



Factors Hindering Study Completion Among Islamic Economics Undergraduate Students at the State Islamic University of Sunan Ampel Surabaya

Sri Wigati, UIN Sunan Ampel Surabaya

Nurul Fatma Hasan✉, UIN Sunan Ampel Surabaya

✉ nurul.fatma.hasan@uinsa.ac.id

Abstract: This study aims to analyze the factors that hinder on-time graduation (OTG) among students of the Islamic Economics Program at the Faculty of Economics and Islamic Business, UIN Sunan Ampel Surabaya. The research employs a descriptive quantitative method with a survey approach. The sample consists of non-OTG students who have studied for more than eight semesters. Data were collected through a Likert-scale questionnaire encompassing six factors of on-time graduation: motivation, environment, activities, supervisory support, academic proficiency, and economic conditions. The results indicate that based on the average weight, the factors influencing on-time graduation of Islamic Economics students at UIN Sunan Ampel Surabaya are, in order, activities, academic proficiency, motivation, supervisory involvement, environment, and economic factors. The activities factor is the only one agreed upon by respondents as the dominant factor, with the primary cause of delayed graduation being the high level of student involvement in activities outside of their studies. These findings have implications for program managers in enhancing academic services and guidance to promote timely graduation for students.

Keywords: On-Time Graduation (OTG), Islamic Economics Studi Program, Undergraduate Study

Abstrak: Penelitian ini bertujuan untuk menganalisis faktor-faktor yang menghambat kelulusan tepat waktu (KTW) di kalangan mahasiswa Program Studi Ekonomi Syariah Fakultas Ekonomi dan Bisnis Islam, UIN Sunan Ampel Surabaya. Penelitian ini menggunakan metode deskriptif kuantitatif dengan pendekatan survei. Sampel terdiri dari mahasiswa non-KTW yang telah menempuh masa studi lebih dari delapan semester. Data dikumpulkan melalui kuesioner dengan skala Likert yang mencakup enam faktor kelulusan tepat waktu: motivasi, lingkungan, aktivitas, dukungan dosen pembimbing, kecakapan akademik, dan kondisi ekonomi. Hasil penelitian menunjukkan bahwa berdasarkan rata-rata bobot, faktor-faktor yang mempengaruhi kelulusan tepat waktu mahasiswa Ekonomi Syariah di UIN Sunan Ampel Surabaya secara berurutan adalah aktivitas, kecakapan akademik, motivasi, keterlibatan dosen pembimbing, lingkungan, dan faktor ekonomi. Faktor aktivitas adalah satu-satunya faktor yang disepakati oleh responden sebagai faktor dominan, dengan penyebab utama keterlambatan kelulusan adalah tingginya keterlibatan mahasiswa dalam aktivitas di luar studi mereka. Temuan ini memiliki implikasi bagi pengelola program studi dalam meningkatkan layanan akademik dan bimbingan untuk mendorong kelulusan tepat waktu mahasiswa.

Kata kunci: Kelulusan Tepat Waktu (KTW), Program Studi Ekonomi Islam, Studi Sarjana

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INTRODUCTION

Education plays a crucial role in the development of a nation, serving as an effective tool to address various political, economic, social, and cultural issues (Inanna, 2018). In the context of Indonesia, education also holds a strategic role in enhancing economic growth and improving the quality of life for its citizens. As highlighted by Mubarok and Tambunan (2021), quality education creates excellent human resources, which are essential for national development. Therefore, investment in education is an investment in the nation's future (Mubarok & Tambunan, 2021).

Higher education, as part of the national education system, is recognized for its significant contribution to the intellectual advancement of the nation and the promotion of knowledge and technology. According to Law No. 12 of 2012 concerning Higher Education in Indonesia, universities are expected to produce graduates who are not only scientifically competent but also socially active. The tri dharma of higher education, encompassing education, research, and community service, forms the foundation of the academic culture that thrives in university environments.

However, one of the challenges faced by higher education institutions in Indonesia is the high dropout rate and the prolonged duration of study among students (Nurmalitasari et al., 2023). In 2023, 352,494 students in Indonesia were recorded as having dropped out (DO), or stopped studying. This figure covers all levels of higher education, from Diploma 1 to Doctoral degrees, as well as professional and specialist programs. The national dropout rate that year was 3.6% of the total of more than 9.8 million active students. This phenomenon negatively impacts not only the students themselves but also educational institutions and society at large. For students, extended study periods often result in increased financial burdens and delays in entering the workforce, which can diminish their competitiveness in the job market.

Educational institutions also feel the impact of these prolonged study periods. High rates of delayed graduation can affect the reputation of the institution and disrupt its operational efficiency. Institutions must allocate additional resources, such as classroom space and teaching staff, to students who have not graduated on time. This can reduce the institution's ability to admit new students and optimize the use of existing facilities.

More broadly, the extension of study periods also has implications for society and the national economy (Gilleard, 1989). Delays in entering the job market result in the loss of productive contributions from educated workers who should already be prepared to work. Additionally, the government may need to provide more funding for scholarships or other assistance programs for students who cannot complete their studies on time, further burdening the country's social and economic systems (Kaur, 1999).

Given the various negative impacts of prolonged study periods, it is essential to conduct in-depth research to identify the factors hindering timely graduation at universities. Several previous studies have identified a wide range of factors that hinder students from graduating on time. Widarto (2017), in a study conducted at the Department of Mechanical Engineering Education at Yogyakarta State University (UNY), found that key obstacles included the long distance to campus for thesis supervision, ongoing coursework, employment commitments, inactive academic advisors, an uncondusive living environment, and lack of intensive supervision. Similarly, Nursyafti and Purwanto (2021), in their research on diploma students in the Automotive Engineering Department at Universitas Negeri Padang, highlighted physiological and psychological factors, as well as the influence of family, the university, and society, as contributors to study delays. These findings suggest that delayed graduation is not solely due to academic factors, but also closely linked to students' personal conditions and social environments.

International research also reflects similar patterns. Hako and Shikongo (2019), in a case study at a public university in Namibia, revealed that study delays were primarily caused by poor study skills, weak time management, misplaced priorities between work and study, and the lack of mentoring programs. Meanwhile, Larasati and Jatiningrum (2021), using Principal Component Analysis (PCA) in their study of Industrial Engineering students at Ahmad Dahlan University, identified three core components: self-potential and thesis completion, family-related factors, and campus environment. These findings reaffirm that internal student factors, institutional support, and external conditions—such as family background and living environment—play a critical role in influencing students' ability to complete their studies within the prescribed time.

Other research found five key factors of completing study, which are motivation to graduate on time, writing skills, the availability of learning resources, the quality of thesis guidance or supervision, and peerage environmental support (Miranti et al., 2022). While other mentioned four most influential factors: economic factors, academic satisfaction, academic performance, and family economics (Nurmalitasari et al., 2023).

This study aims to analyze the obstacles faced by students in the Sharia Economics Program at UIN Sunan Ampel Surabaya in completing their studies on time and evaluate the services provided by the program to support timely graduation. Six factors that influence timely graduation are used: motivation, environment, extracurricular activity, supervisor support, academic skills, and economic factors.

RESEARCH METHODOLOGY

This study employs a descriptive quantitative research method, which aims to systematically and accurately describe the characteristics of a phenomenon or population through numerical data. In this research, quantitative data is collected and analyzed statistically to identify patterns, trends, and relationships between the variables under study. This method is particularly useful in providing an objective overview of specific conditions or behaviors within the group or population being studied. The systematic steps involved include the development of data collection instruments, such as questionnaires or surveys, the selection of a representative sample, and the processing and analysis of data using statistical techniques. The results are typically presented in tables, graphs, and diagrams to facilitate interpretation and understanding.

The research was conducted over a period of four months, from March to June 2024, at UIN Sunan Ampel Surabaya, located at Jl. A. Yani 117 Surabaya. The sample for this study consists of 63 non-OTG students from the Sharia Economics Study Program in the Faculty of Economics and Islamic Business at UIN Sunan Ampel Surabaya during the even semester of the 2023/2024 academic year. Non-OTG students are defined as those who did not graduate on time and have extended their studies beyond eight semesters.

Data was collected through the distribution of a questionnaire consisting of 32 questions with four response options, using a Likert Scale. The symbols and corresponding weights are as follows: "VA" stands for "Very Agree" with a weight of 4, "A" represents "Agree" with a weight of 3, "D" indicates "Disagree" with a weight of 2, and "VD" stands for "Very Disagree" with a weight of 1. The questions were designed to assess six factors that influence timely graduation: motivation, environment, activity, supervisor support, knowledge, and economic factors (Table 1).

Table 1 Questionnaire

No	Factor	Questions
1	Motivation	1 I'm easily tired during studying
		2 I'm often sleepy during studying
		3 I prefer to sleep than to study
		4 I don't have willingness to study

No	Factor	Questions
		5 I'm not eager to finish thesis revision
		6 I'm not eager to consultproposals/thesis
		7 I'm not eager to learn any of the new materials
		8 I'm not eager to solve any challenging materials
2	Environment	1 I'm in a society that doesn't reallycare about education
		2 I don't have any supporting facilities from surroundings
		3 I was influenced by a negativefriend
		4 I don't have close friends to discuss about college assignments
		5 I hang out with unemployedfriend
		6 I hang out with uneducated or low educated friends
		7 I joined the wrong organization
		8 I am not given motivation from friends
3	Extracurricular Activity	1 I work while studying
		2 I prefer work over college
		3 I help my parents work at homeso college is neglected
		4 I'm busy with off-campusbusiness
		5 I can't spare my time betweenhome and campus
4	Supervisor's Support	1 I have hard time meeting thesupervisor
		2 It's difficult for me to contact my supervisor when I want to have thesis guidance
		3 My supervisor is lack of the ability and experience related to the type of research of my thesis
		4 It's difficult to get explanations, suggestions, and solutions from my supervisor regarding my thesis problems
5	Academic Skills	1 I am confused about the problemto be researched
		2 I am less critical of the problemsthat occur in the world
		3 I submitted a title that has been researched many times so the title should be changed
		4 I submitted a title that was not relevant to my area of expertiseso the title was changed
		5 I don't understand research methods that make it difficult for me to focus on research or find thecore problem of the research I willdo
6	Economic Condition	1 I was not given facilities tosupport my studies
		2 I rarely go to college because ofeconomic constraints

The data analysis process involved several stages, starting with the calculation of total weight by multiplying the obtained score by the assigned weight for each questionnaire item.

$$Total\ weight = (skor\ VA \times 4) + (skor\ A \times 3) + (skor\ D \times 2) + (skor\ VD \times 1)$$

The average weight was then calculated by dividing the total weight of each item by the number of respondents, which in this study is 63.

$$verage\ weight = \frac{total\ weight}{number\ of\ respondents} = \frac{total\ weight}{63}$$

The range of interval was determined by calculating the difference between the highest and lowest possible weights, and then dividing this difference by four to establish the interval range.

$$range\ of\ interval = \frac{(4 - 1)}{4} = \frac{3}{4} = 0.75$$

Weight criteria were set for each factor based on the calculated average weights, allowing for the classification of responses into different categories.

Table 2 Average Weight and Interpretation

Average Weight	Criteria	Interpretation					
1,00 - 1,74	VD	High motivation	Good environment	Low activity	High support	High understanding	High economic condition
1,75 - 2,49	D	Moderate motivation	Moderate environment	Moderate activity	Moderate support	Moderate understanding	Moderate economic condition
2,50 - 3,24	A	Low motivation	Bad environment	High activity	Low support	Low understanding	Low economic condition
3,25 - 3,99	VA	Very low motivation	Very bad environment	Very high activity	Very low support	Very low understanding	Very low economic condition

Finally, conclusions were drawn based on the established criteria for weighting and ranking the average weight of each factor, providing insights into the main challenges faced by students in completing their studies on time and evaluating the effectiveness of the support services provided by the program.

RESULTS AND DISCUSSION

Results

Student Profiles and Academic Performance

The Sharia Economics Study Program at UIN Sunan Ampel Surabaya is relatively young, having been established in 2005. It aims to produce graduates who are highly competent in managing Islamic financial institutions and businesses. The program supports students through a comprehensive curriculum aligned with the university's vision and mission. Students in this program come from diverse educational backgrounds, with a strong commitment to integrating Islamic principles into economic practices. The average cumulative GPA (Indeks Prestasi Kumulatif - IPK) of graduates varies across different academic years, with the average GPA consistently above 3.5. This reflects the program's effectiveness in maintaining high academic standards.

Academic Services

The program provides extensive academic services, including counseling, career guidance, and financial aid. These services aim to support students in their academic progress, ensuring they have the resources needed to succeed. Notably, the "Manja DO" service is available for final-year students who face challenges in completing their studies. This service has been integrated with the university's academic system, allowing for real-time monitoring and support.

Factors Influencing Timely Graduation

The study identified several key factors that influence timely graduation:

Motivation: The majority of respondents demonstrated moderate motivation, with 67% indicating that their motivation was sufficient to maintain academic progress. However, 18% reported low motivation, which could hinder their ability to graduate on time.

Table 3. Motivation Factor Analysis

No	Questions	Number of Responses				Total Weight	Average Weight	Criteria
		VA	A	D	VD			
1	I'm easily tired during studying	1	22	36	4	146	2,32	Disagree
2	I'm often sleepy during studying	0	15	42	6	135	2,14	Disagree
3	I prefer to sleep than to study	0	8	40	15	119	1,89	Disagree
4	I don't have willingness to study	0	3	48	12	117	1,86	Disagree
5	I'm not eager to finish thesis revision	0	3	47	13	116	1,84	Disagree
6	I'm not eager to consult proposals/thesis	0	28	32	3	151	2,40	Disagree
7	I'm not eager to learn any of the new materials	0	2	51	10	118	1,87	Disagree
8	I'm not eager to solve any challenging materials	1	10	40	12	126	2,00	Disagree
Total		2	91	336	75	1028	2,04	Disagree
Total (%)		0	18	67	15	Moderate Motivation		

Environment: Most students reported a moderate environment, with 64% indicating that their surroundings were conducive to their studies. However, a small percentage (11%) noted that their environment posed challenges, such as insufficient academic facilities or negative social influences.

Table 4. Environment Factor Analysis

No	Questions	Number of Responses				Total Weight	Average Weight	Criteria
		VA	A	D	VD			
1	I'm in a society that doesn't really care about education	1	6	40	16	118	1,87	Disagree
2	I don't have any supporting facilities from surroundings	0	16	35	12	130	2,06	Disagree
3	I was influenced by a negative friend	1	1	42	19	110	1,75	Disagree
4	I don't have close friends to discuss about college assignments	3	15	38	7	140	2,22	Disagree
5	I hang out with unemployed friend	1	5	37	20	113	1,79	Disagree
6	I hang out with uneducated or low educated friends	1	10	38	14	124	1,97	Disagree
7	I joined the wrong organization	0	0	45	18	108	1,71	Very Disagree
8	I am not given motivation from friends	2	5	48	8	127	2,02	Disagree
Total		9	58	323	114	970	1,92	Disagree
Total (%)		2	11	64	23	Moderate Environment		

Extracurricular Activities: High involvement in extracurricular activities was identified as a significant factor delaying graduation. Approximately 40% of students indicated that their engagement in non-academic activities interfered with their studies, while 43% reported moderate involvement.

Table 5. Extracurricular Activities Factor Analysis

No	Questions	Number of Responses				Total Weight	Average Weight	Criteria
		VA	A	D	VD			
1	I work while studying	19	30	13	1	193	3,06	Agree
2	I prefer work over college	4	19	38	2	151	2,40	Disagree
3	I help my parents work at homeso college is neglected	7	25	26	5	160	2,54	Agree
4	I'm busy with my off-campus business	5	29	25	4	161	2,56	Agree
5	I can't spare my time betweenhome and campus	2	23	33	5	148	2,35	Disagree
Total		37	126	135	17	813	2,58	Agree
Total (%)		12	40	43	5		High Activity	

Supervisor Support: The majority of students (61%) felt they received moderate support from their academic supervisors, which was generally adequate for their needs. However, some students expressed concerns about the supervisors' expertise in specific research areas.

Table 6. Supervisor Support Factor Analysis

No	Questions	Number of Responses				Total Weight	Average Weight	Criteria
		VA	A	D	VD			
1	I have hard time meeting thesupervisor	1	19	39	4	143	2,27	Disagree
2	It's difficult for me to contact my supervisor when I want to have thesis guidance	7	13	31	12	141	2,24	Disagree
3	My supervisor is lack of the ability and experience related to the type of research of my thesis	0	4	41	18	112	1,78	Disagree
4	It's difficult to get explanations, suggestions, and solutions from my supervisor regarding my thesis problems	0	4	42	17	113	1,79	Disagree
Total		8	40	153	51	509	2,02	Disagree
Total (%)		3	16	61	20		Moderate Support	

Academic Skills: The study found that 47% of students had moderate academic skills, particularly in research methods and critical thinking. These skills are crucial for completing final projects and research, and deficiencies in these areas could delay graduation.

Table 7. Academic Skills Factor Analysis

No	Questions	Number of Responses				Total Weight	Average Weight	Criteria
		VA	A	D	VD			
1	I am confused about the problem to be researched	1	37	22	3	162	2,57	Agree
2	I am less critical of the problem that occur in the world	0	35	23	5	156	2,48	Disagree
3	I submitted a title that has been researched many times so the title should be changed	4	24	30	5	153	2,43	Disagree
4	I submitted a title that was not relevant to my area of expertise so the title was changed	0	17	38	8	135	2,14	Disagree
5	I don't understand research methods that make it difficult for me to focus on research or find the core problem of the research I will do	3	23	35	2	1,53	2,43	Disagree
Total		8	136	148	23	759	2,41	Disagree
Total (%)		3	43	47	7	Moderate Understanding		

Economic Conditions: While most students did not view economic factors as a major barrier, 22% reported moderate financial constraints that could impact their ability to focus on their studies and attend classes regularly.

Table 8. Economic Conditions Factor Analysis

No	Questions	Number of Responses				Total Weight	Average Weight	Criteria
		VA	A	D	VD			
1	I was not given facilities to support my studies	1	9	43	10	127	2,02	Disagree
2	I rarely go to college because of economic constraints	0	6	39	18	114	1,81	Disagree
Total		1	15	82	28	241	1,91	Disagree
Total (%)		1	12	65	22	Moderate Economic Condition		

Dominant Factors

The most significant factor identified was the high level of extracurricular activities, which directly impacted students' ability to graduate on time. This was followed by academic skills, with some students struggling with research and critical thinking. Motivation, environment, and supervisor support were also important but were generally sufficient to support students' academic progress.

Table 9. Factors Hindering Study Completion Based on Average Weight

Factors Affecting Study Completion	Average Weight	Criteria	Interpretation
Extracurricular Activities	2,58	Agree	High activity
Academic Skills	2,41	Disagree	Moderate academic skills
Motivation	2,04	Disagree	Moderate motivation
Supervisor Support	2,02	Disagree	Moderate support
Environment	1,92	Disagree	Moderate environment
Economic Condition	1,91	Disagree	Moderate economic condition

Program Initiatives

The Sharia Economics Study Program has implemented various initiatives to address these challenges, including enhanced academic services, financial aid, and structured support for final-year students. These efforts are aimed at improving graduation rates and ensuring that students are well-prepared for their future careers.

DISCUSSION

This section discusses the key factors that influence timely graduation (Kelulusan Tepat Waktu, KTW) among students in higher education, with a particular focus on students in the Sharia Economics Study Program at UIN Sunan Ampel Surabaya. The analysis covers both internal and external factors that contribute to students' academic success, as well as the implications of these factors on institutional strategies to improve graduation rates.

Factors Hindering Timely Graduation

Timely graduation is a critical indicator of the effectiveness of the learning process and students' readiness to face academic challenges. It not only impacts the reputation of educational institutions but also directly affects students' future careers. Therefore, understanding the factors that influence timely graduation is crucial for improving the quality of education and learning outcomes.

The study identifies several key factors that significantly impact timely graduation, including motivation, environment, extracurricular activities, supervisor support, academic skills, and economic conditions. Each of these factors was selected based on its high relevance to students' academic success and empirical evidence from previous research indicating its influence on academic performance and graduation rates.

Motivation

Motivation is a psychological concept that refers to the internal or external drive that prompts individuals to take specific actions (Fitrianti et al., 2024). In the context of education, motivation is the driving force that directs, sustains, and enhances a student's desire to learn, complete tasks, and achieve academic goals (Espinoza et al., 2024). It can originate from various sources, including intrinsic factors (such as personal interest, curiosity, and satisfaction) (Asif Z Warsi, 2023) and extrinsic factors (such as rewards, praise, or external expectations) (Khaliq, 2023).

The study findings reveal that the level of motivation among students is categorized as "moderate," with an average score of 204. This indicates that while most students do not entirely lack motivation, they face challenges in maintaining their enthusiasm, especially when dealing with final tasks like thesis writing. Factors such as fatigue and insufficient support can contribute to a decline in motivation. Therefore, interventions such as providing more intensive academic support and programs that enhance intrinsic motivation are necessary to help students graduate on time.

Environment

The environment in which students interact plays a crucial role in determining their academic success (Voisin et al., 2023). The study shows that the students' environment is categorized as "moderate," with an average score of 192. This environment includes social conditions, support facilities, and peer influence. Although most students do not perceive their environment as overly negative, there are indications that certain aspects, such as inadequate supporting facilities and negative peer influence, can be hindrances.

A supportive environment, both physically and socially, can significantly enhance students' motivation and academic performance (Agbon et al., 2023). Therefore, educational institutions must create a conducive environment by providing adequate facilities and fostering a supportive academic community (Abdullah et al., 2022).

Extracurricular Activities

Balancing studies with extracurricular activities is an essential aspect of student life (Zacherman & Foubert, 2014). While activities such as part-time work, organizational involvement, or hobbies can provide significant benefits, including the development of social skills, time management, and practical experience (Muñoz-Bullón et al., 2017), excessive involvement without proper management can negatively impact academic performance and overall well-being (Pellerine et al., 2023).

The study reveals that involvement in extracurricular activities, particularly working while studying, has a significant impact on timely graduation, with the highest average score of 258. Students engaged in these activities often struggle to balance their time between studies and external commitments, ultimately slowing their academic progress. Effective time management is crucial for students involved in multiple activities, and institutions can support this by offering time management training or academic counselling (Abdur Rashid et al., 2020).

Supervisor Support

Academic supervisors play a vital role in supporting students in completing their theses and achieving timely graduation (Razali, 2023). The study finds that supervisor support is categorized as "moderate," with an average score of 202. Many students experience difficulties in accessing the guidance they need, either due to the limited availability of supervisors or their lack of expertise in specific research areas. Inadequate supervision can delay thesis completion and reduce the likelihood of graduating on time (Suarga et al., 2023).

Effective supervision is essential to ensuring that students stay on track with their thesis work (Mohd Noor et al., 2023). Therefore, policies that enhance the quality of academic guidance, including allocating sufficient time for supervision and improving supervisors' research competencies, are necessary.

Academic Skills

Academic skills, encompassing students' ability to understand the material, apply research methods, and complete their theses, are also crucial factors influencing timely graduation (Ononye et al., 2022). The study shows that students' academic skills are categorized as "moderate," with an average score of 241. Many students feel confused about identifying research problems, lack critical thinking about current issues, and struggle with understanding research methods.

This condition highlights the need for enhanced training and more specific academic support to help students develop their research skills. Students with strong academic skills are more likely to complete their research and graduate on time (Martín-Raugh et al., 2023). Educational institutions should, therefore, focus on developing students' academic skills through structured programs and intensive supervision (Dulaney et al., 2023).

Economic Conditions

Economic conditions significantly influence students' access to and continuity in education (Abdul Jalil et al., 2019). Financial difficulties can be a major barrier to students obtaining adequate education, affecting both their access to educational facilities and their ability to complete their studies on time (Maniriho, 2024). The study finds that students' economic conditions are categorized as "moderate," with an average score of 191. Financial constraints can hinder academic progress, especially if students lack access to supportive facilities or must work part-time to finance their education (Thayaparan & Gunathilaka, 2020).

Adequate financial support, such as scholarships and financial aid, is crucial for helping students from low-income families focus on their studies. Educational institutions must, therefore, provide more scholarship programs and financial assistance to alleviate students' economic burdens and support timely graduation.

Programmatic Efforts to Promote Timely Graduation

The study program plays a critical role in encouraging timely graduation among students. Several strategic efforts have been undertaken by the program to achieve this goal, including the development of an effective curriculum, enhanced academic supervision, increased financial support, the use of technology in learning, provision of psychological and counseling support, and regular monitoring and evaluation of students' academic progress. These efforts aim to ensure that students can complete their studies within the prescribed timeframe, thereby improving the overall quality of education and learning outcomes.

CONCLUSION

Based on the analysis conducted in this study titled "Factors Hindering Timely Graduation: A Study of Sharia Economics Students at UIN Sunan Ampel Surabaya," several key conclusions can be drawn. The factors influencing the timely graduation of Sharia Economics students at UIN Sunan Ampel Surabaya, ranked by average weight, are extracurricular activities, academic skills, motivation, supervisor involvement, environment, and economic conditions. Among these, extracurricular activities were identified by respondents as the dominant factor, indicating that students' high involvement in activities outside their studies is the primary reason for delays in graduation. In contrast, the other factors were not perceived by the respondents as significant obstacles to timely graduation.

The Sharia Economics Study Program at UIN Sunan Ampel Surabaya has undertaken various efforts to promote timely graduation, including the development of an effective curriculum, enhanced academic supervision, increased financial support, the use of technology in learning, provision of psychological and counseling support, and regular monitoring and evaluation of students' academic progress. These initiatives aim to help students complete their studies on time, enabling them to contribute more quickly to their personal development and society at large.

Research Limitations

While this study provides valuable insights into the factors hindering timely graduation among Sharia Economics students, it is important to acknowledge its limitations. First, the study primarily focused on internal factors, such as students' motivation, academic skills, and extracurricular activities, while potentially overlooking the broader institutional and curricular structures that might also play a critical role in influencing graduation rates. Additionally, the study did not include an in-depth analysis of the curriculum and gender, which is often a significant factor in determining students' academic progress. Future research should consider a more comprehensive examination of the curriculum and gender and its impact on timely graduation, as well as explore other external factors, such as institutional policies and support systems, that could affect student outcomes.

These limitations suggest that further research is needed to fully understand the complexities surrounding timely graduation and to develop more effective strategies for supporting students in completing their studies within the expected timeframe.

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