

Analysis of Internal and External Barriers of Female Students in Completing Thesis: Case Study on Comparative Mazhab Study Programme at STIBA Makassar

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ABSTRACT

The final project in the form of a thesis is a requirement for obtaining a bachelor's degree and testing students' procedural skills, readiness, and learning outcomes. This study aimed to identify the obstacles faced by female students and their solutions in completing the thesis in the Comparative Mazhab Study Programme at STIBA Makassar in the 2022/2023 academic year. The research questions raised are: What are the obstacles and solutions for female students in completing the thesis in the Comparative Mazhab Study Programme at

STIBA Makassar in the 2022/2023 academic year? This field research uses a qualitative approach with data collected through observation and questionnaires. The results showed that the main obstacles female students faced in completing the thesis were dominated by internal factors. These internal factors have a more significant impact than external factors. The main internal barriers include difficulties in mastering the thesis material, challenges in translating Arabic literature into Indonesian, and problems in mastering the Indonesian spelling system (EYD). External factors include a lack of understanding of STIBA's scientific writing guidelines, incomplete references to STIBA's women's library, and the activeness of supervisors. Solutions to these problems include supervisors directing students to focus on their research topics, encouraging them to read more, using dictionaries, and utilizing current technology. Additionally, academic institutions should impose strict deadlines to motivate students to complete their theses on time and ensure that supervisors provide adequate guidance and supervision. This study concludes that internal factors significantly hinder female students from completing their theses on time. Addressing these issues through better guidance and stricter deadlines can help to overcome these barriers.

Keywords: *Barriers; Female Student; Solutions; Thesis.*

Introduction

In general, education is the process of developing each individual to live and continue life. Therefore, education is important (Yayan Alpian et al., 2019; Hanan et al., 2023). The demands of education encourage students to complete all tasks in order to get the best grades and achievements. Learning is an inseparable element of education and includes knowledge, attitudes, skills, and behaviours that are formed, changed, and developed through this process (Adnan Achiruddin Saleh, 2018). Procedurally, students' abilities, readiness, and learning outcomes are tested through the final project in the form of a thesis as a requirement to obtain a bachelor's degree. Thesis is evidence of student integrity in implementing the knowledge gained in college and involves intellectual and emotional aspects (Husni Wakhyudin and Anggun Dwi Setya Putri, 2020).

Success in completing a thesis really requires motivation both from within and from outside. Motivation is the urge that arises in a person to behave, such as the urge to learn, work, and achieve (Rabukit Damanik, 2020). However, students who have high motivation sometimes still face

obstacles in completing their thesis on time. These obstacles can be in the form of obstacles or situations that interfere with a person's psychological and psychological development, which in turn can hinder the study period and cause dropout (Hedi Ardiyanto Hermawan, 2022). If these inhibiting factors are not resolved immediately, it will have an impact on the higher education system.

One of the universities that requires a thesis and determines the completion time for students is the College of Islamic Sciences and Arabic Language (STIBA) Makassar. STIBA Makassar is a dormitory-based higher education institution that separates female and male dormitories and campuses. A type of higher boarding school that applies the boarding school system method. STIBA Makassar was established in 1998 under the auspices of Yayasan Pesantren Wahdah Islamiah (YPWI) Makassar. Furthermore, it obtained an establishment permit with Kopertais Decree Number 023 of 2002. Then get an extension of the Permit to Implement the Comparative Mazhab and Law Study Programme, based on the Decree of the Director General of Education No. 1376 of 2014 on the 10th of January 2014: 1376 Year 2014 on 10 March 2014 (STIBA Makassar, 2022). Comparative Mazhab is one of the oldest study programmes and has many students. STIBA Makassar's Comparative Mazhab Study Programme set two national records. PM Study Programme with the most students and has the most applicants in new student admissions throughout Indonesia in 2022 (STIBA Makassar, 2022).

The number of graduates and graduates from the PM study program is strongly influenced by the obstacles faced by students in completing the thesis. As in the data obtained at the College of Islamic Sciences and Arabic Language (STIBA) Makassar, many students experience delays in registering for *munaqasyah* on time, according to the time determined by the academic. On 18 July 2023, which was the last date for *munaqasyah* registration, especially for final semester students, but only 54 students registered out of 138 students who should have registered for *munaqasyah*. Seeing this number, the academics opened the second *munaqasyah* registration on 19 July 2023 so that the number of students who registered reached 124 students. The existence of this additional time is because seeing the *munaqasyah* registrants at the time determined by the academic is very little not even reaching one-half of the number of final semester students (STIBA Makassar, 2023).

This number is one of the impacts of the obstacles faced by students in completing the thesis. In addition, based on data from the academic

side of the Comparative Mazhab Study Programme of STIBA Makassar that in each batch the average number of students who do not complete the thesis is 5 to 8 students. So that it becomes the focus of research for researchers to analyse obstacles, especially in female students and their completion in completing the thesis in the Comparative Mazhab Study Program in the 2022-2023 academic year.

This study aims to determine the obstacles of female students and their solutions in completing the thesis in the Comparative Mazhab Study Programme of STIBA Makassar in the academic year 2022/2023. The objectives of this study are to find out the obstacles of female students in completing the thesis in the STIBA Makassar Mazhab Comparison Study Programme in the academic year 2022/2023 and to find out the solution to the obstacles of female students in completing the thesis in the STIBA Makassar Mazhab Comparison Study Programme in the academic year 2022/2023.

Some previous research written by Rahmat and Bakhrul Khair Amal in their research discusses student obstacles in doing the final project (thesis) case study of UNIMED social science faculty students who focus on student obstacles alone in completing the thesis (Rahmat & Amal, 2020). Arvio Yosie Kintama with research on online thesis guidance during the COVID-19 pandemic for PGSD UWKS students discusses obstacles and solutions (Kintama, Larasati, & Yuliana, 2021). Rusitayanti in her research discusses the factors of difficulty for students preparing theses in the FKIP Penjaskesrek Study Program at PGRI Mahadewa University Indonesia in the era of adaptation to new habits in 2021 (Rusitayanti, Ariawati, Indrawathi, & Widiantari, 2021). Some of the above studies discuss obstacles, difficulties and solutions in completing theses in various study programmes at their respective universities with different times. This research focuses on analysing the obstacles of female students and their solutions in completing the thesis in the Comparative Mazhab Study Programme of STIBA Makassar in the academic year 2022/2023.

In this study, the theoretical framework used involves two main concepts, namely motivation and obstacles in completing academic tasks. These two concepts play an important role in understanding how female students complete their theses. Motivation is an internal drive that influences individual behaviour to achieve certain goals (Maslow, 1986). In the context of thesis completion, motivation can be the drive to learn, achieve, and complete academic tasks on time. Barriers are external factors that interfere with the process of completing academic tasks.

Barriers can be physical, mental, or situational obstacles that hinder students' progress in completing the thesis. Barriers in the context of this study can be categorised as follows, 1) technical barriers, 2) personal barriers, 3) environmental barriers.

This research is expected to contribute in identifying the obstacles faced by female students in completing the thesis at the Comparative Mazhab Study Programme of STIBA Makassar. Provide recommendations for effective solutions to overcome these obstacles, so as to increase the number of graduates on time. Provide input to academics and managers of the STIBA Makassar Comparative Mazhab Study Programme to improve the guidance system and thesis completion for female students.

Methods

This research is field research or empiric research because this research is carried out by plunging data into the field as a whole and being directly involved with respondents and feeling what they feel while getting an explorative and analytical picture of the local situation (Conny R. Semlawan, 2010). The research approach used is a qualitative research approach, namely a search that aims to explore and understand a central symptom. Researchers in exploring these central symptoms use data collection methods through observation and distributing questionnaires with open questionnaires, which give respondents the opportunity to answer in their own sentences and closed questionnaires, which have provided answers so that respondents only have to choose (Muhammad Muhyi et al, 2018). The questionnaire was distributed by asking questions related to the research to be carried out to the entire sample.

Determination of the number of samples used in this study was determined using the slovin formula. The sample size with the slovin formula is determined based on the following formula:

$$n = \frac{N}{1 + N e^2}$$

n = sample size

N = population size

e = percent allowance for inaccuracy due to sampling errors that are still tolerable or desirable, for example at least 10% of the population and for relatively small populations at least 20% of the population (Aloysius Rangga Aditya Nalendra et al, 2021).

Based on the existing population in the two samples, the calculation is as follows:

Sample of STIBA Makassar female students who are late registering for munaqasyah in the academic year 2022/2023

$$n = \frac{70}{1 + 70 (10\%)^2}$$
$$n = \frac{70}{1 + 0,7}$$
$$n = 41$$

Sample of supervisors for the academic year 2022/2023

$$n = \frac{31}{1 + 31 (20\%)^2}$$
$$n = \frac{31}{1 + 1,24}$$
$$n = 14$$

The sample was 41 samples 58% of female students and supervisors of STIBA Makassar in the academic year 2022/2023 as many as 14 samples or 45% of the entire population of STIBA Makassar female students who were late registering for munaqasyah in the academic year 2022/2023 as many as 70 female students and supervisors at the STIBA Makassar women's campus in the academic year 2022/2023 as many as 31 lecturers (STIBA Makassar, 2023). In accordance with the method used in this study, the data analysis technique that researchers will use is descriptive qualitative/non-statistical analysis or content analysis (Sumardi Suryabrata, 2006).

Results and Discussion

Based on data obtained from 41 respondents of STIBA Makassar female students who were late registering for munaqasyah in the 2022/2023 academic year through a closed questionnaire, it can be categorised into 2 categories, namely external and internal obstacles in completing the thesis on time. From the results of the research conducted, it was found that internal obstacles were more dominant than external obstacles in the process of completing the thesis of STIBA Makassar female students. This finding is in line with educational theories that underline the importance of basic academic skills and institutional support in academic success.

The categories of obstacles in completing the thesis found by female students can be presented in the table below.

Table 1. Internal Barriers Experienced by Respondents Based on Question Items Asked to Respondents

No.	Internal Barriers	Respondents	Percentage
1.	Lack of mastery of material related to the title and thesis material	19	46%
2.	Lack of ability to translate Arabic literature into Indonesian	17	41%
3.	Lack of ability to translate Indonesian literature into Arabic	4	10%
4.	Lack of mastery of EYD (refined spelling)	17	41%
Percentage of Internal Barriers			35%

Based on the table above, the lack of mastery of the material (46%). This obstacle shows that many female students have not fully mastered the material related to the title and content of their thesis. According to Bandura's (1997) self-efficacy theory, lack of mastery of the material can reduce students' confidence in completing their academic tasks. In addition, constructivism theory proposed by Piaget (1977) emphasises the importance of deep understanding and active learning to achieve academic success.

Ability to translate literature (41%). Difficulties in translating literature from Arabic to Indonesian and vice versa indicate limitations in language skills. Research by Cummins (2000) shows that academic bilingualism requires good language skills in both languages used for academic purposes. This limitation can hinder students' ability to access and understand relevant literature. Mastery of EYD (41%). Difficulties in mastering EYD suggest that female students may lack training in proper academic writing. Hyland (2013) emphasises the importance of repeated training and practice in academic writing to improve students' writing skills.

Table 2. External Barriers Experienced by Respondents Based on Question Items Asked to Respondents

No.	External Barriers	Respondents	Percentage
1.	Lack of understanding of STIBA Scientific Writing	17	41%

2.	Constraints on devices (laptops and mobile phones)	12	29%
3.	Financial constraints (costs)	8	19%
4.	Incomplete references in the STIBA Putri library	16	39%
5.	The activeness of the supervisor I	15	36%
6.	The activeness of supervisor II	9	21%
Percentage of External Barriers			31%

Based on data obtained from 14 respondents of the supervisor of the STIBA Makassar women's campus in the 2022/2023 academic year through an open questionnaire which includes obstacles for female students in completing the thesis on time as seen by the supervisor and the solution can be concluded in several obstacles, namely:

- 1) Lack of understanding of KTI STIBA (41%). Lack of understanding of STIBA's Scientific Writing (KTI) is the most significant external obstacle, indicating that female students may not have clear guidance on how to structure their thesis. This is in line with Tinto's (1993) theory that emphasises the importance of academic support and guidance in student success. More intensive socialisation and education on KTI may help reduce this barrier.
- 2) Constraints on devices (laptops and mobile phones) (29%). Limited access to technological devices such as laptops and mobile phones is a significant barrier. Selwyn's (2010) digital divide theory suggests that gaps in access to technology can hinder academic productivity. Providing adequate technology facilities and financial support can help overcome this obstacle.
- 3) Financial constraints (19%). Financial barriers include the costs that must be incurred to complete the thesis. According to research by Pascarella and Terenzini (2005), adequate financial support is essential to help students complete their education well. Institutions can help by providing scholarships or financial aid for students in need.
- 4) Incomplete references in the library (39%). The lack of references in the STIBA Putri library indicates the need for improved academic facilities. Tenopir et al. (2009) showed that better access to academic resources can improve the quality of student research.

The addition of book collections and subscriptions to scientific journal databases can help overcome this barrier.

- 5) Activeness of supervisors I (36%) and II (21%). The activity of the supervisor is an important factor in the thesis completion process. Hattie and Timperley (2007) showed that effective feedback from supervisors can improve student engagement and academic outcomes. Supervisors who are more active in providing guidance can help overcome this obstacle.

The results of this study revealed two main categories of barriers faced by female students in completing their thesis, namely internal and external barriers. Internal barriers dominated, with a percentage of 35% of respondents, while external barriers reached 31%. The most significant internal barriers are constraints on mastery of thesis material, ability to translate literature from Arabic to Indonesian, mastery of EYD, and ability to translate literature from Indonesian to Arabic. The literature relevant to these findings suggests that internal barriers often stem from a lack of basic academic skills required to complete scientific tasks (Schunk, 2012). For example, material mastery and translation skills are critical skills that require continuous learning and practice (Auerbach, 2006). Constraints in EYD mastery indicate a lack of basic education in academic writing, which is often neglected in higher education curricula (Hyland, 2013). The internal barriers identified, such as lack of mastery of materials and language skills, reflect larger challenges in the higher education system that require a holistic approach to address. This involves changes in the curriculum, teaching methods, and academic support provided by institutions.

Meanwhile, external barriers include a lack of understanding of STIBA's KTI, incomplete references in the library, and a lack of active mentors. According to Tinto (1993), institutional support, including access to academic resources and effective mentoring, is critical to student success. The lack of references in the library and the inactivity of supervisors indicate the need for improvements in facilities and academic support. External barriers, such as lack of references and involvement of supervisors, indicate the need for improvements in infrastructure and academic management. Educational institutions should invest in the necessary resources and ensure that supervisors have a reasonable workload so that they can provide effective guidance.

Based on the questionnaire of what the supervisors get from the obstacles of female students in completing the thesis, it shows that the

biggest obstacle is the lack of understanding and mastery of female students of the STIBA Makassar KTI book and the lack of understanding and mastery of the thesis title and research focus. Compared to other obstacles, this certainly greatly affects the development of the thesis writing process because a student will not be able to write without understanding how to write and compile scientific papers. Likewise, students' understanding and mastery of the thesis title and focus of research which is the subject of the thesis itself.

After knowing the obstacles of female students in completing the thesis obtained through student and supervisor questionnaires and suggested solutions from the supervisor, it can be concluded that the solution is expected to help students in resolving all these obstacles, namely as follows.

- 1) Firmness of time limits. Implementation of firmness in time limits can be done through clear academic policies and intensive socialisation to students. Research by Deci and Ryan (2000) shows that strict but realistic time limits can increase students' intrinsic motivation, especially if accompanied by adequate support from supervisors.
- 2) Improved KTI teaching. Adding practicum sessions and assignments in Indonesian and Arabic from the beginning of the semester can help students in developing academic writing skills. This process can be facilitated through comprehensive learning modules and continuous writing training. As proposed by Elbow (1998), a "writing-to-learn" approach can improve students' critical and analytical skills.
- 3) Proactive tutors. Supervisors need to be trained to provide constructive feedback and direct students in their research focus. Professional training for supervisors, as discussed by Hattie and Timperley (2007), can improve the quality of supervision and student research outcomes.
- 4) Intensive progress control. More intensive control of thesis writing progress can be done through regular meetings and progress reports that must be submitted by students. This can be implemented through an online monitoring system that allows supervisors to provide real-time feedback.
- 5) Improved facilities and resources. Campuses need to upgrade library facilities with the latest collection of books and provide access to scholarly journals through international database subscriptions. According to Tenopir et al. (2009), better access to

academic resources can significantly improve the quality of student research.

- 6) Intensive interaction with mentors. Organise a more flexible mentoring schedule and encourage open communication between students and supervisors. According to research by Pascarella and Terenzini (2005), more frequent interaction with lecturers can improve students' academic experience and their success in completing their study programme.
- 7) Discipline and time management. Encourage students to attend workshops on time management and effective study techniques. As described by Covey (1989), good time management is essential for productivity and timely completion of academic tasks.
- 8) Utilisation of campus facilities. Students need to be encouraged to utilise computer labs and other campus facilities. Providing training to utilise the available technology can also help overcome device and cost constraints.
- 9) Improving language and EYD mastery. Provide extra classes or tutorials for students to improve their language and EYD skills. Digital tools such as Grammarly or online dictionaries can also be introduced to students to assist in better academic writing.

By consistently implementing the proposed solutions, we hope to reduce the barriers faced by female students in completing their theses. Improved academic skills and adequate support from lecturers and institutions will result in graduates who are better prepared and more competent in their field of study.

Conclusion

Based on the results of this study, it can be concluded that the main obstacles faced by female students in completing their theses at STIBA Makassar's Comparative Mazhab Study Programme predominantly come from internal factors, such as constraints in mastering thesis material, the ability to translate Arabic literature into Indonesian, and mastery of Refined Spelling (EYD). External factors included a lack of understanding of Scientific Writing (KTI) at STIBA, limited references in the STIBA Putri library, and the activeness of the supervisor. To overcome these obstacles, it is recommended that mentors be more proactive in directing students, KTI teaching is improved with more practice in two languages since the beginning of the semester, students are more active in reading and using technology, and academics set strict

time limits and special attention from mentors. The implications of this study emphasize the need for improvement in the KTI teaching program, library facilities, responsiveness of supervisors, and efforts of female students to improve literacy and writing skills, which are expected to increase the number of on-time graduates and the quality of education at STIBA Makassar.

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