BE -14

FACTORS THAT INFLUENCE THE EFFECTIVENESS OF PROCESS AND RESULT RESEARCH IN STUDENTS' ACCOMPLISHMENT

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Abstract

This study aims to determine the differences in students' interpersonal condition and results of the research process and its impact on student's accomplishment. The study involved two subjects as student guidance of thesis in semester 8 Academic Year 2012/2013 in Biology Education Department, FKIP UNS. This research method is descriptive qualitative by comparing the process and results of research and its impact on the student's accomplishment on the implementation of the problem-based learning model (PBL) with variation of problem presenting: Student 1 (M1) used research journals; and student 2 (M2) used scientific articles in terms of student's interpersonal condition. Data collection was non-test techniques by observation, interviews and document analysis. The data were analyzed by descriptive qualitative research. Based on the results of the research can be concluded: 1) There are differences in the effectiveness of the process and the results of student research include: time of implementation of the model, research data acquisition, and process guidance in terms of student interpersonal conditions; 2) Interpersonal condition factors that include: motivation, character, of way of thinking, ability to understanding of matterial can be influenced the student's accomplishment.
Keywords: process and result of research, interpersonal condition factors, student's accomplisment.

INTRODUCTION

Thesis is a research report must be done by the student as a prerequisite for the final project before it passed. Under the terms, students will be guided by the two supervisors (guidance lecturers) who have been determined in completing the thesis. The task of the guidance lecturer is assisting during the process until the completion of the research student, so the role of the supervisor to be very strategic. This is relevant to Turney's statement (2004) that guiding is part of a whole helped which provide opportunities and expert service to every student so that they can develop their potential optimally and democratically. Thus, effective guidance is expected to help student's completion on time at least 8 semesters (Handbook of Thesis Regulation of FKIP UNS, 2010).

However, the task of the thesis supervisor generally received less attention tends to be regarded as routine as the task of teaching in general. As a result, students are often hampered in completing their studies on time. Based on data in Biology Education Department, FKIP UNS indicates that the average of students completed their study in 9 semesters (Suciati, 2013). This indicates that there is a tendency students have not been able to complete the study on time.

While, the time of student's accomplishment contribute to the quality of an institution (student's accomplishment to be one point in determining the accreditation of an institution).

In an effort to maintain the quality of the institution, then the problem needs to be solved.

Students need an effective guidance so that they can conduct their research on time. As the output of learning, student's accomplishment is influenced by internal and external factors (Baharudin and Wahyu, 2012). Internal factors come from the students themselves, while external factors can be conditioned by lecturers including thesis supervisor. Both of these factors influence each other (Sugihartono, et al., 2007). Accordingly, in an effort to provide effective guidance that a thesis supervisor needs to understand student's interpersonal condition as basic in creating a comfortable situation.

RESEARCH METHOD

This study aims to determine the differences in students' interpersonal condition and results of the research process and its impact on student's accomplishment. The study involved two subjects as student guidance of thesis in semester 8 Academic Year 2012/2013 in Biology Education Department, FKIP UNS. This research method is descriptive qualitative by comparing the process and results of research and its impact on the student's accomplishment on the implementation of the problem-based learning model (PBL) with variation of problem presenting: Student 1 (M1) used research journals; and student 2 (M2) used scientific articles in terms of student's interpersonal condition. Data collection was non-test techniques by observation, interviews and document analysis. The data were analyzed by descriptive qualitative research.

RESULT AND DISCUSSION

Results of the research

There is a difference in studen's interpersonal conditions that include three aspects which include: motivation, character, and way of thinking as presented in Table 1 below.

Tabel 1 Data of Studen's Interpersonal Conditions

Subjects	Aspects			
	Motivation	Characters	Way of thinking	Undersatnding Ability
M1	High	Open and flexsibel	Less sistematically	Middle
M2	Low	Close and rigid	sistematically	Good

Based on the Table 1 indicates that there is a difference in studen's interpersonal conditions in both of subjects. In term of the motivation aspect showed that motivation of M1 higher than M2. In term of the character aspect showed that the character of M1 more open and flexible than M2. In term of the understanding ability showed that ability to understanding material of M2 better than M1.

The data about the research result of students related with implementation of problem based learning model (PBL) with variation of problem presenting: Student 1 (M1) used research journals; and student 2 (M2) used scientific articles in terms of student's interpersonal condition as presented in Figure 1 and Figure 2.
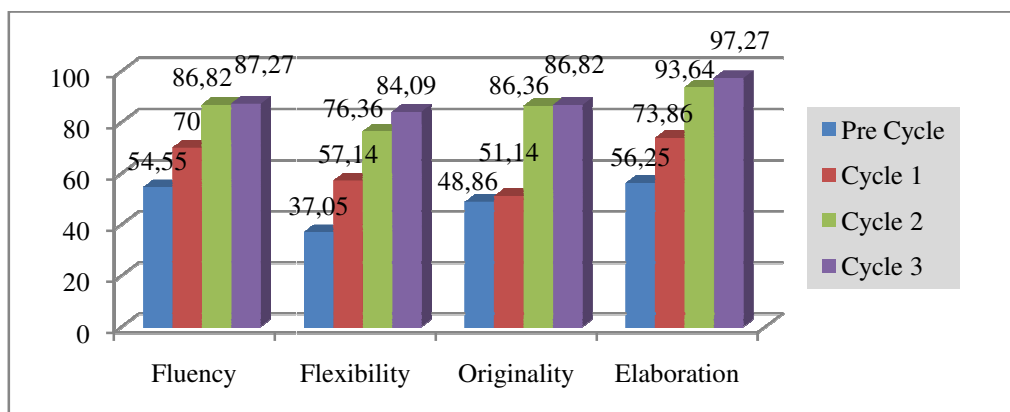
Figure 1. The research result of M1 in Pra-Cycle, Cycle 1, Cycle 2 and Cycle 3
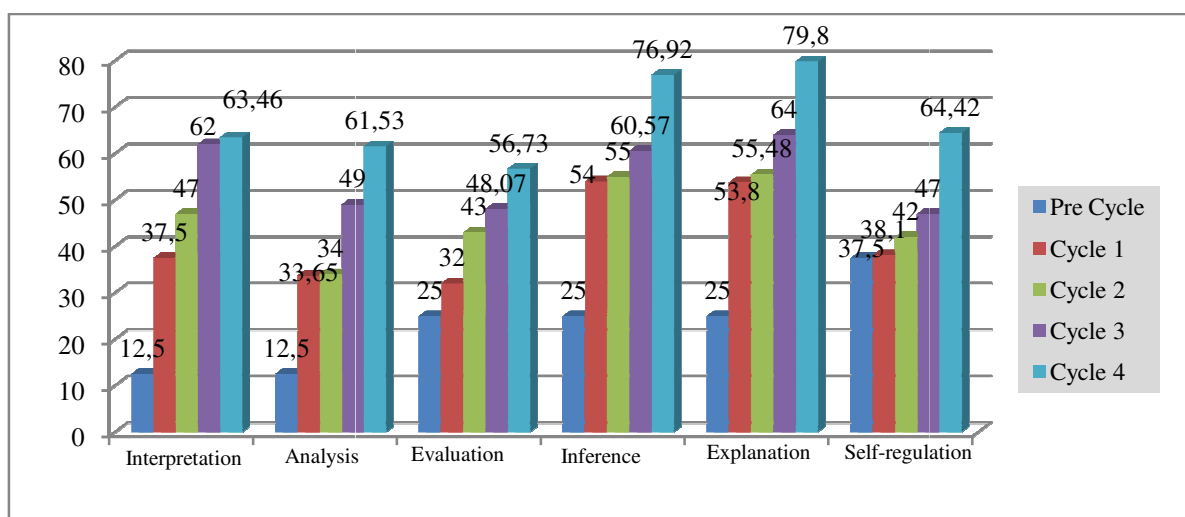

Figure 2. The research result of M2 in Pra-Cycle, Cycle 1, Cycle 2 and Cycle 3, Cycle 4

Figure 1 dan Figure 2 showed that both of research result of students related with implementation of problem based learning model (PBL) with variation of problem presenting: Student 1 (M1) used research journals; and student 2 (M2) in general no significant difference, both are able to improve student achievement.

But in terms of the effectiveness of the process and the results of research subjects showed a difference. These differences include three aspects, namely: 1) time to implementation of the model; 2) acquisition of research data; and 3) guiding process. All the datas presented in Figure 3 below.
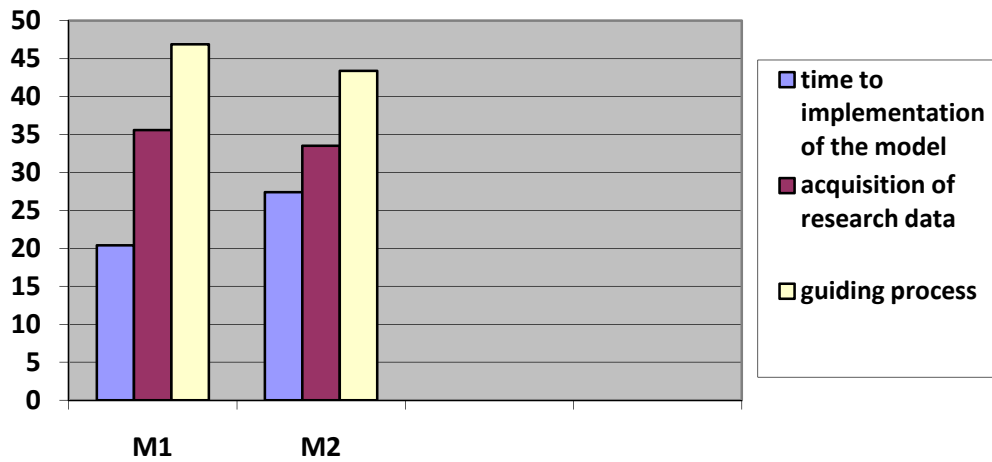
Figure 3. Process and Results of Research Subjects

Figure 3 showed the impact of the time to implementation of the model toward student's accomplishment. M1 required a shorter time (4,3 years) than M2 (4,6 years). That mean in term of student's accomplishment M1 shorter than M2. In term of data characteristics showed that in data quantities M1 more than M2, but in term of material discussion M2 more detail than M1. In term og guiding process, M1 more intensive than M2.

Discussion

In term of motivation aspect, both of students (M1 and M2) showed a difference. In term of ability to material understanding showed M2 better than M1. The other side in term of motivation to progress, M1 higher than M2. The higher motivation owned M1 greatly assist him in the completion of his study, so the M1 finished his study relatively faster than M2. Thus motivation is one of the aspects influencing the students' accomplishment. High motivation owned M1 contributes to the high intensity guidance in doing, so even though the level of ability of material understanding under M2, M1 is able to overcome the obstacles experienced faster than M2. The importance of the role of motivation relevant to Slameto statement (2003) that deals with motivational tendencies within the individual to act in achieving concrete goals to meet their needs. Motivation is an internal process that activates, guides, and maintains a person's behavior is continuously (Anni, 2006). Meanwhile, according to Uno (2008) motivation is encouragement by the presence of stimuli arising from within and from outside, so that the individual wishes to make changes in behavior or activity is better than ever.

In term of the character of the students, an open and flexible character who owned the M1 makes it easy to receive input from the supervisor. While the closed character and lack of ability to cooperate, causing M2 tend to take a longer time to receive input from others. This has an impact on the intensity guidance lower than M1, and therefore contributes to the intensity of guidance. Closly and rigidity characters of M2 mean that she can be argued they experienced barriers to the supervisor with any doubt. While the M2 with its openness character causes M1 can ask things that are less understood without hesitation. These conditions make M1 easier to understand and accept inputs are more flexible. In term of the sitematically in presenting of matterial, M2 is able to explain his ideas in a more coherent than the M1, but though takes longer. This can be seen in the use of references. The analysis showed that the M2 reference used more (37) than the M1 (25) so that the data obtained M2 although fewer, but more in-depth discussion. In general, differences in interpersonal conditions impacting student at the time of study completion, M1 completed the study with a shorter time (4.3 years) compared with M2 (4.6 years).

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the research can be concluded:

There are differences in the effectiveness of the process and the results of student research include: time of implementation of the model, research data acquisition, and process guidance in terms of student interpersonal conditions.

Interpersonal condition factors that include: motivation, character, of way of thinking, ability to understanding of matterial can be influenced the student's accomplishment.

Suggestion

Based on the results of the study can be stated suggestion that before giving the guidance, supervisor needs to understand of students' interpersonal condition be able to provide effective guidance by create a conducive guidance situation so that can improve students' accomplisment on time.

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