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## Examining Attributes Affecting Thesis Completion among Undergraduate Students

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### Abstract

Aligned with Sustainable Development Goal 4, higher learning institutions place great importance on ensuring quality education to improve students' learning performance. The issue of thesis completion rate among undergraduate students is gaining interest as it can affect their graduating on time. A review of the literature revealed that few studies had investigated the issue within a Culinary Education program context. Thus, the study attempts to examine the attributes affecting thesis completion among undergraduate students of a Culinary Education program. A quantitative research approach was employed in the study in which data was collected using the survey method from 275 respondents of the Culinary Education program. Based on the statistical analysis, it was revealed that less than 1/3 of students have successfully graduated on time. Further statistical analysis found five key factors more likely to influence thesis completion among undergraduate students. They entail motivation to graduate on time, writing skills, the availability of learning resources, the quality of thesis guidance or supervision, and peerage environmental support. Theoretically, this study contributes to the literature by enriching our understanding of the factors contributing to thesis completion among undergraduate students. From a practical standpoint, the study's findings can assist higher-learning institutions providers and educators in improving the students' thesis completion process. Several study limitations are discussed that can serve as signposts for future researchers.

**Keywords:** Thesis Completion, Undergraduate Student, Culinary Education

### Introduction

Students are seen as figures with high intellectual capacity (Kant, 2019). Academically, students' abilities have been selected since entering college; therefore, the challenges and demands faced by students must be carried out by students. These challenges and needs include making various kinds of assignments, reports, papers, exams, and theses which are scientific works for students in the final semester. One of the requirements to get a bachelor's degree from a university, every student must complete a thesis. An

undergraduate thesis is an original, independent research project undertaken by the student with the guidance of a faculty supervisor that culminates in an appropriately researched and structured research paper. A thesis is a final work or the peak work that can indicate the level of understanding or achievement of the student's discipline (Parker, 2018). Thesis writing offers a learning experience for students in solving problems by conducting research, analyzing, drawing conclusions, and compiling them into a thesis. The obligation to write a thesis is intended so students can apply their knowledge and abilities under their discipline; therefore, the thesis is in the last semester.

In the last semester, namely the eighth semester, students generally only take one course, a thesis weighing eight credits. Based on the accreditation standard for undergraduate study programs as determined by the National Accreditation Board for Higher Education (BAN-PT) using the 3.0 accreditation standard contained in Standard 5 (Curriculum, learning, and academic atmosphere), point 5.5.2 states that the expected ideal time in the completion of the final task (thesis) is six months. However, the thesis may not be completed in one semester, and some students ultimately fail to finish college because they cannot complete it. A thesis or final project is a task that final-semester students must do to get a bachelor's degree. According to Law no. 20 of 2003 concerning the National Education System article 20, "Universities are obliged to provide education, research, and community service." However, there are still quite a lot of students who still need to complete the thesis due to obstacles. This varied number raises the question, what are the barriers for undergraduate students in Catering Education that have not met in completing their final thesis? If it is calculated, the standard study period has passed. Based on the results of observations made by several undergraduate students of Catering Education, information was found that several reasons for the unfinished thesis include there are still courses that must be repeated, the student's motivation decreases when he gets many revisions, is afraid of facing the supervisor, the difficulty of finding literature that is following the theory. Needed, lack of ability to manage words when writing a thesis, lack of understanding when writing scientific papers, and the busyness of students themselves such as work and organization. Various factors can hinder the study's completion, such as internal and external factors (Mohammadi & Sharififar, 2016). Internal factors include academic ability, difficulty determining the title, difficulty finding literature and reading materials, writing skills, lack of confidence, difficulty accepting criticism, lazy nature, and gender differences. Internal factors also include a lack of student learning motivation, such as laziness and a lack of knowledge about the thesis/research methodology in a thesis (Diah, 2021). Motivation is a meta-concept with well-researched theoretical constructs, such as expectancy-value and intrinsic-extrinsic. It encompasses a myriad of related theories, such as self-efficacy, goal theory, theories of intelligence, choice theory, self-determination theory, and flow, among others (Irvine, 2018). Motivation needs to be encouraged or raised because it has a strategic role in one's learning activities (Andriani et al., 2018; Schunk & DiBenedetto, 2019). No one learns without motivation, and no motivation means no learning activities. So, motivation is also crucial for a student in completing his scientific work.

External factors are defined as obstacles from outside when completing the final project, namely supervisors, research environment (Zaaba et al., 2015; Rooij et al., 2021), scholarships (Abiddin et al., 2013), financial and environmental problems less conducive to learning. Other external factors are the difficulty of the material, or the title of the thesis being worked on, searching for literature or data, and problems with the supervisor during thesis consultation. Other barriers to completion of studies in higher education are

institutional factors (discipline, characteristics, and sense of ownership), mentoring arrangements (feedback, frequency of meetings, relationships, and early starting), and candidate characteristics (admission qualifications, nature of acceptance (full time or part-time), and psychological factors (Latona & Browne, 2001). In addition, the relationship between students and supervisors significantly predicts success and failure in research (Armstrong et al., 2004). Students and supervisors are essential (Chugh et al., 2021; Dericks et al., 2019) because the quality of interaction and the personal qualities of mentors are crucial factors for study completion (Latona & Browne, 2001).

Departing from the above conditions, it is necessary to examine the critical factors influencing the completion of a thesis among undergraduate students, especially the thesis on Catering Education. The results of this study are expected to be used as information and material for the Catering Education Study Program managers to follow up and implement policies and determine the solution steps. Therefore, the findings of this research are fundamental in improving the thesis completeness rate among undergraduate students.

## **Literature Review**

### **Understanding the Thesis**

A thesis is a student's scientific work compiled to fulfill part of the requirements for completing studies in the undergraduate program (S-1). The scientific work includes research reports, field, library, laboratory, and development research. Field research is research-oriented toward collecting empirical data based on a quantitative or qualitative approach. The quantitative approach is a deductive-inductive research approach. In contrast, the qualitative approach is oriented to reveal the symptoms in a holistic, contextual way by collecting data from a natural setting. The researcher is a binding instrument.

Literature research is research to solve specific problems based on a critical and in-depth study of relevant library materials. These library materials are a source for exploring new thoughts or ideas as the basis for deductions from existing knowledge so that a new theoretical framework can be developed for problem-solving. A thesis can also be prepared based on laboratory research. Laboratory research assesses a problem in the laboratory based on quantitative and qualitative approaches. The concept of "laboratory," in this case, is flexible. For example, laboratories for the field of Mathematics have different characteristics from laboratories for the study of Science or Language. Development research is a scientific activity that produces a design or product that can be used to solve actual problems in various fields. In this case, development activities have emphasized using theories, concepts, principles, formulas, or research findings to solve a problem. The results of development research can be in the form of works of art (design, drama, dance, and music), textbooks, learning media, or technology products.

### **Scope of Thesis**

#### **1. Problem Aspect**

Identifying thesis problems can be based on information from newspapers, magazines, books, scientific journals, research reports, seminar results, researchers' experiences, or realities in the field. The problems studied in the thesis tend to be theory application, not theory development (for S-2) or theory creation (for S-3). In solving a problem, researchers must be able to choose and apply the theory appropriately by considering the aspects of relevance, accuracy, and actuality. The theory that deserves to be selected for solving the problem is a theory that is relevant, accurate, and actual.

## 2. Aspects of Library Studies

The literature review is expected to explain the relationship between the research conducted and other studies with the same topic and relevant opinions. The quality of the literature review is determined by the level of reference, relevance, and actuality. In terms of the level of acquisition, referrals are obtained from primary or secondary sources. In terms of significance, the more relevant a reference is, the higher the quality of the connection. Likewise, in terms of actuality, the more actual a reference is, the higher the quality of the reference. Researchers can use secondary sources such as research articles, reports, and non-research references. Researchers must refer to scientific journals as nationally and internationally relevant references, at least for the last ten years.

## 3. Aspects of Research Methodology

Researchers must mention the type, design, location, time, population and sample or research subject or target, data collection techniques and instruments, and data analysis techniques.

## 4. Aspects of Research Results

Valid data must support the research results presented in the thesis. The research results are then criticized in the discussion section by analyzing the causative or supporting factors and put into the related knowledge treasury based on their relevance to theory or reality in the field.

## **Preparation and Submission of Thesis Proposal**

### 1. Proposal Preparation

Preparing the thesis proposal is the first step in the thesis preparation process. A thesis proposal is a research plan that contains a concrete and precise description of the direction, objectives, and results to be achieved in the research. Research can be done well based on a proposal designed under research principles. Topics that the supervisor has approved are developed into proposals. To be concrete, clear, directed, and completed by the planned time, the thesis proposal must be consulted regularly with the supervisor.

### 2. Thesis Proposal Systematics

The thesis proposal must be prepared under the systematics used at UNESA. In general, the thesis proposal consists of the following:

- a. Cover page
- b. Approval page
- c. Introduction (background, problem formulation, objectives)
- d. Research, research benefits, research limitations, assumptions)
- e. Literature review containing theoretical studies related to problem formulation, relevant research results, conceptual framework, and hypotheses (if needed)
- f. Research methods (type and research design, research location, population, and sample or research targets, operational variables and definitions, research instruments, data collection techniques, and data analysis methods,
- g. References

### 3. Submission of Thesis Proposal for a seminar

Proposals approved by the supervisor can be submitted to the department/study program for seminars, provided that the students who submit have attended other student thesis proposal seminars at least 5 (five) times. The meeting was attended by supervising lecturers and examining lecturers and followed by other students to get input for improving their research proposals. In the seminar, students must present their research proposals and answer questions from the examiners and seminar participants. The examiner will provide an assessment of the feasibility of the proposal. If the proposal is deemed inappropriate, the student must prepare a new proposal; while the proposal is considered feasible and there are revisions, the student must improve his proposal according to the input obtained. After the proposal is perfected and signed by the supervisor and examiner, the proposal is submitted to the department/study program. Furthermore, the head of the department/study program proposes to the faculty the Dean's Assignment Letter issuance.

### Thesis Guidance

Thesis guidance is carried out individually, structured, scheduled, and documented. Guidance is carried out periodically, and the duration is adjusted to the needs of the advice. For this purpose, a thesis guidance card is provided by the department. The supervisor arranges a thesis guidance schedule for the direction to run smoothly and be completed on time. To compile a thesis, the proposal prepared by students has been in seminars and approved by the supervisors and examiners. Things that need to be considered in the thesis preparation are that if the thesis prepared by the student does not match the proposal that the supervisor and examiner have approved, the thesis is considered invalid and cannot be tested. Suppose that within two semesters, the student still needs to complete the thesis. In that case, students must start the process from the beginning again unless there is a special consideration from the supervisor, as evidenced by a certificate from the supervisor to the Head of the Study Program.

### Methodology

This research is a type of comparative causal research where research is conducted to determine the causes or reasons for differences in the behavior or status of groups or individuals (Darmidi, 2011; Santoso & Midiistriyatno, 2021). The approach used in this research is quantitative. A quantitative approach is used to examine data in the form of processed numbers and analyzed in the form of statistical analysis (Santoso & Midiistriyatno, 2021), namely in the questionnaire distributed about the factors that influence the completion of the student thesis.

The research instrument used is a closed questionnaire; the respondent must examine and choose an answer from the four options that are presumably under their conditions. Then for the questionnaire regarding the achievement of thesis completion, respondents were asked to tick which stage the thesis was at. The score given at each step of the thesis that is done is between 1 to 13. Data and information collection using a structured questionnaire instrument in the form of closed and semi-open questions. Answers to structured questions were made using a Likert scale (1-5). These factors include academic, motivational (internal factors) and environmental factors, and guidance (external factors) which are described as follows:

X1: The campus environment is conducive to learning

X2: Counseling and career support

- X3: Availability of adequate libraries
- X4: Availability of learning facilities
- X5: Availability of fast internet access
- X6: Availability of easily accessible administrative services
- X7: Students are skilled in using the internet and information systems in search of the literature
- X8: Motivation from friends
- X9: Students easily interact with their classmates
- X10: Students get full support from friends
- X11: Study and do a thesis with friends
- X12: Students' interpersonal skills in oral communication
- X13: Students' writing technique skills
- X14: Independent and multitasking skills
- X15: Students receive input quickly and accurately
- X16: Students write research reports clearly and concisely
- X17: Students enjoy writing and researching
- X18: Students go to college to seek degrees and prestige
- X19: Students are proud to be students
- X20: Tuition fee
- X21: I was involved by the supervisor in the research
- X22: Supervising lecturers are interested in making research decisions
- X23: Intense students once a week follow the guidance
- X24: Students get critical and constructive feedback
- X25: Students easily communicate with supervisors
- X26: Students get a clear guidance guide
- X27: Students provide the results of their thesis correction on time to the supervisor
- X28: Students include students who are tenacious in correcting immediate feedback from their supervisors
- X29: The counselor is wise in addressing student difficulties in research
- X30: Supervisor has broad knowledge
- X31: The supervisor commits to simplifying the mentoring process
- X32: The supervisor helps direct the research material

This research was carried out in the Department of Family Welfare Education for undergraduate students of Catering Education in the 2015-2018 class. The data collection technique used is using a questionnaire. Questionnaires were distributed to students via Google Drive. Google Drive makes it easier for researchers to collect data described in 32 variables.

### **Processing and Analysis Techniques**

Descriptive analysis with Microsoft Excel processed primary data from questionnaires and interviews. In addition, factor analysis was performed. Data processing was done with the Statistical Package for the Social Science (SPSS) version 24. Validity and Reliability Tests were carried out by giving questionnaires to 30 respondents. Furthermore, the test was conducted on 275 respondents. Based on the validity of the questionnaire, the variables of this study were valid. The validity test is obtained by comparing the  $r$  table for the degree of freedom ( $df$ ) = 275 if the alpha is 0,05.  $r$  count is greater than the  $r$  table, then the questions in the

questionnaire are declared valid. The reliability test is seen from the Cronbach alpha value. Factor analysis is a multivariate statistical analysis used to describe the pattern of relationships between variables that underlie the formation of new variables that are not measured or are called latent variables or factors (Asra et al., 2017). The actual output of this factor analysis is the most dominant factor affecting the study period of undergraduate students. A set of variables are grouped by measuring the correlation of each variable, then placing each highly correlated variable on one factor. According to Santoso, the procedures for conducting this analysis include testing the adequacy of the sample through the Kaiser Meyer Olkin (KMO) index and the significance value of Bartlett's Test of Sphericity, testing the Measure of Sampling Adequacy (MSA) to find out whether the variables used to meet the criteria for further analysis, then perform variable extraction using the Principal Component Analysis (PCA) method (Santoso, 2017). The core process of factor analysis is to complete a variable extraction process (factoring) on a set of existing variables. The method used is PCA based on eigenvalues more significant than one. After getting the number of factors, factor rotation is carried out from the component matrix formed to obtain factors with clearer factor loadings for interpretation.

### **Data Analysis and Results**

In fulfilling one of the requirements for graduating from a bachelor's degree program (S-1), the thesis is a task that must be done by final-semester students (A Guidebook for Undergraduate Thesis Writing, 2014). Etymologically (language) refers to the Big Indonesian Dictionary (KBBI); the thesis is defined as a scientific essay that is required as part of the requirements for academic education (Yuniar et al., 2019). The final project or thesis is a scientific paper that expresses the author's opinion based on the views of others, whereas the research results are based on the results of field research. The thesis has a vital role in the graduation of educational programs. The most frequently heard complaint from students about the thesis is the length of the completion process. Students become stressed, hopeless, and afraid before starting to write a thesis. As a result, students blame various parties, ranging from procedures to lecturers and others. Based on the research that has been done, the researcher finds problems related to the theory that has been explained, and it is demonstrated that the thesis has a vital role for final semester students to get a bachelor's degree. Under the sub-problems made by the researcher, here the researcher will describe the problems starting from the first, namely:

### **Thesis Completion Stages**

In the UNESA's Student Thesis Writing Guide (2014), it is stated that there are several stages of student achievement in completing the thesis, namely the observation stage and determining the title of the thesis, the step of preparing the proposal draft, the proposal seminar stage, the preparation and validation of the instrument stage, the research stage, the report preparation stage. Research, examination stage, thesis revision, compiling articles, article submitting phase, accepted article stage, graduation stage, and graduation. From this explanation, it can be concluded that the indicators for completing the thesis are 13 steps. Figure 1 shows the achievement of student thesis completion by stages.



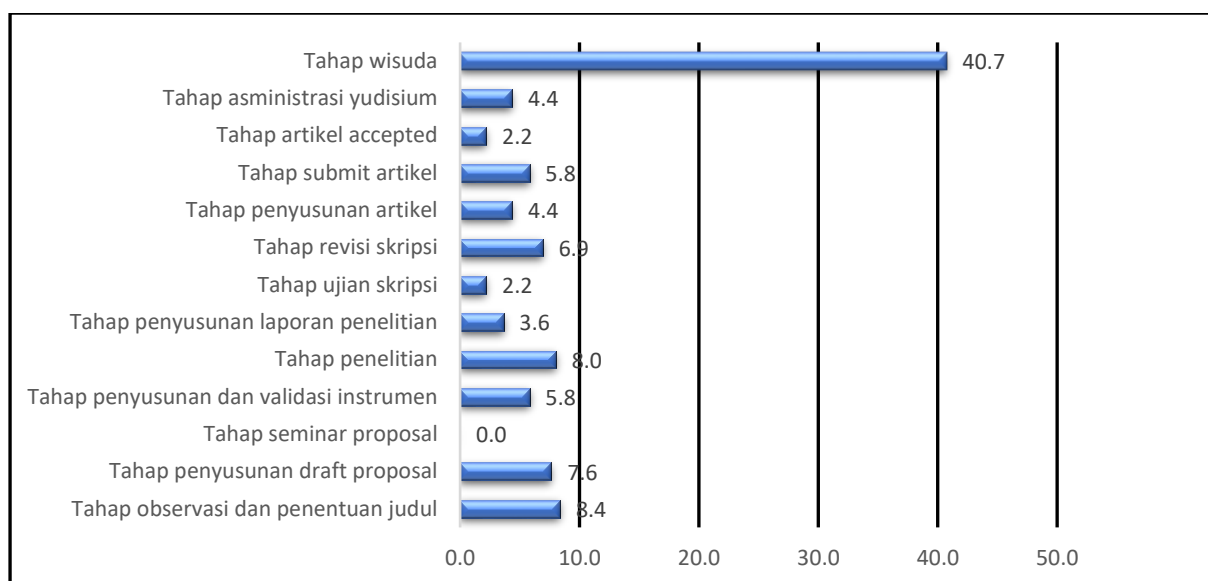


Figure 1. Profile of Student Thesis Completion Stages

The subjects of this study were undergraduate students of the Catering Education class of 2015 to 2018, with a total of 275 students as subjects. It is known from the results of <https://siakadu.unesa.ac.id/rekapmahasiswa> of the subject that only 40.72% or as many as 112 students have graduated.

Table 1

*Study Period of Undergraduate Students in Catering Education*

Number of Semester	Class Year								Total	Information	
	2015		2016		2017		2018				
	f	%	f	%	f	%	f	%			
7	0	0	1	2,2	0	0	1	50	2	1,8	32.1
8	4	9,1	18	40,0	11	52,4	1	50	34	30,4	
9	12	27,3	12	26,7	8	38,1	0	0	32	28,6	
10	18	40,9	14	31,1	2	9,5	0	0	34	30,4	
11	7	15,9	0	0	0	0	0	0	7	6,3	67.9
12	2	4,5	0	0	0	0	0	0	2	1,8	
13	1	2,3	0	0	0	0	0	0	1	0,9	
Total	44	100	45	100	21	100	2	100	112	100	

Source: [siakad.unesa.ac.id](https://siakad.unesa.ac.id) (2022)

Table 1 shows that most of the students who have graduated, namely 67.9%, have completed eight semesters or four years of study. The study period at the undergraduate level is typically eight semesters or four years, according to the design of the curriculum structure used. However, the problem is that students experience delays in completing the study period. Based on existing data, 32.1% of students who can complete four years of study can achieve this, while the rest are more than four years. This is due to many factors, namely those originating from internal and external factors (Mohammadi & Sharififar, 2016). The inhibiting and supporting factors that influence students to write a thesis come from inside and outside the campus (Sudira et al., 2015). That word is in line with the statement that internal factors are internal barriers that affect the completion of the final project (Putri & Ina, 2014). For

example, academic ability, difficulty determining titles, difficulty finding literature and reading materials, writing skills, lack of confidence, difficulty accepting criticism, lazy nature, and gender differences. While external factors are obstacles from outside when completing the final project, such as mentors, research environment (Zaaba et al., 2015), and scholarships (Abiddin et al., 2013).

In a more extensive international study by McCormack (2005), factors related to the completion of higher education studies, including institutional factors (Seagram et al., 1998; Overall et al., 2011; Shariff et al., 2015), supervisory settings (Zaaba et al., 2015; Robert Maribe Branch, 2009) (Spronken-Smith et al., 2018), and student personal factors (Ihsan & Zaki, 2015; Shariff et al., 2015). Factors inhibiting the completion of higher education studies include institutional factors (discipline, characteristics, and sense of ownership), mentoring arrangements (feedback, frequency of meetings, relationships, and early start), and candidate characteristics (admission qualifications, nature of acceptance (full time or part-time), and psychological factors.

### Factors Affecting Thesis Completion

Thesis completion might be attributed to internal and external factors (Mohammadi & Sharififar, 2016). The internal factors come from within students, namely the motivation to complete the investigation immediately and the ability to write scientific papers. On the other hand, external factors come from outside the student, namely the availability of learning resources (literature), the quality of thesis guidance, and the peer environment (Zaaba et al., 2015). Table 2 shows the characteristics of the KMO and Bartlett test values for the selected variables in this study.

Table 2

#### *KMO and Bartlett Test Values for Individual Variables*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.901
Bartlett's Test of Sphericity	Approx. Chi-Square	5883.943
	df	581
	Sig.	0.00

Table 3 shows that the smallest Anti-Image-Correlation value is recommended not to be included in the following factor analysis. The results obtained from the KMO and Bartlett Test values of 0.901 with a significance of 0.000 so that overall, it can be analyzed further.

Table 3

*Research Variable Communalities*

	<b>Anti-image Correlation</b>	<b>(MSA)</b>
X1		,916
X2		,937
X3		,887
X4		,883
X5		,908
X6		,939
X7		,937
X8		,827
X9		,873
X10		,917
X11		,873
X12		,937
X13		,887
X14		,908

The effects of the initial factor extraction resulted in five components. This means five factors formed from 32 variables can be processed with a cumulative variance of 54.816%. The eigenvalues indicate the relative importance of each factor in calculating the 32 variables analyzed. The five formed factors have Eigenvalues above 1. For 6 to 32, other factors have Eigenvalues below 1, so the factoring process stops at five factors. The core process of factor analysis is to perform a variable extraction process (factoring) on a set of existing variables. The method used is PCA based on the eigenvalue more significant than one. The results of the initial factor extraction yield seven components. Five factors formed from 32 variables can be processed with a cumulative variance of 54.816%. Table 4 shows the characteristic root value and percentage of factor cumulative variance.

Table 4

*Characteristic Root Value and Percentage of Factor Cumulative Variance*

<b>Component</b>	<b>Eigen Score</b>		
	<b>Amount</b>	<b>%Variance</b>	<b>% Cumulative</b>
1	8,090	23,363	23,363
2	5,737	16,506	39,869
3	2,018	7,648	47,517
4	1,236	3,793	51,310
5	1,118	3,506	54,816

The five factors comprise 32 research variables and can be summarized/simplified in Table 5. Each factor has been formed, which consists of the variables studied. Variables strongly correlated (significant loading factor value) with certain factors will inspire the naming of the relevant factor.

Table 5

*Division of variables into factors and naming factors*

No.	Factors	Supporting Variables
1	Motivation to graduate on time	X1, X2, X18, X19, X20
2	Writing Skill	X13, X14, X15, X16, X17
3	The Availability of Learning Resources	X3, X4, X5, X6, X7
4	Thesis Guidance Quality	X21, X22, X23, X24, X25, X26, X27, X28, X29, X30, X31, X32
5	Peer environment	X8, X9, X10, X11, X12

Table 5 shows five factors that allegedly cause students to complete their thesis, namely 1) motivational factors for students to graduate on time, which include competence and intellectual capacity, family support and persistence, responsibility, and commitment; 2) students' ability factors in writing scientific papers are interpersonal skills in communication, writing techniques, skillful use of information systems in searching for literature, besides that include student work skills that are independent, multitasking, fast, and precise in conducting research activities, 3) factors availability of learning resources, namely the availability of adequate internet to access scientific articles, including reading sources in libraries and access to international journals; 4) the quality factor of thesis guidance, namely a two-way interactional process consisting of students and supervisors to intensively relate to each other with the spirit of professionalism, mutual respect, collegiality and open-mindedness; and 5) friends' environmental factors, namely physical support, ego support, interaction, and learning partners.

### Discussion

The study examines the attributes affecting thesis completion among undergraduate students, particularly in the Culinary Education program. Based on the statistical analysis, five factors are identified: motivation to graduate on time, writing skills, the availability of learning resources, the quality of thesis guidance or supervision, and peerage environmental support. The motivational factor included in the personal aspect of previous research is one of the significant factors (Pitchforth et al., 2012). The higher the student's motivation to graduate on time, the higher the achievement of Thesis Final Project Completion, and vice versa; the lower the student's motivation to graduate on time, the lower the achievement of Thesis Final Project Completion. Motivation is one part of the psychological factors that can affect the learning process and outcomes (Zaaba et al., 2015). Students with great reasons, encouragement, motives, and aspirations to immediately complete their studies or graduate on time will have a great impetus to complete their final thesis (Raharjo, 2014). The obstacles or problems they encounter will not significantly affect their motivation to graduate on time. Hence, that enthusiasm makes students more diligent and tenacious in completing their final thesis.

The higher the student's ability to write scientific papers, the higher the achievement of thesis completion, and vice versa; the lower the student's ability to write scientific papers, the lower the achievement of thesis completion. Talent, or in this context, the ability to write scientific papers, is one of the factors that can influence the process and learning outcomes (Raudah et al., 2015) as well as thesis completion. Students need the ability to write scientific papers to complete their thesis optimally, well, and on time. Adequate writing experience and routines

in writing scientific papers will make it easy for students to express intentions, ideas, or ideas in their writings so that errors or biases in the meaning of their writings are minimal. Students should be able to develop their capacity to write scientific papers by getting used to writing and participating in various scientific activities such as seminars, and scientific discussions, participating in various scientific writing competitions, writing PKM, writing essays, and so on. Someone's writing experience in writing scientific papers will lead him to think critically about existing problems so that when students want to submit a thesis title, they will not find difficulties in finding or identifying issues worthy of research. In addition, routines in writing scientific papers will also make students trained and accustomed to using practical and scientific sentences in writing; this will help them express their ideas when writing undergraduate theses.

Learning resources can be formulated as anything that can facilitate learning so that the necessary information, knowledge, experience, and skills are obtained (Dewi et al., 2021). A good learning resource is a learning resource that provides information, knowledge, and insight for its readers and has a clear function (Supriadi, 2017). It shows the need for accessible, economic, and complete study resources or thesis references from the campus so that students find it easier to find references when the required learning resources are not available on the internet. Learning resources have a reasonably large function in the teaching and learning process. Likewise, for the thesis, students need references, such as theoretical studies and relevant research, to support their thesis. Quality of Thesis Guidance is a two-way interactional process that students and supervisors need to relate in a spirit of professionalism, respect, collegiality, and open-mindedness (Abiddin et al., 2013). However, more than mentoring alone is needed to affect the completion of the study period; it takes supervisors and managers such as postgraduate centers and institutions to develop a better systematic approach for students (Zaaba et al., 2015).

The quality of thesis guidance is the level or level of good or bad in assisting supervisors to students to avoid learning difficulties, namely in completing a thesis. Improving the quality of thesis guidance is essential because it will encourage students to complete their final thesis better. Thesis guidance influences the completion of the final thesis project. The quality good thesis guidance certainly has an adequate quantity of thesis guidance; supervising busy lecturers will be complex for students to meet, so thesis guidance is rarely carried out. When a student encounters problems in completing his thesis, he certainly needs explanations, directions, suggestions, and solutions from his supervisor to overcome these problems. Problem-solving is challenging to do without help from others. Therefore, the supervisor is essential in assisting students in solving their thesis problems. The relationship between students and supervisors significantly predicts success and failure in research (Ozdemir & Papi, 2022). A positive relationship between the student and the supervisor is significant (Zaaba et al., 2015) because the quality of interaction and the personal quality of the supervisor are essential factors for study completion (Greener, 2021).

Peerage environmental support is an interaction with people who are similar in age and status. It refers to an environment or a condition where there is an intensive and relatively regular interaction with people of the same age and status, which has a positive or negative impact or influence because of the interaction. Peer environment indicators can be seen from the intensity of the exchanges carried out, places to share knowledge, such as sharing knowledge about, writing scientific papers and research, sharing stories, and motivating each other, and learning partners and measures of learning success. Choosing friends, interacting, and undergoing social activities must be appropriately managed because a good peer

environment which includes classmates, boarding friends, and playmates, will lead to a positive support system.

### Conclusion

The study examines the attributes affecting thesis completion among undergraduate students, particularly in the Culinary Education program. The statistical analysis identified five factors that are more likely to influence thesis completion among undergraduate students. They entail motivation to graduate on time, writing skills, the availability of learning resources, the quality of thesis guidance or supervision, and peerage environmental support. There are 13 stages in the completion of the thesis in the Culinary Education program, namely the observation stage and determining the title of the thesis, the draft proposal stage, the proposal seminar stage, the instrument preparation and validation stage, the research stage, the research report preparation stage, the thesis examination stage, thesis revision, compiling articles, submitting articles, accepting articles, taking care of the judiciary, and graduating. From this stage, 53.1% of students have completed their thesis. Of this figure, 40.7% have completed graduation, and 67.9% have completed eight or four years of study. As with other empirical studies, this study has several limitations that can serve as references for future researchers. First, in terms of context, the study only focuses on undergraduate students of Culinary Education in Indonesia. Hence, the findings might not be transferable to other programs or countries. Future studies are encouraged to examine the subject matter from the standpoint of similar programs in other hospitality higher learning institutions from different countries. Second, the study was based on a quantitative research approach which limited our understanding of the dimensionality of the identified attributes. Researchers might be interested in comprehending the identified attributes further by conducting a qualitative focus group semi-structured interview with the undergraduate students. This will advance the body of knowledge on higher learning education, especially about thesis completion and graduation on time.

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