Coaching of Writing Students' Thesis: The Implementation of Community Service

Connie[1], Muhammad Kristiawan[1], Nova Asvio[2], Echa Sriyanti[1]
[1]Universitas Bengkulu, Bengkulu, Indonesia, [2]Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia

Corresponding author e-mail: conniemeizul@yahoo.co.id

Abstract: Learning to write a thesis is not only about getting a degree, but also about developing valuable skills and knowledge for an academic and professional future. Thesis allows students to develop their research skills. They learn about research methodology, data analysis, and constructing strong arguments. Writing a thesis requires a deep understanding of the chosen topic. This encourages students to become experts in their field of study. This service is in the form of training for students that aims to provide them with provisions to be able to write a good thesis. The service method used is presentation and discussion, where participants listen to presentations from speakers and then continue with discussions. Participants who take part in this service are students of STIESNU Bengkulu. The results of this service are expected that participants will be able to write a good thesis. This training has a major impact on improving the abilities of participants, namely students, in writing a thesis. The abilities of the participants have improved in writing a thesis, both in terms of presenting an interesting introduction, presenting a systematic literature review, being able to determine the right research method to answer the formulation of problems and research objectives, being able to present research results and compile relevant discussions, interpretations and implementations, and being able to make relevant conclusions and recommendations to users and further researchers.

Keywords: Developing Research Skills, Student of STIESNU Bengkulu, Thesis Writing Training

A. Introduction

A thesis is the result of a student's hard work and dedication in exploring a topic in depth as well as the ability to construct strong, documented arguments (Moch, 2012). In addition, thesis is also a forum for students to contribute to knowledge and understanding in their field of study (Cardwell et al., 2024). Writing a thesis is the process of compiling an in-depth and comprehensive scientific paper on a particular topic of study. Thesis is usually one of the main requirements for completing undergraduate education in college. The thesis writing process involves several

stages, starting from topic selection, data collection, analysis, to the preparation of the final writing (Cameron et al., 2009).

The stages in writing a thesis include 1) students choose an interesting and relevant topic to research. The selection of this topic is usually done based on personal interests, academic needs, and relevance to the field of study; 2) after the topic is chosen, students must prepare a thesis proposal that contains the background of the problem, research objectives, methodology to be used, and a review of related literature; 3) the next stage is to collect data relevant to the research topic. This data can be obtained through various methods, such as interviews, surveys, observations, or document analysis; 4) after the data is collected, students conduct an analysis to produce findings that are relevant to the research topic. This analysis can involve the use of statistical techniques, qualitative data processing, or text interpretation; 5) after conducting the analysis, students begin to compile the thesis text according to the established structure. The general structure of a thesis includes an introduction, literature review, methodology, data analysis, research results, and conclusions; 6) the thesis ends by presenting conclusions from the research findings and suggestions for further research that may be carried out; and 7) before being submitted, the thesis must go through the editing and correction stage to ensure that grammatical, spelling, and formatting errors can be corrected (Thanoesya et al., 2016).

The community service that the author is currently doing is about thesis writing training for students of the Nahdlatul Ulama Islamic Economics College (STIESNU) Bengkulu. Why is this community service done? Because studying thesis writing has many benefits, including 1) the thesis writing process involves conducting in-depth research on a particular topic. This helps develop research skills that are important for academic and professional careers; 2) in writing a thesis, students will learn to analyze various data, theories, and literature that are relevant to the student's topic. This helps improve students' critical analysis skills; 3) writing a thesis requires good communication skills, both in formulating clear arguments and in organizing students' ideas well. This also helps improve academic and professional writing skills; 4) in the thesis writing process, students will explore a particular topic in depth. This gives students the opportunity to expand their knowledge of the subject and become experts in the field; 5) writing a thesis requires the ability to critically evaluate various sources of information and theories. This helps students develop critical thinking skills that are important in assessing arguments and making informed decisions; 6) writing a thesis requires high independence and discipline. Students need to manage their time well, collect data, and write independently. This helps improve students' independence and self-responsibility; 7) a thesis is often a closing project that affects students' final assessments. Completing a thesis well can improve students' academic achievement and improve students' career prospects in the future; and 8) a student's thesis can be a small but valuable contribution to knowledge in the student's field (Jasiah et al., 2023).

The findings or analysis produced by students can be used as reference material for future research. Thus, studying thesis writing not only prepares students to complete their study program, but also helps students develop various skills that are important for success in their academic and professional careers (Zaenudin et al., 2023).

The expected outputs of this thesis writing training include 1) students can produce a complete and well-structured thesis proposal (Abdulai & Owusu-Ansah, 2014; Nafiah et al., 2022). This proposal includes the background of the problem, research objectives, methodology, and related literature review; 2) students can produce a complete thesis text according to the established structure, including an interesting introduction, comprehensive literature review, clear methodology, systematic data analysis, and strong conclusions; 3) students improve their ability to conduct in-depth and comprehensive research on the topic they choose for their thesis. They learn to collect data, analyze information, and produce relevant findings; and 4) students develop their ability to analyze data and literature critically. They learn to evaluate various sources of information and construct strong arguments based on existing evidence (Marleni et al., 2023).

This thesis writing training further helps students improve their written communication skills (O'Mahony et al., 2013). They learn to compose clear, organized, and cohesive writing that can be understood by readers. This thesis writing training also involves group work or collaboration between students and lecturers (Kellogg & Whiteford, 2009). This allows students to learn from their peers and share knowledge and experiences. The most direct output of this thesis writing training is the completion of the thesis itself. Completing a thesis well can improve students' academic performance and strengthen their qualifications in a particular field of study. The thesis produced by students can contribute to knowledge in their field of study (Putera et al., 2023). The findings or analysis they produce can be used as reference material for future research. In general, the output of this thesis writing training includes the development of research skills, analysis, communication, and contributions to academic knowledge (Wardhani et al., 2024).

Thesis writing training has been widely carried out by other authors, (Nugroho et al., 2023) with thesis writing training showing an increase in students' writing skills, better article quality, productivity in writing scientific articles, increased participation in scientific forums. Furthermore (Nst et al., 2018) stated that there is an effect of writing a thesis on symptoms of anxiety and depression, and there are also many types and distributions of symptoms of depression and anxiety.

The objectives of this community service packaged in training are as follows: 1) Revealing how the implementation of thesis writing training for STIESNU Bengkulu students; 2) Finding out what obstacles were faced during the training; and 3) Obtaining participant responses about thesis writing training. The benefits of this

service are to provide understanding and skills for STIESNU Bengkulu students in writing good theses. The target output plan is described in the following table. The target output achievement plan that must be published: 1) Video of community service activities in real time then uploaded to Youtube; and 2) Scientific publication in the Sinta 3 Journal. The target of this training is all students at STIESNU Bengkulu (Reynolds & Thompson, 2011).

B. Methods

Thesis writing training is very important to equip STIESNU Bengkulu students to be able to write theses well and produce findings that are relevant to their research topics. The details of the training activities carried out in general are as follows.

Table 1. Details of Activity Plan

No	Activities	Activity Description
1	Plan	The implementing team prepares everything for the activity, including the schedule, tools and materials for the activity.
2	Training/Coaching	Students learn about how to write background, literature review, research methodology, data analysis, and constructing strong arguments. Students are able to write a good thesis. Students build research, analysis, communication skills, and contribution to academic knowledge.
3	Demonstration	Performance of training results
4	Activity Evaluation	Assess the participants' work results

In order to carry out activities, STIESNU Bengkulu is willing to provide a room and other supporting facilities such as Smart Interactive Whiteboard and WiFi.

STIESNU Bengkulu students gain several things, including compiling a thesis proposal containing the background of the problem, research objectives, research methods used, and related literature reviews; collecting data relevant to the research topic. This data can be obtained through various methods, such as interviews, surveys, observations, or document analysis; after the data is collected, students conduct an analysis to produce findings relevant to the research topic. This analysis can involve the use of statistical techniques, qualitative data processing, or text interpretation; after conducting the analysis, students begin to compile the thesis text according to the established structure. The general structure of a thesis includes an introduction, literature review, methods, data analysis, research results, and conclusions; students are able to present conclusions from research findings as well as suggestions for further research that may be carried out; students are also able to edit and correct to ensure grammatical, spelling, and formatting errors.

Evaluation is carried out during the community service process and at the end of the community service. During the evaluation process, it is carried out to see the level of understanding of the participants. Then for the final evaluation, it is carried out by looking at understanding through the performance of thesis writing.

C. Results and Discussion

When learning about writing a thesis, the speaker in this service did several things to help students understand and master the thesis writing process (Nuzuli et al., 2023). The speakers will provide an introduction to what a thesis is, its importance, and the purpose of writing a thesis. They will also explain the general process of writing a thesis from start to finish. The speakers will help students choose a research topic that suits their interests and field of study. They will provide guidance on how to choose a relevant and interesting topic (Nafiah et al., 2022).

The speakers also guide students in writing a good thesis proposal (Alfakih, 2017). They provide instructions on what to include in the proposal, such as the background of the problem, research objectives, methods, and literature review. The speakers provide an understanding of the various research methods that can be used in writing a thesis, such as qualitative, quantitative, or mixed methods. They also help students choose the method that best suits their research topic. The speakers guide students in analyzing the data they collect for their thesis. They teach data analysis techniques that are appropriate for the type of data used. The speakers provide direction on how to compose a good thesis text and in accordance with the established structure. They help students in writing an introduction, literature review, methodology, data analysis, and conclusion. Then, the speakers provide feedback and suggestions to improve the quality of the students' thesis. They help students in editing and proofreading their writing before submission. Finally, the speakers also provide individual coaching sessions for students to help them complete their thesis. They provide encouragement, input, and support needed during the writing process (Handayani et al., 2024).

Through these various community service activities, the speakers help students understand the thesis writing process and improve the participants' ability to complete the academic task (Cahyono & Amrina, 2016). This also allows students to get the guidance they need during their thesis writing journey (Hasni et al., 2022).

After participating in the thesis writing training in this community service, it is expected that students will immediately compile or refine their thesis proposals based on the guidance and feedback from the training. Students will begin collecting data relevant to their research topic according to the plan outlined in the proposal. This can involve various research methods, such as interviews, surveys, observations, or document analysis. Once the data is collected, students will conduct data analysis to produce findings relevant to their research topic. This can involve

the use of statistical techniques, qualitative data processing, or text interpretation. Based on the results of their analysis and findings, students will begin to compile their thesis text according to the established structure. This includes writing or refining each section of the thesis, including the introduction, literature review, methodology, data analysis, and conclusion (Bakhri et al., 2023).

Next, after completing the writing of the thesis, students will edit and proofread their text to ensure that grammatical, spelling, and formatting errors are corrected. They may also seek feedback from their peers or supervisors to help improve the quality of their thesis. After all revisions and corrections are complete, students will submit their thesis to their supervisor according to the procedures set by their institution. Most study programs will require students to present their research results to their supervisor and examiners (Wijaya et al., 2022).

The community service in the form of Thesis Writing Training for STIESNU Bengkulu students was successfully implemented with very satisfying results. The participants were able to understand how to create CHAPTER I, CHAPTER II, CHAPTER III, CHAPTER IV, and CHAPTER V of the thesis in accordance with the thesis writing systematics taught during the training (Odena & Burgess, 2017). This activity was attended by 30 participants consisting of 15 students of the Islamic Banking Study Program, and 15 students of the Islamic Economics Study Program. This activity succeeded in making the participants master how to write a thesis systematically. The participants were enthusiastic and understood very well how to write a thesis systematically so that it could help the participants in compiling their thesis. After this community service was carried out, the students were able to independently compile their thesis systematically and easily. The following author presents the results of the activity in the URL https://www.youtube.com/watch?v=NxFbHcFwJ44 and the following image.

Figure 1. Resource Person Explains Writing a Thesis to Students

Figure 2. Thesis Writing Training Atmosphere

Figure 3. Resource Person Explains the Systematics of Writing a Thesis, Students Practice at the Same Time

Below the author presents the results of the work of students who participated in the thesis writing.

BAB I

PENDAHULUAN

A. **Latar Belakang Masalah**

Menurut undang-undang No 21 Tahun 2008 tentang perbankan syariah pasal 1 menyatakan bahwasanya perbankan syariah adalah "segala sesuatu yang menyangkut tentang Bank Syariah dan Unit Usaha Syariah, mencakup kelembagaan, kegiatan usaha, serta cara dan proses dalam melaksanakan kegiatan usahanya". Sedangkan pengertian bank adalah badan usaha yang menghimpun dana dari masyarakat dalam bentuk simpanan dan menyalurkannya kepada masyarakat dalam bentuk kredit atau dalam bentuk lainya dalam rangka meningkatkan taraf hidup masyarakat.[1]

Figure 4. Students Create Background to the Problem in the Introductory Chapter

3. **Subjek/ Informan Penelitian**

Adapun subyek dalam penelitian ini adalah nasabah, *opration manager*, sekretaris, *marketing manager* dan lain-lainnya yang dianggap berperan penting di BRI Syariah kantor cabang Bengkulu. Penelitian ini menggunakan model *purposive sampling*[12] yaitu pemilihan sampel berdasarkan pada karakteristik tertentu yang mempunyai sangkut paut dengan penelitian. Untuk nasabah yaitu 20 orang, jadi peneliti mengambil 23 orang untuk dijadikan sampel. Sedangkan objek dalam penelitian ini yaitu di BRI Syariah kantor cabang Bengkulu.

4. **Sumber Data**

a. Sumber primer

Sumber data primer yaitu data-data yang diperoleh di daerah

Figure 5. Students Create Research Methods in CHAPTER III

berperan penting dalam usaha yang mereka lakukan. Dapat juga dilihat dari pemberdayaan yang dikemukakan oleh Mulyadi Nitisusastro adalah upaya yang dilakukan lembaga keuangan, pemerintah, pemerintah daerah, dunia usaha, dan masyarakat secara sinegris dalam bentuk memotivasi dan mengembangan usaha terhadap usaha mikro, kecil dan menegah sehingga mampu tumbuh dan berkembang menjadi usaha yang tangguh dan mandiri.

Tujuan dari pemberdayaan itu sendiri adalah mewujudkan struktur perekonomian nasional yang seimbang, berkembang, dan berkeadilan. Menumbuhkan dan mengembangkan kemampuan usaha mikro, kecil dan menegah menjadi usaha yang tangguh dan mandiri. Meningkatkan peran usaha mikro, kecil dan menengah dalam pembangunan daerah, penciptaan lapangan kerja, pemerataan pendapatan, pertumbuhan ekonomi, dan pengentasan rakyat dari kemiskinan.

Figure 6. Students Create Discussion in CHAPTER IV Results and Discussion

During the service, there were no significant obstacles. The response of the participants after the service stated that they were satisfied and should be given other training that supports their thesis writing skills such as training in managing thesis bibliographies using the Mendeley application.

The findings in this community service have also been found by several previous studies (Supriyanto, 2020). Community service that has been widely carried out by other authors, Yudhyarta et al., (2021) revealed that this scientific paper writing training activity can change students' perspectives on writing scientific papers (Van de Poel & Gasiorek, 2012), so that they are gradually able to create good and correct scientific papers. In addition, the growth of self-confidence in each student to complete a good and correct thesis. The next finding that supports this study is by (Sitorus, 2022) who stated that the participants' abilities have improved in compiling scientific articles. Both in terms of presenting an interesting introduction, presenting a good literature review and hypothesis supported by previous studies, being able to compile the right research method to answer the formulation of problems and prove hypotheses, being able to make relevant discussions, interpretations and implementations, and being able to make relevant conclusions and recommendations to users and further researchers (Aliyyah, Rusi Rusmiati, 2021).

D. Conclusions

This training has a big impact on improving the ability of participants, namely STIESNU Bengkulu students in writing theses. The ability of participants has improved in writing theses. Both in terms of presenting an interesting introduction,

presenting a systematic literature review, being able to determine the right research method to answer the formulation of problems and research objectives, being able to present research results and compile relevant discussions, interpretations and implementations, and being able to make relevant conclusions and recommendations to users and further researchers.

E. Acknowledgement

References

Abdulai, R. T., & Owusu-Ansah, A. (2014). Essential ingredients of a good research proposal for undergraduate and postgraduate students in the social sciences. *SAGE Open*, 4(3), 1–15. https://doi.org/10.1177/2158244014548178

Alfakih, D. A. H. (2017). A Training Program to Enhance Postgraduate Students' Research Skills in Preparing a Research Proposal in the Field of Curriculum and Instruction Methods of Arabic Language. *IOSR Journal of Research & Method in Education (IOSRJRME)*, 07(03), 01–06. https://doi.org/10.9790/7388-0703040106

Aliyyah, Rusi Rusmiati, D. (2021). Training on writing scientific articels based on community service. *JCES (Journal of Character Education Society)*, 4(2), 285–297.

Bakhri, S., Rahayu, S., & Wardani, T. (2023). Community Service Providing Preparation for Writing Theses and Scientific Papers for Students of the Faculty of Economics and Business, Bakti Nusantara Institute. *NEAR: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 144–149. https://doi.org/10.32877/nr.v2i2.746

Cahyono, B. Y., & Amrina, R. (2016). Indonesian efl students' perception on training in writing research articles for publication. *Journal of Language Teaching and Research*, 7(5), 859–866. https://doi.org/10.17507/jltr.0705.05

Cameron, C., Deming, S. P., Notzon, B., Cantor, S. B., Broglio, K. R., & Pagel, W. (2009). Scientific writing training for academic physicians of diverse language backgrounds. *Academic Medicine*, *84*(4), 505–510. https://doi.org/10.1097/ACM.0b013e31819a7e6d

Cardwell, R., Nelson, K., Duncan, R., Copnell, B., & Moss, C. (2024). Being effective and supervising for thesis success in nursing coursework master degrees: A qualitative descriptive study. *Journal of Advanced Nursing*, *March*, 1–14. https://doi.org/10.1111/jan.16164

Handayani, D., Ritonga, M., Ritonga, M. P., Ritonga, A. Z., Suryani, Y., & Butar-butar, C. W. N. (2024). Excellent Thesis: Sharpening Skills With Smart Strategies In Academic Writing. *Jurnal Pengabdian Masyarakat Tjut Nyak Dhien*, 3(1), 75–83. https://doi.org/10.36490/jpmtnd.v3i1.952

Hasni, Malik, E., Rusdin, Agustyawati, D., & Daholu, A. (2022). Thesis success through socialization of thesis writing guidelines for students of the Faculty of Economics, Muhammadiyah University of Buton. *Journal of Community Empowerment*, *1*(1), 1–6.

Jasiah, Kusumawati Ita Rahmania, Kusumawati, Sutiharni, Wetri Febrina, & Yetti Elfina S. (2023). Training in Systematic Thesis Writing for Students. *Masyarakat Berdaya Dan Inovasi*, *4*(1), 58–64.

Kellogg, R. T., & Whiteford, A. P. (2009). Training advanced writing skills: The case for deliberate practice. *Educational Psychologist*, *44*(4), 250–266. https://doi.org/10.1080/00461520903213600

Marleni, L., Zaim, M., & Thahar, H. E. (2023). Students' Scientific Attitude in Conducting Research: Investigation in Final Assignment. *Journal of Education Research*, *5*(1), 1–8.

Moch, J. (2012). Problems of Language Errors in Writing Theses of Airlangga University Students. *Jurnal Ilmu Humaniora*, *12*(2), 92–104. https://www.academia.edu/download/32980205/(1)Problematika_Kesalahan_Bahasa_pada_Penulisan_Skripsi_Mahasiswa_Jalal_2.pdf

Nafiah, U., Ansori, A., & Pransiska, S. (2022). Students' Training Program: Dealing With Scientific Paper (Thesis). *Jurnal Pengabdian …*, *3*(2), 1420–1426. http://ejournal.sisfokomtek.org/index.php/jpkm/article/view/573%0Ahttp://ejournal.sisfokomtek.org/index.php/jpkm/article/download/573/452

Nst, M. S., Purwoningsih, E., Gultom, D. P., & Fujiati, I. I. (2018). The Influence of Thesis Writing on Depression Symptoms and Anxiety Symptoms in Students of the Faculty of Medicine, Muhammadiyah University of North Sumatra, Class of 2014. *Ibnu Sina Biomedika*, *2*(1), 1–13. http://dx.doi.org/10.1016/B978-0-12-409517-5.00007-3%0

Nugroho, S. I., Hidayati, D. N., Yafi, M. A., & Wahyuningsih, D. D. (2023). Scientific Article Writing Training, Use of Reference Source Search Applications and Reference Management for Students. *Ganesha: Jurnal Pengabdian Kepada Masyarakat*, *3*(2), 194–200.

Nuzuli, A. K., Sari, R. J., Kurnia, P., Indah, R. R., & P, R. R. (2023). Optimization of Reference Management Skills Improvement in Scientific Work Using Mendeley in IAIN Kerinci Students. *Jurnal Abdimas Ilmiah Citra Bakti*, *4*(1), 135–145. https://doi.org/10.38048/jailcb.v4i1.1409

O'Mahony, B., Verezub, E., Dalrymple, J., & Bertone, S. (2013). An evaluation of research students' writing support intervention. *Journal of International Education in Business*, *6*(1), 22–34. https://doi.org/10.1108/18363261311314935

Odena, O., & Burgess, H. (2017). How doctoral students and graduates describe facilitating experiences and strategies for their thesis writing learning process: a qualitative approach. *Studies in Higher Education*, *42*(3), 572–590. https://doi.org/10.1080/03075079.2015.1063598

Putera, Z. F., Shofiah, N., Widiowati, T., Malang, P. N., Islam, U., Maulana, N., & Ibrahim, M. (2023). *Application of Inquiry Method in Topic Selection*. *18*(01), 11–25.

Reynolds, J. A., & Thompson, R. J. (2011). Want to improve undergraduate

thesiswriting? engage students and their faculty readers in scientific peer review. *CBE Life Sciences Education*, *10*(2), 209–215. https://doi.org/10.1187/cbe.10-10-0127

Sitorus, R. R. (2022). Improving the Capacity of Lecturers and Students in Writing Scientific Research Articles at STT Renatus Pematang Siantar. *Ruang Cendekia: Jurnal Pengabdian Kepada Masyarakat*, *1*(1), 58–65. https://doi.org/https://doi.org/10.55904/ruangcendekia.v1i1.31

Supriyanto, A. (2020). *The Effect of Training Scientific Writing on The Improvement of Teachers' Understanding in Articles*. *508*(Icite), 406–415. https://doi.org/10.2991/assehr.k.201214.269

Thanoesya, R., Syahniar, & Ifdil, I. (2016). Self-Concept and Student Optimism in the Thesis Writing Process. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, *2*(2), 58–61. https://doi.org/10.29210/02017113

Van de Poel, K., & Gasiorek, J. (2012). Effects of an efficacy-focused approach to academic writing on students' perceptions of themselves as writers. *Journal of English for Academic Purposes*, *11*(4), 294–303. https://doi.org/10.1016/j.jeap.2012.07.003

Wardhani, A. K., Sari, N. L. D. M., & Putri, A. N. (2024). Microsoft Word Skill Development Training for Final Semester Students. *Jurnal Kabar Masyarakat*, *2*(1), 186–193.

Wijaya, N. D. P., Tsamroh, D. I., Dika, J. W., Yazirin, C., Ross, D., & Kristanto, A. D. (2022). Socialization and Training on Using Mendeley to Prepare Students for Writing Theses. *VIVABIO: Jurnal Pengabdian Multidisiplin*, *4*(1), 12. https://doi.org/10.35799/vivabio.v4i1.40876

Yudhyarta, D. Y., Susanti, E., & Ilyas, M. (2021). Scientific Writing Training for Students. *ABDIMASY: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, *2*(1), 1–10.

Zaenudin, M., Nugraha, D., & Faizah, S. (2023). Workshop on Thesis Writing, Scientific Publication and Scientific Poster Making for Final Year Students of Jakarta Global University. *Jurnal Abdi Insani*, *10*(September), 1543–1554.