



STUDENT SATISFACTION WITH THESIS GUIDANCE SERVICE OF THE MECHANICAL ENGINEERING EDUCATION STUDY PROGRAM, UNIVERSITY OF PALANGKA RAYA

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ABSTRACT

This study aims to determine student satisfaction with thesis guidance services by lecturers in the Mechanical Engineering Education Study Program, Palangka Raya University using a survey method through 5 aspects of satisfaction namely availability, mastery of material substance, mastery of thesis writing techniques, facilities, and thesis completion process. Data analysis techniques in this study used descriptive statistics. by measuring using a Likert scale. The sample in this study were students from class 2015, 2016, 2017 and 2018 who were conducting thesis guidance at the UPR Mechanical Engineering Education Study Program, a total of 32 people. The instrument used in this study was a questionnaire with 4 (four) answer choices in terms of 5 aspects, namely availability, mastery of the substance of the material, mastery of writing techniques, facilities and completion processes. The results showed that the thesis guidance service in the Mechanical Engineering Education Study Program was at a satisfaction index of 3.25, which was in the satisfied category.

Research Paper

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Keywords: Satisfaction, Thesis Guidance, Service.

INTRODUCTION

Student satisfaction with thesis guidance services is an indicator of the success of higher education programs. Satisfaction is obtained when the expectations, desires and needs of the customer are fulfilled, if these three things can be fulfilled then the service is assessed satisfying (Andoh et al., 2020). Basically, thesis guidance is a mentoring process in producing scientific work, so that students can complete their thesis in a timely manner and with good quality. Therefore, it is important for universities to provide adequate thesis guidance services and meet the needs of students (Andoh et al., 2020; Caskurlu et al., 2020).

Currently, writing a thesis or final assignment is one of the most challenging things for students. Thesis is a scientific paper that must be produced by students as a

requirement for graduation from tertiary institutions.

Thesis research is one of the proofs of students' academic abilities (Kristiani et al., 2019). Not only does it require high academic ability, but it also requires a great deal of time and effort. Therefore, thesis guidance is very important for students to make it easier for them to complete the thesis. Thesis guidance services can assist students in determining topics, conducting research, and completing thesis well because students who are satisfied with thesis guidance also tend to be more motivated to develop their knowledge and produce quality thesis (Dinh & Nguyen, 2020; Giray, 2021; Gregory, 2019; Hermanto & Srimulyani, 2022).

Several factors that can influence the success of the thesis guidance service are: 1) Factors of the supervising lecturer which

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include personality, health, mastery of the material and communication skills; 2) Student factors which include intellectual and emotional intelligence, health, motivation and interest; 3) The factor of cooperation between supervising lecturers and students (Gregory, 2019; Hermanto & Srimulyani, 2022; Karadag et al., 2021; Kemal et al., 2019).

In addition, the support provided by tertiary institutions can also affect student satisfaction with thesis guidance services. The support provided can be in the form of assistance with internet facilities, guidance rooms, laboratories and adequate libraries. The support provided by universities can help students complete their thesis better and faster (Piyandini et al., 2021). Therefore, universities must ensure that the support provided is adequate to assist students in completing their thesis.

The factor of the supervising lecturer is something that needs attention. Competent supervisors can provide good guidance and assist students in completing their thesis well. Competent supervisors can also provide appropriate input and help students to improve their thesis (Osman & Saputra, 2019; Rahman et al., 2020; Rodriguez-Segura et al., 2020). Therefore, tertiary institutions must ensure that the selected supervisor has adequate competence. This is in line with the opinion of Kristiani et al., (2019) who said that effective communication is one of the foundations of success in thesis guidance. This is realized if there is a positive attitude of students towards lecturers. To support success in supervising thesis guidance not only pays attention to substance issues, but also needs to pay attention to student psychological aspects, such as self-confidence, time management, motivation (Rahman et al., 2020; Rodriguez-Segura et al., 2020; Savarese et al., 2020).

Thesis guidance services carried out by lecturers in the UPR Mechanical Engineering Education Study Program so far they have tried to provide maximum service. However, it cannot be denied that there are possibilities that can cause dissatisfaction with thesis guidance services carried out by lecturers such as: Unclear roles and responsibilities of supervisors: Students may feel confused about what is expected of them by supervisors, and

what is expected of supervisors by them (Lin et al., 2020; Murillo-Zamorano et al., 2019; Nasir, n.d.; Osman & Saputra, 2019). If roles and responsibilities are not clearly defined, students may feel frustrated and find it difficult to make progress on their thesis; Lack of time given by supervisors: Busy supervisors can provide limited time for students, which can slow down the progress of the thesis.

Students may feel that they are not getting enough support from their supervisors, and find it difficult to complete their thesis on time; Lack of supervisor skills and experience: Supervisors who are inexperienced or do not understand student thesis topics can cause problems in guidance (Karadag et al., 2021; Osman & Saputra, 2019; Xu & Du, 2019). Students may feel they are not getting enough help from their supervisors, and find it difficult to make progress on their thesis; Personality incompatibility between students and supervisors.

Students and supervisors who have incompatible personalities can cause conflicts and difficulties in mentoring. Students may feel uncomfortable or insecure working with mentors they perceive as unfriendly or task-oriented; Lack of useful feedback: Students can feel dissatisfied with tutoring services if they don't get useful feedback from tutors (Rodriguez-Segura et al., 2020; Savarese et al., 2020; Shehzadi et al., 2020). If supervisors provide very little or unhelpful feedback, students may find it difficult to improve their thesis and feel frustrated by the lack of progress; Communication problems: Students can feel frustrated if they have difficulty communicating with their supervisors. If the supervisor does not respond to messages or does not provide adequate answers to student questions, students may find it difficult to improve their thesis and feel dissatisfied with the guidance services provided.

To understand more about the satisfaction of thesis guidance services carried out by lecturers, it is necessary to carry out a more in-depth analysis in terms of various aspects of satisfaction (Caskurlu et al., 2020; Shehzadi et al., 2020; Xu & Du, 2019; Yunusa & Umar, 2021). In this study, the satisfaction of thesis guidance services was viewed from 5 aspects, namely availability, mastery of

material substance, mastery of writing techniques, facilities and completion process.

LITERATURE REVIEW

Thesis guidance service plays a crucial role in the academic journey of students pursuing higher education. It encompasses the support and assistance provided to students throughout the process of conducting research, writing, and completing their theses (Gregory, 2019; Karadag et al., 2021; Kemal et al., 2019; Lin et al., 2020). The quality of thesis guidance service can significantly impact student satisfaction, as it directly influences the effectiveness and efficiency of the thesis completion process. A well-designed and supportive guidance service can enhance students' understanding of research methodologies, improve their writing skills, and provide valuable feedback, thereby contributing to their overall satisfaction with the thesis process.

Several factors influence student satisfaction with thesis guidance service (Abbasi-Moghaddam et al., 2019). Firstly, the expertise and availability of thesis advisors or supervisors are critical. Students value advisors who possess in-depth knowledge of the subject area, can provide guidance in research design and data analysis, and are accessible for regular meetings and discussions. Secondly, clear communication and effective feedback mechanisms are vital for student satisfaction. Regular and constructive feedback helps students stay on track, address challenges, and make improvements. Thirdly, the level of support and guidance offered by the academic institution, such as workshops or resources on thesis writing, can contribute to student satisfaction (Murillo-Zamorano et al., 2019; Nasir, 2020.; Osman & Saputra, 2019).

Personalized support tailored to the individual needs of students is crucial in ensuring their satisfaction with thesis guidance service (Bartelds et al., 2020; Xu & Du, 2019). Advisors who take a personalized approach by understanding the unique research interests and capabilities of each student can provide more relevant and targeted guidance (Murillo-Zamorano et al., 2019). Additionally, timely support is essential

to prevent delays and frustrations in the thesis process. Prompt responses to student inquiries and timely feedback on draft submissions can significantly enhance student satisfaction and motivation.

To ensure student satisfaction with thesis guidance service, continuous improvement and evaluation processes are necessary. Academic institutions should establish mechanisms to collect feedback from students regarding their experiences with the thesis guidance service (Daempal et al., 2021). This feedback can help identify areas for improvement and address any shortcomings in the existing system. Regular evaluations of the effectiveness of thesis guidance service, both from the perspective of students and advisors, can lead to enhancements in the overall quality of support provided. By incorporating feedback and implementing improvements, institutions can foster a more satisfying and rewarding thesis experience for students.

METHOD

This study uses a quantitative descriptive approach with a survey design. Descriptive research is a type of research that aims to describe systematically, factually and accurately the facts and characteristics of certain populations, or tries to describe phenomena in detail (Sugiyono, 2018). The instrument used was a user response questionnaire to the thesis guidance service which was distributed to students who were pursuing undergraduate programs in the Mechanical Engineering Education Study Program, University of Palangka Raya.

The research sample was taken using a *purposive sampling technique*, namely students who were undergoing thesis guidance, totaling 32 students. The data obtained is then analyzed using descriptive statistics, namely to analyze data by describing or describing the collected data as it is without intending to make general conclusions or generalizations (Sugiyono, 2018).

Qualitative data is converted first based on score weights (one, two, three, and four) in the order of Not Good is *Tidak Baik* (TB), Not Good is *Kurang Baik* (KB), Good is *Baik* (B) and Very Good is *Sangat Baik* (SB)

Table 1 Answer Score

Answer	TB	KB	B	SB
Score	1	2	3	4

The score is then converted into a satisfaction scale according to Permenpan RB Number 14 of 2017 with the following satisfaction categories:

Table 2 Satisfaction Category Scale

Perceived Value	Interval Value (NI)	Conversion Interval Value (NIK)	Service Quality	Performance Category
1	1.00 – 2.5996	25.00 – 64.99	D	Not satisfied
2	2.60 – 3.064	65.00 – 76.60	C	Quite satisfied
3	3.0644 – 3.532	76.61 – 88.30	B	Satisfied
4	3.5324 – 4.00	88.31 – 100.00	A	Very satisfied

RESULT AND DISCUSSION

The activity of measuring the satisfaction assessment of the thesis guidance service of the Mechanical Engineering Education Study

Program is calculated based on the number of 19 questionnaire items as outlined in 5 aspects of guidance. The distribution of the percentages of the questionnaire results is as follows:

Table 3 Percentage of Questionnaire Results

Aspects that are measured	Student Satisfaction Level			
A. Availability				
	Not good	Pretty good	Good	Very good
1 Mentors are easy to find	3.30%	3.30%	50.00%	43.30%
2 The mentor is committed to a mentoring agreement	0.00%	0.00%	70.00%	30.00%
3 The supervisor provides sufficient consultation time	0.00%	0.00%	50.00%	50.00%
B. Mastery of Material Substance				
	Not good	Pretty good	Good	Very good
1 The advisor is in charge of the research topic	0.00%	0.00%	53.30%	46.70%
2 Supervisors master the research methodology	0.00%	0.00%	46.70%	53.30%
C. Mastery of Thesis Writing Techniques				
	Not good	Pretty good	Good	Very good
1 Supervisors master the standard thesis writing	0.00%	6.70%	40.00%	53.30%
2 The advisor masters the correct reference writing technique	0.00%	3.30%	50.00%	46.70%
D. Facility				
	Not good	Pretty good	Good	Very good
1 The advisor directs in the formulation of the background behind research	16.70%	33.30%	36.70%	13.30%
2 The advisor directs the formulation of research problems	16.70%	26.70%	43.30%	13.30%

3	The advisor directs the formulation of research objectives	16.60%	36.70%	36.70%	10.00%
4	The advisor directs the formulation of research boundaries	13.30%	26.70%	46.70%	13.30%
5	The advisor directs the formulation of research benefits	16.67%	33.30%	43.33%	6.70%
6	Supervisors give freedom to students to express opinions	13.30%	33.30%	36.70%	16.70%
7	Supervisors give enthusiasm to students to complete the thesis	13.30%	26.70%	36.70%	23.30%
8	Supervisors encourage students to look for broader references related to research topics	16.70%	20.00%	43.30%	20.00%
9	Supervisors monitor the development of student research	13.30%	36.70%	33.30%	16.70%
10	Supervisors help provide solutions to research constraints faced by students	13.30%	23.30%	46.70%	16.70%

E. Thesis Completion Process

	Not good	Pretty good	Good	Very good
1 Supervisors encourage students to adhere to the agreed guidance schedule	0.00%	6.70%	56.60%	36.70%
2 Supervisors encourage students to complete their thesis on time	3.30%	6.70%	40.50%	49.50%

Satisfaction Based on Every Aspect

1. Availability Aspect

The results of students' perceptions of the satisfaction of thesis guidance services in terms of the availability aspect, namely aspects related to the willingness of supervisors in completing student thesis, obtained data as outlined in the graph. The graph shows that the majority (57%) of respondents stated that thesis guidance services carried out by lecturers were in the Good category.



Figure 1 Graph of Availability Aspect Percentage

2. Aspects of Mastery of Material Substance

The results of students' perceptions of satisfaction with thesis guidance services in terms of aspects of mastery of the substance of the material, namely aspects that are mastery of lecturers in research topics and methodologies. The graph shows that 50% of respondents stated that thesis guidance services carried out by lecturers from the aspect of mastering the substance of the material were in the Very Good category.

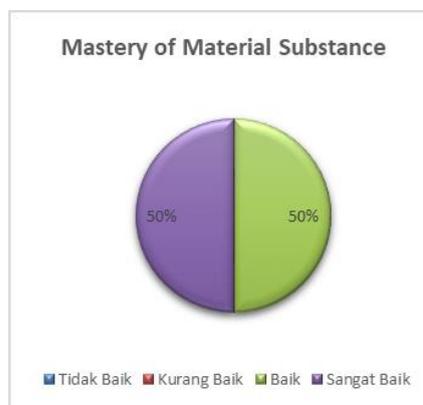


Figure 2 Graph of Percentage of Material Substance Aspects

3. Aspects of Mastery of Thesis Writing Techniques

The results of students' perceptions of satisfaction with thesis guidance services in terms of aspects of mastery of the substance of the material, namely aspects that are mastery of lecturers in research topics and methodologies. The graph shows that 50% of respondents stated that the thesis guidance services carried out by lecturers from the aspect of mastering the substance of the material were in the Very Good category.



Figure 3 Graph of Percentage of Mastery of Thesis Writing Techniques

4. Facilities Aspect

The results of student perceptions of thesis guidance service satisfaction in terms of the aspect of facilities, namely aspects related to the willingness of the supervisor to facilitate thesis guidance. The graph shows that the majority (40%) of respondents stated that the thesis guidance services carried out by lecturers were already in the Good category.



Figure 4 Graph of Percentage of Facility aspects

5. Aspects of Thesis Completion Process

The results of student perceptions of satisfaction with thesis guidance services are viewed from the aspect of facilities, namely aspects related to the lecturer's role in scheduling guidance and encouragement to complete the thesis on time. The graph shows that the majority (48%) of respondents stated that thesis guidance services carried out by lecturers were in the Good category.

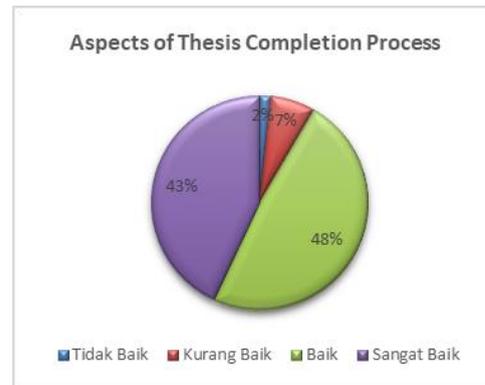


Figure 5 Graph Percentage of Thesis Completion Process aspects

Discussion

The questionnaire distributed to all respondents if converted into a satisfaction index in accordance with Permenpan RB No. 14 of 2017, the satisfaction index for each aspect is obtained as follows. From the table, it is obtained data that the thesis guidance carried out by lecturers when viewed from the aspect of facilities still gets quite satisfied category. Questionnaire data shows that the lack of attention to the development of student thesis is a matter that many students complain about as well as the formulation of research objectives and their benefits.

It is undeniable that the number of lecturer guidance students in the current semester in the Mechanical Engineering Education Study Program indeed exceeds the effective number, this is because the ratio of active lecturers and students who are in the process of completing their thesis is not balanced while lecturers have to work on other academic activities.

Besides that, students often delay the thesis process so that the number of guidance students accumulates every semester and is made worse by the disappointment of the lecturers because there are still many students who have not been able to improve their thesis according to the supervisor's recommendations. However, when viewed from the overall thesis guidance services carried out by

lecturers, a satisfaction index of 3.26 is obtained, meaning that they are in the satisfied category. The process of thesis guidance does not only

depend on one side but a collaborative relationship between students and supervisors.

Table 4 Thesis Guidance Satisfaction Index

No	Aspect	Average Value per Element	Service Quality	Performance Category
1	Availability	3,40	B	Satisfied
2	Mastery of Material Substance	3.53	B	Satisfied
3	Mastery of Thesis Writing Techniques	3.45	B	Satisfied
4	Facility	2.62	B	Satisfied
5	Thesis Completion Process	3,32	B	Satisfied
Satisfaction Index (N= 0.20)		3,26	B	Satisfied

A good collaborative relationship will increase the intensity of communication. This is supported by [Kemal et al., \(2019\)](#) who states that it is necessary to improve interpersonal relations between students and lecturers. Apart from that, to overcome the problem of the very large number of guidance in the current semester, it is necessary to have technological assistance in scheduling and facilitating the guidance room. If face-to-face guidance is not possible then *online facilities* can be an option. Online thesis guidance can increase effectiveness in the student guidance process without being constrained by distance ([Caskurlu et al., 2020](#); [Rodriguez-Segura et al., 2020](#); [Savarese et al., 2020](#)).

CONCLUSION

Based on research on the satisfaction of thesis guidance services, it can be concluded that effective and satisfactory thesis guidance has an important role in the success of students in completing their research. Some of the main points that can be taken from the article are as follows:

1. Availability and accessibility of supervisors: Students appreciate the availability of supervisors who are responsive and easy to find. Lecturers who are ready to help and provide constructive feedback on a regular basis increase student satisfaction.
2. Quality of communication: Good communication between students and supervisors is a key factor in satisfaction with thesis guidance. Lecturers who are clear in giving instructions, giving appropriate directions, and responding

well to student questions or concerns can help students feel supported and motivated.

3. Care and support: Students want supervisors who care and support them in the process of writing their thesis. Lecturers who can provide encouragement, provide constructive input, and provide motivation and emotional support help increase student confidence and satisfaction.
4. Knowledge and expertise: The supervisor's expertise and knowledge in the relevant field is very important. Students want to work with competent and experienced lecturers who are able to provide valuable guidance and advice to help them overcome challenges in their thesis research.
5. Respect for student time and effort: Students expect supervisors to appreciate the effort and time they invest in their thesis research. Providing appreciation and recognition for student achievement as well as providing constructive and timely feedback are important factors in increasing student satisfaction.

Overall, the satisfaction of the thesis guidance service is strongly influenced by the quality of communication, support, availability, and ability of the supervisor. Students who feel supported, well guided, and cared for by their supervisor have a higher probability of successfully completing their thesis with satisfaction.

Author's declaration

Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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Availability of data and materials

All data are available from the authors.

Competing interests

The authors declare no competing interest.

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