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Analysis of Acceleration of Final Assignment Students of the Basic Education Master Program

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Abstract

This study aims to determine the study progress of students of the Master's Program in Basic Education, at Bogor Open University. The problem in this study is to review the length of the study period taken by students, especially in working on the Master's Program Final Project (TAPM) or thesis. The method in this study uses a descriptive survey method to analyze student progress and the length of time needed by students from receiving the supervisor's decree to the BTR 1 stage, from the BTR 1 stage to the BTR 2 stage, and from the BTR 2 stage to the trial exam stage. This research will find out the length of study period needed by students in working on the final project of the master program (TAPM) or thesis. The results of this study are useful as policy proposals for accelerating student studies in the form of curriculum development, academic guidance assistance, and the determination of appropriate supervisors.

Keywords: *Acceleration, Final Assignment, Master Program*

Introduction

Pursuing higher education is not only the right of all citizens but also a form of need that needs to be facilitated especially by the government (D Yatimah, et al., 2019). The presence of the Open University as a tertiary institution that can accept all prospective students from all walks of life is a form of government concern related to meeting the needs of higher education (et al., 2021). The Open University is a state university which since its establishment has implemented distance learning (PJJ) using various learning media (Karnadi et al., 2021), both printed (modules) and non-printed (audio, video, tapes, internet, radio, television and others). -other) and storage. online learning assistance/services, hereinafter referred to as online tutorials (tuton) (Rahmat et al., 2019). Although UT provides online education services with an e-learning platform, UT also continues to offer face-to-face education services (TTM).

The application of an independent learning system for students who study at open and distance tertiary institutions affects the management of learning activities during the study period until the completion of the study (Solihin et al., 2022). Self-study depends in many ways on the ability to study effectively. Learning ability depends on the speed of reading and the ability to understand the content being read. Effective self-study, self-discipline, initiative and strong motivation to learn are required from students. Submission of self-study cannot be separated from keeping the agreed time and using the time according to plan. Success is determined by

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the wise use of time, planning and prioritization. The most important thing: The less time is wasted, the faster students succeed in academic and non-academic fields (Lince et al., 2021)

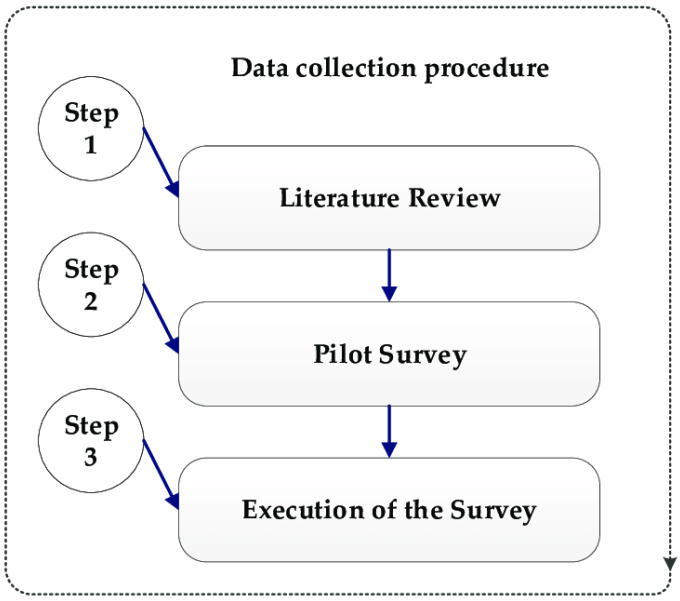
However, it is slightly different from the postgraduate education system, at the Open University, in Masters and Doctoral Education, there is an entrance selection where prospective students are selected with several test materials including TPA (Academic Potential Test), TOEFL (Test of English as a Foreign Language) and Substantive, namely tests related to the study program material intended by prospective students. The similarity is from the length of lecture system, which is the same as S1 or diploma where there is no limit on the length of lectures. If at a conventional tertiary institution, the standard length of study for Masters is 8 semesters or 4 years, then at the Open University there are no limitations on lectures. One of the master study programs at the Open University is the Basic Education Masters study program (MPDr). The data for MPDr study program students in the even semester of 2022 totaled 654 people (PDDikti), while the data for MPDr students at UT Bogor itself amounted to 115 people.

Based on the Postgraduate Catalog of the Open University, information was obtained that MPDr students for 3 semesters will study 4 courses each semester. Whereas in semester 4, students register for the TAPM course (Final Project Masters Program) where the series to be taken by students includes BTR 1 (Residential Thesis Guidance stage 1), BTR 2 (Residential Thesis Guidance stage 2) and Usid (Conventional Examination). Ideally, this series can be completed in one semester so that it is possible for students to graduate in semester 4. Writing a research report as a master's final project (TAPM) or thesis is one of the requirements that must be fulfilled by every Masters student who will complete his studies (Zulkarnaini et al, 2021), A good report requires writing skills (Jenkins et al, 2010) One of the skills of a writer is the ability to express ideas accurately and precisely through effective language (Barus, 2022).

BTR 1 or Phase 1 Residential Thesis Guidance can be equated with a proposal seminar, namely where students present their research proposals in front of both supervisors and 1 expert discussant (usually expert discussants are experts chosen by study programs from other tertiary institutions outside UT), after completing the BTR stage 1, students can proceed to the stage of data collection and research. Then the next stage is BTR 2 or Residential Thesis Guidance stage 2 or it can be equated with the results seminar exam, namely where students present their research results in front of the supervisors, BTR 2 is also the preparation stage for students before entering the trial exam. The last stage is the Session Exam, where students present their research results in front of the two supervisors and an expert examiner (expert examiner from outside UT). Research on the final assignment of a master's program or thesis is a process that takes place individually, students are required to be independent in finding solutions to the problems they face and the role of the supervising lecturer is to help students overcome the difficulties faced by students (Wangid et al., 2013) this final assignment is considered to be the cause of delays in completing studies students (Asrori, 2018). Based on these facts, the authors conducted research related to the analysis of the acceleration of the completion of the final project for students of the Master of Basic Education program at the Open University (Scrivener et al, 2015).

Method

This research wants to reveal the acceleration of postgraduate students in the basic education study program in pursuing education at the Open University. Therefore this study uses a survey method to be able to draw conclusions from the percentage value (Scrivener et al, 2013). The method used in this research is based on the results of a poll (questionnaire) to students of the Open University basic education study program who are still active at Bogor Open University. The completion of the questionnaire is attempted to accommodate students in each semester who are still active (Karnadi et al., 2021). The population used was all students of the Basic Education Study Program at UT Bogor semester 4 to the final semester at UT Bogor as many as 79 people. The sample in this study used a saturated sample so that the number of samples was the same as the population, namely 79 people.



Data collection uses a questionnaire in the form of closed questions and open questions. The aim is to determine the acceleration of student studies (Colclasure et al, 2018). In the questionnaire, the questions are divided into several parts, the first part is filling in biodata, after filling in the first part, students will fill in the second part, namely the question of whether they have carried out BTR 1, if students answer no, then the student's answers have been closed with suggestions and hopes by student (Albreizat, 2019) (. If students answer that they have BTR 1, then they will proceed to the next section, namely the question of how long it is from receiving the supervisor's SK to BTR1 and then whether it is BTR2, if the answer is not, then the student's answers have been completed and closed with suggestions and hopes by students. If students answer that they have BTR 2 then they will proceed to the next question, namely how long is the distance from BTR 1 to BTR 2 and has it reached the trial exam stage, if they answer yes then the next question is how long is the distance from BTR 2 to the Session Examination, if answered If not, then the student's answers have been completed and closed with suggestions and expectations from students. Questionnaires were administered using the Google Form application (Susilo, 2022).

Results

Based on the results of discussing data processing from questionnaires distributed to students, the following results were obtained.

Student Progress Status

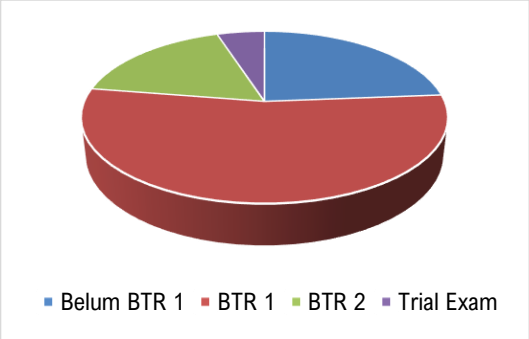


Figure 1. Progress of student study completion

Based on the data above, the results show that 23.75% of students have not yet reached the BTR 1 stage, 43% of students have reached the BTR 1 stage, 17.50% of students have reached BTR 2 and 5% of students have reached the trial exam stage. While the percentage of students by semester can be seen in the following figure:

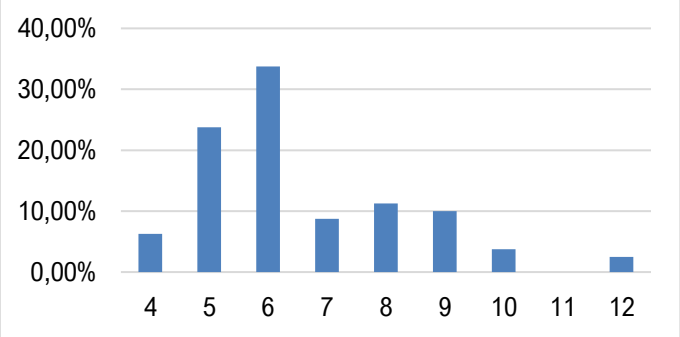


Figure 2. Percentage of active students each semester

Based on the data above, it can be seen that the percentage of students in semester 4 is 6.25%, semester 5 is 23.75%, semester 6 is 33.75%, semester 7 is 8.75%, semester 8 is 11.25%, semester 9 was 10.00%, semester 10 was 3.75%, semester 11 was absent and semester 12 was 2.50%.

Students who have not implemented BTR 1

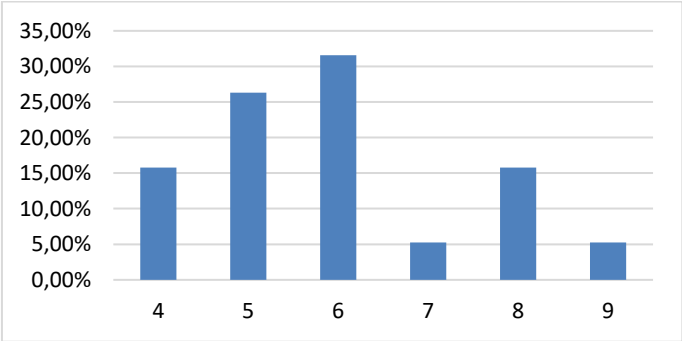


Figure 3. Percentage of students who have not BTR 1 each semester

Based on the data above, the results show that the percentage of students who have not implemented BTR1 per semester, where in semester 4 as many as 15.79% of students have not yet BTR1, semester 5 as many as 26.32% of students have not yet BTR1, semester 6 as many as 31.58% of students have not yet BTR1, semester 7 as many as 5.26% of students have not BTR1, semester 8 as many as 15.79% of students have not BTR1, semester 9 as many as 5.26% of students have not BTR1.

Students who have implemented BTR 1

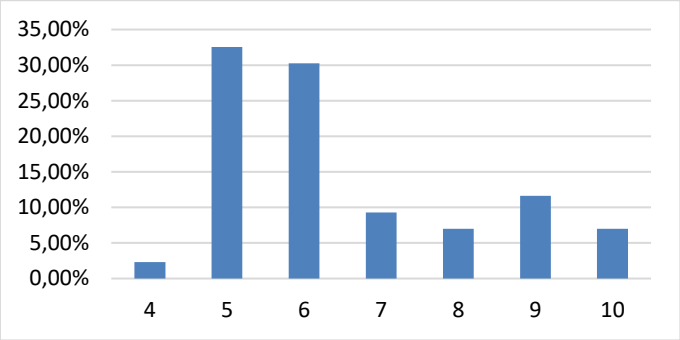


Figure 4. Percentage of students who have BTR 1 each semester

Based on the data above, the results show that the percentage of students who have carried out BTR1 per semester, where in the 4th semester there were 2.33% of students, in the 5th semester there were 32.56% of students who had BTR1, in semester 6 there were 30.23% of students who had BTR1, in semester 7 there were 9, 30% of students have BTR1, semester 8 as many as 6.98% students have BTR1, semester 9 as many as 11.63% students have BTR1 and semester 10 as many as 6.98% students have BTR1.

Students who have implemented BTR 2

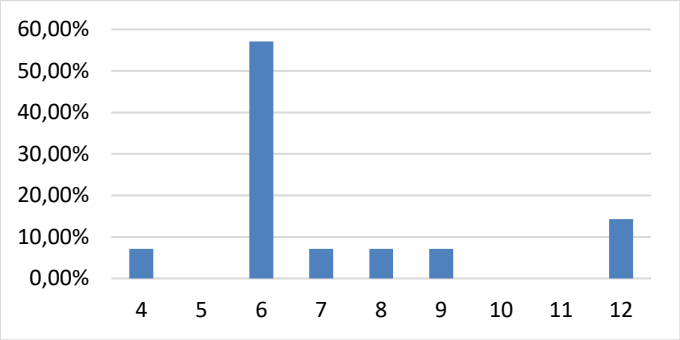


Figure 5. Percentage of students who have BTR2 each semester

Based on the data above, the percentage of students who have implemented BTR2 per semester is obtained, where in semester 4 there are 7.14% of students, semester 5 is 0.00% of students have BTR2, semester 6 is 57.14% students have BTR2, semester 7 is 7, 14% of students have BTR2, semester 8 as many as 7.14% students have BTR2, semester 9 as many as 7.14% students have BTR2 and semester 12 as many as 14.29% students have BTR2.

Students who have already carried out the Session Examination

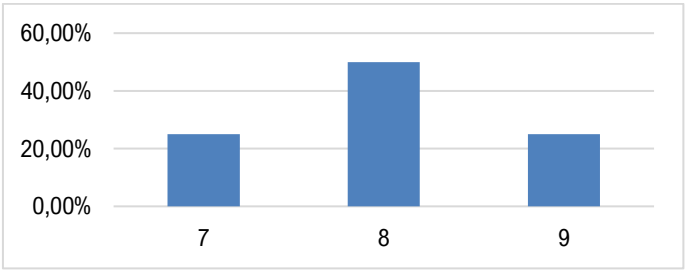


Figure 6. Percentage of students who have taken trial exams each semester

Based on the data above, the results show that the percentage of students who have taken the 7th semester examination is 25.00%, 80.00% for the 8th semester and 25.00% for the 9th semester.

Semester student progress

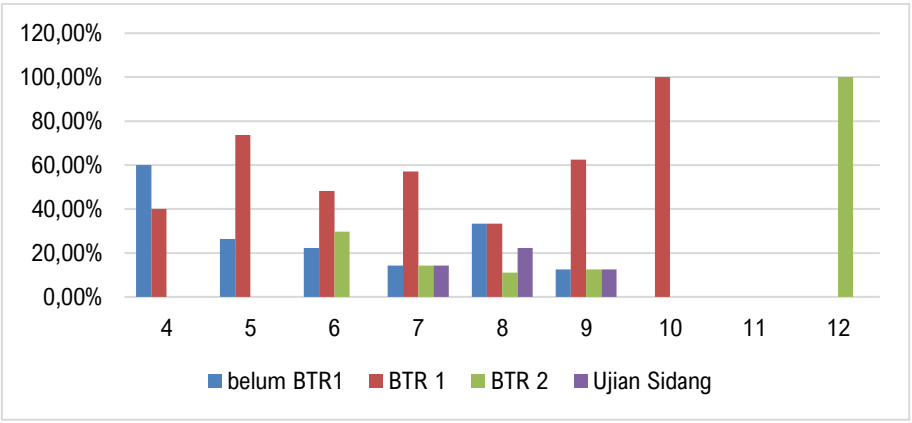


Figure 7. Percentage of student study progress each semester

Based on the data above, the percentage of student progress can be concluded that in semester 4 students who have not BTR 1 are 60.00%, those who have BTR 1 are 20.00%, those who have BTR 2 are 20.00% and those who have had trial exams are 0 .00%. in semester 5 students who did not have BTR 1 were 26.32%, those who had BTR 1 were 73.68%, those who had BTR 2 were 00.00% and those who had trial exams were 00.00%. in semester 6 students who did not have BTR 1 were 22.22%, those who had BTR 1 were 48.18%, those who had BTR 2 were 29.63% and those who had trial exams were 00.00%. in semester 7 students who had not BTR 1 were 14.29%, those who had BTR 1 were 57.14%, those who had BTR 2 were 14.29% and those who had trial exams were 14.29%. in semester 8 students who have not BTR 1 are 33.33%, those who have BTR 1 are 33.33%, those who have BTR 2 are 12.50% and those who have trial exams are 22.22%. in semester 9 students who have not BTR 1 are 12.50%, those who have BTR 1 are 62.50%, those who have BTR 2 are 12.50% and those who have had a siding exam are 12.50%. in semester 10 students who have not BTR 1 as much as 0.00%, those who have BTR 1 are 100.00%, those who have BTR 2 are 0.0% and those who have trial exams are 0.00%. in semester 11 students there is no filling. in semester 12 students who have not BTR 1 as much as 0.00%, those who have BTR 1 are 0.00%, those who have BTR 2 are 100.00% and those who have trial exams are 0.00%.

Range of Acceptance of Advisory Decree to BTR 1

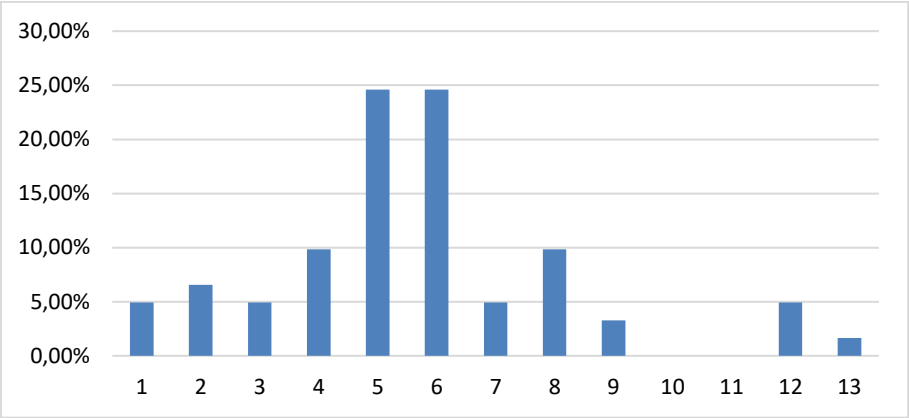


Figure 8. The percentage of students based on the distance between receiving a supervisor's decree and BTR 1

The following is the distance between receiving SK supervisor and BTR 1 where students whose distance between supervisory SK and BTR 1 is 1 month is 4.92%, 2 months is 6.56%, 3 months is 4.92%, 4 months is 9, 84%, 5 months 24.59%, 6 months 24.59%, 7 months 4.92%, 8 months 9.84%, 9 months 3.28% 10 and 11 months empty, 12 months as much as 4.92% and 13 months as much as 1.64%.

BTR 1 to BTR 2 range

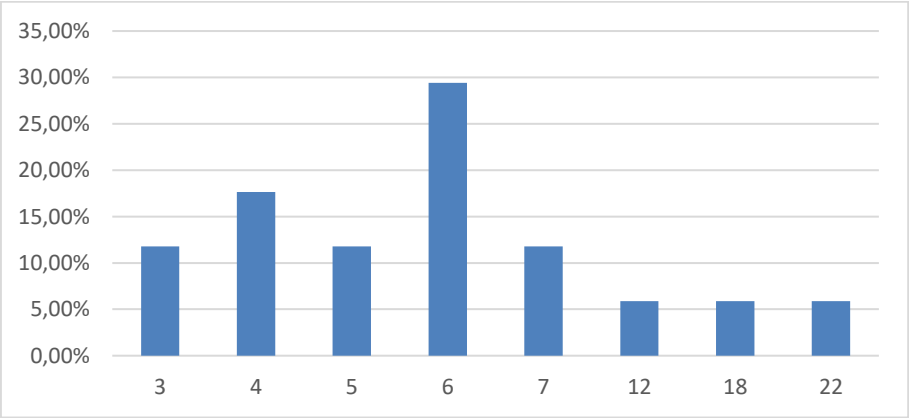
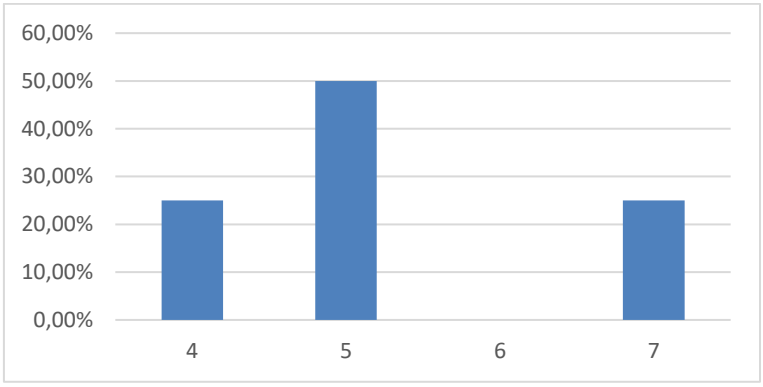


Figure 9. Percentage of students based on the distance between BTR 1 and BTR 2

The following is the distance between BTR 1 to BTR 2 where students whose distance between BTR 1 to BTR 2 is 3 months is 11.76%, 4 months is 17.65%, 5 months is 11.76%, 6 months is 29.41 %, 7 months 11.76%, 12 months 5.88%, 18 months 5.88%, 22 months 5.88%.

BTR 2 Range to Trial Exam



The following is the distance between BTR 2 and the trial exam where students who have a distance between BTR 2 and trial exams of 4 months is 25.00%, 5 months is 50.00%, 7 months is 25.00%.

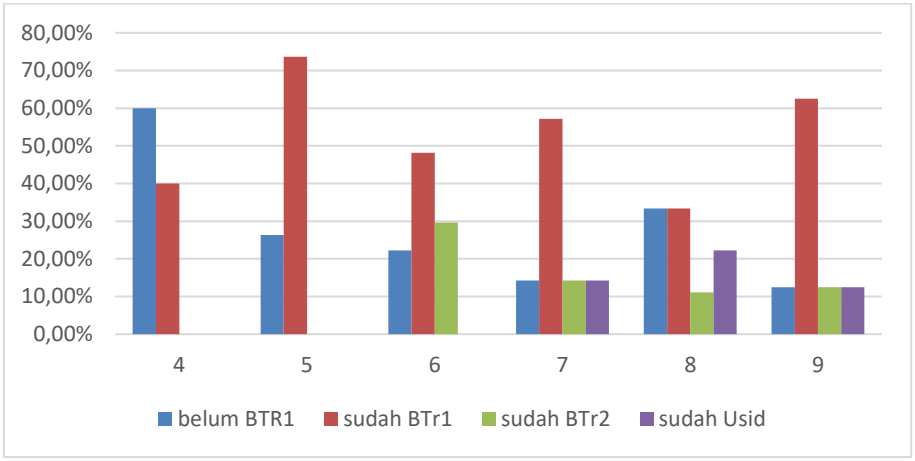


Figure 11. Percentage of progress of BTR1, BTR 2 students and semester exams

Based on the graph above, it can be concluded that semester 1 students who have not carried out BTR1 are as much as 60%, those who have BTR 1 are as much as 40.00%, those who have BTr 2 and the trial examination are as much as 0%. For semester 5 students who have not BTR 1 as much as 26.32%, who have BTR 1 as much as 73.68%, who have BTR 2 and 0% siding exams, for semester 6 students who have not BTR 1 are 22.22%, who have BTR 1 is 48.15%, those who have BTR 2 are 29.63% and those who have passed the siding exam are 0%, semester 7 students who have not BTR 1 are 14.29%, who have BTR 1 are 57.14%, who have BTR 2 is 14.29% and those who have taken the afternoon exam are 14.29%. Semester 8 students who did not have BTR 1 were 33.33%, those who had BTR 1 were 33.33%, those who had BTR 2 were 11.11% and those who had trial exams were 22.22%. Semester 9 students who did not have BTR1 were 12.50%, those who had BTR 1 were 62.50%, those who had BTR 2 were 12.50% and those who had trial exams were 12.50%.

Discussion

BTR progress 1

Based on the results of distributing questionnaires and data processing, the level of progress of BTR 1 students obtained the result that students who had not BTR 1 were more in semester 4 where as many as 60.00% of semester 4 students had not yet semester 1, but in semester 9 there were still students who had not BTR 1 as much as 12.50%. Most students who have BTR 1 are in semester 10 then semester 5 and at least in semester 4. Where in semester 10 all students have BTR 1 and semester 5 as much as 73.68% have BTR 1, in semester 4 there are 20.00% students have BTR 1. It can be concluded that the majority of students can carry out BTR 1 in semester 5, where students in semester 4 focus more on making thesis proposals so that BTR 1 on average can only be implemented in semester 5. Ideally students have implemented BTR 1 in semester 4, because acceptance of a supervisory decree is only obtained when students enter semester 4 and the proposal has been completed at the end of semester 3 at the same time that the proposal seminar course and independent study have been taken where the expected output of this course is a research proposal.

However, many students are hampered (based on the results of questionnaires related to research constraints) in busy work, revision of proposals by supervisors and communication difficulties with supervisors.

BTR 2 progress

Based on the results of distributing questionnaires and data processing, the level of progress of BTR 2 students obtained the result that students who had not BTR 2 were more in semesters 4 and 5 where all students in semesters 4 and 5 had not implemented BTR 2, and in semester 6 many students had implemented BTR2. The average student starts implementing BTR 2 in semester 6, ideally students have implemented BTR 2 semester 5 if the research is carried out between 3-6 months after implementing BTR 1.

Examination Progress

Researchers did not obtain data from graduates, so some trial exam data were only obtained from active students who had completed trial exams, where most students completed trial exams in semester 8. Ideally, trial exams could be held 1 month after BTR 2 so that in semester 5 or semester 6 students have taken trial exams.

Obstacles faced by students

Based on the questionnaire filled out by students related to the obstacles faced by students, including: Obstacles in implementing BTR 1 include busy work, not ready to contact supervisors, difficulty communicating with supervisors, revision of proposals and so on. Obstacles in implementing BTR 2 include difficulties in data collection, the process of repairing the thesis after BTR 1, busy work, health constraints, the length of the supervisor's response/response and so on. While the obstacles in the implementation of the trial exam are still in the repair stage, forgetting to register, waiting for the results of submitting articles and so on. Based on

the problems faced by students, the biggest factor comes from within the students themselves, including busyness, difficulties in revising, difficulties in making proposals, difficulties in managing time and so on (Edgecombe, 2011; Hern et al, 2013). While problems from outside students such as the constraints of supervising lecturers are also quite common, such as supervisors who are less responsive, difficulty communicating and so on (Smith, 2019).

Acceleration of thesis work which is a manifestation of learning for 3 semesters besides being closely related to the addition of knowledge, is also related to skills, skills, attitudes, understanding, self-esteem, interests, character, adjustment (Anwar et al., 2022). So that students should have instilled motivation to increase their understanding of the problem under study and the confidence to complete research on time (Hodara et al, 2014). The purpose of guidance in general is to help students get good adjustments in learning situations so that students can learn efficiently according to their abilities and achieve optimal results (Harahap, 2009). While guidance is an external factor intended to help students.

Conclusion

Based on the results and discussion, it can be concluded that the study progress of students majoring in the Master of Basic Education at the Open University tends to be slow compared to the ideal graduation period, where education for the Masters can be taken as fast as 3 semesters and the longest is 8 semesters while for the Masters Study Program in Basic Education students have trial exams at semesters 7, 8 and 9. Then the length of time from receiving the supervisor's SK to BTR 1 on average is 5.65 months, which ideally is 3 months from receiving the supervisor's SK because students have prepared proposals when they have completed independent study courses and proposal seminars in semester 3 so that BTR 1 should be implemented can be done faster. The length of time from BTR 1 to BTR 2 is 7.30 months, which ideally can be completed 3 to 6 months from BTR 1 at the start of the study. The average length of BTR 2 to trial exams is 5.25 months where ideally after BTR 2, if there is no significant improvement, the trial exams can be held 1 month after BTR2 implementation.

Based on the results of the research, it is necessary to have policies related to the acceleration of the completion of the master program final project, including by issuing supervisory decrees that are faster, for example after the 3rd semester ends or at the beginning of the 3rd semester students have received a supervisory decree so that guidance can begin more quickly, then there is monitoring from study programs to monitor student study periods and periodic academic guidance that helps overcome student difficulties, finally there is an assessment for supervisors who are able to guide their students quickly and on time and appeals to supervisors to actively monitor the progress of student theses.

Acknowledgment

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