


# Dissertation Mentoring Dynamics in the Faculty of Language and Literature Education (FPBS) and the Faculty of Art and Design Education (FPSD) at Universitas Pendidikan Indonesia (UPI): Practices, Obstacles, and Expectations

No. Abstract: ABS-ICOLLITE-25138


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# INTRODUCTION



The importance of  
dissertation supervision  
in postgraduate  
education.



Focused on two  
faculties: FPBS and FPSD  
at UPI.

## Research Objectives

The purpose of this  
study is to analyze  
dissertation supervision.

Analyzing students  
obstacles and  
expetations

Provide  
recommendations to  
improve the quality of  
mentoring.



# LITERATURE REVIEW

## **Importance of Dissertation Supervision**

- Provides instruction, technical guidance, and moral support to students.
- Crucial for research quality and academic development in postgraduate education.
- Effective supervision speeds up dissertation completion and develops competent researchers.

## **Academic Supervision Models**

- Two main styles: authoritarian and collaborative.
- Collaborative style encourages open two-way communication and tends to be more effective in producing high-quality dissertation (Lee et al., 2016).

## **Relevant Theories on Dissertation Supervision**

- Communication Model: Trust and mutual respect between students and supervisors improve supervision experience (Kiley, 2013).
- Academic Supervision Theory: Dissertation success depends on several external and internal factors, e.g. student's characteristics, supervisor's expertise and experience, and institutional supervision system (Kiley, 2013; McAlpine & Amundsen, 2015).



# METHOD

The respondents of this research are FPBS and FPSD students who are in the process of dissertation

Data collection in this study is conducted through a questionnaire using a likert scale and open-eded question

This research uses mix method as reseach design with a case study approach

This research will prioritizeze the principles of research ethnics, such as informed consent, data privact, and protection of participants

Data obtained from questioners will be analyzed using thematic analysis techniques.



# FINDING AND DISCUSSION

## Quantitative findings

- **Positive Mentoring Practices:** Average score above 4 on all items.
- **Mentoring Barriers:** Irregularity of meetings ( $M = 4.15$ ;  $SD = 0.99$ ).
- **Correlations Analysis:** A positive and significant relationship was found between mentoring practices and ideal expectations, with a correlation coefficient of  $r = 0.411$  and significance  $p = 0.033$  ( $p < 0.05$ ).
- **Regression Analysis:** Significant influence of mentoring practices on ideal expectations ( $r = 0.411$ ;  $p = 0.033$ ;  $R^2 = 0.169$ ).



# FINDING AND DISCUSSION

## Comparison between FPBS and FPSD:

There was no significant difference in the assessment of communication and effectiveness of guidance between the two faculties ( $p = 0.253$ ).

The T-test result show that P-value (0.253) and  $\alpha$  is 0,05, so the p-value is greater than the alpha value ( $0,253 > 0,05$ )

	<i>FPSD</i>	<i>FPBS</i>
Mean	44,61111111	40,33333
Variance	39,66339869	166
Observations	18	9
Pooled Variance	80,09111111	
Hypothesized Mean Difference	0	
df	25	
t Stat	1,170851147	
P(T<=t) one-tail	0,126349194	
t Critical one-tail	1,708140761	
P(T<=t) two-tail	0,252698388	
t Critical two-tail	2,059538553	



# FINDING AND DISCUSSION

## Qualitative findings

- **Six Main Themes:** Positive experiences, obstacles, strategies for overcoming obstacles, support needed, suggestions for improvement, and the role of institutions.
- **Expected Support:** Open communication, constructive feedback, and academic/emotional support from mentors.



# FINDING AND DISCUSSION

## Qualitative findings

### Role of the Institution:

- **Facilities and resources:** Providing access to journals and adequate workspace.
- **Role transparency:** Clear understanding of the roles of both the advisor and the student.
- **Administrative support:** Facilitating communication between the student and the advisor.



# CONCLUSION

- Dissertation supervision at FPBS and FPSD UPI is generally considered positive, but there are still challenges related to irregular meetings.
- Structured supervision practices and good communication are essential for the success of a dissertation.
- The recommendation proposed is the formulation of better policies on mentoring meetings and institutional support.



# REFERENCES

- [1] Kiley, M. (2013). The challenges of supervising postgraduate research students. *Studies in Higher Education*, 38(1), 47-60.
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- [3] McAlpine, L., & Amundsen, C. (2015). Supporting doctoral students in the dissertation process: The role of the supervisor. *Studies in Higher Education*, 40(1), 80-94.



# THANK YOU!