
Management of Deciding Decision Making Final Project Advisor in Optimizing Learning

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Abstract

In the management of learning in preparing the final assignment has become an obligation in each university. So, the existence of a final assignment supervisor is very important to help students complete their final assignments. Without the final assignment supervisor can lead to unclear and an directed research in accordance with the provisions of learning management, in this study discusses the role of lecturers in conducting final assignments in both thesis and thesis, lecturers as facilitators start the final assignment, lecturers as final project supervisors, lecturers as a final assignment exam preparation supervisor, stress in preparing the final assignment, communication of students with supervisors, choosing supervisors, consulting techniques with counselors, obstacles during the guidance of the preparation of the final assignment report. With the hope of this research students can choose a mentor where they must master the fields that are in accordance with your final assignment and with the provisions of learning management in Higher Education, and choose a mentor who has enough time to guide you, and a cooperative and communicative guide.

Keywords: Final Project, Final Project Advisor, Management.

1. Introduction

Entering the Industrial Age 4.0, information technology continues to experience rapid development, especially in the field of education management. At present information can no longer be absorbed by relying only on devices that are still conventional and manual. Therefore the role of computers is very important in providing a good enough solution in improving the learning management system that is not optimal[1]. The role of a lecturer in students is not only as a teacher in the classroom, but also as a final supervisor if they have met the qualifications set by education management and the government. In carrying out his duties as a final assignment supervisor, lecturers are like a teacher who has several roles as instructional experts, motivators, managers, counselors and models[2].

As an example in education management, a supervisor must be able to manage time both for himself and his students, the final assignment supervisor still has other obligations in the fields of education and teaching, research and development of scientific work, and community service as explained in the Act No.14 / 2005 concerning teachers and lecturers[3]. In accordance with learning management in Higher Education there are 4 (four) main competencies of lecturers, namely as follows (1) pedagogical competencies, (2) personality competencies, (3) social competencies, and (4) professional competencies[4]. According to Wahyuni, D. (2018), pedagogical competence is the ability to manage the learning management

of students which includes understanding of students, planning and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials so as to optimize the effectiveness of education management[5]. Personality competency is the personality of the educator who is steady, stable, mature, wise, and authoritative, being an example for students, and having a noble character[6]. Social competence is the ability of educators to communicate and interact effectively with students, fellow educators, educational staff, parents / guardians of students, and the community[7]. While what is meant by professional competence is the ability of educators in mastering learning material widely and deeply which enables it to guide students to obtain the specified competencies[8].

No	Nama Pembimbing	Hari	Waktu Konsultasi
1.	Olih Soan, M.M.S.I	Sabtu	12.30 - 2.00
2.	Dina Faria Nurul, M.Kom		
Tgl: _____ Tgl: _____			

Figure 1. Example of a Final Assistance Guidance Card

In preparing the final assignment. Of course, various kinds of obstacles will be faced by students both technical and non-technical. Following are some of the obstacles students have in starting their final assignments[9]

1. Students have not fully understood their interests and abilities.

When someone does something, in essence there are three things that underlie that are: (a) like and like to do it: (b) forced or afraid of threats: (c) has become an obligation but has no enthusiasm to do so. Of these three reasons, the first reason certainly has the probability of getting the most effective results[10].

Problems will arise when the final assignment research is not in accordance with the management of education, at the time before the time required to propose the final assignment, the student is still confused with what field he wants. This arises because of many things, such as being forced when entering one of the majors for example, and the compulsion is still carried over to the final semester. In general, students who experience problems like this will be followed by problems with difficulties that get the theme of the final assignment so there is a need for a supervisor to manage time[11].

2. Difficulty finding ideas.

Lecturers as mentors and student facilitators must be able to provide a bright light when students ask for opinions and input related to the theme that can be appointed as the final project title. The idea put forward by the lecturer was sometimes a trigger for the emergence of brilliant ideas of students who at first did not have any idea what to do. As long as this often happens, a student is fixated on the method when he will begin to find the title of the final assignment in learning management[12].

3. Not all students have the ability to research.

It cannot be denied that not all students are proficient in researching. There are several factors that influence this. Some even still have very little knowledge when they have taken the final assignment. But a mentor is also required to have a specific strategy if the student who is guided has very minimal knowledge and research skills. For students who have high motivation and commitment, they will try to catch up in various ways, such as intensive consultation to study supervisors with their friends or take research management courses or workshops[13].

4. Lack of confidence.

According to Rahardja, U., and Lutfiani, N., (2018), self-confidence is a mental or psychological condition of a person who gives a strong belief in himself to do or do something. It cannot be denied that not all students are proficient in researching. Therefore students who lack confidence generally will have a negative self-concept and lack of confidence in their abilities. This feeling of lack of confidence will result in students always delaying to submit a final assignment proposal even though they clearly have more ability and have fulfilled the requirements for submitting a final project proposal[14].

2. Research Method

In carrying out the design and development of a system there are several very important things that must be considered, including the existence of research methods to solve various formulation of the problems that exist in the stages of this research.

In this study using several research methods including observation techniques, and Literature Review. In the observation technique has been carried out directly by monitoring the multiple-choice test as an evaluation tool in a learning management at the University.

A. Literature Review

According to Handayani, I., (2018), at the time of this management research researchers took place using the literature review method which had a definition of a method used to gather relevant information in accordance with the topics and problems that were the object of research[15]

According to Rahardja, U. (2019), Literature Review is written material both in the form of books and sources from previous research as management of learning, discussing the issue of journals or scientific works with topics to be researched that are relevant to previous research topics or those that already exist. Because in previous studies there have been many scientific studies conducting research on credit memo features to minimize deposits and uncollectible accounts[16].

1. Research conducted by Rahardja, U., Aini Q., and Zuliana, S. R. (2018), entitled "Application of Student Guidance QRCode Attendance on Yii Framework-based Websites". This study reviews a system of assessment of the Lab Assistant in the Tri Dharma must be made very easily and more objectively. Because each student's performance is very different where each student is present on time, late or permits where an assessment must be very objective. The existence of this system is very much needed, in order to facilitate and facilitate more efficiently also for lecturers who assess a Tri Dharma assessment that must be given an assessment that must be objective. By looking at the available Dashboard to see an assessment on the Lab Assistant it is very easy to access it for the sake of a smooth assessment. And the Lab Assistant also becomes very easier in Attendance with only Scan Qr Code then it will make it easier in Attendance and also anticipates a fraud where there will be left attendance to friends and this Attendance can only be accessed and scanned only in the college iLearning

- Lab just raharja. concluded that in this study facilitated the Lab Assistant (Student) in conducting a faster and more accurate Attendance by only Scan the Qr Code. and Facilitating Labors (Lecturers) who are also more accurate in seeing present data that is more accurate and real so as to facilitate management in making decisions[17].
2. The research was conducted by Warsito, A. B., Rahardja, U., and Suhainingsih, D. M., (2018), entitled "Development of SIS + Consultation as monitoring of Lecturer and Student Services Case Study: STMIK Raharja". This study reviews a lecturer and student information system that is used as a media for consultation with case studies in accordance with learning management at Raharja College. The analysis phase carried out in the development of this system is to analyze the process of student academic guidance. The system design stages that are developed are creating a system flow chart that is currently running, the design of inputs and outputs from the system created. Then the second goal of this research is that the system created by the lecturer can easily look back at the guidance data that has been done previously with students and also students to get an email notification containing the consultation conducted. This system can also print a guidance report that is done. Can see how often students do guidance. In addition, this system is also used to improve the quality of academic lecturers to facilitate management in making a decision[18].
 3. The research was carried out by Handayani, I., Febriyanto, E., and Solichin, K. R. P. (2018), entitled "Viewboard Implementation as a Thesis Session Information Media at PESSTA+ in Higher Education". This study reviews the system that has been made in the form of a viewboard preparation for the final assignment and is in accordance with the management of learning about what is displayed, it can be concluded that the presence of a viewboard or dashboard can provide effective and efficient information because the viewboard or dashboard can detailed and easy to understand. A well-made viewboard or dashboard can provide effective and efficient information about student journal validation and grants. With this viewboard or dashboard, the final assignment students can more easily get information about the validation of journals and grants without having to login first[19].
 4. The research was conducted by Subari, A., Tadeus, D. Y., and Yuwono, T., (2018), with the title "Designing a Job Training Administration System and a Web-Based Final Project Using the CodeIgniter Framework". This study reviews the application of administrative information systems for practical work and the final project has two user groups, namely operators and students. User group operators can access all menus in the application while student user groups can only access the report menu. With application testing shows that all functions contained in this application can work as expected. So the existence of this research is expected that the final assignment student can make the final assignment report research in accordance with the management of learning[20].
 5. The research was carried out by Noviana, E., Kurniaman, O., and Huda, M. N., (2018), entitled "Website-Based Final Assignment Guidance Application Development in the Primary School Teacher Education Study Program FKIP Riau University". This study reviews an application system for the final assignment of website-based students in the PGSD study program at the FKIP University of Riau using the 4-D development model. Based on the development of education management, trials, and limited deployment carried out, researchers can conclude 2 (two) things, as follows 1. The application of website-based final assignment guidance produced in this development research is very valid. 2. Application of website-based final assignment guidance on PGSD Study Program FKIP Riau University which was produced in this development research has been declared effective to be widely applied. This is indicated by the acquisition of a effectiveness percentage score of 85.65% with a very effective category[21].

Based on the 5 (five) literature review on the research method, it was explained that the important role of learning management as the task of lecturers in providing final assignment guidance is still very much needed for learning and understanding of counselors and motivators

in order to evaluate the success and failure of students. So the researchers conducted research and development of a final assignment supervisor to optimize learning management with case studies relevant to management where there was no topic in previous studies.

3. Results and Analysis

A supervisor must be aware that his duty to guide students is as important as other academic tasks in accordance with management regulations in Higher Education. The supervisor must certainly have a soul as a true leader. E-mail can also be a good medium for consultation, especially consulting final report. There are 3 (three) main advantages when the final assignment report sent via e-mail is: (1) the lecturer can organize the final assignment report well, (2) the lecturer has the student final project report archive and the repair history, and (3) the student can improve the final report intensively. For students and lecturers who are diligent in a state of good mood, a simple repair process can be immediately sent email even a day can more than twice send email[22].

Then it can be concluded that the effectiveness of communication management of the main supervisors of the final assignment is a condition that shows the similarity of interpretations between the student and the main supervisor of the final assignment on verbal and nonverbal messages delivered during communication, and there is feedback given to the message that is. According to Herianto, A., and Ibrahim, I. (2018) states that aspects of the effectiveness of interpersonal communication include:

- a. **Openness.** Openness is the willingness to open up. A person's openness in communication is shown by the disclosure of information about the person, willingness to react honestly to the message conveyed by others, the existence of "ownership" of feelings and thoughts, the freedom to express feelings and thoughts, and the responsibility for disclosure.
- b. **Empathy** Empathizing is feeling what others feel without losing their own identity. Empathy allows a person to understand both emotionally and intellectually for what others feel.
- c. **Support.** Support is understood as an environment that is not evaluating (descriptiveness). Support in communication is shown by the freedom of the individual to express his feelings, not to be shy, not to feel himself being subject to criticism. Individuals can think openly, want to accept views that come from others, and are willing to change themselves if changes are deemed necessary.
- d. **Positive.** A positive attitude in communication is mutual respect for one another in a communication situation in general. A positive attitude in communication is indicated by the existence of clarity and satisfaction in the communication process.
- e. **Equality.** Equality is the existence of the same position in a matter or condition (status). Equality in interpersonal communication, is shown by the mutual respect between communicators.
- f. **Confidence.** Effective communication requires confidence in the communicant and communicator. Confidence in communication is shown by the feeling of being happy with each other, and there is no reluctance from one another.
- g. **Readiness.** Readiness in communication is needed so that communication goals are achieved. Readiness in communication can be shown by the relationship between the messages to be conveyed by the communicator with the message that is expected to be received by the communicant in communication, the pleasure and attraction between the communicant and the communicator, the pleasure and attraction of the communicant and the communicator on the message being communicated.
- h. **Interaction Management.** Effective interpersonal communication can be seen from the management of interactions that exist in communication situations. Management of interaction in communication is shown by the absence of communication people who feel ignored. The ability in interaction management can be seen from communication behavior in the form of eye movements, voice expressions, facial expressions and body language.

- i. **Expressive attitude.** In effective interpersonal communication requires expressiveness. Expressive attitude can be seen from the seriousness in speaking or listening, which can be seen from verbal and nonverbal languages.
- j. **Orientation to others.** Orientation to others is the ability to adjust to others and consider the other person to be the center of attention. The orientation of others when communicating can be demonstrated through verbal and nonverbal languages. Nonverbal language through eye contact, smile, nod, and facial expression. The verbal language can be shown through questions or statements relating to the statement of the other person involved in interpersonal communication[23].

According to Manurung, E. B. P., and Ariessanti, H. D., (2018), there are several criteria that can be considered when students propose counselors to lecturers who have met academic management learning qualifications[24].

- a. Consult with the counselor continuously (unless the counselor really wants the student to meet him after completing the final project). Don't just meet the counselor if you have limited the deadline for collecting the final assignment script for awareness or the situation is complicated. By consulting continuously from the beginning, the supervisor will be able to control the course of the final task continuously so that the possibility of misdirection becomes small. If a student only meets the supervisor near the end of the final assignment collection, it shows, bad time management At the beginning of the final assignment the student does not immediately work, but when it is already tight, he "points" the guide to immediately approve. The quality of such student final assignments is usually also bad[25].
- b. Counselors also need time management to see and correct your manuscript, in addition, it is very likely that there are many other students also collecting final assignments at these times (and maybe they have consulted more continuously, so that automatically must take precedence). Plus if your mentor is a busy person so that you no longer have the chance to correct your final assignment due to your short arrival. You can imagine how runny you are at the final examination session. From the writer's observations, usually the old students disappear and just meet their supervisor after approaching the collection time (by bringing the program and sudden reports already made). The program is also not done alone. Students who work on their own programs will usually routinely meet with their supervisor because he or she must encounter obstacles and need guidance or opinion from the supervisor during the program[26].
- c. At the time of consultation, ask only the core questions. Consult not the time to chat with the counselor about things that are not important. Before meeting the counselor, note what will be asked. Ask the counselor's opinion about the things you will be working on. Don't ask stupid questions, such as how to type or format the report text, or the question: "after calculating this, what should I do?" This question shows that you have no opinion and don't know clearly what you should do. You should ask "my title is and I've done this. Next I will do What is your opinion/mother? "Another stupid question is to ask things that are too detailed, such as:" why does my program always get an error if run ". Anyone except the maker of course will find it difficult to answer this question because there are so many possibilities[27]
- d. During the consultation, remember and if necessary record the comments, suggestions, or explanations of the counselor. This is so that you do not forget after you get home. Try not to ask the same question many times because it only shows your ignorance that doesn't understand the counselor's explanation or doesn't pay attention during the consultation. Your goal is to consult with a counselor to find out opinions about things you do in accordance with education management. Therefore, do not invite counselors to debate, especially in trivial matters. If you do not agree with the counselor's opinion, say politely (accompanied by concrete and logical reasons) and do not invite debate. If every time you consult, you only invite to debate, over time the guide will be bored and will not help you at all.
- e. Give the supervisor the impression that you are able to do your final assignment. Counselors generally meet you no more than 10 times as long as you work on tuga. Therefore, it is necessary to do time management so that it provides value from its impression on the meetings. If you can make a good impression, you will certainly be carried away in the

- judgment he gives. This can be done for example by preparing well what will be asked when consulting, making the best report, etc[28].
- f. Have initiative in doing the final project. Do not just wait for the "command" from the supervisor, because in essence it is the one who made it, not the supervisor, but if the supervisor asks you to do something (for example add experiments, analysis, etc.) as a final task, try to meet him as far as that don't burden you. But if what the instructor asks feels burdensome or even unable to do, say frankly[29].
 - g. Don't consult too often or too often with a counselor. Do not let small changes in the design, program, or report must be consulted repeatedly with the supervisor. Similarly, do not ask the supervisor to see the program (program demo) many times. Show the program after you feel the program has been "perfect" in accordance with the provisions of the University's management. Remember that counselors also have limited time in meeting their students. Frequent consultations for things that are less important or discussing the same questions multiple times will be translated by the supervisor as a student's inability. Conversely consultation that only occurs 1-2 times. During the writing of the thesis it is also dangerous because the supervisor is definitely unable to correct the final assignment perfectly.
 - h. Trying at each consultation, the supervisor can see real progress in your final assignment. If in each of your consultations you only ask the basics or the same thing continuously (eg how the algorithm works), the counselor will judge that you are unable to do the topic of the final assignment that you took so that if you have finished the program, the supervisor will suspect that the program is not made by your own program[30].

4. Conclusion

With the existence of this research, it can be concluded that the role of a lecturer in students is not only as a teacher in the classroom, but also as a final supervisor if they have met the qualifications set by the government. In carrying out their duties as a final assignment supervisor, the lecturer is like a teacher who has several roles as instructional experts, motivators, managers, counselors and models. Some obstacles for students in starting their final assignments are that students do not fully understand their interests and abilities, difficulty finding ideas, not all students have programming skills, lack of confidence.

While there are 3 (three) problems that arise during the final assignment process: (1) the academic problem that must arise is that it takes a relatively long time to explore the final assignment material. (2) technical problems often encountered are problematic computer equipment or missing data. (3) family problems often arise during the completion of the final assignment. To ensure the smoothness of the guidance process is to choose a supervisor. What must be considered is that the supervisor must master the field that is in accordance with your final assignment, look for a supervisor who has enough time to guide you, and a cooperative and communicative guide.

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