

INHIBITING FACTORS FOR MAHASISWA SANTRI OF ENGLISH LANGUAGE EDUCATION PROGRAM IN COMPLETING UNDERGRADUATE THESIS

Joko Wibowo
Universitas Al-Qolam Malang
jokowibowo@alqolam.ac.id

ABSTRACT

The study aimed to reveal the inhibiting factors of *Mahasiswa Santri* in the English Language Education Program from accomplishing their undergraduate theses. It also aimed to identify their unique challenges, enable appropriate support programs and policies, improve graduation rates, contribute to knowledge of religious identity with academic commitment, and improve academic and religious success. Most previous studies focused their subjects on college students in general and did not distinguish significantly between *Mahasiswa Santri* and Non-*Mahasiswa Santri*. In contrast, this study focused on the *Mahasiswa Santri* as the subject of the research. However, the sample was only 9 students of *Mahasiswa Santri*, the other 19 were Non-*Mahasiswa Santri*. It applied two instruments: structured interviews and closed-ended questionnaires which Experts had validated. The research revealed that internal factors, such as time management and motivation, as well as external factors like the unavailability of the Internet and references, played crucial roles in inhibiting thesis completion. Time management was consistently identified as the most significant factor that inhibited undergraduate thesis writing. These findings emphasized the demand for improved support and resources to assist *Mahasiswa Santri* in resolving these inhibiting factors and accomplishing their theses.

Keywords: Inhibiting Factors, *Mahasiswa Santri*, English Language Education Program, Undergraduate Thesis Completion

INTRODUCTION

Mahasiswa Santri refers to a university student who also attends an Islamic boarding school or *Pondok Pesantren*. This means that joining higher education is on one side, while at the same time is also continuing religious studies on the other side.¹ It is synthesized that *Mahasiswa Santri* mixes two educational dimensions: general studies at the university and Islamic studies at *Pondok Pesantren*.

The existence of *Mahasiswa Santri* reflected efforts combining general knowledge and religious values. The efforts seemed more difficult for *Mahasiswa Santri* of the English Language Education Program to complete their undergraduate theses while upholding their religious duties. Therefore, he or she must properly manage their academic responsibilities

¹ Ninda Alza Nur Zahrah and Rita Setyani Hadi Sukirno, "Psychological Well-Being Pada Mahasiswa Santri Ditinjau Dari Dukungan Sosial & Stress Akademik," *Jurnal Psikologi Integratif* 10, no. 2 (2022): 189, <https://doi.org/10.14421/jpsi.v10i2.2526>.

with their dedication to religious rituals to fulfill these extraordinary dual responsibilities. In the context of the English Language Education Program, where the development of linguistic and pedagogical skills was vital, understanding the challenges and difficulties faced by the *Mahasiswa Santri* in completing his or her undergraduate thesis was extremely crucial.

Conducting the research would give important insights to understand the real conditions on the ground. Some assumptions could be inferred Firstly, *Mahasiswa Santri* of the English Language Education Program faced specific challenges and obstacles in completing their undergraduate theses because of their status as *Santri*. They were demanded to do both academic and *Pesantren* tasks at one time. Therefore, it required extra effort, financial, time, and psychological readiness.² secondly, some particular factors or obstacles hindered the process of *Mahasiswa Santri* in completing their undergraduate theses. It implied that these inhibiting factors were real and that they might be studied and identified, Thirdly, it assumed that by identifying inhibiting factors, interventions through academic policies from the authorities could enhance their opportunities of completing their undergraduate theses successfully, Finally, the findings of this research could benefit the department and faculty in formulating academic policies.³ The academic policies would later assist *Mahasiswa Santri* in relieving their specific challenges and obstacles to keep up with double academic and religious tasks.

To get a bachelor's degree, students of *Institut Agama Islam Al-Qolam* have to submit three types of scientific papers: a thesis, an article, and a book. Many previous studies have revealed that multiple factors hindered the completion of undergraduate thesis writing. Generally, there were two main factors: internal and external factors. Inhibiting factors may arise from inside and from outside. In Wulandari's research⁴, it was stated that in general two factors hindered students from completing their final project, namely internal factors and external factors.⁵ Pasaribu, in his study, states that internal factors and external factors can affect the completion of the thesis.⁶

Internal factors included health, psychological obstacles, academic ability, and attitudes and study habits. There are several examples of internal factors, and one of them is motivation. Furthermore, Yulyanah's research reveals that there are internal and external factors and is equipped with examples. The factor arises from the inside of a person himself or herself without the influence of the external condition or situation.⁷ In addition to the

² D I Pondok, Pesantren Al-amin Purwanegara, and Pondok Pesantren, "SELF-EFFICACY PADA MAHASISWA SANTRI PUTRI SKRIPSI Diajukan Kepada Fakultas Dakwah IAIN Purwokerto PROGRAM STUDI BIMBINGAN KONSELING ISLAM A . Latar Belakang Masalah Indonesia 1 Yang Keberadaannya Dipandang Sebagai Lembaga Pendidikan Indonesia . 2 Berdasar," 2020.

³ Kiki Anggun Saputri and DYP Sugiharto, "Hubungan Antara Self Efficacy Dan Social Support Dengan Tingkat Stres Pada Mahasiswa Akhir Penyusun Skripsi Di FIP UNNES Tahun 2019," *KONSELING EDUKASI "Journal of Guidance and Counseling"* 4, no. 1 (2020): 101–22, <https://doi.org/10.21043/konseling.v3i2.6010>.

⁴ Bekti Wulandari and Herman Dwi Surjono, "Pengaruh Problem-Based Learning Terhadap Hasil Belajar Ditinjau Dari Motivasi Belajar PLC Di SMK," *Jurnal Pendidikan Vokasi* 3, no. 2 (2013): 178–91, <https://doi.org/10.21831/jpv.v3i2.1600>.

⁵ Iis Aprilia Arsanti and Agung Wijaya Subiantoro, "Jurnal Pendidikan Biologi," *Jurnal Pendidikan Biologi* 10, no. 1 (2021): 24–31, <http://jurnal.unimed.ac.id/2012/index.php/JPB>.

⁶ Mabel Xander Natas Pasaribu, Harlin, and Imam Syofii, "Pada Mahasiswa Program Studi Pendidikan Teknik Mesin Universtas Sriwijaya," *Jurnal Pendidikan Teknik Mesin* 3, no. 1 (2016): 24–28.

⁷ Yulyanah Yulyanah and Husnul Khotimah, "Analysis of Internal and External Factors Affecting Students Learning Output Case Study D3 Accounting, Pamulang University, 2019/2020 Academic Year," *JIM UPB (Jurnal Ilmiah Manajemen Universitas Putera Batam)* 9, no. 2 (2021): 158–65, <https://doi.org/10.33884/jimupb.v9i2.3654>.

previous explanation, for internal factor, there were also unavailability of supporting gadget such as personal computer or laptop and low student motivation became the factors hindering the completion of undergraduate thesis writing.⁸ Furthermore, many students experienced stress due to difficulties in determining the undergraduate thesis title.⁹ Another factor was Resilience. Someone could rise from the problems or difficulties faced in several productive ways. Resilience was affected by belief in their abilities so that individuals could be calm and focus on resolving the problems they were facing.¹⁰ According to Shari¹¹, adversity quotient and social support from peers were proved scientifically had correlation to students' stress levels who were completing an undergraduate thesis. Adversity Quotient is ability to overcome obstacles or difficulties. The statement that was just delivered was strengthened by a research focusing on factors that influenced students' anxiety in facing their undergraduate thesis. It was concluded that there was a significant correlation between family support, peers support, supervisors support, and the environment support with students' anxiety in facing the undergraduate thesis (Sugiharno & Susanto, 2022). Additionally, one of the specific issues that was faced in the completion of the thesis writing was students lack ability to read English textbooks used as references to support the thesis writing (Sunarty, 2016).

While external factors included family, environment/friends, thesis administration system, lecturer guidance process, references, and other academic activities (Umriana, 2019). Moreover, less active lecturers led to ineffective mentoring became one of the factors that hindered the completion of the student's thesis¹². In accordance with Widarto (2017) findings, an inevitable inhibiting factor was thesis mentoring to lecturers. Several reasons had been revealed dealing with thesis mentoring: (1) there was lack of compatibility between the first and second advisors, (2) the first advisor had given approval for conducting thesis exam while the second one asked for revisions, and (3) there was advisor asked for in-house thesis mentoring which was burdensome for student as it required more time and costs¹³.

Additionally, sometimes unscheduled mentoring time became one of the reasons for the student to meet his or her advisors. It was worsened by students' lack of ability to communicate with their advisors made it difficult for them to deliver their ideas (Julita, 2015).

Most of the previous studies focused their research subjects on college students in general and did not distinguish significantly between *Mahasiswa Santri and Non-Mahasiswa Santri*. In general, the previous studies focused on the inhibiting factors in completing an

⁸ Farida Daniel and Prida N. L. Taneo, "Analisis Kesulitan Mahasiswa Dalam Penyusunan Proposal Penelitian Pendidikan Matematika," *JPMI (Jurnal Pendidikan Matematika Indonesia)* 4, no. 2 (2019): 79, <https://doi.org/10.26737/jpmi.v4i2.956>.

⁹ Saputri and Sugiharto, "Hubungan Antara Self Efficacy Dan Social Support Dengan Tingkat Stres Pada Mahasiswa Akhir Penyusun Skripsi Di FIP UNNES Tahun 2019."

¹⁰ Ni Putu Ridha Eka Mahesti and I Made Rustika, "Peran Kecerdasan Emosional Dan Efikasi Diri Terhadap Resiliensi Pada Mahasiswa Universitas Udayana Yang Sedang Menyusun Skripsi," *Jurnal Psikologi Udayana* 7, no. 2 (2020): 53, <https://doi.org/10.24843/jpu.2020.v07.i02.p06>.

¹¹ Widad Syavirayana Shari, Tulus Winarsunu, and Nandy Agustin Syakarofath, "Peran Adversity Quotient Terhadap Work-Life Balance Karyawan," *Cognicia* 10, no. 2 (2022): 86–92, <https://doi.org/10.22219/cognicia.v10i2.22535>.

¹² Widarto Widarto, "Faktor Penghambat Studi Mahasiswa Yang Tidak Lulus Tepat Waktu Di Jurusan Pendidikan Teknik Mesin FT UNY," *Jurnal Dinamika Vokasional Teknik Mesin* 2, no. 2 (2017): 127, <https://doi.org/10.21831/dinamika.v2i2.16001>.

¹³ Desi Eka Pratiwi and Anna Roosyanti, "Analisis Faktor Penghambat Skripsi Mahasiswa Jurusan Pendidikan Guru Sekolah Dasar Universitas Wijaya Kusuma Surabaya," *Jurnal Pendidikan Dasar* 10, no. 1 (2019): 101–14, <https://doi.org/10.21009/jpd.v10i1.11272>.

undergraduate thesis. In contrast, this research focused on the *Mahasiswa Santri* as the subject of the research. It was assumed that the results would be more or less different compared with the previous research.

Therefore, this paper aimed to unlock the factors that inhibited *Mahasiswa Santri* of the English Language Education Program in completing an undergraduate thesis. Then, the research question could be formulated as follows: What are the inhibiting factors that inhibit *Mahasiswa Santri* of the English Language Education Program in Completing Undergraduate Thesis?

METHOD

Institut Agama Islam Al-Qolam Malang is a university in Malang known for having a majority of its students come from various *Pondok Pesantren*. The focus of this research was the English Language Education Program. The population consisted of 28 students during the 2022-2023 Academic Year. However, the research sample was limited to only 9 students who were *Mahasiswa Santri*, as the remaining 19 students did not belong to *Pondok Pesantren* or were categorized as Non-*Mahasiswa Santri*. By the end of the 8th semester on August 1, 2023, only 3 students, or 33.33%, had successfully completed their thesis exams, while the remaining 9 students, accounting for 66.67%, were still in the process of working on their theses. The research focused on inhibiting factors experienced by *Mahasiswa Santri* in accomplishing their undergraduate theses. To get a comprehensive understanding of this phenomenon, the study collected and analyzed both quantitative and qualitative data.

The present research was descriptive qualitative using mixed methods. The descriptive qualitative method as the purpose of qualitative descriptive studies is a complete summarization, in everyday terms, of specific events experienced by individuals or groups of individuals¹⁴.

In order to collect the data, the researcher applied two instruments: structured interviews and closed-ended questionnaires. They were applied as they capture participants' perspectives, experiences, and behaviors related to the research questions. The instruments had been validated by experts. The preference of person(s) to evaluate and criticize an assessment tool (e.g., questionnaire) is usually according to the person(s) expertise with the topic to be analyzed¹⁵.

The interview was done after the end of the eighth semester, 1 August 2023. The targets of the interviews were *Mahasiswa Santri* of the 2022-2023 Academic Year. The interview focused on the *Mahasiswa Santri* feedback.

At the same time, a questionnaire was also taken to gather detailed and rich information about a phenomenon under study, Inhibiting Factors for *Mahasiswa Santri* of English Language Education Program in Completing Undergraduate Thesis. It was done systematically by watching, and recording behaviors, interactions, events, and context in their natural settings.

In analyzing the data from interviews, this research applied thematic data analysis. It functioned to organize and simplify the complexity of the data into meaningful and manageable codes, categories, and themes. The thematic data analysis employed six-stage data collection and analysis. The stages were collecting the data, engaging with the

¹⁴ Vickie A. and Lambert Clinton E. Lambert, "Editorial: Qualitative Descriptive Research: An Acceptable Design.: EBSCOhost," *Pacific Rim International Journal of Nursing Research*, no. 4 (2012): 255–56, <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=5f9e3290-c434-45a6-a69c-d9fa69ec3cce%40pdc-v-sessmgr02>.

¹⁵ Muhamad Saiful Bahri Yusoff, "ABC of Content Validation and Content Validity Index Calculation," *Education in Medicine Journal* 11, no. 2 (2019): 49–54, <https://doi.org/10.21315/eimj2019.11.2.6>.

data, coding the extracts from the data, generating the code categories from the codes, conceptualizing the themes from the categorized coded extracts, and contextualizing and representing the findings¹⁶.

In the stage of collecting the data, there were several stages conducted by the researcher as follows: First, it was data transcription. The stage was conducted by transcribing the audio recordings into written transcripts. The data was obtained from structured interview results. Second, there was engaging with the data. The stage included data familiarization by reading and re-reading the structured interview transcripts to familiarize with the content and context of the dialogs. It was conducted to gain a deep interpretation of the data. Third, there was data coding. It was a process of data extraction. Coding is a word or phrase as a mark or label written to transcripts. Fourth, it was a stage of generating the code categories from the codes. The researcher put the data into categories or labels of specific topics. It applied deductive coding generated from previous research results, Fifth, the next was conceptualizing the themes from the categorized coded extracts. It was the stage when similar and essential categories or labels were connected to make themes or sub-themes in the form of keywords or phrases relevant to the research question. Sixth, the final stage was contextualizing and representing the findings. This was the stage of interpreting, comprehending, comparing, and connecting the themes. Then, the researcher gave contextual interpretation to the findings, conclusions, suggestions, and opinions of his research.

In analyzing the data from the closed-ended questionnaire, the researcher summarized and interpreted the collected responses. The following were the step-by-step procedure conducted by the researcher in analyzing data from the closes-ended questionnaire: First, organize the collected questionnaire and access the responses in a spreadsheet of Google form, then check and re-checked the data for any missing or incomplete responses, Second, each question's response categories were given numerical code, Third, calculated the descriptive statistical data for each question in the form of percentages. These statistics gave an overview of the data, Fourth, created cross-tabulation tables to explore relationships between different variables, Fifth, made charts or graphs to provide a visual display of the data. It assisted in presenting findings effectively, Sixth, interpreted the findings in the context of research objectives or assumptions and interpreted the implications of the results with the research question, Finally, presented the findings using the combination of charts or graphs and written explanations.

RESULTS

This study aimed at answering the research question focusing on the inhibiting factors that inhibit *Mahasiswa Santri* of English language education program in completing an undergraduate thesis.

The data was collected through two instruments: structured interviews and closed-ended questionnaires. The first instrument was selected for the reason that the questions were developed previously and were constructed to be relevant to the research question. Afterward, the data results from structured interviews were analyzed by applying thematic data analysis.

The Results of Structured Interviews

According to the data analysis, basically, there were two aspects that hindered the thesis completion, namely internal and external factors. The aspect of internal factors was specified

¹⁶ Karen L. Peel, "Beginner'S Guide To Applied Educational Research Using Thematic Analysis," *Practical Assessment, Research and Evaluation* 25, no. 1 (2020): 1–16, <https://doi.org/10.7275/ryr5-k983>.

into an indicator, namely psychological inhibitions. Then, it was subdivided into sub-indicators: cognitive, affective, and psychomotor.

From a cognitive point of view, there was time management was the most selected factor that inhibited the thesis completion. The previous statement was strengthened by the data that it was six times selected completed with different specific reasons with a similar theme, namely time management. According to the results of structured interviews analyzed thematically, there were some detailed explanations as to why time management was the most dominant factor in the thesis completion. The explanations were as follows: First, some *Mahasiswa Santri* had difficulties in managing time to complete their thesis writing and joining *Pesantren* activities. Second, the only free time for doing the thesis was at night, while it was the time for taking a rest as they were very tired from all-day-long activities. It was a very difficult time dilemma to resolve by *Mahasiswa Santri*. Third, the writing time for completing the thesis was not significant as the schedule of *Pesantren* activities usually clashed with the schedule for doing the thesis. Fourth, several *Mahasiswa Santri* were assigned by *Pengasuh Ponpes* or Caretaker of the Islamic Boarding School to supervise, educate, and to serve *Santri's* needs. They were well known as *Pengurus Ponpes* or Administrators. The time availability for them was more limited than the regular *Mahasiswa Santri* as they had multi-tasking to do at almost the same. Therefore, the availability of free time for them was used for taking a rest. In other words, they had a little bit of time to do their theses. Fifth, the regular *Mahasiswa Santri* was also experiencing challenges in managing time between deepening and deepening religious knowledge on one side and had to do their theses. Sixth, the balance of *Pesantren* and academic time was extremely required as there were significant effects on the time availability and focus because several activities at *Pesantren* such as *Sholat, Kajian Kitab* or Islamic Book Review or Study, and the other activities affected the time management to do research and thesis writing.

From the affective angle, the lack of motivation was the only factor that inhibited *Mahasiswa Santri* from doing the thesis. If it was connected to the previous explanations, the lack of motivation caused the putting of tasks frequently related to thesis writing. It directed to a cycle of delayed progress and a major roadblock to the thesis completion.

From the psychomotor standpoint, there was a lack of consistency or *istiqomah* during the progress of thesis writing. There were some reasons why consistency became one of the factors that made the thesis writing successful: Firstly, it proposed effective time management, leading to a regular routine and being efficient with time. Secondly, it built momentum in the work of thesis writing. The regular thesis work provided the flow of the research writing. Thirdly, consistency kept up work quality. Fourthly, being consistent meant being able to manage activities well. Inconsistent work stimulated stress and inhibited focus and clear thinking due to the accumulation of activities and tasks at *Ponpes* and on campus. Fifthly, it provided progress tracking, displaying accomplishments and pending tasks. Sixthly, it assisted in reaching smaller thesis goals and in maintaining motivation. Finally, it avoided burning out in the process of thesis writing.

The following aspect was external factors which were elaborated into two indicators: other activities and facilities indicator. Then they were subdivided into sub-indicators, namely off-campus activities and the availability of thesis-supporting facilities.

According to the off-campus activities viewpoint, there was only one factor that hindered the thesis completion, namely busyness activities at *Pesantren*. Many students at *IAI Al-Qolam Malang* were *Mahasiswa Santri* who were actively engaged in *Pesantren* activities. They also took on roles as administrators and teachers within the *Pesantren* community. This displayed their commitment to both their education and their religious studies. However, these responsibilities exposed significant challenges when it came to balancing their campus

tasks and completing their theses. Demands of activities at *Pesantren* usually consumed a significant amount of *Mahasiswa Santri*'s time, mental, and energy. This phenomenon made it difficult to focus on their academic pursuits. The dense schedule of *Pesantren* activities usually run simultaneously with the schedule of thesis writing.

The second was the facilities indicator. It was subdivided into the availability of thesis-supporting facilities. The first factor was the Internet. In the context of *Pesantren*, many *Mahasiswa Santri* were involved in the demanding task of working on their theses, and the availability of Wi-Fi facilities had become an urgent concern. Unfortunately, the Wi-Fi infrastructure recently was unable to meet their needs. The main factor that worsened this condition was many users competed to get access to the network. With a large *Santri* population and many staff members using Wi-Fi actively, the network resources were constantly under pressure.

Another challenge was the suboptimal bandwidth. This condition made it difficult to support tasks that needed a large bandwidth to do research for the thesis. As a result, *Mahasiswa Santri* usually got frustrated with the slow connection and delays in their work. Therefore, the condition inhibited their productivity and made it harder for them to finish their theses efficiently. Resolving this problem in the *Pesantren* community was essential for assuring that *Mahasiswa Santri* got maximum support in academic work, especially in thesis writing without the hindrance of substandard Wi-Fi facility.

Besides the Internet, there were reference factors that inhibited the thesis completion. References were crucial to *Mahasiswa Santri*'s academic activities. In some *Pesantren* contexts where *Santri* had limited access to printed English references could seriously hinder the progress of thesis writing. These printed English references were frequently used by them as their main resources for research projects. When these references were few, they could have trouble obtaining trustworthy and detailed sources to support their thesis.

In addition, the problem was not only limited to the scarcity of printed references but also limited to the access to various references. In several *Ponpes*, *Mahasiswa Santri* perhaps had limited access to the library, scientific references, and educational facilities. The consequences of the previous limitations were varied: first, the lack of access to these facilities restricted *Mahasiswa Santri*'s ability to explore academic resources. Therefore, it inhibited the process of research. Second, the lack of access to references resulted to the lack of capacity to compose a high-quality undergraduate thesis.

The last factor was restrictions in particular *Pesantren* to bring electronic devices that led to difficulties in accessing references. Although the regulations were made with good intentions, however unintentionally resulted in significant difficulties in the progress of thesis writing. In this digital era, electronic devices such as mobile phones and laptops or personal computers, function as a tool required for accessing the repository of academic resources, journals, and online libraries. When *Mahasiswa Santri* were prohibited from applying these devices, it inhibited their academic ability to collect information efficiently, therefore it hindered the proses of thesis writing. The following Table 1 displays a framework in the arrangement of keywords, key phrases, key clauses, and key sentences related to the inhibiting factors in undergraduate thesis completion.

Table 1. Number of Inhibiting Factors in Undergraduate Thesis Completion based on Sub-Indicators

Aspects	Indicators	Sub-Indicators	Number of Selected Sub-Indicators
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1. Internal Factors	1.1 Psychological Inhibitions	1.1.1 Cognitive	6
		1.1.1.1 Time Management	
		<ul style="list-style-type: none"> - It is difficult to manage time between time for thesis writing and for <i>Pesantren</i> Activities - <i>Mahasiswa Santri</i>’ free time is at night, while it was the time for taking a rest as they are very tired from all-day-long activities, so it hinders the completion of thesis. - Time for doing thesis at <i>Pesantren</i> is not significant, schedule clashed between the time for doing thesis and <i>Pesantren</i> activities. - <i>Mahasiswa Santri</i> at <i>Pesantren</i>, especially those who are assigned by <i>Pengasuh Ponpes</i> or Caretaker of the Islamic Boarding School, is required to supervise, to educate, and to serve <i>Santri</i>’ needs. The availability of free time was used for taking a rest. It was concluded that they had a little bit of time to do their theses. - The time availability gave effects to the completion of the thesis as <i>Mahasiswa Santri</i> had specific activities to deepen religious knowledge in one side and had to do their theses. - There were significant effects to the time availability and focus as several activities at <i>Pesantren</i> such as <i>Sholat</i>, <i>Kajian Kitab</i> or Islamic Book Review or Study, and the other activities affected to the time management to do research and thesis writing. It needed to balance between <i>Pesantren</i> and academic time. 	
		1.1.2 Affective	
		1.1.2.1 Motivation	1
		<ul style="list-style-type: none"> - One of the inhibiting factors of <i>Mahasiswa Santri</i> in doing the thesis is lack of motivation. 	
		1.1.3 Psychomotor	
		1.1.3.1 Consistency or <i>Istiqomah</i>	1
		<ul style="list-style-type: none"> - There was a lack of steadfastness in thesis completion. 	
2. External Factors	2.1 Other Activities	2.1.1 Off-campus activities	
		2.1.1.1 Busyness Activities at <i>Pesantren</i>	2

2.2 Facilities	- There were some factors, several students of IAI Al-Qolam Malang are <i>Mahasiswa Santri</i> that were active at <i>Pesantren</i> . Most of them have busyness activities at <i>Pesantren</i> , such as becoming administrators, teachers, etc. The previous reasons can inhibit them in completing college tasks and undergraduate thesis. It is because <i>Pesantren Activities</i> are time and mind consuming.	
	- There is the dense schedule of activities at <i>Pesantren</i> along with working on thesis	
	2.2.1 The Availability of Thesis-supporting Facilities	
	2.2.1.1 Internet	1
	- WiFi facilities for doing thesis in <i>Pesantren</i> were not optimal because there were too many users while Bandwidth was not optimal.	
	2.2.1.2 References	3
	- In a certain <i>Pesantren</i> , there was limited printed English books as references to do research in English education.	
	- The access to sources such as library, scientific references, and research facility had effects to the thesis writing progress. Moreover, several <i>Mahasiswa Santri</i> rarely read scientific references, thus, some of them were unskilled to compose a good and proper undergraduate thesis.	
	- There were regulations at a certain <i>Pesantren</i> that prohibited <i>Mahasiswa Santri</i> to bring electronic devices in order to access references, therefore, it caused difficulties in working on the thesis.	

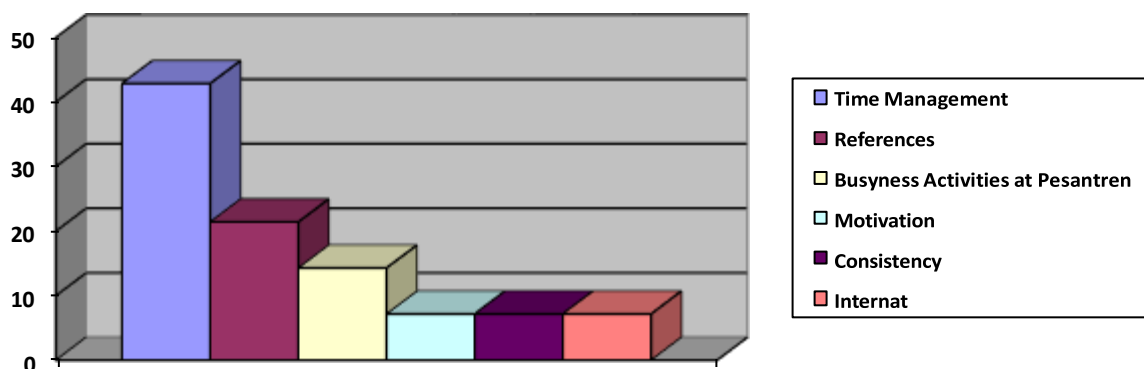
After arranging the data in the arrangement of keywords related to the topic, the following Table 2 presents the ranking of inhibiting factors in undergraduate thesis completion based on selected sub-indicators

Table 2. Ranking of Inhibiting Factors in Undergraduate Thesis Completion based on Selected Sub-Indicators

No	Sub-Indicators	Number of Selected Sub-Indicators	Percentage (%)	Rank
1.	1.1.1 Cognitive			
	1.1.1.1 Time Management	6	42.85	I
	1.1.2 Affective			
	1.1.1.2 Motivation	1	7.14	IV

1.1.3 Psychomotor			
1.1.1.3 Consistency or <i>Istiqomah</i>	1	7.14	IV
2. 2.1.1 Off-campus activities			
2.1.1.1 Busyness Activities at <i>Pesantren</i>	2	14.28	III
2.2.1 The Availability of thesis-supporting facilities			
2.2.1.1 Internet	1	7.14	IV
2.2.1.2 References	3	21.42	II

Figure 1. Ranking of Inhibiting Factors in Undergraduate Thesis Completion based on Selected Sub-Indicators



From the ranking of the sub-indicators in the previous data, it can be seen that the highest inhibiting factor, the first rank, experienced by *Mahasiswa Santri* in completing the thesis was psychological inhibition, sub-indicator of cognitive, sub-sub-indicator of time management, with 6 times selected with a percentage of 42.85%.

The second rank was other activities indicator, sub-indicator of the availability of thesis-supporting facilities, and sub-sub-indicator of references, with 3 times selected with a percentage of 21.42%.

The third rank was other activities indicator, sub-indicator of off-campus activities, sub-sub-indicator of busyness activities at *Pesantren*, with 2 times selected with a percentage of 14.28%.

The last rank was spread equally into three sub-sub-indicators: motivation, consistency or *Istiqomah*, and Internet. They took the same place, the fourth rank, with the same percentage of 7.14% for each sub sub-indicator.

The Results of Structured Close-ended Questionnaire

The second instrument was the closed-ended questionnaire. It was chosen because it contained questions with predetermined response options or answer choices. The respondents were asked to choose the option that represented their response. The content of the questions was designed in such a way in advance to meet the research question. Once the questions were composed, they were located based on the aspects, indicators, and sub-indicators as displayed in Table 4. It was set in purpose to make more accessible in scaling the inhibiting factors that inhibit *Mahasiswa Santri* of English language education program in completing an undergraduate thesis. It was scaled in percentage based on the most to the least selected factors.

In accordance with the results of the closed-ended questionnaire, generally, there were two aspects that hindered the thesis completion, namely internal and external factors. The

aspect of internal factors was detailed into an indicator, namely psychological inhibitions. Then, it was subdivided into sub-indicators: cognitive and affective.

In the cognitive sub-indicator, there were three sub-sub-indicators. The first was time management. The questionnaire questions were as follows: Limited time because the study schedule at the *Pesantren* hindered the progress of the thesis. Among the respondents, 55.6% expressed agreement, while 33.3% disagreed, and 11.1% remained neutral. No participants strongly disagreed or strongly agreed. I had difficulty finding an advisor who was suitable for my thesis topic and religious understanding. The data reflected a diversity of opinions, with 33.3% strongly disagreeing, another 33.3% in disagreement, 22.2% maintaining a neutral stance, 11.1% expressing agreement, and a very small fraction of 0.1% strongly agreeing. Lack of knowledge about the thesis writing process and research methodology. The data illustrated a range of responses, with 33.3% showing a neutral position, another 33.3% in agreement, 22.2% strongly agreeing, 11.1% in disagreement, and just 0.1% strongly disagreeing.

For effective sub-indicators, there were five sub-sub-indicators. The first was experiencing demands of both thesis writing and activities including responsibility at *Pesantren*. This first sub-sub-indicator consisted of five questionnaire questions as follows: I felt overwhelmed by the academic and teaching demands of the *Pesantren*. The data revealed a mix of opinions, with 44.4% in agreement, 22.2% in disagreement, another 22.2% in agreement, 11.1% strongly disagreeing, and a minimal 0.1% strongly agreeing. The demands and involvement in religious activities at *Pesantren* interfered with my time and focus on my thesis. The results ranged from 44.4% neutrality to 33.3% agreement, with 11.1% for both strong disagreement and disagreement, along with a mere 0.1% strongly agreeing. The demands of family or community responsibilities in *Pesantren* that interfered with time for thesis. The top two response options were tied at 44.4% for both disagreement and neutrality, followed by 11.1% agreement, and a minimal 0.05% for both strong disagreement and strong agreement. The difference between the academic demands in college and the *Pesantren* environment hindered the completion of the thesis. The results ranged from 33.3% disagreement to 22.2% for each of strong disagreement, neutrality, and agreement, with a mere 0.1% strongly agreeing. The difference between the academic demands in college and the *Pesantren* environment hindered the completion of the thesis. The results varied from 55.6% disagreement to 22.2% for both neutrality and agreement, with no instances of strong disagreement or strong agreement.

The second sub-sub-indicator was lack of social support. The questionnaire question was as follows: Lack of social support from friends and family in the thesis process. The results ranged from 44.4% disagreement to 33.3% neutrality, followed by 22.2% strong disagreement, and a minimal 0.05% for both agreement and strong agreement.

The third sub-sub-indicator was feeling of insecurity. The questionnaire question was as follows: Feeling insecure about completing the thesis. The results varied from 44.4% agreement to 33.3% disagreement, with 11.1% for both strong disagreement and strong agreement, and a minimal 0.1% neutrality.

The influence of emotions and feelings related to economic inhibition in thesis completion was the fourth sub-sub-indicator. The questionnaire question was as follows: Economic factors that affect my ability to complete my thesis. The top two response options were tied at 33.3% for both strong disagreement and disagreement, followed by 22.2% for neutrality, 11.1% for agreement, and a mere 0.1% for strong agreement.

The last sub sub-indicator was a lack of motivation and interest. The questionnaire question was as follows: Lack of motivation and interest in the thesis topic that was in

progress. The results ranged from 55.6% disagreement to 33.3% neutrality, with 11.1% strong disagreement, while there were no instances of agreement or strong agreement.

After exposing the results of the closed-ended questionnaire in the aspect of the internal factors, the following descriptions presented the external factors. The aspect of the external factors was detailed into an indicator, namely facilities. Then, it was subdivided into sub-indicators, namely the availability of thesis-supporting facilities.

The availability of thesis-supporting facilities was broken down into two sub-sub-indicators: references and the Internet. The questionnaire questions were as follows: Lack of access to research resources and facilities at *Pesantren*. The results varied from 33.3% agreement to 22.2% for each of strong disagreement, disagreement, and neutrality, with only a minimal 0.1% strong agreement. Limited access to literature and scientific journals in thesis progress. The results ranged from 44.4% neutrality to 33.3% agreement, with 22.2% disagreement, and a minimal 0.05% for both strong disagreement and strong agreement.

The second sub sub-indicator was the Internet. The questionnaire question was as follows: Limited access to the Internet and information technology at *Pesantren* hindered the search for references and online research. The top two response options were tied at 33.3% for both strong disagreement and neutrality, followed by 22.2% for disagreement, 11.1% for agreement, and a mere 0.1% for strong agreement.

The conclusion from the results of the structured close-ended questionnaire was in line with the results of structured interviews. Initially, the results of the first instrument, structured interviews, placed the time management of the cognitive sub-indicator to be the most dominant factor that inhibited undergraduate thesis completion. It got 42.85 of the most selected factors. Afterward, it was supported and strengthened with the results of the second instrument, a close-ended questionnaire. The results revealed that the time management of the cognitive sub-indicator got 55.6% to be the leading factor in the thesis writing completion.

Table 3. Percentage of Inhibiting Factors in Undergraduate Thesis Completion based on Questionnaire Results

Aspects	Indicators	Sub-Indicators	Percentage (%)				
			SD	D	N	A	SA
			1	2	3	4	5
1. Internal factors	1.1 Psychological Inhibitions	1.1.1 Cognitive					
		1.1.1.1 Time management					
		Question 3: Limited time because of the study schedule at the <i>Pesantren</i> hindered the progress of thesis.	0%	33.3%	11.1%	55.6%	0%
		1.1.1.2 Struggling to find the right thesis advisor					
		Question 4: I had difficulty finding an advisor who was	33.3%	33.3%	22.2%	11.1%	0.1%

suitable for my thesis topic and religious understanding.

1.1.1.3 A lack of knowledge

Question 9: Lack of knowledge about the thesis writing process and research methodology.

0.1%	11.1%	33.3%	33.3%	22.2%
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1.1.2 Affective

1.1.2.1

Experiencing demands of both thesis writing and activities including responsibility at Pesantren

Question 1: I felt overwhelmed by the academic and teaching demands of the *Pesantren*.

11.1%	22.2%	44.4%	22.2%	0.1%
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Question 5: The demands and involvement in religious activities at *Pesantren* interfered with my time and focus on my thesis.

11.1%	11.1%	44.4%	33.3%	0.1%
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Question 11: The demands of family or community responsibilities in *Pesantren* that interfered with time for thesis.

0.05%	44.4%	44.4%	11.1%	0.05%
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Question 13: The difference between the academic demands in college and the *Pesantren* environment hindered the completion of the thesis.

22.2%	33.3%	22.2%	22.2%	0.1%
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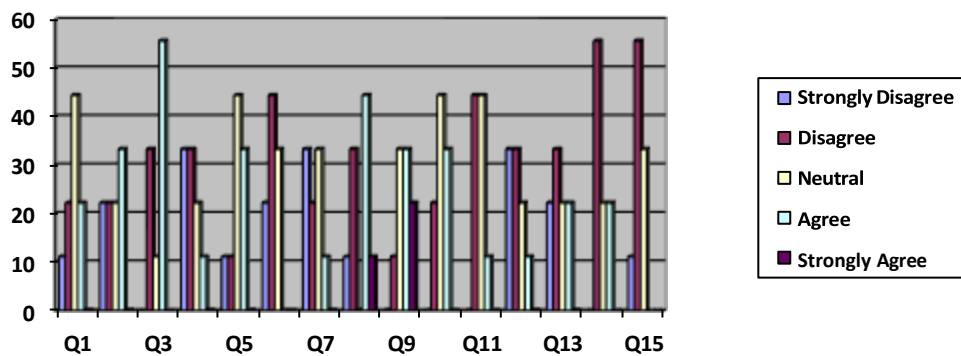
Question 14: The difference between

0%	55.6	22.2%	22.2%	0%
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		the academic demands in college and the <i>Pesantren</i> environment hindered the completion of the thesis.					
		1.1.2.2 Lack of social support					
		Question 6: Lack of social support from friends and family in the thesis process.	22.2%	44.4%	33.3%	0.05%	0.05%
		1.1.2.3 Feeling of insecurity					
		Question 8: Feeling insecure about completing the thesis.	11.1%	33.3%	0.1%	44.4%	11.1%
		1.1.2.4 The influence of emotional and feelings related to economic inhibition in thesis completion					
		Question 12: Economic factors that affect my ability to complete my thesis.	33.3%	33.3%	22.2%	11.1%	0.1%
		1.1.2.5 Lack of motivation and interest					
		Question 15: Lack of motivation and interest in the thesis topic that was in progress	11.1%	55.6%	33.3%	0%	0%
2. External factors	2.1 Facilities	2.1.1 The Availability of thesis-supporting Facilities					
		2.1.1.1 References					
		Question 2: Lack of access to research resources and facilities at <i>Pesantren</i> .	22.2%	22.2%	22.2%	33.3%	0.1%

Question 10: Limited access to literature and scientific journals in thesis progress.	0.05%	22.2%	44.4%	33.3%	0.05%
2.1.1.2 Internet					
Question 7: Limited access to Internet and information technology at <i>Pesantren</i> hindered the search for references and online research.	33.3%	22.2%	33.3%	11.1%	0.1%
SD: Strongly Disagree D: Disagree	N: Neutral	SA: Strongly Agree			
	A: Agree				

Figure 2. Percentage of Inhibiting Factors in Undergraduate Thesis Completion based on Questionnaire Results



DISCUSSION

The purpose of the study was to reveal the factors that inhibited *Mahasiswa Santri* in the English Language Education Program in completing the undergraduate thesis. The data was gathered through structured interviews and closed-ended questionnaires.

The significance of research results was broken down into two aspects, internal and external, related to the research objective.

Internal factors

From the internal point of view, there were three factors that could be elaborated. First, in cognitive factors, it is essential to note that the most important cognitive factor influencing thesis completion was time management. It was in line with the research objective as it directly discussed one of the inhibiting factors sought. The results underlined that *Mahasiswa Santri* met challenges in balancing academic works with religious commitment, affecting the ability to manage time effectively for thesis writing. It supported the research question that internal factors, namely time management, had major impacts on the inhibitions experienced by *Mahasiswa Santri*. It also supported Aslinawati & Minarti's (2017) research results that the reason for students' delay in completing their thesis was time management.

Second, in affective factors, lack of motivation was a major factor and highly relevant affecting thesis completion. It linked with the research objective by revealing that motivation played a crucial role in shaping *Mahasiswa Santri's* thesis progress. This result supported the research question that psychological inhibitions, including motivation, were vital to understanding the inhibiting factors in thesis completion. It was also in line with the statement that low motivation was an inhibiting factor for college students in completing a thesis¹⁷. It was identified that one of the factors that hindered the thesis completion was fluctuating motivation¹⁸.

Third, in psychomotor factors, lack of consistency or *Istiqomah* in the process of thesis writing significantly emphasized the importance of consistent work patterns in the process of thesis writing. This result strengthened and complemented the research objective by stressing how psychomotor aspects, such as consistency or *Istiqomah*, contributed to or inhibited thesis completion. This, once again, supported the research question that internal factors, including psychomotor, had an impact on the thesis completion. The results were in line with Umrina's (2019) statements that unclear targets, delaying time, in thesis completion, mood changes, and psychological comfort changes would lead to inconsistency in the thesis writing.

External factors

From the external standpoint, four factors inhibited the thesis completion that could be detailed. Firstly, there were off-campus activities. It was highly relevant for the busyness activities at *Pesantren* to be the major factor affecting the thesis works. It highlighted that external commitments had effects on *Mahasiswa Santri's* thesis writing progress, especially when balancing on-campus and off-campus activities. This fact supported the research objective related to comprehending how external factors affected the thesis completion. This phenomenon was also in line with Umrina (2019) that stated one of the factors inhibiting thesis completion was other academic activities.

Secondly, it was the Internet facilities. The results revealed that the lack of proper Internet facilities significantly affected to thesis's progress was significant. It resonated with the research objective by exposing how the availability of Internet facilities impacted *Mahasiswa Santri's* competence in accessing research materials and resources. It was also supported by Daniel & Taneo's (2019) statement that the unavailability of supporting gadgets such as personal computers or laptops including an Internet connection could hinder the progress of thesis writing.

Thirdly, they were references. The result that limited access to printed English and academic references inhibited the thesis writing progress was significant. It was directly connected to the research objective by underlining the effect of external factors on *Mahasiswa Santri's* competence to have access to references for their theses. This finding was in line with both the research question regarding the role of external factors in inhibiting the completion of thesis writing and Umrina' (2019) statement that stated access to references became one of the factors that inhibited the thesis progress. References and thesis mentoring

¹⁷ Evi Nur Aslinawati and Sri Umi Mintarti, "Keterlambatan Penyelesaian Skripsi Mahasiswa Angkatan 2012 (Studi Kasus Di Jurusan Ekonomi Pembangunan Fakultas Ekonomi Universitas Negeri Malang)," *Jurnal Pendidikan Ekonomi* 10, no. 1 (2017): 26–37, <https://doi.org/10.17977/um014v10i12017p026>.

¹⁸ Ujang Hartato, Erna Susanti, and Maryana, "Analisis Faktor Pendorong Dan Penghambat Penyelesaian Tugas Akhir Skripsi (Tas) Mahasiswa Prodi Pendidikan Akuntansi Fe Uny Angkatan 2011," *Pelita* 9, no. 2 (2016): 191765, <https://www.neliti.com/publications/191765/analisis-faktor-pendorong-dan-penghambat-penyelesaian-tugas-akhir-skripsi-tas-ma%0Ahttps://journal.uny.ac.id/index.php/pelita/article/download/10934/8195%0Ahttps://journal.uny.ac.id/index.php/pelita/article/view/>.

became an absolute unity in thesis works. It was hard to finish thesis without sufficient references and guidance from thesis advisors¹⁹.

Fourthly, there were restrictions on electronic devices. The revealed findings exposed that restrictions on electronic devices hindered the thesis writing progress underscoring the significance of this external factor. It bolded the unintended consequences of *Pesantren* policies in the digital age and their effect on academic work, especially the thesis works. These results complemented the research objective by exposing how rules and regulations impacted the ability and progress to collect information effectively in thesis writing. The results also supported and strengthened Daniel & Taneo (2019) that stated one of the factors that hindered the completion of undergraduate thesis writing was the unavailability of supporting gadgets such as personal computers or laptops.

In conclusion, the results of this research presented useful insights into both internal and external inhibiting factors that influence *Mahasiswa Santri* in completing their theses. These findings supported the research objective and question by exposing the various dimensions of these inhibiting factors in thesis completion. The research contributed to a better contribution of the challenges faced by these *Mahasiswa Santri* and offered data and valuable information that could inform strategies to support their thesis completion.

CONCLUSION

Internal factors comprised of cognitive, affective, and psychomotor factors. Time management was classified to be the most significant cognitive factor inhibiting thesis completion, with numerous reasons including difficulties in managing time, limited free time in thesis writing, and conflicting schedules between *Pesantren* and academic activities. The lack of motivation was the major affective factor leading to procrastination and delays in the thesis writing progress. Lack of consistency or *Istiqomah* in the thesis writing progress inhibited the process and quality. Consistency was significant for effective time management, maintaining motivation, and avoiding stress or exhaustion.

External factors consisted of off-campus activities and facilities. The busyness of activities at *Pesantren*, where *Mahasiswa Santri* was engaged in numerous roles and responsibilities, emerged as challenges in balancing both *Pesantren* and thesis tasks. Under facilities, there were two key factors were revealed: Internet access and references. Limited access to the Internet and standard bandwidth inhibited research and thesis writing progress, leading to stress and thesis writing delays. Limited access to printed English references and any other references as well as restrictions on bringing electronic devices hindered the ability to collect information and to write high-quality theses.

The results of both two instruments, the structured interviews and the close-ended questionnaire revealed a similar outcome namely time management. It was consistently identified as the most significant factor that inhibited undergraduate thesis writing.

In conclusion, the study revealed that internal factors, such as time management and motivation, as well as external factors like the unavailability of the Internet and references, played crucial roles in inhibiting thesis completion among *Mahasiswa Santri* of the English language education program. These findings emphasized the demand for improved support and resources to assist *Mahasiswa Santri* in resolving these inhibiting factors and accomplishing their theses.

¹⁹ Afifah Khoirunnisa et al., "Analisis Faktor-Faktor Penghambat Penyelesaian Skripsi Mahasiswa Uin Raden Mas Said Surakarta," *Academica : Journal of Multidisciplinary Studies* 6, no. 1 (2022): 169–88, <https://doi.org/10.22515/academica.v6i1.5715>.

The limitations of the present study were first, focusing on a certain context: thesis writing, and second, involving a particular group of students: *Mahasiswa Santri*. Therefore, it offered future researchers to perform extensive studies in different contexts and different groups of students, such as Comparative Study Across Universities which offered diverse student populations and academic programs, and Cross-Cultural Comparison which provided various cultural backgrounds.

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