THE INFLUENCE OF THE COMPETENCE OF THESIS SUPERVISOR OF COMMUNICATION SCIENCE UNJ ON STUDENTS' MOTIVATION IN COMPILING THESIS

1 **Ladisa Naftania Sianipar1, Senia Aida Afifah2, Hazieq Thaqief Yaqzan3, Shakilla Salsabila Putri Agung4, Natasha Dewiyanti Putri Aryadi5, Sandy Allifiansyah6, M. Fikri Akbar7**

1Communication Science, State University of Jakarta (Ladisa Naftania Sianipar)
email: ladisans@gmail.com
2 Communication Science, State University of Jakarta (Senia Aida Afifah)
email: seniaaida.24@gmail.com
3 Communication Science, State University of Jakarta (Hazieq Thaqief Yaqzan)
email: hazieqthaqief12@gmail.com
4 Communication Science, State University of Jakarta (Shakilla Salsabila Putri Agung)
email: shakillasalsabila03@gmail.com
5 Communication Science, State University of Jakarta (Natasha Dewiyanti Putri Aryadi)
email: natashadewiyanti6@gmail.com
6 Communication Science, State University of Jakarta (Sandy Allifiansyah)
email: sandyallifiansyah@unj.ac.id
7 Communication Science, State University of Jakarta (M. Fikri Akbar)
email: m.fikri@unj.ac.id

Abstract. *This research aims to determine the influence of the competence of thesis supervisors on student motivation in writing theses at the Jakarta State University (UNJ) Communication Science Study Program. The method used in this research is a quantitative approach with survey techniques. Data was collected by distributing questionnaires to 100 students who were in the process of writing their thesis. Data analysis was carried out using simple linear regression to test the influence of supervisory lecturer competence on student motivation. The research results show that there is a significant positive influence between the competence of supervisors and student motivation. The higher the competence of the supervisor, the higher the students' motivation to complete their thesis. The average supervisory lecturer competency score is in the "agree" or "high" category, while student motivation is also in the same category. The results of the analysis of the coefficient of determination show that 90.2% of the variation in student motivation can be explained by the competence of the supervisor, while the remaining 9.8% is influenced by other factors that were not studied. It is hoped that this research can contribute to developing the quality of guidance in the UNJ Communication Studies Program and increase understanding of the importance of the role of supervisors in the thesis preparation process. Therefore, recommendations for increasing lecturer competence and developing a more systematic guidance program are very necessary to support student motivation in writing their theses.*
Keywords: Competence of supervisor, student motivation, thesis preparation, quantitative research.

I. INTRODUCTION

1.1. Background

The Department and Study Program of Communication Science (IKOM) is a new department at the Faculty of Social Sciences (FIS), Jakarta State University (UNJ). As a new Department and Study Program at FIS UNJ, IKOM has started to have a number of students and has started

lecture activities since the 2018/2019 academic year.

After four years of study at the IKOM Department, finally the IKOM Department and Study Program have graduated students. This has implications for the accreditation of the department by the National Accreditation Board for Higher Education (BAN-PT). Because one of the requirements for a new department to get accreditation from BAN-PT is to have a number of students who have graduated.

Thesis is one of the study completion paths for UNJ Undergraduate (S1) students which has a weighting of 6 credits. Thesis can be taken by students after passing a minimum of 144 credits of courses. Thesis is the result of student research using certain research methods. Research methods that can be used by FIS-UNJ Undergraduate (S1) students, namely qualitative, quantitative, classroom action, and historical methods (historical research). Meanwhile, for the orientation of research problems in the thesis, it is adjusted to the field of study developed in the curriculum of each department or study program of the student concerned.

Every student of IKOM Department is required to write a thesis as their final assignment in order to graduate and earn a bachelor's degree. This is a requirement that cannot be negotiated by anyone. IKOM student thesis is allowed to be oriented towards research problems about IKOM.

1.2. Literature Review
A. Interpersonal Communication

Interpersonal communication refers to interactions that occur between two or more individuals directly, where each participant can feel and understand each other's responses directly, either through words or gestures (nonverbal) as stated by Deddy Mulyana in Murtiadi in 2015 (Anggraini, M.G., Asniar, I., Choiriyati, S. 2021).

Joseph A. De Vito said that interpersonal communication can be viewed from various perspectives. First, from a component perspective, interpersonal communication involves the process of sending and receiving information between individuals in small groups, with direct impact and feedback. Second, from a dyadic relationship perspective, interpersonal communication occurs between two people who have certain positions and relationships, such as interactions between children and parents, coworkers, siblings, lecturers and students, and between friends. Third, in terms of definition development, interpersonal communication can be considered as an advancement of impersonal communication. As a more complex form of communication, interpersonal communication is characterized by three main factors: psychological closeness, understanding of each individual's knowledge and character, and the existence of a stable relationship pattern (Amalliyah, 2017).

Therefore, interpersonal communication can be defined as an interaction that takes place between two people (dyads) that is dialogic in nature. This communication is usually done directly, allowing each individual to feel each other's reactions directly, either through words or non-verbal signals. In addition, interpersonal communication also plays a role in building closer, deeper, more personal, and more intimate relationships (Amalliyah, 2017).

B. Effectiveness of Interpersonal Communication

As mentioned in the research conducted by Amalliyah in 2017, the effectiveness of interpersonal communication lies in an attitude of openness, empathy, support, positivity, and equality among individuals involved in the communication (Amalliyah, 2017).

1. Open Attitude

The aspect of openness is a fundamental element in communication. In this context, both the communicator and the communicant must be honest with each other in conveying their thoughts and feelings. Thus, communication between the two can take place smoothly and effectively.

2. Sense of Empathy

Empathy is one element that can increase trust in others. Through empathy, individuals try to understand the position of others by feeling and understanding their experiences emotionally and intellectually.

3. Supportive

Supportiveness is an approach that can reduce defensiveness in communication. A person tends to be defensive when he or she feels unaccepted, dishonest, and lacks empathy. Some behaviors that can encourage supportiveness include: describing feelings and views without judging, focusing on solving problems by inviting others to jointly set goals and find ways to achieve them, being spontaneous by showing honesty without hiding true intentions, showing empathy, treating others in an equal and democratic manner, and being open to reconsidering our views.

4. Positive

A positive attitude is related to two things, namely the view of oneself and others. This attitude will be seen in the way we communicate, where we provide constructive support, not demeaning or making others feel insecure. Having a positive attitude means that all parties involved in interpersonal communication have good feelings and thoughts for each other, without prejudice or suspicion. In practice, a positive attitude is also reflected in real actions that show cooperation.

5. Equality

This aspect relates to the understanding that both communicator and communicant recognize each other's value and importance. This equality plays a role in reducing the potential for misunderstanding in the communication process. In the context of this equality, the differences between the two parties are not emphasized.

C. Thesis Guidance

Guidance is a process of providing support that is carried out continuously to students, with the aim that they can understand themselves, their surroundings, and the tasks they face. This allows them to direct themselves, adapt, and act appropriately according to the existing situation. According to Kartadinata, guidance is a process that helps individuals achieve optimal development. Meanwhile, Winkel expressed the opinion that guidance is an effort to provide individuals with knowledge, experience, and information about themselves. This is a form of service that aims for individuals to be able to make the right choices, set clear goals, and plan realistic steps. Thus, guidance is a process that provides assistance to individuals in understanding themselves, choosing, and planning for the future (Amalliyah, 2017).

This study examines two variables, namely the Competence of the UNJ IKOM Thesis Supervisor Lecturer which is given the symbol X and Student Motivation in Writing a Thesis as the dependent variable which is given the symbol Y.

A. Competence of Thesis Supervisor (X)

Chouhan and Srivastava argue that for more than four decades, competency has been an integral part of human resource management and is often used to improve efficiency at both the individual and organizational levels. Competency encompasses a set of factors that are required to achieve significant results in a particular job or role within an organization. These include intellectual, managerial, social, and emotional competencies. In addition, competency also refers to the characteristics that underlie behavior, including motives,

Journal of Public Relations and Digital Comunication (JPRDC)
e-ISSN: 3026-4960 / p-ISSN: 3026-6785
VOLUME 3 NO 1, April – 2025

personal traits, self-concept, values, knowledge, or skills possessed by high-performing individuals in the workplace. Palan added that competency consists of various characteristics that influence a person's behavior and can be found in individuals who are categorized as high performers, namely those who have above-average performance. Competency has a strong relationship with the performance that must be carried out by a lecturer, including aspects of personality and behavior that need to be displayed. This is important so that lecturers can have a positive impact on students and the campus environment where they contribute (Maruapey, M. W., & Holle, M. H. 2022).

B. Student Motivation in Writing a Thesis (Y)

Sardiman stated that motivation is a series of efforts to create certain conditions that encourage someone to be willing and have the desire to do something. If an individual feels uncomfortable with a situation, they will try to eliminate or avoid those feelings. On the other hand, Tafiardi explains motivation through several definitions, namely:

1. Needs that arise within a person, which include basic needs such as food and shelter, as well as psychological needs.

2. When someone feels a certain need, this will trigger the emergence of a certain urge.

3. From this urge, a desire will arise within the individual.

Meanwhile, Uno, referring to the opinions of Don Hellriegel and John W. Slocum in the book "Organizational Behavior", explains that motivation is a psychological process that can explain individual behavior. This behavior is directed to achieve certain goals, and to achieve it requires interaction from various elements. Thus, motivation can be understood as the force that drives individuals to take action to achieve goals. These forces are basically triggered by various needs, including desires that want to be fulfilled, behavior, goals, and feedback received. According to Hull, drive or motivation arises to fulfill the needs of the organism and acts as a system that supports its survival. The needs experienced by the organism are factors that trigger the emergence of drive, and the drive will then trigger behavior. The behavior shown is a response from the organism that functions as a driver to take action. Therefore, the term student refers to someone who is taking a higher education program at a university or other higher education institution (Gumelar, M. 2016).

Thesis is one of the requirements to complete a Bachelor's degree (S1) at UNJ, which has a weight of 6 credits. Students are allowed to start thesis after completing at least 138 credits. The thesis is the result of research conducted by students by applying certain research methods. At the Faculty of Social Sciences UNJ, students can use qualitative, quantitative, classroom action, or historical research methods. In addition, the orientation of the problem raised in the thesis must be in accordance with the field of study in the curriculum of each department or study program taken by the student.

Similar research was previously conducted by Diana Aqmala, Ida Farida, Almira Santi Samasta, and Aries Setiawan from the management study program and the informatics engineering study program in the Transformatika Journal Vol. 19 No. 1 July 2021 with the title "Lecturer Performance Competence on Student Final Project Guidance Topics Using Naive Bayes". This study aims to produce a category of instructor performance and provide decision support for lecturers who master each type of final project topic. This type of research uses the naive Bayes method. This study uses a data collection method where large amounts of plotting data are obtained from the lecturer in charge of

the final project coordinator of the business administration program. The results obtained are object-oriented topics, namely instructor performance is evaluated according to the selected topic, based on supporting variables (Aqamala, Farida, Samasta, Setiawan, 2021).

Similar research has also been conducted by Neneng Andriani and Budi Wibawanta from Pelita Harapan University, Banten in the Scientific Journal Vol 16 No. 2 July 2020 with the title "The Role of Supervisor as a Servant Leader in the Final Project Supervision of Undergraduate Students". This study was conducted with the aim of identifying the function of the supervisor as a servant leader in the final project guidance process, it is important to analyze the alignment of these roles. This will be a useful reference to improve the effectiveness of lecturers in guiding students in completing their final assignments. The analysis method used is a qualitative case study. The subjects in this study consisted of six lecturers who conducted structured interviews and 36 student respondents who provided responses through questionnaires. The results of this study indicate that the supervisors at the Faculty of Psychology UPH have carried out their duties as supportive leaders in guiding students' final assignments effectively, and helped students complete their final assignments within one semester (Andriani & Wibawanta, 2020).

Similar research was also conducted by Reza Saputra from the Faculty of Social and Political Sciences of Tribhuwana Tunggadewi University of Malang in the Journal of Social and Political Sciences Vol. 7 No. 2 of 2018 with the title "Communication Patterns of Lecturers and Students in Thesis Guidance". This study aims to study the communication methods between supervisors and students during thesis guidance and identify various factors that hinder the communication process. This study uses a descriptive qualitative method conducted by Tribhuwana Tunggadewi, through sources who are still actively studying and teaching.

The results of this study are that the communication patterns applied by supervisors in thesis guidance have a very positive effect on students' progress in completing their final assignments. The support provided through meeting time arrangements, problem solving, and motivation, creates a conducive environment for learning. However, there are several obstacles, both from the side of lecturers who have many responsibilities, and from students who are less disciplined and active, which can slow down the guidance process. Therefore, it is important to maintain good communication between lecturers and students so that thesis guidance can take place effectively and efficiently, and help students overcome the difficulties faced in compiling their thesis (Saputra, 2018).

1.3. Method

The method used in this study is a quantitative method with a correlational research design. This quantitative method aims to measure and test the relationship between two different variables, namely the competence of the thesis supervisor (as an independent variable) and student motivation in compiling a thesis (as a dependent variable). In this case, the measurement was carried out using a questionnaire instrument that was processed using statistical analysis techniques.

II. RESEARCH RESULTS AND DISCUSSION

2.1. Research Results
A. Descriptive Analysis

This descriptive data analysis explains the results of data processing obtained from 80 respondents regarding the influence of competence and motivation. The average value of each variable, which represents the respondents' average

assessment of each variable, is determined based on the following class intervals:

$$Interval\ Kelas\ \frac{Nilai\ tertinggi-Nilai\ Terendah}{Naik\ Kelas} = \frac{5-1}{5} = 0,80$$

With a class interval result of 0.80, the frequency distribution can then be grouped as follows:

1.00 – 1.80 = Strongly Disagree/Very Low

1.81 – 2.60 = Disagree/Low

2.61 – 3.40 = Neutral/Moderate

3.41 – 4.20 = Agree/High

4.21 – 5.00 = Strongly Agree/Very High

The mean scale is used to evaluate the responses to the statements in the questionnaire.

1. Results of Descriptive Analysis of the Competence Variable

NO	Indicator	Mean
1	Mastery of Topic	3,76
2	Providing Guidance	3,72
3	Mastery of Methodology	3,91
4	Accountability	3.88
Mean Value of the Competence Variable		3.82

Table 4.1. Results of Descriptive Analysis of the Competence Variable, Source: Primary Data Processed with SPSS 25, 2024

Based on the table, it can be seen that the indicator with the highest mean value is "mastery of methodology" with a score of 3.91, while the indicator with the lowest mean value is "providing guidance" with a score of 3.72. Therefore, the average score for the competence variable is 3.82, which falls into the "agree" or "high" category.

2. Results of Descriptive Analysis of the Motivation Variable

NO	Indicator	Mean
1	Behavior	3,81
2	Objective	3,84
Mean Value of the Motivation Variable		3,82

Table 4.2. Results of Descriptive Analysis of the Motivation Variable, Source: Primary Data Processed with SPSS 25, 2024

Based on the table, it can be seen that the indicator with the highest mean value is "objective" with a score of 3.84, while the indicator with the lowest mean value is "behavior" with a score of 3.81. Therefore, the average score for the motivation variable is 3.82, which falls into the "agree" or "high" category.

B. Validity Test

The validity test is a measure to determine whether the questionnaire is valid or not. The decision rule for the validity test is that

the calculated value ($r_h$itung) should be greater than the table value ($r_t$abel), which is 0.2199 with degrees of freedom (df) calculated as n-2 (80-2) = 78, with a significance level of 0.05. The following is the table showing the results of the validity test for each question in the questionnaire.

Variabel	Item	rhitung	rtabel	Description
	P.1	0.704	0.2199	Valid
	P.2	0.715	0.2199	Valid
	P.3	0.714	0.2199	Valid
	P.4	0.672	0.2199	Valid
	P.5	0.659	0.2199	Valid
	P.6	0.845	0.2199	Valid
	P.7	0.761	0.2199	Valid
	P.8	0.751	0.2199	Valid
	P.9	0.392	0.2199	Valid
	P.10	0.770	0.2199	Valid
	P.11	0.860	0.2199	Valid
	P.12	0.750	0.2199	Valid
	P.13	0.771	0.2199	Valid
	P.14	0.738	0.2199	Valid
	P.15	0.611	0.2199	Valid
	P.16	0.826	0.2199	Valid
Competence (X)	P.17	0.758	0.2199	Valid
	P.18	0.715	0.2199	Valid
	P.19	0.820	0.2199	Valid
	P.20	0.745	0.2199	Valid
	P.21	0.724	0.2199	Valid
	P.22	0.716	0.2199	Valid
	P.23	0.601	0.2199	Valid
	P.1	0.794	0.2199	Valid
	P.2	0.781	0.2199	Valid
	P.3	0.810	0.2199	Valid
	P.4	0.688	0.2199	Valid
	P.5	0.787	0.2199	Valid
	P.6	0.810	0.2199	Valid
Motivation (Y)	P.7	0.803	0.2199	Valid
	P.8	0.792	0.2199	Valid
	P.9	0.668	0.2199	Valid
	P.10	0.81	0.2199	Valid
	P.11	0.787	0.2199	Valid

Tabel 4.3 Results of the Validity Test, Source: Primary Data Processed with SPSS 25, 2024

Based on the table of validity test results, all the questions for each variable are considered valid because $r_h$itung > $r_t$abel, which is 0.2199.

C. Reliability Test
The reliability test is conducted on the valid question items. A variable is considered reliable if the answers to the questions are consistent. The reliability coefficient aims to assess the responses to the question items provided by the respondents. Below are the results of the reliability test for all question items:

Variabel	Nilai Cronbach's Alpha	N of Item
Kompetence (X)	0.959	23

Journal of Public Relations and Digital Comunication (JPRDC)
e-ISSN: 3026-4960 / p-ISSN: 3026-6785
VOLUME 3 NO 1, April – 2025

Motivation (Y)	0.932	11

Table 4.4. Results of the Reliability Test. Source: Primary Data Processed with SPSS 25, 2024

Based on the table, it can be seen that the question items for variables X and Y have values greater than 0.60, indicating that they are reliable.

D.   Normality   Test

The normality test is used to determine whether each variable follows a normal distribution. Data can be considered normally distributed if the significance value (sig) is greater than 0.05. Below are the results of the Kolmogorov-Smirnov test using SPSS 25.

Table of Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		81
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.72058473
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.046
Test Statistic		.080
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: Primary Data Processed with SPSS 25, 2024

Based on the results of the Kolmogorov-Smirnov test, the Asymp.Sig. (2-tailed) value is 0.200, which is greater than 0.05, indicating that the data follows a normal distribution.

E. Linearity Test

The linearity test aims to determine whether two or more variables being tested have a significant linear relationship. The decision rule for the linearity test is that if the linearity significance value (sig) is less than 0.05, it can be concluded that there is a linear relationship.

Tabel 4.5 Results of the Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Motivasi * Kompetensi	Between Groups	(Combined)	5827.362	36	161.871	37.915	.000
		Linearity	5423.083	1	5423.083	1270.262	.000
		Deviation from Linearity	404.279	35	11.551	2.706	.001

Within Groups	187. 848	4 4	4.2 69
Total	6015 .210	8 0	

Source: Primary Data Processed with SPSS 25, 2024

Based on the table, it can be seen that the linearity sig value is 0.000, which indicates that there is a linear relationship between competence and motivation, as the sig value is less than 0.05.

F. Simple Linear Regression

Analysis

Simple linear regression analysis is used to determine the relationship or effect between an independent variable (X) and a dependent variable (Y). The results of the simple linear regression test are as follows:

Tabel 4.6 Results of the Simple Linear Regression

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.968	1.630		.594	.55
	Kompetensi	.490	.018	.950	26.899	

a. Dependent Variable: Motivasi

Source: Primary Data Processed with SPSS 2024

From the table above, the multiple regression equation obtained is:

$$Y = a + bX + e$$
$$Y = 0.968 + 0.490X + e$$

The interpretation of the equation is as follows: the constant value is 0.968, which means that the consistency value of the motivation variable is 0.968. The regression coefficient for X is 0.490, indicating that a 1% increase in the competence value will lead to a 0.490 increase in motivation. Since the regression coefficient is positive, it can be concluded that the effect of competence (variable X) on motivation (variable Y) is positive.

G. T Test

The t test is conducted to determine the extent of the influence between the independent variable and the dependent variable. If the significance value (Sig.) is less than 0.05, then a variable is said to have a significant effect on another variable. The criteria for accepting or rejecting the hypothesis are as follows:

- If t calculated > t table, then H_0 is rejected and H_a is accepted.

- If t calculated < t table, then H_0 is accepted and H_a is rejected.

The t table value with a 5% alpha level and the sample size n minus k (the number of variables used) results in a t table value of 1.667.

Tabel 4.7 Results of the T Test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.

| 1 | (Constant) | .968 | 1.630 | | .594 | .554 |
| | Kompetensi | .490 | .018 | .950 | 26.899 | .000 |

a. Dependent Variable: Motivasi

Source: Primary Data Processed with SPSS 25, 2024

Based on the table, it can be seen that the t calculated value of 26.899 is greater than the t table value of 1.667, with a significance value of 0.00 < 0.05. It can be concluded that competence has a positive and significant effect on motivation because the t calculated value is greater than the t table value and the significance value is less than 0.05.

H. Coefficient of Determination

Tabel 4.8 Results of the Coefficient of Determination Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.950ᵃ	.902	.900	2.738

a. Predictors: (Constant), Kompetensi

Source: Primary Data Processed with SPSS 25, 2024

Based on the table above, it can be seen that the study obtained an R-Square value of 0.902. This indicates that the effect of the dependent variable on the independent variable is 90.2%, while the remaining 9.8% is influenced by other variables besides the dependent variable.

III. CONCLUSIONS AND RECOMMENDATIONS

3.1. Conclusion

Based on the results of research that has been conducted regarding the influence of the competence of the thesis supervisor on student motivation in compiling a thesis in the Communication Science Study Program, Jakarta State University (UNJ), the following conclusions can be drawn:

Significant Positive Influence: This study shows that there is a significant positive influence between the competence of the thesis supervisor (independent variable) on student motivation in writing a thesis (dependent variable). This is evidenced by the results of a simple linear regression analysis which shows that increasing the competence of the supervisor will contribute to increasing student motivation.

Lecturer Competency Level: The average competency score of the supervising lecturers is in the "agree" or "high" category, with the methodology mastery indicator being the highest. This shows that the supervising lecturers in the UNJ Communication Science Study Program have good competence in guiding students.

Student Motivation Level: The average value of student motivation is also in the "agree" or "high" category, with the goal indicator being the highest. This shows that students have good motivation in compiling their thesis.

Coefficient of Determination: The results of the coefficient of determination analysis show that 90.2% of the variation in student motivation can be explained by the competence of the supervisor, while the remaining 9.8% is influenced by other factors not examined in this study.

Recommendations for Improving the Quality of Guidance: This study recommends

that the faculty and study program continue to improve the competence of the supervising lecturers through training and professional development. This is expected to further increase student motivation in compiling their theses and support their academic success.

Overall, this study confirms the importance of the competence of the supervisor in increasing student motivation, which is a key factor in the success of thesis writing. It is expected that the results of this study can be a reference for the development of academic guidance policies and practices in the UNJ Communication Studies Program.

3.2. Suggestion

Based on the results of the study on the influence of the competence of thesis supervisors on student motivation in writing theses in the Communication Science Study Program at the State University of Jakarta (UNJ), here are some suggestions that can be considered:

Improving Lecturer Competence:

Faculties and study programs are advised to hold regular training and workshops for thesis supervisors. This training can include mastery of research methodology, effective communication techniques, and how to provide constructive feedback to students.

Lecturers are also advised to continue updating their knowledge of the latest developments in the field of communication science and research methodology in order to provide relevant and up-to-date guidance.

Development of Guidance Programs:

The thesis guidance program needs to be designed more systematically, including scheduling regular meetings between lecturers and students. This will help students feel more supported and motivated in the thesis writing process.

Supervisors are expected to create a supportive and open atmosphere, where students feel comfortable asking questions and discussing the difficulties they face.

Improved Communication:Lecturers and students are advised to improve interpersonal communication during the guidance process. Lecturers need to show empathy and support, while students are expected to be more proactive in conveying their needs and obstacles.

The use of digital platforms for communication, such as online discussion groups or messaging applications, can be considered to facilitate interaction between lecturers and students.

Providing Constructive Feedback:

Lecturers are advised to provide clear and constructive feedback on the progress of students' theses. Good feedback can increase student motivation and help them understand areas that need improvement.

In addition, lecturers can also provide awards or recognition for student achievements in the thesis writing process, which can increase their motivation.

Further Research:

Further research is recommended to explore other factors that can influence student motivation in writing a thesis, such as support from peers, the learning environment, and students' personal factors.

Research can also be conducted to compare the influence of lecturer competence in various study programs or other universities, in order to obtain a more comprehensive picture of the relationship between lecturer competence and student motivation.

By implementing the suggestions above, it is hoped that the thesis guidance process in the UNJ Communication Science Study Program can be improved, so that students can be more motivated and successful in completing their final assignments.

REFERENCES

Maruapey, M. W., & Holle, M. H. (2022). PENGARUH KOMPETENSI, KINERJA DOSEN PEMBIMBING SKRIPSI TERHADAP KUALITAS TUGAS AKHIR MAHASISWA (Studi

Kasus Pada Prodi Ekonomi Syariah IAIN Ambon). TAHKIM, 18(1), 91-117.

Gumelar, M. (2016). HUBUNGAN ANTARA PERSEPSI MAHASISWA TENTANG STANDAR KINERJA DOSEN DENGAN MOTIVASI MAHASISWA DALAM PENULISAN SKRIPSI Studi Ex Post Facto Pada Alumni Mahasiswa Pendidikan Ilmu Pengetahuan Sosial (P. IPS) Universitas Negeri Jakarta Angkatan 2010 dan Angkatan 2011 (Doctoral dissertation, UNIVERSITAS NEGERI JAKARTA).

Sahyar, S. (2009). Pengaruh Kompetensi Dosen dan Proses Pembelajaran terhadap Kepuasan Mahasiswa. Jurnal Pendidikan Ekonomi dan Bisnis, 1(03), 8937.

Stefany, C., & Dewi, A. P. (2022). Hubungan antara dukungan sosial teman sebaya dan keluarga terhadap motivasi mahasiswa tingkat akhir dalam menyusun skripsi. Jurnal Ilmu
Keperawatan, 10(2), 44-55.\

Fajrin,F., & Leonardi, T. (2019). Hubungan Persepsi Iklim Sekolah Dengan Keterlibatan Orang Tua Dalam Pendidikan Anak Dengan Gangguan Spektrum Autisme (Gsa) (Doctoral dissertation, UNIVERSITAS AIRLANGGA).

Widiantoro, D., Nugroho, S., & Arief, Y. (2019). Hubungan antara dukungan sosial dari dosen dengan motivasi menyelesaikan skripsi pada mahasiswa. Journal An-nafs: kajian penelitian psikologi, 4(1), 1-14.

Aqmala, D., Farida, I., Samasta, S.S., Setiawan, A. (2021). Kompetensi Kinerja Dosen Terhadap Topik Bimbingan Tugas Akhir Mahasiswa Menggunakan Naïve Bayes. Jurnal Transformatika, 19 (1).

Andriani, N., & Wibawanta, B. (2020). Peran Dosen Pembimbing Sebagai Pemimpin Yang Melayani Dalam Pembimbingan Tugas Akhir Mahasiswa Program Sarjana (The Role Of Supervisor As A Servant Leader In The Final Project Supervision Of Undergraduate Students). Jurnal Ilmiah, 16 (2).

Saputra, R. (2018). Pola Komunikasi Dosen Dan Mahasiswa Dalam Bimbingan Skripsi. Jurnal Ilmu Sosial dan Ilmu Politik, 7 (2).

Anggraini, G., M. Asniar, I. Choiriyati, S. (2021). Pengaruh Komunikasi Interpersonal Dosen Pembimbing Terhadap Motivasi Dalam Menyusun Skripsi (Studi pada Mahasiswa Fisipol Universitas Lampung Angkatan 2017). Jurnal Ilmu Komunikasi, 1 (2).

Amaliyah, N. (2017). Komunikasi Interpersonal Dalam Proses Bimbingan Skripsi.