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Forewords

Praise and gratitude to Allah SWT, because of Allah's love for us so that we are still given a long life and can carry out our various daily activities. May all our activities become our acts of worship, Aamiinnn

in accordance with the commitment of the Jurnal Serambi Ilmu Journal to continue to improve the quality of its manuscripts since the volume 23 number 2 has been published full in English.

We are also be proud that the number of submitted manuscripts is quite large, but only a few are acceptable and worthy of publication. This means that Jurnal Serambi Ilmu has become one of the scientific publications that are considered by experts and education enthusiasts.

For this reason, Jurnal Serambi Ilmu is committed to continuing to maintain the quality, service and discipline that applies in scientific publications.

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GARUDA
GARBA RUJUKAN DIGITAL



Obstacles Experienced By Students In Completing The Thesis Students

Junaidi¹, ²Junaidi, ³Vera Wardani, ⁴Yulsafli

¹Junaidi is Lecturer of Universitas Serambi Mekkah, Banda Aceh, Indonesia
Study Program of Indonesian Language Education

Email: junaidizainalarsyah@serambimekkah.ac.id

²Junaidi, is Lecturer of Universitas Serambi Mekkah, Banda Aceh, Indonesia
Study of Program Physical Education

Email: junaidisigli@gmail.com

³Vera Wardani, is Lecturer of Universitas Jabal Ghafur, Sigli Indonesian

Email: verawardani5@gmail.com

⁴Yulsafli is Lecturer of Universitas Serambi Mekkah, Banda Aceh, Indonesia

Email: yusafli@serambimekkah.ac.id

Abstract

This study aims to find out what obstacles hinder students from the Faculty of Teacher Training and Education at Serambi Mekkah University in preparing their thesis. The population of this study was students of the Faculty of Teacher Training and Education Serambi Mekkah University, Indonesian Language Education Study Program, and Physical Education Study Program in preparing theses. This type of research is qualitative research using a descriptive approach. The method used is descriptive qualitative. The total population or research sample is 31 students. Data collection techniques through the distribution of questionnaires and direct interviews with the students concerned. Processing of data using a simple statistical formula, which uses the concept of average and percentage. To classify the research results using the assessment norm, namely the benchmark table of qualitative and quantitative percentages. Data processing is done manually and then presented in tabular form and discussed in narrative form. The results of the study show some information that final year students of the Faculty of Teacher Training and Education Serambi Mekkah University experience obstacles in the preparation of a thesis and the most dominant obstacle are the obstacle caused by the lack of facilities and infrastructure that support the completion of the thesis.

Keywords ; *barriers, students, thesis preparation*

INTRODUCTION

Writing scientific papers is one of the main activities in universities. Scientific work is a written work that has been recognized in the fields of science, technology, and art. Scientific works are written in accordance with scientific procedures and follow

scientific guidelines or conventions that have been agreed upon or established by a higher education institution.

Through the activity of writing scientific papers, the academic community at a university can communicate new information, ideas, studies, and research results. Reporting scientific works requires a guideline on the making of scientific works, especially scientific works in written form.

Scientific research is an attempt to explain the real phenomena we experience by establishing general principles to explain them (Ibrahim, at. Al, 2018) . As expected, science can predict this phenomenon. The principle of science is stated explicitly in a theory that departs from empirical facts.

When interpreting empirical evidence, researchers need an ordered system of concepts. Science without a concept is impossible because it makes no sense. Something that cannot be digested by reason, not science. Concepts are necessary for science, meaning that it is possible for a problem to be defined and its scientific elements formed.

One type of scientific work produced by university students is a thesis, in addition to a thesis and a dissertation. Every student who will complete his studies, either at the bachelor's degree (S1) or postgraduate (S2), is required to complete one academic task, namely writing scientific papers. In the first strata, the result of his scientific work is called a thesis, at postgraduate it is called a thesis.

The thesis is a scientific essay that must be written by students as part of the final requirements of their academic education. According to Hasan (in Fatma, 2013:161) the thesis is a scientific work written by undergraduate students at the end of their studies based on the results of research, or literature review, or the development of a problem that is carried out carefully. Writing a thesis for some students is a scary thing that inevitably must be done because for some students writing a thesis is considered a very tough job.

Writing a thesis is the final task and the estuary of a learning process. Thesis as evidence of success in studying, researching, writing, and defending it. The scientific work is seen as a reflection of student competence and an indication for a student to be entitled or not to hold an academic degree.

Students studying in college go through many stages and challenges. This stage starts from the time students enter semester I until they reach semester VIII. Each semester there is a credit load of credits that must be completed by students before entering the next semester. In this case, personal ability factors, such as intelligence, interests, and cognitive abilities play an important role in determining whether or not he has completed (pass/not) the credit load he takes. If the student's personal abilities are optimal, the target of completing the course within 8 semesters may be realized.

Mutadin (2014) said that there are various things that become obstacles in working on a thesis, one of which is the student's self (internal), such as boredom in working on a thesis, a long process in collecting data, difficulty in putting thoughts into written form, difficulty dividing time between work on thesis and other activities. For example,

when compiling a thesis, you are busy with work or lack the ability to speak English to read book literature (Daayah, E. and Yulinar, Y., 2018).

However, it should be underlined that at times personal ability is not everything in determining whether or not to finish college. This is because, apart from personal factors, external (external) factors such as economic factors and facility factors also play an equally important role. Personal (internal) barriers, there are several external (external) barriers experienced by final year students of the Faculty of Teacher Training and Education Serambi Mekkah University in the preparation of the thesis. These factors are economic factors, guiding factors, and facilities factors.

This is very closely related to similar studies that have been carried out before, such as research from Fadila (2013) which found that students who were writing a thesis were included in the category of high-stress level. This is due to various obstacles such as the difficulty of meeting supervisors, the difficulty of finding reference books, an environment that is not conducive, and feeling tired when compiling a thesis due to taking too long to compose a thesis.

The results of other studies have also been carried out by Mujiyah et al. (In Akbar, 2013:1). As a result, the obstacles commonly faced by students in writing their final thesis are confusion in developing theory (3.3%), lack of methodology (10%), difficulty in compiling discussions (10%), difficulty in deciphering research results (13.3. %), perceptions such as fear of meeting lecturers (6.7%), difficulty in determining the title (13.3%), lazy (40%).

Therefore, the researcher is very interested in conducting a study regarding these obstacles with the research title "Barriers Experienced Students of the Faculty of Teacher Training and Education Serambi Mekkah University in Compiling Thesis" in order to find out what obstacles are experienced by final year students at of the Faculty of Teacher Training and Education Serambi Mekkah University. Mecca is currently compiling a thesis for the 2021/2022 academic year.

The Nature of Scientific Work

(1) Types of Scientific Works

Tanjung (20012:23) says that broadly speaking, scientific works are divided into two types, namely scientific works in the form of papers; and scientific works in the form of research reports.

a) Papers

Papers are generally scientific writings whose presentation is descriptive and explosive. Usually, papers are prepared by students as part of academic activities at the university. In addition, papers are usually also written by someone to be submitted at a scientific meeting and publication. Examples of scientific meetings are seminars, symposia, workshops, discussions, semiotics, congresses, and conferences, while examples of scientific publishing are journals, magazines, and newspapers. In general, the length of the paper is approximately 20 pages.

b) Research Report

The research report is a written work whose presentation is descriptive and analytical. That is, in the research report, the description and analysis of the problem are described in-depth or in detail. For this reason, the introductory section must explicitly state the background, problems, objectives, theories, methods, techniques, and research results. Usually, research reports are prepared by students as part of academic activities at universities, such as; practicum reports that must be made as a requirement to obtain SI, S2, and S3 academic degrees.

A research report submitted as a condition for obtaining a master's degree is called a thesis, and a research report submitted as a condition for obtaining a doctoral degree is called a dissertation. In addition, research reports are also written by someone (among others, students, teachers, and lecturers) to be submitted to a scientific meeting, scientific publication, or certain institution.

(2) Characteristics of Scientific Work

Alamsyah (20014:65) said that research classified as science has certain characteristics or criteria. The characteristics and criteria are as follows.

(a) Scientific works clearly state the purpose, namely to answer a question or problem. Researchers need to formulate research problems or questions and clearly formulate research objectives so that in the next process, research activities always focus on achieving certain goals.

(b) Scientific work using the theoretical basis and relevant data testing methods. The theories used are the basis for answering research problems.

(c) Scientific work has the ability to be retested (replication). This retest is an attempt to establish the validity of the results.

(d) Scientific work selects data with high precision or is accurate and reliable (valid). High-precision data has the characteristics of being valid and accountable.

(e) Scientific works draw conclusions objectively by using logical and objective or impartial reasoning.

Factors of Student Difficulty in Writing Thesis

There are two factors that hinder students in completing their thesis, namely internal factors, and external factors. Internal factors are factors that come from themselves (students), while external factors are factors that come from outside. Internal factors include students' motivation and ability in writing the thesis. The external factors include the environment, the thesis management system by the faculty, and the supervising lecturer.

Motivation is a condition in a person that encourages him to carry out certain activities in order to achieve a goal. The motivation is the motivation to graduate on time. Motivation to graduate on time is something that creates enthusiasm or encouragement for students to immediately fulfill their graduation requirements in order to achieve the specified study period.

The student's ability to write a thesis is a factor that will determine regardless of whether or not the thesis is completed. This factor is a factor that comes from oneself

such as formulating a problem; determining the title; creating background problems; determining the objectives and benefits of the research; research methods used; searching for related data or data sources; writing into the script when the data has been obtained; write a discussion chapter and the last is draw conclusions.

Understanding how to write or put data in writing. This often becomes an obstacle for students in completing their thesis. Data that comes from questionnaires, interviews, and documentation will raise a lot of questions, and lots of ideas. This is what makes students confused with the data. What should they do first after getting the data, what should they do next.

The environment is a supporting factor in students completing the thesis. A supportive environment will have an impact on the speed of students in completing their thesis, one example is that the student often meets or shares with comrades in arms who are both working on the thesis, which will have a positive impact, namely spurring students to immediately complete their thesis.

The thesis management system by the faculty means the steps that must be taken by students to complete the thesis. This of course refers to the thesis writing manual issued by the faculty of teacher training and education. The system or workflow of the thesis is the stage of submitting the title, the thesis guidance with the supervisor, the thesis examination stage, and finally the stage of getting the thesis value after the thesis examination.

Supervising lecturers in carrying out their duties should make it easier or provide solutions to their students, but in reality, many students have the assumption that at the time of guidance the supervisor is difficult to find, lacks communication, and sometimes does not want to explain what is wrong or needs to be corrected.

RESEARCH METHODS

Approach and Type of Research

This type of research is qualitative research using a descriptive approach. The method used is descriptive qualitative. The application of descriptive method researchers used in the steps of collecting, processing, interpreting data, and concluding research results. Thus, the results of this study become a data description of the obstacles for final year students in the preparation of the final thesis.

Population and Research Sample

The population of this research is all final year students of the Faculty of Teacher Training and Education Serambi Mekkah University, Indonesian Language Education Study Program, and Physical Education Study Program for the 2021/2022 academic year who are currently compiling a thesis totaling 31 students.

This study did not do sampling. This refers to the opinion of Arikunto (2010: 120) who states that "... if the research subjects are less than 100 people, it is better to take all of them (population research). Furthermore, if the subject is more than 100 people,

research samples can be taken between 10-15% and 20-25% or more (sample research)". Thus, this research can be categorized as a total sampling study. This means that all final year students of the Faculty of Teacher Training and Education Serambi Mekkah University, Indonesian Language Education Study Program, and Physical Education Study Program for the 2021/2022 academic year who are compiling the final thesis of the researcher are used as research subjects.

Data collection technique

To collect objective data, the authors in this study distributed questionnaires and direct interviews with the students concerned.

(1) Questionnaire

Namely, a number of questions have been prepared in writing to be addressed to the research subject, namely final year students who are preparing their final thesis. The data obtained from the distribution of this questionnaire, the researchers used as the primary research data.

(2) Interview

Namely, direct question and answer researchers with the students concerned. The questions asked are related to the research problem being studied. This result will be used by researchers as secondary data to fill in the lack of questionnaire questions. Data processing techniques In the next step, to process the data, the researcher uses a simple statistical formula. The researcher uses the concept of average and percentage form. The

To classify the research results, the authors use the assessment norms proposed by as follows.

Table I
Percentage Benchmark

Quantitative	Qualitative
>85%	In General
70-84%	Most of The
55-69%	More than Half
40-54%	Half
25-39%	Less than Half
10-24%	Fraction
<9%	Almost No

Source : Winamp in Erni (2002:20)

The data that has been collected is then processed manually by researchers. Then, the researcher presented it in tabular form and discussed it in narrative form.

RESULT AND DISCUSSION

This research was conducted to describe the picture or situation about the extent of the obstacles experienced by the Faculty of Teacher Training and Education Serambi Mekkah University, Indonesian Language Education Study Program, and Physical Education Study Program in preparing theses.

Based on the results of processing the questionnaire, namely a number of questions and interviews To find out the obstacles experienced by of the Faculty of Teacher Training and Education Serambi Mekkah University, Indonesian Language Education Study Program, and Physical Education Study Program in preparing theses, it was found that the factors that hindered students in compiling these included internal barriers and external barriers.

(1)Internal Barriers

Personal ability is the ability possessed by each student that is used to solve problems and problems faced by each individual. Personal abilities include talents, interests, and the level of intelligence of the students themselves. A student experiences obstacles if he chooses a major that is not in accordance with his interests, talents, or even intelligence does not support the major he has chosen (Anwar, at. Al, 2022).

The results of data processing show that there are various types of obstacles faced by the Faculty of Teacher Training and Education Serambi Mekkah University, Indonesian Language Education Study Program, and Physical Education Study Program in preparing theses, both factors originating from within the students themselves (internal) and factors originating from outside the student (external).

In the first question, the researcher asks whether your proposal has been in seminars. In this case, all respondents answered that their proposals had been given seminars at the department level. The answer given by the respondent to the first question becomes the basic basis for the author in continuing to the next question.

This statement is quite reasonable because their answers, all of which answered that their proposals had been presented in a seminar at the department level, showed that the respondents who were researched were students who were actually writing their thesis. In short, in this study, the researcher did not take the wrong sample.

In the second question, the researcher asked whether there were obstacles in the preparation of the thesis, and all respondents answered that there were obstacles in the preparation of the thesis. Then, from the results of interviews between researchers and respondents, the researchers concluded that the obstacles faced by students were very diverse.

Then, in the next question, the researcher asked about the issuance of a decree on the appointment of a supervisor by the Academic Section. In this case, in general, respondents answered that the time span for issuing a Guidance Certificate for the appointment of a supervisor after the title proposal was presented at the department level was 1-2 weeks. The time span is not too long and shows that Indonesian Language and Literature of the Faculty of Teacher Training and Education students who are writing their thesis do not experience obstacles regarding the process of issuing a Guidance Certificate for the appointment of a supervisor.

(2) External Barriers

a) Barriers to the Family Economy

Barriers to writing a thesis that come from outside the student are of various types, both family economic factors, available facilities, supervisory lecturers, and also from the active factor in the organization. The problem of constraints in the preparation of the thesis by the family's ability factor is a non-dominant factor. This statement is in accordance with the results of data processing on the question "Do you feel that with the amount of money spent" In general, respondents stated that they were not hampered.

b) Barriers to Available Facilities

Facilities are the main means of doing anything. In writing a thesis, the most important facility, of course, is the availability of reference books that support the problem being researched. In the third question, the researcher asked whether the respondent during the thesis preparation period had read or used the guidebook for thesis writing.

Half (45%) of the students answered that they had read the thesis writing manual; the other half (48%) answered that they had read, but the manual was not a manual issued by the rectorate of the University of Serambi Mekkah; while the other (7%) students answered that they did not read the manual. This fact shows that students who are preparing their thesis are aware that manuals are needed and can help students during the preparation of their thesis.

The thesis writing manual is a component that plays an important role in directing students in preparing a thesis at a university. The thesis writing guidebook, apart from being able to guide students in preparing theses, also serves as a means for uniformity in the form and format of the thesis. However, in addition, there are also half of the students who use the thesis writing manual which is not published by the Rectorate of the Serambi Mekkah University.

In the fourth question, the researcher asked about what obstacles caused them to be constrained in the preparation of the thesis. More than half of the students (60%) answered choice C, namely the lack of references that support the preparation of the thesis; less than half (33%) of students answered choice B, namely the difficulty of formulating a thought concept on the problem being studied; and almost none (7%) answered because it coincided with the PPL program.

The description above shows that generally, students are still constrained in drafting the concept of thought on the problem being studied. Writing is an activity to formulate the concept of thought on the problem being researched or peeled. Writing is the most difficult aspect of language for humans to do when compared to other aspects of language, such as listening, speaking, and reading.

Another interesting fact is that less than half of the students (33%) said that they were constrained by the lack of reference books to support thesis preparation. This is an open secret and is the most logical reason. Every student who is writing a thesis, of course, needs a variety of reference books to support his writing activities.

In addition to the two obstacles above, there are also respondents (7%) who say that they are constrained by the preparation of the thesis, which coincides with the PPL

program. The activities of writing a thesis and PPL are two activities that both take the full concentration of students. In addition to these two activities in the form of core activities in the world of lectures, each of which weighs 4 credits, this activity is also an activity of applying knowledge. This means that all the knowledge gained during the lectures is applied to the two activities above. The level of intelligence of students, in general, can be measured through the assessment/ability of the two activities above.

In the fifth question, the researcher asked whether it was difficult for respondents in preparing their thesis to get reference materials in the library. In general, (86%) of respondents answered that it was difficult to find reference books in the Serambi Mekkah University library and only a small percentage (14%) answered that it was not difficult.

The description above shows that a common obstacle for students in writing theses is the lack of reference books available in the Serambi Mekkah University library. Basically, this problem is a complicated problem that undermines the world of lectures at the Serambi Mekkah University College. Regarding this problem, the researcher interviewed several respondents. From the results of interviews with respondents, researchers obtained information that respondents sometimes have to order books online from outside Achenese for reference books in an effort to support the preparation of their thesis.

The sixth and seventh questions are related to the previous question, the researcher asked whether the books in the library were complete. In general, (100%) of respondents answered that the books in the Serambi Mekkah University library are still far from complete.

(3) Factors of Advisor

A mentor is a person who provides guidance to others. In this case, the supervisor in question is a supervisor who is in charge of guiding students in writing a thesis. As is known, the supervising lecturer is the person who directs, corrects, and provides input for students regarding the writing of the thesis that is being mentored.

In the eighth question, the researcher asked whether the respondent wrote a thesis based on his/her own interests and abilities towards the problem being studied or based on the wishes of the lecturer. In the questionnaire, a general (93%) of respondents answered that the problem or title under study was based on the wishes of the lecturer, and only (7%) answered that the problem under study was their own wish.

The results of the description of the data above show that students research problems not based on their own desires. This becomes an obstacle for the students themselves because students who research problems not based on their own interests and abilities will make it difficult for students to formulate their ideas and thoughts into a thesis.

Regarding this issue, the researcher also interviewed the Head of the Indonesian Language Education Study Program and the Head of the Physical Education Study Program at the Serambi Mekkah University. Both said that this policy was taken not

only because they wanted to impose their will on students. This policy is carried out in addition to assisting students in formulating research titles, as well as preventing overlapping titles between one student and another.

The answers given are in accordance with the reality, namely that in general students find it difficult to formulate titles and this policy needs to be taken to avoid overlapping research titles. However, the effect of this policy is also not small. Generally, respondents complained about the title offered by the lecturer, even though at first they were happy because the title had been approved. In the end, many students are confused and do not understand the research problem that must be formulated to be solved.

From the research conducted, on whether during this time your supervisor is often on campus. The results showed that the respondents answered that there were supervisors who were often on campus and some were rarely on campus. Then, on whether the absence of a supervisor is an obstacle for students in writing a thesis. Generally, respondents answered that the absence of a supervisor was an obstacle for them in preparing their thesis.

On whether the supervisor helps you a lot in preparing the thesis. In general, students answered that the supervisor helped a lot in the preparation of the thesis. On whether the supervisor in correcting your thesis blames your thesis more by giving little input, giving a lot of input, or blaming a little and giving little input. In this question, students' answers vary widely, but the frequency is the same.

On whether you often get guidance in writing a thesis, all respondents answered that students often get guidance in writing a thesis. On whether so far they feel comfortable dealing with supervisors, more than half (61%) of respondents stated that they were very comfortable when receiving guidance from their supervisors, but less than half (31%) of respondents stated that they felt less comfortable with their supervisors, and almost none or one respondent (8%) stated that they were not at all comfortable with their supervisor. Based on the results of interviews with respondents, this discomfort is caused by the respondent's excessive reluctance when dealing with supervisors.

On whether you view the supervisor as the person who really guides you in writing the thesis or as the person who makes it difficult for you in the preparation of the thesis. In general, (92%) of respondents answered that their supervisor is the person who really guides the students in the preparation of the thesis and almost none (8%) stated that the supervisor is the person who makes it difficult for the respondent in preparing the thesis.

Then, in the last question, the author asked whether your supervisor provided a number of reference books to support the completion of the thesis. Most respondents (77%) answered that the supervisor did not provide respondent books to the respondents, and only a small portion (23%) of the respondents stated that the supervisor gave a number of reference books to students to support the preparation of their thesis.

CONCLUSION

Barriers in thesis writing related to student personal factors are generally caused by the difficulty of students in formulating concepts, ideas, and thoughts on the problems being studied, in addition to being caused by the large number of students who write thesis not based on their interests and talents. So, in this case, if students are not used to writing, it is certain that students who are preparing a thesis will be constrained in spilling their ideas and ideas into written form.

In addition to the obstacles above, which in fact can be categorized into student personal barriers (internal). It was also found that there were many other problems that came from outside the thesis writer, which caused problems for students in writing the thesis. Among these various obstacles, the most influential obstacle to students in writing a thesis is the lack of reference books/readings that can support the completion of the thesis.

Then, another obstacle is the late issuance of the thesis writing guidebook by the faculty, which causes most students not to know and read the manual in preparing the thesis. The factor of the supervisor also affects whether students are constrained in the preparation of the thesis. Based on the results of interviews with respondents, researchers received input that students complained about some supervisors, who often took time to provide guidance. Furthermore, the presence of supervisors who are rarely on campus also causes difficulties for students in conducting consultations, so that in the end students are constrained in preparing their thesis.

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