LAPORAN PENELITIAN PRI-PTJJ

FACTORS AFFECTING THESIS COMPLETION IN MASTER'S PROGRAMS AT UNIVERSITAS TERBUKA

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SEKOLAH PASCASARJANA
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Chapter I
Introduction

1. Background

In most colleges worldwide, the master's thesis is the final formal step. However, not all students complete their master's thesis. A significant number of students struggle with the thesis process, resulting in degree delays, disruptions, and non-completion (Kamler & Thomson, 2008; Rauf, 2016). Such effects are disastrous for individual students and academic institutions that waste time, money, and energy, as well as for societies that lack highly skilled people (Baum & Schwartz, 2013; Rauf, 2016; Wong, Wong, & Ishiyama, 2013). As a result, ensuring that students enrolled in graduate programs complete their degrees on time benefits students, higher education institutions, and societies (Baum & Schwartz, 2013; Bourke, Holbrook, Lovat, & Farley, 2004). The process of completing a master's thesis is believed to be the most challenging part of a student's journey and might cost time, finance, and energy (Nouri, Larsson, & Saqr, 2019). Unable to adapt to the challenges, completing the thesis might be longer than planned. The worst possible condition is that the student might quit or drop out. Therefore, during thesis writing, a supervisor is also a supporter and encourager (Martín Romera, Martínez Valdivia, & Higueras Rodríguez, 2022). In other words, thesis writing is a collaborative work involving close consultations and individual efforts.

Graduate School (SPs) of Universitas Terbuka has a vision of "Providing internationally recognized excellent education through supported postgraduate study by implementing open distance higher education." To realize this, various academic and non-academic activities are conducted, both intended for active students and students who have not completed their study period (LMS). However, during the implementation of accreditation for several study programs in 2023 by BAN-PT, SPs received various inputs from assessors regarding the need to develop programs that could "accelerate" study completion for LMS students, the number of which reached 3622 students (Sekolah Pascasarjana, 2023). Hopefully, these activities balance the number of active/registered students with students who can complete their studies/graduate.

Based on input from BAN-PT assessors throughout 2023, the Graduate School has conducted various programs to address LMS students. These activities include collecting data, identifying student problems, and visiting and coaching clinics at several of UT's regional offices. The issues LMS students identified include difficulties completing master's theses due to poor coordination with supervisors, insufficiency in writing and analysing data, publishing articles in indexed journals, time management, and so on (Sekolah Pascasarjana, 2023). However, the evaluation results carried out in November 2023 of this series of activities have yet to result in significant changes. The number of students who have passed the study period is still huge, affecting the future assessment/accreditation of study programs. The reasons are the basis for appropriate, sustainable, and integrated programs between study programs, Graduate Schools, UT regional offices, and students. It is hoped that the Graduate School of Universitas Terbuka will help students complete their studies and improve the quality of their academic services. However, the thesis is a difficult task that requires skills, ability, and

commitment to complete well and on schedule (Ngozi, Kayode, & Studies, 2014; Wong et al., 2013). As a result, it is acceptable to expect that non-completion of higher education degrees should be regarded as a significant issue requiring urgent attention and proactive planning (Jiranek, 2010; Wong et al., 2013).

Previous research has found various elements that influence the success of students completing thesis projects, variables that, in particular, highlight the relationship between the student candidate and the supervisor (Pitchforth et al., 2012). Students' attitudes and motivation (Rennie & Brewer, 1987), average admission grade (House & Johnson, 1992), and communication and language abilities (Jiranek, 2010) have been identified as unique student characteristics influencing thesis completion. Among the supervisor characteristics, expertise, research output, and workload are predictors of thesis achievement (Van de Schoot, Yerkes, Mouw, & Sonneveld, 2013). However, a literature survey reveals that few studies focus on master thesis assignments. Studies on thesis project completion generally concern the doctorate thesis (Can, Richter, Valchanova, & Dewey, 2016), but studies on master thesis completion tend to focus on the entire program rather than the thesis particularly (Herzog, 2006). Furthermore, most research used a qualitative method to analyze thesis completion factors; single elements were examined in isolation, focusing on student variables and completion factors (rather than non-completion and supervisor variables) (Ishitani, 2006). Furthermore, only some recent studies examine the criteria for success and failure in thesis work (Pitchforth et al., 2012).

2. Problem statement

Writing a master's thesis is complex because it involves mental and emotional well-being academic, linguistic, and communication skills (Mäki-Kuutti, 2021). Some constraints that might affect thesis writing completion include personal situations, financial difficulties, inappropriate research facilities, and thesis supervision (Rauf, 2016). Exciting research conducted by Skeith et al. (2018) found that supportive environments, good time management, available resources, foundation courses, career alignment with the thesis, and research question development contributed to successful thesis writing. Meanwhile, Nouri et al. (2019) found that supervisors were essential in thesis completion. They found that supervisors' backgrounds, including historical thesis supervisions and research experiences, contributed to students' thesis completion. The findings of the two studies were emphasized by (Alyan, 2022). He found that thesis writing challenges were selecting the research topic, inappropriate research methodology training, lacking academic writing skills, limited supporting resources, and lack of feedback from supervisors and academic instructors. Therefore, we affirm that supervisors should be involved in this research to make the data gathered more meaningful and comprehensive. Additionally, to collect more information, the head of the department will also be involved in this research. Three guiding research questions were formulated:

1. What are the typical constraints in thesis writing?

2. How do you classify the constraints for identification and modeling?

3. What are the most appropriate tools to help students finish their thesis?

3. Objectives

This current research aims to identify factors contributing to the delay in thesis completion. This research will focus on students, supervisors, and managers. This research aims to provide a comprehensive review of the institutional and personal constraints. The eventual output of the study is a formalized constraint management system. An application will be developed to facilitate students, supervisors, and managers to monitor each student's progress in the thesis writing process. The research has the following sub-objectives:

1. To provide a comprehensive review of sources and characteristics of constraints found in thesis writing from students, supervisors, and management (heads of departments).
2. To develop a constraint classification method for identifying and modelling the constraints.
3. To develop a student thesis writing progression dashboard.

The result of this research will be valuable for the students, supervisors, and the institution. This study contributes to demonstrating how educational data can produce actionable data-driven insights. In this case, insights can be utilized to inform and optimize how supervisors and students are matched and stimulate targeted training and capacity building of supervisors.

Chapter 2
Literature Review

The main challenge faced by many master's degree students is to complete the thesis. Several researchers have drawn attention to this critical issue. Unfortunately, the particular research in the distance learning context is relatively limited. Hence, the current study is expected to enrich the literature and bring new ideas, alternative concepts, and fresh perspectives. A large and growing body of literature has investigated the delay in thesis writing completion. Problems and challenges might occur at any stage of the process. A student who initially shows confidence might be stranded due to various reasons. Hence, there should be an external intervention to resume his or her motivation(Rauf, 2016). A supervisor's role in motivating and encouraging the student is necessary (Martín Romera et al., 2022). However, Unsupportive supervisors could also become a deterrent factor that might cause a delay in thesis writing (Chidi & Adaobi Sylvia, 2021).

1. Design Science Research

The Design Science Research (DSR) technique has emerged as a suitable research approach in the scientific community in recent years. DSR is an artifact-oriented field that seeks to create new things or find solutions to existing ones (Goecks, Souza, Librelato, Trento, & Produção, 2021). DSR also prioritizes reaching the targeted goals. These goals could have to do with machinery, economics, society, or organizational environments (Brendel, Lembcke, & Kolbe, 2022). Understanding the context under study and using pertinent technical and scientific information are both components of the endeavour. According to Doyle, Sammon, and Neville (2016), the process is creating an artifact based on experience and demonstrating it. Because of this, the DSR is becoming more and more well-known among research techniques (J. Vom Brocke, A. Hevner, & A. J. D. s. r. C. Maedche, 2020; J. Vom Brocke, A. R. Hevner, & A. Maedche, 2020).

According to the literature, the following factors contribute to this kind of fame: 1) The DSR seeks to bridge the gap between theory and practice; 2) Describes a scientific approach that seeks to offer recommendations for solving issues (Van Aken, Palstra, Filippetti, & Spaldin, 2004). According to Peffers, Tuunanen, Rothenberger, and Chatterjee (2007), the field of information systems was a pioneer in the application of DSR. DSR is, nevertheless, used with the research methodology in several fields of study. Other applications, such as those in health (Alan R Hevner, Wickramasinghe, & practice, 2018), public management (Nfuka & Rusu, 2013), accounting (Søgaard, 2021), logistics (Naim & Gosling, 2023), business (Meyer, Norman, & Innovation, 2020; Vom Brocke & Maedche, 2019), 2020), and education (Fahd et al., 2021; Silic & Lowry, 2020).

In the education field, research using the DSR framework has been widely used at various levels of education with its own goals (Kutz, Cumbie, & Mullarkey, 2023; Memmert, Tavanapour, & Bittner, 2023). According to Juuti and Lavonen (2006), three elements of the analysis were extracted to form design-science research: (a) the design process is fundamentally iterative, beginning with the recognition of changes in the praxis environment; (b) it produces an artefact that is broadly applicable; and (c) it offers instructional knowledge for praxis that is more understandable. The study conducted by Kiran, Miah, Khandakar, Venkatraman, and Miao (2021) establishes a foundation for a methodological guide that can

be used to build and assess a machine learning (ML) based DSS artifact by adhering to the characteristics and principles of DSR and DBR and connecting them to Peffer's design science research methodology. The other study in Education proposed by Firman, Muktiyanto, Inan, Juita, and Beydoun (2022), the idea for the VAC (Verse Audit Centre) and the entire UT Verse architecture as the cornerstone of the UT governance change to become a cyber university.

2. Underpinning Theory

We focus on the theory of planned behavior (TPB) to determine whether norms are relevant to explain academic persistence. TPB is a theoretical framework that considers background, motivational (intention, attitude, perceived behavioral control, and related beliefs), and normative factors and allows us to consider persistence as behavior (Fishbein & Ajzen, 2009). The theory of planned behavior (TPB) is a belief-behavior theory. The idea was to forecast an individual's intention to engage in an activity at a particular time and place, including perceived behavioral control. This hypothesis seeks to explain how behavior emerges (Figure 1).

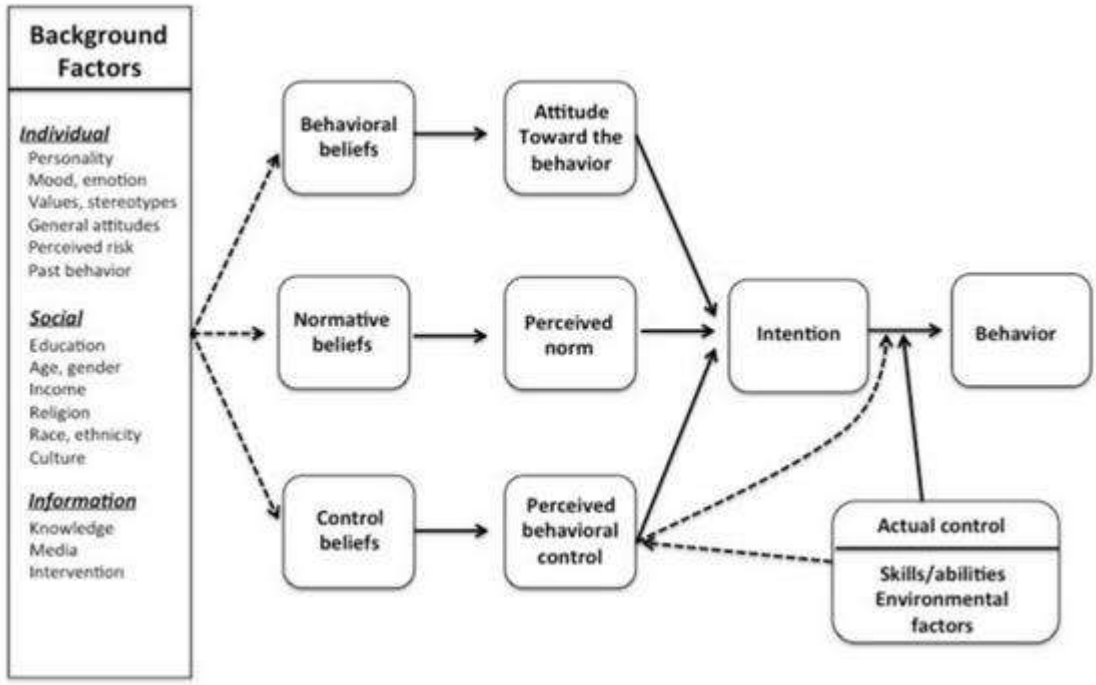

Figure 2.1. The theory of planned behavior (Fishbein & Ajzen, 2009)

TPB is known as a predictive theory behavior, especially in explaining individual Intention. How much an individual intends towards something can be seen from how hard he tries and how much effort it sacrifices (I. J. H. B. Ajzen & Technologies, 2020). Therefore, the basic concept of TPB is predicting the internal intention form of actual behavior. As a development of the Theory of Reasoned Action, TPB Theory states behavioral control as one of the elements indicating the Intention to improve predictive ability. In addition to attitudes and subjective norms, individual behavior is triggered by non-volitional control, namely feelings about the presence or absence of resources and supportive opportunities (Bosnjak, Ajzen, & Schmidt, 2020). So, TPB considers that every behavior is not entirely under control

or not always out of control. Those behaviors are at a point in a continuum, initially under the supervision of becoming uncontrollable.

TPB is widely used by experts in various circles, such as research conducted by Romero-Colmenares and Reyes-Rodríguez (2022) on 314 undergraduate students in Colombia, the results show that sustainable entrepreneurial intentions are influenced by individual attitudes towards creating a sustainable business, perceived difficulty in carrying out these actions, and normative subjective. Another study compares the predictive power of the technology acceptance model (TAM) and the theory of planned behavior (TPB) on the acceptance of technology by 174 students at a university in Hong Kong Cheng and Development (2019). The findings of this study provide valuable insights for predicting and understanding respondents' behavior towards something and the related variables that influence this behavior, which the research results use as input and solutions in improving or accommodating the application of behavior.

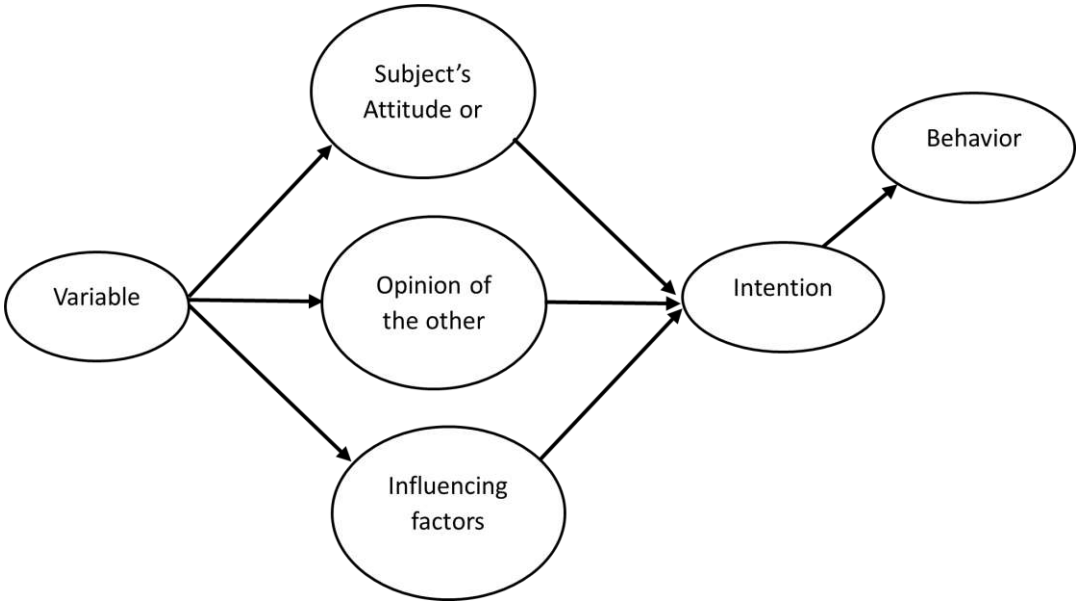

Figure 2.2 The Theory of Planned Behavior (I. Ajzen, 2005)

In our research, we use the TPB framework (see figure 4.2) to answer the first and second problem formulation, namely, to understand and identify the problems faced by UT Masters students in completing their TAPM by interviewing various parties, namely supervisors, study programs, and UT Regional staff. The identification of these problems will naturally be categorized according to 1) attitudes based on the perception of the subject concerned, 2) subjective norms or other people's opinions of the behavior, and 3) other influencing factors (abilities and skills and environmental factors). The three categorizations will be used as a reference for developing solutions to the problems faced by the master's students. Furthermore, it is hoped that the solution will form the basis for developing a tool/artifact to monitor the progress of the mentoring and completion of the TAPM for UT Masters students.

Chapter 3
Method

1. Research Design

The research methodology employed in this study follows the DSR (Design Science Research) paradigm, which aims to address existing problems in engineering and artificial science research (Kiran et al., 2021). DSR also seeks to advance human knowledge by developing innovative artifacts and providing solutions to real-world problems by creating design knowledge (DK) patterns (Fahd et al., 2021; Kiran et al., 2021). For more than two decades, DSR has been presented to offer many changes in organizations that focus on technological expansion, and this indirectly leads to sustainable transformation in society (Alan R. Hevner & vom Brocke, 2023; Kutz et al., 2023; Memmert et al., 2023).

As previously mentioned, DSR research initially focused on engineering and computer science. However, over time, the framework has been adopted by various other disciplines. Kiran et al. (2021) conducted research in the field of education, where they attempted to integrate the DSR and DBS (Designed Based Research) frameworks to improve student retention and completion rates. Dehghani, Akhavan, and Abbasi (2023) research in economics and business has produced a production model for the electric motor industry. The model can reduce the number of suppliers, which has implications for reducing production costs, improving relationships between sellers and buyers, and accelerating supplier innovation and technology. In the Health and Medical field, Domingueti, Darlinton Barbosa Feres, Colombo Dias, and Valéria Conceição (2022) researched the development of a 3D virtual environment to support the learning process in the vaccination room. This study demonstrates the usefulness of the DSR framework in producing solutions to problems encountered in various fields and disciplines.

To address the challenges faced by LMS students in completing their studies, the research team utilized the DSR framework to develop specific and appropriate technology. Among the various technologies developed using the DSR framework (Alan R. Hevner & vom Brocke, 2023; Nunamaker Jr, Chen, & Purdin, 1990; Walls, Widmeyer, & El Sawy, 1992), the research team chose the model popularised by Peffers et al. (2007), which consists of six stages: (1) problem identification and motivation; (2) define the objection of solution; (3) design and development; (4) demonstration; (5) evaluation; and (6) communication (see Figure 3.1).

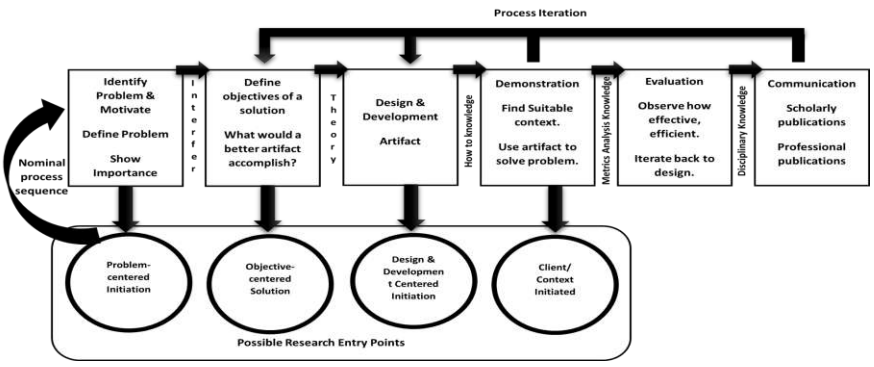

Figure 3.1 DSR Methodology Process Model (Peffers et al., 2007)

According to the DSR framework figure above, the research team carried out the following stages for technology development implementation:

Stage 1: Problem identification and motivation

At this stage, researchers identify research problems and formulate solutions to these problems. The successful solutions were formulated through literature studies related to previous research with similar themes and discussions with research informants to explore the issue in depth, understand the motivation for choosing the solution, and create a pattern to maximize its usefulness. This study will collect primary and secondary data and information about the TAPM guiding process for UT master students over the past five years at 7 UT Regional Office. Primary information is obtained through interviews and direct observation of students, supervisors, Study Programmes, and UT Regional Staff. Meanwhile, secondary data researchers get through previous studies, guideline books used, and policies that apply in graduate schools.

Stage 2: Defining Objectives for a Solution

Following identifying a solution to the problem in stage 1, the researcher proceeds to define the objectives for the solution in this second stage. The objectives must be rational and practicable, either quantitative or qualitative. Quantitative goals involve improving upon the previous solution, while qualitative goals involve providing a descriptive solution to the problem.

Stage 3: Design and Development.

At this stage, the researcher develops the necessary artifacts based on the formulated solutions and objectives. DSR artifacts can take various forms and functions, such as prototypes (scaled models based on the system design scheme) developed from previous research. The development process includes architecture and function. In the next stage of development, the artifact can become a tangible product. In the next stage of development, the artifact can become a tangible product. Multiple experts must measure its validity, effectiveness, and practicality to ensure quality.

Stage 4: Demonstration

In this stage, researchers conduct trials of the successfully developed artifacts using various methods such as experiments, simulations, case studies, or other relevant activities. Researchers will conduct demonstrations with research informants, including students from various study programs in several UT regions with different TAPM completion categories, advisors, heads of study programs, and UT regional staff. The informants were selected diversely from UT regions and study programs to analyze whether the developed artifacts have accommodated their varied problems.

Stage 5: Evaluation

The evaluation stage will be conducted together or separately from the demonstration stage. During the demonstration, the researcher provides an instrument for the informants to fill in

and complete. The evaluation stage involves analyzing the instrument to conclude and describe how well the artifact has been developed. At the end of this evaluation stage, a recommendation was made to either return to stage 3 to improve the development of artifacts or stop the revision of artifacts and continue in the next project.

Stage 6: Communication

The final stage involves communicating the artifacts to stakeholders. The form of communication should be tailored to the research objectives and the intended audience, such as presenting research results in seminars (national or international) or publishing articles in scientific journals.

2. Sample and Context

The current study sample consists of master's students (n=50) from different departments who have been unable to complete their studies within the regular period of study. In addition, supervisors (n=10), the heads of departments/the head of the study program (n=5), and UT regional office staff (n=7) are also involved.

3. Data Collection

Face-to-face interviews are selected to collect data from the participants. Before the interviews, interview protocols are developed by the team based on the research questions. The interviews with the students are conducted at the seven Regional Offices. Meanwhile, the interviews with supervisors are conducted in their respective places. Lastly, the interviews with the heads of departments were conducted at Universitas Terbuka Main Office.

Table 3.1

Research Timeline

No	Program/Activities	Feb	March	April	May	June	July	August	Sep	Oct	Nov	Dec
1.	Equalize perceptions between the research team, SPs, and the head of the Study Programs.											
2.	Identify Problem & Motivate											
3.	Define Objectives of a Solution											
4.	Design & Development											
5.	Preparation of Research Reports											
6.	Preparation of Research Article											

4. Research Instrument

Online Questionnaire

We invite you to participate in a survey designed to explore the factors that influence the adoption of Generative AI (GenAI) tools in open distance education. Your responses will help us understand how institutional support, ethical considerations, and various other factors impact attitudes, intentions, and actual usage of GenAI in educational settings. The survey should take approximately 15 minutes to complete, and your participation is entirely voluntary.

Please be assured that your responses will remain confidential and anonymous. The data collected will be used solely for research purposes, and no personal information will be disclosed. Your insights are invaluable to our study, and we greatly appreciate your time and input.

If you have any questions or require additional information about the survey, please feel free to contact Astri Dwi Jayanti S., M.Ed., Ph.D. (astri.dwi@ecampus.ut.ac.id).

Demographic Information

Age :
Gender :
Role : (Lecturer/Student)
Institution : (Universitas Terbuka/Shanghai Open University)
Field of Study/Teaching :

Table 3.2
Research Instrument

No	Item	1	2	3	4	5	6	7
Institutional Support								
1	My institution provides sufficient training for using Generative AI tools.							
2	There are adequate resources to support the adoption of Generative AI at my institution.							
3	Institutional policies encourage the use of Generative AI in education.							
4	I feel supported by my institution in adopting new technologies like Generative AI.							
Ethical and Privacy Concerns								
5	I am concerned about the ethical implications of using Generative AI in education.							

6	Privacy is a significant concern when using Generative AI tools.							
7	I am worried about the misuse of AI-generated content in educational settings.							
8	My institution has clear guidelines to address ethical issues related to Generative AI.							
Attitude towards AI								
9	I believe using Generative AI in education is beneficial.							
10	I have a positive attitude towards adopting Generative AI tools.							
11	I find Generative AI tools useful in an educational context.							
12	I think using Generative AI can improve the quality of education.							
Subjective Norm								
13	My colleagues encourage me to use Generative AI in my work/studies.							
14	There is social pressure within my institution to use Generative AI.							
15	People important to me believe I should use Generative AI tools.							
16	The broader academic community supports the use of Generative AI in education.							
Perceived Behavioral Control								
17	I feel confident in my ability to use Generative AI tools.							
18	I have access to the necessary resources to use Generative AI effectively.							
19	Using Generative AI tools seems easy to me.							
20	I believe I can overcome any challenges related to using Generative AI.							
Intention to Use AI								
21	I intend to use Generative AI tools in my work/studies.							
22	I plan to incorporate Generative AI into my educational activities.							
23	I am interested in exploring different Generative AI applications in education.							

24	I have a strong desire to use Generative AI in my academic pursuits.							
Actual Use of AI								
25	I have used AI in my thesis completion.							
26	I regularly use AI for academic tasks.							
27	I often use AI to assist with various academic tasks.							
28	I have had positive experiences using AI in thesis completion.							

Note:
1 - Strongly Disagree: Indicates the lowest level of agreement or the strongest negative perception.
2 - Disagree: Reflects a disagreement with the statement but with less intensity than "Strongly Disagree."
3 - Somewhat Disagree: Suggests a mild disagreement or a perception leaning towards disagreement.
4 - Neutral: Represents a midpoint, indicating neither agreement nor disagreement, or ambivalence.
5 - Somewhat Agree: Signifies a slight agreement with the statement or a perception leaning towards agreement.
6 - Agree: Implies agreement with the statement, though less intensely than "Strongly Agree."
7 - Strongly Agree: Represents the highest level of agreement or the strongest positive perception.
Respondents choose a number on this scale that best reflects their degree of agreement or perception with a given statement or question.

Pedoman wawancara untuk Focus Group Discussion (FGD)

1. Tujuan Pedoman Wawancara
   - Mengidentifikasi faktor-faktor yang menyebabkan keterlambatan atau hambatan dalam penyelesaian tesis baik dari sisi mahasiswa, pembimbing, maupun pihak manajemen (kepala program studi).
   - Mengklasifikasikan faktor-faktor tersebut untuk membantu dalam pemodelan hambatan serta identifikasi metode yang dapat mendukung mahasiswa dalam menyelesaikan tesisnya tepat waktu.

2. Struktur Pertanyaan FGD

FGD dapat dibagi berdasarkan tiga kategori besar sesuai dengan kerangka Theory of Planned Behavior yang digunakan dalam proposal:

   - Attitudes (Sikap dan Persepsi Mahasiswa): Menggali bagaimana persepsi pribadi mahasiswa terhadap proses penulisan tesis.
   - Subjective Norms (Norma Subyektif): Meneliti pandangan dan harapan pembimbing serta kepala program studi terhadap mahasiswa.
   - Perceived Behavioral Control (Kontrol Perilaku yang Dipersepsikan): Memahami sejauh mana lingkungan dan fasilitas mempengaruhi mahasiswa dalam menyelesaikan tesis.

3. Pertanyaan-Pertanyaan FGD

A. Untuk Mahasiswa

1. Motivasi dan Persepsi Diri:
   - Apa yang menjadi motivasi utama Anda dalam menyelesaikan tesis?
   - Bagaimana Anda memandang tantangan dalam menyelesaikan tesis ini?

2. Hambatan dan Tantangan yang Dihadapi:
   - Apa saja hambatan utama yang Anda rasakan selama menulis tesis?
   - Bagaimana komunikasi dan hubungan Anda dengan pembimbing?

3. Strategi Penyelesaian:
   - Apa saja langkah yang telah Anda coba untuk mengatasi hambatan-hambatan tersebut?
   - Menurut Anda, bantuan apa yang paling dibutuhkan untuk mendukung penyelesaian tesis?

B. Untuk Pembimbing Tesis

1. Pandangan tentang Proses Bimbingan:
   - Menurut Anda, apa yang paling penting dalam mendukung mahasiswa menyelesaikan tesis?
   - Bagaimana penilaian Anda terhadap kemandirian dan kesiapan mahasiswa dalam proses penulisan tesis?

2. Hambatan dalam Bimbingan:
   - Apa saja hambatan yang biasanya Anda temui dalam membimbing mahasiswa?
   - Bagaimana efektivitas komunikasi antara Anda dan mahasiswa selama proses bimbingan?

3. Saran untuk Meningkatkan Efektivitas Bimbingan:

- Adakah rekomendasi dari Anda terkait metode atau program yang bisa membantu mahasiswa menyelesaikan tesis?

C. Untuk Kepala Program Studi atau Manajemen

1. Kebijakan dan Dukungan Institusi:
   - Bagaimana pandangan Anda terhadap dukungan yang diberikan institusi bagi mahasiswa dalam menyelesaikan tesis?
   - Apa saja inisiatif yang telah dilakukan untuk mempercepat penyelesaian studi bagi mahasiswa?
2. Hambatan Sistemik yang Dihadapi:
   - Apa saja tantangan yang dihadapi program studi dalam mendukung mahasiswa yang mengalami keterlambatan penyelesaian tesis?
   - Bagaimana koordinasi dengan pembimbing atau pihak lain dalam mendukung mahasiswa?
3. Rekomendasi Peningkatan Layanan Akademik:
   - Menurut Anda, inisiatif apa lagi yang bisa dilakukan oleh universitas untuk mengurangi hambatan dalam penyelesaian tesis?
   - Adakah teknologi atau alat yang menurut Anda bisa membantu dalam memantau dan mendukung kemajuan tesis mahasiswa?
4. Proses Pelaksanaan FGD
   - Jumlah Peserta: Mahasiswa (n=50), Pembimbing (n=10), Kepala Program Studi (n=5), dan Staf UT di kantor regional (n=7).
   - Tempat dan Waktu: Pertemuan dapat dilakukan di kantor regional UT untuk mahasiswa, serta di tempat kerja atau secara daring untuk pembimbing dan manajemen.
   - Teknik Analisis: Data dianalisis secara tematik berdasarkan kategori dari Theory of Planned Behavior.
5. Instruksi Tambahan untuk Moderator
   - Mendorong peserta agar menjawab secara jujur dan terbuka.
   - Mengarahkan diskusi agar tetap fokus pada topik, terutama terkait kendala dan solusi yang diperlukan.
   - Mencatat hal-hal penting yang diungkapkan selama diskusi dan melakukan probing (penggalian lebih dalam) terhadap informasi yang penting untuk penelitian.

Chapter 4
Result and Discussion

1. Quantitative Results

The LISREL analysis performed using the Maximum Likelihood estimation yielded a robust fit for the measurement model. The fit indices, shown in the goodness-of-fit statistics, indicate that the model appropriately represents the data. For instance, the Root Mean Square Error of Approximation (RMSEA) was 0.071, falling within the acceptable range with a 90% confidence interval between 0.061 and 0.081. Additionally, the Comparative Fit Index (CFI) scored an excellent value of 0.99, suggesting that the hypothesized model fits the data exceptionally well. Similarly, the Normed Fit Index (NFI) of 0.98 and the Satorra-Bentler Scaled Chi-Square of 410.72 ($p = 0.00$) confirm the adequacy of the model structure, despite the inherent sensitivity of Chi-Square to sample size.

The structural equations provide insights into the relationships among the latent variables. Attitude was significantly influenced by M3 ($\beta = 0.23$, $p < 0.05$) and M4 ($\beta = 0.078$, $p < 0.05$), while Subjective Norms were also positively affected by M3 ($\beta = 0.18$, $p < 0.05$) and M4 ($\beta = 0.13$, $p < 0.05$). Perceived Behavioral Control (PBC) was shaped by M3 ($\beta = 0.13$, $p < 0.05$) and M4 ($\beta = 0.20$, $p < 0.05$), indicating that these external influences play a crucial role in forming these constructs. Furthermore, the intention to use AI was primarily determined by Attitude ($\beta = 0.42$, $p < 0.001$), Subjective Norms ($\beta = 0.28$, $p < 0.001$), and PBC ($\beta = 0.29$, $p < 0.001$). The actual use of AI was largely explained by the intention to use it ($\beta = 0.82$, $p < 0.001$), emphasizing the pivotal role of intention as a mediator.

The proportion of variance explained (R^2) further demonstrates the robustness of the model. Attitude accounted for 65% of the variance, while Subjective Norms and PBC explained 62% and 63% respectively. Intention to use AI explained 75% of the variance in its construct, and Actual Use of AI accounted for 67%, showcasing the model's strong predictive capability.

Table 4.1. Fit Indices for the LISREL Model

Fit Index	Value	Acceptable Threshold	Interpretation
RMSEA	0.071	< 0.08	Good Fit
CFI	0.99	> 0.95	Excellent Fit
NFI	0.98	> 0.90	Good Fit
Chi-Square	410.72	--	Significant

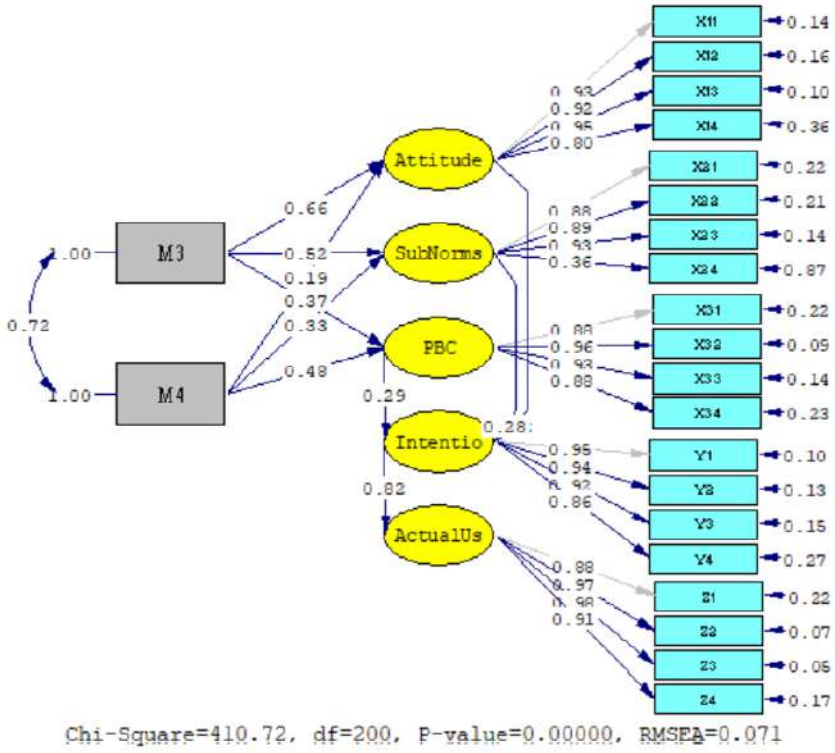

Figure 1. Path Diagram of the Model

A path diagram illustrating relationships among Attitude, Subjective Norms, PBC, Intention, and Actual Use has been included to visualize the direct and indirect effects.

2. Qualitative Result

Attitudes Toward Thesis Completion and AI Use

Postgraduate students at Universitas Terbuka exhibited a range of motivations and challenges in completing their theses. Key motivations included career advancement, moral responsibility to their workplaces, and a desire to learn while still young. Many students found balancing academic work with personal responsibilities to be a significant challenge. For instance, one participant remarked, "Motivation for me is to finish on time and enhance my career in education, but balancing time is hard with work and family." This tension often resulted in difficulties maintaining consistent progress on their theses. Students generally recognized AI tools like Grammarly, ChatGPT, and Turnitin as valuable aids for thesis writing. Grammarly was frequently utilized for grammar checks, while ChatGPT served as a tool for generating ideas and synthesizing information. Turnitin was commonly used for plagiarism detection, reinforcing the integrity of their work. Despite the advantages, there was skepticism regarding the ability of AI to provide deep analytical insights or replace human judgment. One student stated, "ChatGPT is helpful for specific questions but sometimes gives incorrect answers," highlighting concerns about accuracy and contextual relevance. Another important aspect was students' perception of AI as a complement rather than a replacement. As one respondent noted, "AI should only be used to complement, not replace, critical thinking and

personal effort." This sentiment underscores a cautious but positive attitude toward integrating AI into academic workflows.

Subjective Norms

The role of social influence in shaping AI adoption was evident in the interviews. Advisors, peers, and institutional policies played a significant role in shaping students' attitudes and behaviors. The variability in advisors' attitudes toward AI was striking; some encouraged students to use tools like Zotero and Grammarly, while others were hesitant about promoting advanced AI applications. A student explained, "My advisor supports using Turnitin and reference managers, but there's no guidance on AI tools like ChatGPT." Peers were generally supportive of AI adoption, often sharing tips and experiences with various tools. Many students reported that their peers found AI tools useful for streamlining tasks, though some remained hesitant to rely heavily on AI. One participant shared, "My peers think AI is helpful, but I'm cautious about using it too much because I want to ensure I'm truly learning." Institutional support, however, was identified as a weak point. Most students felt that their university did not provide adequate training or clear guidelines for integrating AI into research. Suggestions for improvement included organizing structured workshops and providing comprehensive user manuals for AI tools. A participant noted, "The university should offer structured training on how to use AI effectively for research." This lack of institutional guidance created inconsistencies in how students approached AI.

Intention to Use AI

The intention to use AI was high among students, reflecting their belief in its ability to enhance efficiency and academic quality. Many students planned to incorporate AI into their workflows more extensively in the future. One student noted, "I plan to use AI for reviewing articles and organizing my thesis drafts, as it helps reduce repetitive tasks." Some participants saw AI as a critical skill for academic and career advancement. For instance, a student stated, "AI will be indispensable in my field. Learning to use it well now gives me a professional edge." Despite these positive intentions, challenges such as limited training and financial constraints tempered enthusiasm among some respondents. The majority of students cited specific tasks where AI proved most beneficial, including grammar checks, brainstorming, and literature synthesis. However, some acknowledged the need for greater training and institutional support to unlock the full potential of AI tools.

Actual Use of AI

The actual use of AI varied widely in scope and frequency among students. Many students utilized tools like Grammarly and ChatGPT on a daily or weekly basis for tasks such as grammar correction, summarizing texts, and generating ideas. One participant shared, "I use Grammarly and ChatGPT almost daily during thesis writing. They're essential for quick checks and initial drafts." More advanced uses of AI included data visualization and coding, although these applications were less common. Some students used tools like NVivo for qualitative data analysis and Python libraries for advanced computations. However, these advanced applications were often limited by students' lack of formal training. One student remarked, "I'd love to use AI for advanced analysis, but without proper training, it's too overwhelming." Concerns about over-reliance on AI were also evident. Several students highlighted the importance of manually verifying AI outputs to ensure academic rigor. One participant stated, "ChatGPT is great for summarizing ideas, but I always verify the content to ensure it's

academically valid." This cautious approach reflects students' understanding of both the potential and limitations of AI technologies.

3. Quantitative Discussion

The findings highlight several key aspects of AI adoption for thesis completion among postgraduate students. Attitude emerged as a critical determinant of intention ($\beta = 0.42$), underscoring that student with favorable perceptions of AI—viewing it as efficient and beneficial—are more inclined to integrate it into their academic work. This aligns with the foundational principles of the Theory of Planned Behavior (TPB), which posits that positive attitudes strongly influence behavioral intentions (Ajzen, 1991; Ajzen, 2005).

Subjective Norms ($\beta = 0.28$) also played a significant role, reflecting the importance of social influence within the academic community. Encouragement from peers, mentors, and institutional support fosters a conducive environment for AI adoption. These findings echo prior studies (Schultz et al., 2018; Meng et al., 2019), which emphasize the role of social pressures in shaping behavioral intentions. Conversely, a lack of such encouragement may hinder students' willingness to explore AI tools. Perceived Behavioral Control (PBC), with a path coefficient of $\beta = 0.29$, further amplified the intention to adopt AI. Students who feel confident in their ability to use AI effectively and have access to necessary resources are more likely to transition from intention to action. This result aligns with findings by Ulker-Demirel and Ciftci (2020), who highlighted the critical role of perceived control in facilitating technology adoption.

The intention-to-behavior relationship ($\beta = 0.82$) highlights the strong predictive power of intention in determining actual use. However, barriers such as limited training opportunities or inadequate resources may still prevent some students from fully utilizing AI in their academic tasks. Addressing these barriers could significantly enhance adoption rates, as noted in earlier research (Ivanov et al., 2024; Peters, 2017).

Implications for Practice

From a practical perspective, these findings underscore the need for universities to prioritize resource allocation and capacity-building initiatives. Training workshops tailored to address challenges such as reference management, academic writing, and plagiarism prevention are essential for bridging the gap between intention and behavior. Embedding AI tools like Grammarly, Mendeley, and EndNote into academic curricula could further normalize their use and encourage widespread adoption (Khalifa & Albadawy, 2024; Huang et al., 2020). For students, developing a clear understanding of how AI can complement traditional academic methods could enhance adoption rates. Institutions should consider creating awareness campaigns and showcasing success stories to build confidence and reduce apprehensions about AI.

Implications for Theory

Theoretically, this study enriches the growing body of literature on AI in education by extending the TPB framework. It provides nuanced insights into the interplay of attitude, subjective norms, and PBC in shaping AI adoption behaviors, resonating with previous findings on behavioral dimensions of technology adoption (Amoako et al., 2020; Kammeyer-

Mueller et al., 2024). These contributions are particularly significant in the context of higher education, where AI has the potential to transform thesis completion processes.

Limitations and Future Directions

While the findings are promising, the study has several limitations. The focus on Universitas Terbuka may limit its generalizability, as students from other educational contexts might exhibit different behavioral patterns. Additionally, the rapid evolution of AI technologies necessitates longitudinal approaches to capture shifts in user perceptions and adoption behaviors over time. Future research could also benefit from qualitative methods, such as interviews or focus groups, to gain deeper insights into the motivations and barriers affecting AI adoption. Exploring the intersection of cultural factors and AI adoption could further enrich understanding. For instance, differences in collectivist versus individualist cultures may influence the relative importance of subjective norms. Comparative studies across regions could provide a broader perspective and enhance the generalizability of findings.

4. Qualitative Discussion

Relationships Among Attitude Toward AI and Intention to Use AI

Attitudes toward AI emerged as a central factor influencing students' intention to adopt AI tools for thesis completion. Defined as a comprehensive evaluation of AI along dimensions such as beneficial-harmful or pleasant-unpleasant (Ajzen, 2001), attitude directly shapes motivation to engage with the technology. For instance, students at Universitas Terbuka who perceived AI tools as enhancing efficiency and quality expressed a greater readiness to use these tools. This aligns with Amoako et al. (2020), who assert that positive attitudes correlate with a higher likelihood of adopting new technologies. In interviews, students highlighted several elements shaping their attitudes, including perceived usefulness, ease of use, and prior experiences. A participant shared, "Grammarly is essential for grammar checks, and ChatGPT is excellent for idea generation, but critical thinking is still required." This positive sentiment supports the hypothesis (H1) that a favorable attitude is positively correlated with intention (Ajzen, 2005). However, skepticism about AI's limitations, such as inaccuracies or lack of contextual understanding, underscores the importance of balanced expectations. Educational institutions must focus on framing AI as a supportive tool rather than a replacement for critical thinking to strengthen positive attitudes.

Relationships Among Subjective Norms and Intention to Use AI

Subjective norms, or the perceived social pressure to perform a behavior (Ajzen, 2007), were a significant determinant of students' intention to use AI. Students consistently noted the influence of advisors, peers, and institutional policies in shaping their perspectives on AI adoption. One student remarked, "My advisor encourages using Zotero and Grammarly but has not mentioned AI tools like ChatGPT," highlighting the variability in institutional support. Positive subjective norms, such as encouragement from peers and mentors, amplified students' confidence in using AI. Conversely, skepticism among advisors and a lack of institutional guidelines weakened this dynamic. These findings resonate with Meng et al. (2019), who emphasize the role of academic culture in fostering technology adoption. Institutions that promote AI research and integrate AI tools into curricula create a supportive environment, strengthening the relationship between subjective norms and intention (H2). By offering

workshops and embedding AI applications in coursework, universities can transform subjective norms into a facilitator for adoption.

Relationships Among Perceived Behavioral Control and Intention to Use AI

Perceived behavioral control (PBC), reflecting confidence in one's ability to use AI tools (Ajzen & Technologies, 2020), was a pivotal factor influencing intention. Students who had prior experience with technology or access to training expressed higher confidence. "I feel confident using AI because I've learned through online tutorials," one participant noted, illustrating how self-directed learning enhances perceived control. Access to resources, such as institutional licenses for premium tools, emerged as a critical enabler. Conversely, financial barriers and insufficient training constrained perceived control, reducing intention. As hypothesized (H3), higher levels of PBC correlate positively with intention to use AI. Institutions can foster stronger PBC by providing hands-on workshops, mentorship, and financial support for accessing advanced AI tools.

Relationships Among Intention to Use AI and Actual Use of AI

The transition from intention to actual use of AI depends on various contextual factors, including access to resources and institutional support. Intention, defined as motivation or readiness to perform a behavior (Ajzen, 2005), is often a precursor to action. Students who expressed strong intentions to use AI tools, citing efficiency and productivity gains, were more likely to incorporate AI into their thesis workflows. However, barriers such as insufficient training and resource constraints often impeded this transition. "I want to use AI for advanced analysis, but I need proper guidance," one student admitted. These findings align with H4, which posits a positive relationship between intention and actual use. To bridge this gap, universities must ensure resource availability and address technical challenges through targeted interventions, such as practical AI workshops and tailored guidance.

Moderating Role of Perceived Behavioral Control

Perceived behavioral control also moderated the relationship between intention and actual use. Students with high PBC not only demonstrated stronger intentions but also exhibited a higher likelihood of translating these intentions into behavior. "With institutional access to NVivo, I've been able to apply AI tools effectively," a participant shared, emphasizing the role of resource availability. Conversely, students with low PBC struggled to actualize their intentions despite high motivation. As hypothesized (H5), PBC strengthens the intention-to-use relationship by mitigating barriers and enhancing confidence. Institutions must prioritize skill-building initiatives and ensure equitable access to AI tools to maximize the moderating effects of PBC.

Relationships Among Attitude Toward AI and Actual Use of AI

The direct relationship between attitude and actual use of AI underscores the significance of fostering positive perceptions. Students who viewed AI as beneficial were more inclined to explore its applications in thesis completion. However, even with a positive attitude, factors such as resource limitations and lack of training hindered adoption. As noted by Kammeyer-Mueller et al. (2024), a supportive academic culture can amplify the effects of positive attitudes on behavior. To enhance the attitude-to-use relationship (H6), institutions should promote success stories and provide practical demonstrations of AI tools. By reinforcing

positive experiences and addressing potential barriers, universities can encourage broader AI adoption, ultimately leading to more effective thesis completion.

Practical Implications

The findings underscore the need for targeted institutional interventions to promote AI adoption. Universities should:

1. Offer structured training programs focusing on AI applications in academic research.
2. Subsidize access to premium AI tools to address financial barriers.
3. Embed AI tools into curricula to normalize their use and align with academic standards.
4. Foster a supportive academic culture that encourages experimentation with AI while emphasizing ethical considerations.

By addressing these practical needs, educational institutions can enhance students' ability to integrate AI into their academic workflows effectively.

Theoretical Implications

This study contributes to the broader discourse on technology adoption by validating the Theory of Planned Behavior (TPB) in the context of AI. Attitudes, subjective norms, and PBC were confirmed as significant predictors of intention and behavior. Additionally, the moderating role of PBC highlights the interplay between individual agency and contextual factors. Future research should explore the intersection of TPB with other frameworks, such as the Unified Theory of Acceptance and Use of Technology (Venkatesh et al., 2003), to provide a holistic understanding of AI adoption in higher education.

Chapter 5
Conclusion

The adoption of AI tools among postgraduate students is shaped by an intricate interplay of individual attitudes, social dynamics, and perceived behavioral control. A positive attitude toward AI enhances students' readiness to incorporate these tools into their academic tasks, particularly in thesis completion, by framing AI as a supportive and efficient solution to common challenges such as time management and complexity. Attitudes are further reinforced by experiences that showcase the tangible benefits of AI in research, data analysis, and writing assistance. Subjective norms, derived from the influence of mentors, peers, and institutional policies, play a pivotal role in shaping students' intentions. A supportive social environment not only normalizes AI usage but also instills confidence among students. Institutions that actively integrate AI tools into academic curricula and provide consistent encouragement can amplify this social endorsement, leading to broader adoption. Perceived behavioral control acts as both a predictor and a moderator in the adoption process. Students who feel equipped with the necessary skills and resources are more likely to transition from intention to actual use. However, barriers such as insufficient training, lack of access to premium tools, and financial constraints hinder this progression. Addressing these obstacles through structured training programs, institutional subsidies, and skill-building workshops can significantly strengthen this relationship. The theoretical framework of the Theory of Planned Behavior (TPB) proves invaluable in analyzing these dynamics, underscoring the interconnected roles of attitudes, subjective norms, and perceived control in influencing both intention and behavior. The research further highlights the moderating effect of perceived behavioral control in bridging the gap between intention and actual behavior, emphasizing the importance of creating a conducive environment for technology adoption. By addressing identified barriers and leveraging facilitators, educational institutions have the potential to foster a culture of acceptance and innovation, enabling students to harness AI tools effectively. This integration not only enhances academic productivity and the quality of thesis completion but also equips students with critical technological competencies for their future careers. Looking forward, the findings of this study pave the way for future research to explore evolving patterns of AI adoption in higher education, particularly in diverse cultural and institutional contexts. By continuously refining strategies and promoting best practices, educators and policymakers can ensure that AI's transformative potential is fully realized in academic environments. Furthermore, this research underscores the importance of fostering a supportive ecosystem that bridges the gap between intention and actual behavior. By applying the Theory of Planned Behavior to AI adoption, this study provides actionable guidance for optimizing technology integration and paves the way for future research to explore its evolving impact in education.

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Walls, J. G., Widmeyer, G. R., & El Sawy, O. A. J. I. s. r. (1992). Building an information system design theory for vigilant EIS. *3*(1), 36-59.
Wong, L. C., Wong, P. T., & Ishiyama, F. I. J. T. C. P. (2013). What helps and what hinders in cross-cultural clinical supervision: A critical incident study. *41*(1), 66-85. doi:https://doi.org/10.1177/0011000012442652

Optimalisasi Pembimbingan Akademik melalui Aplikasi SIMODA: Hasil Uji Coba di Aceh, Batam, Bogor, dan Surabaya

A. Pendahuluan

Laporan ini merupakan hasil dari uji coba aplikasi SIMODA (Dashboard Pembimbingan Online) yang dilakukan di empat kota, yaitu Aceh, Batam, Bogor, dan Surabaya. Aplikasi ini dirancang untuk mendukung proses pembimbingan akademik bagi mahasiswa Universitas Terbuka. Informan dalam uji coba ini adalah mahasiswa dari Sekolah Pascasarjana Universitas Terbuka yang berasal dari berbagai program studi dan sedang berada di semester 3, 4, 5, dan 6. Laporan ini merangkum hasil wawancara yang bertujuan untuk mengevaluasi manfaat aplikasi SIMODA berdasarkan pengalaman mahasiswa, sekaligus mengidentifikasi area perbaikan guna meningkatkan efisiensi penggunaannya. Fokus utama penelitian ini adalah pada ekspektasi kinerja, ekspektasi usaha, pengaruh sosial, kondisi pendukung, sikap terhadap perilaku, kontrol perilaku yang dipersepsikan, niat untuk menggunakan, dan penggunaan aktual. Laporan ini merupakan hasil dari uji coba aplikasi SIMODA (Dashboard Pembimbingan Online) yang dilakukan di tiga kota, yaitu Aceh, Batam, Bogor, dan Surabaya. Aplikasi ini dirancang untuk mendukung proses pembimbingan akademik bagi mahasiswa Universitas Terbuka. Laporan ini merangkum hasil wawancara yang bertujuan untuk mengevaluasi manfaat aplikasi SIMODA berdasarkan pengalaman mahasiswa, sekaligus mengidentifikasi area perbaikan guna meningkatkan efisiensi penggunaannya. Fokus utama penelitian ini adalah pada ekspektasi kinerja, ekspektasi usaha, pengaruh sosial, kondisi pendukung, sikap terhadap perilaku, kontrol perilaku yang dipersepsikan, niat untuk menggunakan, dan penggunaan aktual. Aplikasi SIMODA (Dashboard Pembimbingan Online) dirancang untuk mendukung proses pembimbingan akademik bagi mahasiswa Universitas Terbuka. Laporan ini merangkum hasil wawancara yang bertujuan untuk mengevaluasi manfaat aplikasi SIMODA berdasarkan pengalaman mahasiswa, sekaligus mengidentifikasi area perbaikan guna meningkatkan efisiensi penggunaannya. Fokus utama penelitian ini adalah pada ekspektasi kinerja, ekspektasi usaha, pengaruh sosial, kondisi pendukung, sikap terhadap perilaku, kontrol perilaku yang dipersepsikan, niat untuk menggunakan, dan penggunaan aktual.

B. Hasil Analisis

1. Ekspektasi Kinerja (Performance Expectancy)

Mahasiswa secara umum menyatakan bahwa SIMODA memberikan manfaat signifikan dalam proses pembimbingan akademik, terutama dalam mempercepat akses informasi dan mendukung kesetaraan akses.

- **PE1**: Fitur SIMODA dianggap membantu mahasiswa mengakses informasi akademik dengan lebih cepat dan efisien. Seorang peserta menyatakan, *"Saya merasa SIMODA mempercepat akses informasi yang biasanya harus melalui banyak proses manual."*
- **PE2**: Mahasiswa merasakan bahwa SIMODA mendukung keadilan akses, khususnya bagi mahasiswa di daerah terpencil. *"Aplikasi ini membuat semuanya lebih setara, terutama bagi mahasiswa yang tinggal di daerah terpencil."*
- **PE3 dan PE4**: Fitur integrasi yang mempermudah komunikasi dengan pembimbing juga diakui menghemat waktu dan meningkatkan kualitas pembelajaran.

2. Ekspektasi Usaha (Effort Expectancy)

Mahasiswa mengapresiasi antarmuka aplikasi SIMODA yang sederhana, meskipun adaptasi awal diperlukan bagi sebagian pengguna.

- **EE1**: Antarmuka aplikasi dinilai sederhana dan intuitif. *"Setelah mencoba beberapa kali, saya merasa cukup familiar dengan semua fitur di SIMODA."*
- **EE2**: Tutorial dan panduan singkat yang disediakan universitas sangat membantu mahasiswa memahami penggunaan aplikasi.
- **EE3**: Kemudahan akses ke sumber daya pendidikan menjadi nilai tambah yang diakui oleh peserta.

3. Pengaruh Sosial / Norma Subjektif (Social Influence/Subjective Norms)

Dukungan sosial dari teman sebaya dan pembimbing memainkan peran penting dalam mendorong mahasiswa untuk menggunakan SIMODA.

- **SN1 & SN2**: Rekomendasi dari teman dan kolega menjadi motivasi utama bagi sebagian mahasiswa. *"Teman-teman saya mengatakan bahwa SIMODA mempermudah proses bimbingan, jadi saya ikut mencoba."*
- **SN3 & SN4**: Pembimbing juga memberikan dorongan positif untuk mengintegrasikan SIMODA dalam proses akademik mereka.

4. Kondisi Pendukung (Facilitating Condition)

Kondisi teknis dan sumber daya yang memadai menjadi faktor penting dalam memastikan kelancaran penggunaan aplikasi SIMODA.

- **FC1**: Sebagian besar mahasiswa merasa memiliki perangkat dan koneksi yang memadai untuk mengakses aplikasi. *"Saya menggunakan SIMODA di laptop, dan semuanya berjalan lancar."*
- **FC2**: Panduan awal yang diberikan universitas membantu mahasiswa memahami aplikasi.
- **FC3**: Kekhawatiran muncul terkait ketersediaan dukungan teknis, terutama di luar jam kerja.

5. Sikap Terhadap Perilaku (Attitude Toward Behavior)

Mahasiswa memiliki pandangan positif terhadap aplikasi SIMODA karena efisiensi dan kemudahan penggunaannya.

- **ATB1**: SIMODA dinilai bermanfaat untuk menyederhanakan proses pembimbingan. *"Aplikasi ini sangat membantu untuk mengurangi proses yang biasanya panjang."*
- **ATB2**: Efisiensi yang ditawarkan aplikasi membuatnya disukai oleh mayoritas peserta.
- **ATB3**: Banyak mahasiswa berencana merekomendasikan aplikasi ini kepada teman-temannya.

6. Kontrol Perilaku yang Dipersepsikan (Perceived Behavior Control)

Mahasiswa merasa memiliki kendali atas penggunaan SIMODA, namun beberapa fitur membutuhkan pelatihan lebih lanjut.

- **PBC1**: Sebagian besar merasa otonom dalam menggunakan aplikasi untuk kebutuhan mereka.
- **PBC2 & PBC3**: Tingkat keyakinan terhadap kemampuan menggunakan SIMODA bervariasi tergantung pada kenyamanan teknologi.

7. Niat untuk Menggunakan (Intention to Use)

Mahasiswa menunjukkan niat yang tinggi untuk terus menggunakan SIMODA dalam kegiatan akademik mereka.

- **IU1 & IU2**: Banyak peserta menyatakan keinginan untuk mengintegrasikan SIMODA ke dalam aktivitas sehari-hari. *"Saya pasti akan terus menggunakan SIMODA untuk menyelesaikan tugas dan bimbingan."*

8. Penggunaan Aktual (Actual Use)

Mayoritas mahasiswa merasa puas dengan pengalaman mereka menggunakan SIMODA.

- **AU1**: SIMODA dianggap lebih efektif dibandingkan metode pembimbingan konvensional.
- **AU2 & AU3**: Tingkat kepuasan tinggi terhadap fitur dan kemudahan yang ditawarkan. *"Saya puas dengan semua fitur yang ada di SIMODA, terutama karena mempermudah komunikasi dengan pembimbing."*

C. Kesimpulan dan Rekomendasi

Hasil wawancara ini mengungkapkan bahwa aplikasi SIMODA memiliki potensi besar untuk mendukung mahasiswa Universitas Terbuka dalam proses pembimbingan akademik. Aplikasi ini dinilai efektif dalam meningkatkan efisiensi, aksesibilitas, dan kenyamanan mahasiswa. Sebagian besar mahasiswa merasa bahwa SIMODA memberikan pengalaman yang lebih baik dibandingkan metode konvensional, khususnya dalam mempercepat komunikasi dengan pembimbing dan mengakses sumber daya akademik. Namun, terdapat beberapa tantangan yang memerlukan perhatian lebih lanjut untuk memastikan implementasi yang optimal.

Kesimpulan

1. **Manfaat yang Dirasakan**: Mahasiswa secara umum merasakan manfaat signifikan dari SIMODA, termasuk akses yang lebih cepat ke informasi dan komunikasi yang lebih efisien dengan pembimbing. Selain itu, aplikasi ini mendukung kesetaraan akses, terutama bagi mahasiswa di daerah terpencil.
2. **Tantangan yang Dialami**: Beberapa mahasiswa menghadapi kendala seperti kurangnya pelatihan awal, dukungan teknis yang terbatas, dan keterbatasan pemahaman tentang fitur-fitur tertentu. Hal ini menunjukkan perlunya peningkatan dalam aspek dukungan dan pelatihan.
3. **Niat dan Kepuasan**: Mayoritas mahasiswa memiliki niat tinggi untuk terus menggunakan SIMODA, yang diperkuat oleh tingkat kepuasan yang tinggi terhadap

fitur-fitur aplikasi. Namun, ada kebutuhan untuk memastikan semua mahasiswa, termasuk mereka yang kurang percaya diri dengan teknologi, dapat memanfaatkan aplikasi ini secara maksimal.

Rekomendasi

1. **Meningkatkan Dukungan Teknis**:
    - Menyediakan layanan bantuan teknis yang tersedia 24/7, khususnya untuk membantu mahasiswa yang menghadapi kendala di luar jam kerja.
    - Mengembangkan sistem tiket digital untuk mengatasi masalah teknis secara lebih cepat dan terorganisir.
2. **Pelatihan Terstruktur dan Berkelanjutan**:
    - Menyelenggarakan workshop dan tutorial online secara berkala untuk meningkatkan pemahaman mahasiswa terhadap fitur-fitur aplikasi.
    - Membuat modul pelatihan berbasis video yang dapat diakses kapan saja oleh mahasiswa.
3. **Pengembangan Fitur Tambahan**:
    - Menambahkan integrasi dengan alat-alat akademik lain, seperti manajemen referensi (contoh: Zotero) atau analisis data berbasis AI.
    - Memastikan bahwa fitur baru yang dikembangkan sesuai dengan kebutuhan spesifik mahasiswa berdasarkan survei atau umpan balik berkala.
4. **Evaluasi Berkelanjutan**:
    - Melakukan survei reguler untuk mengidentifikasi area yang memerlukan perbaikan dan fitur tambahan yang dibutuhkan.
    - Melibatkan mahasiswa dalam pengujian beta untuk fitur baru guna memastikan bahwa pengembangan aplikasi sejalan dengan kebutuhan pengguna.
5. **Peningkatan Antarmuka Pengguna**:
    - Memastikan antarmuka aplikasi tetap intuitif dan responsif terhadap berbagai perangkat, termasuk perangkat dengan spesifikasi rendah.
    - Menambahkan fitur personalisasi, seperti pengingat otomatis untuk tenggat waktu tugas dan bimbingan.

Dengan melaksanakan rekomendasi ini, Universitas Terbuka dapat memastikan bahwa SIMODA terus relevan dan memberikan manfaat maksimal bagi mahasiswa. Langkah-langkah tersebut tidak hanya akan meningkatkan pengalaman pengguna tetapi juga mendorong keberhasilan akademik mahasiswa secara keseluruhan.

1. **Meningkatkan Dukungan Teknis**: Menyediakan layanan bantuan teknis yang dapat diakses 24/7 untuk mengatasi kendala yang mungkin dihadapi mahasiswa.
2. **Pelatihan Terstruktur**: Menawarkan pelatihan lebih mendalam untuk meningkatkan kepercayaan diri mahasiswa dalam menggunakan fitur SIMODA.
3. **Pengembangan Fitur Tambahan**: Memperluas fitur aplikasi berdasarkan umpan balik mahasiswa, seperti integrasi dengan alat manajemen referensi atau analisis data.
4. **Evaluasi Berkelanjutan**: Melakukan evaluasi rutin terhadap kebutuhan mahasiswa untuk memastikan aplikasi terus relevan dan memberikan manfaat optimal.

Dengan langkah-langkah ini, SIMODA dapat semakin mempermudah proses akademik, meningkatkan kepuasan mahasiswa, dan mendukung kesuksesan mereka di Universitas Terbuka.

LAPORAN PENGEMBANGAN SIMODA

Sistem Informasi Modernisasi dan Otomasi Data

Research and Development Product

This document details the development and research journey of SIMODA, a cutting-edge system designed to modernize and automate data processes. It highlights key milestones, technical specifications, and the innovative approaches integrated into the system's architecture.

Prepared by: [Your Institution/Team]

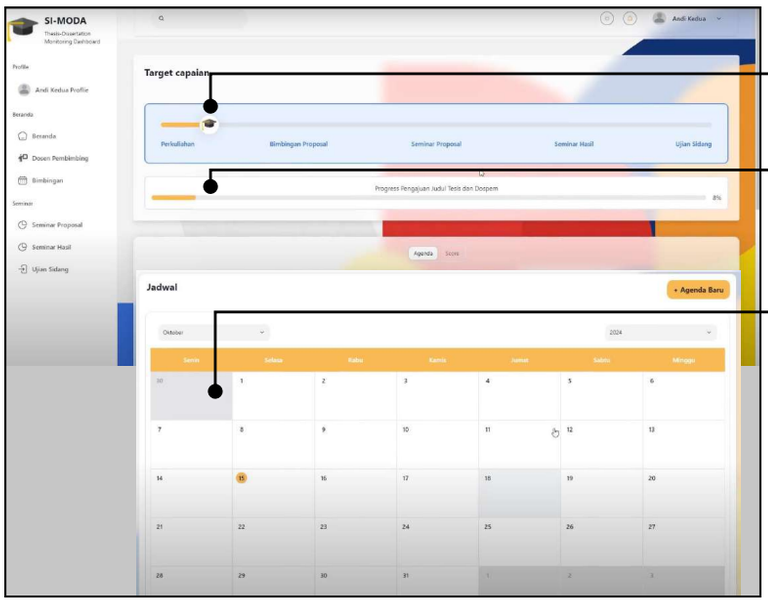
Panduan Penggunaan Aplikasi SI-MODA

SIMODA
Thesis-Dissertation
Monitoring Dashboard

Role: MAHASISWA

Menu Beranda

1. Beranda Mahasiswa



Target capaian yang telah dilewati

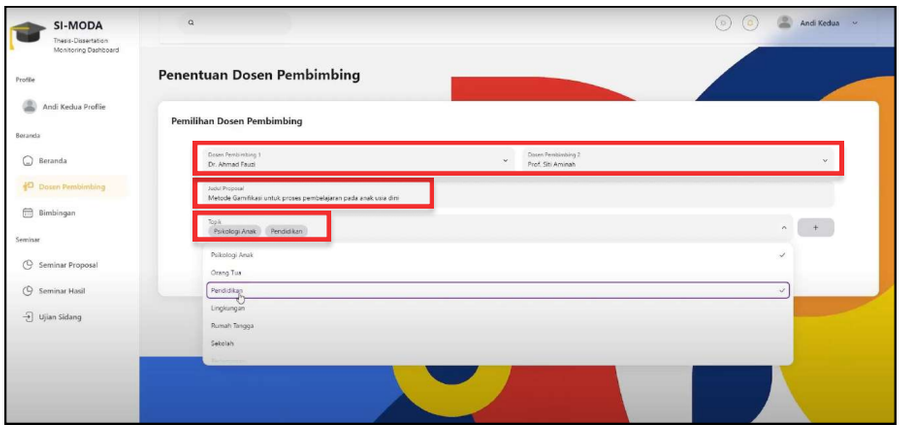
Persentasi progres pengerjaan tesis

Agenda mahasiswa

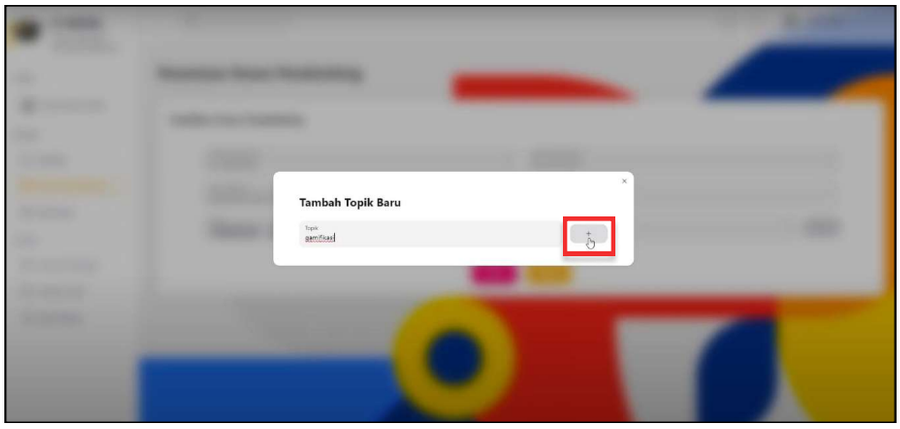
1. Target capaian yang telah dilewati, Indikator target yang sudah berhasil dicapai atau terlampaui oleh mahasiswa semester akhir.
2. Persentasi progres pengerjaan tesis, Fitur yang membantu mahasiswa dan dosen pembimbing untuk memantau sejauh mana kemajuan pengerjaan tesis mahasiswa dalam bentuk persentase.
3. Agenda Mahasiswa, menampilkan jadwal bimbingan dengan dospem atau agenda lainnya.

1. Mahasiswa Memilih Dosen Pembimbing

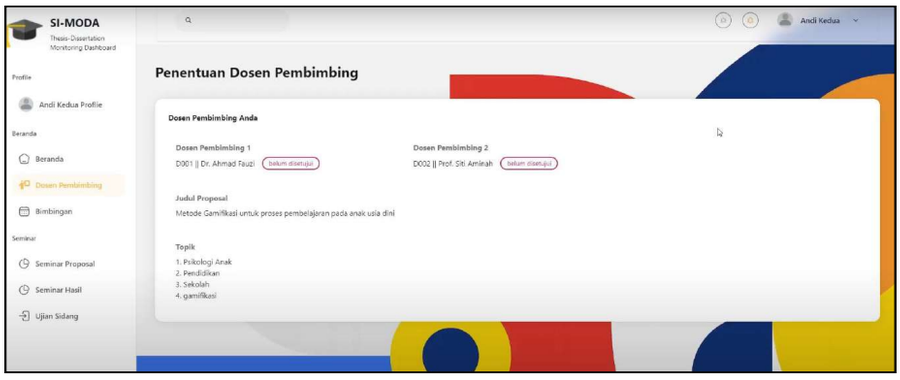
- Mahasiswa memilih dosen pembimbing 1 dan dosen pembimbing 2.
- Menentukan judul proposal.
- Menentukan topik proposal.



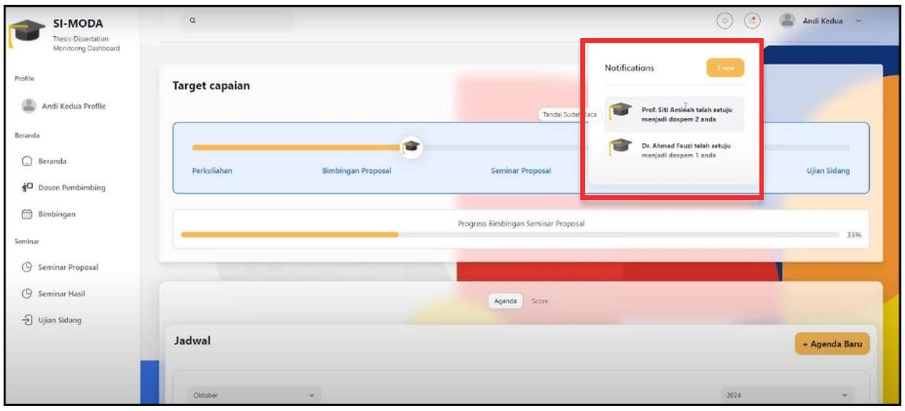
Jika topik yang relevan tidak tersedia, klik tombol Tambah dan ketik topik yang sesuai dengan pembahasan proposal Anda. Lalu klik tombol Tambah untuk menyimpan topik.



Setelah Anda melengkapi kolom penentuan dosen pembimbing, klik tombol Kirim untuk finalisasi. Selanjutnya, tunggu respons dari dosen pembimbing.



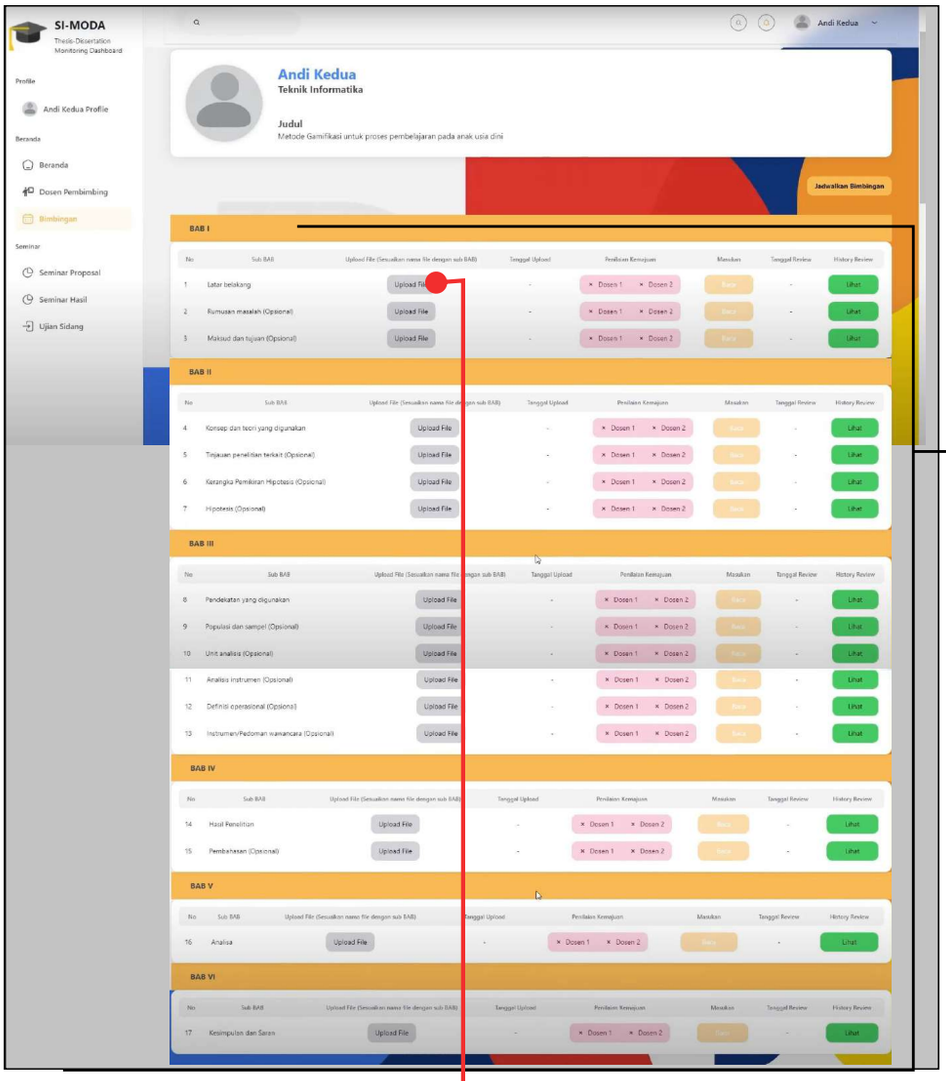
Jika dosen pembimbing telah menyetujui Anda menjadi mahasiswa bimbingan maka Anda akan mendapat notifikasi.



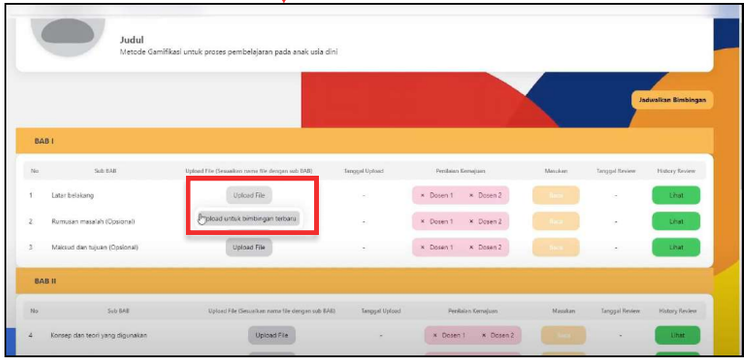
Menu Bimbingan

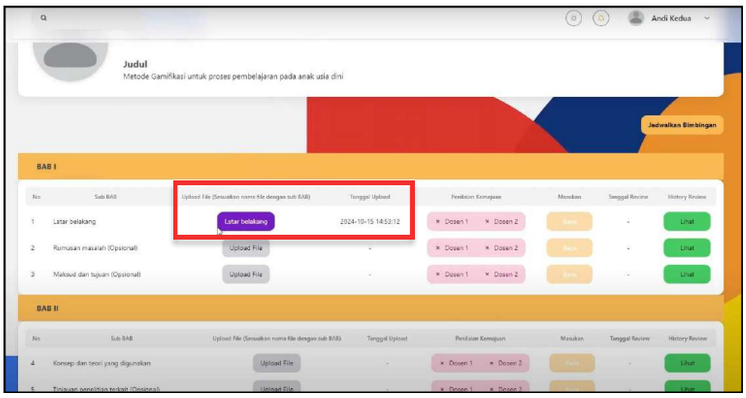
1. Mahasiswa Mengunggah File Penulisan dan Membuat Jadwal Bimbingan

Klik Menu Bimbingan untuk menampilkan halaman berikutnya. Klik tombol *Upload File*, lalu pilih file dari perangkat Anda dan unggah. Setelah file diunggah, tombol sub-sub menu penulisan akan berubah warna, dan tanggal pengunggahan file Anda akan tercatat.



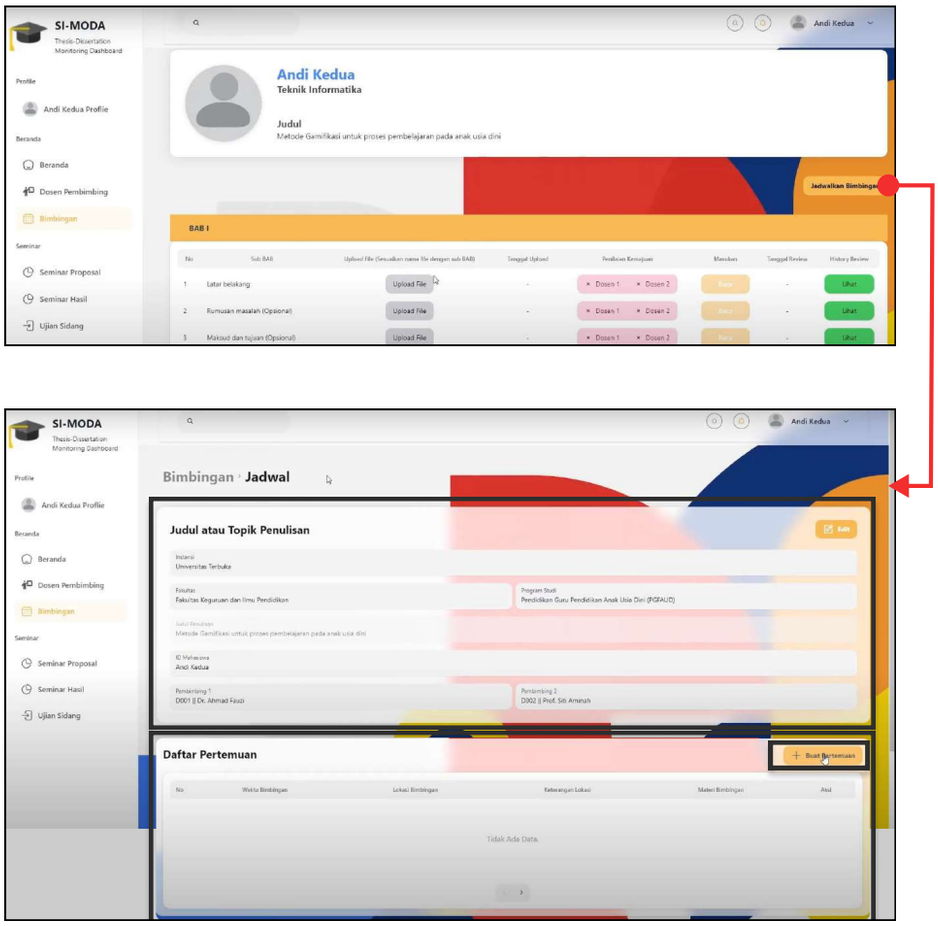
Bab-bab penulisan yang harus dilengkapi. Untuk bab yang bertanda *opsional, tidak diwajibkan untuk diunggah.





Untuk membuat jadwal bimbingan, klik tombol Jadwalkan Bimbingan, maka akan muncul halaman Jadwal.

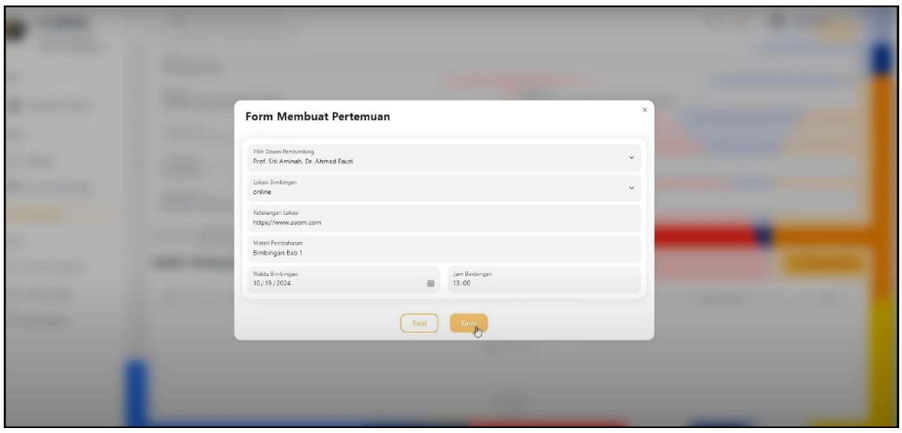
1. Judul atau Topik Penulisan: informasi mengenai topik penulisan Anda, yang telah diinputkan pada proses awal saat memilih dosen pembimbing.
2. Daftar Pertemuan: daftar bimbingan yang dijadwalkan oleh Anda atau dosen pembimbing Anda.



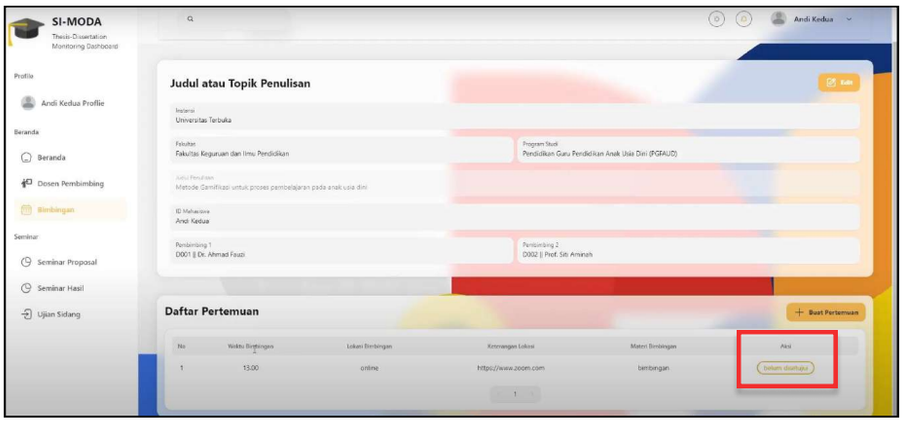
Langkah membuat jadwal pertemuan

1. Klik tombol Buat Pertemuan untuk menampilkan formulir pembuatan pertemuan.

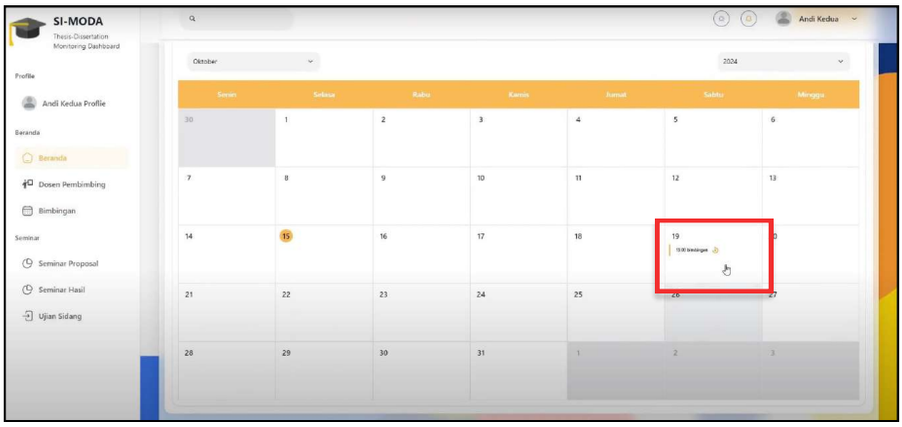
2. Ikuti langkah-langkah pengisian formulir berikut ini:
    - Pilih dosen pembimbing yang akan dijadwalkan untuk bimbingan.
    - Pilih lokasi bimbingan, offline atau online.
    - Isi keterangan lokasi dengan link Zoom (untuk bimbingan online) atau titik temu (untuk bimbingan offline).
    - Ketik materi yang akan dibahas.
    - Tentukan tanggal bimbingan.
    - Tentukan jam bimbingan.
3. Klik tombol Kirim.



Selanjutnya, tunggu respons dari dosen pembimbing Anda.

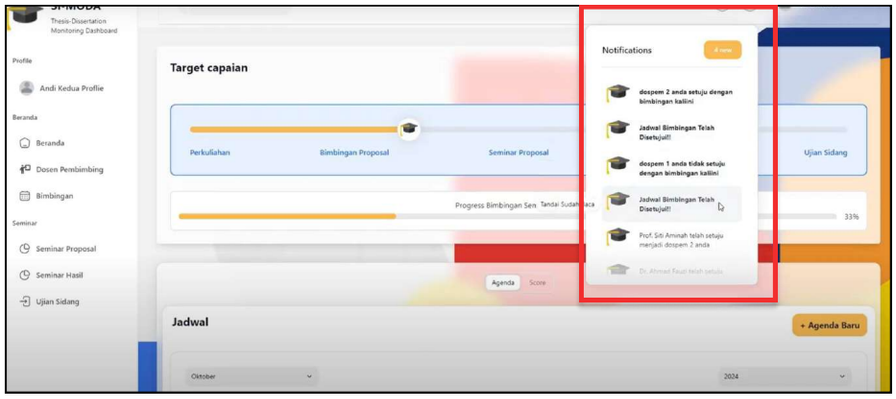


Jadwal yang Anda buat juga akan tercatat di agenda Anda.

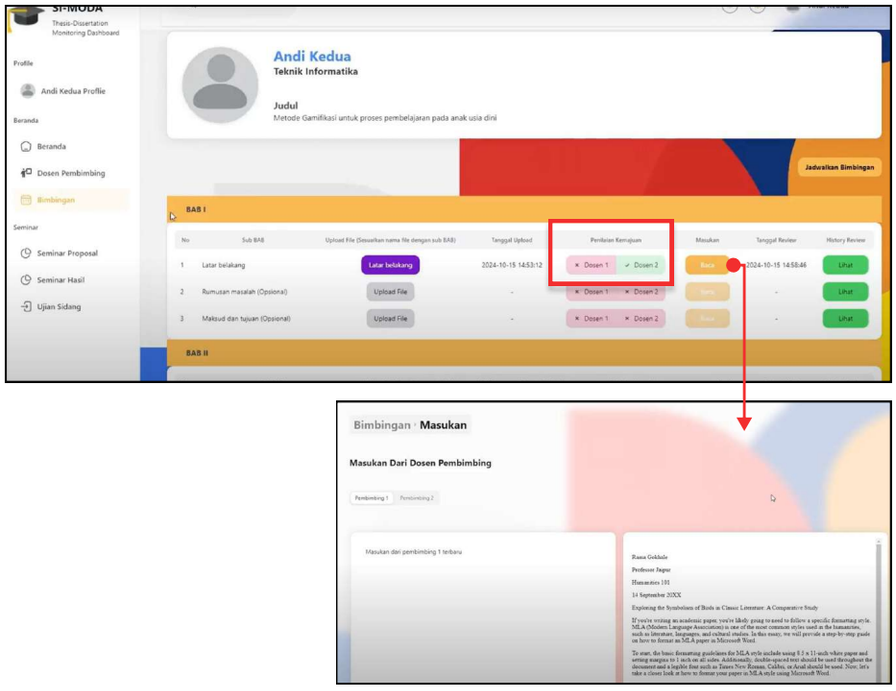


2. Hasil Tinjauan Dari Dosen Pembimbing 1 Dan 2.

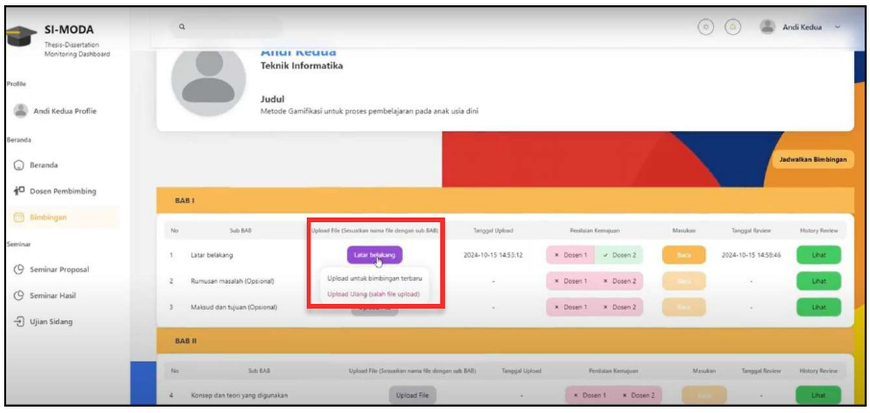
Mahasiswa akan menerima notifikasi mengenai hasil review dari dosen pembimbing.



Untuk melihat hasil review, klik menu Bimbingan. Anda dapat melihat keterangan penilaian yang diberikan oleh dosen pembimbing Anda, yaitu setuju atau tidak setuju. Jika kolom penilaian kemajuan berwarna hijau, itu berarti dosen menyetujui penulisan Anda. Namun, jika kolom tersebut berwarna merah, Anda harus memperbaiki dan mengunggah kembali file penulisan Anda pada subbab tersebut. Setelah itu, klik tombol Baca untuk membaca catatan yang diberikan oleh dosen pembimbing.

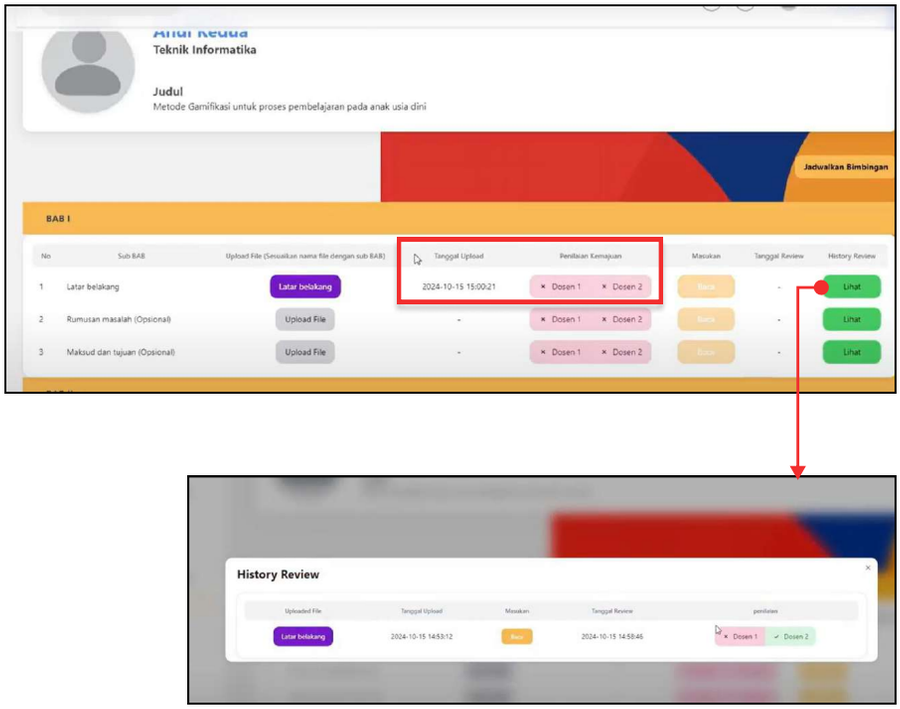


Jika penulisan Anda belum disetujui oleh salah satu pembimbing, Anda perlu memperbaiki dan mengunggah ulang dengan mengklik tombol pada submenu tersebut. Pilih 'Upload' untuk bimbingan terbaru dan pilih file dari perangkat Anda.



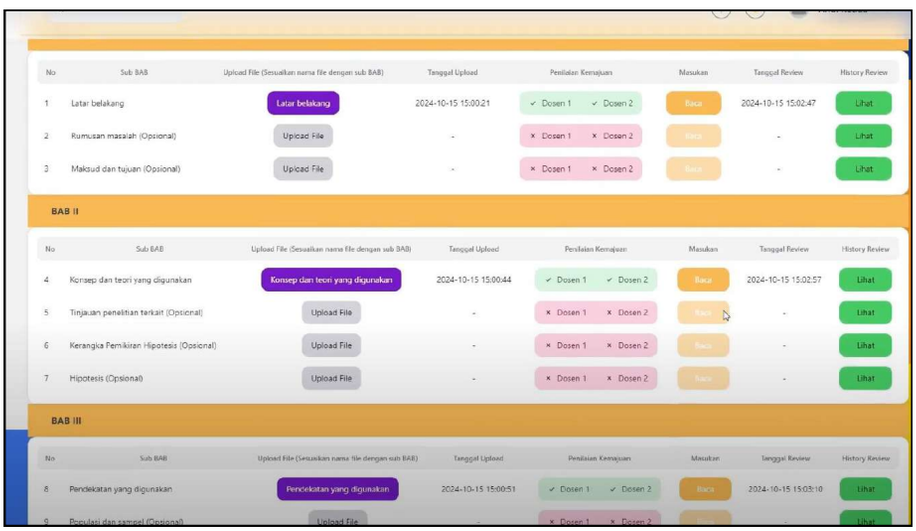
Status penilaian kemajuan akan berubah, dan tanggal unggah akan diperbarui. Untuk melihat file sebelumnya, Anda dapat mengklik tombol 'Lihat' pada kolom

'Riwayat Review'.



Selanjutnya, dosen pembimbing akan meninjau kembali file penulisan terbaru Anda.

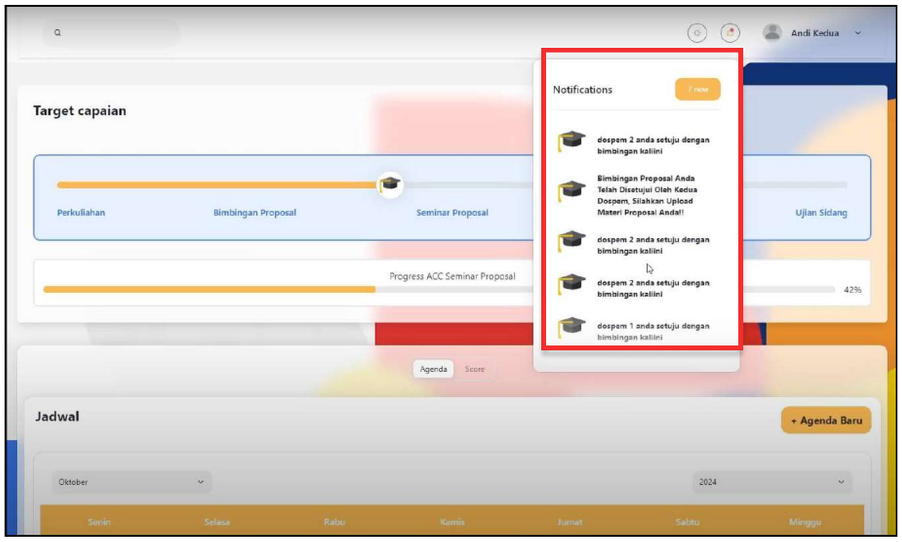
Untuk dapat mengikuti seminar proposal, Anda harus menyelesaikan Bab 1, 2, dan 3, serta mendapatkan persetujuan dari kedua dosen pembimbing.



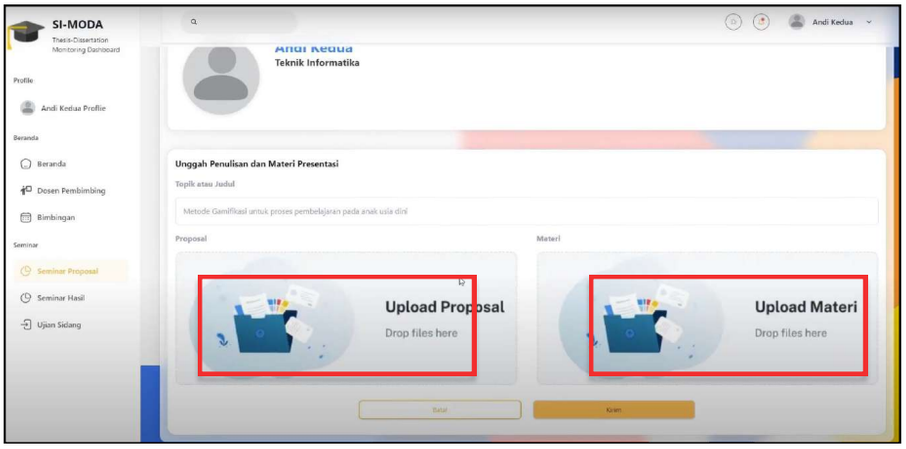
Menu Seminar Proposal

1. Mahasiswa Upload Materi Seminar Propsal

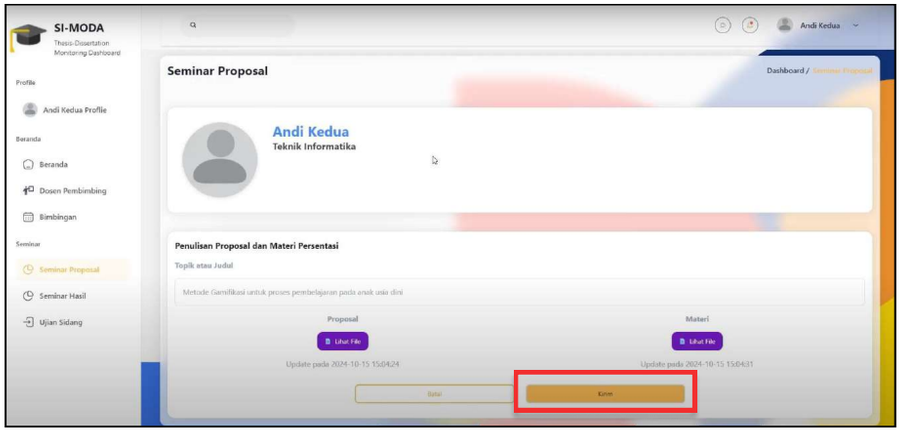
Setelah dosen menyetujui penulisan Anda untuk bab 1 hingga 3, grafik target capaian Anda akan bergeser ke seminar proposal. Selanjutnya, Anda harus mempersiapkan bahan materi untuk seminar proposal.

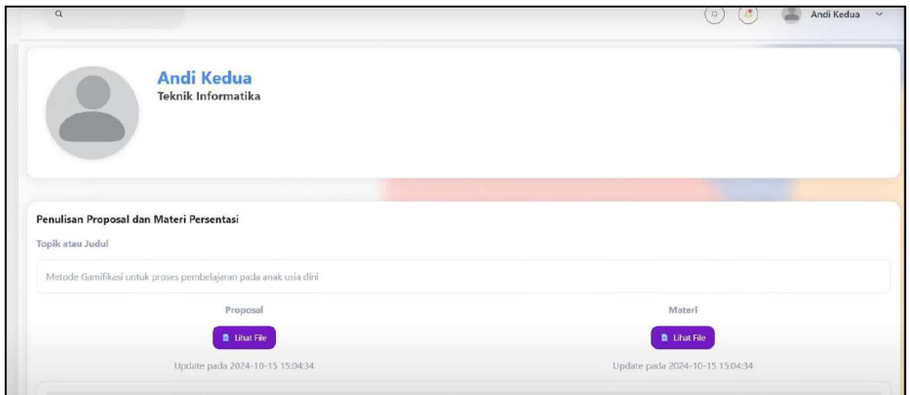


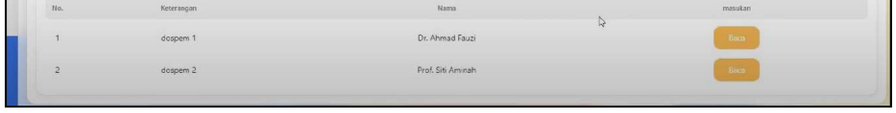
Silakan klik menu 'Seminar Proposal', kemudian unggah proposal dan materi proposal Anda.



Pastikan Anda mengunggah file yang benar. Cek kembali hasil unggahan Anda. Jika terjadi kesalahan dalam unggahan, Anda dapat mengunggah ulang. Setelah memastikan kebenaran file, klik tombol kirim.



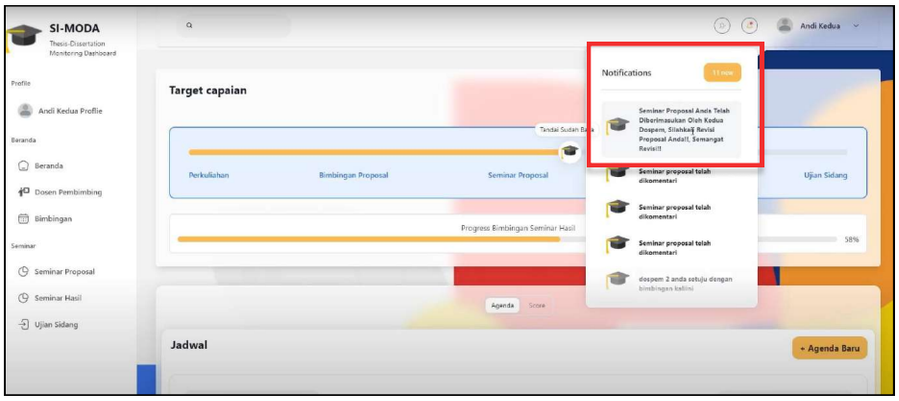




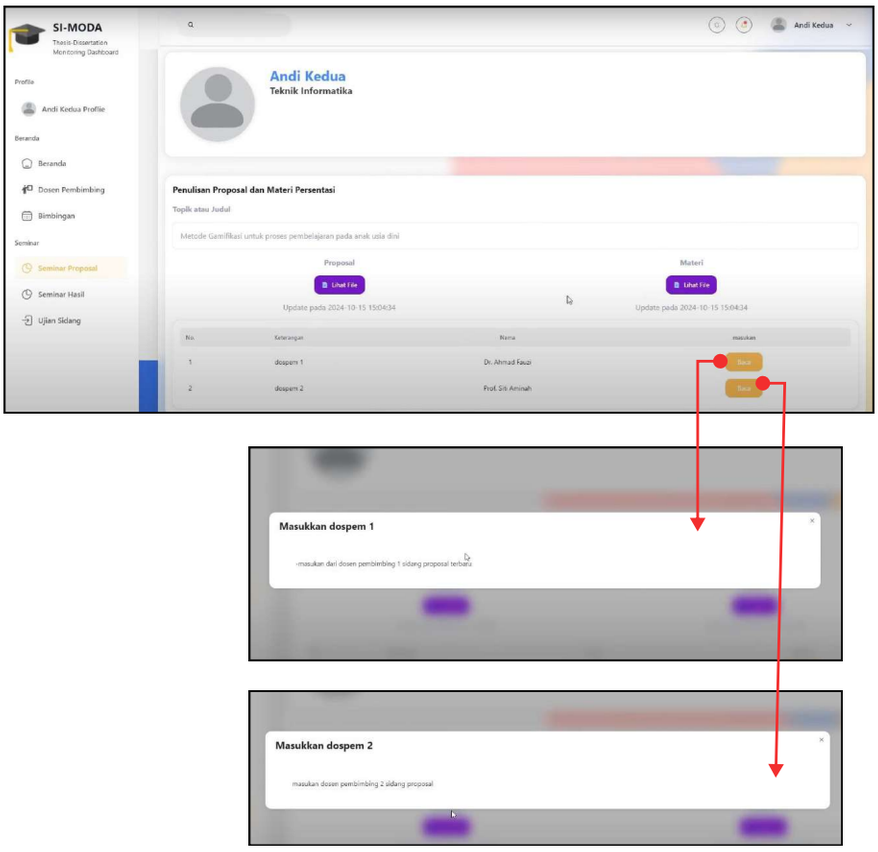
Selanjutnya, Anda perlu menunggu hasil review dari Dosen Pembimbing 1 dan Dosen Pembimbing 2.

2. Hasil Review Seminar Proposal

Mahasiswa akan menerima notifikasi hasil review seminar proposal.



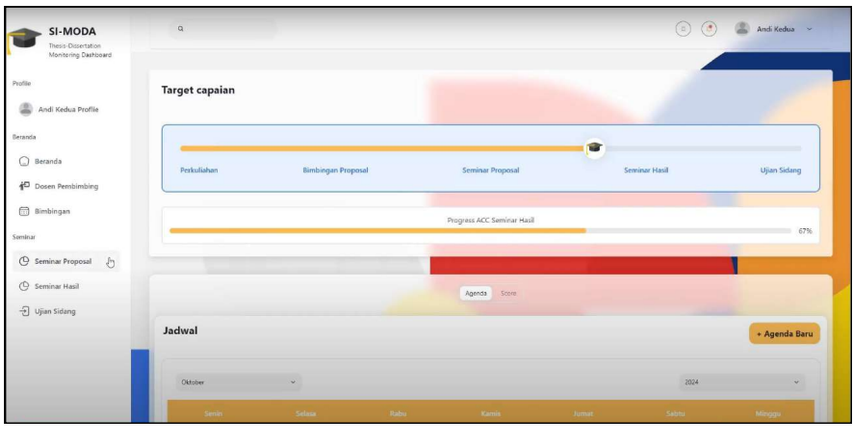
Untuk melihat catatan hasil review seminar proposal dari dosen pembimbing, klik menu Seminar Proposal. Lalu, klik tombol Baca untuk menampilkan catatan dari dosen pembimbing Anda.

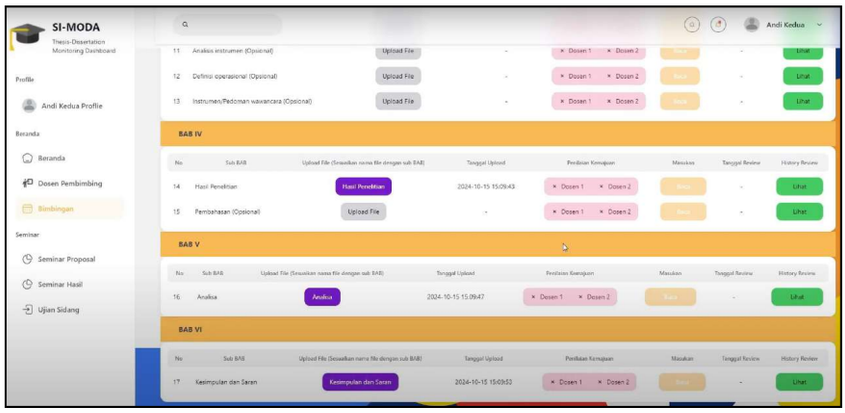


Menu Seminar Hasil

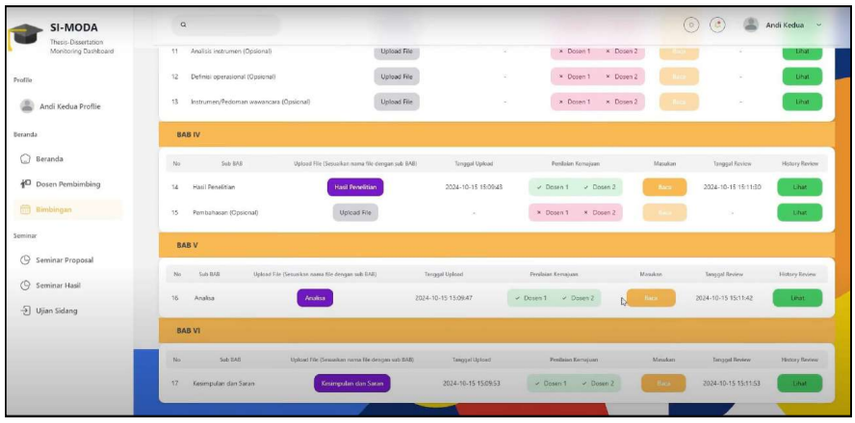
1. Mahasiswa Melengkapi Penulisan dan Materi Seminar Hasil

Untuk mengikuti seminar hasil, Anda harus menyelesaikan penulisan hingga bab terakhir yang telah direview dan disetujui oleh dosen pembimbing.

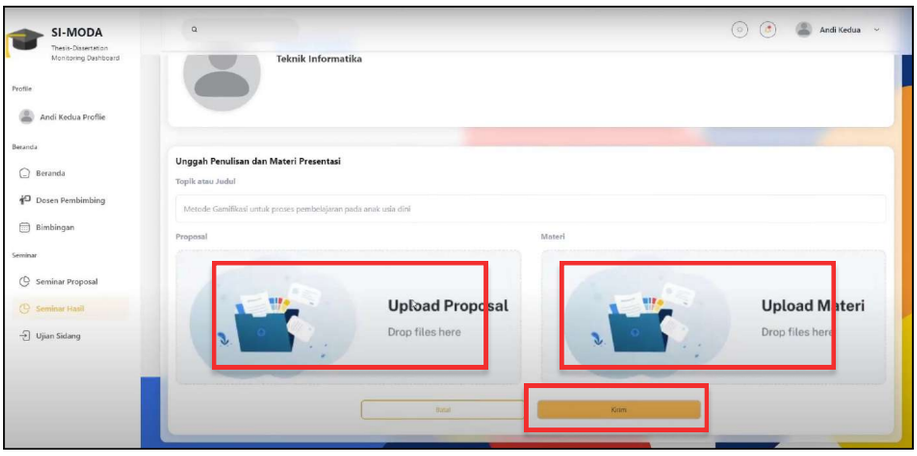




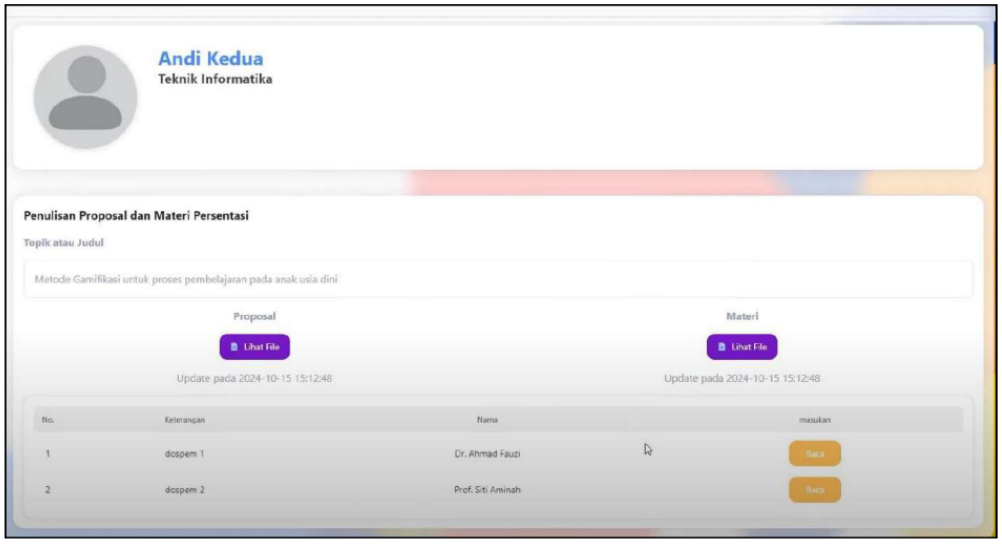
Setelah semua bab disetujui oleh dosen pembimbing, Anda dapat melengkapi materi untuk seminar hasil.



Klik menu Seminar Hasil, kemudian unggah proposal dan materi seminar. Setelah itu, klik tombol Kirim.

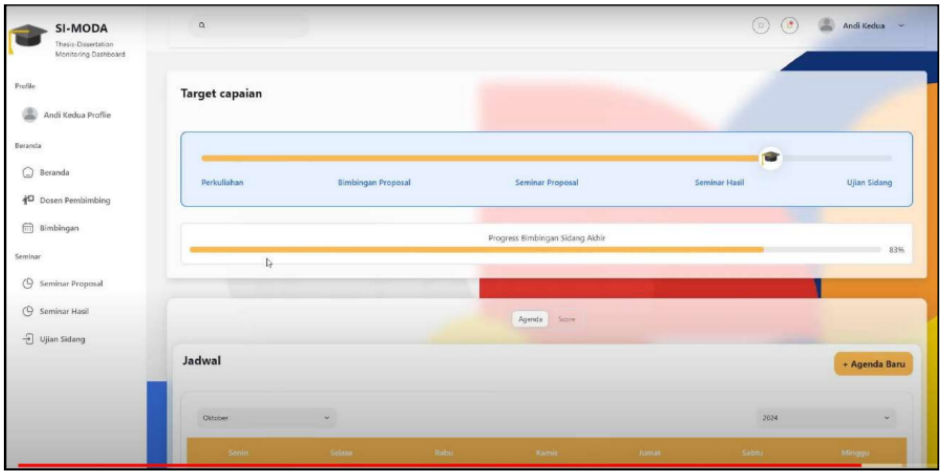


Selanjutnya, Anda menunggu hasil review dari dosen pembimbing.

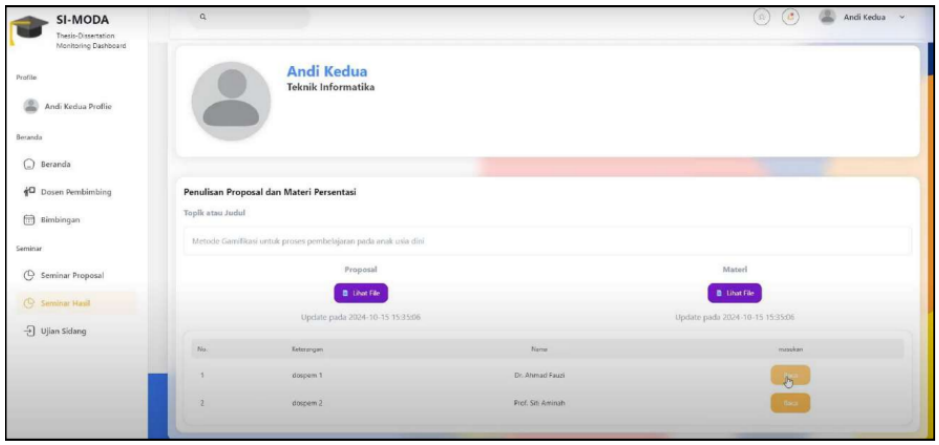


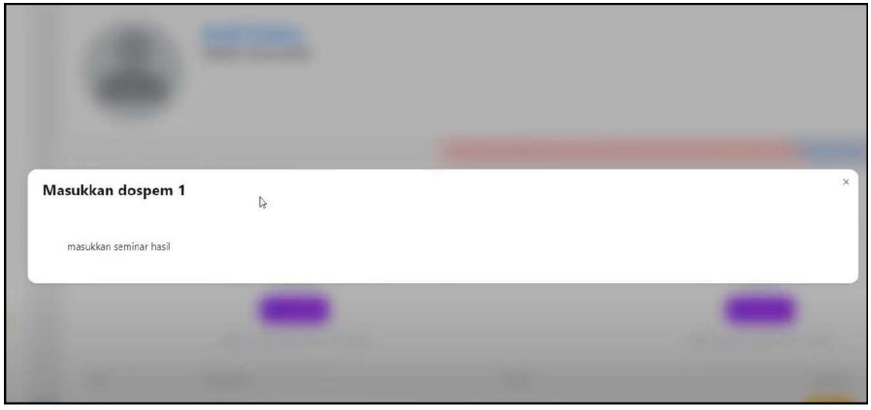
2. Hasil Review Hasil Seminar

Grafik target capaian telah melewati seminar hasil.



Untuk melihat catatan hasil review seminar hasil dari dosen pembimbing, klik menu Seminar Proposal. Lalu, klik tombol Baca untuk menampilkan catatan dari dosen pembimbing Anda.

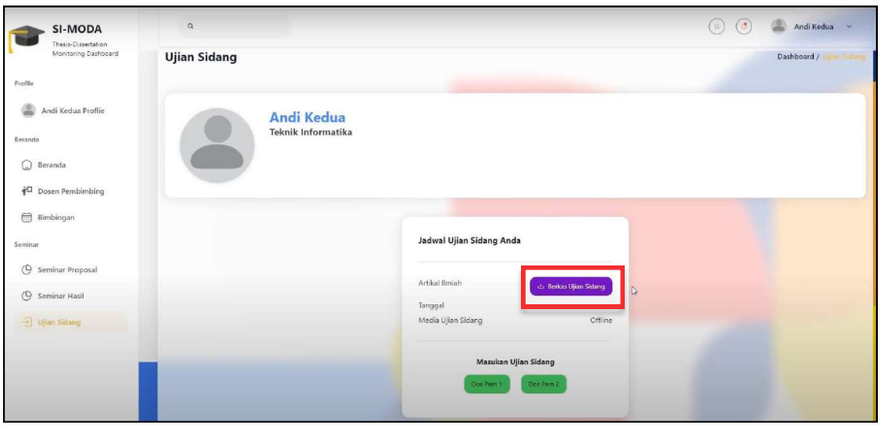




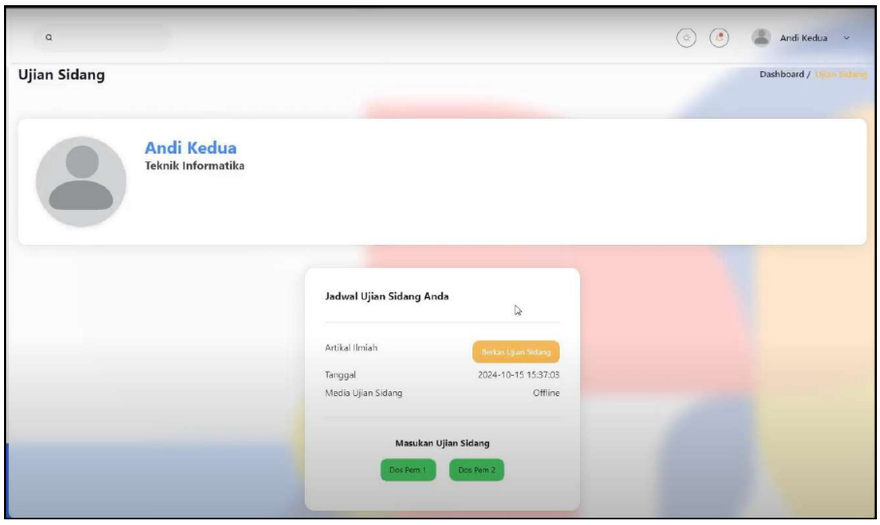
Menu Ujian Sidang

1. Mahasiswa Upload Artikel Ilmiah

Untuk memenuhi syarat ujian sidang, klik tombol Berkas Ujian Sidang, lalu pilih file dari perangkat Anda dan unggah.



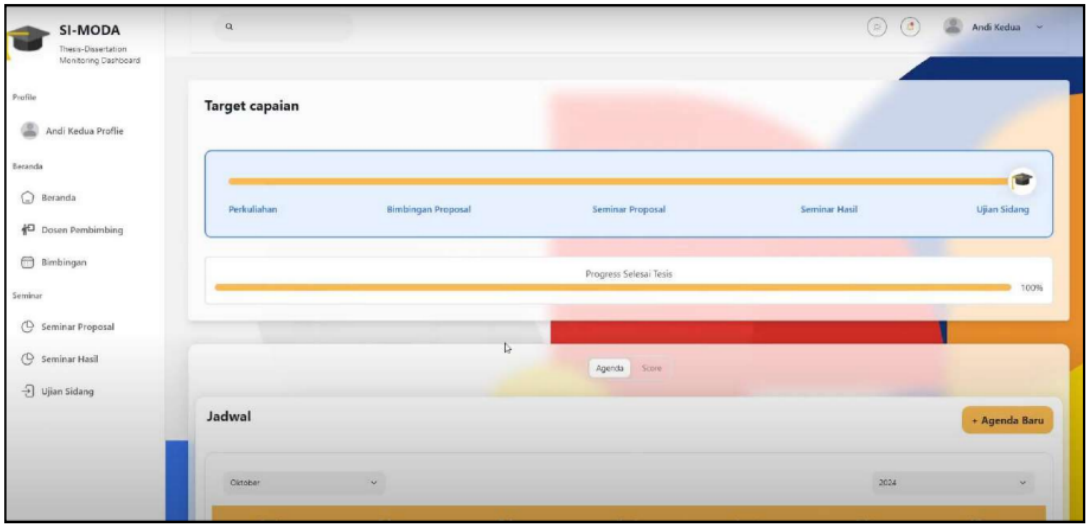
Setelah diunggah, selanjutnya menunggu hasil ujian sidang dan masukan dari dosen pembimbing Anda.



2. Hasil Review Ujian Sidang

Progres dan target capaian Anda telah terpenuhi. Untuk melihat hasil ujian sidang, klik menu 'Ujian Sidang'. Anda akan melihat hasil kelulusan ujian sidang

Anda.


SI-MODA
Thesis-Dissertation Monitoring Dashboard
Profile
Andi Kedua Profile
Beranda
Beranda
Dosen Pembimbing
Bimbingan
Seminar
Seminar Proposal
Seminar Hasil
Ujian Sidang
Andi Kedua
Target capaian
Perkuliahan
Bimbingan Proposal
Seminar Proposal
Seminar Hasil
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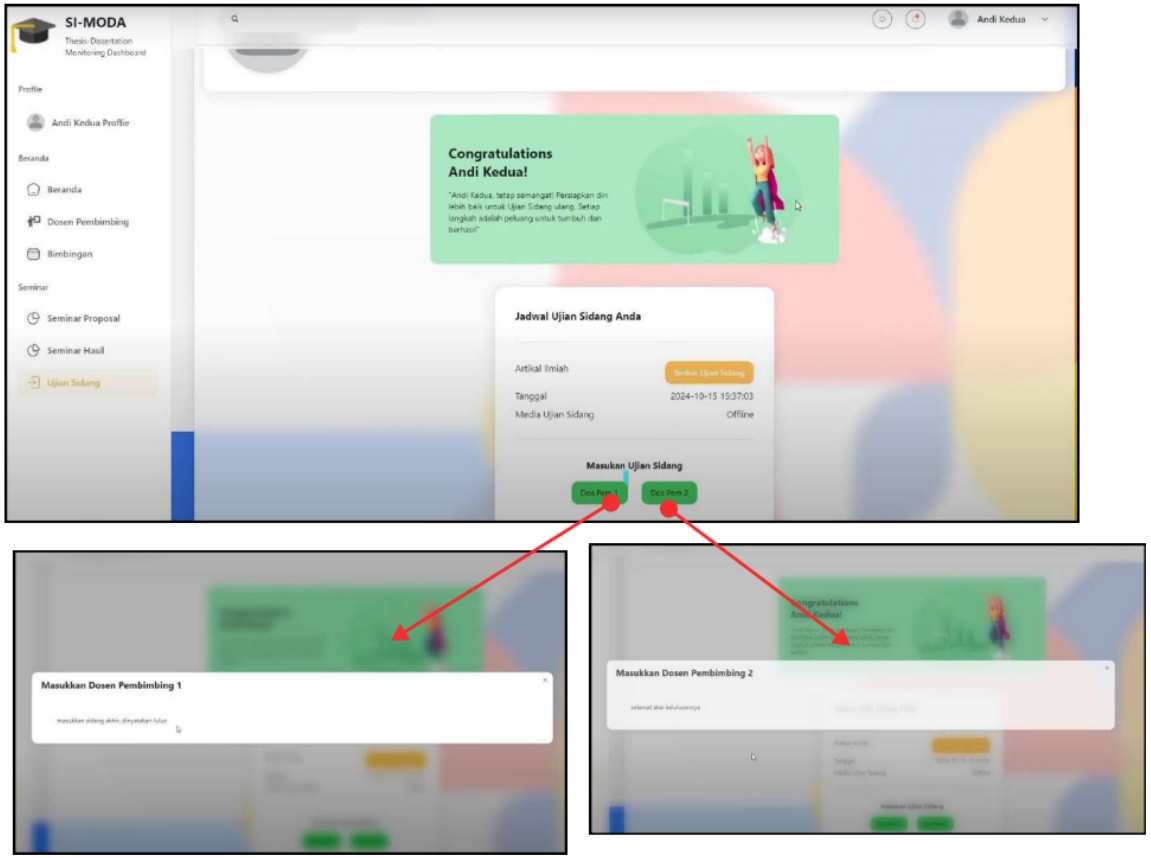
Progress Selesai Tesis
100%
Agenda
Score
Jadwal
+ Agenda Baru
Oktober
2024


SI-MODA
Thesis-Dissertation Monitoring Dashboard
Profile
Andi Kedua Profile
Beranda
Beranda
Dosen Pembimbing
Bimbingan
Seminar
Seminar Proposal
Seminar Hasil
Ujian Sidang
Andi Kedua
Congratulations
Andi Kedua!
Jadwal Ujian Sidang Anda
Artikal Ilmiah
Tanggal
2024-10-15 15:37:03
Media Ujian Sidang
Offline
Masukan Ujian Sidang
Dos Pem 1
Dos Pem 2
Masukkan Dosen Pembimbing 1
Masukkan Dosen Pembimbing 2

Panduan Penggunaan Aplikasi SI-MODA

SIMODA
Thesis-Dissertation Monitoring Dashboard

Role: DOSEN PEMBIMBING

Menu Beranda

Beranda Dosen

Menu Dosen Pembimbing

Dosen Menentukan Mahasiswa Bimbingan

Dosen akan menerima notifikasi 'Anda Dipilih Mahasiswa Menjadi Dosen Pembimbing'

Sebagai dosen, Anda dapat memilih mahasiswa yang akan dibimbing dari daftar pengajuan. Tentukan peran Anda sebagai dosen pembimbing 1 atau 2. Centang nama mahasiswa yang ingin Anda jadikan bimbingan, kemudian klik tombol Kirim Persetujuan Bimbingan.

Setelah Anda mengirim data mahasiswa bimbingan yang dipilih, status mahasiswa tersebut akan berubah menjadi 'setuju'.

Menu Bimbingan

Dosen Pembimbing Validasi Jadwal Bimbingan

Anda akan menerima notifikasi mengenai jadwal pertemuan yang diajukan oleh mahasiswa bimbingan Anda.

Pada Menu Bimbingan, Anda dapat meresponsi agenda bimbingan.

1. Klik tombol 'Setuju' jika Anda menyetujui.
2. Klik tombol 'Atur Ulang' untuk mengubah jam dan tanggal pertemuan bimbingan.

Terdapat tombol 'Mulai Bimbingan'. Tombol ini akan aktif saat sesi bimbingan. Tombol ini akan membawa Anda ke halaman detail mahasiswa yang sedang Anda bimbing.
Anda juga dapat membuat jadwal bimbingan dengan mengklik tombol 'Buat Pertemuan', dan secara otomatis, jadwal tersebut akan menjadi agenda Anda dan mahasiswa yang Anda bimbing.

Dosen Pembimbing Review Penulisan Mahasiswa Bimbingan

Berikut adalah halaman yang muncul setelah Anda mengklik tombol "Mulai". Anda dapat melakukan review terhadap penulisan yang telah diunggah oleh mahasiswa bimbingan Anda. Langkah-langkah untuk melakukan review adalah sebagai berikut:

1. Klik tombol "Review File".
2. Anda dapat membaca penulisan mahasiswa Anda.
3. Ketikkan masukan Anda pada kolom yang telah tersedia.
4. Selesaikan dengan masukan Anda, lalu klik tombol "Simpan". Anda dapat mengedit masukan yang telah disimpan.
5. Anda perlu memberikan respon terhadap penulisan tersebut:
   - Klik "Setuju" jika Anda sudah menyetujui penulisan.
   - Klik "Tidak Setuju" jika mahasiswa Anda perlu memperbaiki penulisannya.

Respon yang Anda berikan pada penulisan akan mempengaruhi persentase capaian penulisan penulisan mahasiswa.

Menu Seminar Proposal

Dosen Pembimbing Mereview Bahan Seminar Proposal Mahasiswa

Untuk melihat mahasiswa bimbingan Anda yang siap mengikuti seminar proposal, klik menu 'Seminar Proposal'. Daftar mahasiswa peserta seminar proposal akan ditampilkan. Anda dapat menggunakan filter jurusan mahasiswa atau mencari nama mahasiswa.

Halaman ini memisahkan antara mahasiswa bimbingan 1 dan mahasiswa bimbingan Anda. Untuk melihat materi mahasiswa, klik tombol 'Detail BTR'.

Pada halaman ini, klik tombol 'Lihat File' untuk melihat proposal dan materi. Kemudian, klik tombol 'Beri Review' pada tulisan yang ingin Anda berikan masukan. Ketikkan masukan Anda pada kolom yang tersedia, lalu klik 'Kirim'.

Langkah ini dilakukan oleh Dosen Pembimbing 1 dan Dosen Pembimbing 2, sehingga status pada kolom mahasiswa menjadi 'Sudah Ditanggapi'.

Menu Seminar Hasil

Dosen Pembimbing Mereview Bahan Seminar Hasil Mahasiswa

Untuk melihat mahasiswa bimbingan Anda yang siap mengikuti seminar proposal, klik menu 'Seminar Hasil'. Daftar mahasiswa peserta seminar proposal akan ditampilkan. Anda dapat menggunakan filter jurusan mahasiswa atau mencari nama mahasiswa.

Halaman ini memisahkan antara mahasiswa bimbingan 1 dan mahasiswa bimbingan Anda. Untuk melihat materi mahasiswa, klik tombol 'Detail BTR'.

Klik tombol 'Lihat File' pada proposal dan materi. Kemudian, klik tombol 'Beri Review' pada tulisan. Ketikkan masukan Anda pada kolom yang tersedia, lalu klik 'Kirim'.

Langkah ini dilakukan oleh Dosen Pembimbing 1 dan Dosen Pembimbing 2, sehingga status pada kolom mahasiswa menjadi 'Sudah Ditanggapi'.

Menu Ujian Sidang

Dosen Pembimbing Mengevaluasi Ujian Sidang

Klik menu Ujian Sidang, maka akan tampil daftar mahasiswa bimbingan Anda yang siap mengikuti ujian sidang. Klik tombol Detail BTR untuk melihat artikel ilmiah yang telah diunggah.

Anda dapat mengklik tombol Masukan dan mengetikkan masukan pada kolom yang tersedia.
Anda memberikan hasil ujian sidang mahasiswa Anda:

- Klik tombol Lulus jika mahasiswa Anda lulus ujian sidang.
- Klik tombol Tidak Lulus jika mahasiswa Anda tidak lulus dan diberikan kesempatan untuk memperbaiki proposalnya.

Menu Lembar Persetujuan

Mahasiswa dapat mengikuti semua tahapan, seperti Seminar Proposal, Seminar Akhir, dan Ujian Sidang, jika penulisan mereka telah disetujui oleh dosen pembimbing dan ditenggat dengan dokumen kelayakan. Berikut adalah tampilan menu dokumen kelayakan.

Tampilan dokumen kelayakan