

EVALUATION OF TIMELY PASSING PROGRAM DEPARTMENT OF INDONESIAN LANGUAGE EDUCATION UNIVERSITAS INDRAPRASTA PGRI

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Abstract

This study describes the Evaluation of Graduate Program on Time at Universitas Indraprasta PGRI. The purpose of this study is to evaluate the program for graduating on time as a consideration for the Faculty of Indonesian Language Education to make policies regarding the accuracy of student graduation. This study uses a qualitative descriptive method with the evaluation model used is Countenance Stake. The results of this study are that the program graduated on time at the Department of Indonesian Language Education, Universitas Indraprasta PGRI to be actively carried out even though

the results have not been maximized. This can be seen based on the pass rate of almost 78%. From the initial number of 404 students who signed a thesis KRS contract and passed as many as 314 students, the remaining 90 students were still thesis drafting. Based on the observation that starting from the Department, Lecturers, and Administration, they contribute to students to complete their thesis on time, so that there is no ratio of lecturers to the number of students.

Keywords: *Evaluation, Graduated On-Time, Countenance Stake*

Abstrak

Penelitian ini mendeskripsikan tentang Evaluasi Program Lulus Tepat Waktu di Universitas Indraprasta PGRI. Tujuan dari penelitian ini untuk mengevaluasi program lulus tepat waktu sebagai bahan pertimbangan bagi Fakultas Pendidikan Bahasa Indonesia, guna mengambil kebijakan mengenai ketepatan kelulusan mahasiswa. Penelitian ini menggunakan metode deskriptif kualitatif dengan model evaluasi yang digunakan adalah Countenance Stake. Hasil dari penelitian ini adalah bahwa program lulus tepat waktu di Jurusan Pendidikan Bahasa Indonesia Universitas Indraprasta PGRI sudah mulai aktif dilakukan walaupun hasilnya belum maksimal. Hal ini dapat dilihat berdasarkan jumlah kelulusan hampir 78%. Dari jumlah awal 404 mahasiswa yang melakukan kontrak KRS skripsi dan dinyatakan lulus sebanyak 314 mahasiswa maka sisa mahasiswa berkisar 90 yang masih melakukan penyusunan skripsi. Berdasarkan hasil observasi bahwa

mulai dari Jurusan, Dosen, dan Tata Usaha memberikan kontribusinya kepada mahasiswa agar mahasiswa dapat menyelesaikan skripsinya tepat waktu, sehingga tidak terjadi rasio dosen terhadap jumlah mahasiswa.

Kata Kunci: *Evaluasi, Lulus Tepat Waktu, Countenance Stake*

Introduction

Indonesia is still faced with the covid 19 pandemic. The world of education is the most significant impact during this pandemic, and face-to-face lectures are still not allowed, so many challenges need to be faced together. This is where active and creative lecturers' role is necessary to achieve the expected educational goals.

In this condition, it is necessary to have good cooperation between lecturers, students, and parents to keep the lectures running smoothly. The education system that started traditionally has now changed to digital; therefore, science and technology are very much needed, especially for students writing a thesis. The thesis can be said as a final research proof that students have mastered the sciences learned while in college. A thesis is one that

students must pass to graduate and earn a bachelor's degree, especially in Indonesia.

The thesis is a scientific paper that expresses the author's opinion based on the views of others (Dalman, 2014). In this case, the thesis is the thought of a writer based on the results of data analysis that can be justified. Writing a thesis is a writing process that takes a lot of energy, time, and full attention in its work. Because writing skills in acquisition and use are considered very difficult and difficult and complex skills. Writing is a complex activity because sometimes students find it very difficult to express ideas and main thoughts in written form, all the senses they have must be centered on the writing we write, so it requires total concentration in writing activities, especially in writing a thesis, activities must accompany it read (Haryanti, 2018).

Writing skills are one type of language skill related to other skills, one of which is reading skills are (receptive) to get something, by reading we will gain insight and information. By doing this activity, it is hoped that in writing a thesis, there will be no obstacles in writing

because many sources of information and knowledge are stored in the human brain.

Today, the tradition of writing scientific papers is still very low. This can be seen at the level of publication in Indonesia. The results of research conducted by Alwasilah by involving as many as one hundred students as respondents in Bandung prove that (1) writing skills occupy the first position in meeting the needs of teaching Indonesian in universities; (2) the first order of writing skills to be mastered the skill of writing papers; and (3) general lectures in Indonesian so far have not played a maximum role in increasing mastery of academic writing skills (Persadha, 2016).

From the study results, it is known that the level of academic writing of students is still deficient because if students want to succeed in writing activities, they must be able to apply other language skills such as listening, reading, and speaking skills. By using these skills, students will think actively and critically.

The ability to write a thesis is an ability that students must possess; by writing, students can express ideas and main thoughts in written symbols. The results of the relevant research by Maslahah show that the literature used by students of the 2011 PAI study program is Indonesian-language books, while the titles quoted vary. The reason students prefer books as a source of citations because books explain terms and theories systematically and in detail. In terms of the language of the literature quoted in the Indonesian language, literature is a very high percentage of reference sources, namely 94.06% (6979 citations) (Maslahah, 2015). Furthermore, the results of research by Sugito show: (1) the mentoring process tends to use already the principles of adult learning, which emphasizes the independent learning process; (2) the obstacles faced include the substance and research methods, foreign language skills, psychology, and completeness of reference sources; and (3) efforts made to overcome obstacles include increasing self-motivation, self-employment and giving lecturers opportunities to students to convey the problems they face (Sugito, 2017).

In writing a thesis, it is indispensable to have motivation because motivation is the overall driving force in creating a spirit of excitement in learning (Fadilla, 2013; Bali, 2020). If the student does not have internal or external motivation, then the thesis they are preparing will not be completed on time because they do not have a target or timeframe for the work process. Understanding the letter of intent to complete this thesis is also one way for the Department to minimize delays in timeliness in plans and actions.

The previous studies mentioned above are undoubtedly relevant in this research, but this research is devoted to the timely graduation program in the thesis writing skills of Indraprasta University PGRI students. Of course, this program is expected to increase student motivation in thesis writing activities so that no more students are late to get a bachelor's degree.

Based on observations with several lecturers and students, it was found that there were several obstacles faced in preparing thesis during the pandemic as it is currently a big challenge for students and lecturers; first,

students and lecturers did not carry out direct thesis guidance, which allowed for misunderstandings to be born. Second, there are restrictions on community activities that make it difficult for meetings between lecturers and students. Third, the depletion of student finances due to this condition makes some final students face a dilemma.

Difficulties in the implementation of thesis guidance and the student environment also contribute to completing a student thesis (Hengky, 2017). Therefore, difficulties can be minimized if students have high motivation to complete the final project.

Based on data obtained from the administration of the Faculty of Indonesian Language Education, Indraprasta University, PGRI Jakarta, for the last two years, precisely because of the COVID-19 pandemic, has had a significant impact on the delay of students in writing theses due to the large number of students who are still contracting thesis. In this case, the data obtained in 2021 Indonesian Language Education has passed 314 and 86 thesis processes and four students with advanced status. This shows that there are problems with students who experience delays in writing

their thesis.

This delay can, of course, be detrimental to students and the University. Because according to Permenristek Dikti Number 44 of 2015 concerning National Standards for Higher Education Article 16 paragraph 1 point d that a maximum of 7 academic years for the Bachelor program, four diploma/applied for undergraduate programs with student learning materials of at least 144 (one hundred and forty-four) credits. Then according to the assessment of BAN-PT regarding the Accreditation of Undergraduate Study Programs in 2008, the presence of students who completed studies for more than five years will affect the accreditation assessment of the institution concerned (Suyono, 2020).

To overcome these problems, it is necessary to evaluate the Faculty of Indonesian Language Education, Indraprasta University, PGRI Jakarta, namely the graduation program, on time. A program that aims to increase the on-time graduation rate for students.

Program evaluation is a systematic activity to collect, process, analyze, and present input data to make decisions (Mahmudi, 2011). Evaluation is carried out regularly and systematically to obtain valid data to obtain a decision (Bali & Musrifah, 2020). To answer the evaluation question, the evaluator/researcher needs to determine the steps to implement the program evaluation.

The steps in the research objective of evaluation include: (1) determination of objectives and formulation of objectives; (2) determine the criteria used to measure success; (3) determine and explain the level of success; (4) evaluation steps; (5) recommendations for the next program (Putu, 2015).

The suitable evaluation model in this study is the countenance stake evaluation model. The countenance stake model consists of two matrices. The evaluator can do the new consideration matrix after the description matrix is completed (Lukum, 2015).

The purpose of evaluating the timely graduation program is to consider the Indonesian Language Education Faculty in making policies regarding the accuracy of

graduation. So that through this evaluation, we can find out the level of success of a program, and its implication for the community is that the public knows information about the timely graduation program at Indraprasta PGRI University, which is quite successful.

Method

This study uses a qualitative descriptive method with the evaluation model used is Countenance Stake. Evaluation research is intended to determine the end of a program, namely knowing the final results of the program to determine recommendations for past policies, which in the end goal is to determine the next procedure (Pramusinto, 2017). The stakes evaluation is: (1) relative standards and (2) absolute standards, which are based on standards or standard criteria for the education process. Furthermore, it can be concluded related to the suitability between the implementation of the learning program and the standard of the educational process (Waluyati, 2012). The research was conducted at the Department of Indonesian Language Education, Indraprasta University,

PGRI Jakarta.

The population of this study was all students (semester 8) of the Department of Indonesian Language Education who contracted the Thesis, namely:

Table 1. Status and Number of PBI Thesis Guidance

No	Status	Amount
1	Graduated	314
2	Advanced	86
3	Thesis Process	4
Jumlah		404

(Source: Unindra PBI Administration Section)

So the population used is 404 students. The sampling technique used is Purposive Sampling and Proportional Sampling, where this study was not conducted on the entire population but focused on the target. Purposive Sampling means that the determination of the sample takes into account specific criteria that have been made on the object following the research objectives (Irawan, 2012). The sample in this study was 120 students majoring in Indonesian Language Education. Data collection techniques using questionnaires and documentation. Research questionnaire using google form will be

distributed to 8th-semester students sampled in this study.

Results and Discussion

The achievement of the graduate program on time has not fully contributed to timely graduation in the completion of student thesis writing. This is due to various things, one of which is the length of time in preparing the thesis. The duration of thesis completion is due to unfinished courses or repeating the trials, the size of guidance, students' understanding of the methodology to be used, or obstacles in students' internal and external motivation. In the process of writing a thesis, it is indispensable to have a high reason.

As many as 99.2% of Indonesian Language Education Department students fill out a statement of ability to complete the thesis, which is used as motivation. By signing the letter, it is hoped that students will be motivated to complete the thesis. Students will try their best to complete the thesis, which is their responsibility to get a bachelor's degree.

The Department of Indonesian Language Education applies two supervising lecturers with the aim that the quality of student thesis will be maintained. This means that 96.7% of students stated "Yes" that the policy of mentoring two lecturers helped complete the thesis. Based on the evaluation results, 59% answered strongly agree, 40% agreed, and 1% answered it disagreed that supervisor one and supervisor 2 contributed to the preparation of the student thesis.

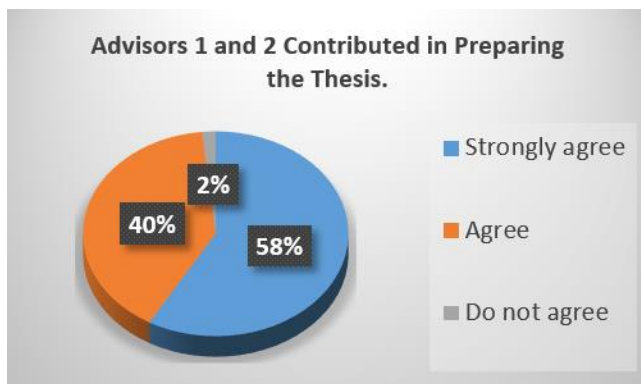


Figure 1. Advisors 1 and 2 Contributed in Preparing the Thesis

From the reasons put forward by students, two supervisors help students conduct research. Supervisors

one and two have carried out their duties based on their respective portions to avoid misunderstanding.

In the Department of Indonesian Language Education Unindra, all parties have supported the program to graduate on time; 95.9% of students responded "yes" that all parties (Departments and Faculties) had facilitated students to graduate on time. For example, administrative services carried out by the administration make it easier for students to prepare their thesis; 23.1% answered strongly agree, 69.4% agree, 6.6% disagree, and 0.8% strongly disagree.

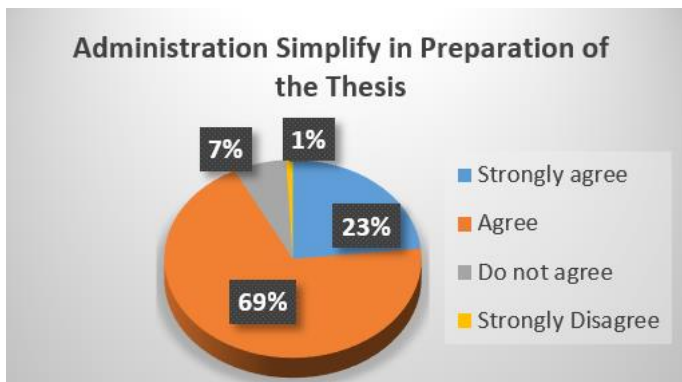


Figure 2. Administration Simplify in Preparation of the Thesis

In this program, the administration provides a good contribution in facilitating student administration in preparing a thesis.

This timely graduation program obtained data by 42% answering strongly agree, 54% agree, and 4% disagree.

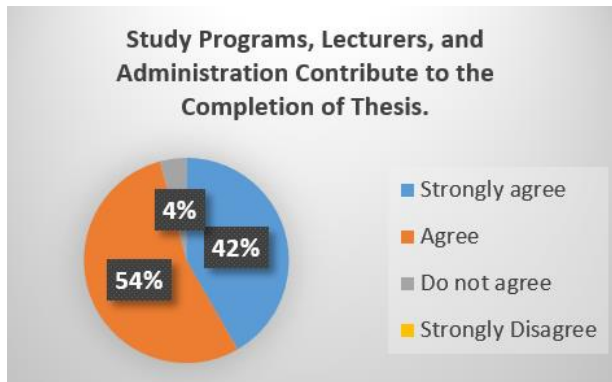


Figure 3. Study Programs, Lecturers, and Administration Contribute to the Completion of Thesis

It means that in this case, the study program, lecturers, and administration contribute to completing the thesis. And one of the outputs of the thesis SOP is the existence of a Thesis Writing Manual. This book is used as a reference for students and lecturers in thesis writing. 80.2% of students already have a thesis writing manual,

while 19.8% do not have a thesis writing manual because of the very strict PPKM (implementation of community activity restrictions), making it difficult for students to take the book on campus, there should be cooperation between the manager of the Thesis Writing Guidebook with students so that the book can be sent to the student's home, or the softcopy of the manual is prepared which can be downloaded, intending to make it easier for students to read and understand the Thesis Writing Guidebook.

In writing a thesis, as many as 19% of students have understood the contents of the Thesis Writing Guidebook, while 1% of students do not understand even do not have the book. Based on the evaluation results that 80% of students stated that the Thesis Writing Guidebook was very helpful in completing thesis writing.

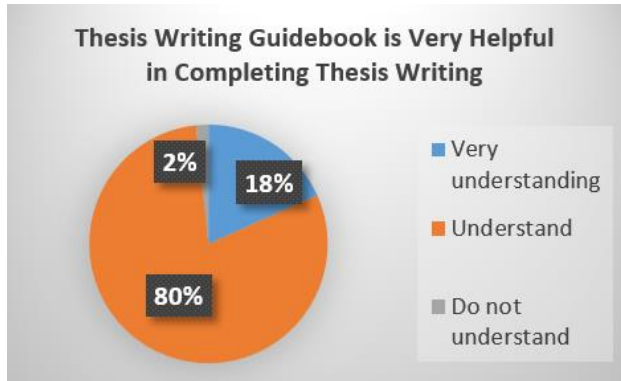


Figure 4. Thesis Writing Guidebook is Very Helpful in Completing Thesis Writing

Although the institution targets that thesis preparation can be completed within six months (1 semester), there are still many students who have to repeat the thesis KRS contract in the following semester; this can be seen in Table 1 above that as many as 404 students signed the thesis KRS contract. Found 314 students who graduated, 86 thesis process, and four advanced students. And this means students will increase the time in completing their studies. Widodo stated the same thing that several factors, including a caused the delay or even failure of thesis completion) students' ability to understand research method courses, b) policies from institutions, especially existing regulations that did not support the

completion of a thesis on time, c) students sometimes have to repeat some courses, d) the guidance process is not supportive (Hengky, 2017).

Based on the interviews with several students who have not finished writing their thesis, among others, because students still have courses to repeat or take leave in the middle of the semester. Therefore, this problem has an impact on increasing the length of the study.

Conclusion

The conclusion of this research is that the graduate program on time at the Department of Indonesian Language Education, Indraprasta University PGRI has started to be actively carried out even though the results are not optimal. This can be seen based on the pass rate of almost 78%. From the initial number of 404 students who signed a thesis KRS contract and passed as many as 314 students, the remaining 90 students were still doing thesis drafting.

Study Programs, Lecturers, and Administration contribute to students so that students can complete their thesis on time, so that there is no ratio of lecturers to the number of students. This timely graduation program must continue to be carried out so that students continue to work to complete their final project to get a bachelor's degree.

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