Research Guidance for Students of the Indonesian Language Education in Master Programs
(Needs Analysis in the Era of Disruption)

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Abstract

Students are customers of a university. Study services, namely research guidance needs to be done in various ways so that Indonesian Language Education Masters students can complete their studies on time in the era of disruption. This research was conducted with the aim of analyzing the need for research guidance patterns (theses) in accelerating the completion of studies of Indonesian Language Education Masters students in the era of disruption. The study was conducted with a qualitative descriptive approach. The naturalistic qualitative research design was chosen because it was carried out in natural conditions. Based on the analysis, it was found that the research guidance model needed by Masters students was fulfilling the needs of the courses relevant to the competencies of graduates and their interests; Adequate supervisor qualifications, namely doctoral or doctoral professors in academic positions at least head lectors relevant to the field of research; and supporting systems and the implementation of effective research reports by paying attention to online guidance facilities, schedules and guidance materials. Guidance is carried out in the form of group discussions between students who have the same topic who is guided by the supervisor. Students are involved in lecturer research and collaborative and intensive guidance.

Keywords: research guidance, indonesian language education, master program, era of disruption

Introduction

The Indonesian Language Education Program, Postgraduate, Semarang State University was opened since 1997 based on the decision of the Director General of Higher Education Number: 129/DIKTI/Kep/1997 dated May 30, 1997. The vision of the Master Study Program which has been formulated and functioned as a guide for the development of study programs is " ... become a leading Study Program in the field of Indonesian language education that is meaningful for schools of various levels and educational institutions in need ". The mission set by the Indonesian Language Education Study Program is to prepare experts in the fields of education, research, and community service in the field of Indonesian language. From 1997 to April 2017 the Indonesian Language Education Study Program has graduated 260 Masters. The average graduate per year is 13 students. This number is very small compared to the number of new students accepted, approximately 45 students. Why is the number of graduates every year very small? What is the research guidance model needed by students so that they can graduate on time and more.

Along with the demands of the development of science and technology and thesis guidance in accordance with customer needs in an important era of disruption (Schomburg, 2003; Hamalik, 2017), a needs analysis of the guidance model that refers to the vision of the Study Program is carried out, namely "realizing the Indonesian Language Education Study Program so as to be able to answer competition at national and international levels ".

Based on the idea that an educational institution is a servant of community needs, the analysis of customer needs of graduates is important to know the guidance system, speed of study, lecturer performance in conducting lectures and thesis guidance.Thus, an analysis of the thesis guidance model is needed to (1) accelerate the study period, (2) provide comfort in learning, (3) find out out-of-graduate positions in the form of transition from higher education to the world of work, (4) know educational output, and (5) evaluating the learning process and the contribution of higher education to the acquisition of competencies and educational inputs in the form of further excavation of graduate socio-biographical information (Young, 2009; Rooijakkers, 2011). Therefore, the need for thesis guidance analysis of the Indonesian Language Education Program that fits the needs of customers (students, alumni, graduate users) needs to be carried out carefully and systematically through institutional research.

Method

In this study a qualitative or naturalistic approach is used because it is carried out in natural conditions. Sugiyono (2009) argues that qualitative research methods are research methods used to examine natural object conditions with researchers as key instruments. Data collection was done by questionnaire techniques and interviews with twenty-five students and five lecturers. The validity of the data is checked by triangulation. Data analysis is done inductively. The data analysis technique used is the analysis design of Miles and Huberman. Miles and Huberman (in Sugiyono, 2009:246; Zulaeha, 2013) suggest that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Data analysis in this study includes three steps, namely data reduction, data presentation, and conclusion. The scope of this research is the pattern of thesis guidance of Indonesian Language Education Study Program students based on customer needs. The independent variable of this research is student thesis guidance (Sukmadinata, 2008). The dependent variable of this study, namely the needs of customers (students) Indonesian Language Education Study Program. The data needed in this study includes data on student thesis guidance needs.

The research "Analysis of the Needs of Guidance for Thesis of Indonesian Language Education Study Program in the Disrupted Era" took the subject of research in the Indonesian Language Education Program, Postgraduate, Universitas Negeri Semarang, North Kelud III Campus, Semarang.

Results and Discussion

The need for thesis guidance models needed by customers in the disruption era can be grouped based on (a) aspects of interrelated subjects, (b) debriefing systems and supervisors, (c) support systems, and (d) implementation of thesis preparation.

The aspects of the course are interrelated, covering the relevance of the courses that have been taken in the Indonesian Language Education curriculum with the profession and interests of students; relevance of the course taken before students prepare a thesis; and courses that support or complete competencies as candidates for Intermediate Teachers and Intermediate Researchers. This is to facilitate the process of preparing the thesis, especially the compatibility between the material written with the competence of the supervisor. In addition, there needs to be an internal workshop / seminar at the Study Program level.

Aspects of debriefing and Human Resources systems, including thesis supervisor qualifications consisting of (1) lecturers who are entitled to become the first supervisors are academically qualified doctoral or doctoral professors in academic positions at least the Head Lecturers, (2) lecturers who are entitled to become the second Advisors at least is a doctoral academic qualification in the academic position of Lector in Rank III / d. The supervisor who has been determined by the Study Program must provide sufficient guidance time to consult related to the material and process of preparing the thesis. The study program should prepare a special schedule and routinely monitor. Intensive mentoring programs with peer tutoring systems can make it easier for students to discuss (Zulaeha, Sofiah,Pristiwati, &Yuniawan, 2018).

Aspects of supporting systems, including the existence of facilities contained in the Indonesian Language Education Study Program, such as reading laboratories / libraries with adequate references and supporting the process of preparing a thesis. In addition, there is optimal support and service from the Indonesian Language Education Study Program Coordinator for students and lecturers in the preparation of the thesis.

The aspects of the implementation of the thesis preparation, including guidance procedures which consist of (1) students must undergo guidance to complete the thesis proposal into a thesis, (2) the thesis is guided by two supervisors, (3) guidance activities equivalent to thesis credits and students must report attendance and coaching activities to the Study Program Coordinator when the guidance has been declared completed, (4) the guidance is declared completed after obtaining approval and approval of the supervisors included in the manuscript, (5) the thesis is tested according to the study program. In addition, related to the preparation of the thesis students must pay attention to the writing systematics.

Through setting the schedule for guidance and guidance online system can facilitate students and lecturers in the preparation of the thesis. The guidance page that has been used so far, namely sitedi.unnes.ac.id, which at the end of each thesis guidance, students are asked to input the subject of guidance. Then the supervisor validates by writing guidance notes at the next meeting.In addition to going through an online system, coaching will be more adequate if a form of discussion group with a topic is guided. This will make it easier for students to express the subject of the thesis, because they feel they have a group that can cooperate.

The involvement of students as members in lecturer research related to the topics being studied makes some students feel comfortable. Comfortable students feel that deepening the discussion of the thesis they are studying, assuming it is quickly completed. It is different for students who are less comfortable, feel they have not found their own world and feel pursued by the target. In thesis guidance a collaborative / intensive system is needed between students and counselors to optimize thesis preparation.

Based on these aspects, mentoring can be done by lecturers and students through several stages. The planning phase, guidance begins with discussion activities with the four guidance students (M1, M2, M3, M4) with the supervisor discussing about: equations of perceptions of guiding principles, research ethics, schedules, and guidance materials, as activities at the planning stage (Ulrich& Epinnger, 2011; Witkin& Altschuld, 2015).The next stage, students and lecturers prepare materials for further activities. In this case, the most complex component of guidance is the preparation of research instruments. However, this complexity can be minimized with good planning at the planning stage. Thus, in the next guidance activity the supervisors already have adequate preparation according to the needs of students, so that the guidance services provided are more directed and students feel satisfied. This can be seen from the results of interviews with students who generally feel satisfied because students get the information and solutions needed in sufficient time and in comfortable situations. This condition is created because the schedule has been set together based on an agreement between students and lecturers conducted by the supervisor at the planning stage.

Conclusions

Based on the research, the following results are obtained. First, the aspects of the course are interrelated. There is an internal workshop / seminar service held by the Study Program. Second, aspects of the provisioning system and guidance human resources, including the ease of mentoring, there are programmed guidance schedules, special schedules and routine monitoring. Third, aspects of the supporting system include adequate facilities in the Study Program. For example, reading / library laboratories whose references are adequate and support the thesis preparation process. The existence of support and services from Koorprodi to students and lecturers. In addition, there is support for online guidance systems. Fourth, the aspects of the implementation of the thesis preparation include guidance in the form of discussion groups that are fellow topics. Include students in lecturer research and conduct collaborative and intensive guidance.

Acknowledgments

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