Optimization of Thesis Guidance to Accelerate Graduation of Public Administration Students at Universitas Mulawarman

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Abstract. As the foundation of national education, universities play a major role in forming graduates who are knowledgeable, skilled, competent and skilled. As a study program with A accreditation, the FISIP UNMUL Public Administration Study Program requires students to complete their studies as soon as possible. Students experience obstacles in the thesis guidance process which causes students to graduate not on time. This study aims to analyze and identify the factors of delays in the thesis guidance process of students of the Public Administration Study Program of FISIP UNMUL using the Fishbone diagram and determine the priority of the problem using the USG (Urgency, Seriousness, and Growth) scoring method through a Likert interval scale. The results showed that the problems of delays in the thesis guidance process of students of the Public Administration Study Program of FISIP UNMUL include: Man, students who are passive in the guidance process; Method, there is no new method in the thesis guidance process; Machine, there is no roadmap of research issues for students; Material, thesis writing guidelines that have not been understood by students. The actualization of providing motivation and a thesis writing guide pocket book, coaching clinic activities, making weekly progress reports and issue catalog roadmaps by dividing two concentration classes with the latest issues are efforts to optimize the thesis guidance process of FISIP UNMUL Public Administration students.

INTRODUCTION

Education is the main key in realizing national progress (Arono & Arsyad, 2019; Yurianto, 2020). The education provided is not only limited to non-formal education, but must be supported by formal education, namely by entering students into schools starting from lower levels to universities (Bafadal, 2023; Darmawan et al., 2023). Higher education is the highest point of the level of formal education institutions as a center in the development of science and technology (Limbong et al., 2024) which is tasked with organizing education so that students will prepare their abilities in order to achieve a degree. The Tridharma of higher education is the principle that is held in every university, both public and private. All academicians are responsible for organizing teaching, research, and community service (Loan & Pramoolsoop, 2016; Restiana, 2016; Iswanto & Hidayat, 2020).

As the foundation of national education, universities play a major role in shaping a knowledgeable, skilled, competent and skilled society (Irwan et al., 2021; Akib & Obaid, 2023; Uswati et al., 2023). The role of higher education is very strategic in efforts to develop human resources and improve the nation's competitiveness. In carrying out this strategic role, the quality of higher education is largely

determined by the quality of professional lecturers (Yulianti, 2021; Arnas et al., 2022).

Lecturers as professional educators and scientists (Saihu, 2021; Saputri et al., 2022) have the main task of transforming, developing, and disseminating science, technology, and art (Putra & Pemayun, 2019; Siman, 2020) through education, research and community service (Sriwahyuni et al., 2022; Pamuraharjo et al., 2023; Sufeni & Fatimah, 2024). This makes lecturers have to stop by developing different learning strategies to overcome complex learning (Sudarmin et al., 2023).

The Public Administration study program is one of the departments under the Faculty of Social and Political Sciences (FISIP) at Mulawarman University (UNMUL) which since 2019 has received A accreditation. In carrying out the Tridharma of Higher Education, the lecturers of the Public Administration study program face several problems including delays in the thesis guidance process, unstructured lecturer research and community service carried out by lecturers. The study program requires students to complete their studies as soon as possible. Based on data from August 2022, in the State of Students Report 2015-2019 Public Administration Study Program.

Table 1 Data of Students from 2015-2019 who are still active since August 15, 2022

No.	Description	Years-over-years (YOY)				
		2015	2016	2017	2018	2019
1	Pass	65	30	22	5	0
2	Drop Out	0	0	0	0	0
3	Move	3	1	0	0	0
4	Non Active	11	2	0	0	0
5	Title Submission	3	29	23	39	94
6	Proposal Seminar	12	21	40	30	0
7	Result Seminar	7	6	9	2	0
8	No Title Submission	8	9	6	19	16
	Total	109	98	100	95	110
	Percentage passed (%)	59,63	27,52	20,18	4,59	0
	Persentase belum lulus (%)	40,37	72,48	79,82	95,41	100

Table 1 shows that the percentage of 2015 batch students who have not graduated is 40.37% of 109 people, 2016 batch students are 72.48% of 98 people, 2017 batch students are 79.82% of 100 people, 2018 batch students are 95.41% of 95 people and 2019 batch students are 100% of 110 people. In the class of 2019, no one has graduated because they are still in the title submission stage. This shows that there is a delay in the thesis guidance process.

Thesis as the highest work of undergraduate students (S-1) which involves taste and spirit as well as intelligence and emotional abilities. (Wakyudin & Putri, 2020; Alaslan, 2021) through proficiency in expressing ideas precisely and accurately

through effective (Barus, 2022; Irwan et al., 2021; Hakim et al. 2023).Thesis contains research results that aim to examine a problem in a particular field of science. (Astuti, 2017). Thesis is a culminating or final work that provides an indicator of the understanding or achievement of mastery of the discipline by the student concerned. (Muslich, 2010; Burgos, 2017). Hadi in Aisiah (2018) explains that a thesis is a scientific work in the form of a paper that is made based on specific knowledge and clear facts that are assembled into a general problem solving withcorrect evidencecarried out through the thesis guidance process.

Thesis guidance is a series of processes carried out between the supervisor and the student under his guidance which begins when the student receives a Decree (SK) as proof of the validation of the title submitted by the student. (Arono et al., 2021; Yarpriransa et al., 2023).. Thesis guidanceis an effort by lecturers to assist students when they encounter difficulties while working on their final project.DeVito in Barus (2022) stated that theinteraction between supervisors and students in thesis guidance requires the role of communication that can affect students' cognitive, affective, and behavior in completing their thesis.

It cannot be denied, most students say that the thesis is not a light task because they have to go through various processes individually from determining the topic, looking for problems to the final result.

Research results Hardjono (2018) found that students in writing their thesis always made language errors that were more or less the same and repeated, especially in grammatical, spelling, and diction aspects. According to Wakyudin & Putri (2020) there are internal factors that become obstacles experienced by students in preparing theses such as the cost of making a thesis, being preoccupied with organization, pessimism, laziness, and lack of enthusiasm. Meanwhile, external factors include supervisors who are difficult to find, uncertain guidance processes, different guidance directions between supervisors I and II and supervisors who only look for mistakes without providing definite solutions.

The phenomenon ofdelaysin thethesis guidance processat the FISIP UNMUL Public Administration Study Programis anurgent problemthatmust beresolved immediately. The*fishbone* method is a priority in identifying various potential causes of an impact or problem and analyzing the problem through*brainstorming* sessions (Wijaya & Supriatna, 2022; Rahayu et al., 2024).(Wijaya & Supriatna, 2022; Rahayu et al., 2024).. *The Fishbone*method as a structured approach that allows a more detailed analysis to be carried out (Cronin & Coughlan, 2008; Irawati & Prakoso,2022; Lenawati et al., 2023) in finding the causes of existing problems, discrepancies, and gaps. (Gaspers, 2002; Kartikawati et al., 2023; Panjaitan & Yuman, 2023)... The 5M factors that are the main

causes, namely: 1) *machine*; 2) *man*; 3) *method*; 4) *material*; 5) *measurement*; and 6) *environment*. Fishbone diagrams encourage individual participation and improve understanding of the processwhichcan be used to identify the root cause of the problemandidentify possible variations in the cause of the problem and identify key areas for data collection.(Shinde et al., 2018; Roni Harsoyo, 2021; Abdulai et al., 2020)..

Research conducted Adha et al. (2019) stated that the Fishbone strategy can increase student activeness and student writing skills in analytical exposition text so that it can be an alternative strategy that can be used by teachers. Furthermore, research conducted by (Hukubun et al., 2024) said that through fishbone analysis, it can be seen the root of the most dominant problem in the program implementation process so that it can evaluate problems and help find solutions in improving a symptom.

Through the problems described, researchers are interested in conducting in-depth research to analyze the factors that cause the suboptimal thesis guidance process for undergraduate students of Public Administration FISIP UNMUL based on the analysis of the fishbone diagram . This research aims to analyze and identify the factors of delays in the student thesis guidance

process using the Fishbone diagram and determine the priority of the problem so as to provide actualization of strategies that can be used to solve problems related to delays in the student guidance process.

RESEARCH METHODS

This research uses descriptive qualitative research. According to Moleong (2013) states that qualitative research is used to understand, describe, and describe the problems under study that cannot be explained, measured, or described through a quantitative approach. The purpose of this research is to identify the root of the problem using Fishbone diagram and determine the priority of the problem using the USG method (Urgency, Seriousness, and Growth) to find alternative solutions (Yurianto, 2019). According to Wardani & Minarno in Ningtiyas et al., (2023) said that the USG (Urgency, Seriousness, Growth) method is one of the methods for prioritizing problems and prioritizing their resolution. According to Basyaib in Santoso (2018), the scale most often used to change such data is the Likert interval scale. In identifying problem priorities, researchers use a slicing tool using the USG criteria ranging from very USG or very not USG.

Table 2 Key Issue Setting Using USG Analysis

No	Issue	U	S	G	Total	Rank
1.	Delay in thesis guidance process	4	4	4	12	I
2.	Unstructured lecturer service	4	3	3	10	II
3.	Unstructured lecturer research	3	3	3	9	III

Information:
U : Urgency
S : Seriousness
G : Growth

Likert Scale Measurement
Information:
5 : Very important
4 : Important
3 : Quite Important

Based on the results of issue analysis using USG analysis shows that the first issue has the highest score. This is seen from the level of urgency where the thesis is one of the requirements in obtaining an S1 bachelor's degree at Mulawarman University.

ideas for solving the main issues, ideas for harassing the main issues, and the actualization design matrix to solve problems related to delays in the guidance process of undergraduate students of Public Administration FISIP UNMUL.

DISCUSSION

The fishbone method is a visual way of looking at causal relationships through a more structured approach than some other methods as it can help in identifying possible causes of a problem and thinking of alternative causes (Galingging et al., 2023). This research will discuss the determination of strategic issues,

Determination of Strategic Issue

Fishbone diagrams to help solve the root cause of major issues with cause-and-effect analysis of the circumstances that occur. Based on Figure 4.1, there are 4 main causes of delays in the student thesis guidance process using fishbone diagrams, as follows:
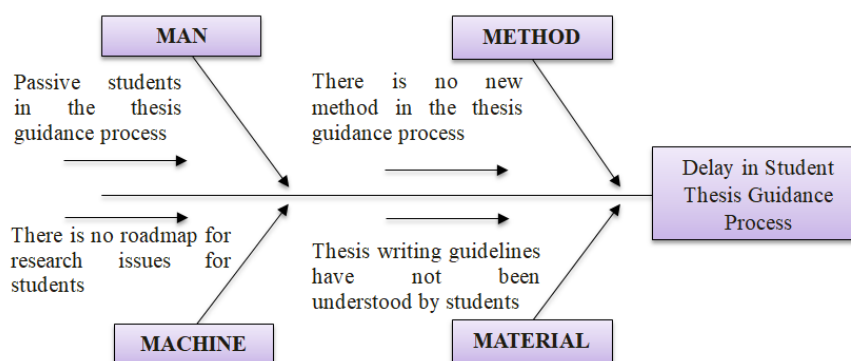

Figure 4.1 Cause Analysis of Issues Using Fishbone Diagram

Source: Processed by researchers, 2022

The Idea of Addressing Key Issues

The idea or activities carried out to solve the main issue, namely:

1. Make weekly progress reports for thesis guidance students. This activity is a written format that makes it easier for lecturers to control the development of student writing, thesis guidance which contains reports on the progress of student thesis writing, obstacles faced and solutions to be able to overcome problems in each development of the writing.

2. Optimizing student specialization seminar classes. This activity is specifically designed for students who will submit a thesis title in accordance with the concentration of the Public Administration Study Program, namely Public Management and Public Policy.

3. Conduct a thesis writing coaching clinic. This activity is one of the steps to assist students in understanding and implementing thesis writing practices in accordance with thesis writing guidelines that apply within FISIP UNMUL.

4. Compile a roadmap catalog of research issues for students. This activity is one of the steps that can help students get inspiration for problem topics or thesis titles within the scope of the Public Administration Program.

In order to resolve the main issues, the role of lecturers as student supervisors becomes strategic in providing optimal services to students during thesis guidance, such as routinely controlling the thesis guidance process, explaining thesis guidance methods, preparing and explaining thesis writing guidelines, providing references, and so on so that lecturers must be adaptive and improve their competence in dealing with changes and advances in science and technology in the process of thesis guidance.

Actualization Design Matrix

The design and stages of activities to be carried out in the actualization of activities in the Public Administration Study Program FISIP UNMIL are as follows:

1. Make weekly progress reports for thesis guidance students. The stages of these activities, namely: 1) Discuss with the Coordinator of the Public Administration Study Program regarding the design of weekly progress reports; 2) Prepare a weekly progress report design for thesis guidance students; 3) Discuss with fellow lecturers about the draft weekly progress report that has been prepared; 4) Submit progress report weekly to the Coordinator of the Public Administration Study Program to be ratified; and 5) Disseminate progress reports to students. The output of per activity, among others:

   a. Weekly draft progress report for thesis guidance students.

   b. Weekly draft progress report for students of revised thesis guidance

c. Weekly draft progress report for thesis guidance students that have been agreed.

d. Weekly progress report for students of thesis guidance that has been ratified.

e. Weekly progress report for thesis guidance students.

2. Optimizing student specialization seminar classes. The stages of these activities, namely: 1) Determine two concentrations of specialization in the specialization seminar course consisting of a public management concentration class and a public policy concentration class; 2) Coordinate with the Coordinator of the Public Administration Study Program in determining the draft pocketbook of the specialization seminar class; 3) Prepare a draft pocket book for specialization seminar classes; 4) Submit a draft pocket book for the specialization seminar class to the Coordinator of the Public Administration Study Program for approval; and 5) Socialize class pocket books for specialization seminars to students. The output of per activity, among others:

a. Class material for seminar specialization in Public Policy and Public Management

b. Draft of specialization seminar class pocket book

c. Revised draft of specialization seminar class pocketbook

d. Draft pocketbook of certified fan seminar classes

e. Specialization seminar class pocketbook

3. Conduct a thesis writing coaching clinic. The stages of these activities, namely: 1) Coordinating with the Coordinator of the Public Administration Study Program regarding the design of the thesis writing coaching clinic; 2) Forming a coaching clinic implementation team for thesis writing; 3) Compile coaching clinic material for thesis writing; 4) Socialization to prospective students participating in coaching clinic activities; and 5) Conduct coaching clinics thesis writing. The output per activity, among others:

a. Draft of coaching clinic activities for thesis writing

b. Draft of the coaching clinic implementation team for thesis writing

c. Draft coaching clinic material for thesis writing in the form of videos of the thesis guidance process carried out offline, online and hybrid and animated videos on how to contact lecturers properly and correctly

d. Flyer of coaching clinic activities to prospective students participating in coaching clinic activities

e. Documentation of coaching clinic activities for thesis writing and Outline of thesis proposals that have been

revised during the coaching clinic thesis writing

4. Compile a roadmap catalog of research issues for students. The stages of these activities, namely: 1) Discussing with the Coordinator of the Public Administration Study Program regarding the preparation of a roadmap for research issue catalogs for students; 2) Prepare a roadmap for research issue catalogs for students; 3) Discuss with fellow lecturers about the roadmap for the research issue catalog for students that has been prepared; 4) Submit a roadmap for the research issue catalog for students to the coordinator of the public administration study program to be ratified; and 5) Disseminate the issue catalog roadmap to students. The output of per activity, among others:

   a. Draft roadmap of research issue catalog for students.
   b. Revised draft roadmap of issue catalog
   c. Draft roadmap catalog of agreed issues
   d. Draft roadmap catalog of verified issues
   e. Roadmap katalog issue

Thus, the achievement of the actualization activity design is the availability of media to optimize the thesis guidance process for students of the Public Administration Study Program, Faculty of Social and Political Sciences, Mulawarman University.

CONCLUSION

Analysis of the delay in the student thesis guidance process becomes a priority by using the fishbone method to identify various potential causes of the problem of delay in the guidance process. Based on the USG (Urgency, Seriousness, Growth) method, it is known that the problem of delays in the thesis guidance process for students of the FISIP UNMUL Public Administration Study Program includes: Man, students who are passive in the guidance process; Method, there is no new method in the thesis guidance process; Machine, there is no roadmap of research issues for students; Material, thesis writing guidelines that have not been understood by students. This is certainly a priority to be addressed immediately because it affects the accreditation of the FISIP UNMUL Public Administration study program and causes students to graduate not on time.

Optimizing the guidance process through actualization activities that are able to motivate students and make it easier for lecturers to educate students about writing a good thesis by providing a pocket book as a guide, coaching clinic activities in accelerating thesis writing, having weekly progress reports for thesis guidance students, and issue catalog roadmaps by dividing two concentration classes with current issues. The output produced is in the form of a Specialization Seminar Class Handbook, Issue Catalog

Roadmap, Weekly Progress Report, Video of the thesis guidance process and Procedures for contacting good and correct lecturers. This is realized in order to produce professional and competitive graduates in the field of Public Administration.

Based on the above conclusions, there are recommendations that can be given, namely:

1. Coordination and cooperation from various parties in paying attention and discussing student issues in completing the thesis so as not to affect the accreditation of the study program.

2. Conducting regular evaluations between lecturers to always identify problems that arise in the process of student thesis guidance.

3. Optimizing problem solving by conducting a follow-up plan (RTL) which is useful as a reference in improving the quality of lecturers and motivation for students to immediately complete their studies.

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