



Arabic Language and Coaching: Efforts to Students' Completion in Master of Arabic Education

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Abstract

This study aims to reveal the coaching efforts made by lecturers, supervisors, and examiners of Arabic Language Masters Department (MPBA) students at UIN Syarif Hidayatullah Jakarta. This research is qualitative with a psychological approach. The primary data of this study were MPBA students who had dropped out but they succeeded in passing the last limit of their study period. In addition, the primary source of this research is the supervisor and examiner who intensively provide coaching to these students. Secondary data of this research are documents and information related to student conditions from the head of the department and staff as well as literature relevant to the research topic. The findings of this study are first, there are four stages carried out in the implementation of the GROW coaching model from Goal, Reality, Option, and Will. The **Goal** is graduating on time, **Reality** is position and condition of study progress, **Option** is insights to choose the best strategy, and **Will** is willing to complete studies. Second, even though they were late in completing their work, the quality of their thesis was quite acceptable and good. This proves that extrinsic motivation greatly affects their performance in thesis writing and overcoming difficulties in studying Arabic. The academic community's role in encouraging and motivating students is very large.

Keywords: *Arabic, coaching, completion of studies; Master in Arabic Education*

Introduction

This research from the fact that not a few students of UIN Syarif Hidayatullah had to be declared *Drop Out* (DO). The majority of the causes are students' stagnation in writing their final assignments, both theses, theses, and dissertations. One interesting case is the Postgraduate of Arabic Language Education (MPBA) study program at UIN Jakarta.

Based on data for 2014/2015, the number of new students throughout Indonesia was 1,458,665 people. Whereas for the same year, the number of registered students was 6,118,733 people (Kemenristek Dikti, 2016). The number of tertiary institutions, both public and private, is 3,246. While the number of graduates in 2011/2012 was 689,564 graduates, in 2012/2013 was 738,260 graduates, in 2013/2014

was 804,924 graduates, and in 2014/2015 were 904,469 graduates. The number of students and graduates is large relatively. The more new students in Indonesia, the greater the challenge for tertiary institutions to make efforts that can help them graduate quickly and accurately.

Higher education is the right place for education to prepare human resources with character and integrity. With an average age of 20 years, students are a valuable national asset and are still in their golden age. Universities have a great responsibility to explore and prepare a sequence of knowledge that must be arranged so that the scientific competencies must follow the needs and produce resources with abilities (skills) that match the needs of the community (Link and Match). (Manurung & Rahmadi, 2017). The big challenge faced by students today is the demand for abilities in aspects of intellectual intelligence (cognitive) and physical skills (skills), they also have to have emotional and spiritual intelligence. (Partawibawa et al., 2004).

Masters of Arabic Language Education (MPBA) students have different backgrounds, ranging from teachers, employees, lecturers, professionals, recent graduates, and various other professions. Such student conditions require the management of the Study Program to provide good service and accurate strategies so that there are no obstacles to completing student studies. However, so there are still some students who graduate not on time or withdraw from the scheduled study period. For the master's program, the study period is four semesters or two years, while for the doctoral program, the study period is six semesters or three years. Therefore, research is needed regarding the factors that influence student graduation rates in the Indonesian Postgraduate Education Study Program at Semarang State University. Through this research, it is hoped that it can provide the best solution for managers and students in completing studies on time. Based on this background, it can be identified that the problem that arises is the presence of internal and external factors within students that hinder the completion of studies at the Indonesian Postgraduate Education Study Program, Semarang State University.

Based on data compiled by the Youth Network (Jarkam), since from 2016 to 2018, there were approximately 13 cases related to dropout sanctions that befell students from various public and private campuses (Progressive Student Union, University of Indonesia, 2018). The data collected by Jarkam is only data reported by the mainstream media. That is, the facts may be even greater. Suppose you look at the data released by the Ministry of Research, Technology, and Higher Education in the 2017 Higher Education Statistics book. In that case, it shows that 195,176 students were subject to DO sanctions out of a total of 6,924,511 students registered. (Serikat Mahasiswa Progresif Universitas Indonesia, 2018). The data collected by Jarkam is only the data reported by the mainstream media. It means that the actual numbers may be even higher. Suppose you look at the data released by the Ministry of Research, Technology, and Higher Education in the 2017 Higher Education Statistics book. In that case, it shows that 195,176 students were sanctioned to drop out of a total of 6,924,511 registered students. (Pusat Statistik Indonesia, 2017). Data released by Jarkam shows that between 2016-2018 there were approximately 5,000 students who were sanctioned by their campuses. Some of the reasons used as the basis for sanctions by campuses that

are in the spotlight are: First, students are unable to pay tuition fees, so they are suspended. Second, DOs are given to students who are 'vocal' in criticizing their campus policies. Third, students who are subject to evaluation, are inactive or past the study period. Many factors cause students to eventually be sanctioned by dropping out, one of which is the difficulty of the Study Program material and the difficulty of the thesis writing process. One of the study programs that are considered difficult by the community is the MPBA Study Program which uses Arabic as the language of instruction for writing a thesis.

The data above also seems to be relevant and corroborated by the decision of the Rector of UIN Syarif Hidayatullah Jakarta Number 154 of 2019 concerning the Dismissal of Students of UIN Syarif Hidayatullah Jakarta, although this decision was eventually rectified and canceled (Alfian, 2019). For the Faculty of Tarbiyah and Teacher Training (FITK), there were 19 students from the PAI Department, 13 students from the PBA Department, 13 students from the English Education Department (PBI), 11 students from the Biology Education Department, seven students from the Chemistry Education Department, nine students from the Physics Education Department, three students from the Mathematics Education Department, 18 students from the Education Management Department, 23 people from the Madrasah Ibtidaiyyah Education Department, 11 from the Indonesian Language Education Department, 22 from the Social Science Education Department, ten from the Early Childhood Islamic Education Department, eight students from the Master of English Education Department, and one student from the Master of Islamic Education Department. For the Master of Arabic Education Department, not a single student was threatened with dropping out.

Not a single student of the Master of Arabic Education who is threatened with dropping out is believed to be the result of the efforts of the Department, both supervisors, students, and administrative staff who always provide encouragement and motivation so that MPBA students graduate on time and fail to be threatened with dropping out. MPBA Study Program is trying its best to provide the best solution for students. Whatever happens, all parties will lose, starting from students, departments, and universities will be tarnished if there are DO students even with a large number. Therefore, the leadership of the Faculty and Department are trying their best to reveal the real problem through the selection of examiners who are able to accelerate the completion of student theses.

In addition to extrinsic factors in the form of motivation, lecturers, and so on, the internal factor that Thesis of MPBA is written using Arabic is also a challenge and obstacle for students so that the writing is not as fast as writing a thesis in Indonesian. This reason, although it seems forced and seems to give the scourge that Arabic is difficult, is something that needs to be pondered and considered so that the MPBA Study Program curriculum design can be arranged according to the needs and context of student abilities toward students' scientific writing skills in Arabic. Coaching is ideally not only done in terms of student psychology but also the form of training students' Arabic writing skills.

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guidance (Cox & Patrick, 2012). It should be noted that Coaching is experiencing rapid development, especially in the field of job guidance and placement assistance, or even daily quality-of-life guidance. (Anthony et al., 2017; Anthony, 2018; dan M. G. Anthony, 2015). Therefore, coaching is seen as a key tool in leadership and management to help improve the potential and quality of work and assist in fulfilling the worker's role. According to Hameed and Waheed, the involvement of employees in coaching can influence employee development and can also improve employee performance. The implementation of coaching helps workers to discover their abilities from the guidance of various parties in the learning process to explore their work better. From previous studies, coaching is seen as an important catalyst and there is a relationship between coaching and the development of employee performance in an organization (Hameed & Waheed, 2011: 224–229).

From the above facts, it is necessary to empirically reveal the Coaching model practiced by supervisors, examiners, Department leaders, and even staff in encouraging and motivating students to finish on time without DO sanctions. Othman & Yee (2015) reviewed the importance of educator involvement in identifying student problems and finding solutions to these problems. Educators prepare coaching log sheets, coaching progress sheets, and evaluations by coachees. The findings showed that the coaching strategy successfully improved participants' understanding and skills. Coaching can increase students' motivation and improve their understanding of how to think and learn. Coaching can help educators become more reflective and creative, increase their effectiveness and job satisfaction, increase Journal of Management Research, and contribute to their professional development. Coaching is one factor contributing to increasing satisfaction (Wooten, 1998). Therefore, it is important to reveal how Coaching efforts made by MPBA Study Program in motivating and guiding students to graduate on time. The focus of study and introduction to lectures and thesis writing in MPBA is Arabic, which has a very complex linguistic case so that students learn content and language.

Method

This research seeks to elaborate on the efforts that have been did by head of department, lecturers, and examiners to assist students with studies quickly. The strategy of accelerating study completion runs naturally. There are two data sources in this research, namely primary data and secondary data. The definition is that primary data sources are data sources that directly provide data to data collectors (Ross, 2015; Sugiyono, 2018). It's even clearly explained that “Social psychology is an attempt to understand, explain and explain, and predict how the thoughts, feelings and actions of individuals are influenced by the perceived thoughts, feelings, and actions of others (whose presence may be actual, imagined, or implied)” (Harry, 2017). Therefore, the primary data of this research are seven MPBA students who were threatened with dropping out, but they managed to graduate at the last limit of the study period. In addition, the primary sources of this research are department officials. Secondary data sources are supervisors and examiners who intensely provide Coaching to these student. Secondary is not directly obtained by researchers from research subjects (Azwar, 2017).

Therefore, the secondary data of this research are documents and information related to student conditions from Department leaders and staff as well as literature relevant to the research topic, both from books and articles of journal.

From the data above, the research data collection techniques are interviews, observation, and document reading. Interview was done by department officials, supervisors, examiners, and students. The informants from the student in 2020 have ended their study period. It means that all in 2016 of MPBA students who have not graduated and completed thesis writing until 2020. In addition, an in-depth study was done through critical reading of literature relevant to each topic in the chapter, both from books, theses or dissertations, journals, and so on.

Result and Discussion

Postgraduate of Arabic Language Education and Study Load

By the National Higher Education Standards for Postgraduate Programs, the 4-year study period for the Masters's program is detailed by Dikti with a load of 72 credits, most of which are used by students to carry out research. The proportion of the 72 credits is ± 32 for Lectures, ± 5 credits for Thesis Proposals, ± 20 credits for Thesis Research and Writing, ± 5 credits Seminars, ± 10 credits for Scientific Work (*Penjelasan Tentang Standar Nasional Pendidikan Tinggi Untuk Program Pascasarjana, No. 526/E.E3/MI/2014*, 2014). Therefore, MPBA Department also accommodates these national standards with special policies for each study program. One important thing that needs to be revealed in the MBSA Study Program curriculum is the map and distribution of courses that students must take for a maximum of 8 semesters (4 years).

Thesis research is strengthened by the courses Research Methods and Thesis Proposal Seminar. The writing of the thesis results is carried out with the results examination and thesis examination. The thesis proposal seminar is aimed at preparing students' thesis research plans. The Thesis Proposal Seminar course is offered to ensure that students have an integrative and contextual research topic plan. In its implementation, students present proposals to obtain input in the form of criticism and suggestions from lecturers and other fellow students to produce a theme plan that is by the demands of the vision, mission, and objectives. The proposal that has been disseminated gets validity to be submitted to the proposed examination. In turn, the proposal exam determines whether the proposal is feasible or not feasible to continue in the research process.

Four stages of examination must be passed in testing the quality of the thesis, namely the thesis proposal examination, comprehensive examination, results examination, and thesis examination. The comprehensive exam is held to test students' mastery of the literature on the thesis topic and the findings of the thesis. The thesis result exam is the first exam after students have completed writing the thesis. (M. A. Wahab, personal communication, Agustus 2020). In the thesis result seminar exam, the examiner provides input to students related to the thesis they have written. There are at least 5 (five) components that are seen in the result examination: (1) the suitability between conclusions and research problems; (2) the ability to connect research themes

with global academic debates; (3) the ability to present core literature (by the research theme) and the most up-to-date literature on research results; (4) the ability to present the thesis in straightforward language that is easy to understand, and (5) the ability to adjust to the technical provisions of presentation that avoid errors and plagiarism. Thesis Examination is the final stage of the study. Students present their research results in front of a team of examiners..

Study Completion Efforts of MPBA students through Coaching

Supervisors and Department Official make efforts to accelerate study completion with strategies that are relevant to the GROW Coaching model, although not by design. This means that both Study Program Officers and examiners do not directly design their assistance by the concept of the GROW model. This can also be proven by the perception and recognition of MPBA Study Program students who are on the threshold of the study period (almost DO). There are four stages carried out in the implementation of the GROW Coaching model, namely goal (goal), reality (real conditions), option (choice), and a coach in this case may be played by Study Program officials, supervisors, and examiners to take a special approach to students in revealing what they want and what their goals are for continuing their Masters (S2) studies.

Goal: Graduate on Time

The first step a Coach takes is to uncover the student's goals regarding their studies. Do the students who almost dropped out want to graduate or not? There are 100% of MPBA students who almost dropped out and want to graduate even though the time left for them is very narrow and almost impossible to be enough to complete their shortcomings. Psychologically, it can be seen that all humans naturally have goals that they want to achieve (Kuster et al., 2012) and even want something ideal including wanting to graduate on time, but other things become obstacles and obstacles. This result is the initial capital of a Coach to continue his strategy in seeking success, because if there is already a clear will and goal, then the gate to the success of the Coaching process is wide open.

Reality: Position and Condition of Study Development

After revealing the goal that Master of Arabic students want to achieve in this case is to graduate on time without dropping out, the next important thing to reveal is the position and development of their studies so that it can be seen the possibility of accelerating their completion in a short time. Almost half of them are possible to be complete, namely 64.7%. 23.5% of students are very likely to finish because they have done the WIP 2 Exam and are even going to the Closed Exam. There are only 11.8% who say it is normal regarding their graduation probability. This is because they have only reached the proposal seminar and have not provided guidance. As the Head of the MPBA Department said, all students who were saved had taken the thesis proposal exam, and the 3 who were not saved had not yet taken the proposal exam. (M. A. Wahab,

personal communication, Agustus 2020). However, the quality and quantity of mentoring is a factors in the rapid completion of their thesis despite having conducted a proposal examination. The majority of students, around 82.4%, stated that they had been guided and guided well. About 11.8% felt that they did not get extra guidance, the guidance seemed ordinary, and about 5.8% of them even stated that they had never received guidance. This phenomenon can also be normal because the Covid-19 Pandemic may influence it. Lecturers cannot guide optimally due to space and time constraints. Even technically, the guidance process will change significantly. Usually, lecturers can provide notes directly, but during a pandemic, lecturers correct more via Soft files, which are likely to be lost and neglected to review. The correction process is also directly from laptops and PCs, making it easy to get tired and unhealthy. (M. A. Wahab, personal communication, Agustus 2020)

The obstacles and barriers experienced by students are quite numerous and complex both in terms of academic and non-academic. Therefore, it is also worth revealing what factors cause them to be late in completing their studies, what do they face the obstacles and obstacles in writing a thesis in particular. There were 70.6% who admitted that their obstacle was busy work. Their busyness at work seems to be their priority rather than accelerating the completion of the thesis. According to student F, for example, who is busy at the Wahid Foundation, his work is quite lucrative and very time-consuming so he does not have time to review his thesis writing for pragmatic reasons, namely working for survival. 11.8% admitted that their main obstacle was cost. They are likely in a state of outstanding tuition fees and the costs of writing and researching a thesis cannot be met. This also resulted in them looking for work to fulfill these needs. There is something interesting in Figure 3 above, namely that around 11.8% of students admit that the obstacle is not because of work and costs, but because no one motivates and supports them. These results reinforce that motivation and support from outside or external motivation also play a role. External motivation plays an important role in creating high and continuous performance (Werther et al., 2016). Although in general students get obstacles, some remaining students state that they do not have any obstacles.

In addition to the various obstacles above, one more variable is generally considered to be an obstacle in study, namely marriage. There is a study conducted by Rian Dwi Laksono et al (2019) on the impact of marriage during the study period for students. His research actually revealed that marriage did not have any impact on studies, even after marriage, students actually felt better in everything including studies. (Laksono et al., 2019). There are 64.7% of Master of Arabic students who are about to drop out with unmarried status and only 35.3% of students with married status. This result shows that marriage is not an obstacle or does not have an impact on the delay of students graduating. Therefore, this result also strengthens Laksono's research. This seems to be exactly the opposite when referring to the PMLD Program (Program Magister Lanjut Doktor) which targets unmarried undergraduate students at least until completing a master's degree, even this program requires participants not to be married (Diktis Kemenag, 2018). This requirement is not without reason. When a student is married, the burden of life will increase, and it is feared that it will interfere with the

smooth study process. It seems this is a preemptive measure or prevention of unwanted things so they can graduate quickly and accurately. Referring to the results that the majority of Master of Arabic students are delayed in graduating because of work, which is around 70.6%, it is necessary to reveal what type of work they are engaged. The majority of Master of Arabic students who almost dropped out work as teachers, which is around 64,7%, 11,8% work anything or others, 17.6% work as freelancers, and the rest are entrepreneurs. This result is quite surprising that working as a teacher is enough to take up their time and energy so that their studies are neglected. This assumption seems to be reinforced by Law No.14/2005 on Teachers and Lecturers, especially Article 10, which illustrates how many and heavy the burden of teachers is. Not only must teachers have pedagogical competence, they must also be professional, have social and personality competence. Pedagogical competence is not only about teaching in front of the class, but also teaching planning and evaluating students' abilities. This means that in addition to creatively teaching, teachers are also required to be able to be an administrator.

Since 1950, the government has formulated teacher qualifications through Law Numb. 4/1950 on the Basics of Education and Teaching in Schools throughout Indonesia (Undang-Undang No.4/1950 tentang Dasar-Dasar Pendidikan dan Pengajaran di Sekolah untuk Seluruh Indonesia). Article 15 of the law states that teachers are required to have "the qualities necessary to be able to provide education and teaching" ("sifat-sifat yang perlu untuk dapat memberikan pendidikan dan pengajaran"). These qualities are translated more specifically in Law Numb. 14/2005 on Teachers and Lecturers. Teachers indirectly have 24-hour working hours. For teachers, the meaning of teaching is not only in the classroom. When not teaching, teachers are busy doing other tasks as stated in the Indonesian Teacher Code of Ethics that teachers continue their studies by reading books, workshops, seminars, and so on. Even now, Law Numb. 14/2005 Article 35 stipulates a minimum of 24 face-to-face hours and a maximum of 40 face-to-face hours a week. (Setyawan, 2015).

Option: Insights to Choose the Best Strategy

What is meant by choice here is that a Coach provides the best options and positive views that can be a reflection of students after discovering the problems and circumstances experienced by them so that they are more ready and determined to catch up. The coach provides a view of the negative impact if they end up dropping out of college and dropping out. If they fail, how many losses do they bear for four years, from the loss of time, energy, costs, and thoughts, to social sanctions? They will be embarrassed and considered irresponsible for their choices. More than that, in the data report at the Ministry of Research, Technology and Higher Education, there is a negative record of "Drop Out" (DO) attached to their name. Not only that, a Coach provides strategic choices of steps that students must take to catch up with the bills and exams they must pass from the Thesis Proposal Examination, Comprehensive Examination, Results Examination, and the final Thesis Examination.

The practice of giving positive views like this has been carried out by study program officials, supervisors, and examiners who have tried to become coaches for

students who are almost dropping out. Almost all students stated that study program officials, supervisors, and examiners had provided positive views and choices to students. There were 64.7% of students said yes, and even 35.3% of students stated that study program officials, supervisors, and examiners played a significant role in providing positive choices and good views regarding the completion of their studies. This stage is in the GROW Coaching Model application, which is carried out for students who are almost dropping out.

Will: The Willingness with Effort to Complete Studies

What is meant by willingness here is to include what actions students will take. The previous three stages, namely uncovering students' goals, circumstances, and choices, aim to create awareness. (Alexander, 2015). After awareness is revealed, students get clarity which in turn they are automatically motivated to take responsibility for the changes that will be made, namely completing their studies. All Master of Arabic students are ready to complete their studies, and none stated that they were not ready. There were 70.6% who stated that they were ready and even 29.4% stated that they were very ready. This proves that their awareness to complete their studies is very high and they are ready to correct their mistakes. At this stage, a Coach has successfully done his job and is ready to wait for the results.

Grade Point Average and Thesis Title of Students who Almost Drop Out (DO)

One thing that illustrates a student's achievement at the end of his studies is the Cumulative Grade Point Average (GPA). The higher a student's GPA, the higher the picture of achievement. In the campus world, students are required to compete in obtaining academic achievement, the benchmark of which can be seen from the grade point average. Academic achievement is the result of lectures in college that are cognitive and known through assessment. (Hadi, 2012).

In addition, the achievement is a collection of documents containing the assessment results of learning achievements, awards, and the work of students in certain fields that are reflective-integrative in a certain period. The better the academic mastery of students, the achievement obtained will also be good. All tasks given in higher education generally require students to develop their mindset for effective task completion. The success of students in the academic field is marked by the academic achievement achieved, indicated by the achievement index (IP) and Cumulative Achievement Index (GPA). The cumulative grade point average is a number that shows the achievement or progress of student learning cumulatively from the first semester to the most recent semester that has been taken. (Nadzirudin, 2007). So, the Grade Point Average is the average value of the results of a student's study program while taking the study program he chooses.

In the case of Master of Arabic students whose study period ends in 2020 or the sense of almost dropping out, the delay in graduating does not mean that they do not excel in the academic field in the form of a proud GPA. According to the results of research and interviews with stakeholders, many students are very good in their lectures

but are threatened with dropping out only because in the process of writing their thesis they are busy with other jobs. So the obstacles faced by them are only in writing the thesis, not in failing certain courses so that they are slow to graduate.

There were 23.5% of MPBA students who almost dropped out and had a GPA above 3.7 out of a 4.0 index, plus 5.9% who got a GPA above 3.6, and 11.8% graduated with a GPA of 11.8%. This result is quite surprising and proves that slow thesis writing is the main obstacle to their late graduation, which does not mean they do not excel. However, more than half of them, 58.8%, eventually graduated with a GPA below 3.5. This result also proves that good academic character will affect their performance. (Yulianti, 2010). The academic character can be measured from the aspects of academic achievement and scientific attitudes of students.

It should be noted that the characteristic of thesis writing of MPBA Department is the use of Arabic as the language of instruction. Here are the titles of MPBA students' theses that almost dropped out written in Arabic:

١. استخدام طريقة الاستجابة الجسدية الكلية في تصميم المفردات والإسلام لدي تلاميذ الفصل الأول في مدرسة الرحماء المتوسطة الإسلامية بوجور؛
٢. تعليم المفردات واستراتيجية التعلم بالاكشاف الموجه في تربية مهارة الكتابة في مدرسة نور الأسرار المتوسطة الإسلامية سيرانج؛
٣. تعليم المفردات باستخدام الأغنية و أثرها في قدرة الطلاب على قراءة النصوص العربية (دراسة تجريبية في مدرسة القمر المتوسطة الإسلامية جاكرتا؛
٤. تعليم القراءة بالألعاب اللغوية في علاج الصعوبات القرائية في مدرسة دار السعادة المتوسطة الإسلامية تشيجانجور جاكرتا الجنوبية.
٥. تعليم التعبير الاصطلاحي في العربية المعاصرة؛
٦. كفاءة مدرس اللغة العربية في خدمة التلاميذ ذوي الاحتياجات الخاصة في مدرسة بليتا بانجسا الإسلامية تانجيرانج الجنوبية؛
٧. أثر استراتيجيات لعب الأدوار لتنمية الدوافع في استيعاب المفردات لدى طلاب مدرسة الحسنى الثانوية الإسلامية تشوروج تانجيرانج.

However, writing a thesis in Arabic is not without its problems. The problems faced by students in writing a thesis in Arabic can be categorized into two, namely linguistic and non-linguistic problems. Linguistic problems are problems experienced by MPBA students in writing Arabic theses because of the differences in linguistics between Arabic and Indonesian. Linguistic problems experienced by students are in terms of lack of vocabulary mastery, lack of mastering Arabic grammar, and Arabic writing. The non-linguistic problems are problems experienced by MPBA students in writing Arabic theses because of differences in non-linguistic matters, such as culture and geography. The non-linguistic problems based on the results of interviews with respondents are the problem of typing Arabic texts and the absence of a community for Arabic language practice. It is also very likely that the average MPBA student, when

undergraduate, has already written a thesis in Arabic so that the culture is still very attached and makes it easier for them when continuing postgraduate, which is equally required to write a thesis in Arabic.

Conclusion

From the results of the discussion and findings, it can be concluded that the Coaching strategy practiced by the MPBA Department academic community is the **GROW** Coaching Model in assisting the completion of Master of Arabic students' studies is actually not by design. This means that both Study Program officials and examiners do not directly design their assistance following the concept of the **GROW** model. This can also be proven by the perception and recognition of students of the Master of Arabic Language Study Program who are on the threshold of the study period (almost DO). There are four stages carried out in the implementation of the **GROW** Coaching model, namely **Goal** (Graduate on Time), **Reality** (Position and Condition of Study Development), **Option** (Insights to Choose the Best Strategy), dan **Will** (The willingness with Effort to Complete Studies). About 23.5% of MPBA students who almost dropped out have a GPA above 3.7 from an index of 4.0, plus 5.9% who get a GPA above 3.6, and 11.8% graduated with a GPA of 11.8%. This proves that the slow pace of thesis writing is the main obstacle to their late graduation, which does not mean they do not excel. However, more than half of them, 58.8%, eventually graduated with a GPA below 3.5. This means that good academic character will affect the performance and even the performance of students in overcoming the difficulties of studying Arabic which is the object of study in MPBA Study Program.

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