

# Pola Pembimbingan Penulisan Tugas Akhir dan Zids-Training serta Pengembangannya di Jurusan Pendidikan Bahasa Jerman FBS UNY

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## Abstrak

Tujuan umum penelitian ini adalah untuk meningkatkan kualitas pembimbingan penulisan tugas akhir dan pelaksanaan *ZIDS-training* di Jurusan Pendidikan Bahasa Jerman FBS UNY. Sedangkan secara khusus bertujuan untuk mendeskripsikan pola pembimbingan penulisan tugas akhir dan pelaksanaan *ZIDS-training* di Jurusan Pendidikan Bahasa Jerman FBS UNY.

Penelitian ini adalah penelitian deskriptif dengan subjek/sumber data mahasiswa, dosen, dan dokumen terkait yang ada di Jurusan Pendidikan Bahasa Jerman FBS UNY. Teknik pengumpulan data menggunakan teknik non tes, berupa angket dan kartu data. Validasi data dengan cara triangulasi. Teknik analisis yang digunakan adalah analisis deskriptif.

Hasil penelitian menunjukkan bahwa pola pembimbingan penulisan tugas akhir di Jurusan Pendidikan Bahasa Jerman FBS UNY masih belum optimal. Faktor penghambat utama antara lain kecenderungan pengajuan judul/proposal tugas akhir pada semester ? 8 (85%), kecenderungan mahasiswa mengadopsi/memodifikasi judul penelitian yang ada (63%) yang sering menimbulkan perubahan proposal (69%), proposal yang tidak sejalan dengan pra-/proposal mata kuliah Metodologi Penelitian dan Seminar (5%) dan konsultasi proposal ataupun draf laporan penelitian umumnya tidak langsung. Faktor pendukung antara lain kerja sama pembimbing I dan II dengan mahasiswa bimbingan baik, pengurusan izin penelitian lancar, sekolah/guru bidang studi pada umumnya memfasilitasi pelaksanaan penelitian TAS mahasiswa dan kemajuan teknologi dewasa ini sangat membantu proses analisis data dan penyelesaian laporan penelitian. Pelaksanaan *ZIDS-training* masih perlu ditingkatkan. Kecenderungan mahasiswa (?60%) menghendaki pelaksanaan *training* yang terpisah antara mahasiswa “asli” peserta *ZIDS-training* dan mahasiswa *Wiederholer*.

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Abstract

The general objective of this research is to improve the quality of thesis supervision and the implementation of *ZIDS-training* in the Department of German Language Education, Faculty of Languages and Arts, State University of Yogyakarta. Meanwhile, this research specifically aims at describing the pattern of thesis supervision and the implementation of *ZIDS-training* in the Department of German Language Education, Faculty of Languages and Arts, State University of Yogyakarta.

This study is a descriptive research. The subjects/sources of the study are students, lecturers, and related documents in the Department of German Language Education, Faculty of Languages and Arts, State University of Yogyakarta. The data collection technique is a non-test technique using questionnaires and data cards. Triangulation is used to evaluate the data validity. The data analysis technique is descriptive analysis.

The results show that the pattern of thesis supervision in the Department of German Language Education, Faculty of Languages and Arts, State University of Yogyakarta is still not optimal. The main inhibiting factors include the tendency for the students to submit the titles of their theses/final proposal in ? the 8<sup>th</sup> semester (85%), the tendency for the students to adopt/modify the existing title of the study (63%), which often results in changes to the proposal (69%), proposals that are inconsistent with the pre-/proposal of the subject of Research Methodology and Seminar (5%), and the proposal consultations or drafts of research reports which are generally indirect. The supporting factors include good cooperation among the first and the second supervisor and the student, successful management of the research permission, schools/teachers of the subject matter that generally facilitate the implementation of student research, and technological advances which are very helpful in the process of completion of data analysis and research reports. The implementation of *ZIDS-training* still needs to be improved. There is a tendency for the students (? 60%) to require a separate implementation of training among the “actual” students participating in *ZIDS-training* and *Wiederholer* students.