

# Optimization of Assistance of Students in Thesis Writing with Theory of Planned Behavior Framework

*by Mulyatno Cb*

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# Optimization of Assistance of Students in Thesis Writing with Theory of Planned Behavior Framework

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Carolus Borromeus Mulyatno

Universitas Sanata Dharma, Yogyakarta, Indonesia

Email: [carlomul@gmail.com](mailto:carlomul@gmail.com)

## Abstract

This qualitative research aims to explore the perceptions of students who are writing theses and their supervisors to optimize students' behavior in completing thesis writing. Data collection was carried out using the focus group discussion method, which involved students who were writing thesis and lecturers with interdisciplinary backgrounds from various public and private universities who were accompanying students who were writing theses. Data collection and analysis used the Theory of Planned Behavior framework. Three main things resulted from this research. First, the students and the supervisors have the same perception about the importance of completing the thesis. Second, the students and their supervisors emphasized the importance of intensive communication and cooperation to foster responsibility and discipline among students in the thesis writing process. Third, the study program needs to prepare, equip, and facilitate lecturers and students to complete the thesis. From moral philosophy, cooperation, discipline, intensive communication, solidarity, and responsibility are essential virtues needed to develop life during the times.

**Keywords:** Responsibility, Cooperation, Discipline, Intensive Communication.

## INTRODUCTION

Yogyakarta is known as a city of education and culture. Based on 2018 statistical data, the number of students in Yogyakarta is 409,984 who study in 138 universities and spread across 1,218 study programs. Around 40% of them came from DIY, and 60% came from outside DIY. If 20% of the students graduate every year, then more than 80,000 alumni are ready to work and contribute in various fields for the nation's progress.

One of the problems still concerns as a student city is a large number of dropout students. DIY is in tenth place in terms of the number of students dropping out in the provinces of Indonesia. Based on 2017 data, the order of the largest number of students dropping out is Bengkulu (>8%), Riau (>7.5%), East Java (>4.5%), West Nusa Tenggara (4.2%), Banten (4.09%), East Kalimantan (4.06%), West Kalimantan (3.98%), South Sumatra (3.84%), DKI Jakarta (3.74%) and DI Yogyakarta (3.34%).

If every year 20,000 students graduate, it means that more than 650 students are studying at DIY Higher Education who fail to complete their studies or drop out. With many immigrant students in the Special Region of Yogyakarta, many factors cause many dropouts. Among them are cultural differences and various personal problems brought from the family and those experienced in the study process. In addition, the author assumes that the difficulty of writing a thesis is one of the factors that cause students to be unable to complete their studies.

As a city of education, there are many lecturers across sciences and generations in the Special Region of Yogyakarta. They certainly feel happy when they can help students to complete thesis writing on time. Even more optimistic is when the lecturers can help students who have difficulty meeting their thesis to find solutions. The first step that needs to be taken to help them is to help students understand the inhibiting factors in completing the thesis. Furthermore, students and supervisors must jointly minimize the inhibiting factors and look for solution steps to complete the thesis.

Research on assisting students who are having difficulties in thesis writing is urgent and essential to do. In this research, the problem is limited spatially in the area of Yogyakarta City. The object of study is limited to the perceptions of lecturers and students towards thesis writing. The subjects who are the research target are lecturers who have experience guiding students who are writing theses and students who are writing theses.

Two central problems become the focus of this research. First, how do lecturers and students perceive the thesis? Second, how do they idealize the process of mentoring thesis writing so that students can complete their thesis on time?

## LITERATURE REVIEW

Several research results published in the last six years describe students' difficulties in the thesis writing process. Sefna Rismen found several challenges for students in the thesis writing process (Sefna Rismen, 2015). Sequentially, these difficulties are related to the problem of scientifically expressing ideas, formulating the background of the problem, searching for literature, managing the use of time for doing lectures and writing a thesis, finding research instruments and titles, and connecting theory with research data. The students also experienced difficulties in analyzing and interpreting the data. In addition, the fear of taking exams and not knowing how to take the exam are also difficulties that many students experience. This study shows that technical factors are the dominant difficulties for students in completing thesis writing.

Research conducted by Sriwijaya University with student respondents in the Mechanical Engineering Study Program shows data that are in line with Sefna Rismen's analysis, namely difficulties in formulating ideas, finding references, and dividing time between lectures and writing a thesis (Mabel Xander Natas Pasaribu, Harlin, Imam Syofi, 2016). The extraordinary things found in this research are weak motivation, feeling lazy, feeling burdened, and the tendency to procrastinate working on the thesis. In the same year, analysis at the Accounting Study Program at Muhammadiyah University confirmed that in addition to internal and external factors as mentioned by the researchers above, there were other factors found, namely the presence of several supervisors who were perceived as making it difficult for students in the thesis writing process (Moh. Chairil Asmawan, 2016). Also presented are three suggestions. First, students are expected to be more active in carrying out guidance. Second, supervisors need to make a guidance schedule, establish good communication with guidance students and listen to student opinions. Third, the leadership of the Study Program is expected to actively motivate students who are writing theses and provide workshops to equip students who are writing ideas.

A study that focuses on efforts to detect the relationship between the level of emotional intelligence and the level of anxiety in the thesis writing process shows that the higher the emotional intelligence level of a student, the lower the anxiety level in the thesis completion process (Teuku Rijalul Fikry, Maya Khairani, 2017). It also explained that the students who were writing the thesis had a higher level of anxiety than the students who were not writing the thesis. Therefore, high anxiety is a factor that hinders the process of completing the thesis writing.

Interpersonal relations between students and their supervisors affect the process of completing thesis writing. Dina Hajjaj Ristianti explained that almost 10% of thesis guidance students had a bad relationship with their supervisors (Dina Hajjaj Ristianti, 2017). This study emphasizes the importance of students' attitudes towards lecturers: respect for lecturers, loyalty to lecturers, student openness to lecturers, and student intimacy. The recommendations given in this study are aimed at students adapting and seeking positive relationships with their lecturers.

Research at Yogyakarta State University (UNY) uses the term obstacle to explain that the thesis writing process is often not smooth and not as expected (Sugito, Sunaryo Soenarto, & Entoh Tohani, 2017). Although the research results at Yogyakarta State University show similarities with the results of Sefna Rismen's research, what is unique about the study at UNY is the placement of students and lecturers as research subjects. In other words, the data obtained is not only received from lecturers but also from students. These obstacles include writing techniques, time management, discipline, supporting facilities, lack of understanding of writing guidelines, data collection and analysis, and emotional conditions (Sugito, Sunaryo Soenarto, & Entoh Tohani, 2017).

Several other studies highlight the internal and external factors of students' lives that affect the difficulty of writing a thesis (Sefna Rismen, 2015; Mabel Xander Natas Pasaribu, Harlin, Imam Syofii, 2016; Moh. Chairil Asmawan, 2016; Dina Hajja Ristianti, 2017; and Sugito, Sunaryo Soenarto, Entoh Tohani, 2017). The researchers focused more on the students' difficulty factors, which were extracted from the students' experiences during the guidance process and the supervisors' perceptions. Furthermore, the recommendations submitted focused more on students being more cooperative and open to supervisors, discipline, and time management. The three variables written by Arjen in the TPB, namely personal perception or subjective norms, positive support from outside themselves, and providing solutions to the obstacles faced in writing the thesis, have not been fully elaborated.

What is unique about this research compared to previous research is that this research focuses more on exploring the perceptions of students who are writing theses, the perceptions of interdisciplinary lecturers about thesis writing, and the factors that influence thesis writing. Furthermore, using the Theory of Planned Behavior (TPB) framework, this research contributes to students who are writing theses and thesis writing supervisors to plan for the completion of thesis writing based on positive perceptions, awareness of external support finding solutions to various obstacles. Faced.

## Theoretical Framework

This research uses the Theory of Planned Behavior (TPB) framework. In the TPB, the framework of attitudes and behavior is influenced by three things, namely a) attitudes based on the subject's perception of the object of behavior; b) subjective norms or opinions of others about the behavior; and c) factors perceived as influencing behavior (Ajzen, 1991, 2005; Abu Bakar Mukhtar Yakasai & Wan Jamaliah Wan Jusroh, 2015; Simanihuruk's role, 2020).

TPB is the development of the Theory of Reasoned Action (TRA), which is based on the assumption that each individual's actions are based on personal awareness and balance of various available information (Hamza Alhamad and Parastoi Donyai, 2021). The theory of conscious effort or TRA asserts that human behavior is influenced by beliefs and perceptions (Chang, 1998). On the other hand, TPB assumes that the behavior of each individual is based on self-awareness and consideration of all information received from his environment and the consequences of his actions (Hamza Alhamad, 2017; Shabrina Prayidyaningrum & MD Djamaludi, 2016).

TPB emphasizes that trust built based on a positive perception of what is being done influences the person's specific behavior (Yuliana, 2004). Trust and various information are obtained from the will (intention) in behaving (Ray Corsini, 2002). This intention is the beginning of the formation of a person's behavior. Therefore, TPB is very suitable to describe personal behavior that requires planning (Ajzen, 1991).

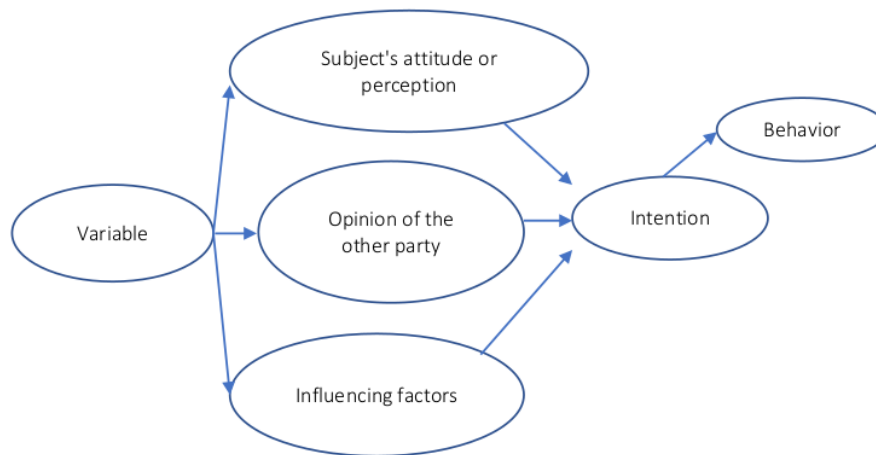
TRA emphasizes that the intention to carry out specific actions is caused by two reasons, namely subjective norms and attitudes towards behavior (Ajzen, 2005). TPB adds one crucial factor that influences personal behavior, namely perceived behavioral control. PBT explains that attitudes towards behavior formed by individual perceptions are an essential point that can predict an action. Thus, it is crucial to examine subjective intentions and norms to see control over perceptual behavior. A positive attitude, support from people around, and perceived ease of doing things are three crucial factors that encourage a person's behavior in carrying out his duties and responsibilities (Ni Nyoman Anggar Seni, and Ni Made Dwi Ratnadi, 2017). The smaller the barriers to conduct, the higher a person's intention to behave (Ajzen, 2005). Someone who has a positive attitude in working on the thesis, the support from the people around him, and the perception of ease in the thesis writing process, the intention of a student to complete the thesis is getting higher.

In the context of this research, the students intend to complete the thesis if they have a positive perception or belief that working on the thesis is a beneficial action for them and is supported by positive information from their environment. Therefore, thesis writing assistance is not enough to only deal with technical writing but also needs to build a positive perception of the script based on information from outside itself and foster a solid intention to complete it (Ni Nyoman Anggar Seni, and Ni Made Dwi Ratnadi, 2017). In other words, positive perceptions, information from outside themselves, and strong intentions are primary factors that form subjective norms that encourage students' behavior in completing a thesis.

Subjective norms are benefits that an individual believes based on belief (belief) or normative belief (Ajzen, 2005). Normative belief is a belief in the understanding or disagreement of a person or group that influences an individual's behavior. Family situations and conditions, life partners, relatives, colleagues at work, and other information influence behavior (Ajzen, 2005). Problems and social conditions become part of subjective norms. What can also be categorized as social power is the award or reward or punishment of other individuals. When the advice and influence of other individuals are so strong, the social pressure becomes even more substantial.

Conversely, if an individual feels suggestions from others not to carry out a severe behavior, he does not feel heavy social pressure. With this description, we assume that a student writing a thesis meets some people who say that writing a thesis is not difficult and can be completed quickly. Therefore, he feels a subjective norm that strengthens his intention to complete his thesis assignment. But, on the other hand, when he meets many friends who fail to complete his thesis, he gets social influences that strengthen the belief or subjective norm that writing a thesis is very difficult (Ni Nyoman Anggar Seni and Ni Made Dwi Ratnadi, 2017).

# Framework Theory of Planned Behavior



The theoretical framework above becomes a reference for formulating questions as research instruments. There are three fundamental questions based on the three variables above, namely 1) what is the attitude and perception of the subject towards the thesis? 2) what are the opinions of other parties, namely lecturers who have experience assisting students in writing a thesis regarding the thesis writing process? and 3) what factors influence the process of completing the thesis writing?. The data relating to these three variables will provide suggestions for developing subjective norms, positive support, and solutions to solve all obstacles in completing thesis writing. Ajzen in the TPB refers to this as a factor of intention or intention and self-management ability in determining future behavior (Ajzen, 1991, 2005). In addition, this research leads to recommendations to student supervisors who are writing theses and students who are completing theses.

## METHOD

This qualitative research uses the focus group discussion (FGD) method to collect data. Data collection was carried out in March and April 2021. The FGD group consisted of 8 lecturers with interdisciplinary backgrounds and came from 3 state universities and two private universities in Yogyakarta. FGD members working on their thesis are eight students from various study programs at two state universities and four private universities in Yogyakarta. Before carrying out the FGD, each participant received an explanation of the purpose of this study.

The number of 8 participants is determined under the ideal FGD rules (Bisjoe, 2018). In the view of Howard Lune and Bruce L. Berg, the perfect number of FGD participants is between 8 to 12 people so that the discussion can be intensive and all members can be involved in the debate (Howard Lune and Bruce L. Berg, 2017). Furthermore, building a comfortable and safe atmosphere is necessary to obtain as much data as possible. Informed them that their participation in this study was voluntary. I will also notify them in advance that the FGD will take about 60 to 90 minutes and be recorded using a recorder. In addition, participants will be informed of the information or data they submitted during the FGD. The data collected is lecturers' and students' perception and cognitive awareness about thesis writing and their expectations.

This study uses a purposive sampling recruitment technique, which selects participants who can represent a community to share their knowledge and experiences related to the research topic being studied. The selection of participants is also based on the qualifications of participants who are expected to provide information and ideas under the objectives of this study, namely identifying the factors that influence the thesis writing process and their expectations of the thesis writing completion process. So that the selection of FGD participants or participants is as expected, researchers seek information and ensure the willingness of FGD participants so that the FGD implementation is truly effective and efficient according to the objectives (Bisjoe, 2018).

This study aims to determine the perceptions of lecturers and students about the factors that influence the thesis writing process. The second objective is to find out the expectations of lecturers and students regarding the thesis writing process. The perceptions of lecturers and students about the thesis and the factors that influence the thesis completion process become essential data to find practical steps in completing the thesis. It extracted this qualitative data from thesis supervisors and students who are writing theses. Furthermore, data on the expectations of lecturers and students regarding thesis completion becomes a means that brings together students and lecturers to find



solutions for optimizing thesis writing assistance. Answers found in relationships and collaboration add confidence and motivation to carry out tasks responsibly. This study also aims to provide valuable recommendations for parties related to the task of completing the thesis.

## RESULT

Three questions guide the implementation of the FGD. First, what do you think and understand about thesis writing? Second, what are the factors supporting the report of the thesis? Third, what are the factors that influence thesis writing? The first question is an instrument for collecting data on subjective attitudes and perceptions about the thesis. The second question is a tool to explore the positive perceptions of the accompanying lecturers regarding thesis writing as an external supporting factor for thesis writing students. Finally, the third question serves as an instrument to collect internal and external factors influencing thesis writing.

Research data collection with the Focus Group Discussion method was carried out on March 19, 2021, and April 19, 2021. The question classified the data into three variables or categories: the attitudes or perceptions of students towards thesis writing, lecturers' perceptions of thesis writing assistance, and other factors, which affect the report of the thesis.

### Students' Subjective Attitudes or Perceptions about Thesis

The students realize that thesis writing is an essential task in the process of studying at a university. Writing a thesis is a form of duty and responsibility in the learning process that a student must carry out. A thesis is the peak of the study that must complete because it is a marker of its success. The students realize that the main provisions for writing a thesis are discipline, perseverance, and self-management. Although the students learn that writing a thesis is a burden that drains their minds and energy, they still try to complete the thesis.

The results of the FGD showed that the positive attitudes or perceptions of the students towards the thesis were more dominant than the negative perceptions. In the TPB framework, the subject's positive attitude or perception is a critical factor or capital to build intention and behavior management (Ajzen, 1991, 2005). The results of this study provide new data compared to previous studies. In previous studies, researchers focused on exploring internal and external inhibiting factors and difficulties in the thesis writing process (Sefna Rismen, 2015; Mabel Xander Natas Pasaribu, Harlin, Imam Syofii, 2016; Moh. Chairil Asmawan, 2016; Teuku Rijalul Fikry, Maya Khairani, 2017; Ristianti, 2017; Sugito, Sunaryo Soenarto, Entoh Tohani, 2017).

### Perceptions of Supervisors

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### Factors Influencing Thesis Writing

Based on the results of the FGD, the group of supervisors and the group of students tended to emphasize the negative factors that hindered the thesis completion process. Thus, found the obstacles to writing the thesis from both external and internal factors. In the TPB framework, the subject's awareness of the influencing factors is essential. The aspects explored are internal and external. Introducing these factors is crucial in finding a solution if these factors become obstacles to the thesis completion process.

Students and supervisors found internal factors that influence the thesis completion process. Based on discussions with students who are writing their thesis, the internal factors include initial difficulties and difficulties in the process. For example, initial problems have difficulty finding interests, finding research themes, getting appropriate references, and formulating sentences because they are not accustomed to reading and writing. In the process, the influencing factors are confusion in connecting ideas, fear of meeting supervisors, lack of discipline in writing, less relaxed guidance atmosphere, personal problems in the family, and a sense of laziness in pursuing thesis work.

In the supervisors' observations, three internal factors influence the initial process of writing a thesis: the lack of ability to explore ideas, fear of creative thinking, and difficulty finding scientific references. In addition, other internal factors related to the writing process, namely lack of courage to ask the supervisor, trauma from poor treatment from the supervisor, inability to manage time for activities, and family problems and personal problems.

The students are aware of the external factors that affect the thesis completion process. These factors can be classified into three. The first is the performance of the supervisor, who sometimes corrects for too long, and the absence of a regular guidance schedule. The second factor is the demands of parents who burden students. Third, there are many offers of non-academic activities outside the campus, making students less focused and making it difficult to allocate time for thesis writing.

Other factors also considerably influence writing the thesis: the lack of intensive relations between students and their supervisors. Previous researchers have also found this (Ristian, 2017; Sugito, Sunaryo Soenarto, & Entoh Tohani, 2017). The intensity of the relationship and communication between lecturers and guidance students can be facilitated by a clear meeting schedule and targets made together. Moreover, good personal relationships between lecturers and students can be developed with appreciative greetings and from the lecturers so that students who writing theses feel comfortable in communicating and feel the presence of their supervisor as a motivating partner (Ido Oberski, Kate Ford, Steve Higgins & Peter Fisher, 1999). Attention, attitude, and empathetic greetings from lecturers towards students significantly affect the development of a learning climate that liberates and motivates students to complete their responsibilities (Margaret Barrow, 2015; Ilhaveni Narinasamy & Wan Hasmah Wan Mamat, 2013).

The supervisors emphasized that there were external factors that influenced the writing of the thesis. These factors include the influence of student associations that make students less focused on working on a thesis, lack of opportunities to learn critical thinking in the lecture process, lecturers do not facilitate students to think critically and creatively, and lack of personal assistance because a lecturer must accompany a massive number of students.

The students' hope can be placed as an effort to find solutions from various internal and external factors that hinder completing the thesis. In the FGD, the students expressed their hope of a solution related to the thesis writing process. They expect the supervisors to patiently accompany them, correct them on time, and provide solutions when students experience difficulties. In addition, students need scheduled guidance and meetings with fellow students under the same lecturer's advice.

The expectations of the supervising lecturers are conveyed to three parties, namely to fellow supervisors, students who are writing theses, and study program leaders. First, the supervisors hope that the supervisors will provide more intensive personal assistance, help students find the latest references, find solutions when students encounter difficulties, make guidance schedules, and proactively greet and look for students who do not carry out regular guidance. Second, the supervisors hope that the students will be more proactive in carrying out suggestions and be disciplined in writing the thesis. Finally, the supervising lecturers hope that the head of the study program convinces students that completing theses is critical and facilitates the supervisor's meeting with students who are rarely mentored.

The student side revealed that the lack of harmonious relations between students and lecturers was often a very dominant external factor as an obstacle to completing thesis writing. Also noted is the lack of harmonious relations between lecturers and students in the results of previous research (Moh. Chairil Asmawan, 2016). In addition, the students saw that the delay in completing the thesis was also influenced by external factors, which included the difficulty of meeting the supervisor, the very long correction process from the lecturer, the unfriendly and blaming attitude of the supervisor, and the minimal number of references, the number of activities outside of study, and burdensome parental demands.

From the lecturer's side, the factors inhibiting the completion of the thesis include the student's social environment with friends who do not support learning discipline, the lecturer's attitude, who tends to be feudal in dealing with the guidance students. This guidance model tends to be classical so that personal attention is under the conditions and needs of each student. As a result, the number of students is minimal. The guidance atmosphere is rigid and formal. The tutoring schedule is irregular. A supervisor must accompany the number of students who are too many. In addition to the factors of student relations with supervisors and unfavorable guidance conditions, the lack of an atmosphere of critical thinking in the learning process at the university and the absence of scientific writing training programs are inhibiting factors for students in writing a thesis. In this case, the lecturer group specifically emphasized the importance of the institution's role in facilitating the process of completing thesis writing.

The data revealed that lecturers and students have the same perception about the importance of a thesis. Likewise, the lecturers and students have the same perception about the importance of cooperation, discipline, communication, and responsibility in the thesis writing process. Discipline and self-management are signs of learning maturity that should be possessed by students who are writing a thesis (D. Patrick Saxon, 2013). Moreover, cooperation, discipline,

communication, and responsibility are moral virtues or social character as the basis for living in society (Kasdin Sihotang, 2020; Friderik Klampfer, 2014).

As expressed by the lecturers, what is unique is the opportunity for students to study independently according to their interests and explore their concerns for life's problems. The lecturers also emphasized the importance of student initiative and collaboration in the thesis writing process. In addition, the lecturers argue that thesis writing is an opportunity for students to improve their independent study skills to continue learning for life. Unfortunately, this idea is not present in the perceptions of the students. In addition to seeing the importance of responsibility, discipline, and self-management to complete a thesis, the students see that writing a thesis is a burden that drains the mind and energy. This condition is vital for supervisors to know so that during the mentoring process, they can create empathetic relationships in an atmosphere of solidarity that is conducive to collaboration and finding solutions to various difficulties faced by students (Amos S. Engelbrecht, Gardielle Heine, and Bright Mahembe, 2017).

Writing a thesis is often a ritual that every student must follow in a university. However, from the FGD, there has never been any data showing the initiative of the supervisors and students to explore perceptions about thesis writing. Perceptions about thesis writing that are examined from the beginning of the writing process are significant to equalize perceptions and build joint commitments related to thesis writing assistance.

### Recommendation

All previous studies have focused on contributing to lecturers and students in understanding the conditions of students and various difficulties and obstacles in the thesis completion process. However, research on students who have problems writing theses and interdisciplinary lecturers from multiple universities has never been done. In addition, the study that has been going on talks more about obstacles and difficulties with recommendations in the form of suggestions for students.

Thesis writing is a program and institutional policy as a condition for the completion of studies. The perpetrators of thesis writing are students. The study results show that the thesis's writing involves four necessary parties: the study program, supervisors, students, and parents. Therefore, the recommendations of this study focus on the importance of the involvement of each party to establish intensive communication and cooperation. When writing a thesis, it is necessary to have an encounter and communication between the four parties to equalize perceptions and formulate strategic steps so that each party play an active role under their responsibilities. Collaborative learning involves all parties' roles and responsibilities (Rita Silva, Cláudio Farias, and Isabel Mesquita, 2021).

For this reason, the head of the study program needs to facilitate the meeting at the beginning of the writing process and, if necessary, hold a follow-up meeting. This practice is a concrete example of implementing planned collaborative learning and involves the relevant parties (Situ Chandra, 2015). In this practice, the responsibilities of each party become clear. Thus, collaborative learning becomes a means of increasing awareness, attitudes, and skills to live together in a responsible manner (Romeo Jr. B. Sotto, 2021).

The main actors in writing the thesis are students under the guidance of a supervisor. Given that the position of students from the perspective of scientific authority is weaker than that of supervising lecturers, the supervisors need to take the initiative to gather students under their guidance to meet and arrange guidance schedules and effective strategies for communicating and implementing guidance. The initial guidance meeting can also explore perceptions about the motivations that drive the thesis writing process and find joint solutions to the inhibiting factors in the thesis writing process (Ajen, 2005). When communication and relations between students and lecturers are intensively established, the thesis writing process becomes a significant form of project learning to foster critical thinking skills and collaborative and creative characters (Bengi Birgili, 2015).

The process of thesis writing guidance is a collaborative learning practice to find solutions or solve problems in thesis writing. Therefore, intensive collaboration and discussion between students and their supervisors become a collaborative learning practice that plays an essential role in developing critical and creative thinking skills. Necessary and collaborative thinking skills are two important characters needed to live and grow in the 21st century, marked by rapid changes (Abhishek Bhati & Insu Song, 2019).

Should realize that students who are writing a thesis are in a weak position. They are in situations and conditions urged by lecturers as supervisors, heads of study programs representing institutions, parents, and demands to complete assignments on time. Therefore, it is necessary to build awareness and attitude that completing a thesis fulfills external pressures or needs and expresses personal responsibility as an adult person (D. Patrick Saxon, 2013). For this reason, it is necessary to have a meeting room based on the value of solidarity to build personal awareness about the importance of carrying out responsibilities. In this case, responsibility is a fundamental moral value that drives adult action.

From the side of the lecturers, accompanying and accompanying students in the process of completing a thesis is a



choice and a moral responsibility driven by solidarity with the weak and in need of assistance (Amos S. Engelbrecht, Gardielle Heine, and Bright Mahembe, 2017). Knowing the perceptions of lecturers and students about theses is an important step to accompany students who are writing theses. Furthermore, it is necessary to explore students' longings or hopes, and needs regarding the thesis writing process from the perspective of students and lecturers who have guided theses. These hopes or longings need to be realized and communicated to become motivated in the thesis writing process. Strong motivation encourages creative and productive learning behavior (Marko Radovan & Danijela Makovec, 2015).

## Discussion

In the context of an educational paradigm centered on mentoring students, an in-depth introduction to each individual's situation, conditions, and talents are very important so that the learning process can run effectively and intensively (McDonough, 2012). The method of mentoring thesis writing is a concrete form of student-centered learning. Therefore, thesis assistants need to have confidence in the positive talents of each assisted student. Awareness that each student is unique and has unique potential is the basis for mentoring lecturers to place each student as a partner in designing mentoring models and targets to be achieved. As a result, students can build opportunities to explore and contribute more optimally in the thesis completion process. In that way, students experience a creative and productive learning process (S Sreena & M. Ilankumaran, 2018).

As social beings, students long to get help which will be a positive experience to be ready to help in time. In writing the thesis, the accompanying lecturer, parents, and the head of the study program act as partners who are prepared to listen and provide assistance. In addition, students need friends in the process of writing the thesis. Because the supervisor is the most likely figure to be a close and empathetic friend. According to Hosffman Ospino, the act of accompanying in this educational context is the implementation of the companionship pedagogy (Hoffman Ospino, 2010). The experience of being attended to and helped becomes a positive memory or memory that influences students' attitudes and behavior in the future. These positive memories can be an encouragement from the depths of the heart that motivates to respect and help others (Francisco Manuel Morales Rodríguez, 2013).

Thesis writing is a space to explore each student's independence, discipline, and responsibility in work with clear targets and intensive collaboration. In accompanying the process, the supervisor becomes a loyal friend involving spiritual, intellectual, affective, capital, and social competencies. In the process, the supervisor sets an example of genuine concern, generosity, solidarity, and compassion (Patty Kohler Evans & Candice Dowd Barnes, 2015). Warm relations and support from supervisors play a vital role in the creative and productive growth process of the students being mentored. The guidance process acts as an educative and transformative interpersonal relationship (Diane Dreher, 2012).

In mentoring and empathic interpersonal relations, the supervisor carries out humanitarian and institutional responsibilities simultaneously. Consequently, recognizing the condition and potential of each assisted student becomes an integral part of the thesis writing mentoring process. Build vision, goals, and intensive communication. Experiences and life contexts that continue to develop are part of the educational process that needs attention and exploration in the education and learning process (Shao-Wen Su, 2012). Thus, service and learning go hand in hand in the thesis writing mentoring process. In this case, professional, institutional duties are enriched by a personal, informal approach rich in human values.

When thesis writing assistance is designed in the paradigm of empathic and loyal interpersonal companionship (Hoffman Ospino, 2010), further research needs to be done. First, an important theme that needs to be researched is to accompany the thesis writing process optimally. For example, each lecturer can assist how many students? The second theme is about the readiness of the institution to apply the paradigm of interpersonal mentoring, which is supported by the vision, mission, and values of the institution.

## CONCLUSION

In the context of Indonesian society that upholds the value of *gotong royong* in a multicultural society, solidarity and compassion are values that become a solid basis for building cooperation in living together. Solidarity needs to be lived in the educational process (Y.B. Mangunwijaya, 2021). The collaboration of students writing theses with their supervisors should also be based on a sense of solidarity.

Intensive cooperation and encounters in the thesis writing mentoring process must be initiated by exploring positive perceptions of thesis writing to reinforce motivation, intention, responsibility, and commitment to complete thesis writing. The head of the study program acts as a facilitator who helps and monitors the preparation and implementation of thesis writing. Communication and cooperation of all parties related to the thesis completion

process are essential factors that need to be designed, implemented, and developed optimally.

The interdisciplinary approach helps to see problems from the perspective of moral philosophy more clearly and provide solutions (Hilde Tobi & Jarl K. Kampen, 2018). Humanistic psychology enables us to recognize human consciousness, perception, potential, and behavior. The pedagogy of companionship emphasizes that cooperation, interpersonal communication, and solidarity will foster responsibilities that are very influential for developing potential and positive behavior. Thus, these two disciplines make essential contributions to developing human moral virtues in their life duties as social beings.

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