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Doctoral Student Experiences in Indonesian Postgraduate Programs: A Phenomenological Investigation of Challenges

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ABSTRACT

This research answers academic anxiety that departs from a study of the complexity of the problems faced by doctoral students in Indonesia. The existing phenomenon is that doctoral students in Indonesia who are scattered in various public and private universities with various fields of knowledge still face many technical and non-technical problems caused by problems that are both academic and non-academic in nature. This research uses a qualitative descriptive approach with the phenomenological study method developed by Edmund Husserl. Data collection techniques use literature and field studies through interviews, documentation and observation. The primary data source is postgraduate students, and the secondary data source is the Postgraduate Director, Head of Study Program and administrative staff. Data analysis in this qualitative research consists of three streams of activities that occur simultaneously, namely data reduction, data presentation, drawing conclusions or verification. Data checking in this research is based on four criteria, namely, degree of trustworthiness, transferability, dependability, and certainty. The findings from this study include the theoretical level regarding the conceptualization of the Portrait of Doctoral Programs in Indonesia as an Educational Phenomenon and dissertation as Research Identity of Doctoral Programs (Standards and Characteristics). This research also found academic and non-academic problems for doctoral students in Indonesia. The implications of the results of this research are to provide recommendations for ideas for the academic community for making decisions and academic policies, as well as formulating a quality education system and improving the quality assurance of postgraduate doctoral education in Indonesia.

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1. INTRODUCTION

The doctoral program is a formal level of higher education organized by universities, this is in accordance with Law Number 20 of 2003 concerning the National Education System. Higher education lecturers are required to improve their quality and competence so that in knowledge transfer, students can acquire and master science and technology better (Percy, 2014). In doctoral program education, a lecturer must be able to complete his education in accordance with their individual learning abilities and not deviate from the set time limits.

According to Indonesian law number 12 of 2012, the doctoral programme in higher education is designed for individuals who have completed a master's or equivalent programme. This programme aims to enable graduates to innovate, create, and/or make valuable contributions to the advancement and application of scientific knowledge and technology through logical thinking and scientific research. Students must enhance their intellectual capacities and independence as philosophers and/or intellectuals, as well as educated scientists who engage in thorough and precise research to generate and refine theories for the progress of human civilization. At the pinnacle of the educational hierarchy, this academic pursuit demands a diverse range of skills from its pupils in order to generate a dissertation of exceptional scientific calibre.

In line with the contents of the Indonesian National Qualifications Framework (KKNI) stipulated by the President of the Republic of Indonesia in 2012 (Kementrian Hukum dan HAM, 2012) doctoral education is required to be able to produce graduates that are equivalent to the level of qualifications, namely: First, Able to develop new knowledge, technology and art, in the field knowledge or professional practice through research to produce creative, original and tested work; Second, being able to solve problems in science, technology and art in their scientific fields, through inter, multi and trans-disciplinary approaches; Third, being able to manage, lead and develop research and development that is beneficial for the benefit of humanity, and is able to gain national and international recognition (HAM, 2003). Seeing the level of difficulty and the achievement of qualifications in the learning process and graduates that must be met, the number of individuals, both academics, researchers and practitioners, who can study up to the strata 3 level, is still relatively minimal (Siregar, 2014). This is evident from the data which shows the number of doctoral students in Indonesia is still small.

The 2016 Kemenristekdikti Higher Education Database (PD-Dikti) recorded that 30,051 doctoral graduates in Indonesia became staff at new tertiary institutions. While the records of the Education Fund Management Institute (LPDP), the number of people holding doctoral degrees in Indonesia in 2012 was 25,000 people. Two years later, that figure had changed to 75,000 people. Even though it has increased, this figure is far behind that of China, which can have approximately 500,000 doctors. Out of every one million Indonesian population, there are only 143 doctors. Apart from China, this comparison is very much different from other countries. For most doctoral graduates, the United States beat other developed countries. Based on a report from the OECD, America has twice as many doctorates as Germany. In 2014, 67,449 people graduated with doctoral degrees in the United States, beating the 28,147 graduates in Germany. Interestingly India has 24,300 doctorates who graduated in the same year, below the UK which has 25,020 doctoral graduates (Dhani, 2021). The Ministry of Research, Technology and Higher Education has strategically announced that the number of lecturers who meet the S-3 qualifications must be increased from year to year, including those related to the number of scientific publications, textbooks, and the number of acquisitions of intellectual property rights (IPR).

This research program is expected to be able to improve the quality of doctoral dissertation research and accelerate the completion of doctoral education in Indonesia. Until now, doctoral student research is considered quite ideal, in terms of approach and theory methods, analytical models, research methods, and the quality of the results. This research was also supported by Lawrence Mundia and Masitah Shahrill, who raised the topic of "*Coping and Help-Seeking Strategies Used by Students on the Intensive Foundation Program at the University of Brunei Darussalam"* (Lawrence Mundia and Masitah Shahrill, 2018) . James Kwan, by topic "*Academic burnout, resilience level, and campus connectedness among*

undergraduate students during the Covid-19 pandemic: Evidence from Singapore"(James Kwan, 2022). Research that is relevant to this research is research conduct by Amaral, A., Meek, V. L., & Larsen, I. M. (Eds.). by topic *The higher education managerial revolution?* And Arif Partono Prasetio, Elvira Azis, Darin Dindi Fadhilah, Anissa Fitri Fauziah about Lecturers' Professional Competency and Students' Academic Performance in Indonesia Higher Education and Dicker, R., Garcia, M., Kelly, A., & Mulrooney, H. What does 'quality'in higher education mean? Perceptions of staff, students and employers.

The quality of an educational institution can be seen from the quality of graduates it produced. One of the key indicators which related to quality is the grade point average (IPK). The cumulative GPA is the result from their overall study and in Indonesia, standard GPA used by industries is 3 (Prasetio, Azis, Fadhilah, & Fauziah, 2017). Academic performance can be measured based on college students' grades. One important aspect which can affect college student performance is the lecturer. Lecturers are regarded as the most imperative school-based factor influencing students' achievement levels. Within higher education there are four main stakeholder groups: providers (e.g.funding bodies), users of products (e.g. students), users of outputs (e.g. employers) and employees of higher education (Schindler et al. 2015 in R. Dicker, Garcia, Kelly, & Mulrooney, 2019); quality is likely to be perceived differently from each viewpoint and is therefore relative (Harvey and Green 1993 in R.Dicker, Garcia, Kelly, & Mulrooney, 2019). Others argue that quality must be considered from the perspectives of public accountability (value for money), the extent to which research outputs and student learning from higher education are socially desirable, and that quality has a transformative component for students, teachers and the culture of the institution Harvey and Knight 1996; Biggs 2001 in R Dicker, Garcia, Kelly, & Mulrooney, 2019). In addition, 'quality' has both tangible (e.g. course materials) and intangible (relating to student service) elements.

Doctoral program students in Indonesia who are scattered in various public and private universities with various fields of science, namely social, politics, law-humanities, art, geography, gender and child studies, applied science, exact sciences, and others), conduct their research with systematic stages through intensive and continuous guidance of the promoter and/or co-promoter, so that the implementation of the research can be accounted for. However, the reality on the ground shows that there are still many technical and non-technical problems caused by academic and non-academic problems.

With the academic reasons mentioned above, the researcher considers it important and urgent to conduct research on the problems of doctoral students in Indonesia as an educational phenomenological study. Higher education institutions that are the object of this research include Sunan Kalijaga State Islamic University Yogyakarta, Syarif Hidayatullah State Islamic University Jakarta, University Gunung Jati Bandung Islamic State, Maulana Malik Ibrahim State Islamic University Malang, Antasari Banjarmasin State Islamic University, Alaudin Makasar State Islamic University, Imam Bonjol Padang State Islamic University, University of Indonesia State Islamic University, Bogor Agricultural Institute, Gajah Mada University Yogyakarta, Lambung University Mangkurat Banjarmasin, Palangkaraya University, Airlangga University Surabaya, Brawijaya University Malang and the Bandung Institute of Technology. The selection of the fifteen campuses was based on the geographical and administrative location of campuses in Indonesia and had a minimum accreditation score of B. Then, the selection of campuses was also based on criteria for campuses having postgraduate programs with high qualifications.

2. METHODS

This study uses a qualitative descriptive approach with the phenomenological study method developed by Edmund Husser. Data collection methods through interviews, documentation and observation. The data sources obtained and used for analysis were 173 data, as can be seen in the following table.

Table 1. List of sources of data obtained:

No	Data Source	Amount
1.	Document	
	a. Postgraduate academic guidebook	15
	b. College graduate articles from the internal web	20
	c. College graduate articles from journals	30
	d. News about postgraduate colleges from the external web	23
	e. Summary of respondent's dissertation	30
2.	Interview	50
3.	Focus group discussion	15
4.	Report the opinions of postgraduates, heads of study programs, and higher education administration	
	a. Postgraduate Director	15
	b. Head of Study Program	21
	c. Administrative employee	15

Following are key informant data from secondary sources, respondents who were interviewed from initial primary sources, then filtered again to become research subjects.

Table 2. Secondary Source Data

No	Name of College	Secondary sources	Primary sources
1.	Sunan Kalijaga State Islamic University Yogyakarta	5	6
2.	Syarif Hidayatullah State Islamic University Jakarta	5	7
3.	University Gunung Jati Bandung Islamic State	5	4
4.	Maulana Malik Ibrahim State Islamic University Malang	5	4
5.	Antasari Banjarmasin State Islamic University	5	5
6.	Alaudin Makasar State Islamic University	5	4
7.	Imam Bonjol Padang State Islamic University	5	3
8.	University of Indonesia	5	6
9.	Bogor Agricultural Institute	5	7
10.	Gajah Mada University Yogyakarta	5	5
11.	Lambung University Mangkurat Banjarmasin	5	6
12.	Palangkaraya University	5	6
13.	Airlangga University Surabaya	5	4
14.	Brawijaya University Malang	5	4
15.	the Bandung Institute of Technology	5	5

Data analysis was carried out by examining the substance and material of phenomenology as a method aimed at the problems of doctoral students in Indonesia. Checking the data in this study is based on four criteria, namely first, degree of trustworthiness. Second, transferability, third, dependability, and fourth, confirmability. In this case, it can be explained as follows: first, credibility. In order to obtain valid data, the researcher used data-checking techniques through (1) continuous observation (2) triangulation of data sources, methods and other researchers; (3) member checking peer reviewing; and (4) checking of reference adequacy (referential adequacy checks), as stated by (Emzir, 2010). Second, Transferability. Transferability or transferability in qualitative research can be achieved because of the similarity between the context of the informant and the recipient. To make this transfer, the researcher provides sufficient descriptive data in making conclusions of the findings (Moleong, 2007). The findings obtained are not part of the detailed description that has been prepared by the researcher, but an interpretation of the data which is described in detail with a sense of responsibility and is based on the real conditions that exist in the field (Ekosusilo, 2003). Third, Dependability. Dependability or dependence is done to avoid mistakes in the conceptualization of research plans, data collection, interpretation of findings, and reporting of research results conducted by researchers. To avoid errors in the research, the researcher considers examining the data by paying attention to other factors related to the context of examining the data. Fourth, Confirmability. Confirmability or certainty is needed to find out whether the data obtained is objective or not. Certainty over the validity of the data obtained objectively depends on the agreement of several people with one's views, opinions and findings. If the data has been agreed upon by several or many people, it can be said to be objective, but the emphasis remains on the data. To determine the certainty of the data in this study, it was carried out by confirming the data with the informants. This activity is carried out together with the dependability audit.

3. FINDINGS AND DISCUSSION

3.1. Conceptualization of Academic and Non-Academic Problems for Doctoral Students

The problems of doctoral students in Indonesia are very diverse, including the obligation to write research reports with high standards, and the obligation of doctoral students to write scientific articles that are published in international journals (Sivakumaren, 2019). Besides that, there are human resource problems in doctoral program students, as well as obstacles in the mentoring process (Ezebilo, 2012) and demands for research quality(Golde & Gallagher, 1999).

Academic-related stressors (ARS) are academic problems that are often encountered, including exam problems, exam and assessment methods, academic schedules, student activities, and lecture material loads. Teaching and learning-related stressors (TLRS) are also dominant academic problems. The problem that is often encountered is the lack of strong knowledge to conduct research (ethics, research methodology, literature review, critical reading). The next academic problem is the lack of a strong practical basis for designing solutions to the research problems raised (for example experimental design, survey techniques, programming, and statistics).

Non-academic problem is social related stressors (SRS) free time with family and friends, time for yourself and not having the right community to discuss and relieve stress, so that students get psychological problems (peer groups, friends from the same country, family, neighbors). There are non-academic problems related to intrapersonal and interpersonal related stressors (IRS). Challenges in pursuing doctoral education can also vary according to the gender of the student (Leonard, 2001). Higher problems tend to be shown by female students compared to university students(Oswalt & Riddock, 2007). One of the reasons is that female students tend to have multiple roles, both in the domestic and public world, namely responsibility in the family, as mothers, wives who generally also work, and some of them also carry out other social roles such as caring for parents (Moyer, A., Salovey, P., & Casey-Cannon, 1999). This is related to psychosocial conditions, the existence of conflicting demands between studies and roles in the family, and work responsibilities (Pyhalto, Toom, Stubb, &

Lonka, 2012). Decreased motivation can be due to colliding with the problem Drive and desire related stressors (DRS) Not wanting to study science.

The description of the dimensions and indicators of the academic problematic instrument can be seen through the blueprint in the following table:

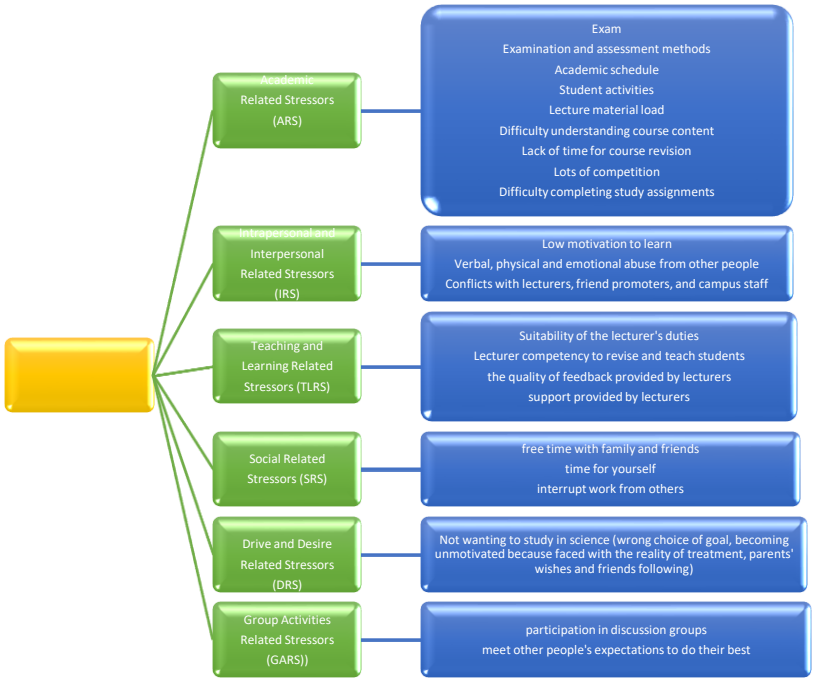

Figure 1. Dimensions and Indicators of academic and non-academic problems

3.2. Portrait of a Doctoral Program in Indonesia as an Educative Phenomenon

The postgraduate doctoral program or doctoral program is one of the formal levels of higher education held by universities in Indonesia. Because tertiary institutions are required to improve their competence and quality, so as to produce doctoral students who gain knowledge (knowledge transfer). Doctoral students as students in this postgraduate program are expected to be able to acquire and master and apply science and technology more optimally and maximally. In doctoral program education, students are required to be able to complete their studies with their respective learning abilities in accordance with a predetermined period.

This research program is expected to be able to improve the quality of research on doctoral programs, identify problems and problem-solving to accelerate the completion of doctoral education in Indonesia. As a basic assumption the research of doctoral students is considered very ideal, in terms of theory, approach methods, research methods, analytical models, and the quality they produce.

Doctoral program students in Indonesia who are scattered in various tertiary institutions have diversified scientific disciplines, namely Religion, social, politics, law-humanities, applied sciences, exact sciences, arts, geography, gender and child studies, and others. In each tertiary institution, academic activities carried out by students aside from theoretically being in the classical system with team teaching lecturers also carry out research. In accordance with the interview with the postgraduate director of UIN Syarif Hidayatullah Jakarta, Didin Syaifudin said that this doctoral program study is carried out in systematic phases through the guidance of a lecturer, while in research with the direction of a promoter and/or co-promoter.

Doctoral students who have graduated will hold a Doctoral degree (English: doctor), this title is an academic title that is awarded to graduates because they have completed a bachelor's degree or doctoral education. The results of an interview with the Director of Postgraduate Studies at the University of Palangkaraya, Central Kalimantan, The awarding of this doctoral degree is not

automatically awarded, it requires recognition of the candidate by lecturers in charge of the course, examiners and promoters at this tertiary institution, where doctoral students continue their postgraduate program studies. This indicates the equality of doctoral students with members of the board of examiners for doctoral students.

The final project of a scientific work at the doctoral level or doctoral program is called a dissertation. And in general doctoral education is taken between 3.5-7 years or in the range of 6-14 semesters. In the initial phase or the first stage, doctoral education begins with indoor classical lectures for 1-3 semesters, this variant depends on the education system applied by each tertiary institution. The next phase, after completing classical studies, doctoral program students take a (comprehensive) qualification exam. Doctoral students must go through a very strict exam selection stage, by completing a graduation from the basic course exam. Not infrequently some participants are forced to stop at this qualification stage because they failed the exam. The next stage of the exam is the dissertation proposal exam (Dissertation proposal exam/seminar). At this stage each participant must present the main ideas set forth in a Dissertation Proposal before the Dissertation Proposal Examiner Commission.

Questions will be asked starting from the importance of a research, the construction of philosophy and theory that is built, to the goals to be achieved. If the examining committee declares that a Dissertation proposal is feasible to be followed up into a Dissertation, then the participant is entitled to hold the title of Doctoral Candidate. After passing the proposal examination stage, the Chairman of the Examining Commission will appoint a promoter and two co-promoters, who of course are a Professor (Promoters) to guide a Doctoral Candidate in completing the writing of his Dissertation. Writing this is not an easy thing, considering the candidate is required to do in-depth research. Given that novelty is the main goal in writing a dissertation, doctoral students are required to use all their academic abilities to achieve novelty. The failure rate at this stage is quite high. Candidates will be pressed to the limit of their academic abilities by the Advisory Commission to reach the stage of obtaining a novelty. Many candidates have conducted comparative studies at several leading universities in the world to strengthen the research that has been carried out so far in Indonesia. At this stage, not only high academic abilities are needed, but also a very strong heart and determination, as well as large financial resources. If the Advisory Committee declares that the Dissertation is deemed appropriate, then a candidate will enter the Dissertation Research Results Seminar Examination stage. At this stage the research findings will be presented before the Dissertation Examiner Commission. If the Commission declares that it is feasible, then the candidate will take the second research phase as a refinement of the findings obtained in the first research phase.

The second research is not an easy thing, considering that the inputs of the Commission of Examiners are not an easy thing to do. After he has successfully completed this stage, and with the approval of the Examining Commission, the candidate will enter the Doctoral Pre-Promotional Examination Stage, novelty) compiled in his dissertation. This exam is very difficult for a candidate to pass. Doctoral students must face questions from the Dissertation Examining Committee which can consist of 5-10 Professors. The examiners will test the ability of the candidate to the limit. This exam can last up to 3-4 hours. If a candidate is declared eligible in the examination stated by the Chair of the Commission, then the candidate has the right to advance to the final stage, namely the Doctoral Promotion Examination. This stage is also known as the public exam stage, because a candidate must face an exam from the examining commission in public. Therefore this stage is also known as the Open Examination (Public Exam). This exam is essentially a form of accountability to the public for the achievement of a Doctoral candidate, that a candidate takes the highest academic level in the strata of higher education. A candidate will answer questions from Professors who are referred to as Honorable and Highly Educated. In this stage, it is also the Judiciary for Doctoral Confirmation, where the Commission Team, after testing will certify the eligibility of a candidate to hold a Doctoral degree in public based on the stages of the examination that has been passed so far.

3.3. Dissertation as Doctoral Program Identity Research (Standards and Characteristics)

Research in the doctoral/doctoral postgraduate program is called a dissertation (Hayati & Zulfa, 2016). The dissertation is research that is at the edge of scientific progress. The weight of state-of-the-art is high, because the demand is the emergence of novelty that has high originality. With demands like this, naturally, it can be said that the researcher is the person who knows and understands the topic he is researching the most. Researchers are at the forefront of the direction of scientific development on that specific topic. Advisors or promoters who help direct and organize the framework of thinking in writing research results.

In this research, the researcher obtained data from Subject C's confession, stating that he felt confused about the characteristics of novelty and originality and the management of the research. Research can be likened to a project, targets that must be achieved in certain ways, and constraints that must be taken into account (time, cost, availability of research facilities, wishes of supervisors, and so on). The basic problem is how this research project can be completed properly within the existing constraints. Subject L described the implementation of his dissertation research project, with several steps: planning, executing, monitoring, preparing for risks, and assuring the quality of the results. All of this is carried out in an integrated manner and integrates with research activities.

Dissertation research is an activity that contains high uncertainty (UI, 2019) The high frequency of emergence of uncertainty and in the long term has the potential to undermine students' mental and emotional. The reaction experienced by Subject H begins with confusion, worry, or anger, and continues without any resolution, resulting in feelings of frustration, hopelessness, or apathy. This condition can lead to more serious physical and psychological symptoms. To neutralize these negative feelings, Subject H tries to rearrange his mental well. Strong mentality to manifest persistence and resilience in the face of uncertainty.

Every doctoral research contains academic problems to be solved. In general, these issues/questions are broken down into narrower and more specific issues, to facilitate problem solving and to completely reconstruct the main question. It is the process of finding answers to these questions or questions that ultimately brings new understandings to students. This process combines prior knowledge with scientific methods to form new knowledge (acquired knowledge). A good dissertation is research that can produce clear and coherent answers, and explore a lot of new knowledge that adds to the existing body of knowledge. This factor determines the level of quality of doctoral research.

The goal of doctoral education is to prepare someone to become a researcher. A researcher is tasked with exploring knowledge that has never been explored. Therefore, someone who is studying for a doctoral degree must be able to identify scientific gaps that have never been explored, and synthesize answers for these gaps. The results of this process should be published in peer-reviewed scientific publications. To identify scientific gaps, Subject I conducted a literature review, namely searching for and reading scientific publications. By conducting a literature review, Subject I is able to identify gaps that have never been researched and also synthesizes a summary of what is already known. To synthesize answers, in the field of science, especially empirical science, Subject I makes experiments. The experiment conducted by Subject I consisted of three stages: (1) determining the research question, (2) designing an experiment to answer the research question, and (3) running the experiment. Stages (1) and (2) recognition take a long time. To make a research question, Subject I conducted an in-depth literature review meanwhile, to design experiments by finding or making research instruments as well as finding and preparing experimental subjects and materials. In this stage, Subject I collaborates with many people from various institutions, so that communication and collaboration skills will be honed a lot.

Upon the conclusion of the experiment, the final stage entails disseminating the experimental results through a scholarly paper. While positive experimental results hold significance, the capacity to articulate and showcase these discoveries is equally crucial. Scientific experiments occasionally investigate phenomena that were previously unknown. Elucidating previously unknown concepts necessitates doctorate students to employ articulate and impactful language in their writing. Doctoral

candidates will also be instructed in the art of receiving constructive criticism and refining their scientific work in response to such feedback.

Doctoral students must have love and passion for the field of science and research topics they are engaged in. During the 3 years (often more) of their study period, students will wrestle and struggle hard with their research topics. Struggle in this long enough period will not be won if there is no internal encouragement from within the students. Without internal motivation, a person will not be able to endure the confusion, deadlock, frustration, fatigue, and other negative feelings that often arise during his studies. Love and passion are the fruit of a long and intensive relationship. Both appear as a result of a person's attraction to something and the fulfillment of expectations that arise during the interaction. Taste problems like this cannot be forced to appear. That is, a person's interest in a certain field since before becoming a doctoral student will give him greater passion than if the person only touched on his research field when he started his doctoral studies.

3.4. Academic Problems of Doctoral Students in Indonesia

Teaching and learning-related stressors (TLRS) are dominant academic problems. This was experienced by Subject K and Subject L, the problem was the adjustment of assignments from the lecturer, the competence of the lecturer to revise and teach students, the quality of the feedback given by the lecturer, and the support given by the lecturer. The basic problem that is vulnerable is the lack of doctoral students having a strong theoretical basis for reading scientific papers (weak in domain knowledge, never in touch with the topic being worked on). This problem is experienced by Subject J who gets a different research theme (new theme) with themes that have been researched or worked on so far. This problem is also felt by Subject B and Subject G who are pursuing their doctoral studies in the multidisciplinary research field (biomedical engineering and applied psychology).

Subjects L, Subject E, Subject F and Subject O acknowledged the lack of ability to analyze literature, the ability to find research gaps, the ability to write scientific papers in English, and the ability to present research results in international forums are things that are absolutely necessary while pursuing doctoral studies. The way to overcome this problem is by using hands-on and research practice to be one way to practice. Subject E is a lecturer, by trying "apprenticeships" or doing "joint research" with other universities, and Subject F learns from lecturers who are more senior and competent in their field.

Moreover, there is a lack of strong financial support, not having scholarships or scholarships being cut off by donor agencies. This classic problem is often found in doctoral students who have high guts to study doctoral degrees without strong funding assistance. Doctoral studies are activities that demand high focus and should not be given second priority. Even though “studying” seems trivial at first glance, studying for a doctoral degree can put a heavy mental burden on students. Two things that often make doctoral students feel heavy psychological pressure are deadlines for completing a scientific paper and uncertainty about the duration of the review of a scientific work. Doctoral studies have a time limit, while the duration of a paper review sometimes doesn't have a clear time limit. Students who do not have strong financial support must find ways to meet their financial needs. As a result, the study process will be disrupted. There is only one solution, they are looking for donor agencies or scholarship institutions, and this solution is set in stone.

The problems mentioned above can be overcome by making thorough preparations before studying for a doctoral degree. The most important thing to consider is asking for as many testimonials as possible from seniors who have done doctoral studies and successfully graduated.

3.5. Non-Academic Problems of Doctoral Students in Indonesia

Doctoral students are vulnerable to non-academic problems, which can have an effect on the smooth running of their studies and affect their academic program. In this research, the results obtained from interview data with respondents. Subject A admitted that he was unable to balance studies, time for family, and health. Subject B has non-academic problems in balance when managing personal activities, health, and study time on campus. So, the right solution is to maintain strong stamina to complete the Doctoral Study by trying to maintain physical health and mental health. Besides that, by

having a rigid schedule, clear targets, and having a backup plan in the study to avoid unwanted things. Recognition of Subject H, who is married, does not bring campus work home, takes time for sports on weekends, maintains a balance between academic and non-academic life, and develops hobbies as a good solution to prevent depression.

Subject J admits to facing the problem of not having the right friends or community to share with. For him, he only shares with his family, by maintaining good relations with his closest family and preparing as much as possible for family conditions while studying for his doctoral degree. The family is indeed the closest party who will help students when experiencing difficulties and obstacles. Good friends, peer groups are also very much needed, especially if they have the same research theme. This is what is called Group Activity Related Stressors (GARS). Participation in discussion groups fulfills the expectations of others to do their best.

The classic problem experienced by doctoral students and experienced by all respondents in this research is that they cannot take the time to conduct research, especially doctoral students who are also practitioners in institutions, agencies and organizations. Time management is the best solution, it is better to be a full-timer student. Doctoral students are required to be good managers, especially for themselves. Doctoral studies require focused attention, hard work, and sufficient time allocation. The time, attention, and thoughts required exceed the planned allocation, resulting in other interests such as family interests, social environment, office affairs, or even personal interests.

3.6. Accumulation of Academic and Non-Academic Problems for Doctoral Students in Indonesia

While taking the doctoral/doctoral study program, students experience several problems that more or less hinder the smooth running of their studies. It turns out that these problems are commonly found in several students who have or are currently pursuing their doctoral studies. In this article, the author summarizes the various problems that are essentially found in many doctoral students at 15 selected tertiary institutions. The author also offers an offer on problem-solving in academic problems faced by doctoral students, with the hope that academics and researchers who wish to pursue doctoral studies can prepare as early as possible so that these problems can be minimized.

Researchers identified academic and non-academic problems experienced by students in Indonesia in the following table:

Table 4. Calculation of academic and non-academic problems for Doctoral Students in Indonesia

No	Dimensions	Indicators of academic and non-academic problems	Percentage
1.	Academic Related Stressors (ARS)	• Exam	• 65%
		• Examination and assessment methods	• 76%
		• Academic schedule	• 78%
		• Student activities	• 58%
		• Lecture material load	• 67%
		• Difficulty understanding course content	• 40%
		• Lack of time for course revision	• 90%
		• Lots of competition	
		• Difficulty completing study assignments	• 40%
			• 85%
2.	Intrapersonal and Interpersonal Related Stressors (IRS)	• Low motivation to learn	• 50%
		• Verbal, physical and emotional abuse from other people	• 30%
		• Conflicts with lecturers, friend promoters, and campus staff	• 90%
3.	Teaching and Learning Related	• Suitability of the lecturer's duties	• 75%

	Stressors (TLRS)	• Lecturer competency to revise and teach students	• 78%
		• the quality of feedback provided by lecturers	• 70%
		• support provided by lecturers	• 80%
4.	Social Related Stressors (SRS)	• free time with family and friends	• 85%
		• time for yourself	
		• interrupt work from others	• 75%
			• 90%
5.	Drive and Desire Related Stressors (DRS)	• Not wanting to study in science (wrong choice of goal, becoming unmotivated because faced with the reality of treatment, parents' wishes and friends following)	• 10%
6.	Group Activities Related Stressors (GARS)	• participation in discussion groups	• 60%
		• meet other people's expectations to do their best	• 50%

4. CONCLUSION

Doctoral education demands time and work to uncover scientific gaps, synthesise answers, and publish experimental findings. Supervisors, fellow students, and colleagues at different faculties/universities will help doctorate students with problems. Tier-based obstacles for doctorate candidates increase each year. This research is limited by Indonesian doctorate programmes as an educational reality, dissertations as research into doctoral programme identity (standards and features), and academic and non-academic concerns. Apart from teaching and learning stressors, academic-related stressors (ARS) are common academic issues. Lack of strong practical basis and knowledge to conduct research (ethics, research methodology, literature review, critical reading), lack of strong financial support, and scholarship cuts by donor agencies, and inability to understand the supervisor (promoter/co-promoter) and how to guide them. Social stressors (SRS), free time with family and friends, time for yourself and not having the right community, group activity stressors (GARS), and the inability to do research, especially for doctoral students who are also practitioners in institutions, agencies, and organisations, are non-academic issues. Non-academic issues are related to intrapersonal and interpersonal stressors (IRS) and drive and desire stressors (DRS) not willing to be studied. The results of this research are expected to improve doctorate programme research, identify issues, and speed up Indonesian doctoral education. From the perspective of theory, approach methodologies, research methods, analytical models, and quality, doctorate programme student research is preferred. In addition, it suggests more study and ideas for the academic community to make academic judgements and policies, create a quality education system, and improve quality assurance for Indonesian postgraduate doctoral programme education.

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