

Thesis Quality of Primary School Teacher Education Department

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ABSTRACT

Abstract: This study aims to describe the quality of students' thesis in the primary school teacher education study program. The method used in this research is descriptive qualitative case study. This method has three stages, namely: the description stage, the reduction stage, and the selection stage. The data in this study were sourced from 16 students graduating in 2020 and 2021 at one of the private universities in Riau. The results of this study can show that the quality of student thesis is stagnant and tends to decrease in quality. Therefore, this research can be used as a reference in improving the lecture process and the mentoring process in the next academic year.

The quality of the undergraduate thesis is stagnant and tends to experience a decline in quality. This decline in quality is marked by the mentoring process, which takes quite a long time, but the quality of the thesis is not improving. The systematic writing of cover and punctuation in chapters I, II, and III of the research proposals is messy and unsystematic. It does not match the Enhanced Spelling (EYD) even though the universities provide the guidebook for writing scientific papers. There are internal and external factors faced by students while writing the thesis. Internal factors include the students' motivation (Fathoni et al., 2021). Internal factors include the motivation of the students concerned (Fadilah, A. et al., 2022), and external factors include the complex campus bureaucratic environment system (Herawati, E., S. et al., 2020). Other internal factors are related to health, busyness, and time management (Casinillo, L. & Suarez, M., 2021). The unscheduled time for thesis guidance is one of the causes of student lack of motivation (Widajati & Mahmudah, 2022). Other external factors are related to family, peers, and unimportant activities that are not associated with completing the thesis. Currently, economic factors are the dominant factor for students when conducting their thesis (Rusitayanti, N., W. et al., 2021; Wahyuni, E. et al., 2021; Fathoni et al., 2021).

Lecturer performance (supervision) is one factor affecting the quality of the thesis. Student satisfaction with control is one of the determinants of the quality of the student's thesis. Students who are satisfied with the guidance or instructions will produce good quality student thesis, and students who feel pretty satisfied and dissatisfied will create a thesis in the good and not qualified category (Sukmanasa et al., 2017). Barus (2022) also stated that three factors support students' speed in writing a thesis. The three factors are motivation, students' ability to be literate, and self-efficacy (belief in their abilities). Student motivation is an internal factor that is very important for the quality of the thesis and the exact time the student completes it (Dewi, et al., 2019).

The student's literacy is also stated by Yanti et al. (2018), who said that only 21% of students have writing skills in the excellent category. 12% of students have writing skills in the good category, 33% of students are in the poor category, and 33% of students are in the inferior category. It can be concluded that 66% of students do not have sufficient literacy skills for writing a thesis, which is a grave concern to be studied by researchers. Student skill in writing a thesis is still deficient (Heriyudanta, 2021). The majority of students do not care about their thesis writing guidebook (Tegeh, et al., 2020). One of the qualities of a student's thesis is measured by checking the level of similarity/plagiarism carried out. Most of the students showed the results of the similarity check of more than 25% for each chapter. In contrast to what Heriyudanta (2021) has stated, the results of Septafi (2021) find that in terms of systematic writing, 86% of students can be said to be capable, while the rest (14%) are said to need guidance. Meanwhile, in terms of writing content, 75% of students are able to write content, and 25% still need guidance. Researchers need a sharper and more in-depth study of why this can be achieved while the student's writing ability is still

relatively lacking. There is a discrepancy between the student's writing weaknesses and the research results obtained. How it is possible that a student's lack of writing skills can produce high content for a thesis.

The low ability of these final year students was detected when they were new students in the Primary School Teacher Education (PSTE) study program. This can be seen by giving the course assignments to make papers. The ability to write student papers is still deficient, and the technique of writing papers is not in accordance with the instructions given by the lecturer (Lasmawan, 2019). This is also stated by Widodo et al. (2020), the difficulty faced by students when writing papers was unable to get references because they were new students and were still unfamiliar. They also do not know the writing technique in Microsoft Office. Other factors are low interest in reading, curiosity, and writing motivation (Megayanti, et al., 2021).

The low reading interest of students is also stated by Nurdjizah et al. (2021), students' reading interest is directly proportional to students' writing abilities. If the students have a good reading interest, then the quality of the student's writing will be great. Vice versa, if the students have a low reading interest, the quality of the student's writing skills will also be poor. The analysis of the answers obtained from students regarding reading interest turned out to have exciting findings. For example, current students prefer watching videos to reading (Witarsa & Dista, D., 2020). According to them, watching shows is easier to increase their knowledge. Likewise, explanations regarding thesis writing are more accessible through lecturers' direct explanations (Witarsa & Rizki, 2022b).

Based on the problems above, the problem-solving plan is to identify and map all factors (both internal and external factors) that thesis guidance students may face obtaining empirical data on the quality of the students' thesis for the past two years in the PSTE study program. This study aims to describe and map internal and external factors (motivation, health, busyness, time management, literacy skills, self-efficacy, campus bureaucracy, family, peers, other activities, and economic factors) which cause. The main thing is the slowness of students in writing proposals and theses for their graduation. This research is expected to give the enlightenment and input for the mentoring process in the next academic year and to increase the quality of the undergraduate thesis for the PSTE study program.

METHOD

The method used in this research is a descriptive qualitative case study. This method has three general stages, namely: the description stage, the reduction stage, and the selection stage (Witarsa, 2022). The detailed research steps can be seen in Figure 1. First, research data were collected by filling out questionnaires, structured interviews, and photos of research activities. The data source comes from 16 students who graduated in 2020 and 2021, eight graduated in 2020, and eight graduated in 2021 at a private university in Riau. Data analysis was carried out by coding and identifying data patterns obtained from the results of questionnaires and structured interviews. The results of coding and recognizing data patterns are then used to draw conclusions.

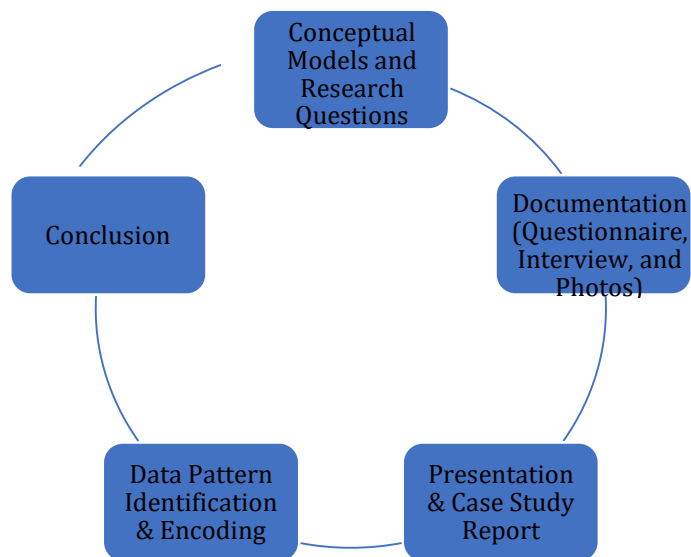


Figure 1. Research Procedure
RESULTS

The results of student questionnaires for thesis guidance can be seen in table 1 and 2. Interview results can be seen in table 3 and 4.

Table 1. Recapitulation of Thesis Guidance Student Questionnaire Results in 2020

No.	Internal Factors	Rating Scale				
		1	2	3	4	5
1	Motivation to complete proposals and thesis on time.	0	1	0	2	5
2	Health.	0	0	1	2	5
3	Bustle.	0	2	1	2	3
4	Time management.	0	1	1	1	5
5	Writing literacy skills.	0	0	5	3	0
6	Self-efficacy/confidence in the ability to complete proposals and thesis independently.	0	1	0	3	4
	Amount	0	5	8	13	22
	External Factors					
1	The flow of registration for proposal seminars and results seminars on campus.	0	0	0	3	5
2	Family support.	0	0	0	0	8
3	Peer support.	0	0	2	3	3
4	Other activities that are not related to thesis writing.	1	2	2	2	1
5	Financial support.	1	0	2	4	1
6	Supervising lecturer support.	0	0	0	2	6
	Amount	2	2	6	14	24

Table 2. Recapitulation of Thesis Guidance Student Questionnaire Results in 2021

No.	Internal Factors	Rating Scale				
		1	2	3	4	5
1	Motivation to complete proposals and thesis on time.	0	1	1	1	5
2	Health.	0	0	0	3	5
3	Bustle.	0	2	2	2	2
4	Time management.	0	1	1	2	4
5	Writing literacy skills.	0	0	5	2	1
6	Self-efficacy/confidence in the ability to complete proposals and thesis independently.	0	0	0	4	4
	Amount	0	4	9	14	21
	External Factors					
1	The flow of registration for proposal seminars and results seminars on campus.	0	0	0	4	4
2	Family support.	0	0	0	0	8
3	Peer support.	0	0	0	4	4
4	Other activities that are not related to thesis writing.	0	2	2	3	1
5	Financial support.	0	1	2	4	1
6	Supervising lecturer support.	0	0	0	1	7
	Amount	0	3	4	16	25

Table 3. Recapitulation of Thesis Guidance Student Structured Interview Results in 2020

No.	Initial	Description of Interview Results
1	MDP	The family aspect, especially the mother, is MDP's primary motivation to finish proposals and theses. His mother had always taken him during guidance ever since the last motorbike accident she was in. MDP is in good health and condition but has had trouble staying awake since her motorbike accident. Outside of writing a thesis, the busyness is teaching in one of the institutions of Early Childhood Education (PAUD). Family, peers, and financial support are very supportive of completing the thesis proposal on time.
2	NHY	Her husband and parent considerations are NHY's main driving forces in finishing the proposal and thesis. NHY is quite healthy and fit, but she finds it challenging to schedule guidance time due to having a kid. Other than writing a thesis, taking care of kids occupies the majority of my time. My mother and husband have been very helpful in helping me finish the proposal and thesis on time.
3	ARA	The prime reason behind ARA's thesis completion is her family, especially her mother. No matter when they completed their education, his mother wished for all of her kids to graduate from college. ARA is in the excellent physical condition and had no health issues while working on the thesis. The most popular profession outside of thesis writing is makeup artistry. My mother and hubby have been a massive help in getting the thesis done.
4	MHR	MHR's biggest motivation to complete proposals and theses is the parent factor. MHR is quite healthy but always looks unfit during guidance. This is because MHR's busy schedule outside of writing thesis proposals is being a driver for his parents for

		long trips almost every week. As a result, parental support is less supportive of completing proposals and thesis on time.
5	ENZ	The biggest motivation for ENZ to complete the thesis is the parent factor. ENZ has no health problems. There is no other busyness outside of writing proposals and a thesis. Parental support is quite supportive in completing the proposal and thesis on time.
6	SAM	SAM's biggest motivation to complete proposals and thesis is personal factors. SAM wants to work quickly and open his own business. SAM is very healthy and has no health problems. The biggest busyness outside of writing a thesis is making weekly financial reports for his business. The support of siblings and peers is very supportive to completing proposals and thesis on time.
7	RFA	The importance of family, especially the mother, drives RFA to finish projects and theses. RFA has no health problems. Aside from writing proposals and theses, working in an institution and not having a motorbike to get to the supervisor's house takes up the most of her time. The main problem is the lack of transportation and direction. Family support is essential to completing the proposal and thesis on time.
8	RZA	RZA's most significant motivation for completing his proposals and thesis is want to work fast. RZA is very healthy. Working in a catfish pond is the biggest busyness outside writing proposals and theses. Family support is quite supportive in completing the proposal and thesis on time.

Table 4. Recapitulation of Thesis Guidance Student Structured Interview Results in 2021

No.	Initial	Description of Interview Results
1	NUF	The family aspect is NUF's primary reason for finishing the thesis. NUF is fit. There is no activity going on besides drafting a thesis. Therefore, family support is crucial for completing the thesis.
2	FNA	FNA's wish to get married served as her critical motivating factor to finish the thesis. FNA is very beneficial. There is no activity going on besides drafting a thesis. Support from the family is enough to finish the thesis.
3	FMA	The primary reason behind FMA's thesis completion is a desire to work quickly. FMA is really wholesome. Working as an elementary school teacher is the most common profession outside of thesis writing. Family support is beneficial in finishing the thesis on time.
4	SWY	SWY's desire to work quickly drives him to finish his thesis. SWY has excellent health. Working in his parents' chicken noodle canteen keeps him busiest, other than completing a thesis. Support from the family is enough to finish the thesis.
5	EFA	EFA's urge to work swiftly drives her to finish the thesis. EFAs are highly healthful. There is no activity going on besides drafting a thesis. Family support is crucial for completing the thesis.
6	RDF	The primary driving force behind RDF's thesis completion was a personal one. RDF is really healthy. There is no activity going on besides drafting a thesis. Family support is crucial for finishing the thesis.
7	NFS	The desire to work quickly is what drives NFS to complete the thesis. NFS is in great shape. There is no activity going on besides drafting a thesis. It helps a lot to have family support to finish the thesis on time.
8	FSI	The main reason for FSI's thesis completion is her desire to get hitched. FSI is really strong. There is no activity going on besides drafting a thesis. It helps a lot to have family support to finish the thesis by the deadline.

Research activities when students fill out questionnaires can be seen in Figure 2.



Figure 2. Students Fill in Questionnaire

Research activities when students conduct structured interviews can be seen in Figure 3.



Figure 3. Students conduct Structured Interviews with First Advisors

DISCUSSION

Student motivation to complete proposals and thesis on time is very high. Ten students who have filled out the questionnaire are highly motivated to complete their proposals and thesis on time. The reasons for these ten students are varied. However, the biggest reason, in general, is the family factor (father, mother, husband, and brother). This is in line with the research results of Fadilah, et al., (2022), which state that several internal factors can affect a student when writing a thesis proposal. There is a strong relationship between motivation and the process of writing a thesis proposal (Witarsa & Rizki, 2022a). Ten students who stated that their reason was very high turned out that if the researchers paid attention, they had an excellent level of health. Health is one of the internal factors that students must have to be able to undergo the guidance process and write a thesis proposal well (Barus, 2022).

Bustle is an internal factor that can be said to be quite influential. Some students stated that they were quite busy writing proposals and completing their thesis, even though there was no longer a lecture schedule that semester. Nine students had good time management for guidance from their supervisors. This is quite surprising for the research team. Students who have good time management will more easily and quickly graduate. On the other hand, poor time management makes it difficult for students to compose proposals and complete their thesis on time (Rusitayanti, et al., 2021). Other internal factors that influence thesis writing are writing literacy skills and the ability to use the Mendeley when managing the bibliography used. Ten students stated they have a reasonably low ability to use Microsoft Office when writing thesis proposals. They feel that they still need guidance in this matter, and they feel the techniques of writing and using Microsoft Office must be retrained. This is in line with the research results of Mustakim & Ismail (2017) that students' thesis proposal writing skills must be trained first through appropriate teaching techniques because if they are taught modestly, the results of their writing will be modest. There needs to be assistance and training in preparing thesis proposals, specifically that students must follow if they want to write good thesis proposals (Anwar, et al., 2022). Even if needed, Learning Management System can be used to improve students' thesis proposal writing skills (Nurfaedah & Nurmadina, 2021). Writing literacy skills and the ability to use the Mendeley, one of the guidance students, can be seen in figures 4 and 5.

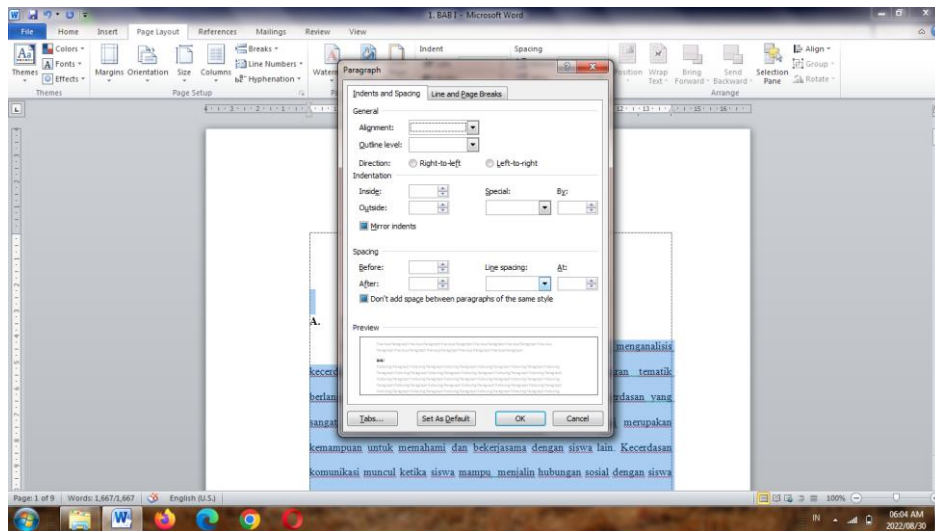


Figure 4. A Student's Writing Literacy Skills

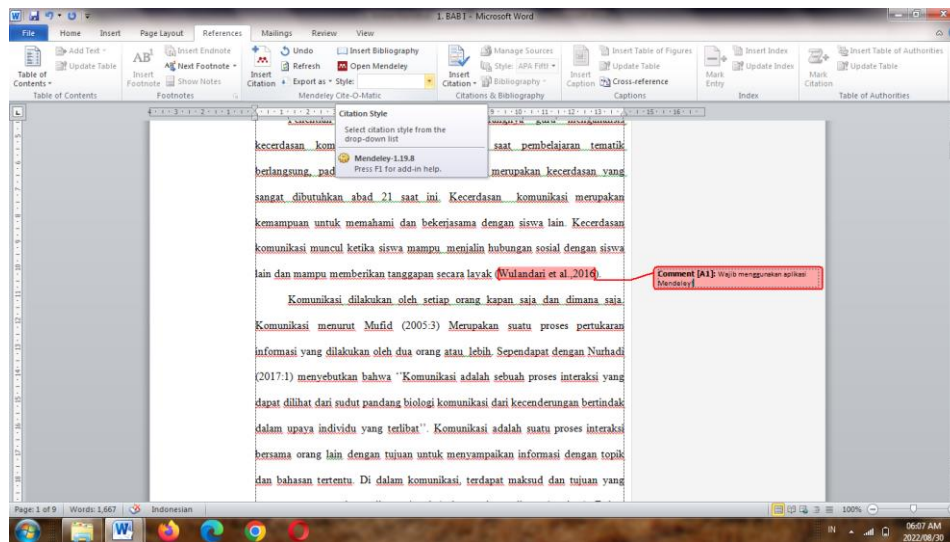


Figure 5. The ability of a Student Using the Mendeley Application

The first page in Chapter I of the student thesis proposal shows the student's inaccuracy when starting to write his thesis proposal. It is shown in Figure 4 that the students did not prepare the paragraphs that will be used when starting to write Chapter I of their thesis proposal. This indicates that students ignore the guidebook for writing their thesis. The first page is not written correctly, so the supervisor's assumption of what the second page will look like is clear. The first page of Chapter I also shows the inability of students to use the Mendeley for citation sources (Figure 5). If you put more attention, all the quotations shown in Figure 5 show the inconsistency of students in writing the source of their references. Students do not really know the function and purpose of why citation sources must use the Mendeley.

Still related to students' writing literacy skills when completing their proposals and theses, Rahman & Erdawati, (2022) stated that the training in writing proposals and theses should be carried out at least three days in a row to build student understanding between the manual and student understanding. So far, students are not incapable but do not read, and even if they do, they mistranslate the meaning in the thesis manual. This is also in line with what Ibda (2019) and Witarsa & Rizki, (2022a) stated, that writing skills should be practiced, not theorized. Students must be required to write since the first semester of college with the one student one work program. The habit of writing from the beginning of the semester will help them write and prepare their research proposals later in the final semester. Mujianto, et al. (2017) and Arono et al. (2020) also stated the same thing, namely the need to improve student skills related to problems in the field to be used as material for their future research proposals.

Adnyana, et al. (2017) said that if you want students' skills to improve in terms of writing, one of them can use the quantum writing. This method is considered to be able to accelerate students' understanding and writing skills to immediately understand how to write proposals and a thesis well. However, if training and others are carried out, it will take quite a long time and can make students not finish on time. This is also in line with what Suratman, et al. (2021) stated: if proposals and theses are to be completed quickly, students must be trained in their writing skills. A different thing actually emerges from what Syazali & Erfan (2022) that students' writing skills do not need to be taught, but just give templates/systematics in the form of word files as guidelines for writing thesis proposals, like the templates provided in national journals accredited. This is considered a much better solution than previously discussed.

The self-efficacy factor or belief in the ability to complete the proposal and thesis itself received a reasonably good response. This is in line with what Asmarani (2021) said that high efficacy in students would affect their ability to write proposals and thesis. They are quite sure that they can finish their thesis on time, but each student faces several obstacles. A common obstacle is financial constraints for the list of proposal seminars and results seminars. Not a few of the students are late, not because their proposals and thesis have not been completed, but the delay is more of a factor in the availability of funds to complete financial administration on campus.

Almost all students stated that the registration process for the proposal seminar and the result seminar was clear and uncomplicated. No wonder, because the campus has designed this path based on previous knowledge and experiences. This flow is clear and stated in the plans developed on campus. This is in line with the research results of Herawati, et al. (2020); good campus conditions will minimize many obstacles students may face and feel.

Other external factors related to the quality of a student thesis are support, support from family, peers, and also financial support. Students stated different things for the three supports. Family and financial support factors are central in this regard. Most of them want to complete their proposals and thesis due to family factors, as previously stated that most students are motivated by family. The last support that is no less important is the supervisor's support. Teachers influence the quality of student learning outcomes (Witarsa & Rizki, 2022b). The guidance that is carried out both online and offline affects the quality of learning and guidance carried out (Maman, et al., 2021). Most of the students stated that guidance was still needed when they wrote proposals and theses so that the quality of their thesis would be much better.

CONCLUSION

The quality of the undergraduate thesis of the PSTE study program is in a low category. The low quality of the thesis produced is because students do not have high motivation to write well and finish it on time. In addition, low literacy ability is also the cause of the low quality of the thesis. Therefore, the PTSE study program needs to provide intensive assistance and add student extracurricular activities related to good scientific writing skills and extracurricular activities related to typing techniques on Microsoft Office, Mendeley, and applications to check the similarity of student writing.

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