm examination (*Ujian Tengah Semester*, UTS) and final examination (*Ujian Akhir Semester*, UAS), showed that the majority of the students could answer the questions as per the question context. Thus, it can be concluded that student ability in answering the examination questions was good enough. It also meant that the students had good academic ability, especially related to answering the examination questions.

Fletcher's (2012) research, entitled *Measuring Academic Capacity: Research in Relationship. Methodology, Qualitative Research with Interview and Observation*, also focused on student ability in answering the examination questions correctly and in accordance with the question context. The research results revealed that thematic analysis of the target group transcripts yielded insight into the researcher's capacity and potential contribution to community capacity building.

The analysis illustrates the capacity building outcome of student ability in answering the examination questions was poor. The negative implications of this poor academic capacity were the result of the learning process. Therefore, the lecturers should be more responsible during the learning process.

e. Student Ability In Analyzing Problems Descriptively

a) Analyzing Problems Clearly

The analysis is an activity to examine the problems in accordance with the context to understand the main issues clearly. One possible analysis is through descriptive writing. The descriptive writing is a writing composed to portray something with the intention of bringing a deep impression and imagination to the readers (Yunus, 2006:4; Afrianti, 2014:92).

A descriptive writing shows the writing ability to investigate the problems in a coherent, clear, and meaningful manner. A descriptive writing is a form of essay that describes something in accordance with the circumstances, so that the readers can imagine (see, hear, smell, and feel) what is depicted in accordance with the way of writing.

Learning success within the meaning of achieving the standard of competence is highly dependent on the lecturer ability to manage the learning process in order to create a situation which allows students to learn as the starting point of successful learning (Suzana, 2014). The above study is in line with the written document; i.e. the answer of the question from the interview with the informant showed that the students' ability in analyzing the problem in the examination was good enough; meaning that students had good ability. Based on the observation, only a small percentage of students were lack of the analytical skills associated with answering the examination questions.

b) Answering Problems through Descriptive Writings

Every student wants to make good writing, causing them to continually learn. Writing is not similar to a free essay. Descriptive writing requires strong ideas, concepts, and thoughts, reading ability, and writing ability. Writing as one of the language skills requires the skill of a person in mastering the form of written language in order to understand the point (Keraf, 2001:42). By writing, one can convey messages through communication directly and indirectly.

Tarigan (1982:2); Afrianti (2014:91) state that writing is a language skill used to communicate directly or indirectly. The written language is different from the spoken language. The written language requires ideas, thoughts, and concepts poured into a series of words. Indeed, the level of difficulty is much higher.

The empirical studies and the observation showed that the majority of students could answer the problems through descriptive writing. Some students could not answer the problems and had difficulty in descriptive writing. However, it can be improved by learning continuously with the lecturer guidance.

The research on descriptive writing ability is in line with Park's (2003) study entitled: *Engaging Students in the Learning Process: the Learning Journal*. The research results revealed that the use of journal learning in this training has been a successful innovation and development in the future.

The above analysis illustrates the outcome in which student's journal writing lessons could develop the student innovation, especially when associated with problem analysis as outlined in the descriptive writing. The negative implication is

the writing skills for the journal were getting weaker. Therefore, it takes effort continuously in composing descriptive writing.

f. Student Ability in Writing Learning

a) Writing Ability In Accordance With The Grammar Rules And Typing Skill In Right Paper Format

For those who are accustomed to writing, writing is a fun activity because the written language is more beautiful than the spoken language. However, writing requires a certain skill, both from the way of writing, i.e. the grammar and the skill of writing itself, i.e. in typing.

Writing is an ability that must be done continuously and constantly. It means that in order to become a writer, one has to do an ongoing writing activity. The intensity of writing will determine whether one has the good acumen or not regarding the problems s/he writes. Writing also involves the human emotion as a potential (Bird, 2001; Anshori, 2015:4).

Writing as a skill which can be built through writing practice should continue to be trained to students. Bird (2001: 32); Anshori (2015: 4) explain: "As a skill, writing techniques can be taught". In the end, writing learning aims to create reliable academics in writing.

In addition to the need for ability mastery, writing is closely related to two major things, i.e.: (1) the ability of the writing content; and (2) language skills. A person with the grammar mastery (writing technique) may not be able to write if s/he does not master the writing content. Equally, someone who masters the writing content may face big obstacles in the writing process if s/he does not have the grammar mastery (writing technique) [Anshori, 2015]. Writing as one of the language skills requires the skill of a person in mastering the form of written language in order to understand the point (Keraf, 2001:42). Tarigan (1982:2); Afrianti (2014:91) states that writing is a language skill used to communicate directly or indirectly.

The empirical and theoretical studies on the writing skill with correct grammar show that writing with the appropriate rules was still not optimal, meaning that students needed to keep learning. This writing ability cannot be developed instantly, but need continual improvement.

b) Ability to Compose Ideas, Concepts, and Thoughts In Writing

Good written language is achieved based on the ability to compose ideas, concepts, and thoughts about something as a message which can be conveyed to others. Writing as one of the language skills requires the expertise of a person in mastering the form of written language for a specific purpose.

Writing is an ability that must be done continuously and constantly. It means that in order to become a writer, one has to do an ongoing writing activity. The intensity of writing will determine whether one has the good acumen or not regarding the problems s/he writes. Writing also involves the human emotion as a potential (Bird, 2001; Anshori, 2015:4).

Regarding the writing ability, Afrianti (2014:91) affirms:

Writing is an activity to express the thoughts, ideas, and concepts in written form. Writing skill need to be given from elementary school to university so the language used in writing is easily understood by the readers. Therefore, writing skills need to be encouraged with intensive exercises.

Writing as one of the language skills requires the skill of a person in mastering the form of written language in order to understand the point (Keraf, 2001:42). Any writing form is a rational, logical, and practical ideas and thoughts expressed in written language.

From the empirical and theoretical studies above, it can be asserted that good writing is the ability in composing ideas, concepts, and thoughts on something. Writing is essentially a language skill used to communicate with written language. Writing requires certain skills a person must have. If other people have writing skills, basically everyone also has the opportunity.

The analysis shows the outcome of academic performance as a form of academic ability, which brings negative implications, i.e. the student academic ability could decrease caused by less optimal writing learning. Therefore, continuous writing learning is needed to overcome a poor academic performance.

g. Student Ability in Learning Process, Face-to-face Learning, and Class Dynamics

a) Student Activeness in Learning Process

Fatmawati's (2014:10) research results explained: "The results show that the learning process affects student self-concept. Some researchers see a relationship between self-concept and academic ability. Student self-concept in online/web-based learning is higher than student self-concept in the traditional program".

Slamet (2003); Fatmawati (2014:7) confirmed academic ability by stating that: "Student academic ability illustrates the extent to which student learning outcomes. Learning is a process undertaken by individuals to gain a whole new behavioral change as a result of their own experience in interaction with their environment".

Suprijono; Thobrani and Mustofa (2011); Fatmawati (2014:7) explained: "Learning outcomes are patterns of deeds, values, insights, attitudes, appreciations, and skills". The student academic ability in every semester is shown in the Grade Point Average (*Indeks Prestasi*, IP). Grade Point Average is the average credit score as the final score which describes the completion quality of a learning program. GPA calculation at the end of the semester is called the Semester Grade Point Average (*Indeks Prestasi Semester*, IPS) and GPA calculation at the end of the educational program is called the Cumulative Grade Point Average (*Indeks Prestasi Komulatif*, IPK).

This academic ability is the key to successful entry into college. It is as stated by Baird (1992:1) that: "Perhaps the most basic assumption is that the academic ability plays a large or at least contributing role in success in most human activities". In many studies, the academic ability has reliability and important role in success, as Baird (1992:3) stated: "In many of the studies reviewed here the

criteria have moderate reliability at best, limiting the degree to which academic ability can be shown to be related".

Martin (2016:1) called the academic ability as intellectual ability and states: "Intellectual ability refers to the skills required to think critically, see connections between disciplines and problem solve in new or changing situations". If students already have an interest, they surely become active. The passive students should be encouraged to be active using the educational strategy. In this context, professional lecturers should deliver the course material interestingly to inspire the students to study harder.

b) Discipline In Face-to-Face Learning

Learning success within the meaning of achieving the standard of competence is highly dependent on the lecturer ability to manage the learning process in order to create a situation which allows students to learn as the starting point of successful learning (Suzana, 2014). In this case, it is certainly related to the teaching process done by the lecturer. Baker, Hadi (2005:141); Suzana (2014:76) explains: "Effective teaching depends heavily on the selection and use of teaching methods well-suited with the teaching purpose".

In order to get results from the learning process, students are constantly encouraged to think critically, as King (1995); Park (2003:183) stated: "Argues that students need to learn how to think critically by continually questioning everything around them".

Referring to the empirical review above, it can be concluded that student discipline in face-to-face learning was quite good and only a few came late. The afternoon class was relatively different, considering that the majority of them were already working, but usually, they still came to the class in the afternoon. They went straight from work to class. Indeed there were weaknesses, but those who already work had sufficient work experience for their study progress.

c) Dynamics Level and Ability to Answer Lecturer Questions in Class

Educational learning not only emphasizes the ability to remember and understand because it is no longer sufficient in this very complex life (Budianingsih, 2016). Regarding the educational learning, Budiningsih (2016:8) states that: the Law of the Republic of Indonesia on the National Education System No. 20/2003 Chapter IV article 5(1) declared that "Every citizen has equal rights to receive a good quality education".

In relation to the dynamics level and the ability to answer lecturer questions in the classroom, the educational learning from the lecturers is required. The success of educational learning is determined by the lecturers in the course. Educational learning is more about building patience. Suseno, (2006) and Belen (2007); Budiningsih (2016:11) explains: "Educational learning is closely related to the education of the heart. Education of the heart involves the ability to live the deepest truths in order to realize the best, the whole, and the most humane in the heart".

Joni as cited by Budiningsih (2016:13) suggested:

Educational learning is a learning resulting in the basic mastery of science and technology, a strong character development, and life skills (soft skills) mastery to create a compassionate human being with high ethics and swiftness in work.

Based on the empirical review above, it can be concluded that the dynamics level and the ability to answer lecturer questions in the class already appeared, although not entirely. Answering direct questions is not easy, but should continue to be motivated to boost the potential.

Fletcher's (2012) research, entitled Measuring Academic Capacity: Research in relationship. Methodology, qualitative research with interview and observation, also focused on the student ability. The research results revealed that thematic analysis of the target group transcripts yielded insight into the researcher's capacity and potential contribution to community capacity building.

Based on the findings of the study above, the researcher can then formulate the Recommended Student Academic Ability Model, as follows:

Figure 1: Recommended Student Academic Ability Model

The analysis illustrates the outcome of the academic capacity measurement revealed thematic analysis of the target group transcripts yielded insight into the researcher's capacity and potential contribution to community capacity building. Negative implications of this academic ability are the inactivity of students in the lecture, decreased face-to-face discipline, and reduced dynamics. The role of lecturers is needed because this declining academic ability requires a better learning process.

Discussion

This research was conducted to analyze student academic ability seen from several factors, i.e.: (1) student ability in answering the examination questions; (2) the problem analysis with descriptive manner; (3) the writing learning; and (4) the face-to-face learning process and classroom dynamic. By examining those factors, the students' achievement or grade point average can be known.

The results of this study indicate that student academic ability can be improved through the learning process with professional lecturers to get the planned GPA. The achievement the students get depends on what they do. Professional lecturers can provide encouragement for the students to improve their academic ability.

The negative impact of low student GPA is the students will have difficulty in the working world, including difficulties to continue to higher education levels. Therefore, GPA is very important for university graduates. GPA of 3.0 is the minimum GPA the students should have. Important aspects that can contribute to the GPA include lack of the student ability in answering questions, in analyzing with descriptive manner, in writing learning, in the learning process, and class dynamics. Therefore, serious efforts are required from the institution in order to improve student academic ability so they are able to compete in the labor market once they graduate.

C. CONCLUSIONS

The purpose of this study was to identify student academic ability in the learning process; including on student achievement. From this research, it can be concluded that, *first*, student academic ability in facing examination questions was quite good with only a few could not answer correctly; *second*, student ability in analyzing was good enough; *third*, student ability in writing was good enough.

Writing in a correct manner is not merely composing words but requires careful thought to be compiled in a logical and coherent writing; and, *fourth*, the students were quite active in following the learning process, had high discipline in the classroom, and had high dynamics. This is certainly related to the face-to-face learning as the important aspects of the education process.

From the conclusions, the results of this study are very fundamental in the improvement effort of student academic ability to support their on-time study completion. The key element for student success improvement on academic ability involves two factors, the first is from the students themselves, whether they want to study or not, and the second is from the lecturer role in performing their duties as professional lecturers. Thus, the students can identify their achievements during the study.

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