

**THE DIFFICULTIES ENCOUNTERED BY THE-LAGGING-BEHIND
STUDENTS IN COMPLETING THEIR STUDY
(A Case Study of Students in One of the Islamic Universities in Aceh)**

THESIS

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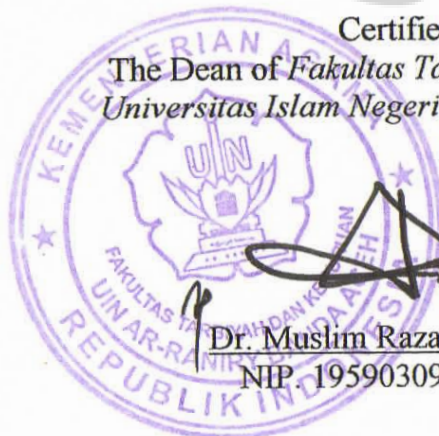
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ABSTRACT

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It is a commonplace to find several the-lagging-behind students in completing their study every year. This study was carried out to find out inhibiting factors experienced by the students in completing their study. In doing so, this research used a qualitative method involving a questionnaire and interview to collect data from EFL students in one of the Islamic Universities in Aceh. This study is underpinned and used by self determination theory (SDT). SDT is relevant for this study because it can be used to frame the student's phenomena in completing their study. It is found that the students lag because of three aspects, including autonomy in learning, lack of competence, and less relatedness. Autonomy, such as a lack of motivation to complete their study; Competence, such as difficulties in writing a thesis, failure in some courses, struggles in the research process and inability fulfilling the requirements for thesis defense; The last is relatedness, such as financial support (e.g., working part-time), playmates, participating organizations, and the home atmosphere; the English language department and supervisors are also factors that inhibit students from completing their study on time; the last factor is due to COVID-19. Overall, the 2015 and 2016 academic years lag behind students who experienced the most dominant problem during thesis supervision with their supervisor.

TABLE OF CONTENT

ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENT	iv
LIST OF TABLES	vi
LIST OF FIGURE	vii
LIST OF APPENDICES	viii
CHAPTER 1 INTRODUCTION	1
A. Background of study	1
B. Research question	3
C. The Aims of study	4
D. Significance of study	4
E. Key Terms	4
CHAPTER 2 LITERATURE REVIEW	7
A. Undergraduate program (S1) in Indonesia	7
1. Core courses	8
2. Elective courses	8
3. Practicum or internship	9
4. Community service program	9
5. Thesis	9
B. Self Determination Theory	10
1. Autonomy	11
2. Competence	11
3. Relatedness	14
C. The previous studies of barriers to study completion	16
1. Barrier during the course taking	16
2. Barrier when completing thesis	19
CHAPTER 3 RESEARCH METHODOLOGY	22
A. The research designs	22

B. The roles of researcher	23
C. Research participant	23
D. Research Location	24
E. Source of data	24
F. Methods of data collection.....	25
G. Methods of data analysis.....	26
CHAPTER 4 RESEARCH FINDINGS AND DISCUSSION	29
A. Students demography	29
B. Analyzing data from the questionnaire	30
1. Academic problems.....	31
2. Non-academic problems.....	38
C. Analyzing data from the interview	40
1. Difficulties in completing thesis	41
2. Failure in some courses.....	43
3. Inability fulfill the requirements for the thesis defense.....	44
4. Internal problems	44
5. External problems	45
D. Discussions	46
CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS	50
A. Conclusions	50
B. Recommendations	51
REFERENCES	53
APPENDICES	

LIST OF TABLE

Table 4.1	Total number of the-lagging-behind students at one of the Department of Islamic State University.....	29
Table 4.2	Academic problems	31
Table 4.3	Problems in writing.....	33
Table 4.4	Problem with supervisor	33
Table 4.5	Struggles with the research process	34
Table 4.6	Inability to fulfil the requirements for fixed thesis defense.....	35
Table 4.7	Failure in some courses.....	36
Table 4.8	Problems in university elements	37
Table 4.9	Problem because of COVID-19	38
Table 4.10	Internal problem.....	39
Table 4.11	External problem.....	40

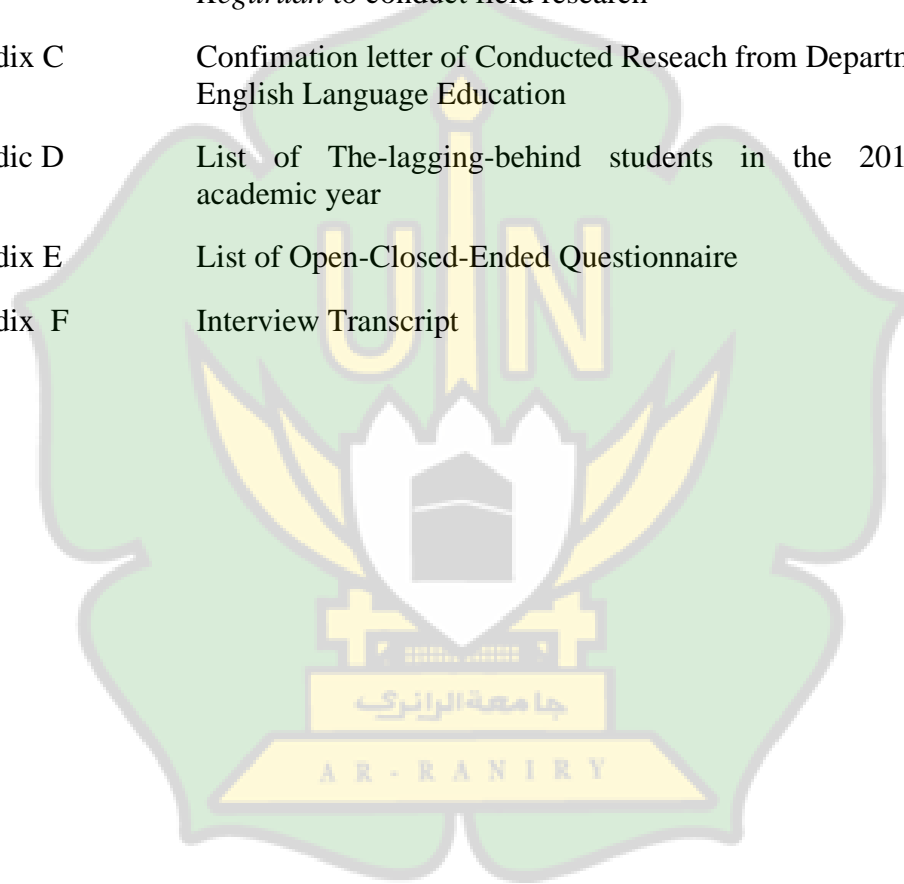
LIST OF FIGURE

Figure 4.1	The-lagging-behind students based on academic year.....	30
Figure 4.2	The percentage of the-lagging-behind problems in writing a thesis	32



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from The Fakultas <i>Tarbiyah dan Keguruan</i> to conduct field research
Appendix C	Confirmation letter of Conducted Research from Department of English Language Education
Appendix D	List of The-lagging-behind students in the 2015&2016 academic year
Appendix E	List of Open-Closed-Ended Questionnaire
Appendix F	Interview Transcript



CHAPTER I

INTRODUCTION

A. Background of study

Completing education is the primary purpose of every student. To do so, students need to complete several important things, such as completing a minimum of 146 credits, carrying out theoretical and practical lectures consisting of compulsory and elective courses, teaching community service and internships, compulsory passing of foreign languages, computers and completing the Ma'had Al-jamiah program (UIN Ar-Raniry, 2018; Sari, 2018). Undergraduate programs take eight semesters, depending on the rules at a university. Nevertheless, some students are unable to complete their study on time. Some lag behind in completing their study because of various reasons, such as intelligence, financial support, motivation, negligence, supervisor, study while working. The difficulties caused the students to drop out because they have never completed their study (Amira, 2016).

In one of the department at an Islamic university in Aceh, 20-25 students of batch 2015 and 50-55 students of batch 2016 still have not completed their study in 2022, those of batch 2015 was in the 14th semester and those of batch 2016 was in the 12th semester (interview with the head of the Department on April 4, 2022). This is proven that English students have difficulty completing their study every year. On the other hand, if students can complete their studies on time, It will increase the

accreditation of study programs and campuses (Sari, 2018). This is something that often happens but gets less attention.

Previous studies indicate that there are many factors that make students lag behind. According to Widarto (2017) the elements that make students get delayed in completing study are; long-distance campus' location that makes students neglect to get advice, still attending courses, already working, less-active lectures, a less-deductive place for living, and no intensive thesis advising. Hamid (2015) also found that there are several factors that cause the difficulties among students in completing their studies, such as working part-time, being already married, taking the wrong major that results in a lack of motivation to complete their studies, taking care of parents who are old and sickly, comprehensive exams that are not met, the number of problems students have in completing the thesis, the lack of encouragement or efforts made by the department or faculty. Furthermore, based on previous research by Sulasteri et al. (2019) the intelligence indicator has the highest percentage of 60%, motivation (44%), the activity (40%), peers (60%), supervisor (60%), family (52%) and facilities by 64%. Moreover, The previous study conducted by Amira (2016) showed that the delay factor in the completion study consists of internal and external factors. Internal factors such as physical, psychological, and fatigue). External factors such as family, university, and society), which internal factors have the highest percentage (73.55%) compared to external factors (67.27%).

Despite the research findings, little attention has been given to the the-lagging-behind students in completing their study at the Islamic higher education institution in Aceh, Indonesia. Furthermore, The results of this study differ from those of previous studies, where the results of this study were framed into three based on self determination theory (SDT): autonomy, competence, and relatedness. Additionally, in previous research, Amira (2016) examined the inhibiting factors in completing study focused on social and political science students, Rina (2018) focused on counselling students, and Widarto (2017) focused on engineering students whose environment was different from education students at Islamic institutions in Aceh. Moreover, this research was conducted after the lockdown policy due to the COVID-19 pandemic, which closed the university and the online teaching-learning process.

Underpin by the SDT, this study focuses on the difficulties of the-lagging-behind students of the Islamic higher education institution in Aceh experience in completing their study. Exploring their difficulties in completing their study is crucial because it can provide insight that will provide changes that produce something good for these students and the board communities.

B. Research question

This study intends to answer the following research question: What are the inhibiting factors for the-lagging-behind students in completing study at the Islamic higher education institution in Aceh?

C. The aim of the study:

This study aimed to find out the inhibiting factors for the-lagging-behind students in completing their study.

D. Significance of study

This study is significant because it can provide insights and knowledge about the difficulties of the-lagging-behind students and insights into the language. Educational institutions can respond to and overcome the difficulties experienced by the-lagging-behind students by providing appropriate policies to help overcome these student problems. So, the study becomes a solution to help students complete the study on time and eventually hope that improve department accreditation in the future. The result of this study is expected to be a scientific contribution and enrich knowledge as well as additional references for further research related to this topic.

E. Key terms

There are several key terms used in their research that need further explanation. They include the difficulties, study completion, and the-lagging-behind students.

1. The-lagging-behind students

Students are students who are currently studying in tertiary institutions.

Students are students who study in higher education (Depdiknas, 2012). The-lagging-behind students are final students who never graduate from their study,

they can even drop out if they do not finish their study. Several factors influence the the-lagging-behind students' delay in completing their study, but it does not escape the student's personal mistakes and omissions.

2. The difficulties

The difficulty is a condition that causes various kinds of obstacles. (Syah, 1997 as cited from Asmawan, 2016) states that several factors influence student difficulties as follows: (1) internal factors, namely factors that come from the students themselves; (2) external factors, namely factors that come from the environment outside the students themselves Study completion.

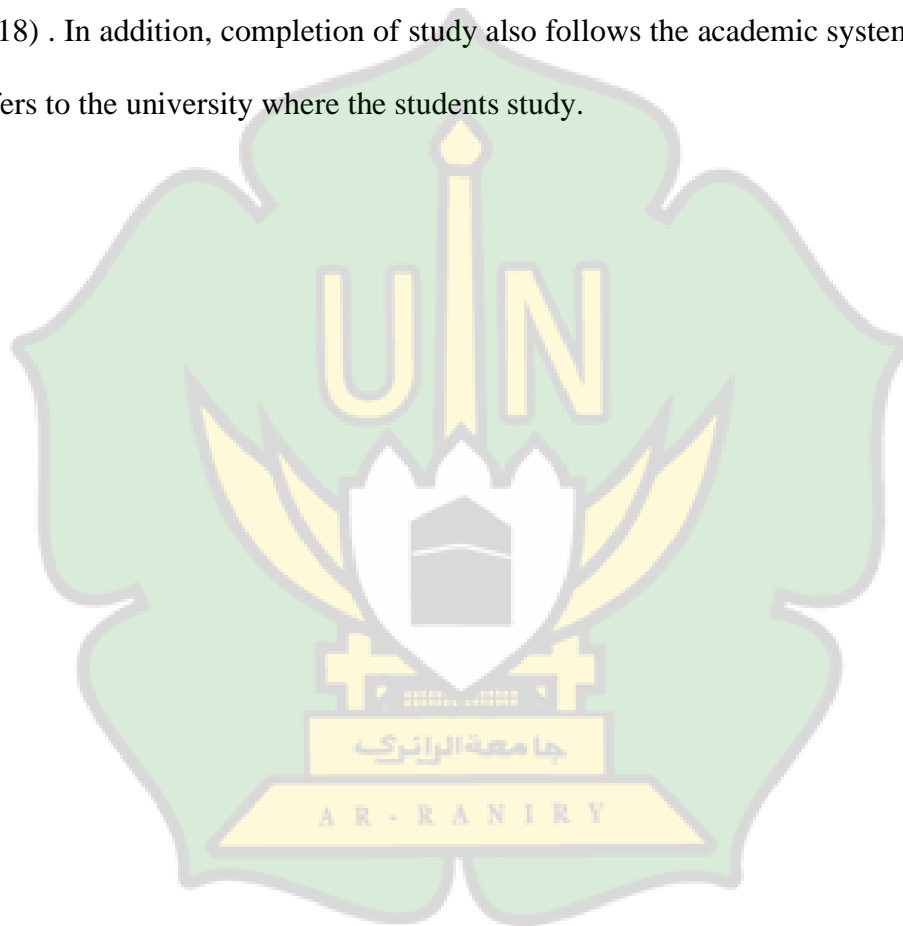
3. Self Determination Theory

SDT is related to the success of students in completing their study. SDT is also relevant for this study because it can be used to frame the student's phenomena in completing their study. This research is based on three main aspects, including autonomy, competence and relatedness.

4. Study Completion

Completion of the study is something that every student must achieve. This achievement is based on the potential possessed by the student. The potential obtained by students greatly affects their development at the next stage. Students must achieve an optimal level of development, for example, indicated

by completing the study as quickly as possible with high grades or GPA. The effectiveness of the completion of the study is influenced by four things, namely: (1) Motivation (drives), (2) Attention, and knowing the target. (3) Effort (response) (4) Evaluation and consolidation of results (Sumartini & Disman, 2018) . In addition, completion of study also follows the academic system, which refers to the university where the students study.



CHAPTER II

LITERATURE REVIEW

This chapter reviews existing literature on the difficulties of the-lagging-behind students in completing their study. This chapter aims to deepen knowledge about the field to be researched.

A. Undergraduate program (S1) in Indonesia

The rules of universities in different countries may vary. In the Indonesian higher education context, an undergraduate program or Bachelor's degree program normally takes eight semesters. However, each university provides more opportunities for students to complete their study within 8-14 semesters, which is four to seven years, depending on the university's policy. In the undergraduate program, each student has to accomplish 140-160 credits hours, scheduled for eight semesters and can be taken for less than eight semesters and a maximum of 14 semesters (UIN Ar-Raniry, 2018).

In addition, completion of study also follows the academic system, which refers to the university. To complete their study within the allocated time, students are required to undertake core courses, elective courses, practicum, internship, community service, and thesis writing.

1. Core courses

Core courses are courses required to take by all students in every department. In general, there are four courses required by the government, namely Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan and Pendidikan Agama that must be taken by students and all of students have passed the courses (Rahayu et al., 2020). At UIN Ar-Raniry, students are required to take matematika dasar, bahasa inggris, bahasa arab, pendidikan pancasila dan kewarganegaraan, ulumul Qur'an dan Hadist, fiqh dan ushul fiqh, filsafat umum, studi syariat Islam di Aceh, dan metodologi penelitian (UIN Ar-Raniry, 2018).

2. Elective courses

Besides the core courses, students have required to take elective courses. An elective course is an elective course that students must choose based on their program of study. This lecture activity can be divided into theoretical and practical lectures. Theoretical lectures are learning that examines the theories, concepts and principles of a field of science. Each theoretical activity consists of face-to-face activities, structured activities and independent activities. Meanwhile, Practical lectures are lectures whose learning applies the theory that has been discussed in the form of theoretical in the field or laboratory, depending on the study program (UIN Ar-Raniry, 2018).

3. Practicum or internship

Practicum is a learning activity that leads students to make observations of a trial or test carried out both inside and outside the laboratory (Hamidah et al., 2014). Practicum is a strategy that can attract students' interest in developing concepts due to learning. Through the practicum, it gives students the opportunity to observe directly so that they can understand more clearly the concept. At UIN Ar-Raniry, students are also required to take practicum such as teaching practicum for the student-teacher.

4. Community service program

Every student is required to carry out a community service program. The community service program is a form of community service activity by students to develop their competence, which is carried out outside the campus. This community service program provides a learning experience for students to live in the community. Usually, this activity is carried out for 40 days in community villages determined by the university (Syardiansah, 2017). The total credit for the community service program is four credits.

5. Thesis

Completing the thesis is the last stage after all credit courses are completed. It takes four credits. Completing a thesis is not easy. Many students have difficulty when they finish their thesis. In completing their thesis, students must conduct guidance with an academic advisor to obtain the title of their thesis and provide guidance with a supervisor, they also have to complete a proposal seminar after that

they can conducting research and the final stage in completing the thesis, namely trial examination (Rina, 2018).

Before carrying out the thesis trial, there are several trial requirements that must be completed depending on the university. Based on the academic guidelines of one of Islamic universities in Aceh, There are several trial requirements that must be met, such as collecting certificates TOEFL and TOAFL, with a minimum score of 400 for non-Arabic and English students, while for Arabic and English students the minimum score is 500. A computer certificate with a minimum score of B, a comprehensive certificate and a Ma'had Ar-Raniry certificate must be taken by carrying out the dormitory program. In addition, the last requirement is a KPM certificate, which is a certificate that has implemented a Community service program.

However, not all students are able to fulfil those requirements on time. Some students need to take their time to study for several semesters because they have various obstacles to completing their study on time.

B. Self Determination Theory

In understanding the difficulties encountered by the-lagging-behind students in completing their study, many studies use Self Determination Theory (SDT). SDT aims to find out students' difficulties in completing their study. SDT is related to the success of students in completing their study. SDT is also relevant for this study because it can be used to frame the student's phenomena in completing their study. This research is based on three main aspects: autonomy, competence and relatedness.

1. Autonomy

In completing their study, students need to pass autonomy. Autonomy refers to the perception when a person can choose his own behaviour and actions in learning activities according to the individual. Autonomy is a form of function that is related to volitional, congruent, and integrated feelings (Ryan & Deci, 2017). In the context of education, autonomy is significant in building students' intrinsic motivation. Autonomy means the desire in students when making their life choices. This determination is based on his wishes, for example, an autonomous student chooses a lecture major based on his personal preference without any external coercion; another example, when selecting a thesis title, the student chooses based on his abilities and interests, then in the context of completing study, an autonomous student has determined his goals when carrying out lectures such as giving a target of completing college for four years, but there are some other students who are not autonomous, causing them to be left behind.

2. Competence

Besides the autonomy, students in completing their study need to have several competence, such as competence in courses; listening, speaking, reading, writing. Competence is the second need that a person has effectively with the capacity possessed by himself to interact with his environment. The need for competence means that the person is able to master skills in a discipline.

When completing study, students must be competent in several skills, especially those related to their majors. In English language education, students are required to be competent in reading, writing, speaking and listening.

a. Reading comprehension is one of the 4 skills that must be mastered by English education students. This skill is very useful when the student wants to complete his thesis such as reading to get ideas when writing a thesis. Therefore, a student must be competent in reading.

b. Writing skills are also very important for students to master. This writing skill is related to completing study, because many students have difficulty in completing their studies due to difficulties in writing thesis.

c. Speaking, during the learning process, students must also be competent in speaking because speaking is included in 4 things that must be mastered by English education students, which students are required to be able to communicate in English. Besides that, speaking is related to communication skills, how students can communicate well with their lecturers so that they have good relationships.

d. Listening, The last skill that English education students must master is listening. Listening is as important as the three skills above, one begins to learn through hearing.

In addition to these 4 skills, students must also be competent in mastering other things, such as ICT and research skills, which are useful skills in completing student studies.

e. **Information and Communication Technology (ICT)**, The implementation of Information and Communication Technology (ICT) into learning activities present a significant effect on the quality of education (Lapisa et al., 2019). In era 4.0 students are required to be able to use ICT. Therefore, every student must be competent in utilizing technology and information

f. **Research skills**, in the research skills, students are expected to be able to collect and analyze data; the research skills related to the application of 4 skills in English education.

All of several skills that these students must master, but some students have less competence in the skills that must be mastered. This results in these students being left behind.

This competence is related to students' autonomy. If a student is independent in following his wishes, someone tries as much as possible to realize these competencies.

In education, student competence can be supported by the introduction of optimally challenging teacher learning, thus enabling students to test and develop their academic abilities. The need for competence makes individuals more

enthusiastic about learning to be better and adapting to new challenges. In a context that often appears among students. Someone who needs competence can get good grades and vice versa. Someone with less competence can lack enthusiasm for learning and have bad grades in courses that hamper study completion.

3. Relatedness

In addition, in completing their study, students need to feel relatedness during their study. Relatedness refers to one's feelings of being supported, valued, and connected to others (Ryan & Deci, 2017). In the context of study completion, some students feel the need for relatedness affects the completion of their study, such as support from family or home atmosphere, study mates and financial support, and university element.

a. **The home atmosphere** and support from the house have a powerful influence on the motivation for completing studies, so extrinsic motivation affects the students' intrinsic motivation for completing their study.

b. **Studymates**, study mates greatly affect the completion of student study. In the teaching and learning process, some students feel unable to enter a higher circle than him, so he feels not supported to complete their study.

c. **Financial support**, not all students have the same facilities, some students have financial deficiencies, it is like they choose to work to meet their needs. This causes the student to find it difficult to divide his time between work and study, resulting in him being left behind.

d. **University element**, elements of the university can also affect the difficulty of students in completing their study, aspects of the university include how the education department pays more attention to students who are left behind. Besides that, the learning facilities on campus can also support someone in studying.

From some of the examples above, this relatedness is the relationship between the individual's relationship with his social environment (interacting with others in a community who depend on each other). Similar to autonomy and competence, relatedness is also very influential on one's self-determination. Someone who gets support from the environment will feel happy to do something. On the contrary, social environment can be an obstacle to one's determination through social control and criticism that makes a person down.

These three needs are autonomy, competence, and relatedness work together to influence a person's motivation to learn, behaviour, and learning outcomes (Ryan & Deci, 2009).

From some of the explanations above, it can be concluded that everyone has an innate psychological need which is the basis of motivation and the integration of a personality. SDT is a psychological theory that deals with self-motivated and self-determined human behaviour. Self-Determination Theory believes that people are motivated to grow and change based on three innate and universal psychological

needs: autonomy, competence, and relatedness. SDT is able to a diagnostic tool during teaching development.

C. The Previous study of barriers to study completion

The barriers intended in this section relate to the DST. There are divided into two: barriers when taking the courses and barriers when completing the thesis.

1. Barriers during the courses taking

Previous studies indicate that there are many factors that inhibit lag behind students in completing their study. These factors that influence learning can be categorized into internal and external factors (Umriana, 2019).

a. Internal factors

Internal factors come from within the individual and can affect the individual's learning outcomes. These internal factors include physiological and psychological factors. Physiological are factors related to personal physical condition. General physical conditions greatly affect learning activities. A healthy physical condition has a positive effect on individual learning activities. On the other hand, low conditions and diseases hinder the achievement of maximum learning outcomes. Psychological factors are a person's psychological state that can affect the learning process. There are four internal factors that influence the learning process, namely student intelligence, motivation, interests, attitudes, and talents (Umriana, 2019).

1). Intelligence

Student intelligence is generally defined as the physical ability to respond to stimulate and adapt appropriately to the environment. Intelligence is the most important psychological factor in a student's learning because it determines the quality of student learning. A higher individual's intelligence impacted an individual's success in education. Conversely, the lower the individual's intelligence impacted individual's success in learning. Therefore, teacher and parent guidance in learning is needed as an important physiological factor in students' success.

2). motivation

Motivation is one of the factors that affect the effectiveness of learning activities. Motivation can enhance someone's interest in learning, it is based on Self Determination Theory. Motivation is a driving force in every individual and outside the individual to do something to achieve a goal (Syardiansah, 2016). Motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Extrinsic motivation is a motivation that comes from within the individual and provides the impact on us to do something. In contrast, external motivation is a factor that comes from outside the individual but affects the willingness to learn, such as support, rules, parents, etc. (Sulasteri et al, 2019). A lack of positive reactions from the environment can also affect one's enthusiasm for learning.

3). Attitude

Individual attitudes can affect the success of learning. Attitude is an internal symptom with an affective dimension in the form of a tendency to react or respond in a relatively fixed way to objects, people, events and so on, both positively and negatively.

4). Talent

In general, talent is defined as a person's potential ability to succeed in the future (Syardiansah, 2016). Everyone has the talent to achieve their respective learning potential according to their skills. The survey shows that the number of students who feel wrong in choosing a college major reaches 87% (Nurhartanto, 2021). This can prove that some students who choose college are not following their talents.

b. External factors

According to Sari (2018) External factors that affect learning can be grouped into two factors, namely: family environmental factors and community environmental factors. Family environment factors are very influential on students in completing their study. There are several influences, namely: how parents educate, home atmosphere & financial conditions. Community environmental factors is an external factor that also influences learning. The impact occurs because of its presence in the environment. These factors include social activities, time media, playmates, and

forms of social life. Supervisor and learning facilities are also external factors (Sari, 2018; Sulasteri et al., 2019).

Moreover, according to Amira (2016) university elements also include external factors. Aspects of the university include teaching methods, curriculum, student relations, university fields, high standards of lectures, building conditions, and course assignments.

From some of the explanations above, it can be concluded that there are several groupings of students' difficulty factors in completing lectures. There are internal factors and external factors. Internal factors are factors that come from within the individual itself which include physiological and psychological factors. While external factors are factors that come from outside the individual, namely environmental factors such as family, community, and university elements.

2. Barriers when completing the thesis

Previous studies indicate that several factors cause students to barrier in completing their thesis, such as difficulties in writing and during thesis guidance.

a. Difficulty in writing thesis

Writing is an activity that is related to the academic elements of a student, so that the ability to write is a language skill that must be mastered by students (Peshada, 2016). The thesis is one of the requirements for students to graduate from the

undergraduate program. The thesis is writing that contains the results of a study of a situation that is revealed scientifically (Zain, 2021).

According to Umar (2021) students have difficulty in scientific writing because they are not able to compose good sentences and have difficulty in finding study topics. In addition, students still have difficulty finding ideas and using good language. One of the causes of students having difficulty in scientific writing is that they rarely read articles in scientific journals and are not accustomed to using scientific writing rules in compiling papers. The habit of copying and pasting among students dulls students' analytical skills. The implication is that students always find it challenging to compose their sentences in scientific writing.

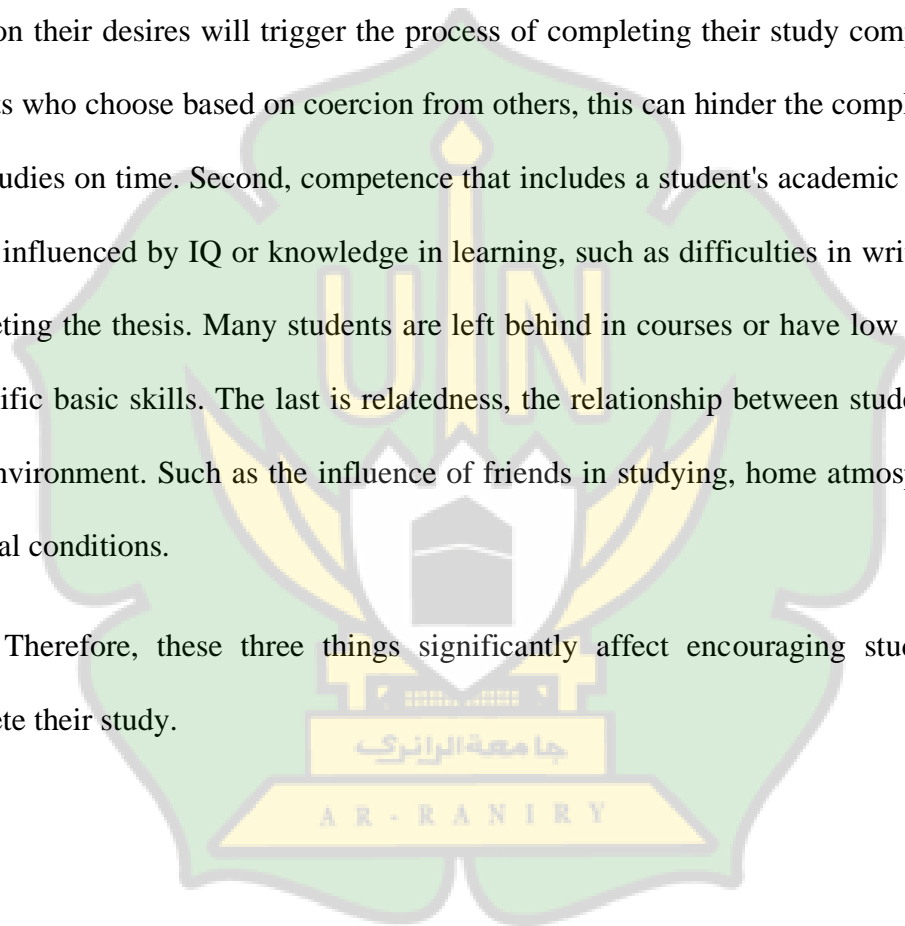
According to Zuriati (2017) several difficulties are faced by students, such as difficulties in determining the title, abstract, background of the problem, problem formulation, research objectives and scope, results and benefits and literature review.

b. Difficulties in thesis guidance

Thesis consultation or guidance can be interpreted as a process of assisting individuals to achieve self-understanding (Hidayah, 2021). According to Alya (2021) in conducting a thesis consultation with a supervisor, many students are hampered for various reasons, one of which is limited communication between students and their supervisors. When carrying out guidance, some students feel that lecturers are difficult to contact, thus causing miscommunication between them.

Based on several related studies above, it can be concluded that the barriers in completing study related to Self Determination Theory are autonomy, competence, and relatedness. First, autonomy includes the student's talent and willingness, such as choosing a major based on the student's abilities and desires. Where choices made based on their desires will trigger the process of completing their study compared to students who choose based on coercion from others, this can hinder the completion of their studies on time. Second, competence that includes a student's academic abilities can be influenced by IQ or knowledge in learning, such as difficulties in writing and completing the thesis. Many students are left behind in courses or have low abilities in specific basic skills. The last is relatedness, the relationship between students and their environment. Such as the influence of friends in studying, home atmosphere & financial conditions.

Therefore, these three things significantly affect encouraging students to complete their study.



CHAPTER III

METHODOLOGY

This chapter describes the methods used for this study. This chapter consists of research design, the roles of the researcher, research participants, research location, source of data, methods of data collection, instruments for data collection, and the last is methods of data analysis.

A. The research designs

This research was a case study research in one of the Islamic universities in Aceh. A case study is a study that examines phenomena in real life (Yin, 2014). The case study aims to conduct an in-depth study so that this case study can raise individual and social phenomena. This research was a study on the perspective of the lagging-behind students when they completed their study, because this research wanted to know the perspective of students, this research used a qualitative method. Qualitative is a process approach to understanding the significance of individuals or groups related to social or human problems (Creswell, 2016). Mulyadi (2019) also said that qualitative research aims to understand human and social problems in depth. At the same time, the qualitative design used in this research is descriptive research. Qualitative descriptive is a type of research used to analyze data by describing the data that has been collected as it is. Therefore, a qualitative descriptive research method is very suitable for this research.

B. The roles of the researcher

This research approach was qualitative research. Therefore, I as the researcher was significantly involved with the respondents continuously during the research, with this sustainability, it raised a series of difficulties and ethical and personal issues in the process, so the role of the researcher in this study is to get answers to problems and solutions at the research site that can appear suddenly.

C. Research participants

I selected the-lagging-behind students in semesters 12-14 in one of the department at Islamic universities in Aceh who have not completed their study as a population. The number of students who have not completed their study in batch 2015 or students in semester 14 still has around 50-60 students, and batch 2016 or students semester 12 still has 20-30 students. According to Sugyono (2006, as cited in Saat and Mania 2020) the population is a generalization area consisting of objects with specific quantities and properties determined by the researcher to be studied and then concluded. It is generally an extensive collection of individuals or objects that is the main focus of a scientific question.

The total sample was 50 students who had difficulties completing their study and 10 of them have been interviewed. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2010, as cited in Hutabarat, Pohan & Adam 2017). The sampling technique used in this study was purposive

sampling, a sampling technique based on considerations that focus on specific goals (Saat & Mania, 2020).

D. Research location

The respondents of this research were the-lagging-behind students in one of the Islamic universities in Aceh, and the research location was carried out around the campus and a place that was determined later by the respondents and researcher.

E. Sources of data

This study used descriptive qualitative research to present the data in the form of a description containing the meaning of information obtained from the interview process and distributing questionnaires.

In this study, I obtained primary data from documentation and questionnaire. Primary data is data obtained directly from the respondents by a researcher. This data is the first data recorded and collected by the researcher. This data is also referred to as the most critical data in obtaining information in research because the information obtained is data that respondents can directly obtain. And for the secondary, I obtained data from the interview. Secondary data supports primary data (Andika, 2021). The data is obtained through writing or verbally through other objects.

F. Methods of data collection

This study used documentation, questionnaire and interview. To collect data, this study used triangulation, Triangulation is a study in which the researcher uses several data sets, methods, theories, and investigators to answer research questions (Bhandari, 2022). It was a research strategy that helped you enhance the validity and credibility of your findings. However, The three instruments above were to collect firm answers to research questions.

1. Documentation

The documentation technique in this study was used by the researcher to obtain data of the-lagging-behind students who had not completed their study. This documentation was obtained from the one of the department education study programs at one of the Islamic university in Aceh. According to Sugiyono (2017) documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research.

2. Questionnaire

This research questionnaire is made from a combination of closed-ended and open-ended questions. The questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents (Sugiyono, 2017). For this study, Closed-ended questions were given an optional answer, namely Yes/No. Meanwhile, open-ended questions were made because the researcher did not provide answer choices. The technique is to ask closed-ended and then ask for

additional questions in open-ended questions. So that students answer the questions with their responses and in their own words. This questionnaire had nine indicators of the question, and 50 respondents were needed to complete the questionnaire.

3. Interview

The interviews used in this study were semi-structured interviews, including ten respondents where each respondent asked the same question and the data collector took notes and recorded them. Interviews are questions and answers between the interviewer and those interviewed to get information or opinions about something (Marzuki, 2013 as cited in Rina, 2021). The instrument used in this interview contained five basic questions regarding the difficulties of the-lagging-behind students in completing their study. 10 respondents were needed to complete the interview. Respondents 1 until 10 are shortened to R1 until R10. This interview was only as supporting data from the primary data questionnaire.

G. Methods of Data Analysis

The data analysis in this study used a qualitative descriptive analysis technique. Data analysis method is a way of analyzing research data, including relevant statistical tools for use in research (Noor, 2011, as cited in Rina, 2021).

To analyze the data of the questionnaire, the researcher classified the data. Those answers were presented in the form of frequency observed. After the

researcher calculated the frequency of data, then the researcher computed it into percentage calculation.

$$P = \frac{F}{N} \times 100\%$$

P : percentage

F : frequency

N : Number of sampling

100% : constant value

The percentage of the questionnaire is expressed in the form of a category of assessment results. For the results of interviews and questionnaires, I used the Miles, Huberman, Saldana (2014) which consisted of three stages, such as :

1. Data reduction

In this step, after all the information is collected from interviews. This stage is done by focusing information on the most important things.

2. Presentation of Data

The presentation of the required interview data in brief descriptions, relationships between categories, and the like is called data presentation. In qualitative research, data was presented in narrative form, so in this study, data from the results of questionnaires and interviews were presented in narrative form.

3. Drawing conclusion

This stage was the last stage when I began to interpret the data obtained from the phenomenon under study to draw conclusions. This conclusion explains all the essence and decisions obtained from the data that has been analyzed in the previous description. I reveal conclusions from the data obtained through questionnaires and interviews, the data must be able to answer the problems raised in this study.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents and analyzes the results of the study. Discussion of the findings is made in the last part of this chapter.

A. Students Demography

Based on the data I have found from the department education study program. Every year, some students are left behind. In the 2015 academic year, there was 25 lag behind students who had not finished, and in 2016 there were 53 students who had not finished. This is based on the table below

Table 4.1

Total number of the-the-lagging-behind students at one of the Department study programs of Islamic State University

Year Of Enrollment	Total Numbers of lag behind students
2015	25
2016	53
Total	78

Based on Table 4.1, the total number of lag behind students in the 2015-2016 academic year was 78. It proves that every year there are students who fall behind. The questionnaires and interviews were conducted to find out the inhibiting factors of lag behind students in completing their study. I shared the questionnaire with the participants by using the Google form link. Based on the data on the chart below,

there is 31 lag behind students who filled out this questionnaire in 2016 and 19 lag behind students in 2015.

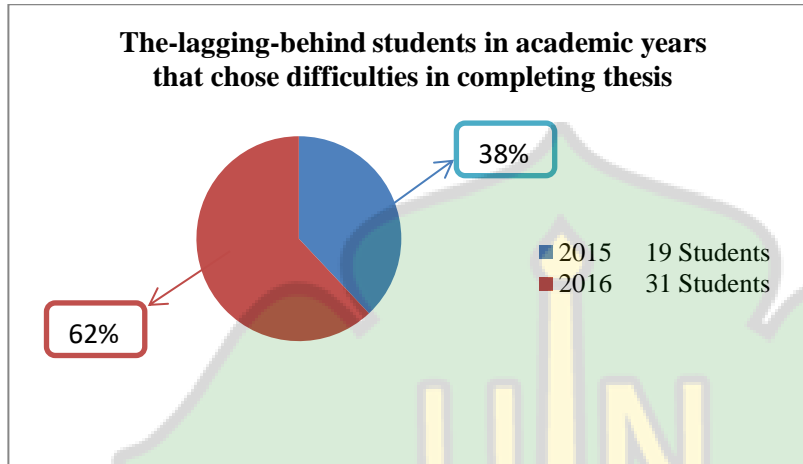


Figure 4.1 The-lagging-behind students based on academic years

Fifty participants filled out the questionnaires and returned them. Students who took part in this study were students of the 2015 and 2016 batches with an age range of 22-26 years. They filled out the questionnaire by choosing the options they felt. They could choose more than one option and add below the answer choices if there was something they wanted to add. All of them responded that they experienced difficulties in completing their study on time.

B. Analyzing data from the questionnaire

There are several difficulties found based on the questionnaires. They can be types into two: academic problems and non-academic problems.

1. Academic problems

Based on the data from questionnaires, the most dominant difficulties they experienced in completing the study were writing the thesis, Inability to fulfil the requirements for the thesis defense, failure in some courses, and lack of responses from the department study program. This is by the data in the table below.

Table 4.2

Academic problems

No	Problems	Frequency	Percentage
1	Writing the thesis	48	28.8%
2	Inability to fulfil the requirements for the thesis defense	43	25.7%
3	Failure in some courses	38	22.7%
4	lack of responses from the English Language Department	32	19.1%
5	COVID-19	6	3.59%
Total Responden		50	100%

From table 4.2, it is clear that the most dominant problem found in the-lagging-behind students is the problem when completing the thesis. Inability to fulfil the requirements in thesis defense is the second main problems, followed by failure in several courses.

a. Problems in completing thesis or proposal

Of the sweeping statements, the problem in the thesis or proposal section is the most choice. Of 50 respondents who chose problem in completing the thesis or proposal, as many as 48 people. There are several problems faced by students in completing their thesis or proposal. These problems can be grouped into :

1). The problem in writing a thesis

There are several difficulties for students in writing a thesis. It can be seen that the percentage of students answer differently. It follows the data obtained based on the diagram and table below:

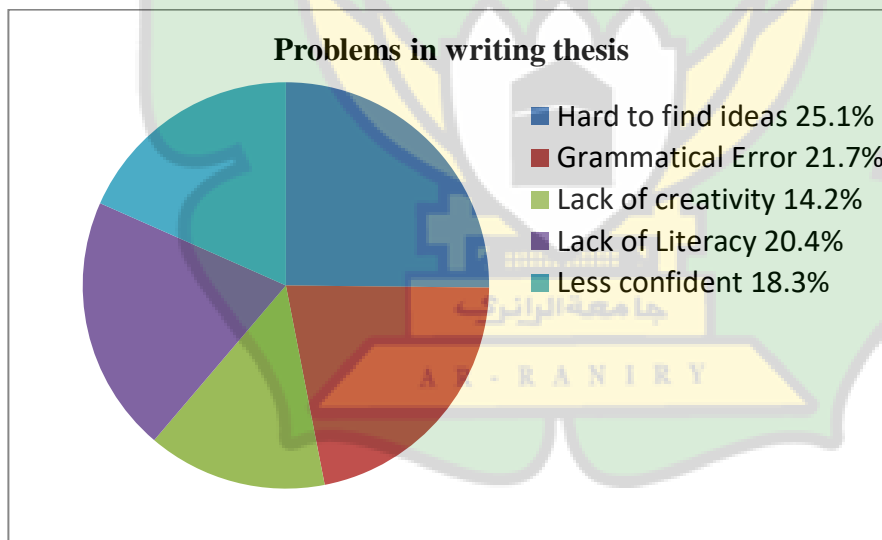


Figure 4.2. The percentage of the-lagging-behind problems in writing a thesis

Figure 4.2, shows that the most dominant difficulties of students in writing are failing to find ideas (25.1%), grammatical error (21.7 %), lack of creativity (14.2 %),

lack of literacy (20.4%), and less confident in writing (18.3%). For more details, see the Table 4.2 below:

Table 4.3

Problems in writing thesis

Problems	Themes	Frequency	Percentage
Writing	Hard to find ideas	37	25.1 %
	Grammatical error	32	21.7 %
	Lack of creativity	21	14.2 %
	Lack of literacy	30	20.4 %
	Less confident	27	18.3%
	Total	147	100%

Figure 4.2 and Table 4.3 illustrate that students feel their competence in writing is low. The most dominant problem was the difficulty in finding ideas. It means that, before writing a thesis, a student who has a bright idea based on his literacy will make it easy for them to write a thesis.

2). Problems with supervisor

Several problems with supervisors in completing the thesis were felt by students, such as late guidance, slow response, late feedback, miscommunication, and time management. It is under Table 4.4:

Table 4.4

Problems with Supervisor

Problems	Themes	frequency	Percentage
Supervisor	Late guidance	17	18.4 %
	Slow response in communication	32	34.7 %
	Late feedback	21	22.8 %
	Miscommunication	17	18.4 %

Time management	5	5.4%
Total	92	100%

Table 4.4 shows that completing the thesis students find it difficult because of the supervisor. From the data, it is known that the supervisor's difficulty in responding or slow response to students is the most dominant problem with a percentage (34.7%). The second dominant is the supervisor's late in providing feedback (22.8 %) and both late guidance and miscommunication (18.4%). The last is the difficulty of dividing time in terms of lecturers being challenging to meet (5.4%). So, I concluded that in completing the study, especially in completing the thesis, students must have a good relationship with the supervisor. It can make it easier for them when doing guidance.

3). Struggles in the research process

There were several struggles that lag behind students felt when conducting research, such as when collecting and analyzing data and time management. For more details, it can be seen in the table 4.5 below:

Table 4.5

Struggles with the research process

Problems	Themes	Frequency	Percentage
Research process	Collecting data	29	50.8 %
	Analyzing data	27	47.3 %
	Time management	1	2.12 %
	Total	57	100%

Tabel 4.5 shows that even in conducting research, students also have difficulties. The students are incompetent when doing research for their thesis. The most dominant is difficulties in collecting data (50.8%) and analyzing data (47.3%). Students also added that they felt tired of managing time in completing research by dividing their time.

b. Inability to fulfil the requirements for the thesis defense

Table 4.6

Inability to fulfil the requirements for fixed thesis defense

Problems	Themes	Frequency	Percentage
Collect Trial Requirements	TOEFL	21	21.8%
	TOAFL	24	25%
	Computer	7	7.29%
	Comprehensive exam	15	15.6%
	Ma'had Certificate	29	30.2%
Total Answer		96	100%

There were various problems in fulfilling the requirements for the thesis defense, as in the Table 4.6 above. Of 50 respondents, there were a total of 96 problems faced by the 43 respondents, the most dominant of the difficulties in collecting trial requirements is the Ma'had Certificate (30.2%), some students find it difficult because they have to complete a dormitory with various kinds of dormitory activities that must be followed, besides that TOEFL (21.8%), is also difficult for

some students because they feel that the department does not get recommend to get the certificate, TOAFL (25%), comprehensive exam (15.6%) and computer (7.29%).

c. Failure in some courses

The third dominant problem for students was courses. A total of 50 respondents who filled out this questionnaire, only 39 people, found it difficult in the courser section. The problem of courses like having courses that must be repeated and being late for taking courses.

Table 4.7

Failure in some courses

Problems	Themes	Frequency	Percentage
Courses	Poor grade	30	38.9 %
	Late community service program	15	19.4 %
	Late internship	10	12.9%
	Forget to choose the subject	2	2.5
	Remedial the subject	20	25.9
Total		77	100 %

Based on the data from Table 4.7 above, it was found that the dominant students had bad grades (38.9%), which resulted in them having to remedial the subject (25.9%). Some even forgot to choose the subject (2.5%), and late community service programs and internships made it difficult for them to complete their study.

d. Problems in English Language Department

A total of 50 respondents, 33 the-lagging-behind students, chose the university or department as their problem. It proves that students also have problems with their department. for more details, see the data in Table 4.9 below:

Table 4.8

Problems in university elements

Problems	Themes	Frequency	Percentage
University element	Lack of assistance	14	30.4%
	Destructive of service	10	21.7%
	Lack of information	22	47.8 %
Total Answer		46	100%

Table 4.8 shows that the lack of information is the most dominant (48.8%), lack of assistance (30.4%), and destructive of service (21.7%).

e. COVID-19

At the time of distributing the questionnaire, some of the the-lagging-behind students added that covid was an obstacle in completing their thesis. They found it challenging to complete the thesis because of the delay in the guidance time with the lecturer. Check Table 4.6 below:

Table 4.9

Problem because of COVID-19

Problems	Themes	Frequency	Percentage
Covid-19	Collecting data	3	50 %
	Guidance	3	50 %
	Total	6	100%

In completing their study, the-lagging-behind students have problems due to COVID-19. Based on Table 4.9, some students have difficulty collecting data (50 %) and online guidance (50%). It is clear that at the end of 2019, COVID-19 began to appear. It occurred when the 2015 and 2016 passive students finished their studies. So, COVID-19 also affects the completion of student study not on time. Social restrictions make it difficult for students to collect data and guidance.

2. Non-Academic Problems

Non-academic problems arise but are not related to the academic lag behind. These problems are like internal and external problems that occur but have nothing to do with academics. There were several non-academic problems which are grouped into two: internal problems and external problems.

a. Internal problems

Internal problems are problems that arise from within the student. Of a total of 50 respondents, there are 46 people chose internal problems. Several problems arise, such as lack of motivation, laziness, neglect, severe illness, etc. It is based on the questionnaire result in Table 4.8 below

Table 4.10

Internal problems

Problems	Themes	Frequency	Percentage
Internal problems	Laziness	34	31.7%
	Lack of motivation	20	18.6%
	Negligent because time management	21	19.6%
	Severe illness	11	10.2 %
	Poor mental health	14	13%
	Merried	4	3.73%
	Furlough (Internal problem)	3	2.8%
Total Answer		107	100%

Of the 50 students who filled out this questionnaire, 49 chose internal problems as their inhibiting factor in completing their study. The most dominant problem was the feeling of laziness (31.7%) that arises due to the slow response of the supervisor, besides a sense of negligent (19.6%) also an internal problem caused by the difficulties of dividing time so that they neglect what they should prioritize, lack of motivation and enthusiasm (18.6%), including internal problems. In addition, there were also internal problems that occurred to students because they had a severe illness (10.2 %) that made them slow in completing their study, there were also some students who chose to take Furlough (2.8%) for personal reasons, and there were students who chose to get married while carried out their study (3.73%).

b. External Problems

External problems are problems that arise from the outside of the lag behind. From a total of 50 respondents, 39 lag behind students who chose external problems

as their problems, such as playmates, economic difficulties, family environment, and others. It is based on Table 4.11 below:

Table 4.11

Externals problem

Problems	Themes	Frequency	Percentage
External problems	Financial support (e.g. Working part time)	30	37.5%
	Playmates	28	33.3%
	Participating organization	12	12.5%
	Home atmospher	10	19.4 %
	Total Answer	80	100%

Table 4.11 shows some student difficulties, such as financial support, which is the most dominant, so they chose to work part-time as much as (37.5%).

The overall data from the questionnaire based on the perspective of lagging behind students in the 2015 and 2016 academic years concluded that they both had the same difficulties in completing their study. There was no significant difference between 2015 and 2016.

C. Analyzing data from interview

Based on the data analysis of interviews conducted with ten respondents, some difficulties felt by lagging behind students in completing their studies. These are grouped into difficulties in compiling a thesis, courses, collecting trial requirements, and internal and external problems.

1. The difficulties in completing the thesis

In completing the thesis, there are several difficulties which are grouped into two: difficulties in writing and difficulties in guidance with the supervisor.

a. Difficulties in writing

According to the results of the interviews, there are some difficulties in writing. students find it difficult because of various factors, such as trouble finding ideas, lack of literacy, and bad habits (e.g., copy-paste)

It follows the excerpt of the interviewees with the students.

When writing a thesis, I have difficulty starting it, like I have trouble finding ideas to start a sentence because I wouldn't say I like reading, so I can say I am not literate. From the beginning, my habit was to copy and paste, so it was a bit difficult when I was required to make my own. (R4)

In contrast, R5 finds it difficult because of grammar, is not confident, and is lazy to write.

I often have difficulty because I find it difficult to distinguish the use of grammar in scientific works. Besides that, there are other problems in writing that I face, I am not confident in my writing, which makes me lazy, especially in writing a thesis. (R5)

The students realized that there were some difficulties in writing, such as trouble finding ideas, lack of literacy, and bad habits (e.g., copy-paste). Then, R5 added that the difficulties in writing a thesis are grammatical errors, lack of confidence, and laziness.

In conclusion, some difficulties in writing a thesis are felt by the-lagging-behind students, such as hard-to-find ideas, lack of literacy, bad habits (e.g., copy-paste), grammatical errors, lack of confidence, and laziness.

b. Problem with supervisor

In completing the thesis, difficulties arise when writing and other factors such as supervisors. Dominantly, Interviewees said they found it difficult because the supervisors are slow in responding, late in providing feedback, frequent miscommunication, and COVID-19 affects guidance. It is in line with the excerpt from the interview with the students.

As for the thesis, it is more to the lecturer who is slow in responding so that it is complicated or difficult for me to complete my thesis as a student. (R3)

Additionally, she experienced a miscommunication between lecturers and students.

There were also several times of miscommunication between the supervisor and me. Maybe the factor is that I rarely consult directly. It might result in miscommunication because the consul during this pandemic is an online consul. (R5)

The student also felt the supervisor was late in providing feedback because the guidance was done online due to COVID-19.

It's not difficult to write a thesis, but it's difficult when you're under guidance, significantly when it's hampered because of COVID-19, the guidance is online. For example, if you send your thesis, you can get a reply every 2-3 weeks. Waiting for revisions is long, so feelings lazy (R9)

In conclusion, several problems arise because students feel that the supervisor is also an inhibiting factor in completing their study on time. These problems include late response, late give feedback and miscommunication. It is also influenced by COVID-19, which appears when students compose a thesis where access is limited, and guidance is held online.

2. Failure in some courses

There is a second dominant problem: courses. In completing the study, many students are incompetent, so they get bad grades, resulting in them repeating the course. The following are the experts of the interviewees with the students:

I have missed a subject. I was left behind in the even semester, so I had to repeat it in the even semester. (R10)

Moreover, negligence emerged from within the student, so he forgot to take the course.

In the past, I forgot to take a subject, so the impact was that I had to repeat it in the following semester. (R8)

In conclusion, there are some difficulties for students in completing courses, among others, because they have poor grades so that they require repeating the courses in the following semester, besides that there are also those who forget to choose courses so they must be chosen in semesters that are in line with these courses.

3. Inability Fulfil the requirements for the thesis defense

Before the final trial, students must collect various conditions following their university. several difficulties must be met, such as the TOEFL certificate, TOAFL, comprehensive exam, computer, Ma'had Al-Jami'ah certificate and PPKPM certificate. Some students find it challenging to collect TOEFL certificates, as quoted from the results of an interview with students.

TOEFL, because we are in the English department, it is a bit difficult to make recommendations, and the problem is themselves because there is too much pressure. Finally, they felt lazy. (R10)

Additionally, she also said that she found it difficult because the trial requirements were too many.

There are some obstacles, but it's more of a requirement anyway. (R7)

In conclusion, students find it challenging to collect the requirements for the trial, such as the difficulty in collecting the TOEFL certificate. If the requirements are incomplete, the student cannot carry out the thesis trial. This causes students to be late in completing their study.

4. Internal Problem

Internal problems that often arise when completing studies are due to a sense of laziness and negligent. The following are the excerpts of the interviewees with the students.

The supervisor was late in responding to me, which impacted me, so I felt lazy. (R9)

In addition, R3 also felt the same way.

The supervisor is challenging to respond to students, so the schedule for the consul with the lecturer is messy. This causes a feeling of laziness for me.

Additionally, she carelessly managed her time during her study.

Because mistakes don't always come from outside but from ourselves too. (R7)

In line with R9, she didn't do her thesis.

It is because I was negligent in completing my thesis. After completing the KPM, I did not continue to work on the thesis. (R9)

In conclusion, difficulties in completing study do not only come from the outside but also from within the individual, depending on the personality, they will feel motivated to complete their study on time because it is according to their wishes, not coercion from others. Some difficulties cause them to lag behind, namely a sense of laziness and negligent.

5. External problems

There are some difficulties in completing studies due to external factors such as students choosing to work while studying (working part-time) and the playing environment. This is in line with the excerpt of an interview with students.

The factor is that I have a job. part-time was my first obstacle in completing my study. (R5)

Working part-time also makes it difficult for students to divide their time.

The most challenging thing is to arrange the time for the consul because I am already working and have to rush to the consul. Besides that, the campus

closes at 4, while I work until noon, at most I can get consul at 2-4 pm, and even then, the lecturers have gone home. (R1)

Moreover, external factors also affected the occurrence of lag behind students, namely playing with friends. This is following the quote by a student.

The external factor is from my playmates. (R3)

In conclusion, external factors also affect the completion of student lectures on time. Some students choose to work while in college this makes it difficult for them to divide their time, and playmates are also factors that hinder students. If they decide on positive playmates, they will also have a positive environment.

D. Discussions

This section presents a discussion based on the research findings. This study has explored the inhibiting factors for the-lagging-behind students in completing their study.

Based on the interview and questionnaire results, The-lagging-behind students hav difficulties in completing their study on time. The difficulties found based on the questionnaire results were categorized into 2, namely academic and non-academic problems. Academic problems include difficulties in completing the thesis, such as difficulties writing the thesis, problems with supervisors, and struggles with the research process. Besides that, there are other factors such as the completion of courses. They have difficulties because they get bad grades, resulting in repeating

subjects, problems fulfilling the requirements for thesis defense, and problems in the department study program or university and COVID-19.

Meanwhile, the findings of the interview results are that there are several difficulties, such as the difficulties in completing the thesis is the most dominant, namely the difficulty in writing the thesis and difficulties during guidance. They also find it challenging to complete courses and the difficulties fulfilling the requirements for thesis defense. Besides, there are difficulties due to internal factors, such as feeling lazy and negligent. Moreover, there are also external difficulties such as financial support and playmates.

Based on these findings, the difficulties found can be framed into three based on SDT : autonomy, competence and relatedness.

Autonomy, one has to automate to finish his study on time. Several difficulties make someone not autonomous, such as a lack of motivation to complete their study, and a sense of laziness, they choose to leave for personal reasons. Some even choose to be married because they are forced from outside, not based on their desires which results in them not being confident and not feeling good.

Secondly, competence, each student must be competent in their field. Still, some of them are not competent, so they find it challenging to complete their study, such as difficulties in writing a thesis: difficulties in finding ideas, lack of literacy, the habit of copy-paste, not confidence difficulties, grammatical errors and a sense of

laziness to start writing, besides that there are also difficulties because failure in some courses, causing them to repeat courses, then, struggles in the research process: analyzing data, collecting data and managing time, and the last is the difficulties fulfilling the requirements for thesis defense: TOEFL, TOAFL, comprehensive, computer and Ma'had certificate.

The last is relatedness. Some students feel they have difficulties in this section because students need support from their environment. The difficulties that have been found are due to financial support (e.g., working part-time), playmates, participating organizations and the home atmosphere. In addition, other factors when students carry out thesis guidance are difficult because of their supervisor: late guidance, slow response, late feedback, miscommunication, and time management. English language department or university is also inhibiting factors due to lack of assistance, lousy service and lack of information. And the last factor is due to COVID-19, which has hampered all aspects, including completing the study on time.

The results of this study are different from the results of previous studies, where the results of this study were framed into three based on self determination theory: autonomy, competence and relatedness, but from several factors found, these research findings are in line with Sari (2018), there are some similarities to the factor that students are late in completing their studies with this research, but Sari groups them into two, namely internal factors and external factors. This includes internal factors, namely: lack of motivation and personal problems. The external factors are

married, a late community service program, economic factors and lack of motivation from the family. Furthermore, these research findings contrast Sari's previous study (2018). There were no factors found in completing the thesis, such as difficulties in writing, difficulties in conducting guidance and difficulties in conducting research.

Moreover, previous research by Amira (2019) collaborated with this study's results; the inhibiting factors were grouped into internal factors (physical, psychological, and fatigue factors). External factors (family, university, and community factors). However, in contrast, in this study, the fatigue factor was not an inhibiting factor.

There were several things same with previous research conducted by Kusmayanti et al. (2019), namely intelligence which is the highest factor. Still, this study found that the most dominant inhibiting factor was the difficulty when completing the thesis. Moreover, in contrast, they found that facilities were a factor that also hindered the completion of student study on time.

In contrast, Amira (2016); Sari (2018); and Umriana (2019) did not find any obstacles due to COVID 19 because it had not yet appeared at that time, while this research was carried out after the COVID-19 pandemic.

CHAPTER V

CONCLUSIONS & RECOMMENDATIONS

This chapter comes up with the conclusions and recommendations of the study. Conclusions are written based on the analysis of the results based on the research question. Some recommendations are also provided.

A. Conclusions

This study has explored the difficulties encountered by the-lagging-behind students in completing their study. The conclusion can be themed into three based on the SDT: autonomy, competence, and relatedness.

First, the need for autonomy such as lack of motivation to complete their study, a sense of laziness, they choose to leave for personal reasons, some even choose to be married, it is because they are forced from outside not based on their personal desires, which result in them not being confident and not feeling good.

Secondly, competence, each student must be competent in their field, but some of them are not competent so that they find it difficult to complete their study, such as difficulties in writing the thesis, failure in some courses, bad grades, struggles on the research process and the last is Inability to fulfil the requirements for the thesis defense.

The last is the need for relatedness. Some students feel they have difficulties in this section because they need their environment's support. The difficulties that have been found are due to financial support (e.g. working part-time), playmates, participating organizations and the home atmosphere. In addition to other factors when students carry out thesis guidance, department and university and also COVID-19 have hampered all aspects including completing study on time.

B. Recommendations

This study proved the difficulties encountered by the-lagging-behind students in completing their study. Arguments generated through the data that has been found, there are several factors that cause students to be left behind, there are several things that must be considered considering the most dominant problem is the problem in completing a thesis, namely problem in writing, language education students need to competence so they should have more writing skills than ordinary students, students should focus on when studying the subject of writing. The need for relatedness also has an impact on the completion of student studies on time, this includes the environment including supervisor. It is hoped that in the future, they will be more responsible for their guidance of students, such as fast responses. And the last thing that is most expected is the awareness from within the individual to complete the study. In addition, the most important is the need for autonomy. This includes the motivation of students to complete their studies on time according to their wishes without coercion from other parties.

This study has been done as much as possible, but there are some limitations. in this study, the researcher chose research respondents in general, namely men and women. For further research, we may be able to distinguish the difficulties felt by lag behind men and women so that we can see two differences between men and women.



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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 6473/Un.08/FTK/KP.07.6/06/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-5013/Un.08/FTK/KP.07.6/4/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;

2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;

3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;

4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;

6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;

7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI

8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;

11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **02 Februari 2022**

MEMUTUSKAN

Menetapkan : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-5013/Un.08/FTK/KP.07.6/4/2022** tanggal **13 April 2022**

KEDUA : Menunjuk Saudara;

1. Dr. Jarjani, M.Sc., M.A. Sebagai Pembimbing Pertama

2. Rahmi Fhonna, M.A. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Afrasyaru Jolen Lestari**

NIM : **180203176**

Program Studi : **Pendidikan Bahasa Inggris**

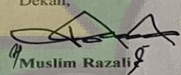
Judul Skripsi : **The Difficulties Encountered by Lagging - behind Students in Completing their Study (A Case Study of PBI Student of UIN Ar-Raniry)**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 03 Juni 2022
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4493/Un.08/FTK.1/TL.00/03/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Afrasyaru jolen Iestari / 180203176**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Jl.Laks. Malahayati Gampoeng Baet, Kecamatan Baitussalam, Kabupaten Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Difficulties of Lagging Behind Students in Completing Study (A Case Study of PBI Ar-Raniry Students)*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 28 Maret 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



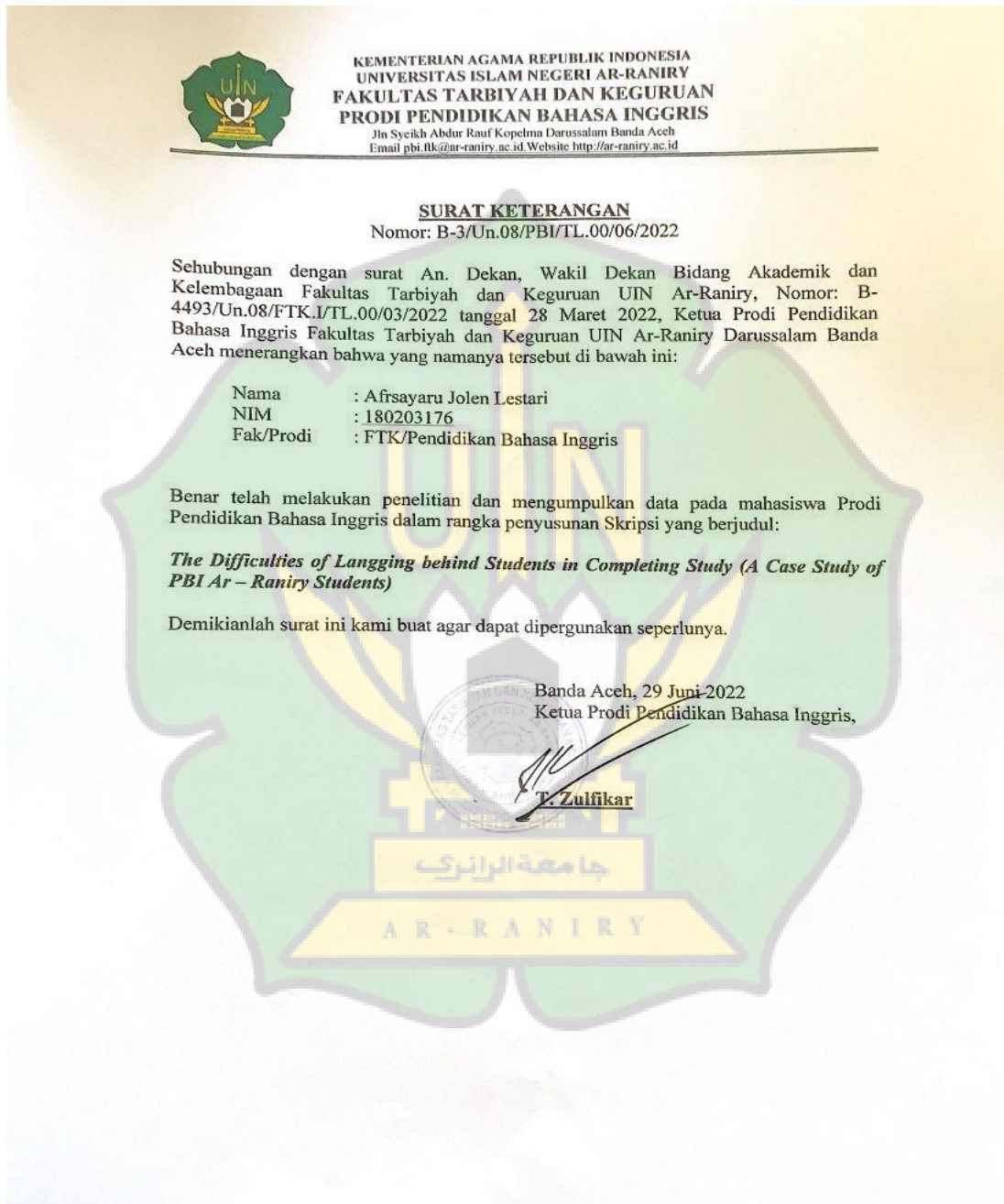
Dr. M. Chalis, M.Ag.

Berlaku sampai : 28 April 2022

جامعة الرانيري

AR - RANIRY

Appendix C



Appendix D

List of Laging-behind students in 2015 academic year

NO	Initial of Students	Year of Study
1	MSM	2015
2	HN	2015
3	PS	2015
4	DM	2015
5	DLABS	2015
6	PM	2015
7	SK	2015
8	MY	2015
9	RK	2015
10	DF	2015
11	A	2015
12	AA	2015
13	HAM	2015
14	WZ	2015
15	GCB	2015
16	DK	2015
17	MJ	2015
18	MRFA	2015
19	NH	2015
20	FW	2015
21	SYF	2015
22	RN	2015
23	MPU	2015
24	TS	2015
26	SNA	2015

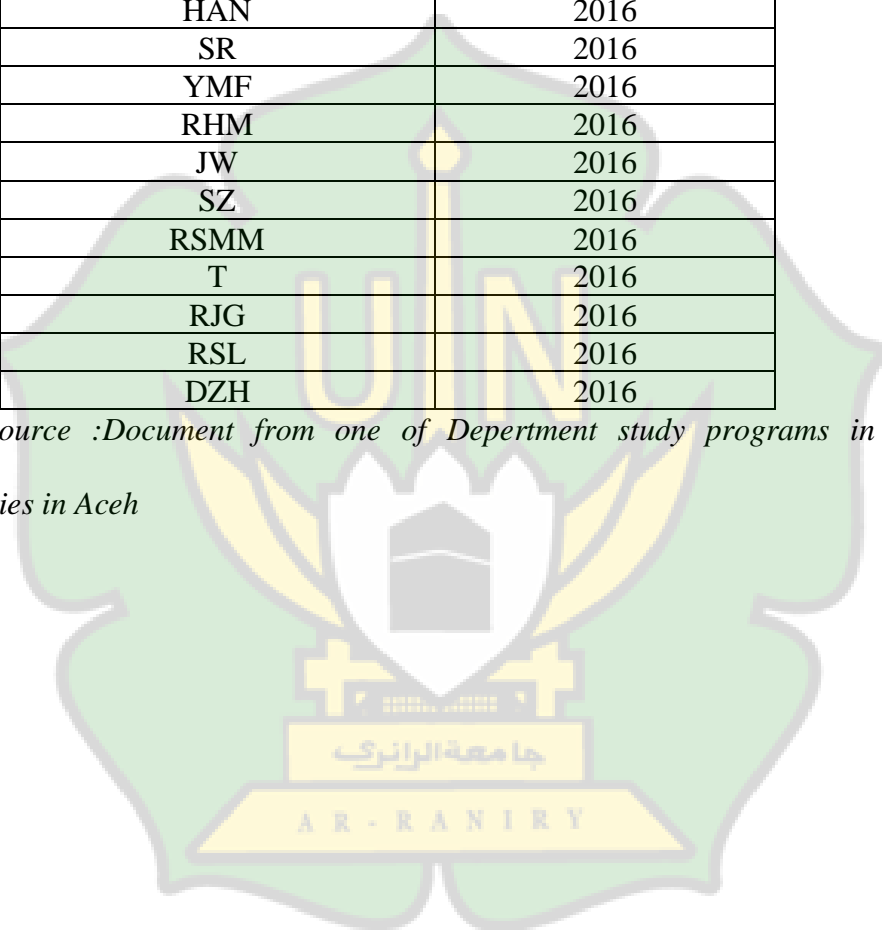
Source : Document from one of Depertment study programs in Islamic universities in Aceh

List of The-lagging-behind students in 2016 academic year

No	Initial of Students	Year of Study
1	R	2016
2	WA	2016
3	MA	2016
4	VW	2016
5	R	2016
6	Z	2016
7	MA	2016
8	RN	2016
9	IY	2016
10	AA	2016
11	MRA	2016
12	MH	2016
13	TIM	2016
14	AF	2016
15	DP	2016
16	DR	2016
17	SFW	2016
18	ARN	2016
19	MU	2016
20	RI	2016
21	CR	2016
22	NZ	2016
23	AW	2016
24	VA	2016
25	MH	2016
26	Y	2016
27	AS	2016
28	RRT	2016
29	A	2016
30	RS	2016
31	ZM	2016
32	DLF	2016
33	LALI	2016
s34	SZ	2016
35	NS	2016

36	MSAATP	2016
37	RPV	2016
38	FNA	2016
39	IF	2016
40	PM	2016
41	SNS	2016
42	Y	2016
43	HAN	2016
44	SR	2016
45	YMF	2016
46	RHM	2016
47	JW	2016
48	SZ	2016
49	RSMM	2016
50	T	2016
51	RJG	2016
52	RSL	2016
53	DZH	2016

Source :Document from one of Department study programs in Islamic universities in Aceh

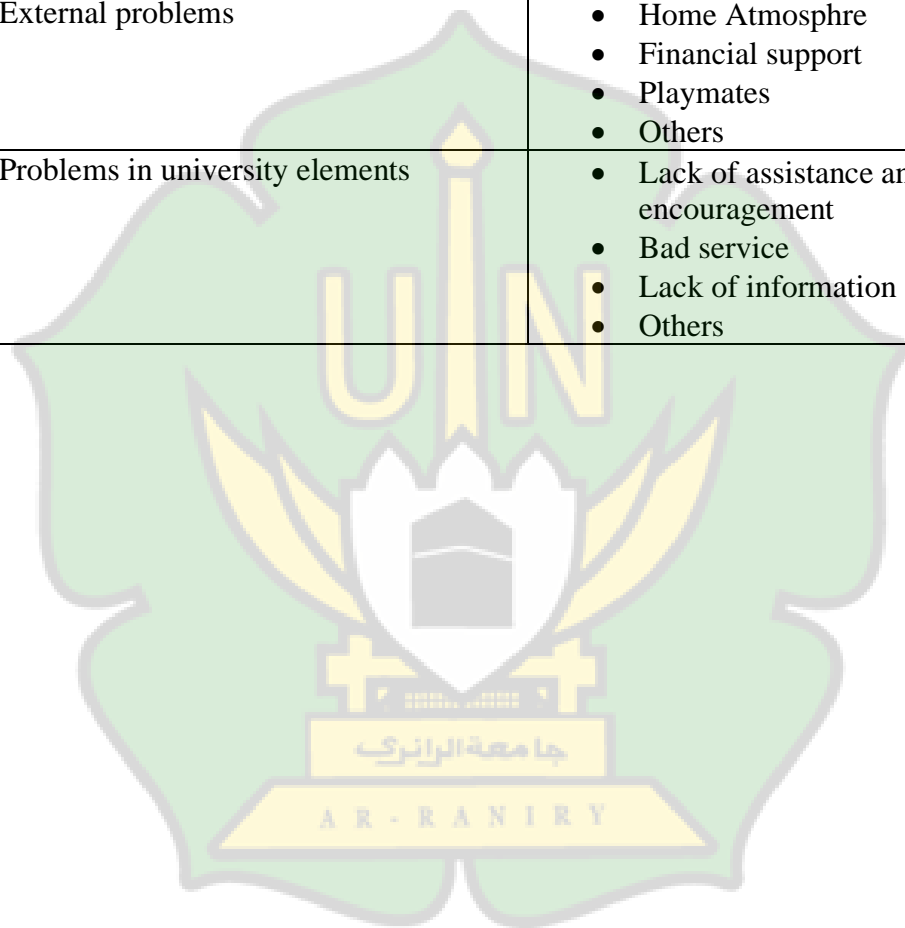


Appendix E

List of Open-Closed-Ended Questionnaire

No	Aspect	Indicators/Questions
1	Do you find the difficulties in completing your study?	<ul style="list-style-type: none"> • Yes • No
2	Academic problems	<ul style="list-style-type: none"> • Poor grades • Late Community Service Program (KKN) • Late internship (PPL) • Remedial the subject • Others
3	Non academic problems	<ul style="list-style-type: none"> • Working part time • Participating organization • Others
4	Problems in collect trial requirements	<ul style="list-style-type: none"> • TOEFL • TOAFL • Computer • Komprehensif • Ma'had Sertificate • Others
5	Problems in completing thesis or proposal (problem in writing)	<ul style="list-style-type: none"> • Hard to find ideas • Grammatical error • Lack of creativity • Lack of literacy • Less confident • Others
6	Problems in completing thesis or proposal (problem in guidance)	<ul style="list-style-type: none"> • Late guidance • Slow respon • Late give feedback • Miscommunication • Others
	Problems in completing thesis or proposal (struggles on research process)	<ul style="list-style-type: none"> • Collecting data • Analyze data • Others

6	Internal problems	<ul style="list-style-type: none"> • Laziness • Negligent • Severe illness • Mental health • Lack of motivation and enthusiasm • Others
7	External problems	<ul style="list-style-type: none"> • Home Atmosphere • Financial support • Playmates • Others
8	Problems in university elements	<ul style="list-style-type: none"> • Lack of assistance and encouragement • Bad service • Lack of information • Others



Appendix F

INTERVIEW SHEET INSTRUMENT

R: 1

Age: 24

Academic Year: 2015

Question and Answer

Interviewer: Do you find difficulties in completing your study?

Interviewee:

Interviewer: What factors made it difficult for you to complete your study? Why?

Interviewee:

Interviewer: Are you involved in academic matters? Such as bad grades, late community service problems, and ppl, etc.?

Interviewee:

Interviewer: Are you hampered in completing the thesis, such as in writing the thesis?

Interviewee:

Interviewer: Is there something you want to convey to the department, yourself, or your junior in the form of feelings or hopes so that everything would be better?

Interviewee:

