



**FAKTOR-FAKTOR YANG MEMPENGARUHI MASA STUDI MAHASISWA
PRODI PENDIDIKAN BAHASA JAWA FBS UNY**

Venny Indria Ekowati¹, Sugeng Tri Wuryanto²

^{1,2} Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta

Corresponding Author: venny@uny.ac.id¹

DOI: 10.15294/piwulang.v10i1.55185

Accepted: March 9th 2022 Approved: March 19th 2022 Published: June 30th 2022

Abstrak

Penelitian ini bertujuan untuk menguji hipotesis yang dibangun dari kajian teori. Hipotesis yang akan diuji adalah adanya pengaruh pembimbing, jenis kelamin, dan motivasi terhadap lama skripsi dan Indeks Prestasi Kumulatif (IPK), serta dampaknya terhadap masa studi. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan analisis uji efek mediasi. Pada penelitian ini tidak ada sampling, karena semua populasi diambil sebagai responden. Hasil penelitian menunjukkan bahwa, tidak ada pengaruh yang signifikan antara pembimbing dan motivasi terhadap lama skripsi, tidak ada pengaruh yang signifikan antara pembimbing dan motivasi melalui lama skripsi terhadap masa studi, tidak ada pengaruh yang signifikan antara jenis kelamin dan motivasi terhadap IPK, namun ada pengaruh langsung yang signifikan antara jenis kelamin terhadap IPK dan motivasi terhadap IPK, tidak ada pengaruh yang signifikan antara jenis kelamin dan motivasi melalui IPK terhadap masa studi. Namun ada pengaruh langsung yang signifikan antara jenis kelamin terhadap masa studi, serta ada pengaruh langsung yang signifikan antara lama skripsi dan IPK terhadap masa studi. Terkait dengan temuan hasil penelitian di atas, perlu kiranya untuk melakukan berbagai upaya agar motivasi intrinsik mahasiswa lebih terbangun, sehingga prestasi belajar akan lebih baik, lama skripsi, dan masa studi lebih pendek.

Kata kunci: IPK; jenis kelamin; masa studi; lama skripsi; motivasi; pembimbing

Abstract

This study aims at testing hypotheses formulated from theoretical studies. The hypotheses stated that the thesis supervisor, gender, and motivation affected the length of the thesis writing process and the Grade Point Average (henceforth: GPA), as well as impacting on the study period. It is quantitative research using mediation effect analysis (path analysis methods). In this study there was no sampling as all populations were taken as respondents. Respondents in this study were 98 students of the Javanese education study program, Faculty of Language and Arts, Yogyakarta State University, Indonesia (PPBJ FBS UNY). The results showed that there was no significant influence of thesis consultation processes and motivation on the length of the thesis writing, there was no significant influence of thesis supervisor and motivation by means of the length of the thesis writing period on the study period, there was no significant influence between gender and motivation of gaining higher GPA, however, yet, there was a significant direct influence of gender on GPA and motivation of gaining higher GPA, there was no significant influence of gender and motivation by means of GPA on the study period, however, there was a significant direct influence of gender on the study period, and there was a significant direct influence of the length of the thesis writing and GPA on the study period. Related to the findings of the research above, it is necessary to make various efforts so that students' intrinsic motivation is more awakened, so that learning achievement will be better, thesis duration, and study period is shorter.

Keywords: gender, grade point average, length of thesis writing, motivation, study period, thesis consultation

INTRODUCTION

The issue of student study period presents almost in all universities in the world. Even in America, the issue of students unable to complete college within the specified study period has become pandemic (Dunlop Velez, 2014). It is said that 40% of undergraduate students are unable to complete their studies. Of these 40%, more than 75% are dropped out of college beyond the first year, and the rest is at the beginning of the second year. This figure persists until 2019 (Miller, 2019; DeBerard et al., 2004). Other countries are also experiencing the same problem, as in Romania, the dropout rate reaches 18.5% (Silaški, 2009), England 18% (Smith & Naylor, 2001), Hungary 47%, Sweden 46%, New Zealand 42%, Poland 39%, Portugal 34%, Finland 24%, and Japan 5% (Miwa et al., 2015). The problem of failure to complete undergraduate education does exist in Indonesia. Although the dropout rate is not very high (3%), it does not merely represent the quality of education because the dropout rate is influenced by many factors (Kemenristek Dikti, 2018).

Factors that affect the dropout rate include: gender, IQ, learning habits, study time, age, parents' education levels, parents' economic condition, social status, and the number of parental dependents (Miller, 2019). Other factors that also influence the quality of learning, final assignment guidance, marital status, and organizational ability (Kamonsarn & Person, 2018). Factors that affect the length of the student study period cannot be generalized

because of the many factors. Even since decades ago until present days, research on factors affecting the length of the study period is still eminent. Such studies have been conducted by researchers in Indonesia and abroad (Amira & Tantoro, 2016; Aziza, 2011; Burton & Dowling, 2005; Fraser & Killen, 2003; Ginting et al., 2014; Haryati et al., 2015; Kamonsarn & Person, 2018; Mbuva, 2011; Miwa et al., 2015; Mustikasari & Mardapi, 2013; Nugroho, 2014; Pratiwi et al., 2016; Putra et al., 2017; Sukma & Adam, 2012; Ukpong & George, 2013; Van den Berg & Hofman, 2005; Young-Jones et al., 2013).

Writing thesis is an inevitable task as one of the requirements of graduation. Considering the thesis writing is the first step of training students in carrying out original research, the theories obtained during the lectures should be applied and written in a scientific work. The central position of thesis writing applies not only in Indonesia, but also to other universities in the world requiring students to write thesis as one of fulfilments of the study (Brew & Jewell, 2012; Stappenbelt, 2017). Given the importance of the study period and thesis writing, it is necessary to hold more research on the period of study and thesis writing in the Javanese education study program (henceforth: PPBJ), Faculty of Language and Arts (henceforth: FBS), Yogyakarta State University (henceforth: UNY), Indonesia, considering the study period and the length of thesis writing in this study program is still quite high. It is because students should be able to pass a minimum of 3.8 years plus

maximum 6 months of thesis writing. Factors to be further examined in the completion of the thesis writing is especially the consultation process as the extrinsic factor and motivation as the intrinsic factor. In this study will be explained the results of the analysis of research data on the influence of supervisors (X1), gender (X2), and motivation (X3) on the length of thesis writing (Y1) and GPA (Y2) and its impact on the study period (Z). The hypotheses proposed to be tested are: (1) there is an effect of X1 and X3 on Y1, (2) there is an effect of X1 and X3 by means of Y1 on Z, (3) there is an effect of X2 and X3 on Y2, (4) there is an effect of X2 and X3 by means of Y2 on Z, and (5) there is an influence of Y1 and Y2 on Z.

RESEARCH METHODOLOGY

Respondents in this study were 98 PPBJ students. This research is quantitative research using mediation effect test analysis (path analysis methods). There were dependent and independent variables where independent variables in this study were Guidance (X1), Gender (X2), and Motivation (X3), and intervening variables are the length of thesis writing (Y1) and GPA (Y2) and the dependent variable affected by the existence of independent variables was the study period (Z).

The data were analysed using quantitative data analysis with path analysis methods using the IBM SPSS 22 Statistics programme. The research instrument used was a closed questionnaire with four options of strongly agree (4), agree (3), disagree (2), and strongly disagree (1) for positive answers, and

conversely strongly agree (1), agree (2), disagree (3), and strongly disagree (4) negative answers.

RESEARCH RESULTS AND DISCUSSION

The R-squared value presented in the table of summary models is 0.028. This indicates that the contribution of X1 and X3 on Y1 was very small (2.8%). Meanwhile, the e1 value can be calculated using the formula: $e1 = \sqrt{1-0.028} = 0.98590$. Based on the results of the significance level of anova, the model used was not feasible and could not be used as the value was 0.257 which was greater than 0.05 stated as not significant.

The R-squared value presented in the table of summary models is 0.441. This indicates that the contribution of X1 and X3 by means of Y1 to Z was 44.1%. Meanwhile, the e2 value can be calculated using the formula: $e2 = \sqrt{1-0.441} = 0.74766$. Based on the results of the significance level of anova, it can be concluded that the model used was feasible and could be used as the value was 0.000 which was smaller than 0.05 stated as significant. Referring to results of the regression model 1, the significance level of variables, namely X1, X3 of, and Y1 were, respectively, 0.923 (not significant), 0.023 (significant), and 0.000 (significant).

The R-squared value presented in the table of summary models is 0.219. This indicates that the contribution of X2 and X3 on Y2 was 21.9%. Meanwhile, the e3 value can be calculated using the formula: $e3 = \sqrt{1-0.219} = 0.88374$. Based on the results of the anova, it

can be concluded that the model was feasible and could be used as the value was 0.000 which was smaller than 0.05 stated as significant. Referring to results of the regression model 1, the significance levels of the variables were 0.000 (not significant) for X2 and 0.002 (significant) for X3.

The R-squared value presented in the table of summary models is 0.163. This indicates that the contribution of X2 and X3 by means of Y2 on Z was 16.3%. Meanwhile, the e_4 value can be calculated using the formula: $e_4 = \sqrt{1 - 0.163} = 0.91487$. Based on the results of anova, the model used was feasible and can be used as the level of significance was 0.001 which was smaller than 0.05 determined as significant. The significant level of variables were 0.032 (significant), 0.043 (significant), and 0.178 (insignificant) for X2, X3, and Y2, respectively.

The R-squared value presented in the table of summary models is 0.486. This indicates that the contribution of Y1 and Y2 on Z was 48.6. Meanwhile, the e_5 value can be calculated with the formula: $e_5 = \sqrt{1 - 0.486} = 0.71693$. Based on the results of the anova, the model used was feasible and can be used as the level of significance was 0.000 which was smaller than 0.05 and categorised as significant. Based on the results, the coefficient values of the variables were 0.000 (significant) and 0.000 (significant) for Y1 and Y2, respectively. Once results of the path analysis is known, a path analysis diagram is created. The diagram of the results of path analysis is shown in (Figure 2).

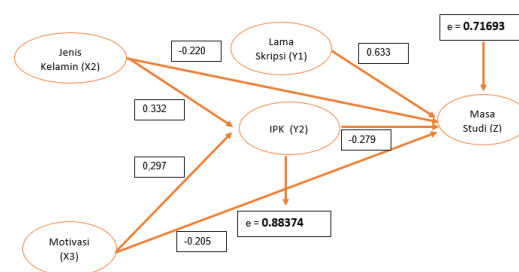


Figure 1. The diagram of the results of path analysis

The purpose of this study is to test the hypotheses on factors affecting the study period of PPBJ students in UNY. This study shows that there is no significant influence between thesis consultation and motivation on the length of the thesis writing period. In terms of the second hypothesis, it was also found that there was no significant influence between thesis consultation and motivation by means of the thesis writing period on the study period. This means that thesis consultation and motivation were not meaningful factors in thesis completion. It also shows that the thesis supervisor performed his duties in accordance with his education, experience, and ability. Both intrinsic and extrinsic motivations encouraged students and was affected by their behaviour during the learning process (Schunk et al., 2012). Yet, according to students of PPBJ UNY, motivation is not a factor that could determine the length of thesis writing and study periods.

Results of present research show no significant effect of gender and motivation of gaining higher GPA, but there was a significant direct influence of gender on GPA and motivation on gaining higher GPA. Based on results it is determined that female PPBJ FBS

UNY students have a higher GPA compared to male students. In general, these results are in line with theoretical studies and some previous studies. Research conducted at University of Agriculture Faisalabad shows that female students gained GPA of less than 2 are only 1%, while men are 5% in semester 1. Then, in the 6th semester, there are 60% of female students out of 1% trying so hard that in the end of the study they gain more than 3.00 GPA whereas the GPA improvement of male students to gain more than 3.00 only occurred in 49% of out of the 5% male students (Farooq et al., 2011).

Another reason why female students are superior in gaining GPA is social factors. Male students are easier to engage in many negative influences such as playing too many games, becoming gang members, engaging in criminality, violence, etc. that might reduce their concentration on learning. In addition, men prefer extracurricular activities to learning activities (Jackman et al., 2019).

The curriculum of PPBJ prioritizes four language skills, namely listening, speaking, reading, and writing. These skills allow female students superior in verbal strategies compared to male students who excel in spatial visual strategies (Halpern, 2004). Other reasons causing significant GPA differences between male and female students because females are more open in learning about linguistic forms, practicing more often, and discipline in using good and appropriate grammar (Ellis, 2012; Labov, 1990).

In addition, females also have good non-cognitive skills such as in motivation, integrity, temperament, and others. These were what bring big influences so that females are better at learning management (Conger & Long, 2010). Indeed, many studies state that female students have higher academic performance than male students. However, there is another study conducted on 200 pharmacy students of Rehman Medical College, Peshawar, Pakistan showing that no difference in learning achievement based on gender (Faisal et al., 2017).

Motivation is positively and significantly related to GPA. This means that the greater the motivation of students, the greater the GPA obtained. The findings in this study are also in line with previous studies stating that there is a positive and significant influence of motivation on GPA or student learning achievement (Adcroft, 2010; Ali et al., 2011; Haughery, 2017; Mega et al., 2018; Ning & Downing, 2010; Sivrikaya, 2019; Syarwanda & Kamil, 2019; Yanti, 2009).

There was no significant effect of gender and motivation by means of GPA on the study period, but there was a significant direct effect of gender on the study period. The results in this study show that female students have a shorter study period compared to male students. PPBJ female students of class 2014, 2015, and 2016 finish studying with the study period of 4.0 years, while male students of 4.3 years. Some factors are said to influence this because female students have better ability in writing and

reading, superior in motivation, discipline, confidence, and friendly relationships that are able to encourage academic achievement (Applerouth, 2017; Organisation for Economic Co-operation and Development, 2013).

There is a significant direct influence of the length of the thesis writing and GPA on the study period. This means that the longer the student completes the thesis writing, the longer the study period will be. In 2019 and 2020, the average student study periods were 4.90 and 4.8 with the length of thesis writing 10.51 and 8.3 months, respectively (Subag Pendidikan FBS UNY, 2020). Based on the data, at least students spend 17% of their study period to complete the thesis writing. The old number of PPBJ student thesis is quite high. Thesis is normally done 3-6 months, but for Javanese Language Study Program the thesis is done on average for 9.4 months. The longer time of working on the thesis writing, the longer students accomplish their study. If the thesis writing takes too long, it will increase the possibility of drop out.

CONCLUSION

Based on the results of the study, it can be concluded that the study period of students of the Javanese Department FBS UNY is influenced by various fairly complex variables. In the research, the model obtained through path analysis that the student study period is influenced by gender, motivation, duration of thesis, and GPA. Another finding in this study is the positive influence of motivation on GPA and study period. The stronger the student's

motivation, the higher the GPA, and the shorter the study period. It was also found that there was no significant effect between gender and motivation through GPA on the study period, but there was a significant direct effect between sex on the study period. There is a significant direct effect between the length of the thesis and the GPA on the study period. This means that the longer the student completes the thesis, the longer the study period that must be taken.

Related to the findings of the research above, it is necessary to make various efforts so that students' intrinsic motivation is more awakened, so that learning achievement will be better, thesis duration, and study period is shorter. In addition, it is also necessary to conduct other studies related to intrinsic motivation and more in-depth research on the causes of the long period of writing student thesis so that it can be anticipated and found a way out.

REFERENCE

- Adcroft, A. P. (2010). The motivations to study of undergraduate students in management: The impact of degree programme and level of study. *International Journal of Management Education*, 9, 1-19. <https://doi.org/10.3794/ijme.91.303>.
- Annisa, S. W., Rahmiati, R., & Yanita, M. (2018). Studi keterlambatan penyelesaian skripsi mahasiswa program studi pendidikan tata rias dan kecantikan jurusan tata rias dan kecantikan fakultas pariwisata dan perhotelan. *E-Journal Home Economic and Tourism*, 14(1). <http://ejournal.unp.ac.id/index.php/jhet/articel/view/7206/5653>
- Ali, Z., Tatlah, I. A., & Saeed, M. (2011). Motivation and students behavior: A tertiary level study. *International Journal of Psychology and Counselling*, 3, 29-32. <https://africaneditors.org/journal/IJPC/full-text-pdf/52545-117920>.

- Alsвик, L. (2011). *Rational men and emotional women?: pro-male bias and the false consensus effect in evaluations of rationality*. [Masters Dissertations, Oslo University]. Oslo University e-Repository. <https://www.duo.uio.no/bitstream/handle/10852/18049/PSY4090LinaAlsвик.pdf?sequence=2>
- Amira, N., & Tantoro, S. (2016). Faktor-Faktor yang mempengaruhi terlambatnya penyelesaian studi pada mahasiswa fakultas ilmu sosial dan ilmu politik universitas riau. *Jurnal Online Mahasiswa Fakultas Ilmu Sosial dan Ilmu Politik Universitas Riau*, 3, 14. <https://jom.unri.ac.id/index.php/JOMFSIP/article/view/10729/10385>.
- Applerouth, J. (2017). *Troubling gender gaps in education*. Routledge.
- Asrib, A. R., & Haedir. (2017). *Analisis hubungan indeks prestasi kumulatif (IPK) lulusan dan lama studi jurusan Pendidikan Teknik Sipil dan Perencanaan Fakultas Teknik Universitas Negeri Makassar*. Seminar Nasional Fakultas Teknik Universitas Negeri Makassar, Makassar, Indonesia. http://eprints.unm.ac.id/5800/10/6_AhmadRifqiAsrib.pdf.
- Aziza, D. F. (2011). *Faktor-faktor yang mempengaruhi masa studi mahasiswa Jurusan Administrasi Pendidikan FIP Universitas Negeri Malang tahun kelulusan periode 2008-2010*. [Bachelor thesis, Universitas Negeri Malang]. Universitas Negeri Malang e-Repository. <https://http://karya-ilmiah.um.ac.id/index.php/ASP/article/view/14964>.
- Badan Kepegawaian Negara. (2019). *Buku petunjuk pendaftaran sistem seleksi calon pegawai negeri sipil nasional tahun 2019*. Badan Kepegawaian Negara. https://ssc.bkn.go.id/buku_pendaftaran_ssc_n_2019.pdf.
- Bangun, P. B. J., Irmeilyana, I., & Andarini, I. (2011). Analisis korespondensi untuk mengetahui hubungan lama studi dengan IPK dan lama skripsi Alumni Matematika FMIPA UNSRI angkatan 2001-2002. *Jurnal Penelitian Sains*, 14(1), 13-18. <https://doi.org/10.26554/jps.v14i1.120>
- Brew, A., & Jewell, E. (2012). Enhancing quality learning through experiences of research-based learning: Implications for academic development. *International Journal for Academic Development*, 17, 47-58. <https://doi.org/10.1080/1360144X.2011.586461>.
- Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). Longman New York. http://angol.uni-miskolc.hu/wp-content/media/2016/10/Principles_of_language_learning.pdf.
- Burton, L. J., & Dowling, D. (2005). *In search of the key factors that influence student success at university*. 28th HERDSA Annual Conference: Higher Education in a Changing World (HERDSA 2005), Sydney, Australia. <https://eprints.usq.edu.au/753/>.
- Thabran, Y., & Fajaryani, N. (2016). Why it took so long to complete undergraduate thesis at English Department. *Ninth International Conference on Applied Linguistics (CONAPLIN 9)*, Jambi, Indonesia. <https://doi.org/10.2991/conaplin-16.2017.39>
- Conger, D., & Long, M. C. (2010). Why are men falling behind? Gender gaps in college performance and persistence. *The Annals of the American Academy of Political and Social Science*, 627, 184-214. <https://doi.org/10.1177/0002716209348751>.
- Cook, M. C. F. (1980). The role of the academic supervisor for undergraduate dissertations in science and science-related subjects. *Studies in Higher Education*, 5(2), 173-185. <https://doi.org/10.1080/03075078012331377206>.
- DeBerard, M. S., Spielmans, G. I., & Julka, D. L. (2004). Predictors of academic achievement and retention among college freshmen: A longitudinal study. *College Student Journal*, 38, 66-81. <https://psycnet.apa.org/record/2004-12729-009>.
- Deci, E. L. (1976). *Intrinsic motivation* (E. Aronson (ed.)). Plenum Press. <https://link.springer.com/content/pdf/bfm%3A978-1-4613-4446-9%2F1.pdf>.
- Dunlop Velez, E. (2014). *America's college drop-out epidemic: Understanding the college drop-out population*. American Institutes for Research.
- Dwihandini, L. A., Marhaeni, A. A. I. N., & Suarnajaya, I. W. (2013). The analysis of the factors affecting undergraduate students' difficulties in writing thesis in the English Department of Mahasaraswati University. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, 2, 1-12. https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_bahasa/article/view/903/657
- Eagly, A. H., Beall, A. E., & Sternberg, R. J. (2005). *The psychology of gender*. Guilford Press.
- Eckert, P., & McConnell-Ginet, S. (2013). *Language and gender*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139245883>
- Elliot, A. J., Dweck, C. S., & Yeager, D. S. (2017). *Handbook of competence and motivation: Theory and application*. The Guilford Publications.
- Ellis, N. C. (2012). Formulaic language and second language acquisition: Zipf and the phrasal

- teddy bear. *Annual Review of Applied Linguistics*, 32, 17-44. <https://doi.org/10.1017/S0267190512000025>
- Faisal, R., Shinwari, L., & Hussain, S. S. (2017). Academic performance of male in comparison with female undergraduate medical students in Pharmacology examinations. *JPMA*, 67, 204-208. http://jpma.org.pk/full_article-text.php?article_id=8078
- Farooq, M. S., Chaudhry, A. H., Shafiq, M., & Berhanu, G. (2011). Factors affecting students' quality of academic performance: a case of secondary school level. *Journal of Quality and Technology Management*, 7, 1-14. https://www.researchgate.net/publication/284150574_Factors_affecting_students%27_quality_of_academic_performance_A_case_of_secondary_school_level
- Fraser, W. J., & Killen, R. (2003). Factors influencing academic success or failure of first-year and senior university students: do education students and lecturers perceive things differently? *South African Journal of Education*, 23(4), 254-263. <https://doi.org/10.4314/saje.v23i4.24943>
- Ginting, S. L. B., Zarman, W., & Hamidah, I. (2014). Analisis dan penerapan algoritma C4.5 dalam data mining untuk memprediksi masa studi mahasiswa berdasarkan data nilai akademik. *Seminar Nasional Aplikasi Sains & Teknologi (SNAST)*, Yogyakarta, Indonesia. https://repository.akprind.ac.id/sites/files/A263-272_silvia_lorena.pdf
- Guiffrida, D. A. (2006). Toward a cultural advancement of Tinto's theory. *The Review of Higher Education*, 29(4), 451-472. <https://doi.org/10.1353/rhe.2006.0031>
- Halpern, D. F. (2004). A cognitive-process taxonomy for sex differences in cognitive abilities. *Current Directions in Psychological Science*, 13, 135-139. doi: <https://doi.org/10.1111/j.0963-7214.2004.00292.x>
- Haryati, S., Sudarsono, A., & Suryana, E. (2015). Implementasi data mining untuk memprediksi masa studi mahasiswa menggunakan algoritma C4.5 (Studi kasus: Universitas Dehasen Bengkulu). *Jurnal Media Infotama*, 11, 130-138. <https://doi.org/10.37676/jmi.v11i2.260>
- Haughery, J. R. (2017). *Student motivation and academic success: Examining the influences, differences, and economics of mechatronic experiences in fundamental undergraduate courses*. [Graduate Thesis and Dissertations, Iowa State University]. Iowa State University e-Repository. <https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=7149&context=etd>
- Hines, M. (2005). *Brain gender*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195188363.001.1>
- Indrawati, A. D., Sintaasih, D. K., Wibawa, M. A., & Suryantini, N. P. S. (2016). Analisis faktor penentu prestasi belajar mahasiswa Fakultas Ekonomi dan Bisnis Universitas Udyana. *Jurnal Ilmu Manajemen (JUIMA)*, 6(1). <https://ojs.unmas.ac.id/index.php?journal=JUIMA&page=article&op=view&path%5B%5D=452>
- Jackman, W. M., Morrain-Webb, J., & Fuller, C. (2019). Exploring gender differences in achievement through student voice: Critical insights and analyses. *Cogent Education*, 6, 1-13. <https://doi.org/10.1080/2331186X.2019.1567895>
- Kam, B. H. (1997). Style and quality in research supervision: the supervisor dependency factor. *Higher Education*, 34(1), 81-103. <https://doi.org/10.1023/A:1002946922952>
- Kamonsarn, K., & Person, K. R. (2018). Factors affecting the duration time of study and success in graduation of the postgraduate students: A case of the postgraduate students in the linguistics program, Suan Sunandha Rajabhat University. *International Interdisciplinary Conference 2018*, Vienna, Austria. <https://www.iises.net/proceedings/international-interdisciplinary-conference/table-of-content/detail?article=factors-affecting-the-duration-time-of-study-and-success-in-graduation-of-the-postgraduate-students-a-case-of-the-postgraduate-students-in-the-linguistics-program-suan-sunandha-rajabhat-uniiversi>
- Kemenristek Dikti. (2018). *Statistik pendidikan tinggi tahun 2018*. [https://pddikti.kemdikbud.go.id/asset/data/publikasi/Statistik Pendidikan Tinggi Indonesia 2018.pdf](https://pddikti.kemdikbud.go.id/asset/data/publikasi/Statistik_Pendidikan_Tinggi_Indonesia_2018.pdf)
- Kian, T., Yusoff, W., & Rajah, S. (2014). Motivation for generations' cohorts: An organizational justice perspective. *International Journal of Management Sciences*, 11(2), 536-542. https://www.researchgate.net/profile/Shen_Kian_Tan/publication/263199465_Motivatio_n_for_Generations_Cohort_An_Organization_al_Justice_Perspective/links/0deec53a233cc2cad4000000.pdf
- Kuncel, N. R., Hezlett, S. A., & Ones, D. S. (2004). Academic performance, career potential, creativity, and job performance: Can one construct predict them all? *Journal of Personality and Social Psychology*, 86(1), 148-161. <https://doi.org/10.1037/0022-3514.86.1.148>

- Labov, W. (1990). The intersection of sex and social class in the course of linguistic change. *Language Variation and Change*, 2, 205–254. <https://doi.org/10.1017/S0954394500000338>
- Lestari, D. M. (2020). An analysis of the students' difficulties in writing undergraduate thesis at English Education Study Program of Muhammadiyah University of Bengkulu. *Premise: Journal of English Education*, 9(1), 17–29. <https://doi.org/10.24127/pj.v9i1.2588>
- Mbuva, J. M. (2011). An examination of student retention and student success in high school, college, and university. *Journal of Higher Education Theory and Practice*, 11, 92–101. <http://t.www.na-businesspress.com/JHETP/MbuvaWeb11-4.pdf>
- Mega, C., Ronconi, L., De Beni, R., Nugroho, S. A., & Sulastri, S. K. (2018). Hubungan antara motivasi dengan ketepatan penyelesaian tugas akhir pada mahasiswa Universitas Muhammadiyah Surakarta. *Journal of Educational Psychology*, 106(1), 121. <http://eprints.ums.ac.id/59410/27/Naskah%20Publikasi%20benerrrrr.pdf>
- Miller, C. (2019). *College dropout rates*. Education Data. <https://educationdata.org/college-dropout-rates/>
- Miwa, S., Shimosegawa, M., Hongo, K., Shindo, M., Obuchi, M., Matsumoto, E., Arimoto, M., Clark, I., Yamamoto, S., & Shinkawa, M. (2015). *Dropout from higher education and social stratification in Japan Annual Bulletin*. Graduate School of Education, Tohoku University. https://tohoku.repo.nii.ac.jp/?action=repository_action_common_download&item_id=2942&item_no=1&attribute_id=18&file_no=1
- Mansour, F. (1996). *Analisis gender dan transformasi sosial*. Pustaka Pelajar.
- Musa, A. K. J., Dauda, B., & Umar, M. A. (2016). Gender differences in achievement goals and performances in English language and mathematics of senior secondary schools students in Borno State, Nigeria. *Journal of Education and Practice*, 7(27), 165–175. <https://www.iiste.org/Journals/index.php/JEP/article/view/33218>
- Mustikasari, R., & Mardapi, D. (2013). Faktor-faktor yang mempengaruhi masa studi mahasiswa di Jurusan Pendidikan Seni Tari FBS Universitas Negeri Yogyakarta. *Jurnal Evaluasi Pendidikan*, 1, 48–59. <http://journal.student.uny.ac.id/ojs/index.php/jep/article/view/49>
- Nicely, T. (2007). *The Relationship of college GPA and job performance for teaching faculty at Blue Ridge Community College*. [Masters Dissertations, Old Dominion University]. Old Dominion University e-Repository. https://digitalcommons.odu.edu/ots_masters_projects/101
- Ning, H. K., & Downing, K. (2010). The reciprocal relationship between motivation and self-regulation: A longitudinal study on academic performance. *Learning and Individual Differences*, 20, 682–686. doi: <https://doi.org/10.1016/j.lindif.2010.09.010>
- Nugroho, Y. S. (2014). Klasifikasi masa studi mahasiswa Fakultas Komunikasi Dan Informatika. *Komuniti : Jurnal Komunikasi dan Teknologi Informasi*, 6, 84-91. <https://doi.org/10.23917/komuniti.v6i1.2946>
- Olwell, R., & Delph, R. (2004). Implementing assessment and improving undergraduate writing: One department's experience. *The History Teacher*, 38(1), 21–34. <https://doi.org/10.2307/1555624>
- Organisation for Economic Co-operation and Development. (2013). *PISA 2012 results in focus: What 15-year-olds know and what they can do with what they know*. <https://www.voced.edu.au/content/ngv:59795>
- Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667-686. <https://doi.org/10.1037/0022-0663.95.4.667>
- Pratiwi, D. A., Handoyo, S. S., & Murtinugraha, R. E. (2016). Faktor-faktor yang mempengaruhi masa studi Mahasiswa Pendidikan Teknik Bangunan Universitas Negeri Jakarta. *Jurnal Pensil: Pendidikan Teknik Sipil*, 5, 118–127. doi: <https://doi.org/10.21009/jpensil.v5i2.7249>
- Putra, I. N. A. J., Nitiasih, P. K., Adil, N., & Gunatama, G. (2016). Identifikasi faktor-faktor yang mempengaruhi lama masa studi mahasiswa di Fakultas Bahasa dan Seni Undiksha. *Seminar Riset Inovatif II*, Bali, Indonesia. <https://eproceeding.undiksha.ac.id/index.php/senari/article/view/371>
- Ramadhoni, M. (2018). *Hubungan indeks prestasi kumulatif dan lama studi dengan nilai uji kompetensi mahasiswa Program Profesi Dokter Peserta First Taker Fakultas Kedokteran Universitas Andalas*. [Bachelor thesis, Universitas Andalas]. Universitas Andalas e-Repository. <http://scholar.unand.ac.id/32529/>
- Ratminingsih, N. M. (2013). Pengaruh gender dan tipe kepribadian terhadap kompetensi berbicara Bahasa Inggris. *Jurnal Pendidikan Dan Pengajaran*, 46(3), 278-288. <https://ejournal.undiksha.ac.id/index.php/JP/article/viewFile/4230/3301>

- Sari, N. W. W., Suyitno, S., & Mirwansyah, D. (2019). Faktor-faktor yang mempengaruhi IPK Lulusan STMIK Sentra Pendidikan Bisnis. *Proceeding Seminar Nasional Matematika Dan Statistika Universitas Negeri Makassar*, Samarinda 5 Oktober 2019. <http://jurnal.fmipa.unmul.ac.id/index.php/SNMSA/article/view/547/241>.
- Sariyanto, S., Supardi, I., & Husin, S. (2015). An analysis on factors causing undergraduate students' difficulties in writing thesis. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 4(3), 1-12. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/9226/9140>.
- Schunk, D. H., Meece, J. R., & Pintrich, P. R. (2012). *Motivation in education: Theory, research, and applications*. Pearson Higher Ed.
- Silaški, N. (2009). Topic-triggered metaphors in newspaper headlines. *Professional Communication and Translation Studies*, 2(1-2), 227-245. https://www.cls.upt.ro/files/conferinte/proceedings/2009/09_nadejda_2009.pdf.
- Siswanto, I., & Sampurno, Y. G. (2015). Faktor-faktor penghambat pengerjaan tugas akhir skripsi mahasiswa Pendidikan Teknik Otomotif FT UNY. *Taman Vokasi*, 3(1), 629-642. <https://doi.org/10.30738/jtvok.v3i1.313>.
- Sivrikaya, A. H. (2019). The relationship between academic motivation and academic achievement of the students. *Asian Journal of Education and Training*, 5, 309-315. doi: <https://doi.org/10.1016/j.sbspro.2011.03.111>
- Smith, J. P., & Naylor, R. A. (2001). Dropping out of university: a statistical analysis of the probability of withdrawal for UK university students. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 164, 389-405. <https://doi.org/10.1111/1467-985X.00209>
- Stappenbelt, B. (2017). Action learning in undergraduate engineering thesis supervision. *Journal of Technology and Science Education*, 7(1), 5-25. <https://doi.org/10.3926/jotse.224>.
- Sturman, T. S. (1999). Achievement motivation and type a behavior as motivational orientations. *Journal of Research in Personality*, 33(2), 189-207. <https://doi.org/10.1006/jrpe.1999.2242>.
- Subag Pendidikan FBS UNY. (2020). *Rekap data yudisium FBS UNY 2019 dan 2019*. Universitas Negeri Yogyakarta.
- Sukma, A., & Adam, H. (2012). Studi empiris pengaruh kecerdasan emosional, perilaku belajar, dan stres kuliah terhadap keterlambatan penyelesaian studi (studi pada mahasiswa S1 Akuntansi Universitas Brawijaya Malang). *Jurnal Ilmiah Mahasiswa FEB*, 1, 1-24. <https://jimfeb.ub.ac.id/index.php/jimfeb/article/view/707>
- Syarwanda, R., & Kamil, H. (2019). Faktor yang mempengaruhi motivasi belajar mahasiswa Fakultas Keperawatan Universitas Syiah Kuala Banda Aceh. *Jurnal Ilmiah Mahasiswa Fakultas Keperawatan*, 4, 64-72. <http://jim.unsyiah.ac.id/FKKeP/article/view/12659>.
- Taynor, J., & Deaux, K. (1975). Equity and perceived sex differences: Role behavior as defined by the task, the mode, and the actor. *Journal of Personality and Social Psychology*, 32(3), 381. <https://doi.org/10.1037/h0077096>.
- Telford, R. M., Telford, R. D., Olive, L. S., Cochrane, T., & Davey, R. (2016). Why are girls less physically active than boys? Findings from the LOOK longitudinal study. *PLoS One*, 11(3), e0150041. <https://doi.org/10.1371/journal.pone.0150041>.
- Tim Penyusun. (2017). *Suplemen pedoman tugas akhir TAS/ TAKS/TABS FBS UNY*. Universitas Negeri Yogyakarta Press. <http://fbs.uny.ac.id/sites/fbs.uny.ac.id/files/SUPLEMEN PEDOMAN TUGAS AKHIR 2017.pdf>.
- Tohidi, H., & Jabbari, M. M. (2012). The effects of motivation in education. *Procedia-Social and Behavioral Sciences*, 31, 820-824. <https://doi.org/10.1016/j.sbspro.2011.12.148>
- Tseng, J. (2008). Sex, Gender, and Why the Differences Matter. *AMA Journal of Ethics*, 10(7), 427-428. <https://doi.org/10.1001/virtualmentor.2008.10.7.fred1-0807>
- Ukpong, D. E., & George, I. N. (2013). Length of study-time behaviour and academic achievement of social studies education students in the University of Uyo. *International Education Studies*, 6, 172-178. <https://doi.org/10.5539/ies.v6n3p172>.
- Universitas Negeri Yogyakarta. (2019). *Peraturan akademik Universitas Negeri Yogyakarta edisi tahun 2019*. Universitas Negeri Yogyakarta. http://baki.uny.ac.id/sites/baki.uny.ac.id/files/peraturan_akademik_2019_20190322.pdf
- Ur, P. (1991). *Methodology in language classroom*. A Course in Language Teaching, Practice and Theory. Cambridge University Press. <https://sacunslc.files.wordpress.com/2015/03/penny-ur-a-course-in-language-teaching-practice-of-theory-cambridge-teacher-training-and-development-1996.pdf>.
- Usher, A., Kober, N., Jennings, J., & Rentner, D. S. (2012). *What is motivation and why does it matter?*. George Washington University's Graduate School of Education and Human

- Development.
<https://files.eric.ed.gov/fulltext/ED532670.pdf>
- Van den Berg, M. N., & Hofman, W. H. A. (2005). Student success in university education: A multi-measurement study of the impact of student and faculty factors on study progress. *Higher Education*, *50*, 413–446. <https://doi.org/10.1007/s10734-004-6361-1>.
- Wangid, M. N. (2013). Identifikasi hambatan struktural dan kultural mahasiswa dalam menyelesaikan tugas akhir. *Jurnal Penelitian Ilmu Pendidikan*, *6*(2), 19-28. <https://doi.org/10.21831/jpipfip.v6i2.4794>
- Xin, J., Zhang, Y., Tang, Y., & Yang, Y. (2019). Brain differences between men and women: Evidence from deep learning. *Frontiers in Neuroscience*, *13*, 185. <https://doi.org/10.3389/fnins.2019.00185>.
- Yanti, S. Y. (2009). *Hubungan konsep diri dan motivasi menyelesaikan skripsi pada mahasiswa program s1 dengan perpanjangan masa studi di perguruan tinggi Kota Malang*. [Bachelor thesis, Universitas Negeri Malang]. Universitas Negeri Malang e-Repository. <http://mulok.library.um.ac.id/index3.php/34870.html>
- Young-Jones, A. D., Burt, T. D., Dixon, S., & Hawthorne, M. J. (2013). Academic advising: Does it really impact student success?. *Journal Quality Assurance in Education*, *21*, 7-19. <https://doi.org/10.1108/09684881311293034>
- Yuniarti, R. D. (2014). *Pengaruh sikap dan gender terhadap prestasi belajar bahasa Indonesia pada Siswa SMP Negeri Kelas VII di Kecamatan Sleman Yogyakarta 2013/2014*. [Bachelor thesis, Universitas Negeri Yogyakarta] Universitas Negeri Yogyakarta e-Repository. <https://eprints.uny.ac.id/20691/1/Rohmah%20Dwi%20Yuniarti%2009201244082.pdf>.