

THE EFFECTIVENESS OF POLICY FOR UNDERGRADUATE STUDENTS NOT REQUIRING THESIS AS A GRADUATION REQUIREMENT ON STUDENT QUALITY

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Abstract

The Ministry of Education, Culture, Research and Technology changed the obligations of undergraduate students in completing their final assignment not only with a thesis but expanded into several options which include projects, prototypes, and so on which were fully handed over to universities. Therefore, this research aims to analyze the effectiveness of this policy using the SWOT analysis technique. This research is qualitative research with a descriptive approach. The research results show that this policy has a number of weaknesses and threats in the future. Researchers assess that this policy will not be effectively implemented in the Indonesian education system.

INTRODUCTION

Thesis is a term used in Indonesia to illustrate a scientific paper in the form of a written presentation of undergraduate research results that discusses a

problem/phenomenon in a particular field of science using applicable principles. The aim of the thesis is for students to be able to compose and write a scientific work, according to their field of science. Students who are able to write a thesis are considered able to combine their knowledge and skills in understanding, analyzing, describing, and explaining problems related to the scientific field they are taking. Thesis is a requirement to obtain undergraduate status (S1) at every State University (PTN) and Private University (PTS) in Indonesia (Wikipedia, 2023).

The term thesis as an undergraduate final assignment is only used in Indonesia. Other countries, such as Australia, use the term thesis to refer to final assignments with research for undergraduate (S1), postgraduate (S2), Ph.D. with research (S3) and dissertations for small research assignments, both undergraduate (S1) and postgraduate (postgraduate). Meanwhile, in Indonesia, theses are for undergraduate level, theses are for master's level, and dissertations are for doctoral level. The educational assessment is the process of collecting and processing information to measure the achievement of student learning outcomes whose purpose is to find out whether the education, teaching or training program has been mastered by the participants or not. Certain numbers or values are usually used as a benchmark for mastery of the program. However, the policy of requiring a thesis as a graduation requirement for undergraduate students has been softened. Through the Regulation of the Minister of Education, Culture, Research and Technology Number 53 of 2023 concerning Quality Assurance in Higher Education, a thesis is no longer a requirement for student graduation, but this policy is left entirely to the university concerned. The final assignments listed are more varied, for example prototypes, projects, and so on. This policy change sparked researchers' interest in analyzing more deeply the effectiveness aspect (Wikipedia, 2023).

Effectiveness is the relationship between output and objectives or it can also be said to be a measure of the level of output, policies and procedures of the organization. Effectiveness is also related to the degree of success of an operation in the public sector so that an activity is said to be effective if the activity has a major influence on the ability to provide community services which is the target that has been determined (Wahyudi, 2010).

According to (Sari et al., 2018) Effectiveness is a measure of the success or failure of an organization's goals. If an organization achieves its goals then the organization has been running effectively. The effectiveness indicator describes the range of consequences and the impact (outcome) of the output of the program in achieving the program's objectives. The greater the contribution of the output produced to achieving the specified goals or targets, the more effective the work process of an organizational unit will be (Yulita, 2017).

According to Mahmudi (Margono, 2021) effectiveness is the relationship between the output and the goals or objectives that must be achieved. It is said to be effective if the activity process achieves the final goals and objectives of the policy, whereas according to Fajar, the effectiveness of regional levies is a comparison between the realization and the target of

regional levy receipts, so it can be used as a measure of success in doing somethingchar(Chartier, 1972).

Based on the explanation above, this study aims to analyze the Effectiveness of the Policy for Students Not Compulsory Thesis as a Graduation Requirement. This research measures the effectiveness of the old policy, namely that students are required to do a thesis as a graduation requirement and the new policy is that students are not required to do a thesis but are replaced with prototypes, projects, and so on.

METHODS

This research is a qualitative research with a comparative approach, namely research that compares one thing with another(Lexy J. Moleong, 2018). In this case, comparing the old policy, namely that students were required to have a thesis as a final assignment requirement and were not required to have a thesis or expanded it with a number of options such as prototypes, projects, and so on(Jonathan Sarwono, 2016). Data collection techniques in research use library research methods in the form of scientific journals, books, laws and regulations, websites, etc. related to this research including effectiveness theory and policies related to students' final assignments(Manzilati, 2017). The analysis technique used in this research is the SWOT analysis technique which compares the mandatory script policy as a final assignment requirement for undergraduate students and the policy of not having to have a thesis or more options covering projects, prototypes, etc. which are completely handed over to each campus(Sugiyono, 2019).

RESULTS AND DISCUSSIONS

Effectiveness Of The Policy For Undergraduate Students Not Requiring A Thesis As A Graduation Requirement On Student Quality

Effectiveness is the relationship between output and objectives or it can also be said to be a measure of the level of output, policies and procedures of the organization. Effectiveness is also related to the degree of success of an operation in the public sector so that an activity is said to be effective if the activity has a major influence on the ability to provide community services which is the target that has been determined (Wahyudi, 2010).

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According to the Minister of Education and Culture, "The final project can take various forms, it can take the form of a prototype, it can take the form of a project, it can take other forms. Not just a thesis, thesis or dissertation." In principle, expanding the options for completing the final project for undergraduate students is considered to be in line with the concept of an independent campus. According to Medikbudrisdikti, universities can detect students' abilities and provide the most appropriate type of final assignment in the form of a project, prototype, etc. which can support students' ability to compete in the world of work. Therefore, the Minister of Education and Culture assumes that expanding the final assignment option can be more effective compared to the previous policy which required a thesis (Susantiningrum et al., 2020).

However, on the other hand, this policy can actually cause new problems and is not in accordance with the academic label that students have. In fact, tertiary institutions are divided into 5 types namely universities, institutes, high schools, polytechnics, and academies where each type of higher education has different characteristics. The university is an institution of higher education and research, awarding academic degrees in various fields grouped into specific faculties (Kompas, 2023).

The striking difference between universities compared to the other 4 types of higher education is that universities focus more on academic matters. In this regard, the researcher assumes that the policy of requiring a thesis for undergraduate students as a final project is appropriate and more effective. Apart from that, the application of final assignments and projects has been applied to other types of higher education institutions such as vocational universities, polytechnics, and so on which focus more on practical matters. The policy of students having to complete a thesis has also been proven to produce leaders, academics and other figures who have the systematic insights and paradigms needed in each group. According to researchers, the policy of expanding the types of final assignments for undergraduate students will create double standards between one university and another and give rise to social jealousy (Permendikbud Nomor 53 Tahun 2023 Penjamin Mutu Pendidikan Tinggi, 2023).

The policy of students not having to do a thesis was expanded into several options based on student complaints about the quality of their supervisors. So the solution that emerges should be to improve the quality of supervisors and the system, not to eliminate the obligation to have a thesis as a final assignment. Researchers assess that the Ministry of Education, Culture and Higher Education seems to want to sail a more dangerous sea with varying waves, but with the same quality boat. Researchers assess that in the future this policy will not be implemented very effectively. Moreover, policies regarding education are closely intertwined with political matters. Each leader has different policies and patterns

during his time and researchers assess that this policy will not last long because it will give rise to a number of new problems in the future.

SWOT ANALYSIS

SWOT analysis is a systematic identification of various factors to formulate company strategy, this analysis is based on logic that can maximize strength and opportunities, but simultaneously can minimize weaknesses and threats (Rangkuti, 2016). This analysis is based on the assumption that an effective strategy will maximize existing strengths and opportunities and minimize weaknesses and threats. When accurately applied, these simple assumptions have a profound impact on the design of a successful strategy and analysis of the business environment that provides the information needed to identify the opportunities and threats that exist within an institution (Astuti & Ratnawati, 2020). In connection with the new policy that students are not required to complete a thesis in completing their final project, the researcher uses a simplified SWOT analysis technique in tabular form as follows:

Table 1
SWOT Anlysis

Strengts	Weaknesses	Opportunities	Threats
More optional	Double standard	Implemented peemanen	Not working properly
More flexible	Rotation of political terms of office	Become a new breakthrough in the world of education, especially higher education quality assurance	Changing campus academic culture
Answers to student complaints	Not all colleges have the same resources	More and more students are easy to adapt to the work environment	Many prototypes and projects have emerged
In line with the independent campus philosophy	Time is short and can be changed at any time		Final double standards
	There is no prior socialization		

Source: Data Processed By Researcher, 2023

Based on the results of the SWOT analysis above, the policy of students not having to do a thesis in completing their final project has more weaknesses and threats which include double standards, minimal socialization, the potential to be inapplicable due to changes in tenure, the resources each campus has are different, and etc. Therefore, this policy has the potential to be ineffective in implementing the Indonesian education system.

CONCLUSION

Based on the explanation above, it can be concluded that the policy of expanding options for students in completing their final assignment is not only a thesis, but there are other options such as prototypes and are based on student complaints against supervisors, the philosophy of an independent campus, and so on. In contrast to the Ministry of Education and Culture, researchers believe that this policy will not be effectively implemented in the Indonesian education system because first, the types of tertiary institutions in Indonesia are divided into five types, namely universities, polytechnics, vocational schools, institutions, and high schools which have their own focus where universities are focused. on matters of an academic nature so that the final assignment in the form of a thesis is most appropriate to be applied at university type colleges. In addition, project and project type final projects have been applied to polytechnic and vocational higher education which focus on practical matters. Second, this policy was determined too late so that it could potentially not be implemented due to a change of term of office. Third, there was no basis for a comprehensive review. Fourth, it has the potential to create double standards. Fifth, it has been implemented and in fact changed as an indication that the policy is not working.

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