

SUMMARY

THE IMPROVEMENT OF LECTURERS' QUALITY IN GUIDING STUDENTS' FINAL ASSIGNMENT OF FBS UNIMED

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Abstract: This Faculty Management Research aims to determine the performance of lecturers in conducting the final assignment of students in FBS Unimed through the description of the quality of thesis supervisor in FBS, the distribution of thesis supervisor, student perceptions of the quality of supervision, and the quality of student thesis writing. Population used in this study is thesis of FBS Unimed students in the year of 2015-2017 as many as 1776 thesis with research sample of 266 thesis which focused on title elegance, problem background, problem identification, problem definition, problem formulation, problem objectives, research benefit, theory used, research method, research result, conclusions, references, attachments, and writing formats. The method used to achieve the goal is qualitative descriptive method. Questionnaire instruments, questionnaires, interviews and documentation were used in this study. The result of the research on the performance quality of the thesis supervisor in the FBS through 5 items of student perception question about the quality of the thesis supervisor which is very good in the average number, the distribution of the thesis supervisor in each study program is generally in accordance with the lecturer's knowledge grouped in the KDBK lecturers, the quality of lecturers guidance in FBS enters into good category, the quality of thesis content of Faculty of Language and Art Unimed students are generally included into good category.

The procedure of student thesis writing implementation include stages; (1) research outline, (2) determination of supervisor, (3) proposal mentoring process, (4) proposal seminar, (5) research implementation, (6) thesis writing, (7) thesis exam, and (8) thesis validation, the book of FBS Unimed Thesis Writing Guidance is prepared based on the FGD results conducted by the FBS dean at 9 Prodi in 3 Departments of Language and 2 Departments of Art as well as reviewing the existing of thesis supervisor's guidebook.

Keywords: *Management, Performance, Mentoring, Study Programme's Lecturers, Thesis*

The Faculty of Language and Arts, Medan State University (FBS Unimed) supervises five departments in the Bachelor degree, namely Indonesian Language and Literature Department (Indonesian Education and Literature Study Program, Indonesian Literature Study Program), English Language and Literature Department (English Education Study Program and English Literature Study Program), Foreign Language Department (German Education Study Program and French Education Study Program), Fine Arts Department and Sendratasik Department (Music Education Study Program and Dance Education Study Program). The total number of lecturers in FBS is 182 lecturers. One of the Tri Dharma demands of Higher Education in accordance with article 14/2003 for Lecturers is teaching as well as guiding the writing of student final assignments. Reflections on the duties and responsibilities as a Thesis Supervisor (TS) are very important because the lecturer has the responsibility to ensure that the students they are guiding are able to prepare thesis well and in good quality to be tested, and the thesis can be used as authentic scientific evidence that can be accounted for.

The task of Thesis Supervisors is basically not just guiding and giving direction to students, but the Thesis Supervisors also have to control the quality of thesis writing and the accuracy and honesty of the student process in carrying out their research, especially in terms of maintaining the originality of the thesis. This is done to avoid the tendency of students to commit plagiarism from other researchers' scientific work. Therefore, the effort that should be carried out by TS is to encourage students to complete their studies with satisfactory results and in a timely manner in addition to a quality final project report (thesis) and avoid plagiarism.

Various efforts were made by the university starting from the Faculties, Departments and Study Programs in carrying out a quality thesis guidance process as one component of academic services that can be carried out optimally through the application of SOPs and standardization of the Thesis Writing Guidebook. Internal follow-up was carried out in all study programs, including holding regular meetings at the level of study programs related to the evaluation of the thesis

guidance process, the issuance of a thesis writing guidebook that directed students, conducting refresher research insight through FGD activities for TS, then inviting and involving students in scientific academic activities such as seminars, workshops, and involving students in carrying out research and lecturer service.

From the results of questionnaires of FBS student satisfaction (conducted by the academic section of FBS in 2016) on the Performance Assessment of Thesis Supervisors, it was illustrated that students in general had not felt satisfied with the process of guiding TS (35%). Some of the reasons given by students through questionnaires and interviews were conducted incidentally, including: (1) Suitability of lecturer expertise with the topic of thesis study, (2) TS provides clear explanations and solutions, (3) Lecturers direct students to write thesis according to the guidelines, (4) Lecturers conduct intensive discussions, (5) Lecturers conduct a test of the feasibility of mastering the substance of the thesis thoroughly before giving permission to students to take the thesis examination. These reasons impacted on the number of students who were hung up to complete their thesis which resulted in the delay in completing their studies on time. The satisfaction of an ideal and quality TS is if the student who is guided can complete his thesis on time according to the agreement of the TS with the student, if the student can maintain his research thesis in front of the examiner well because he understands the problem and the direction of his research, competent in writing his thesis accordingly standard linguistic rules by following the applicable system. So, if the writing of the thesis must be in Indonesian, the student must comply with the Indonesian language rules, as well as other languages such as English, French and Deutsch. But the results of Marice and Isda Pramuniati's research in 2015 on 30 titles of thesis writing on French students showed 80% of theses had poor writing quality. The results showed the low quality of students' thesis writing in the application of language competence in some study programs because it was not in accordance with formal academic language systems, such as French and Deutsch, or English, which is related to linguistic aspects both lexical and grammatical forms and orthography.

In improving the quality of TS and the quality of students' thesis writing, it is necessary to take actions and studies on improving the quality of TS in guiding thesis writing students in the Faculty Languages and Arts, in order to maintain the up-to-date service and ensure the sustainability of quality services and effectively able to meet the needs of FBS Unimed students. The concept of developing the quality of academic services is intended to prioritize services for students in FBS Unimed in improving quality, or efforts for faculty improvement comprehensively, and there must be an effort to improve the mindset of lecturers and students on the quality of guiding and the quality of the FBS students' thesis that begins from the actions and commitment of the TS to implement the implementation of the guidance system in accordance with the applicable guidelines.

Research Problem

1. What is the description of the quality of Thesis Supervisors in the FBS?
2. Is the distribution of Thesis Supervisors relevant to their scientific qualifications and rank?
3. How is the student's perception of the quality of guidance provided by Thesis Supervisors in FBS Unimed?
4. What is the quality of the students' thesis writing of FBS Unimed?

Definition of Thesis

Thesis is a scientific paper created by students who take Bachelor degree (S1) to obtain an academic degree as a graduate. Thesis is a scientific work that is required as part of academic education requirements in Higher Education (Purwadarminta, 2005 in the Journal of Psychology, Diponegoro University, 2006). Thesis created by students is a research report conducted on phenomena contained in certain fields of science, based on theories and disciplines that are appropriate in each college. In the final assignment writing book (2013) explained that the thesis final project is a student's scientific paper, which is the culmination of the scientific thinking process in accordance with its scientific discipline, which is prepared to fulfill the requirements of obtaining a degree.

Thesis supervisor

Thesis supervisors are lecturers who are given assignments to guide students at the final level in thesis writing with an assignment decree issued by the Faculty. Thesis supervisor duties generally include:

- a. Helping students formulate problems or thesis topics or final assignments,
- b. Making a guidance plan with students
- c. Directing students in terms of research methodology and scientific writing methods,
- d. Showing reference to scientific material that is relevant to the thesis topic or final project,
- e. Giving approval for proposal seminar,
- f. Leading proposal seminar,
- g. Giving final approval for thesis or final assignment,
- h. p. Providing a final assessment for the thesis or final assignment tested,
- i. Presenting at the thesis or final assignment,
- j. Providing direction in completing thesis revision or final assignment.

Main Functions of Thesis Guidance

According to Winkel (1991: 120) the main functions of thesis guidance include:

1. Distribution function

Helping students get study programs that are appropriate for them in the context of teaching curriculum provided by university, determining advanced study programs suitable for them after completing their studies, and planning work fields that are suitable for them in the future.

2. Adjustment function

Helping students find ways to place themselves appropriately in various situations that will be faced.

3. Adaptation function

The function of guidance as a resource for other education personnel in universities in terms of directing education and teaching activities in accordance with the needs of students.

4. Teaching function

It Helps students in the field of education. The role of the lecturer as a thesis supervisor is very important because it is the responsibility of the lecturer to ensure that students are able to prepare theses well until the thesis is ready to be tested and qualified.

Quality of Thesis Coaching Services

According to Siswohardjono (1990: 425), the factors that determine the success of thesis guidance include:

1. Supervisor

It includes the personality of the supervisor, the physical health of the mentor, mastery of the material on the problem under study, the study background and experience of the mentor, as well as the ability of the mentor to build communication.

2. Students

This includes IQ (intellectual intelligence), EQ (emotional intelligence) health, motivation, tenacity and interest.

3. Cooperation

Cooperation between mentors and students is very important for the success of thesis guidance. Therefore the ability of the mentor is to create good communication is a skill that the supervisor needs. In other words, counselors must be able to act as good communicators.

4. Issues discussed

This includes the scope of the problem and the availability of the required references. In insuring the thesis coaching process can run accordingly, there are things that the supervisors need to pay attention to:

1. Realizing that the students they are supervising are undergraduate students whose depth of thesis study is limited to studies for undergraduate programs, namely to be non-researchers thinkers. In addition, if the student's research is part of the research-lecturer, the lecturer must realize that the study in the work of the lecturer must be higher than the student's writing (especially for lecturers who have completed the postgraduate).

2. Realizing that guiding is not testing. In the student work, the name of the supervisor is written, which means that the writing is the work of the supervisor. Therefore, the lecturer has the right to be a co-author if the thesis is published.
3. Train yourself in ethics as a scientist (honest, humble, ready to accept criticism and even able to criticize oneself, objectively, and not outward-looking),
4. Making *tut wuri handayani*. Students who have research ideas should be encouraged and assisted to realize what they want. Maybe the number of students who have very little idea, but this little must be as important as many,
5. Deepen his knowledge and broaden his horizons,
6. Deepening the mastery of means of scientific thinking, especially language, logic, and statistic,
7. Deepening media-making techniques,
8. Mastering the formats that apply both in the relevant scientific community and local writing formats

Time and Location of Research

The study was conducted at Language and Arts Faculty , UNIMED on study program level work unit. Research time was for 3 (three) months starts from June to August 2017. The research instruments used are questionnaires / research instruments, interviews, and documentation.

The distribution of lecturer samples, students and theses used in this study can be seen in the following table.

Table 1. Number of Sample Thesis Supervisors

No	Study Program	Quota
1	English Education Program	10 Thesis Supervisors
2	English Literature Program	10 Thesis Supervisors
3	Indonesia Education Program	10 Thesis Supervisors
4	Indonesia Literature Program	10 Thesis Supervisors
5	French Education Program	10 Thesis Supervisors
6	Germany Education Program	10 Thesis Supervisors
7	Music Education Program	10 Thesis Supervisors
8	Dance Education Program	10 Thesis Supervisors
9	Fine Arts Education	10 Thesis Supervisors
10	Show Education Program	-
	Total	90 Thesis Supervisors

Table 2. Number of Sample S1 Students

No	Study Program	Quota
1	English Education Program	10 Students
2	English Literature Program	10 Students
3	Indonesia Education Program	10 Students
4	Indonesia Literature Program	10 Students
5	French Education Program	10 Students
6	Germany Education Program	10 Students
7	Music Education Program	10 Students
8	Dance Education Program	10 Students
9	Fine Arts Education	10 Students
10	Show Education Program	-
	Total	90 Students

Table 3. Number of Sample Thesis of S1 Students

No	Study Program	Quota
1	English Education Program	55 Thesis
2	English Literature Program	20 Thesis
3	Indonesia Education Program	73 Thesis
4	Indonesia Literature Program	9 Thesis
5	French Education Program	22 Thesis
6	Germany Education Program	19 Thesis
7	Music Education Program	27 Thesis
8	Dance Education Program	17 Thesis
9	Fine Arts Education	24 Thesis
10	Show Education Program	-
	Total	266 Thesis

Result

The performance of the Faculty of Language and art lecturers in mentoring services has been very good when viewed from all aspects except on guiding aspects of making test presentation material (power point) and mentoring in scientific article writing. Where each item has a value of 3.87 (medium category) and 4.07 (good category).

Recapitulation of Student Perceptions of Service Coaching Quality

No	Questions	Mean	Category
1	Lecturers are easy to be met for consultation	4.39	Very Good
2	Lecturers do thesis guidance on campus on working days and hours	4.46	Very Good
3	The lecturer returns the document (draft) of the thesis that has been corrected no later than a week	4.27	Very Good
4	The lecturers provide clear explanations and instructions on the thesis deficiencies / errors	4.44	Very Good
5	Lecturers always fill in the guidance control book during the mentoring process	4.39	Very Good
6	Thesis Supervisors expertise is in accordance with the thesis study topic	4.36	Very Good
7	Lecturers direct the references / literature that will be used in thesis writing	4.32	Very Good
8	Lecturers guide thesis writing in accordance with the thesis manual writing	4.41	Very Good
9	Lecturers have competencies that are in accordance with the research topic	4.34	Very Good
10	Lecturers guide carefully and carefully	4.43	Very Good
11	The Supervisor examines the ability of students before taking a thesis examination	4.18	Very Good
12	Lecturers guide the making of exam presentation material (power point)	3.87	Good
13	Lecturers guide writing articles to be published in journals	4.07	Good
14	Thesis Supervisors are always friendly	4.58	Very Good
15	Lecturers never ask for gifts / expect gifts in any form	4.60	Very Good

CONCLUSION**1. The Quality of Thesis Supervisors**

The quality of Thesis Supervisors in the FBS environment was obtained from questionnaire data about student perceptions through 5 question items with very good average results. In the aspect of lecturers having competencies that are in accordance with the research topic, almost all study programs are in the very good category, except the English Literature study program is in the

good category. In the aspect of the lecturer has the competence in accordance with the topic of the study all study programs are in the very good category unless the English Literature study program is in good category. While in the aspect of the supervising lecturer examines the ability of students before taking a thesis examination, most of the study programs at FBS get very good ratings by students.

2. The distribution of Thesis Supervisors in Prodi is relevant to their scientific qualifications and rank.

The Chairperson of the Study Program determines the thesis supervisor after the research outline submitted by the student is approved through a Team Thesis Supervisory Team meeting. The Head of Study Program determines the thesis supervisor by considering

- Suitability of the research field that is of interest to the student concerned with the field of study of the Thesis Supervisor.
- Performance of Thesis Supervisor in thesis guidance activities. The number of students who are still in the process of teaching lecturers

3. Student perceptions of the quality of tutoring for Thesis Supervisors at FBS

Aspects assessed are lecturers easily found for consultation with Very Good results, lecturers conduct thesis guidance on campus on working days and hours with very good results, lecturers return documents (draft) thesis that has been corrected for a maximum of 1 week with Very Good results, lecturer provide clear explanations and instructions on thesis deficiencies / errors with Very Good results, the lecturer always fills in the guidance control book during the guidance process with very good results.

Based on the results of a questionnaire given to FBS students who wrote the final assignment, it was obtained data that for the aspect of Lecturer easily found for consultation, the score was 4.39 with Very Good results. In addition, related to the aspect of Lecturers doing thesis guidance on campus on working days and hours obtained a value of 4.46 with very good results. In the aspect of lecturer returning the document (draft) the thesis that has been corrected no later than 1 week obtained a value of 4.27 with very good results. Furthermore, the lecturer aspect provides clear explanations and instructions on deficiencies / thesis errors obtained a value of 4.44 with very good results. Almost all study programs are in the very good category for student assessment of the lecturers' items, they always fill in guidance books during the mentoring process. This is illustrated by the average rating score greater than 4.12, except for the German Language Study Program with an average score of 3.97 and in the good category.

In general the quality of the thesis content of Language and Arts Faculty, UNIMED students was Good category. Nearly 100% of thesis samples had shown the title clearly and concisely. As many as 45% of the background in the thesis was well written and contained the facts of the problem in the field and relates it to previous research that is relevant even though it was still found a thesis that has not been able to reveal the real problem of what was examined. Only 34% of FBS students were able to write problem identification, the error that was still encountered was the number of problem identification that was more than the number of problem formulation, problems that were not explained in the background appeared in the identification of the problem. But in revealing the problem formulation, almost 89% of students can write it well. About 56% of students were able to write down the research objectives well and 67% of the benefits of the research were written by FBS students well and had fulfilled the rules of the research guidelines.

Theory Study Writing was only 34% of students who write literature reviews with reference sources arranged in the guidelines, where references must be up to date and use relevant research results. In addition, the feasibility of the research method 78% of FBS students' theses was good. Only a few theses were found which did not reveal the part of the validity and reliability of research instruments. In the results section and discussion there are about 45% of theses that fall into good category. There were still theses that only repeat what has been conveyed in the results of the study without linking the phenomena in the field, relevant research and supporting theories. Generally, conclusions, bibliography and attachments are good and each shows (67%) theses that are in good category. The problem encountered was that there were still theses in nine study programs that did not use the rules of writing and the use of good and correct language (Indonesian, English, German and French).

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