







Analysis of the Dynamics of Student Communication with Thesis Supervisors

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Abstract. A thesis is a form of scientific work so that students can achieve a bachelor's degree. Students will be guided by the lecturer to work on their thesis according to their field. However, the thesis guidance process does not always run smoothly due to the influence of lecturers and students. Communication can clarify existing problems for lecturers and students so that the thesis can be completed well. This article aims to find problems in thesis guidance both from the lecturer's side and from the student's side. This research was conducted qualitatively with data coming from articles and journals regarding thesis guidance. Many thesis problems originate from students' internal factors, but it cannot be denied that external factors also influence students' thesis guidance. Communication also influences the final result of the thesis and student motivation to work on the thesis. The preference for online or offline guidance on the part of students and lecturers also influences the results of the thesis guidance itself.

Keywords: Thesis, Guidance

1 Introduction

The research focuses on analyzing the communication dynamics that occur during thesis guidance, especially between students and supervisors. In fact, this research is not only limited to emphasizing the final results of the thesis guidance, but refers more to how the thesis guidance takes place. The communication dynamics that arise from this thesis guidance then become the author's attention for research, this is because students apparently also experience problems, both when composing and carrying out thesis guidance. Anxiety in communicating with supervisors is one of the reasons why students feel this dynamic [1]. As a result, students are likely to experience forms of anxiety such as headaches, insomnia, feeling tired quickly, depression and many more. Apart from that, communication media also plays an important role in assessing whether communication is effective or not. The effectiveness referred to is the extent to which the communication between the

student and the supervisor can help with the preparation of the thesis, including responding to the student's need for motivation [2].

A thesis is a final assignment that must be completed by students at the tertiary education level. A thesis is defined as a form of scientific work as one of the requirements for obtaining a Bachelor's degree (S1), especially by training students' abilities to study and criticize a reality that occurs in everyday life according to the field of science they are involved in [3]. When working on their thesis, students are accompanied by supervisors who tend to have similar expertise backgrounds. Through this guidance process, the thesis is prepared on the basis of the student's right to consult and discuss with the supervisor. Students can then receive all forms of reinforcement, both affirmative and negative.

The reinforcement in question is the result of thesis guidance carried out by students together with their supervisor. Students basically need this thesis guidance to complete their research, especially when it is assumed that completing the thesis can basically simultaneously navigate the student's graduation time. Unfortunately, thesis guidance, which consists of communication between students and supervisors, does not always run smoothly. This is because the guidance process is often dominated by the lecturer, including the student's low level of seriousness during the guidance which ultimately also influences when the student's thesis can be completed [4].

There is an urgency for students to really establish good communication and relationships with their supervisors. Students are considered to need two-way communication with their supervisor. This is because communication can enable students to explain problems while working on their thesis to their supervisor and the lecturer can also provide input or reinforcement needed for completing the thesis. If the guidance is based on good communication, then the supervisor will have the opportunity to guide students on a regular and scheduled basis and provide criticism and suggestions regarding student complaints when preparing their thesis [5].

The communication between students and their supervisors can clarify the problems they face when writing their thesis. This begins with an agreement on the thesis guidance schedule that students obtain when they succeed in contacting their supervisor in a polite manner [6], so that students can then continue to describe the problem or reality being researched. The supervisor will also play a role in guiding problem solving while working on the thesis [7], for example, if students have problems understanding scientific work, the supervisor can explain parts of the scientific work and how to arrange sentence structures and grammatical components correctly. Supervising lecturers are also proven to not forget to motivate their students, either through advice, time support, energy or even linear literature references to cite.

2 Method

This research is conducted qualitatively. Qualitative research is one of the systematic approaches that enables investigating people's experiences thoroughly, foremostly by utilizing such best practices relating to in-depth interviews, focus group discussion,

observation, content analysis, visual methods, and life histories or biographies. These are research methods that are generally used in qualitative research. Hence, this approach is relevant to the current research topic, by reason to figure out issues emerging from the standpoint of our study participants and to comprehend the interpretations they give to specific behavior, events or objects.

To note, this research is intended to be a literature review. Before starting the primary research, a recap of the latest discovery is required. This is because the primary research needs its reason to be conducted, that is to give answers to about which existing research does not present clear or complete data. Moreover, having a literature review will provide the readers with basic findings that contributes to a certain topic theoretically and methodologically. This will eventually lead the research to create its own novelty, to finally discover something new from the slightly similar topic.

With regard to data collection techniques, research data can also be explored through facts stored in the form of document or any writing. This source type of data is commonly used to collect information about things that happened in the past. Therefore, as one of qualitative data collection techniques, documentation techniques has its essential use for researchers. Document, archive, or any other writings are the sources for them to better gain knowledge about historical context, policy, phenomenon, and updates with reference to the researched topic.

After gathering the data, both qualitative and quantitative, we will analyse each existing research to conclude the result. This research includes articles and books published from the last one decade (2013-2023). Assumingly, each year researchers have their own sides of discovery, that is relevant to the primary research promoted topic. This diversity of result will then justify and contribute to our topic towards "Analysis of the Dynamics of Student Communication with Thesis Supervisors". As what have analysed, every research result proves that student communication with thesis supervisors has its own dynamics. From here, our researchers can determine the next urgent topic to be discussed, to ultimately fill out the research gap.

3 Result and Discussion

Results from library data searches on communication dynamics students with their thesis supervisors are divided into several categories, namely problems on the thesis, students' perceptions of the thesis and the lecturer, the relationship between the lecturer and the student, communication patterns during thesis guidance, preferences for online and offline thesis guidance. The table below shows the number of journals used to explain the communication dynamics that occur.

No.	Category	Number of Journals
1	Problems with the Thesis	3

2	Student Perceptions	4
3	Lecturer Relations with Students	2
4	Communication Patterns in Thesis	4
5	Online/offline Guidance Preferences	3

Based on research by Mujiyah et al [8] in working on a thesis, there are internal problems such as laziness (40%), low motivation to work (26.7%), fear of meeting the supervisor (6.7%), difficulty adjusting to the supervisor (6.7%). Apart from internal problems, students also often have external problems, such as difficult to find supervisors (36.7%), lack of guidance time (23.3%), lack of coordination and similarities in perceptions between lecturer 1 and lecturer 2 (23.3%), the guidance material provided was unclear (26.7%) and the lecturers were too busy (13.3%). However, from time to time thesis problems for students lie with the lecturers.

Students can also feel burn out because of their thesis. Burn out can occur due to several factors, one of which is social pressure placed on students. Apart from social pressure, students' physical factors can also influence it. Students sometimes focus so much on their thesis that they forget to eat which is nutrition for the body. Burn out can cause overthinking and stress for students because they feel like they have failed. The feeling of burnout is not too worrying, but if it is not handled it will backfire on students [9]. Moral support from the surrounding environment can prevent a person from feeling burnt out.

The thesis as a final obligation for students to obtain a bachelor's degree, at the same time also invites the emergence of the perception of students as researchers. Some students view that writing a thesis takes a lot of energy, time and money, and often even attacks their emotional side [10]. When in the process of preparing a thesis, the biggest obstacle that hinders students' progress is during the idea formulation stage. When they have determined a research idea, the problem does not stop there, but students will find obstacles related to the formulation of the topic, so this can slow down the process of completing their final assignment. Quoting from Julianti & Yulia [10], there is a relationship between the interpersonal communication of student supervisors and the emergence of feelings of stress experienced by students. This is due to a lack of open communication between students and their supervisors, as well as a lack of student understanding of the explanations given by the supervisors concerned. Of course, this is based on the student's perception that the thesis is the biggest threat when they have to deal with their supervisor [10].

One of the motives for student success in completing a thesis is the existence of a supervisor, because when students find it difficult to formulate an idea, they need the significant role of a supervisor to provide direction and guidance [11]. However, in fact, not all supervisors meet students' expectations. Students tend to expect the professionalism of the supervisor's competence as a figure who provides explanations for all forms of confusion in students' ideas and thought patterns, so that this can be seen through the speed at which students complete their thesis [11]. Furthermore,

quoting from Fadhilah [4], interpersonal communication between supervisors and students is passive, aggressive and assertive. Passive communication is usually carried out by students, while aggressive and assertive communication is mostly carried out by supervisors, so that students, as the main passive parties, tend to want assertive communication from their supervisors in preparing their thesis assignments [4].

With regard to students' perceptions of completing their thesis, it has been found that there is a dilemma experienced by students, where they are trapped in two conditions that give them inner pressure [12]. On the one hand, working on their thesis to completion can determine the speed at which they graduate from college and obtain a bachelor's degree. Meanwhile, on the other hand, the process of writing a thesis requires students to make greater efforts to achieve optimal results [12]. Then, the demands experienced by these students are the forerunner to the birth of potential levels of stress, so that this becomes a psychological impact in the form of emotional cognition, negative self-concept and positive self-concept [12].

Communication patterns are needed so that students and lecturers can have effective communication in thesis guidance [13]. A good communication process when the lecturer provides understanding to students well will make it easier for students to gain the understanding conveyed by the supervisor. With good communication patterns and processes between lecturers and students, good relationships can also be built between lecturers and students. The communication patterns developed by lecturers can have an impact on students because they influence students' perceptions of a lecturer. Apart from that, good communication can also form motivation for students to be able to complete their thesis well.

The communication that occurs between students and lecturers aims to resolve problems that occur during the thesis writing process. Communication in guidance can help in creating conceptual thinking in making scripts [1]. The communication used by lecturers and students is interpersonal communication because it is effective in encouraging an open attitude between students and lecturers and vice versa. A communication approach that motivates students can also provide suggestions for students to foster a sense of responsibility and make good decisions. Another communication technique that can be used is narrative communication. Narrative communication can also encourage students to tell stories while reducing stress levels [14]. However, it cannot be denied that students and lecturers can also have disagreements even though they have created good communication patterns, this is due to differences in character and responses given by each party, both students and lecturers.

Differences in understanding that occur between students and lecturers can make students stressed because there is no understanding between lecturers and students. Students who experience stress can hinder the thesis writing process. Stress can reduce students' level of self-confidence so that they lack motivation in working on their thesis [1].

Each lecturer also has his own way of communicating depending on the attitude style of each lecturer. These differences in communication methods make the final results of the students being supervised have their own characteristics. Every

communication pattern established by the lecturer has a personal impact on students when conducting their thesis guidance. Lecturers themselves also feel that students are less prepared during guidance so that there is no meeting point or they can build good relationships. Students themselves think that even with good communication, not being ready to carry out the thesis exam will hinder the student's work.

Good communication between students and lecturers requires media so that lecturers and students can connect. Online tutoring services as a medium for thesis guidance began when the Covid-19 outbreak was widespread in Indonesia, this was one of the efforts to reduce the spread of the Covid-19 virus in the campus environment. In online guidance, students can provide thesis guidance without having to meet the lecturer directly. Thesis guidance can be done via WhatsApp, Zoom and other applications that can help students to provide online guidance [15]. It is not uncommon for campuses to also provide online guidance services via websites or applications so that students and supervisors can provide guidance in a targeted manner and in one place so that students are not confused about submitting their thesis results.

Lecturers have ways so that the online guidance process can be carried out well and students are willing to consult. Lecturers are also expected to continue to innovate so that students understand the thesis they will write and ways to complete the thesis easily. However, it is not uncommon for online guidance to also make it easier for lecturers to reach students who are difficult to contact so that lecturers can contact students directly. Lecturers also divide the applications used based on their preferences or messages to be sent to students. Formal messages will be sent via email while informal messages will be sent via Whatsapp to save time [16]. Lecturers also prefer online guidance if students' homes are far from campus [17].

The online tutoring process can help students with guidance. Providing a time span for providing revisions or *feedback* regarding a thesis is much easier than having to meet in person. Online tutoring can also provide clarity about the lecturer's schedule so that students don't have to wait long to get a response from the lecturer. Correction results can also be sent directly via the application so you don't have to wait a long time and print your thesis on paper. Some students do not feel the difference between offline and online thesis guidance, although some students prefer offline guidance because it is easier for them.

Even though online thesis guidance is considered to be easier for students, it is not uncommon for students to also have difficulty with guidance because lecturers do not read messages sent by students. Even though students know the lecturer's schedule which has been distributed by the lecturer himself, the lecturer's busy schedule also makes it difficult for students to provide guidance to the lecturer. This causes students to take longer to work on their thesis so that thesis guidance is a bit hampered. Even though feedback can be provided directly through the application, sometimes some lecturers wait a long time for confirmation so they can continue their thesis with an average time span of 3-7 days from the first day of submission of the thesis revision [14].

The large number of students who have to be looked after and other work by lecturers can make it take longer for lecturers to provide responses in the guidance

process. The internet signal is an important tool in the thesis guidance process, but the signal sometimes becomes an obstacle for students and lecturers because it can hinder the guidance process if the signal suddenly becomes bad [15]. Bad signals can also affect students' understanding of feedback given by the lecturer so that the results of the guidance process cannot run optimally. Many students are also confused when they want to ask again about feedback given by the lecturer, is different from if it is done offline. Students can ask questions right then and there.

Online tutoring is not very effective if students and lecturers do not have the commitment to carry out the tutoring process well [15]. There are no significant differences from the lecturer or student side of the online or offline guidance process. If it's online, students don't have to meet the lecturer and don't have to print their thesis. However, it is not uncommon for people to prefer to do it offline because it is easier and more efficient.

All problems in the guidance and process of writing a thesis from the student and lecturer side lie with each individual. When students work, they have problems such as laziness and lack of motivation because communication with lecturers is not good or even problematic. Good communication patterns can help students achieve their goals more quickly. Even though the media for guidance are modern, there needs to be commitment between lecturers and students to carry out the guidance process well [18], [19].

4 Conclusion

Thesis guidance has internal problems such as laziness, lack of motivation, fear of the supervisor and not getting along with the supervisor and external problems such as the supervisor being difficult to find, lack of guidance time, lack of coordination between lecturer 1 and lecturer 2, unclear material and lecturers who too busy. The first obstacle in a thesis is formulating ideas so that students can feel stressed. The level of success in completing a thesis is the presence of a supervisor in the thesis guidance process to motivate students. Students can be motivated if the communication patterns built by students and lecturers can be formed well. In the guidance process, you can use digital media for online guidance, but this cannot fully help students if the explanations given by the lecturer are not understood by the students, making communication somewhat ineffective.

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