

The Online Mini Thesis Supervision: Students' Perception

Intan Satriani¹, Setya Resmi², Ula Nisa El Fauziah³

IKIP Siliwangi¹, IKIP Siliwangi², IKIP Siliwangi³

Intan.satriani@yahoo.co.id¹, setyaresmini@ikipsiliwangi.ac.id², ulanisa@ikipsiliwangi.ac.id³

Abstract

In the current COVID-19 era, teaching and learning process is mostly conducted through online. On the point of that, this situation effects the practice of mini thesis writing supervision. Based on the research background, this research is aimed at finding out students' perception of the implementation of online mini thesis writing supervision. The questionnaire format used in this research is adopted from Kintama, Larasati, and Yuliana (2021). Limitation of this research was on choosing five criteria. The criteria were students' readiness, types of supervising session, students' understanding, internet facilities readiness, application used during online supervising session, and duration of students' mini thesis revision. The questionnaire was distributed to 32 students of English Education program who deal with mini thesis supervising session. The data were collected by distributing questionnaire to the participants using google form. Descriptive qualitative was used to analyze and present the data. One of the results showed that online supervisions are giving more flexibility in managing the tasks. On the point of that, the students get positive responses towards the implementation of online supervising session.

Keywords: Mini Thesis; Online Supervision; Students' Perception.

Abstrak

Di era COVID-19 saat ini, proses belajar mengajar lebih banyak dilakukan secara daring. Oleh karena itu, situasi ini memengaruhi praktek bimbingan penulisan skripsi. Berdasarkan latar belakang penelitian, maka penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap pelaksanaan supervisi penulisan skripsi online. Format kuesioner yang digunakan dalam penelitian ini diadopsi dari Kintama, Larasati, dan Yuliana (2021). Keterbatasan penelitian yaitu memilih lima kriteria dari kuesioner diantaranya kesiapan mahasiswa, jenis pembimbingan, pemahaman mahasiswa, kesiapan fasilitas internet, aplikasi yang digunakan selama perkuliahan online, dan lama pengerjaan revisi skripsi mahasiswa. Kuesioner dibagikan kepada 32 mahasiswa program Pendidikan bahasa Inggris yang sedang melaksanakan bimbingan skripsi. Pengumpulan data dilakukan dengan menyebarkan kuesioner kepada peserta menggunakan google form. Kualitatif deskriptif digunakan untuk menganalisis dan menyajikan data. Salah satu hasil penelitian menunjukkan bahwa bimbingan online lebih memberikan fleksibilitas dalam menyelesaikan tugas. Hal tersebut menunjukkan bahwa siswa mendapatkan respons positif terhadap pelaksanaan bimbingan sesi online.

Kata Kunci: Bimbingan Online, Persepsi Siswa, Skripsi

Received (15 Desember 2022)

Accepted (22 Februari 2023)

Published (27 Februari 2023)

INTRODUCTION

Teaching and learning in the era 5.0 is different. In this era, learning integrates a lot of technology. It can be seen through lesson applied during the COVID-19 pandemic. Learning has mostly shifted to online learning. This change in conditions not only requires students to adapt in the classroom, but also teachers need to prepare facilities and infrastructure that can facilitate online learning to run smoothly.

These changes not only have an impact on learning in the classroom, but also on the implementation of other elements in schools and universities. In higher education, lecturers as teachers not only deliver material in class, but there are several things that must be done. This refers to law no. 12 of 2012 concerning Higher Education (Kusuma, 2018), the obligation of universities to provide education, research, and community service. The research that is focused here is one of the requirements that must be taken by students in order to complete their studies. In completing the research, students will be accompanied by two lecturers (first and second supervisor). The lecturer has academic responsibility for the thesis produced by his student guidance, in terms of scientific truth and writing techniques.

During the current pandemic, it requires several areas of education to be carried out online. Therefore, mini thesis guidance activities which are usually carried out face to face are now turning to online. The implementation of online mini thesis guidance is indeed not easy. Of course, there are obstacles and advantages during implementation. Muhammad (2014 in Kintama, et al., 2021) asserts that there are three advantages when implementing online guidance. First, the process of guidance or consultation is easier without meeting face to face. This does not detract from the essence of the direct guidance or consultation process. Furthermore, the communication of delivering information about the final project between lecturers and students is easier. Finally, the lecturer can make a bank summary of questions asked by students.

The online research guidance has been carried out by several researchers who obtain and publish their research results. The research was carried out in several fields including the information system (Kusuma, 2018), elementary school education (Kintama, et al., 2021), biology (Juita and Yusmaridi, 2020), and the social field (Jabeen et al., 2020). However, research on online tutoring that focuses on implementation in the English department for its impact and techniques is still limited. Therefore, this research aims to find out how to implement online guidance along with the obstacles and media used.

Several research studies have been conducted regarding the effectiveness and quality of online teaching and related to the pedagogy of the application of online and distance education. However, only a few studies have been conducted on online surveillance research (Marsh, et al., 2002). Supervision (in this study called supervising) is an important part of a successful study experience, completion of a degree, and gaining a theoretical understanding of what is covered in a mini thesis, thesis, and dissertation (Pearson and Kayrooz, 2004). Kandlbinder and Peseta (2001) add that there are three components in the research that are the focus of which include routine communication, seminars, and meetings.

Based on the theory above, the meeting is an element that needs to be considered when conducting research. This statement is supported by Sze (2008). He stated that meetings in this case supervision include providing a favorable learning environment for students who are conducting research. Through supervision, students can create new knowledge obtained from the field.

Therefore, Mouton (2001) classifies four focuses of supervision carried out by supervisors and students. Two of the supervisory focuses are the role and the quality and quantity of feedback. First, the supervisor's role here is to provide direction, guidance, advice that supports the acquisition of a good quality thesis, and maintain good relations between students and supervisors. The second focuses on the relation of quality and quantity of feedback. The quality and quantity of feedback are the most important elements in the mentoring process. Constructive and clear feedback makes the mentoring role more process oriented, knowledge development, and student self-reliance (Lee, 2007). In addition to the previous statement by Mouton (2001), Bitchener et al. (2011), and Engebretson, et al. (2011) added that another important element in the mentoring process is providing encouragement, support, time, information, guidance, feedback, and resources for mini thesis/thesis/dissertation writing to students. Therefore, students need ways to accomplish their task.

METHODS

This research employed a descriptive qualitative research method. The Instrument of this research was adapted from Kintama, Larasati, and Yuliana (2021). Five criteria evaluated here. The criteria were students' readiness, types of supervising session, students' understanding, internet facilities readiness, and duration of students' mini thesis revision. The questionnaire was distributed to 32 university students of English Education program who deal with mini thesis supervising session and three lecturers as mini thesis supervisors. The questionnaires were distributed virtually using google form. Due to the limitation during pandemic era.

FINDINGS AND DISCUSSION

This part delineates the depiction of research discussion dealing with the data investigated and collected from questionnaire. Whereas, data of finding and discussion here were obtained from thirty-three students who already took an English Education program who deal with mini thesis supervising session. Furthermore, the interviews are conducted to three supervisors.

The results discussed in this chapter are from questionnaire and interviews conducted to the participants. The questionnaire is adopted from Kintama, Larasati, and Yuliana (2021) which consists of five areas: students' readiness, type of supervising session, students' understanding, internet facilities readiness, and duration of students' mini thesis revision.

The first area is related with students' readiness. The questionnaire result shows that most of the students are ready to conduct online supervising sessions. It can be seen from 71.9 % of the total students who agree with the statement. This data is supported by result from the interview which stated that the students who are ready for the online sessions are those who live far from the campus location. The students reveal that they are ready with online supervisions in terms of asynchronous sessions.

However, 28.1% of the students are not ready to have online supervising session. The students are not get used to the rhythm of online supervision. They feel hesitated to consult their problems in writing through online sessions. The result can be seen in the pie chart below (Fig.1).

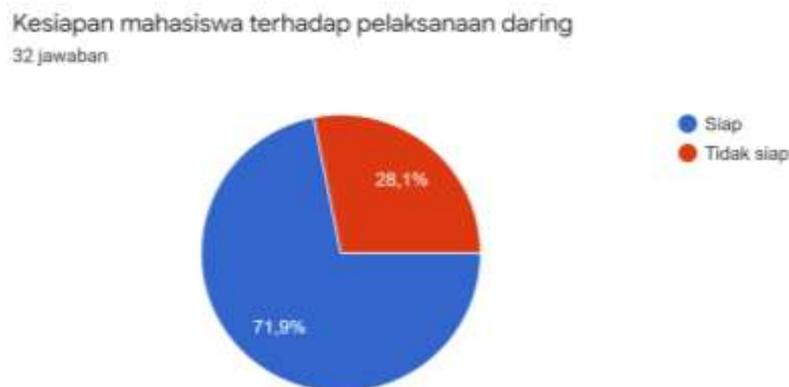


Figure 1. Students' readiness to conduct online supervisions

Furthermore, the result from supervisors' interview shows that they think the students are not ready for online supervisions. They also prefer to have offline supervision session instead of online supervision session. There are three reasons of their preferences: time, flexibility, facilities. Although online supervisions are giving more flexibility in managing the tasks, this could lead to the length of

supervision time. This is also because the students are not ready with the facilities such as unsupported gadgets, inconsistency of internet signals, and the lack of students' motivation.

The second area investigated in the questionnaire covers the type of online supervising session. The questionnaire provides three options: Synchronous supervision, Asynchronous supervision, and Mix (Synchronous and Asynchronous) supervision. The result shows that 78.1% of the students choose mix supervision. The students are more convenient with the mix supervision which are more flexible for the students. In mix supervision, the students sent their writing draft through online application such as Microsoft words and google doc and those drafts will be checked by supervisors. If there are questions or something to be discussed, they will hold an online meeting through applications such as zoom, google meet, and WhatsApp video meeting. This method gives flexibility both to the supervisor and to the students. Besides, this method gives more time for the supervisor to check the students' writing draft so they can be more detail in giving feedback. It is in line with Mouton (2001) who stated that the quality and quantity of feedback are the most important elements in the mentoring process.

However, through interview, it was found that this method has two disadvantages: duration of revision and the lack of interaction. To check all the students' drafts, supervisors need to allocate time and somehow, they do the work twice when they explain the correction in asynchronous session.



Figure 2. students' preference on types of online supervision

Whereas, from Fig. 2 it can be seen that 18.8% of the students prefer synchronous supervising session. Then, the rest of the students chose asynchronous supervising session. Based on the result, it can be stated that mix supervision could be the best method in online supervision.

The third area covered in the questionnaire is students' understanding towards the supervisor's explanation in their supervision session. There are four options given in this question: understand, quite understand, do not understand, never understand. The result shown in Figure 3 reveals that around 53.1% of the students are quite understand toward the supervisor's explanation in the online supervising session. Moreover, 46.9% of the students chose understand toward with the instruction or insight during conducting online supervising session. It is supported by Nurudin (2012 in Afdillah and Damanik, 2021), technological developments change and shape different cultures and communication patterns.



Figure 3. Students' understanding towards supervisor's explanation in online supervision session

Based on the result, it can be concluded that online supervisions give better understanding for students. It is in line with the result from the interview where the students stated that the feedback from supervisors are more understandable through online supervisions. The feedbacks are well recorded through applications such as Microsoft words comments and Google docs. Thus, the students attain better understanding through online supervision.

The next area discussed in the questionnaire is the internet facilities which considered as an important factor in conducting online supervision. It is a fact that we cannot conduct online supervision without internet connection. This problem is faced by around 31% of the students who stated that they are less ready to face online supervising session due to the internet connection problem.

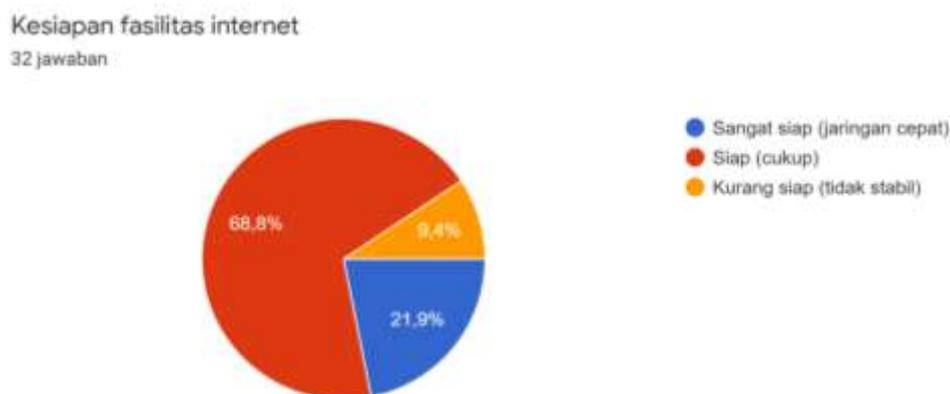


Figure 4. The readiness of internet connection

However, Fig.4 shown that 68.8% of the students are well supported with the internet connection and they have no problem with online supervision. This factor could establish effective communication between students and supervisors. A good communication could lead to another important element in the mentoring process, which is providing encouragement, support, time, information, guidance, feedback, and resources for mini thesis/thesis/dissertation writing to students (Mouton (2001), Bitchener et al. (2011), and Engebretson, et al. (2011)).

After conducting supervising session, students need to do revision based on the discussion or suggestion that already given by supervisor. Therefore, the last area of the questionnaire related with the duration of students' mini thesis revision. There are three options given: one week, two weeks, and more than two weeks.

The result from the questionnaire shows that 56.3% of the students need around one week to finish the revision or go back to see the supervisor (see Fig.5).

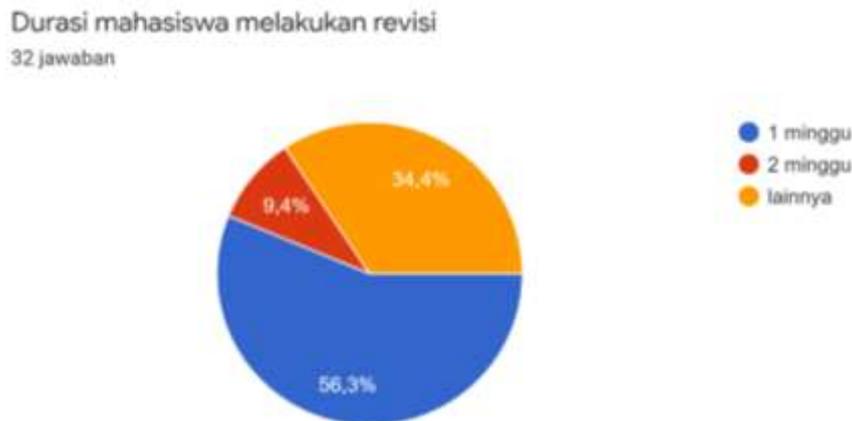


Figure 5. Students' duration in revision

Data from the interview support the questionnaire result, the students confirmed that the duration they need to do the revision is around a week because the supervisors gave them due date to submit the revision. However, sometimes students faced difficulties to follow this schedule because of uncertain condition during pandemic time. This leads to a longer duration that they need to do the revision. Therefore, as can be seen in Fig.5, there are 34.4% of students who need more than 2 weeks to submit their revision. Damanik (2019 in in Afdillah and Damanik, 2021) adds that the use of internet technology provides convenience in education and has a positive effect, especially in terms of time flexibility.

CONCLUSION

This research investigates students' perception towards online supervisions conducted during Covid 19 pandemic time. There are five areas explored: students' readiness, students' preference on types of online supervisions, students' understanding towards supervisor's explanation, the readiness of internet connection, and students' duration in revision. Conducting online supervision is one of the best alternatives during pandemic time so that students can get guidance from their supervisor. The condition forced them to be ready for online supervision despite the obstacles faced by the students. In result, mix method of supervision was chosen by the students as their preference. This method is believed to be more efficient and easier for the students to understand feedbacks from their supervisor. Although it took longer time for the students to finish their revision, this method can solve students' obstacles which relate with internet connection.

REFERENCES

Afdillah, M.B., & Damanik, E.L. (2021). Bimbingan Online Skripsi pada Era Revolusi Industri 4.0 di Prodi Pendidikan Antropologi, Fakultas Ilmu Sosial, Universitas Negeri Medan. *Jurnal Antropologi Sumatera*, 19, 2, 127-143.

- Bitchener, J., Basturkmen, H., & East, M. (2011). The focus of supervisor written feedback to thesis/dissertation students. *International Journal of English Studies*, 10 (2), 79-97
- Boyatzis, R. E. (1993). *Transforming qualitative information: Thematic Analysis and code development*. California: Sage Publication, Inc.
- Braun, V., & Clarke, V. (2006). *Thematic analysis in psychology: Qualitative research in psychology*, 3(2), 77-101.
- Engebretson, K., Smith, K., McLaughlin, D., Seibold, C. Teret, G., & Ryan, E. (2008). The changing reality of research education in Australia and implications for supervision: A review of the literature. *Teaching in Higher Education*, 13(1), 1–15.
- Jabeen, S., Hashmi, A., & Khalid, M. (2020). Expectations of research students about online supervision of thesis supervisors: A case study of Virtual University of Pakistan. *Global Social Sciences Review (GSSR)*, 5 (2), 126-136.
- Juita, D. & Yusmaridi. (2020). Kualitas Proses Bimbingan Skripsi Mahasiswa Jurusan Tadris Biologi IAIN Kerinci di Masa Pandemi Covid 19. *Natural Science: Jurnal Penelitian Bidang IPA dan Pendidikan IPA*, 6, 2.
- Kandlbinder, P. & Peseta, T. (2001). In supervisor's words: An insider's view of postgraduate supervision. Institute for Teaching and Learning, The University of Sydney
- Kintama, A.Y., Larasati, D. A., & Yuliana, L. (2021). Bimbingan Skripsi daring Selama Pandemi Covid-19 pada Mahasiswa PGSD UWKS: Hambatan dan Solusi. *Trapsila Jurnal Pendidikan Dasar: 3, 1 (2021)*. Taken from <https://journal.uwks.ac.id/index.php/trapsila/article/view/928>
DOI: <http://dx.doi.org/10.30742/tpd.v3i1.928>
- Kusuma, B. E. (2018). Sistem Informasi Bimbingan Skripsi Berbasis Web di Universitas Pelita Harapan. *ISD Journal: 3, 1 (2018): 71-78*. Taken from <https://ejournal.medan.uph.edu/index.php/isd/article/view/346/0>
- Lee, A. (2007). Developing effective supervisors: Concepts of research supervision. *South African Journal of Higher Education*, 21(4), 680–693.
- Marsh, H. W., Rowe, K. J., Martin, A., (2002). PhD students' evaluations of research supervision. *The Journal of Higher Education*, 73(3), 313-348
- Mulyahayati, B., & Fransyaigu, R. (2018). Desain inkuiri moral dalam pembentukan karakter nasionalis siswa SD. *Dwija Cendikia: Jurnal Riset Pedagogik*, 2 (2), 10-16.
- Mouton, J. (2001). *How to succeed in your master's and doctoral studies: A South African guide and resource book*. Paarl: Van Schaik.
- Pearson, M. & Kayrooz, C. (2004). Enabling critical reflection on research supervisory practice. *International Journal for Academic Development*, 9(1), 99–116.
- Stufflebeam, D. L. (1971). The relevance of the CIPP evaluation model for educational accountability. *Journal of Research and Development in Education*, 5, 14-28.
- Stufflebeam, D. L. (2000). *CIPP Evaluation Model Checklist*. Retrieved on October 19, 2006. From <http://www.mich.edu/evalctr/checklists/cippchecklist>
- Sze, D. (2008). *Effective student-centered PhD Supervision from a social constructivist viewpoint. Development program for research higher degree supervision*. Sydney: University of Sydney, Institute for Teaching and Learning.
- Tunc, F. (2010). Evaluation of an English language Teaching program at a public university using CIPP model. *Unpublished master thesis*, Middle East.