

## ABSTRAK

Proses belajar lulusan *cum laude* S1, S2 dan S3 merupakan fenomena yang menarik untuk di teliti lebih mendalam, Rumusan masalah penelitian ini adalah bagaimana proses belajar lulusan *cum laude*. Lokasi penelitian di FISIP UNAIR, lingkungan rumah dan kosan mahasiswa lulusan *cum laude*. Metode penelitian yang digunakan adalah metode dan pendekatan etnografi. Informan yang diwawancarai ada 8 informan. Penggalan data juga diperoleh dengan observasi aktivitas mahasiswa S1 ketika kuliah dan dokumentasi digunakan sebagai pelengkap. Data kualitatif ditranskrip, dikategorikan dan dianalisis dengan teori.

Hasil penelitian ini menunjukkan bahwa proses belajar formal lulusan *cum laude* S1, S2, S3 ketika di kelas adalah disiplin dan aktif mendengar, mencatat, membaca materi, mengulang dan menghafal materi, bertanya, merekam, meminta *PowerPoint*, lebih memiliki nilai kesiapan ketika ujian. Lulusan *cum laude* S1 memiliki target IP/Indeks Prestasi dan SKS/Sistem Kredit Semester, tetapi lulusan *cum laude* S2 dan S3 tidak memiliki target IP dan SKS. Cara mengerjakan tugas lulusan *cum laude* ketika kuliah berbeda, ada yang mendekati *deadline* dan jauh dari *deadline*. Adanya Ruang Baca dan Galeri FISIP, Perpustakaan Kampus B menunjang proses pembelajaran formal. Lingkungan FISIP memiliki juga pengaruh terhadap proses belajar formal lulusan *cum laude* ketika kuliah. Proses belajar formal dan sambil lalu yaitu keikutsertaan organisasi, diskusi, seminar dan konferensi. Lulusan *cum laude* juga mengalami proses belajar sambil lalu dari pengaruh lingkungan keluarga, teman dan penggunaan *gadget*.

Kata Kunci: Proses Belajar, Lulusan *Cum Laude*, Belajar Formal dan Sambil Lalu, Lingkungan Keluarga, Teman, Penggunaan *Gadget*.

## ABSTRACT

The learning process of bachelor, master, and doctorate cum laude graduates is an interesting phenomenon to be studied in more depth. Problems that will be discussed in this study is how the cum laude graduates learn throughout their study. The location of the research is at the FISIP UNAIR campus and participant house. The research method used in this study is the ethnographic approach. There are 8 informants interviewed. Data were obtained by observing undergraduate students during the lectures and documentation as complementary. Qualitative data is transcribed, categorized and analyzed according to the theory.

Results have shown that the learning process that similar between the cum laude students from bachelor, masters, and doctorate is discipline, listen attentively to the lecturers, take notes, memorizing, reading materials, asking questions, recording the lectures, asking for *PowerPoint* and have overall better readiness to a test. The undergraduate students tend to have a target on their GPA and credits while the master and doctorate degrees were not. The way cum laude graduates do their task is different, some of them do it close to the deadline and some others don't. The environment such as a reading room, FISIP's gallery, and B Building library has supported the formal learning process. The other FISIP environment also affects the learning process of cum laude graduates. Formal teaching cultures and learning cultures such as participation in the organization, discussion, talk show, and conference also affect the cum laude graduates. Besides, they also get the learning processes from family, friends and gadget usage.

*Keywords: Learning Process, Cum Laude Graduates, Teaching Cultures, Learning Cultures, Environment, Family, Friends, and Gadgets.*