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Factors Affecting the Completion of Physical Education Study Program Students' Theses

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Abstract. This study uses a descriptive method with a quantitative approach. This method was chosen to systematically and accurately describe the factors that influence the completion of thesis of Physical Education and Sports students, both inhibiting and driving factors. This study aims to determine the percentage of influential factors based on data obtained from interviews with 37 students. The sampling technique was carried out by simple random sampling. The data obtained from the interview results were then processed in the form of a percentage to determine the dominant factors that influence students. Based on the results of the study, it is known that the largest supporting factor for students in completing their thesis is family support of 37.8%, then the support factor of the supervisor is 27%, deadline pressure is 16.2%, personal motivation is 13.5%, and friend support is 5.4%. While the inhibiting factors are lack of motivation of 32.4%, then the difficulty factor in data collection is 24.3%, ineffective guidance is 18.9%, time constraints are 13.5%, lack of references or literature is 8.1%, and personal problems are 2.7%

Keywords: Factors, Support, Inhibitors, Thesis

1 Introduction

Completing a thesis is one of the final stages that every student must go through to obtain a bachelor's degree. This process is often a challenge for students, including Physical Education and Sports students (Syafruddin & Ikadarny, 2024). The thesis requires students to be able to apply the knowledge that has been gained during lectures into systematic and structured research. However, in reality, many students have difficulty completing their thesis on time (Tanjaya & Basaria, 2024). This phenomenon is an important concern because delays in completing a thesis can have an impact on the length of the study period, financial burden, and the student's own learning motivation.

Various factors can affect the thesis completion process. These factors can come from internal students or external factors (Rusitayanti et al., 2021). Internal factors include motivation, time management, and the ability to understand thesis material. Meanwhile, external factors can be in the form of support from family, supervisors, the surrounding environment, and the availability of supporting facilities. Based on the results of interviews with 37 students, it was

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found that the main inhibiting factors in completing the thesis were lack of motivation, difficulties in data collection, and ineffective guidance. These factors are interrelated and can slow down the thesis preparation process if not handled properly.

Lack of motivation is the main obstacle experienced by most students. Low motivation can be caused by boredom, fear of failure, or unclear goals (SHPORTUN et al., 2022). In the context of Physical Education students, practical activities that are quite dense often make students focus more on physical activities than on writing a thesis. This is exacerbated by difficulties in collecting research data, especially in studies that require active participation from respondents or the use of specific tools that are not always available. In addition, ineffective guidance between students and supervisors is also a significant obstacle. Poor communication, irregular guidance schedules, and differences in perception between students and lecturers often slow down the thesis completion process.

On the other hand, there are also driving factors that can speed up the completion of the thesis. Support from family is the main driving factor felt by students (Zaiha, 2025). Families who provide moral and material support can increase students' enthusiasm in completing thesis. The encouragement from the supervisor who provides clear and constructive directions is also very helpful for students in compiling a thesis. The pressure of deadlines, although often considered as negative pressure, can actually be a driver for some students to focus more and try to complete their thesis on time. In addition, personal motivation and support from peers also play an important role in encouraging students to complete their thesis.

Physical Education students have special characteristics that distinguish them from students of other study programs. They tend to be more physically active and have a busy schedule with practice activities, training, and competitions (Syafuruddin et al., 2022). This condition can be a challenge in dividing time between academic and non-academic activities. Therefore, it is important to know in depth the factors that affect the completion of thesis in Physical Education students so that the right solution can be found in overcoming existing obstacles.

This study aims to identify and analyze the factors that affect the completion of Physical Education students' thesis. By knowing these factors, it is hoped that it can provide a clear picture for the campus, supervisors, and students themselves in taking the necessary steps to accelerate the thesis completion process. In addition, this research is also expected to be a reference for future research that discusses similar problems.

The phenomenon of delay in thesis completion does not only occur in Physical Education students, but also becomes a common problem in various study programs. However, the special characteristics of Physical Education students who are more involved in physical activities are the reason why this research is important to be carried out specifically in this group. Factors such as physical fatigue after sports activities, lack of time to read and write, and lack of access to relevant references are often obstacles faced.

In addition, in the context of physical education, thesis research often requires direct observation and measurement in the field, which requires coordination with various parties such as schools, sports clubs, or related agencies. Difficulties in obtaining permits or arranging observation schedules are often a hindrance in itself. Students also often face technical obstacles such as damage to measuring instruments or errors in data collection that require them to repeat the research process.

In terms of motivation, support from active and responsive supervisors can provide additional motivation for students. Lecturers who provide constructive feedback and guide patiently can help students understand the mistakes made and provide the right solutions. The active involvement of lecturers in the guidance process can also increase students' confidence in completing their thesis.

Personal motivation also plays an important role in completing the thesis. Students who have clear goals, such as wanting to graduate immediately to continue to a career or higher education, tend to be more motivated in completing their thesis. This factor is strengthened by the support of the social environment, such as friends who are also struggling to complete their thesis, so that a supportive environment is created.

The availability of supporting facilities such as access to libraries, laboratories, and adequate technology also affects the smooth preparation of thesis. Campuses that provide complete facilities can help students find references and conduct research more effectively. On the other hand, limited facilities can slow down the research process, especially for students who need special equipment for measurements in sports research.

Good time management is the main key in completing the thesis. Students who are able to manage schedules between lectures, organizational activities, work, and thesis writing tend to be faster in completing their final assignments. However, not all students have good time management skills, so special coaching or training is needed to improve these skills.

The pressure of deadlines can also be an effective driving factor. Students often only feel compelled to complete their thesis when the deadline is approaching. However, excessive pressure without adequate support can actually cause excessive stress. Therefore, it is important to find a balance between providing motivational pressure without putting an excessive mental strain on it.

In the context of Physical Education students, it is also important to consider the physical burden they experience. Intensive physical activity can cause fatigue which has an impact on concentration and productivity in writing a thesis. Therefore, students need to be given an understanding of the importance of maintaining a balance between physical and academic activities.

Based on this background, this research is expected to contribute to understanding in depth the factors that affect the completion of Physical Education student thesis. Thus, related parties can formulate the right strategies to overcome existing obstacles and maximize the driving factors that can help students complete their thesis on time.

2 Method

This study uses a descriptive method with a quantitative approach. This method was chosen to systematically and accurately describe the factors that affect the completion of the thesis of Physical Education and Sports students, both the inhibiting and the driving factors. This study aims to determine the percentage of influential factors based on data obtained from interviews with 37 students. The sample determination technique is carried out by *Simple random sampling*. The data obtained from the interview results was then processed in the form of percentages to find out the dominant factors that affect students.

3 Result

The results of the research on the factors that affect the completion of the thesis of physical education and sports students are as follows:

Table 1. Inhibiting Factors

No.	Factor	Frequency	Percentage (%)
1	Lack of motivation	12	32,4
2	Difficulties in Data Collection	9	24,3
3	Ineffective guidance	7	18,9
4	Time constraints	5	13,5
5	Lack of literature	3	8,1
6	Health/personal issues	1	2,7
Total		37	100

Based on the results of the study, it is known that the biggest inhibiting factor for students in completing their thesis is lack of motivation by 32.4%, then difficulty factor in data collection by 24.3%, ineffective guidance by 18.9%, time constraints by 13.5%, lack of references or literature by 8.1%, and personal problems by 2.7%. For more details, you can see the following diagram.

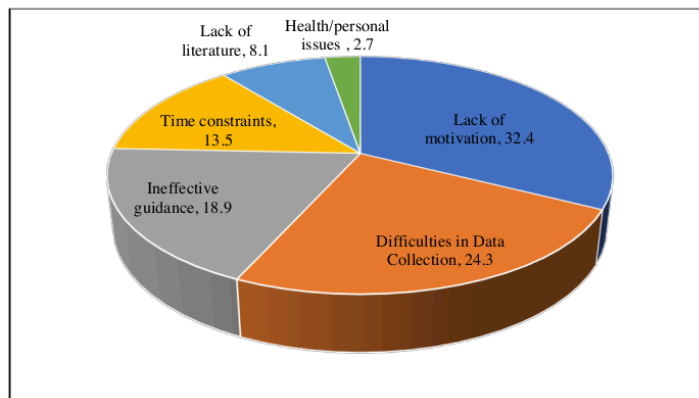


Figure 1. Diagram of Inhibiting Factors

1. Supporting Factors

No.	Factor	Frequency	Percentage (%)
1	Family support	14	37,8
2	Supervisor support	10	27
3	Deadline pressure	6	16,2
4	Personal motivation	5	13,5
5	Friend support	2	5,4
Total		37	100

1 Based on the results of the study, it is known that the largest supporting factor for students in completing their thesis is family support of 37.8%, then the support factor of the supervisor is 27%, deadline pressure is 16.2%, personal motivation is 13.5%, and peer support is 5.4%. For more details, you can see the following diagram.

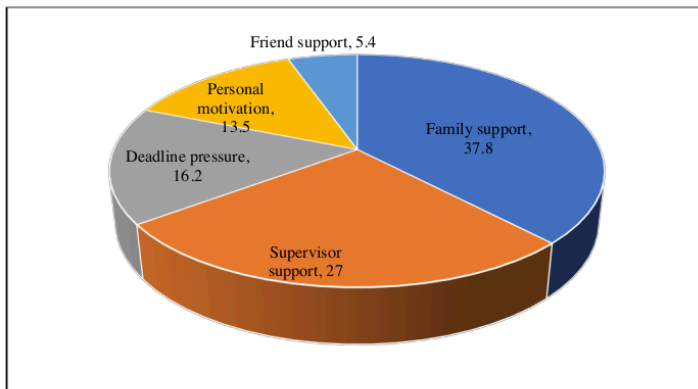


Figure 2. Diagram of Supporting Factors

4 Discussion

Based on the results of a study conducted on 37 Physical Education and Sports students, it was found that there were various factors that affected the completion of their thesis. These factors are divided into inhibiting factors and driving factors that play a role in accelerating or slowing down the thesis preparation process. These findings provide a more in-depth picture of academic barriers and support that can increase the effectiveness of student thesis completion.

One of the main inhibiting factors found in this study is the lack of motivation of students in completing their thesis. Many students experience academic boredom and loss of motivation due to various factors, such as lack of understanding of research topics, high academic pressure, and lack of encouragement from the surrounding environment. In addition, the fear of failure is also a significant obstacle, making students postpone their thesis work because they feel unsure of the results of their research.

In addition to motivation, another inhibiting factor that arises is the difficulty in collecting data. Physical Education students often have to conduct observations or experiments in the field involving many participants, such as athletes, coaches, or students at school. Administrative obstacles such as research licensing, limited respondents, and the availability of measuring instruments are challenges that hinder the smooth collection of data. This situation makes it difficult for many students to complete their methodology chapters and research results.

Ineffective guidance is also one of the main obstacles in completing student thesis (Safitri & Mardhiah, 2022). Some students have difficulty scheduling meetings with supervisors due to the academic and professional busyness of the lecturer. In addition, the mismatch of expectations between students and supervisors often leads to confusion and repetitive revisions that slow down the thesis completion process. The lack of effective communication between students and lecturers makes many students feel that they do not get clear direction in compiling their thesis.

On the other hand, there are several driving factors that help students in completing their thesis faster. One of the most influential factors is the support from the family. Students who receive moral and material support from their families tend to have higher motivation to complete their thesis (Faradilla, 2023). This support not only provides encouragement, but also helps students in overcoming stress that arises during the thesis preparation process.

In addition to family support, the role of peers is also a significant driving factor. Students who have discussion groups or friends who are going through the same process tend to be more motivated in completing their thesis (Damai Yanti, 2024). Discussion and sharing experiences with fellow students can provide solutions to the problems faced, both in terms of writing techniques and time management.

Another factor that encourages thesis completion is the availability of adequate academic resources. Students who have access to complete references, whether in the form of books, journals, or previous research, tend to have an easier time compiling their thesis. Campus libraries and access to online journals play an important role in providing the information students need to support their research.

The role of an active and responsive supervisor is also an important factor in accelerating the completion of the thesis. Students who receive clear and directed guidance from their supervisors tend to be faster in completing their thesis. Constructive feedback from lecturers helps students understand the mistakes they make and correct them more effectively, so that the thesis completion process becomes smoother.

Good time management is also a factor that determines the success of students in completing their thesis (Khairunnas et al., 2025). Students who are able to manage their time well between lectures, work, and thesis preparation tend to be more disciplined in completing each stage of research. Those who are able to make a structured and consistent schedule are more likely to complete their thesis on time compared to students who procrastinate working on their thesis.

The pressure of approaching deadlines can also be a driving factor for students. Some students admit that they only really focus on working on their thesis when the collection deadline is approaching. Although this pressure can increase productivity in the short term, it is important for students to avoid completing their thesis in a hurry so that the quality of research is maintained (Febrian et al., 2025).

Based on the results of this study, it can be concluded that the completion of Physical Education students' thesis, is greatly influenced by various inhibiting and driving factors. Inhibiting factors such as lack of motivation, difficulty in data collection, and less effective guidance need special attention to be minimized. Meanwhile, driving factors such as family support, peers, access to academic resources, and good guidance need to be strengthened to help students complete their thesis better. By understanding these factors, it is hoped that the campus and students can take the right steps to increase the effectiveness of thesis completion.

5 Conclusion

Based on the results of the study, it is known that the largest supporting factor for students in completing their thesis is family support of 37.8%, then the support factor of the supervisor is 27%, deadline pressure is 16.2%, personal motivation is 13.5%, and peer support is 5.4%. Meanwhile, the inhibiting factors were lack of motivation by 32.4%, then the difficulty factor in data collection by 24.3%, ineffective guidance by 18.9%, time constraints by 13.5%, lack of references or literature by 8.1%, and personal problems by 2.7%.

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