

**STUDENTS' EMOTIONAL GEOGRAPHY DURING UNDERGRADUATE THESIS
SUPERVISION**

A Thesis

**Presented to Department of English Language Education as Partial Fulfillment of the
Requirements to Thesis Proposal Defense Class in English Language Education**



by

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STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written does not contain the work parts of the work other people, except those cited in quotation and references, as a scientific paper should

Yogyakarta, 25 March 2022

The writer



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MOTTO

*“Fall in love with someone who deserves your heart
according to Allah's Laws, not someone who plays with it
according to their desires.”*

-Unknown-

DEDICATION

I dedicated this research especially for myself for all the hard work, my beloved mother and father who always gives their love support and prayer, my beloved brother and sister who give their support and pray. Also, to all people who have supported me through up and downs during finishing my thesis. I hope this is a good start to step further.

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STUDENTS' EMOTIONAL GEOGRAPHY DURING UNDERGRADUATE THESIS SUPERVISION

**Annisa Salmitha Shofura
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ABSTRACT

This study aimed to report the emotional geography of undergraduate students during their thesis supervision in the Indonesian context. The data were collected by an online interview method using media platforms namely WhatsApp using Voice Note feature. The data were analyzed by using thematic analysis. The study found that undergraduate students during thesis guidance deal with various perceptions of positive emotions to be able to regulate controlled emotions and maximize all good preparation in the thesis guidance process. The potential cause of this positive emotional geography is due to the professionalism as performed by the supervisors and the ways the supervisors provided flexible time, friendly interactions, and high supervision commitment.

Keywords: Emotional Geography, Undergraduate Students, Thesis Supervision

CHAPTER I

INTRODUCTION

1. 1 Background of Study

Thesis writing is crucial because it is the last stage in taking education for undergraduate students. It tends to lead to various kinds of emotions such as negative and positive emotions. Feelings of joy, enthusiasm, happiness, peace, relaxed, calm, alert, like, love, caring are examples of positive emotions, while anger, offense, hate, sadness, depression, boredom, lethargy, disappointment, nervousness and tense are examples of negative emotions. Current studies found that undergraduate students are not only struggling with knowledge, cognitive power, and skills, but they are also wrestling with emotional practices (Hargreaves, 2001). Emotional geography has ‘a common concern with the spatiality and temporality of emotions, with the way they coalesce around and within certain places’ (Davidson et al. 2007). Based on the above explanation, it can be said that emotional geography studies a person's experience of feelings in interacting with other people in their environment. The role of emotions and feelings in the thesis supervision process has not been given that much attention in study on undergraduate student thesis supervision. There are some studies where this has been discussed, for instance Todd et al. (2006) note that both students and staff may experience feelings of uncertainty during the process. In their book on learning and teaching in higher education, Light et al. also underline that there are emotional aspects connected to the supervision not only of Master’s dissertations and PhD theses, but also undergraduate projects (Light et al, 2009). The role of emotions and feelings in the supervision process has, however, been more frequently discussed within research on postgraduate supervision. An example of longitudinal study conducted by Clegg (2000) reveal that of supervisors’ reflective practices by Sue Clegg (2000), where she showed that supervisors regularly described emotional reactions and invoked emotional states when reflecting on their own supervision practices. Supervisor did this in relation to the PhD students they supervised but also in relation to colleagues and the institutional context more broadly.

Both positive and negative emotions were described as powerful enablers and inhibitors of action (Clegg, 2000).

In the Indonesian context, according to Linayaningsih (2007), students feel anxious because they think thesis is something that is difficult to do. Thesis writing provides a learning experience for students in solving problems scientifically, by doing their own research, analyzing and giving conclusions, and writing them into the form of scientific works. The problems faced by undergraduate students in writing thesis are caused because students tend to have less ability to write, inadequate academic abilities, and lack of interest in research so that these difficulties can eventually cause stress, emotion, low self-esteem, frustration, loss motivation, delay the preparation of thesis and some even decide not to complete the thesis (Satria Febriyanto, R., & Prastiti, W. D., 2015). This condition is experienced by undergraduate students in writing their thesis. As a result, the thesis becomes a heavy burden for students. Based on this phenomenon, it is necessary for an undergraduate student who is currently undergoing a thesis to have good emotional regulation so that all fears and anxieties in the thesis writing process can be reduced due to controlled emotional regulation. So that students who are writing a thesis can have self-confidence that can reduce their fear and anxiety. Emotion regulation is an individual's way of determining what emotions are felt when these emotions are felt and how to express and know these emotions (Frijda, 1986). Whereas Gross (1999) defines emotion regulation as the way individuals influence the emotions they have when they feel them and how they experience or express these emotions.

The current research on emotional geography in undergraduate thesis supervision has been widely conducted. In previous research studies, Zackariasson (2008) these findings mainly address emotion and independence in undergraduate supervisors in Swedish higher education. However, the emotional geography of students during thesis supervision in the Indonesian context is rarely discussed. In fact, it is important to know positive and negative emotions when students work on their thesis. Both positive and negative emotions were described as powerful enablers and inhibitors of action (Clegg, 2000). Therefore, this study aims to fill this void by determining the emotional geography of undergraduate students during thesis supervision in the Indonesian context.

1. 2 Formulation of the Problem

This research was conducted to answer a question about:

How do undergraduate students experience emotional geography during their thesis supervision?

1. 3 Objectives of the Study

This research is to investigate the types of emotional geographies that undergraduate students felt during their thesis supervision.

1. 4 Significance of the Study

This research is expected to give empirical contributions for extending the research findings in EFL context about the perspective of Indonesian undergraduate students' feelings towards the thesis supervision process.

CHAPTER II

LITERATURE REVIEW

2. 1 Conceptual Review on Emotional Geography in Education

The concept of emotional geography was started to be discussed by Frijida (1986) under the construct of emotional regulation. She defines emotion regulation as an individual's way of determining what emotions are felt, how to express and know these emotions. Whereas Gross (1999) defines emotion regulation as the way individuals influence the emotions they have when they feel them and how they experience or express these emotions. This indicates that emotions can be felt in various areas of life, one of which is in the field of education. Emotions are an integral part of education and of the organizations more generally. How people experience and express their emotions varies, as do undergraduate students working on their thesis supervision. In addition, different emotions apply to different environments (Hargreaves, 2001). By reflecting Hargreaves (2001) conceptual definitions of emotions roles in education, thus, teaching can also be considered as an emotional practice. Since the context of this study is on thesis supervision, this can also be included as teaching as well. It means that both supervisors and the students involve their emotions during the process (Bastola & Hu, 2020).

Current findings Bastola N M & Hu G (2020) found that the supervisor's job role in thesis writing is very important to control students' emotions in the thesis writing process. The functions of a supervisor are as follows: guiding, supporting, providing information, motivating, developing knowledge acquisition, and being a role model (Leder, 1995). Stable or unstable emotions experienced by supervisors during thesis guidance have an impact on students (Clegg, 2000). For example, when supervisor is experiencing unstable emotions such as anger when conducting thesis guidance, students will feel anxious when they see the supervisor angry. Therefore, the supervisor's role is to provide technical, methodological and effective support simultaneously.

Hargreaves (2001) emphasizes that the geography of emotions studies a human experience that causes a person's relationship to be distant and/or close to another based

on the emotions he experiences at a certain time. The classification of emotional geographies is divided into five categories (Hargreaves 2001), those are physical geography, moral geography, sociocultural geography, professional geography, and political geography. The first point is physical geography refers to the relationship of a person near or far created by space and time. The example of physical geography feels close or far from the supervisor. The second point is moral geography refers to the proximity and/or distance in professional practice due to same goals and sense of accomplishment. The example of moral geography is to work on and complete the thesis based on the objectives to be achieved based on the same goal. The third point is socio-cultural geography refers to the closeness of a person created by differences in gender, race, ethnicity, language, and culture. The example of socio-cultural geography is to complete the thesis on the basis of the demands of several matters relating to personal life. The fourth point is professional geography concerned with the closeness of a person's relationships with others based on their understanding of professional norms and professional practice. The example of professional geography related to practical professionals such as completing a thesis based on the existing timeline. The last point is that political geography refers to the closeness of a person to others caused by factors of power and social status inherent in each person. The example of political geography related to power such as working on a thesis because it is a requirement for graduation from the university. In conclusion, for several reasons to complete their thesis, of course, they will experience some positive and negative emotions. Therefore, students need to have controlled emotions in order to have self-confidence in writing a thesis.

2. 2 Empirical review on emotional geography during thesis supervision in Higher Education field

In a previous study, Wagener (2017) found the importance of affects, self-regulation, the relationship between supervisor and students, and the supervision of students during the writing of a master's thesis. In Bastola (2020), supervisors can critically reflect on their own feedback to generate self-feedback on what has been done well and what needs improvement. However, negative emotions evoked by supervisory feedback were frequently expressed by students.

Bastola and Hu (2021) found that many students believe that their supervisor is the source of their negative emotions. Expressions such as disappointment, frustration, painful experiences, insults, worry, scolding, difficult times, excessive stress, feeling panic, bored, feeling like torment, scared, and really crying are often used to describe their negative emotion. When their supervisor suggests adding new requirements and difficult requirements, the students tend to have negative emotions. Also, when the supervisor suggests asks completely irrelevant questions, the supervisor also sends negative comments in an impolite manner, for example just giving judgment without feedback and students feel embarrassed and hurt. The lecturer commented that the thesis lacks proper citation and citation knowledge and they need to revise their work again. It made some students feel frustrated. The qualitative data in this study also revealed that many students experienced negative emotions because their supervisors did not give them enough time and made them lose importance and needed support.

Agricola et al (2020) found that the same supervisory strategy led to negative student perceptions as well. The students in this study lacked clear guidance and were not ready to be empowered. Supervisors must determine interactive before implementing any intervention, they must first diagnose student needs (Agricola et al., 2020). Students are able to have a positive perception of their social needs, and increasing their understanding can be empowered by supervisors. However, if the supervisor only does routine scripts without helping students to improve their thinking power, it will make students feel frustrated, bored, anxious, and misunderstanding.

2. 3 Theoretical Framework

After explaining the conceptual and empirical review, this research used Hargreaves (2001) theory. In this frame, Hargreaves has 5 frames to explain emotional geography. These frames stated physical geography, moral geography, sociocultural geography, professional geography, and political geography. The concept of emotional geographies helps identify the supports for and threats to the basic emotional bonds and understandings of the thesis supervision that arise from forms of distance and closeness in people's interactions or relationships.

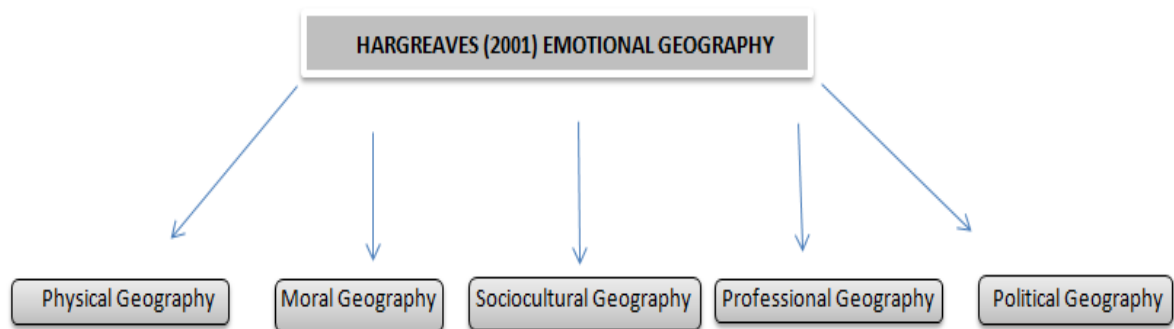


Figure 2.3 Theoretical Framework of Hargreaves (2001)

CHAPTER III

RESEARCH METHOD

3. 1 Research Design

This research implemented a qualitative research method and focus on the emotional geography of students during the undergraduate thesis. The researcher chose this design because it is suitable to describe students' perception of feeling emotional geography during the undergraduate thesis with supervision. The data analysis for this qualitative method precisely referred to a thematic analysis by Braun and Clarke (2006). They found that thematic analysis is a flexible and useful research tool, it has the potential to generate detailed but complex data accounts, so it can provide multiple forms of qualitative research. In this case, thematic analysis can be used to describe students' perceptions of emotional geography during the undergraduate thesis.

3. 2 Research Setting and Participants

The setting of this research is in the context of higher education for undergraduate students. In this research, the researcher interviewed two undergraduate students at an Islamic university in Yogyakarta. The participant is the undergraduate student who has been doing their thesis. The participants are Romi and Anggi. Romi and Anggi have been doing undergraduate research supervision for a year. They have dynamic experiences in the supervision process through online and offline supervision. Romi is a sixth semester student in a private university. He has an average academic achievement in his department. Anggi is also in her sixth semester at a state university. She has an average academic achievement in her department. The reasons why these two participants are selected are due to their average academic performance. As earlier mentioned by Bastola and Hu (2021), the average academic performers tend to have more self regulated experiences because of their various emotional geographies in comparison to the high achievers or the low achievers. Thus, the participants are able to provide rich data on emotional geographies.

3. 3 Research Instrument and Data

In this study, the researchers used in-depth interviews as a research tool. In the interviews, the researchers used semi-structured interviews, in which the research question assumed before the interview meeting. This interview will highlight the feelings and opinions of the undergraduate students on the thesis during the thesis guidance activities. Researchers choose in-depth interviews to make it easier to obtain more in-depth information. The instrument in this research is interview questions that are developed under the construct of Hangraves' (2001) emotional geographies. Data collection is obtained by researchers through some multimedia platforms such as Zoom meeting, WhatsApp voice note, and chat. I use several media because these tools are preventive if the participant does not want to use one of these media. In addition, these platforms are tools that are accessible to use. The data transcript attached in the attachment.

Table 3.1 The Interview Questions

Construct	Conceptual Definition	Components	Interview Questions
Emotional Geography	The classification of emotional geographies are divided into five categories (Hargreaves 2000), those are physical geography, moral geography, sociocultural geography,	1. physical geography, It refers to the distance of the students and the supervisor in the matter of place (near or far).	1. When did you start taking the thesis program? 2. How is the system your supervision? 3. How close are you with your supervisor?

professional geography, and political geography. 2. moral geography, It refers to the closeness of a person in interacting with other people caused by the same goal and the order of norms prevailing in society. 4. How do you feel about participating in thesis guidance activities with your friends and supervisors?

3. sociocultural geography, It refers to the closeness of a person created by differences in gender, race, ethnicity, language, and culture. 5. How are the diverse members of your supervision?

6. How do you deal with diversity?

4. professional geography, It refers to closeness of a person's relationships with others based on their understanding of professional norms and professional practice. 7. How are your and your supervisor's belief on thesis supervision?

8. How do you negotiate with each other regarding the belief?

9. What makes you

uncomfortable during the thesis guidance process with your supervisor?

5. political geography, It refers to the closeness of a person to others caused by factors of power and social status inherent in each person. 10. How does your supervisor use his/her power/ social status to supervise you?

3. 4 Data Analysis

In this research, the researcher used thematic analysis to identify, analyze and report themes within the data (Braun & Clark, 2006). Thematic analysis is considered an independent and reliable qualitative analysis method. This method is also a flexible and useful research tool, providing rich, detailed, and complex research.

There were six steps to analyze the data:

1. Transcribing, reading, and, rereading the data, and paying attention to the important parts of the data in order to be familiar with the data.
2. Generating initial code. In this step, the researcher collects the relevant data and codes each data to make it easier to find.
3. Analyzing. After assigning code to each data, the researcher will begin to reread all the transcripts, and then analyze the theme one by one.
4. Reviewing. The researcher re-checked whether the theme was in accordance with the code made before.
5. Defining and naming the theme. The researcher will define and further refine the topics presented for the analysis results.

6. Producing the report. The last step, the researcher will complete summary, coherent, logical and engaging content.

3. 5 Trustworthiness

The method of this research will help researchers to collect and analyze data. As suggested by Braun and Clarke (2006) the final data result must be confirmed as well as credibility. The researcher triangulated the data using sources, such as empirical and conceptual journal articles to gain the credibility of data. Further, the data was reviewed through an expert judgment process with one of the supervisors. The participant also reviewed the interpreted data. In this case, the data were reviewed by the undergraduate students during thesis supervision.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4. 1 Findings

The data were collected through online interviews using WhatsApp platform and voice note feature. The researcher contacted Anggi and Romi via WhatsApp for an appointment. The interviews were done in a session that ended around 30 minutes until five hours. There were many statements transcribed from the audio recording. Based on the data analysis, it was found that both participants do not perceive negative emotions during their thesis supervision. The most dominant emotion that they felt during thesis supervision was moral geography. The other emotional geographies that they felt were professional, physical, sociocultural, and political geography. According to the data, there was a mutual commitment between the students and the thesis supervisors that enabled them to deal with thesis supervision in a positive way.

4.1.1 The participants' Moral Geography

Moral geography deals with the emotion that is felt when someone has the same interest or the same goal with the other people during a specific condition. In this research, the condition was during thesis supervision. Thus, moral geography in this case referred to the participants and their thesis supervisors. In this data, it was found that both participants considered that their thesis supervisors had similar goals with them. It was that they agreed to work on the thesis as a routine in order to be graduated in time. Thus, there were some practices during the thesis supervision that tend to facilitate and to ease the students' effort to work on their thesis such as giving effective time availability, providing learning facilities, and building a good relationship with the students.

a. Giving time availability

In the process of a thesis with a supervisor, Anggi stated that her supervisor gave time availability to achieve the same goal during the thesis guidance process. In the interview, Anggi shared her experience in the following statements:

“Last September, there was a distribution of thesis supervisors and has also started the thesis writing process from chapter 1 and chapter 2. In this month, thesis guidance has started 2 times. Then, the supervisor provides flexible time by freeing students to start writing the thesis from chapters 1 and 2.”
(WA/MG/001)
(translated version)

In the data above, Anggi and her thesis supervisor have a positive interaction in terms of time. The time given by the supervisor is very helpful for students to try in the process of thesis writing guidance. The thesis supervisor provides time availability so that the thesis writing process can be achieved with the same goal.

“Thesis guidance has been carried out once a week with the supervisor. When in the sixth semester I was started from chapters 1 to chapter 3.”
(WA/MG/002)
(translated version)

In the data above, Romi and his thesis supervisor have a positive interaction in terms of time. Romi's supervisor gives time to do thesis guidance once a week so that students can do thesis writing in a process. This is considered to be helpful for students in completing their thesis.

b. Providing learning facilities

In addition to providing time availability, Anggi's thesis supervisor also provides learning facilities for students in one way, namely helping students find solutions if they do not understand how to write a thesis. In the interview, Anggi stated as follows:

“My supervisor turned out to be very good. For example, when we have difficulties and are confused, the supervisor will help.”

(WA/MG/002)

(translated version)

Based on these data, Anggi feels comfortable when she has difficulties when conducting thesis guidance because her supervisor facilitates their learning by helping and giving a solution.

“During the 6th semester, we had a special thesis guidance group called Mr. Andi's guidance group. It is in this group that we can get information related to thesis guidance, such as asking when to start guidance and others.”

(WA/MG/006)

(translated version)

Based on this data, Romi's supervisor provides learning facilities by creating a group that is used to convey some information about thesis guidance, making it easier for students to access information with their other friends.

c. Building a good relationship with the students

In the thesis guidance process, of course, a good relationship between the supervisor and students is needed. Anggi stated that his supervisor built a good relationship during the thesis guidance process. Anggi meant a good relationship was when Anggi contacted the supervisor via chat, the supervisor gave a friendly response. In the interview, Anggi gave the following statement:

“ When I contacted my supervisor via chat, my supervisor gave a friendly response. Then when I do thesis supervision, I feel comfortable because when teaching usually my supervisor is considered a ‘killer’ teacher”.

(WA/MG/003)

(translated version)

From the data above, Anggi and her supervisor have a good relationship with positive interactions between them. Having a good relationship with the supervisor can make students feel comfortable doing thesis guidance.

“Well, yes, feel comfortable, feel comfortable, feel cool, feel comfortable, but we are still polite to the supervisor because we are younger and have to be polite. I feel good because the guidance system is reciprocal and the supervisor is also easy to get along with so that the thesis guidance that is carried out feels good.”

(WA/MG/008)

(translated version)

From the data above, Romi and his supervisor have a good relationship with positive interaction between them. Romi's supervisor has a good relationship by making his students feel comfortable when doing thesis guidance. Having a good relationship between the supervisor and students can help students regulate themselves and control their emotions when conducting thesis guidance.

4.2.1 The participants' Professional Geography

Professional geography is related to the emotions felt when a person is close based on their understanding of professional norms and professional practice. In this research, the condition is under thesis guidance. So that professional geography in this study refers to supervisors and students. In this data, it was found that their supervisors had the same professional norms, namely, they both gave targets to students to graduate within the specified time. Thus, there are several things that are done during the thesis guidance process and tend to make it easier for students to work on their thesis. Those were, mutual agreement and understanding.

a. Mutual agreement with the students

Mutual agreement between the supervisor and students during the thesis guidance process is needed. Collective agreements can cover certain times, places and conditions. The mutual agreement made also requires understanding from students and supervisors. In this study, there was a mutual agreement between Anggi, Romi and their supervisor regarding the agreement on the time to conduct graduation and time to thesis supervision.

“Approval to graduate on time has been conveyed at the beginning, to realize this will be discussed again through the thesis guidance group chat”

(WA/PSG/010)

(translated version)

From the data above, Anggi and her supervisor have a mutual agreement regarding graduating on time and the thesis guidance process. Anggi's supervisor provides discussion facilities through groups to plan the target for graduating on time.

“For the delivery of the target of graduating on time, the supervisor has conveyed it during semester 6. My supervisor said that students had to complete chapter 3 in July so that when they started entering the new semester in November they could take research data. So that there is a concept of how to achieve the target of graduating on time.”

(WA/PSG/011)

(translated version)

From the data above, Romi and his supervisor have a mutual agreement about the target of graduation on time. Romi's supervisor provides targets and concepts in the thesis writing process in order to graduate on time.

b. Mutual understanding upon the agreement

Joint decisions made between supervisors and students require understanding. Understanding the conditions of time and place when conducting the thesis guidance process is certainly needed so that the target of achieving graduation on time can be realized. In the results of this study Anggi,

Romi, and the thesis supervisor have an understanding of each other through a mutually agreed agreement that has been determined. Anggi and Romi have controlled self-regulation with an agreement made by their supervisor. *“Our reactions are definitely happy because our goal is all the same to graduate on time, God willing, so when the supervisor conveys this with enthusiasm, we are also enthusiastic.”*

(WA/PSG/011)

(translated version)

From the data above, Anggi responds with positive emotions when the supervisor asks students to achieve the target of graduating on time. Anggi said that she was also enthusiastic when his supervisor also had the same passion.

“So if I feel offended, harmed, and uncomfortable or whatever, I don't feel it, thank God, I feel good with my supervisor.”

(WA/PSG/013)

(translated version)

From the data above, Romi feels positive emotions towards his supervisor regarding mutual agreement during the thesis guidance process. Romi said the interaction between lecturers and students is closely intertwined with each other.

4.3.1 The participants' Physical Geography

Physical geography is related to the distance of the students and the supervisor in the matter of place (near or far). So that physical geography in this study refers to supervisors and students. In this study, physical geography is not in a negative stance, meaning that participants experience physical geography only to respect and understand the condition of the thesis supervisor during the thesis guidance process. Thus, there are several things that are done during the thesis guidance process and tend to make it easier for students to work on their thesis. Those were, student self-awareness.

In this study, the self-awareness between Anggi and Romi to the supervisor about the time of thesis guidance was adjusted to the condition of the supervisor. Supervising

lecturers who have different life backgrounds from their students so that it affects the time of thesis guidance. Therefore, Anggi and Romi have self-awareness of this.

“Maybe because it's only been 2 times the thesis guidance, so it's still safe. Because yesterday the supervisor asked if the thesis guidance was very late at night or very early in the morning. So like it or not, I have to adjust the time of my supervisor.”

(WA/PHG/012)

(translated version)

From the data above, Anggi's supervisor has a background in pursuing doctoral education. With this background, the thesis guidance schedule between Anggi and the supervisor must adjust to the readiness of the supervisor. Anggi responds to this with the self-awareness she has so that thesis guidance activities can still be carried out.

“If it's close, I have a close relationship with my supervisor, but stay within limits. During the 6th semester, there was once a week thesis guidance via Zoom. If it's time to adjust the time with my supervisor, I respond well and it's not a problem.”

(WA/PHG/005)

(translated version)

From the data above, Romi conducts thesis guidance with his thesis supervisor through the Zoom meeting once a week. When conducting thesis guidance, Romi felt a closeness with the supervisor, such as when the supervisor had a small talk with Romi about Romi's appearance when conducting thesis guidance.

4.4.1 Sociocultural Geography

Sociocultural geography is related to the closeness of a person created by differences in gender, race, ethnicity, language, and culture. So that sociocultural geography in this study refers to supervisors and students. In this study, the sociocultural geography that stands out is the difference between the time and the background of the supervisor, and between students. This difference does not become an obstacle for Anggi

and Romi in conducting thesis guidance. Anggi and Romi deal with it. Thus, there are several things that are done during the thesis guidance process and tend to make it easier for students to work on their thesis. Those were, adjusting time.

Anggi adjusts the time with Anggi's supervising lecturer who is studying for his doctoral degree so that thesis guidance is carried out online through the Zoom platform, other than because the campus has not allowed learning activities to be held because of the corona pandemic. The differences in time and background that arise between Anggi and his supervisor when conducting thesis guidance do not become a barrier for Anggi to continue the thesis guidance process.

“The time for the thesis guidance was also adjusted by my supervisor. We once had the guidance at dawn and then at half past 10 at night, so we had to adjust the time of the supervisor at any time to be ready. The difference is that from the children, the group members are the same, because we are in different cities and the guidance is online, which is definitely what creates problems on the network.”

(WA/SG/003)

(translated version)

From the data above, Anggi said that thesis guidance was carried out according to the time of the supervisor because Anggi's supervisor was busy to complete the doctoral study period. Then, Anggi said that the relationship between her friend and she was fine, but there were problems with the internet connection while following the thesis guidance because it was done online.

“My supervisor is able to control time well. I do not understand how my supervisor divides time in terms of teaching, time for family. From my 6th semester until now, thesis guidance with my supervisor always keeps promises and is consistent in terms of time.”

(WA/SG/009)

(translated version)

From the data above, Romi said that his supervisor was consistent with time. Romi's supervisor can control the time well to do thesis guidance.

4.4.2 Political Geography

Political geography is related to the closeness of a person to others caused by factors of power and social status inherent in each person. So that, political geography in this study refers to supervisors and students. In this study, political geography was not found in both participants. Participants said that their supervisor did not use their social status or social power when conducting thesis guidance. During the guidance process, no status power was found so that between students and supervisors there was an effective relationship and not too demanding of excessive things between the two.

4. 2 DISCUSSION

How undergraduate students experienced positive emotional geography during thesis supervision

This study presents four stories of emotional geography that appear in students who are doing thesis guidance in a positive way during thesis guidance with their supervisors related to the thesis moral geography, professional geography, physical geography, and sociocultural geography. As conveyed in the above section, Anggi and Romi, as undergraduate students during thesis supervision, are responsible and able to manage their emotions very well. Anggi and Romi are able to own themselves with firm belief in controlling emotions so as to be able to complete the thesis well. A good interaction relationship between supervisors and students affects the thesis guidance process thereby helping students to have good emotional regulation, self-awareness, self confidence to complete the thesis. This is in line with Hargreaves (2000) that mentioned that all positive feelings appear when there is a direct interaction among supervisor and students, at least having a conversation to get in touch with each other. Nevertheless, there are such happy, comfortable, relieved, and excited emotions as positive emotions. From the results of interviews that have been carried out, Anggi and Romi have positive emotions when conducting thesis guidance. This can happen because their supervisors

also provide belief so that they are able to build good relationships. This was conveyed by Wagener (2017) who found the importance of affect, self-regulation, the relationship between supervisor and student's, and the supervision of students during the writing of undergraduate thesis.

CHAPTER V

CONCLUSION

The research has examined the existence of emotional geography of undergraduate students during thesis supervision. Emotion during thesis supervision differs exceedingly generally. The undergraduate students were successful in terms of controlling their emotions. The undergraduate students have positive emotions when conducting thesis guidance with their supervisor due to the relationship between the supervisor and them is very good. In addition, they also have self-awareness, emotional regulation, and self-confidence so that they are able to complete their thesis well until the end. From the results of this study, it can be concluded that having a controlled emotional regulation can help the thesis writing process to be completed properly. Therefore, it is recommended for undergraduate students who are doing thesis guidance to be able to self-regulate and control emotions. As this study was limited to be solely conducted in one setting, thus further research can be conducted to the broader context and participants. Also, supervisors are expected to be able to guide students in the thesis writing process so that thesis writing can be completed properly until the end by providing several important things that have an effect, such as learning facilities, being consistent with time, having good relationships with students, and providing psychological support for students.

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APPENDICES

Appendix 1. Consent Forms

Appendix 1.1. Consent Form Participant

INFORMED CONSENT

(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Lilla Rahmawati

Umur : 22

Jeniskelamin : Perempuan

Pekerjaan : Mahasiswa

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul **"Students' Emotional Geography During Undergraduate Thesis Supervision"** dan bersedia untuk:

1. Diwawancarai terkait dengan topic penelitian
2. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar benarnya tanpa **Paksaan** dari pihak manapun.

Peneliti



Annisa Salmitha Shofura

Bengkulu, November 28, 2021
Partisipan



Lilla Rahmawati

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Aldian Endi Putra

Umur : 22

Jeniskelamin : Perempuan

Pekerjaan : Mahasiswa

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul **“Students’ Emotional Geography During Undergraduate Thesis Supervision”** dan bersedia untuk:

1. Diwawancarai terkait dengan topic penelitian
2. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar benarnya tanpa **Paksaan** dari pihak manapun.

Peneliti



Annisa Salmitha Shofura

Bengkulu, Desember 03, 2021
Partisipan



Aldian Endi Putra

Appendix 2. Permit Letter

Appendix 2.1. Permit Letter



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
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Langgal : 26 November 2021
Nomor : 3886/DPS/70/DURT/XI/2021
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Psikologi & Ilmu Sosial Budaya
Universitas Islam Indonesia
Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : ANNISA SALMITHA SHOFURA
Nomor Induk Mahasiswa : 18322077
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Intan Pradita, S.S., M.Hum
Judul Skripsi :

"Students' Emotional Geography During Undergraduate Thesis Supervision."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dosen Pembimbing Skripsi

Intan Pradita, S.S., M.Hum

Appendix 3. Interview Transcription

Appendix 3.1. Interview Transcription Participant 1

INTERVIEW DATA TRANSCRIPTION PARTICIPANT 1

Interviewer : Annisa Salmitha Shofura
 Participant : Anggi
 Time : Tuesday, November 30, 2021
 Place : WhatsApp
 Length of Interview : 3.30 Minutes (10:32 - 13:15)

1. **Physical Geography** : it refers to the distance of the students and the supervisor in the matter of place near or far (PHG)
2. **Moral Geography** : it refers to the closeness of a person in interacting with other people caused by the same goal and the order of norms prevailing in society (MG)
3. **Sociocultural Geography** : It refers to the closeness of a person created by differences in gender, race, ethnicity, language, and culture (SG)
4. **Professional Geography** : it refers to closeness of a person's relationships with others based on their understanding of professional norms and professional practice (PSG)
5. **Political Geography** : it refers to the closeness of a person to others caused by factors of power and social status inherent in each person (PLG)

Data Number	Interview Questions	Interview Transcription	Data Reduction	Coding
001	I: Untuk pertanyaan yang pertama em Anggi sejak kapan dan semester berapa udah mulai ngambil mata kuliah proposal skripsi?	A : Sebenarnya eee belum ada matkul proposal skripsi tapi bulan september kemaren itu udah mulai pembagian dospem eee sama udah mulai kalo ada yang mau eee nyicil nyicil buat bab 1 bab 2 itu juga udah boleh dan udah mulai bimbingan juga	bulan september kemaren itu udah mulai pembagian dospem sama udah mulai kalo ada yang mau nyicil nyicil buat bab 1 bab 2 itu juga udah boleh dan udah mulai bimbingan juga	MG
002	I : Emm okey, tadi kan Anggi bilang kalo misalkan udah ada yang	A : Kalo sekarang lagi proses nyelesain bab 2 nah mulai	sampai bulan ini tu udah bimbingan 2 kali nah terus kayak	MG

	<p>mau nyicil nyicil eee bab 1 bab 2 dan misalkan udah ada yang mau mulai bimbingan itu udah boleh dan udah bisa dan sekarang Anggi posisinya udah nulis bab berapa dan udah mulai bimbingan sejak kapan?</p>	<p>bimbingan nya itu karena SK nya itu kemaren bulan september kan udah ada tu nama pembimbing sama eee nama anak anak nya jadi kita tu langsung bikin grup nah habis bikin grup langsung mulai eee minta bimbingan kebetulan sampai bulan ini tu udah bimbingan 2 kali nah terus kayak di bebasin gitu sama eee dospem nya silahkan boleh bikin dulu bab 1 atau bab 2 nanti bimbingan lagi gitu sih</p>	<p>di bebasin gitu sama eee dospem nya silahkan boleh bikin dulu bab 1 atau bab 2 nanti bimbingan lagi gitu sih</p>	
003	<p>I: Berarti Anggi udah ngerasain yaa eee rasanya bimbingan sama dospem itu gimana nah jadi menurut Anggi gimana sistem yang dijalani dari dosen pembimbing Anggi dalam membimbing proses eee penulisan proposal skripsi ini?</p>	<p>A : Oh iya btw aku masuk matkul skripsi itu nanti pas semester 8 semester 7 ini lagi PKL tapi udah mulai boleh nyicil tapi untuk matkul yang sebenarnya itu nanti pas semester 8 gitu nah terus untuk sistem bimbingan sama dosen eee karena dosen aku juga lagi nerusin kuliah ya S3 jadi tu agak susah si dihubungi biasanya kan kita kalo eee ngobrolnya itu kan lewat grup nah kalo minta bimbingan itu harus lewat pc soalnya suka ga di buka gitu atau udah</p>	<p>karena dosen aku juga lagi nerusin kuliah ya S3 jadi tu agak susah si dihubungi</p>	SG

		<p>dibuka tapi ga dibales sama ibu nya jadi bener bener harus pc nah terus eee waktunya itu waktu bimbingan itu juga nyesuain sama ibu nya pernah kita bimbingan itu habis subuh terus pernah juga jam setengah 10 malem jadi bener bener kayak nyesuain waktu ibuk nya itu kapanpun harus siap gitu. terus waktu di bimbing juga enak sih kebetulan dosen aku ini kalau ngajar itu killer tapi kagetnya pas udah jadi dospem itu ternyata baik banget kayak eee kita kalo bingung dibantu terus dari chatnya aja itu kayak lebih apa ya lebih friendly gitu sedangkan kalo kita chat biasanya kalo untuk matkul itu tu sesingkat singkatnya dosen gimana si ya kayak gitu terus eee untuk judul sama dosen sama dospem aku dikasih judulnya gitu</p>	<p>waktu bimbingan itu juga nyesuain sama ibu nya pernah kita bimbingan itu habis subuh terus pernah juga jam setengah 10 malem jadi bener bener kayak nyesuain waktu ibuk nya itu kapanpun harus siap gitu.</p> <p>terus waktu di bimbing juga enak sih kebetulan dosen aku ini kalau ngajar itu killer tapi kagetnya pas udah jadi dospem itu ternyata baik banget kayak eee kita kalo bingung dibantu terus dari chatnya aja itu kayak lebih apa ya lebih friendly gitu sedangkan kalo kita chat biasanya kalo untuk matkul itu tu sesingkat singkatnya dosen</p>	<p>SG</p> <p>MG</p>
004	I: Wah keren ya berarti selama ini bimbingan nya dilakukan melalui online ya belum pernah secara tatap muka?	A : Eeee untuk kebijakan kampus sampai sekarang sih masih online ya dan buat semester 7 juga sekarang matkul semua matkul nya itu masih online kecuali		

		itu yang maba maba aja baru dia offline dan beberapa doang jadi buat bimbingan sampe sekarang dan setau aku juga bimbingan eee dospem yang lain juga masih online		
005	I : Nah karena bimbingan nya dilakukan secara online eee kamu pernah ngerasain ga adanya kedekatan antara kamu dengan dosen pembimbing kamu? misalkan tadi kan anggi bilang dosen pembimbing anggi itu kalau misalkan ngajar dia tipe yang killer kalau misalkan bimbingan dia tipe yang friendly nah kira kira selama melakukan bimbingan anggi merasakan ada kedekatan gak antara anggi dengan dosen pembimbing anggi? kalau misalkan ada gimana contoh kedekatan nya?	A : Karena mungkin baru 2 kali bimbingan kali ya jadi belum ngerasa dekatnya kalau mau chat eee ibu nya aja kita juga kayak apa sih bikin kata kata dulu di grup eh ini kayak gimana ya baiknya gitu kirimnya jam berapa yaa kayak janjiian dulu gitu.	Karena mungkin baru 2 kali bimbingan kali ya jadi belum ngerasa dekatnya	PHG
006	I : Ooo gitu oke oke terus selanjutnya apa yang Anggi rasakan saat berpartisipasi dalam	A : Rasanya deg-degan eee bingung karena gimana yaa ya gatau deh pokoknya	Rasanya deg-degan eee bingung karena gimana yaa ya gatau deh pokoknya deg-	MG

	bimbingan skripsi bersama teman teman anggi dan dosen pembimbing anggi apa yang anggi rasakan selama aktivitas itu berjalan?	deg-degan bingung tapi seneng juga soalnya kayak waw udah sampe terakhir lo gitu sih	degan bingung tapi seneng juga soalnya kayak waw udah sampe terakhir lo gitu sih	
007	I : Emmm merasa deg-degan nya itu lebih ke deg-degan karena takut sama dosen pembimbing nya atau deg-degan karena eeh bisa ga ya aku melalui proses skripsi ini nanti sampe akhir kayak gitu?	A : Eeee lebih kedua dua nya sih sebenarnya tapi deg-degan nya itu kayak awal awal nya doang gitu lo nanti kalo udah pertengahan udah biasa aja	lebih kedua dua nya sih sebenarnya tapi deg-degan nya itu kayak awal awal nya doang gitu lo nanti kalo udah pertengahan udah biasa aja	MG
008	I : Oooo oke oke nah selanjutnya gini nggi pasti di dalam grup bimbingan kamu itu antara kamu, dosen pembimbing kamu, dan kamu itu pasti memiliki berbagai macam perbedaan ya keberagaman misalkan eee perbedaan suku, agama, ras nah gimana sih perbedaan yang ada yang dimiliki oleh dosen pembimbing kamu pernah ga misalkan gini dosen pembimbing kamu itu wanita eee beliau adalah wanita karir sekaligus ibu rumah tangga pernah ga dosen pembimbing kamu itu mengumumkan di grup misalnya kayak gini maaf ya anak anak hari ini kita belum bisa melakukan bimbingan karena ibu harus mengantarkan anak ke sekolah kemudian ibu harus membereskan rumah terlebih dahulu disana	A : Kalo perbedaan ada sih ya soalnya kan itu tadi karena dospem aku lagi kuliah juga jadi waktunya tu nyesuain waktu kosong nya atau waktu longgar nya dari dosen aku dan kebetulan juga dospem aku ini posisinya ada di Padang karena beliau juga kuliahnya di Padang juga gitu makanya tadi kenapa ga bisa secara offline selain juga dari pihak kampus yang belum ngebolehkan sama memang posisinya lagi diluar kota nah terus perbedaan kalo dari anak anak anggota grup sama ya karena kita beda kota juga dan bimbingan nya itu lewat online pasti yang bikin kendala itu di jaringan kayak misalnya waktu itu	dospem aku lagi kuliah juga jadi waktunya tu nyesuain waktu kosong nya atau waktu longgar nya dari dosen aku dan kebetulan juga dospem aku ini posisinya ada di Padang karena beliau juga kuliahnya di Padang juga gitu makanya tadi kenapa ga bisa secara offline selain juga dari pihak kampus yang belum ngebolehkan sama memang posisinya lagi diluar kota nah terus perbedaan kalo dari anak anak anggota grup sama ya karena kita beda kota juga dan bimbingan nya itu lewat online pasti yang bikin	SG

	<p>tentu ada perbedaan ya kan antara gender dosen wanita dengan dosen lelaki kira kira ada ga perbedaan perbedaan yang menonjol saat bimbingan online?</p>	<p>kendala itu di jaringan kayak misalnya waktu itu pernah bimbingan temen aku ini posisinya ada di lampung nah jadi dia itu suka susah sinyal apalagi dosen aku ini kan pernah minta bimbingan malem banget atau yang pagi banget kan jadi sinyal nya itu suka beda beda terus perbedaan waktu juga di kitanya yang di bimbingan nya kota nya beda beda gitu kadang ada yang suka keluar masuk jadi suka ga nyimak apa yang bukan ga nyimak ada yang ke skip atau ketinggalan pas di bahas sama dospem tapi kita antisipasi setiap eee bimbingan itu di rekam jadi kalo ada yang halangan sinyal atau ada yang ga bisa bener bener gabisa masuk ke zoom itu bisa dengerin rekaman</p>	<p>pernah bimbingan temen aku ini posisinya ada di lampung nah jadi dia itu suka susah sinyal apalagi dosen aku ini kan pernah minta bimbingan malem banget atau yang pagi banget kan jadi sinyal nya itu suka beda beda terus perbedaan waktu juga di kitanya yang di bimbingan nya kota nya beda beda gitu kadang ada yang suka keluar masuk jadi suka ga nyimak apa yang bukan ga nyimak ada yang ke skip atau ketinggalan pas di bahas sama dospem</p>	
009	<p>I : Emm berarti kan itu dosen pembimbing nya kamu kan memiliki perbedaan yang menonjol karena beliau juga lagi ngejalanin proses kuliah S3 nya nah terus dengan adanya perbedaan tersebut yang dimiliki oleh dosen pembimbing kamu gimana</p>	<p>A : Ya mau enggak mau di terima aja sih</p>	<p>Ya mau enggak mau di terima aja sih</p>	PHG

	<p>nih cara kamu dan temen temen kamu menghadapi hal tersebut misalkan dosen pembimbing kamu ini lagi sibuk banget nih ngejalani S3 nya kemudian beliau juga kadang bisa kadang enggak ngelakuin bimbingan gimana respon kamu dan temen temen kamu untuk memahami keadaan tersebut?</p>			
010	<p>I : Okey nggi untuk yang selanjutnya dosen pembimbing kamu pernah gak bikin satu kesepakatan yang disetujui antara kamu dan temen temen kamu yang lain kesepakatan yang misalnya kayak gini dosen pembimbingnya pengen kalian itu lulus tepat waktu dosen pembimbingnya ngomong gini anak anak ibu pengennya kalian lulus tepat waktu ya tahun ini otomatis kan kalau harus lulus tepat waktu itu bimbingan nya rutin ya berarti ada bimbingan diluar jam yang seharusnya pernah gak dosen pembimbing kamu itu bikin kesepakatan yang professional gitu? atau justru malah tidak ada kesepakatan yang dibikin dosen pembimbing sama sekali misalkan dosen pembimbing nya ngomong gini terserah kalian lah kalian mau lulus kapan tugas ibu disini hanya membimbing kalian berarti</p>	<p>A : Eee kalau yang perjanjian pas di awal sih ibunya nyebutin yang kamu bilang lulus tepat waktu itu ibunya juga nyebutin sama perjanjian kalau mau eee terkait apa ya progress skripsi itu bisa di omongin di grup aja kayak gitu karena mungkin ini baru awal ya dan belum eeee gimana ya belum ada matkul skripsi nya tadi itu jadi mungkin kayak masih fleksibel gitu loh</p>	<p>kalau yang perjanjian pas di awal sih ibunya nyebutin yang kamu bilang lulus tepat waktu itu ibunya juga nyebutin sama perjanjian kalau mau eee terkait apa ya progress skripsi itu bisa di omongin di grup aja</p>	PSG

	semuanya diserahkan ke mahasiswanya gimana ada gak kesepakatan yang terjadi yang muncul di dalam proses bimbingan skripsi kalian?			
011	I : Nah dengan adanya dosen pembimbing kamu bilang kalo kamu dan teman teman kamu harus lulus tepat waktu reaksi kamu dan teman teman kamu apa? senang kah atau malah jadi distract gitu aduh pasti nanti jadi lebih tertekan nih bimbingan nya kalau lulus tepat waktu gimana kalian menegosiasikan hal tersebut	A : Eeee pas ibu nya bilang kayak gitu reaksi kita pastinya senang karena emang tujuan kita tu semuanya sama lulus tepat waktu insyallah jadi makanya pas ibu nya semangat kayak gitu kita tu juga semangat juga	reaksi kita pastinya senang karena emang tujuan kita tu semuanya sama lulus tepat waktu insyallah jadi makanya pas ibu nya semangat kayak gitu kita tu juga semangat juga	PSG
012	I : Amin, semoga cepat lulus tepat waktu yaa eee selanjutnya apa sih hal yang bikin kamu dan teman teman kamu itu ga nyaman selama mengikuti proses bimbingan skripsi apa aja deh yang bikin kalian ga nyaman uncomfortable?	A : Kalo ga nyaman sebenarnya karena mungkin baru 2 kali ya tadi jadinya belum belum masih aman aman aja gitu cuman karena tadi mintanya itu kalau bimbingan suka malam banget atau pagi banget ya dari waktu sih tapi kan mau gak mau ya harus di ikutin aja	mungkin baru 2 kali ya tadi jadinya belum belum masih aman aman aja gitu cuman karena tadi mintanya itu kalau bimbingan suka malam banget atau pagi banget ya dari waktu sih tapi kan mau gak mau ya harus di ikutin aja	PHG
013	I : Oooo iya iya kalau boleh tau dosen pembimbing kamu itu status sosial nya di kampus itu sebagai dosen tetap atau dosen luar kampus?	A : Emmm statusnya dosen tetap		
014	I : Eeee beliau ada jabatan khusus ga di kampus kamu atau dia sebagai kaprodi	A : Dosen biasa	Dosen biasa	

	atau dekan atau cuma dosen biasa?			
015	I : Oooo dosen biasa ya emm ini pertanyaan terakhir nggi kan beliau dosen biasa ni eee gimana si dosen pembimbing kamu itu menggunakan status sosial dia sebagai dosen biasa di kampus untuk membimbing kamu dan teman teman kamu dalam proses penulisan skripsi gimana sih dia menggunakan power status dia sebagai dosen biasa itu?	A : Eeee biasa biasa aja sih gak ada yang gimana gimana	Eeee biasa biasa aja sih gak ada yang gimana gimana	

Appendix 3.2. Interview Transcription Participant 2

INTERVIEW DATA TRANSCRIPTION PARTICIPANT 2

Interviewer : Annisa Salmitha Shofura
 Participant : Romi
 Time : Friday, December 03, 2021
 Place : WhatsApp
 Length of Interview : 4.22 Minutes (10:14 - 14:08)

1. **Physical Geography** : it refers to the distance of the students and the supervisor in the matter of place near or far (PHG)
2. **Moral Geography** : it refers to the closeness of a person in interacting with other people caused by the same goal and the order of norms prevailing in society (MG)
3. **Sociocultural Geography** : It refers to the closeness of a person created by differences in gender, race, ethnicity, language, and culture (SG)
4. **Professional Geography** : It refers to closeness of a person’s relationships with others based on their understanding of professional norms and professional practice (PSG)
5. **Political Geography** : It refers to the closeness of a person to others caused by factors of power and social status inherent in each person (PLG)

Data Number	Interview Questions	Interview Transcription	Data Reduction	Coding
001	I: Pada tahun berapa dan semester berapa kakak sudah mengambil mata kuliah skripsi?	R: Oke, untuk mata kuliah skripsi aku udah mulai dari tahun 2020 januari 2020 awal awal corona aaa itu di semester 6 semester 6 yaa semester 6 udah mulai nyusun gituh dari bab 1 sampai bab 3 gitu		
002	I : Okey, ee tadi kayak bilang udah mulai nyusun dari bab 1 sampai bab 3 dalam proses penyusunan itu juga sudah disertai bimbingan oleh dosen pembimbing nya kak?	R : Iya betul, jadi waktu apa namanya tu waktu semester 6 itu udah mulai nyusun bab 1 sampai 3 udah mulai di bimbing juga dengan dosen pembimbing nya	waktu semester 6 itu udah mulai nyusun bab 1 sampai 3 udah mulai di bimbing juga dengan dosen pembimbing nya itu	MG

		itu juga udah di awali dengan mengajukan beberapa judul kek gitu na kan..ada yang diterima ada juga enggak diterima gitu. nah itu juga bimbingan nya udah dilakukan juga tiap minggu gitu sama bapaknya jadi udah ada bimbingan gitu.	juga udah di awali dengan mengajukan beberapa judul kek gitu na kan..ada yang diterima ada juga enggak diterima gitu. nah itu juga bimbingan nya udah dilakukan juga tiap minggu gitu sama bapaknya jadi udah ada bimbingan gitu		
003	I: Kalau untuk kakak sendiri waktu mengajukan judul apakah satu kali dalam pengajuan langsung di acc atau tidak? atau berapa kali pengajuan kak?	R: Oke, untuk pengajuan judul itu waktu itu tu waktu masih di semester 6 tu ya sewaktu masih di semester 6 tu ngajuin kalo ga salah sekitar 2 judul waktu itu. Jadi sistemnya itu enggak enggak gak apa namanya tu gak buat banyak diajuin enggak jadi ngajuin 1 nihh, pak ini ada judul kayak gini aku ceritakan kan kemungkinan sistem nya gini gini gitu kan kek waktu itu eee apa ya lupa aku judul yang pertama lupa aku, terus kedua aku ngajuin judul programnisi akademik dengan kecanduan game online nah waktu dari semester 6 sampai dengan semester 7 itu aku kerjain jadi udah ada progress gitu kan dari bab 1 sampai bab 3 namun di pertengahan semester 7 di akhir di akhir semester 7 itu kebaca dimana dari			

		<p>dosen nya itu ngomong oh berarti variabel kamu ini negatif negatif yang dimana berarti eee gak ada perbandingan positifnya gitu kan programnisasi eee sifat negatif gitu kan terus juga kecanduan juga sifat negatif naah dari bapaknya disarankan coba untuk mencari yang ada perbandingannya positif biar lebih menarik lah gitu penelitian nya, seperti itu. terus setelah dapat yang kayak gitu jadinya aku ganti salah satu variabel nya yang kecanduan itu jadi terakhir variabel nya berubah jadi prokanisasi dengan religiulitas gitu.</p>		
004	<p>I: emm, berarti dilakukan bimbingan skripsi nya setiap minggu berapa kali kak?</p>	<p>R: Nah sewaktu di semester 6 itu kan skripsi itu aa bukan skripsi gitu lo namanya tapi karya ilmiah, jadi kekk penyusunan skripsi itu disebut karya ilmiah nah jadi sewaktu semester 6 itu mungkin karena ini jatuhnya masih mata kuliah wajib gitu na kan bukan mata kuliah akhir atau yak masih tergolong wajib lah masih ada nilainya gitu nah kan jadiiii eeee sewaktu semester 6 itu tiap minggu tu pertemuan sekali, pasti ada tiap dalam minggu</p>	<p>sewaktu semester 6 itu tiap minggu tu pertemuan sekali, pasti ada tiap dalam minggu tu pasti ada pertemuan wajib namun kalau dari aku atau dari temen temen aku ada yg ingin pertemuan diluar itu ingin ada waktu diluar itu misalnya ee pertemuan wajib itu kalo ga salah waktu itu hari jumat jam 3 sewaktu semester 6 itu nah semisal eee di hari selasa nya di</p>	PHG

		<p>tu pasti ada pertemuan wajib namun kalau dari aku atau dari temen temen aku ada yg ingin pertemuan diluar itu ingin ada waktu diluar itu misalnya ee pertemuan wajib itu kalo ga salah waktu itu hari jumat jam 3 sewaktu semester 6 itu nah semisal eee di hari selasanya di keesokan harinya di hari selasa atau hari senin nya tu aku ada yang perlu aku bimbing gitu loo atau ada yang perlu aku tanyakan nah itu bisa aku kontak bapaknya eee pak bapak ada waktu kosong hari apa jam berapa gitu misal dijawabnya hari ini saya kosong di jam sekian jam 3 misal nah dihari itu kita bisa bimbingan gitu, itu waktu di semester 6. namun mulai dari semester 7 hingga semester sekarang ni eeee aku kan udah masuk semester 9 nii nah dari semester 7 sampai semester 9 nii gak ada bimbingan wajib maksudnya tu gak ada hari bimbingan wajib jadii kalo mau bimbingan kapan aja maksudnya tu kapan aja dalam artian tu kapan bapak nya bisa dan kapan kita butuh karena kita kan jadi sistem pengerjaan skripsi di</p>	<p>keesokan harinya di hari selasa atau hari senin nya tu aku ada yang perlu aku bimbing gitu loo atau ada yang perlu aku tanyakan nah itu bisa aku kontak bapaknya</p>	
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		<p>sama dosen aku ni sistem nya tu menggunakan google docs jadi semuanya tu dari bab 1 sampek bab 5 semuanya nyatu di google docs jadi, kalo kita udah selesai mengerjakan ntar masuk notifikasi nya di bapak nah waktu masuk notifikasi di bapak itu tu kita tunggu gitu na atau gak kita sampaikan ke bapak pak ini kita udah ngerjakan bagian ini ni ni terus kita udah ngerjakan revisi juga dari bapak mohon bimbingan berikutnya. nah biasanya tu sekitar 2 hari 3 hari kemudian bapaknya kasih revisi lagi langsung di google docs itu langsung dia kasih komentar dia kasih saran kek gitu na. jadi untuk bimbingan itu palingan kalo mau ngelakuin bimbingan itu ya kalo memang perlu pertanyaan panjang gitu na kan atau ada kebingungan atau apapun nah namun kalau sekedar pertanyaan biasa kek yang bisa lewat dari google docs doang jadi lewat google docs doang kek gitu</p>		
005	I : Ooo berarti sistem nya melalui aplikasi atau platform google docs, hmm terus ni kak kan	R : Kalau untuk kedekatan sih di bilang dekat bener enggak tapi sama sama udah asik lah	Kalau untuk kedekatan sih di bilang dekat bener enggak tapi sama	PHG

	<p>kayak ee udah melakukan berapa kali bimbingan kan sama dosen pembimbingnya berarti otomatis eee ada dong eee kedekatan kedekatan antara kakak dengan dosen pembimbing eeee boleh kakak certain gimana eee kedekatan kakak dengan dosen pembimbing ee selama proses bimbingan skripsi</p>	<p>gitu na jadi jadi sewaktu eee semester 6 dari semester 6 itu kan corona ni kan jadi aku coba untuk gondrongin rambut gitu na nah dengan aku gondrongin rambut itu kan jadi bimbingan waktu semester 6 itu kan masih lewat zoom gitu na lewat zoom kami bimbingan, keliatan ni sama bapak nya oh mas romi mau nyoba gondrong ni katanya kan, iya pak kata aku kan, oh boleh tu di coba ntar kalo udah panjang cobalah bapak liat gitu na gitu udah udah se enjoy itu gitu kan terus pernah juga bimbingan di rumah ni dia mau liat kamar akutu sistem nya kayak gimana karena kamar aku ni di atas gitu na di loteng kek gitu na di apa ya kalo bahasa sini pagu rumah gitu na kan nah jadi dia penasaran kok kamar nya kek gini kan jadi di ini jadi room tour gitu na room tour rumah eh room tour kamar terus pernah juga kami tu bimbingan nya tu saling saling room tour rumah ngejelasin ni pak ini gini gini gitu terus saking enjoy nya juga aku bimbingan nya tu di pinggir pantai kayak gitu na bawak laptop di pinggir pantai aku. itu</p>	<p>sama udah asik lah gitu na jadi jadi sewaktu eee semester 6 dari semester 6 itu kan corona ni kan jadi aku coba untuk gondrongin rambut gitu na nah dengan aku gondrongin rambut itu kan jadi bimbingan waktu semester 6 itu kan masih lewat zoom gitu na lewat zoom kami bimbingan, keliatan ni sama bapak nya oh mas romi mau nyoba gondrong ni katanya kan, iya pak kata aku kan, oh boleh tu di coba ntar kalo udah panjang cobalah bapak liat gitu na gitu udah udah se enjoy itu gitu kan terus pernah juga bimbingan di rumah ni dia mau liat kamar akutu sistem nya kayak gimana karena kamar aku ni di atas gitu na di loteng kek gitu na di apa ya kalo bahasa sini pagu rumah gitu na kan nah jadi dia penasaran kok kamar nya kek gini kan jadi di ini jadi room tour gitu na room tour rumah eh</p>	
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		<p>bimbingan jadi enak di blang udah deket ya deket tapi bapak nya bisa berbaur gitu na terus ada juga waktu itu tu kita selesai bimbingan tu kita ajak bapak nya main game main game ini apa eed draw draw io itu lo yang ada di kasih clue gambar terus kita nulis gambar nya tu apa kek gitu na, nah se asik itu sama bapak nya jadi bapak nya tu enak nya sama bapak ni dia mau berbaur lah gitu na dengan anak anak muda dengan apa yang lagi hits, lagi hits instagram nih di instagram juga saling followan kita jadi ada juga waktu itu tu aku upload foto bapak nya komen hehe mau kemana mas skripsi jangan lupa di bilang nya kek gitu dibilang udah deket alhamdulillah udah deket udah cukup deket lah jadi udah sama sama asik gitu na namun walaupun sama sama udah enjoy gitu kita tetap tetap ee apa namanya tu tetap sopan santun lah jadi sopan santun nya tu dengan mengontak bapak nya tu kita perlu assalamualaikum kan ada intro intro nya tu dengan assalamualaikum selamat siang pak bagaimana kabarnya pak</p>	<p>room tour kamar terus pernah juga kami tu bimbingan nya tu saling saling room tour rumah ngejelasin ni pak ini gini gini gitu terus saking enjoy nya juga aku bimbingan nya tu di pinggir pantai kayak gitu na bawak laptop di pinggir pantai aku. jadi enak di blang udah deket ya deket tapi bapak nya bisa berbaur gitu na. dibilang udah deket alhamdulillah udah deket udah cukup deket lah jadi udah sama sama asik gitu</p> <p>walaupun sama sama udah enjoy gitu kita tetap tetap ee apa namanya tu tetap sopan santun lah jadi sopan santun nya tu dengan mengontak bapak nya tu kita perlu assalamualaikum kan ada intro intro nya tu dengan</p>	<p>PSG</p>
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		semoga bapak sekeluarga sehat selalu gitu na kan aaa maaf ganggu sebelumnya pak baru lah kita bertanya selesai kita bertanya terima kasih pak apa tu terima kasih pak sebelumnya gitu na intinya ada awal awalan nya gitu na jangan langsung bertanya kek gitu sii kalo soal kedekatan atau keterikatan dengan bapak dosen nya atau bapak pembimbing nya	assalamualaikum selamat siang pak bagaimana kabarnya pak	
006	I : Hehehe.. lucu yaa hehe bapak pembimbingnya, eemm kak ee berarti ee kan dosen pembimbing kakak tentu punya anak didik yahh, anak didik yang perlu beliau bimbing apakah tidak punya satu wadah discussion seperti grup wa? antara bapak eemm antara bapak dosen pembimbing dengan kakak dan temen temen yang lain yang ikut serta dibimbing oleh dosen pembimbing kakak?	R : Jadi, sewaktu semester 6 itu kita ada grup sendiri gitu na grup bimbingan nama grup nya tu bimbingan skripsi bapak andi gitu na namanya nah di grup situ lah kita dapat informasi terkait kapan bimbingan gitu na kan kalo mau nanya nanya ya dalam grup itu lah jadi supaya tidak double gitu misal aku mau nanya tentang ini tentang tentang tujuan penelitian ni gimana misalnya terus ada temen aku juga bingung dari tujuan penelitian ini gimana nah dari pada double dengan nanya personal gitu na kan dengan chat personal atau chat sendiri sendiri jadi bapak nya sarankan untuk bertanya di grup itu gitu jadi kita nanya di	sewaktu semester 6 itu kita ada grup sendiri gitu na grup bimbingan nama grup nya tu bimbingan skripsi bapak andi gitu na namanya nah di grup situ lah kita dapat informasi terkait kapan bimbingan gitu na kan kalo mau nanya nanya ya dalam grup itu lah jadi supaya tidak double gitu	MG

		<p>grup itu jadi apabila ada temen yang juga bingung atau mungkin temen yang sebelumnya udah tau bisa jawab di grup itu itu waktu semester 6 nah sewaktu masuk semester 8 ini kan udah ada masuk lagi mahasiswa yang tahun 2018 gitu na kan yang mana mulai nyusun juga nah itu sekarang tu gabung dengan anak itu kita nya sekarang gitu jadi kalo di bilang grup itu ada grup nya nah guna grup yang tadi untuk itu tadi yang informasi informasi yang ingin bapak sampaikan atau kita yang ingin tanyakan kek gitu</p>		
007	<p>I : Emm oke kak nah berarti ada grup tersendiri yang eee jadi wadah khusus untuk discussion antara bapak dosen pembimbing dengan kakak dan temen temen yang lain, nah apa sih yang kakak rasakan saat kakak ikut berpartisipasi di dalam grup tersebut ketika grup tersebut ada beberapa aktivitas diskusi mengenai eee bimbingan skripsi apa yang kakak rasakan ketika kakak ikut serta dalam berpartisipasi yang ada dalam grup tersebut?</p>	<p>R :Kalo untuk diskusi di dalam grup ya jarang sih untuk yang diskusi beneran paling cuma kek nanya nanya singkat aja yang yang seperti kapan bisa bimbingan pak dan kek cuma nanya nanya kalau ngurus ini gimana kek gitu na tapi kalo untuk yang pertanyaan panjang yang bener bener diskusi itu lebih seringnya ke zoom nah kalo bagaimana di posisi saya pendapat saya atau pandangan saya mungkin di zoom aja kali ya biar lebih terasa gitu kan jadi kalo waktu zoom tu kan itu kan</p>	<p>ketika ada diskusi ya kita saling berdiskusi gitu na saling nanya oh sebaiknya gitu ya pak oh kalo semisal kek gini gimana pak kek gitu na jadi ada interaksi timbal balik lah antara kita kita nya itu dalam artian aku dan temen temen aku yang seimbang sama bapak nya dengan bapak ke kita nya gitu.</p>	MG

		<p>bimbingan nya tu bareng bareng tu kan si a dulu bimbingan ini gini gini nah bapaknya tu ada nyaranin juga ke kita kita nya nah untuk kalian juga kalo bagian ini sebaiknya kek gini nah itu kita catat gitu na jadi sewaktu dapat giliran kita yang sekiranya kita juga sama seperti temen temen yang ini tadi kita skip aja sewaktu bimbingan nya jadi sewaktu di bagian misal bingung nya tu di latar belakang nah kira kira kurang lebih bentuk latar belakang nya tu sama sama temen kita yang di sarani sama bapaknya sebaiknya gini gini nah udah kita tu skip aja yang di latar belakang kita lanjut lompat aja misalnya tujuan penelitian nya atau keaslian penelitian nya gitu na seperti itu nah sempat juga sewaktu itu jadi di semester 7 ni kan mungkin ya di karenakan online terus kuliah tu sisa skripsi aku jadi mager gitu na oo skripsian jadi aku sering alasan alasan bilang bapaknya kita bimbingan hari ini misal kemaren kia bimbingan hari ini jam segini aku jawab maaf pak belum bisa gabung karena lagi di luar ada urusan ini ini</p>		
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		<p>gitu padahal sebenarnya enggak jadi karena di waktu semester 7 itu aku mageran gitu na jadi aku kurang mengikuti bimbingan di semester 7 sedangkan di semester 6 ya seperti yang aku bilangin tadi sewaktu bimbingan ketika ada diskusi ya kita saling berdiskusi gitu na saling nanya oh sebaiknya gitu ya pak oh kalo semisal kek gini gimana pak kek gitu na jadi ada interaksi timbal balik lah antara kita kita nya itu dalam artian aku dan temen temen aku yang sebimbingan sama bapak nya dengan bapak ke kita nya gitu.</p>		
008	<p>I : Berarti dengan adanya interaksi balik atau feedback gitu yah antara kakak dengan dosen pembimbing eee kakak merasakan kenyamanan ya ee dengan adanya diskusi melalui zoom meeting tadi kakak mungkin merasa seneng ya nyaman ee diskusi nya ternyata ada timbal balik gitu</p>	<p>R : Nah iya jadi di bilang nyaman ya nyaman di bilang asik ya asik di bilang enjoy juga enjoy tapi kita tetap sopan sama bapak nya karena kan ya ya lebih tua kan ya kali masa ga sopan gitu na kan enak gitu karena sistim bimbingan nya tu kek gitu karena ada timbal balik terus bapak nya juga mudah berbaur jadi enak gitu na kan kita bimbingan nya kan ada juga beberapa mungkin ada juga yang di lain ee bimbingan nya tu tegang gitu na kan kek kek terlalu terpaku dengan skripsi gitu na namun di</p>	<p>Nah iya jadi di bilang nyaman ya nyaman di bilang asik ya asik di bilang enjoy juga enjoy tapi kita tetap sopan sama bapak nya karena kan ya ya lebih tua kan ya kali masa ga sopan gitu na kan enak gitu karena sistim bimbingan nya tu kek gitu karena ada timbal balik terus bapak nya juga mudah berbaur jadi enak gitu na kan kita bimbingan nya kan ada juga beberapa mungkin ada juga yang di</p>	MG

		kita enak gitu na nyaman enjoy tapi dengan ke enjoyan itu juga membuat aku lalai juga di semester 7 kemaren nah dimana aku kurang kencang atau kurang progress kek gitu	lain ee bimbingan nya tu tegang gitu na kan kek kek terlalu terpaksa dengan skripsi gitu na namun di kita enak gitu na nyaman enjoy	
009	I : Iya kak, bener bener banget eee jadi gini kak dosen pembimbing kakak tentu mempunyai latar belakang kehidupan yang berbeda yang berbeda gimana ee bisa jadi berbeda dari umur, ras, eee budaya nah jadi gini kak pernah gak dosen pembimbing kakak itu eee memunculkan keragaman dari gender ee misalnya dosen pembimbing kakak ini perempuan jadi ketika beliau ingin melakukan bimbingan skripsi ee beliau memberikan beberapa pengumuman di grup misalnya seperti ini eee maaf ya anak anak ibu hari ini ga bisa melakukan bimbingan skripsi dahulu karena ibu harus em mengantarkan anak ibu ke sekolah ibu harus memasak dan membereskan rumah dahulu kemudian setelah itu selesai semua barulah kita melakukan bimbingan berarti kan dalam konteks tersebut dosen pembimbing tersebut mempunyai latar belakang gender perempuan dimana ee dia mempunyai	R : Kalau untuk sama seperti contoh ni ya sejauh ini sih ga ada sih gak ada yang kek gitu karena kalau menurut aku bapak ini dapat mengontrol waktu gitu na dalam artian mengontrol waktu bapak tu bagus aku gak paham ya sistem dia mengontrol waktu dengan keluarga nya kapan gimana kek gitu kan cuma sejauh dari aku semester 6 sampek sekarang ini bimbingan dengan beliau tu misal ni janji di sampaikan dari hari Kamis atau Rabu gitu na kan kita hari Jumat bimbingan jam 3 ya abis Ashar kan nah itu udah fiks gitu na sejauh itu fiks gak ada dimana yang di undur karena ingin ini ingin itu gak ada cuma palingan di undur beberapa jam doang karena udah dekat mau waktu Ashar lagi waktu Zuhur gitu na kan terus juga mungkin masih ada pertanyaan atau masih ada penyampaian dari apa yang perlu kita tanya	sejauh ini sih ga ada sih gak ada yang kek gitu karena kalau menurut aku bapak ini dapat mengontrol waktu gitu na dalam artian mengontrol waktu bapak tu bagus aku gak paham ya sistem dia mengontrol waktu dengan keluarga nya kapan gimana kek gitu kan cuma sejauh dari aku semester 6 sampek sekarang ini bimbingan dengan beliau tu misal ni janji di sampaikan dari hari Kamis atau Rabu gitu na kan kita hari Jumat bimbingan jam 3 ya abis Ashar kan nah itu udah fiks gitu na sejauh itu fiks gak ada dimana yang di undur karena ingin ini ingin itu	SG

	<p>em pekerjaan sebagai perempuan dia melakukan pekerjaan terlebih dahulu sebagai perempuan kemudian baru melakukan bimbingan, apakah dosen kakak pernah melakukan hal tersebut dimana dia menonjolkan latar belakang kehidupannya mulai dari gender atau ras atau misalkan dari bahasa atau budaya eee yang sama persis atau bisa samalah seperti contoh yang aku berikan tadi</p>	<p>gitu na kan namun jamnya udah terlalu dekat mendekati jam magrib bapaknya bilang yauda kita lanjutin eee pertemuan berikutnya aja karena ini ini udah mendekati waktu magrib saya mau siap siap untuk solat magrib terus dia juga pernah cerita kalo apa namanya tu kan mau siap siap sholat magrib jadi eee mau siap siap dulu karena solat magribnya lama an di rumah gitu na dengan istri dengan anak gitu sihh tapi kalo yang kek menunjukkan penundaan atau yang lain lain itu sejauh ini enggak sih jadi karena kita nanya bapaknya kapan kosong bapaknya jawab di jam sekian hari itu yaudah alhamdulillah itu terjadi gitu na ga ada penundaan gitu sih</p>		
010	<p>I : Emmm oke kak tadi kakak ada bilang eee kalo misalkan dosen pembimbing kakak pernah memberikan pengumuman bahwa eee bimbingan nya dilanjutkan ke hari berikutnya karena sudah mendekati adzan magrib nah ketika eee beliau memberikan pengumuman tersebut eee respon kakak dan temen temen kakak yang lain ikut bimbingan itu gimana tentunya di dalam satu ruang lingkup</p>	<p>R : Kalo untuk itu ya kita menyikapi nya itu dengan baik sih kek oh ya pak gak papa gitu na kan juga eee apa namanya tu hal kek gitu juga udah hal yang umum gitu na sama seperti di salah satu temen aku tu yang satu bimbingan ni dia tu tinggal di bagian timur sana dimana lebih cepat satu jam kalo ga salah tempat nya tu nah jadi karena lebih cepat satu jam otomatis kan di</p>	<p>Kalo untuk itu ya kita menyikapi nya itu dengan baik sih kek oh ya pak gak papa gitu na kan juga eee apa namanya tu hal kek gitu juga udah hal yang umum gitu na</p>	SG

	<p>ada yang berbeda ya mungkin berbeda agama, atau kebiasaan atau apa eee bagaimana kakak dan temen temen menyikapi tentang hal tersebut?</p>	<p>tempat kita belum magrib di sana udah magrib duluan gitu na kan jadi sewaktu bimbingan kita lebih dominan ke dia dulu duluan gitu na kalo lagi ada dia nya waktu bimbingan bareng bareng itu kita dominan kan dia duluan pernah kan semisal dia belum kelar kan kasian gitu na keburu magrib gitu na kan jadi kita duluanin, jadi kalo untuk hal kek gitu yang kepotong dengan magrib kepotong dengan sholat kek gitu na kita it's oke wae its fine aja gitu na karena kan itu juga kewajiban gitu na kan jadi gak ada yang jadi menggerutuk kah atau marah atau gimana gitu enggak sih alhamdulillah</p>		
011	<p>I : Emmm oke kak siap siap kemudian gini kak pernah gak dosen pembimbing kakak membuat satu kesepakatan yang berkaitan dengan skripsi? contohnya ee beliau eee pengen anak bimbing nya itu harus lulus dalam tepat waktu sehingga otomatis kalau beliau pengen anak didik nya lulus tepat waktu otomatis bimbingan skripsi nya dilakukan lebih intens kan atau justru dosen pembimbing kakak menyerahkan seutuhnya</p>	<p>R : Kalo untuk kesepakatan sih ga ada sih untuk penyampaian seperti itu pernah jadi di semester 6 itu bapak nya pernah bilang ini eee sampe bulan juli ini sebisa mungkin kalian udah nyampe bab 3 udah kelar bab 3 supaya mulai masuk semester baru kalian udah mulai apa namanya tu ambil data jadi di agustus itu kalian ambil data oktober november kalian ngolah november mulai lah revisian revisian kek</p>	<p>Kalo untuk kesepakatan sih ga ada sih untuk penyampaian seperti itu pernah jadi di semester 6 itu bapak nya pernah bilang ini eee sampe bulan juli ini sebisa mungkin kalian udah nyampe bab 3 udah kelar bab 3 supaya mulai masuk semester baru kalian udah mulai apa namanya tu ambil data jadi di</p>	PSG

	<p>ke anak didik terserah kalian deh mau lulus kapan lulus tahun ini tahun depan tugas saya hanya membimbing kalian eee yang semacam itu kak ada gak beliau bikin kesepakatan?</p>	<p>gitu na kan jadi udah ada konsep kek gitu lah kan tapi kalo kesepakatan enggak enggak ada kesepakatan kek gitu na sejauh ini ga ada kesepakatan namun seperti yang aku bilang sebelumnya kan di semester 7 saya eee aku kan pernah ini apa namanya tu melalaikan skripsi gitu lah mager gitu na kan nah di situ bapaknya juga eee respon dengan baik yang dimana setiap bulan bapak nya selalu nanya kenapa si bukan sekarang kenapa skripsinya gak dikerjain dan lain lain gitu lah ada tanggapan baik lah gitu jadi bapak nya ni eee melepaskan kita tetapi ada bimbingan juga gitu na gak sekedar bimbingan di skripsi doang tapi kita juga bimbingan secara eee psikis kek gitu na gak sekedar cuman skripsi doang gitu</p>	<p>agustus itu kalian ambil data oktober november kalian ngolah november mulai lah revisian revisian kek gitu na kan jadi udah ada konsep kek gitu lah kan tapi kalo kesepakatan enggak enggak ada kesepakatan kek gitu na sejauh ini ga ada</p> <p>bapaknya juga eee respon dengan baik yang dimana setiap bulan bapak nya selalu nanya kenapa si bukan sekarang kenapa skripsinya gak dikerjain dan lain lain gitu lah ada tanggapan baik lah gitu jadi bapak nya ni eee melepaskan kita tetapi ada bimbingan juga gitu na gak sekedar bimbingan di skripsi doang tapi kita juga bimbingan secara eee psikis</p>	<p>MG</p>
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			kek gitu	
012	I : Oooo kalau kesepakatan berarti belum ada yahh kesepakatan yang di sepakati secara bersama tapi kalo aturan ada gak kak kayak kalo misalkan ada yang ga hadir 1 kali bimbingan ada konsekuensinya gitu?	R : Sama sih kalo untuk aturan juga ga ada sih ga ada aturan yang ketat gitu karena ya kan ini skripsi juga kemaren kan corona kan jadi bapak nya kek mengerti keadaan lah tetapi bapak nya tetap membimbing walaupun anak nya ni ilang ilangan hehe bapak nya tetap nanya kenapa ini gak belum dikerjain belum mulai ngerjain apa alasan nya apa sebabnya kek gitu na gitu sih	Sama sih kalo untuk aturan juga ga ada sih ga ada aturan yang ketat gitu karena ya kan ini skripsi juga kemaren kan corona kan jadi bapak nya kek mengerti keadaan lah tetapi bapak nya tetap membimbing walaupun anak nya ni ilang ilangan hehe bapak nya tetap nanya kenapa ini gak belum dikerjain belum mulai ngerjain apa alasan nya apa sebabnya kek gitu na gitu sih	PSG
013	I : Emm oke oke sekarang eee hal apa yang bikin kakak tu gak nyaman waktu melakukan proses bimbingan skripsi eee sama dosen pembimbing kakak apapun itu yang bikin gak nyaman dari segi waktu mungkin atau pernah tersinggung atau gimana boleh diceritakan kak?	R : Nah, apa namanya tu kalo untuk bikin ga nyaman bikin ga asik sejauh ini sih nyaman nyaman aja sama bapak nya enak enak aja sama bapak karena ya seperti yang aku bilang sebelumnya bapak itu bisa menyesuaikan diri lah kek gitu na enggak enggak apa namanya tu enggak yang eee yang ini bener aku ni dosen kalian tu nuntut aku eee apa tu kalian tu harus gini gini ga sih jadi kalo untuk tersinggung	Sama sih kalo untuk aturan juga ga ada sih ga ada aturan yang ketat gitu karena ya kan ini skripsi juga kemaren kan corona kan jadi bapak nya kek mengerti keadaan lah tetapi bapak nya tetap membimbing. jadi kalo untuk tersinggung atau ngerasa ga enak atau ngerasa dirugikan atau apapun itu ga ada	PSG

		atau ngerasa ga enak atau ngerasa dirugikan atau apapun itu ga ada sih sejauh ini alhamdulillah ga ada enak enak aja sama bapak ini.	sih sejauh ini alhamdulillah ga ada enak enak aja sama bapak ini.	
014	I : Berarti bisa di katakan eee beliau fleksibel gitu ya kak eee berarti ga ada nih yang bikin kakak sedikit ngerasa jengkel atau marah atau badmood gitu ga ada ya kak?	R : Kalo dari cara penyampaian ya atau cara tindakan enggak enggak ada yang bikin tersinggung sih ga ada yang bikin sakit hati atau apapun tapi kalo eee sewaktu bimbingan pas itu di luar secara kontak akhir akhir ini bapak nya tu agak sibuk jadi bimbingan nya tu terjeda jeda gitu na maksudnya tu biasanya di kasih bapak tu aku ngasih revisian nih aku kerjain dalam hari itu juga misalnya kan nah sekarang waktu waktu dulu tu kek kelang dua hari kelang sehari tu pasti udah dapat revisian lagi nah sekarang kadang tu bisa seminggu gitu bisa lima hari enam	jadi kalo untuk tersinggung atau ngerasa ga enak atau ngerasa dirugikan atau apapun itu ga ada sih sejauh ini alhamdulillah ga ada enak enak aja sama bapak ini. sewaktu bimbingan pas itu di luar secara kontak akhir akhir ini bapak nya tu agak sibuk jadi bimbingan nya tu terjeda jeda gitu na maksudnya tu biasanya di kasih bapak tu aku ngasih revisian nih aku kerjain dalam hari itu juga misalnya	PSG SG

		<p>hari gitu na ya mungkin tadi sih mungkin karena dia ada kesibukan yang lainnya makanya dia gitu sih jadi kalo untuk tersinggung enggak sih kalo untuk bete dikit ya itu sih</p>	<p>kan nah sekarang waktu waktu dulu tu kek kelang dua hari kelang sehari tu pasti udah dapat revision lagi nah sekarang kadang tu bisa seminggu gitu bisa lima hari enam hari gitu na ya mungkin tadi sih mungkin karena dia ada kesibukan yang lainnya makanya dia gitu sih</p>	
015	<p>I : Ooo bt dikit ya kak hehehe, eee kalo boleh tau ni kak eee jabatan dosen pembimbing kakak di kampus sebagai dosen biasa atau sebagai kaprodi atau apa?</p>	<p>R : Kayaknya yaa, kayaknya dosen biasa sih kayaknya kalau kaprodi bukan ga tau ya kalau ada jabatan lain setau aku ya itu dosen biasa mungkin dia juga ini kali dosen pembimbing akademik juga kali ya kali yaa kali yang tau nya sih ya udah dosen biasa sih itu sih</p>	<p>Kayaknya yaa, kayaknya dosen biasa sih kayaknya kalau kaprodi bukan ga tau ya kalau ada jabatan lain setau aku ya itu dosen biasa mungkin dia juga ini kali dosen pembimbing akademik juga kali</p>	
016	<p>I : Ooo berarti tadi kan kakak ada bilang kalau misalkan dosen pembimbing kakak tu enggak menggunakan jabatan dia atau status sosial dia sebagai dosen yang muluk muluk ibaratnya kayak aku dosen loh kamu harus ikutin aku kamu harus tunduk sama aku gitu berarti beliau gak</p>	<p>R : Enggak gak ada dia kayak gitu baik baik aja sih jadi ya status sosialnya tu enggak enggak gak di angkat angkat lah di anggap baik aja enggak yang ya aku ni dosen pembimbing disini gak mesti kalian tu kayak gini gini lah kayak gitu.</p>	<p>Enggak gak ada dia kayak gitu baik baik aja sih jadi ya status sosialnya tu enggak enggak gak di angkat angkat lah di anggap baik aja enggak yang ya aku ni dosen pembimbing disini gak mesti kalian tu kayak gini gini lah</p>	

	menggunakan status sosial nya ya sebagai boomerang untuk kakak dan temen temen kakak dalam bikin skripsi ya?		kayak gitu.	
017	I : Emmm oke kak berarti bisa di simpulkan eee selama proses bimbingan skripsi ini kakak merasa baik baik saja hubungan kakak dengan dosen pembimbing kakak juga baik baik saja eeee kakak juga gak begitu ngerasa yang tertekan eee karena punya dosen pembimbing yang acuh gitu ya berarti semuanya alhamdulillah baik baik saja bisa di katakan begitu kak?	R : Oooo alhamdulillah semuanya baik baik aja ga ada apa namanya tu ga ada kendala yang berarti gitu kalau dosen nya baik baik aja gitu	Oooo alhamdulillah semuanya baik baik aja ga ada apa namanya tu ga ada kendala yang berarti gitu dosen nya baik baik aja gitu	PHG
018	I : Emm oke oke kak mungkin segitu dulu makasih banyak ya kak atas waktunya udah sedia di interview terima kasih ya kak	R : Iyaa sama sama semoga sukses		