



Assessment Higher Education Perspective by Tenure of Lecturer Thesis Student Undergraduate: Elista

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Abstrak

Masalah yang sering terjadi pada masa perkuliahan adalah ketidaksesuaian waktu dari respon dosen pembimbing yang menjadi tantangan yang sangat berat bagi mahasiswa dalam mengerjakan tugas akhir/tesisnya. Tujuan dari penelitian ini adalah untuk menganalisis response time dosen pembimbing dalam melakukan bimbingan skripsi menggunakan Elista yang dibedakan berdasarkan masa kerja. Penelitian ini merupakan penelitian metode campuran dengan desain eksplanatori, dimana data kuantitatif diperkuat dengan data kualitatif. Populasi dalam penelitian ini adalah dosen dengan teknik pemilihan sampel menggunakan teknik purposive sampling dengan kriteria sampel dosen yang pernah menjadi dosen pembimbing skripsi sehingga diperoleh sampel sebanyak 1270 dosen yang dikelompokkan menjadi 4 interval kerja yaitu 1-10 tahun, 11-20 tahun, 21-30 tahun, dan 31-40 tahun. Pengumpulan data dalam penelitian ini diperoleh melalui database Elista mengenai response time supervisor dan melalui wawancara dengan dosen dari setiap masa kerja Analisis data kuantitatif menggunakan analisis deskriptif dan data kualitatif menggunakan analisis Miles dan Huberman. Hasil penelitian menunjukkan bahwa dosen dengan masa kerja 1-10 tahun dan 11-20 tahun memiliki waktu respon bimbingan yang lebih baik daripada dosen dengan masa kerja lebih lama karena dosen dengan masa kerja 1-10 tahun lebih produktif dalam menggunakan teknologi dan sangat mendukung respon cepat dari dosen pembimbing. Implikasi dari penelitian ini adalah untuk mempercepat waktu tempuh kelulusan mahasiswa diperlukan respon yang baik dari dosen pembimbing, dimana respon ini juga dapat dibedakan dengan masa jabatan dosen.

Kata kunci: Elista; Waktu Tanggapan Bimbingan; Masa kerja

Abstract

The problem that often occurs during lectures is the mismatch of time from the supervisor's response which becomes a very difficult challenge for students in doing their final project/thesis. The purpose of this study was to analyze the supervisor's response time in conducting thesis guidance using Elista which was differentiated based on years of service. This research is a mixed method research with explanatory design, where quantitative data is strengthened by qualitative data. The population in this study were lecturers with a sample selection technique using purposive sampling technique with the sample criteria being lecturers who had become student thesis supervisors so that a sample of 1270 lecturers was obtained which was grouped into 4 work intervals, namely 1-10 years, 11-20 years, 21-30 years, and 31-40 years. Data collection in this study was obtained through the Elista database regarding the supervisor's response time and through interviews with lecturers from each working period. Analysis of quantitative data using descriptive analysis and qualitative data using analysis of Miles and Huberman. The results showed that lecturers with 1-10 years of service and 11-20 years had better guidance response times than lecturers with longer tenures because lecturers with 1-10 years of service were more productive in using technology and strongly supported the fast response of supervisors. The implication of this research is that to speed up the travel time of student graduation, a good response from the supervisor is needed, where this response can also be distinguished by the tenure of the lecturer.

Keywords: Elista; Guidance Response Time; Years of service.

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1. INTRODUCTION

The highest education from the level of formal education is college where every student must prepare their abilities before entering real life in college. To find out the student's readiness, it can be seen procedurally (Cole, 2018; Torres et al., 2019). This can be done by looking at the ability and readiness of students in carrying out the final project/thesis (Alcantar & Hernandez, 2020; Todorova, 2018). The final project/thesis itself is proof of the student's integrity as a form of implementation of the knowledge that has been obtained while in college (Briggs & Ammigan, 2017; Hamida & Pandiya, 2019). In addition to this, the final project/thesis is also the result of the highest undergraduate work involving the intelligence and emotional abilities of students (Furst et al., 2017; Syaharuddin et al., 2020). This is done because students are required to not only understand theory, but also the ability to write scientifically (Greene et al., 2020; Zatulhimma, 2021). The existence of proof of the final project/thesis as integrity and implementation, the final project/thesis provides benefits and dedication to the community with all the knowledge that has been obtained by students in higher education (Noguera et al., 2018; Tejedor et al., 2019). In the process of implementing the final project / thesis, students must understand how the process is carried out (Kusuma, 2018; Shafi et al., 2019). For this reason, students must first know their supervisor (Aprilyanti, 2017; Baiti et al., 2020; Quezada et al., 2020). After students know their supervisor, then there will be a gradual interaction between the two of them (Novianita et al., 2020; Kintama, 2021). This interaction is a form of evaluating and providing direction to the results of the final project/thesis that has been designed (Renaningtias & Apriliani, 2021). In the preparation of this final project / thesis, the supervisor takes a very important role in the process (Modouw & Nugroho, 2021; Wibowo et al., 2016). This is because the supervising lecturer acts as a mentor for students in compiling a good final project/thesis (Rosman et al., 2021). After students know their respective supervisors, the next step is that students follow the guidelines in the final project/thesis guide book (Laminia & Muniroh, 2018; Sari & Ennimay, 2021).

There are responses that also take influence in the implementation process. Response is a response or response given by an individual to something (Copeland et al., 2021; Ganley et al., 2018). In the process of implementing the final project/thesis guidance, it will allow the occurrence of contradictory responses between students and supervisors (Acharya et al., 2018; Quadlin, 2018). This is a natural thing, because each individual has a different response. The response does not only occur between one individual and another individual (Ishizuka, 2019; Pramita et al., 2021). Differences in response can also occur in differences in the working period. For every difference in tenure, the lecturer has a different basic nature, so this will have an impact on differences of opinion (Huberty et al., 2019; Huang et al., 2020). In the mentoring process, the response given by the supervisor when viewed from the period of work will also be different (Mahasneh & Alwan, 2018; Ummah et al., 2019). Lecturers with a working period of 1-15 years are usually gentle, kind, emotional, etc (Scott et al., 2018; Zeng et al., 2020). Then lecturers with a working period of 16-30 years will usually be more thorough, rational, firm, etc (Malmqvist et al., 2019; Xu & Zammit, 2020). With the difference in the supervisor's response to the response given, it will be a very difficult challenge for students in carrying out their final project/thesis, it is possible for problems to occur in the process (Schwartz et al., 2018; Gillis & Krull, 2020). For this reason, students must understand how to prevent this from happening (Martin et al., 2019; Mazo et al., 2021). Technology implemented in universities has many benefits for both lecturers and students, so that it makes many researchers interested in conducting research on technological developments in supporting all human activities, especially in universities (Magana et al., 2018; Rashid et al., 2019). The research conducted by previous which state the stress response arising from the existence of technology is where there is a lack of human readiness

in dealing with rapid technological developments at this time (Carvalho et al., 2020; Thannimalai & Raman, 2018). Furthermore, research conducted by other previous study stated that from the results of the analysis that has been carried out the response of the lecturer's approach to teaching with technology is very important to do so that the successful application of technology is achieved in universities (Dočekal & Tulinská, 2015; Englund et al., 2017). Continue research conducted by previous researcher. Where in the research it was stated that educational response is not an objectively agreed concept in which everyone works towards a fixed and common goal (Akimov & Malin, 2020; Stentiford & Koutsouris, 2021). So from previous research conducted, the novelty of this research is to examine how the supervisor's response time is based on years of service when using Elista as a medium that helps the final project process at the college level (Mahani et al., 2020; Yusaini & Utama, 2020).

At this time, the process of implementing the final project/thesis at Jambi University has been carried out using the help of integrated technology that can assist and facilitate all activities of the final project/thesis implementation process in every faculty at Jambi University. For this integrated technology, the University of Jambi uses Elista, to support all processes of carrying out student thesis/thesis. Elista is an information system in the form of a website. The functions or benefits provided by Elista are starting from managing the final project such as guidance, submitting titles, submitting timelines, to the schedule for the implementation of the final project/thesis. Examples of this final project are Scientific Work, Thesis, Thesis, and Dissertation. Technology that has developed at this time provides a lot of benefits, this can be seen from technology that facilitates all human activities, especially students in carrying out various academic activities (Avando Bastari et al., 2021). With this, it can be said that the technology used at Jambi University is Elista. Elista is a website-based application that is used for the management and mentoring of students' final assignments which will greatly assist students in carrying out and completing their final assignments/thesis. Therefore this study interested to analyse the supervisor's response time in conducting thesis guidance using Elista which was differentiated based on years of service.

2. METHODS

This research is a mixed method research using a sequential explanatory model. Mixed method research is a combination of quantitative and qualitative research and sequential explanatory model is a model that prioritizes quantitative data as a data source and qualitative data is used to strengthen the results of quantitative data (Istiana et al., 2018; Kooli & Abadli, 2021). Qualitative data in this study were obtained through interviews with lecturers and students at Jambi University. The population in this study were lecturers and students of Jambi University. Technic sample in this research are purposive sampling technique. Purposive sampling technique is a sample selection technique in accordance with the criteria set by the researcher (Wardani & Juliani, 2018). In this study, the researcher has the criteria that the sample from the lecturer must be a lecturer who becomes the thesis supervisor of the students at the Jambi University and the selection of the student sample is based on the criteria that the student has contracted the thesis course and is working on the thesis. From the criteria that have been determined by the researcher, the researcher gets a sample of 1270 lecturers who will be differentiated based on years of service. This research uses quantitative and qualitative data. Quantitative data in this study were obtained through a database of lecturer responses to thesis guidance at Elista. Elista is a website that serves as a forum for the thesis guidance process at Jambi University for lecturers and students. From the lecturer response database, it will be known the lecturer's time in responding to the guidance

process through the Elista. The results of the response time data for thesis guidance obtained through the Elista database obtained through coding can be seen in Figure 1.

```

Average-response-time () {
    Total-time =0
    Total-counted-action=0
    Read-counted-response-time()
    While not EOF {
        Total-time=total-time + response-time
        Total-counted-action++
        Next read
    }
    Average-time = total-time/total-counted-action
}
    
```

Figure 1. Response time coding

To strengthen quantitative data, it is strengthened by using qualitative data. Qualitative data were obtained through interviews with lecturers and students at Jambi University regarding the guidance process and the success of the thesis guidance process for Jambi University students through Elista. In this study, researchers analysed quantitative data using descriptive analysis. Descriptive analysis in this study will explain the results of the lecturer's response to thesis guidance. Data in descriptive analysis will be explained using the mean, mode, median, maximum value and minimum value so that the data will be able to be explained in detail (Saptono et al., 2021; Tanti et al., 2021). Qualitative data in this study were analyzed using Miles and Huberman analysis. Analysis Miles and Huberman divide the stages of analysis through the stages of collecting data, reducing data, displaying data, and drawing conclusions (Kamid et al., 2021; Sahal et al., 2020).

3. RESULTS AND DISCUSSION

Result

In this study the description of the supervisor's response from Elista in terms of tenure, and narrated through quantitative and qualitative data obtained in the form of descriptive analysis and qualitative data through interviews with lecturers. The results of the descriptive analysis of the supervisor's response in conducting guidance through the Elista which are distinguished based on the lecturer's tenure can be seen in Table 1.

Table 1. The Results of the Descriptive Analysis of the Supervisor's Response Based on the Tenure of the Lecturer

Working Period (Years)	mean	median	mode	Maximum	Minimum
1-10	81.42	68	68	1429	1
11-20	81	66	1	2148	1
21-30	216	125.5	1	1832	1
31-40	166.05	126	1	1871	1

Base on [Table 1](#) show the result of descriptive data analysis on the thesis supervisor's response based on years of service. From the results it can be seen that lecturers with a working period of 1-10 years have a response in guidance with a mean of 81.42 hours, median of 68, mode of 68, maximum time in response to guidance of 1429 hours and minimum time of 1 hour. For lecturers with a working period of 11-20 years, the response time in conducting guidance is 81 hours, the median is 66 hours, the mode is 1 hour, the maximum guidance time is 2148 hours and the minimum guidance time is 1 hour. For lecturers with a working period of 21-30 years, the response time in conducting guidance is 216 hours, the median is 125.5 hours, the mode is 1 hour, the maximum guidance time is 1832 hours and the minimum guidance time is 1 hour. For lecturers with a working period of 31-40 years, the response time in conducting guidance is 166.05 hours, the median is 126 hours, the mode is 1 hour, the maximum guidance time is 1871 hours and the minimum guidance time is 1 hour. Furthermore, the results of the diagram from the results of the descriptive analysis test based on the tenure of the lecturer can be seen in [Figure 2](#).

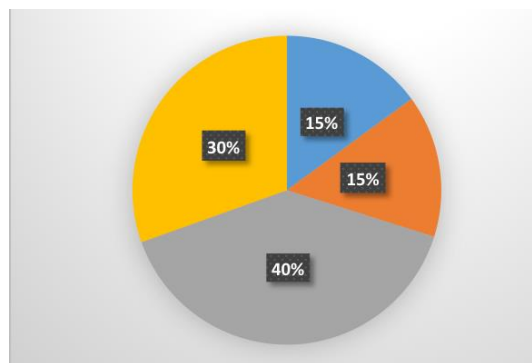


Figure 2. Lecturer Tenure Chart

Base on [Figure 2](#), it can be seen that the results of the descriptive tests that have been carried out are based on how the lecturers respond based on their tenure. In the blue graph, this is a lecturer who has 1-10 years of service which will show a very fast guidance response with a percentage of 15%. Then on the orange graph which is a lecturer who has 11-12 years, where the guidance response is also very fast with a percentage of 15%. Furthermore, the grey graph shows the tenure of lecturers from 21-30 years, with this the guidance response is very slow with a percentage of 40%. Continue on the yellow graph, where the graph shows the tenure of the lecturer from 31-40 years, which indicates that the response to the guidance carried out will be quite slow with a percentage of 30%.

Discussion

The results of the Technology-based research on the higher education system is become the current need for technology has changed the human response to better understand the impact of the importance of technology ([Tuuri & Koskela, 2020](#)). Furthermore, research conducted by previous researcher explain the importance of technology in universities where innovation in developing technology will be able to make universities more advanced in the learning system ([Zhou & Luo, 2018](#)). In addition, the other research conducted explained that lecturers must have an attitude in studying technology, knowledge of technology and the ability to improve lecturer qualifications in understanding technology so that with this ability lecturers will be able to master the technology available on campus and facilitate the learning process on campus ([Mardiana, 2020](#); [Syaiful et al., 2021](#)). In tertiary institutions, technological developments will bring about several changes, such as changing the learning environment in which universities are included in the process of doing the final project

(Dočekal & Tulinská, 2015). From the previous research that has been done, there are several studies that have gaps with the research that the researcher did, including research conducted by previous research that regarding the Utilization of "WhatsApp" as a Communication Media for Lecturers with Thesis Guidance Students, the results showed that using WhatsApp as communication between lecturers and students could be an alternative medium when conducting the thesis guidance process without space and time (Narti, 2018). Furthermore, research conducted by previous researcher explaining about learning in higher education and the assessment process can be improved with the help of technology that will accelerate the progress of the educational process in higher education (Ilona et al., 2011).

Furthermore, research conducted by other previous research explained that the technology applied in universities can make it easier for students, where the lecture process can be done anywhere with the help of technology (Renes & Strange, 2010). Research on the tenure of a lecturer was carried out by previous research explained that the tenure of a person will greatly affect the knowledge of teachers in applying knowledge in schools (Dharmawati & Wirata, 2016; Marji, 2020). Furthermore, there are also researches that explained that in higher education there are many factors that can affect the guidance process, including the development of human resources and the character of the lecturers themselves, so that they will be able to provide writing skills to students (Knippelmeyer & Torracco, 2007; Tran et al., 2020). Furthermore, previous researcher explained about the guidance process carried out in universities with lecturers who were fifty years old where this mentoring aimed to develop students' abilities (Agholor et al., 2017; Noriyatus et al., 2020). In the development of technology in the form of an Elista in the student guidance process, various responses occur for each supervisor. Where as we know that lecturers who have a working period of less than 10 years, will have a very fast response (Kundu & Bej, 2021). This is supported by the high interest and interest of the lecturer to learn and understand what ICT is (Vázquez-Cano et al., 2017). However, if the lecturer does not study ICT, it will allow the lecturer to have a slow response in the use of ICT (Valverde-Berrocoso et al., 2021). It is different with lecturers who have more than 10 years of service, where if the lecturer is lazy or less interested in understanding how to use ICT, it will allow a slow response (Asuman et al., 2018). However, if a lecturer who has a working period of more than 10 years has a desire to learn ICT, this is a good thing, because besides the lecturer has experience but also has the ability to operate ICT (Alruwais et al., 2018). With this, it will be very helpful for lecturers in carrying out the process of guiding students' final assignments/thesis. This is supported by the theory put forward where the level of understanding and productivity is not only measured by the length of a person's tenure or not but the persistence of a person in understanding something (Bagon et al., 2018). The implication of this research is to speed up the travel time of student graduation requires a good response from the supervisor, where this response can also be distinguished by the tenure of the lecturer. To get a good response from supervisors, a technology-based system is needed that will facilitate the coaching process. This is where the importance of this research comes from because this research examines a technology-based final project guidance system where it is examined whether the responses from supervisors are reviewed based on the supervisor's tenure and will have an impact on advances in technology systems in universities. So, this study will provide data that the supervisor's response will increase if using Elista and differentiated based on years of service. The limitations of this study are that it only examines the response time of lecturers when carrying out the guidance process using Elista based on years of service and has not been reviewed from aspects such as gender and also the need to do research on how students respond to the results of lecturer responses at Elista and only see the results when response time using Elista. So the recommendation for further research is to conduct research on how the supervisor's response time is reviewed based on gender and how the student's response when

the lecturer responds to guidance through Elista and comparisons when lecturers conduct guidance through Elista and conventionally so that it will be known how effective the use of Elista is.

4. CONCLUSION

This research is a mix method explanatory research that aims to see the responses of supervisors who are distinguished by the tenure of the supervisor in using the Elista in guidance. The results of the study show that lecturers with a working period of 1-10 years and lecturers with a tenure of 11-20 years have a very fast response in providing responses in the guidance process than lecturers who have a tenure of more than 20 years. The speed of lecturers with 1-10 years of service in responding is because lecturers with 1-10 years of service are more productive in using technology and that really supports the fast response of supervisors. So, with this research it will be known the importance of working period for lecturers in responding to student guidance using Elista media assistance in guiding student thesis at Jambi University.

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