

WRITING OF SCIENTIFIC WORKS IN A DISERTATION CONTEXT AND THE DIFFERENCE WITH THESIS

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ABSTRACT

Higher education as part of the national education system has a strategic role in educating the nation's life and advancing science and technology by paying attention to and applying humanities values as well as the sustainable culture and empowerment of the Indonesian nation to increase the nation's competitiveness in facing globalization in all fields, higher education is needed who are able to develop science and technology and produce cultured and creative intellectuals, scientists, and / or professionals. A scientific work that is developed correctly and can be accounted for academically-scientifically is capable of contributing economically, socio-culture or in other words, capable of developing the nation's civilization. There are several types of scientific work, both published and unpublished. Published scientific works include: scientific articles, scientific journals, posters of research results, and books. Unpublished scientific works include reports: lecturer research, student research, student activities, and student final assignments. Which student final project reports in Indonesia usually include writing a thesis for Diploma IV or Undergraduate students, writing a thesis for undergraduate students and a dissertation for a doctoral or undergraduate program.

Keywords: education system, scientific works, sustainable culture, humanities values

INTRODUCTION

Scientific work generally consists of 3 elements, namely: ontology of science, epistemology of science, and axiology of science. The ontology of science is concerned with the object which is the scientific substance, epistemology with the approach, methods, ways to obtain ontology, and axiology with regard to the goals and benefits after the ontology is obtained. Epistemologically, scientific work is always systematically arranged following a certain pattern. To fulfill these three main elements, generally a scientific work is divided into 3 main parts, namely the beginning, the torso and the end. In the Body or Core section contains the ontology, epistemology, and axiology of the science. Science ontology has started to appear since the background and problems, even in outline it has been described in the summary (Andhika, 2017; Chikere & Nwoka, 2014). Ontology answers the central question: what is it? Epistemology contains research methods, namely the approach taken, the basic concepts to be used, population and samples, sampling methods, data collection methods, statistical formulas to be used in analyzing data (Fall et al., 2015; Gu et al., 2020). The final part of the scientific paper includes attachments that must be completed in relation to this scientific work. What needs to be done is to index both the subject index and the object index. For a dissertation, this last thing is mandatory (Erdogan & Uludag, 2014). Skills to write scientific papers are very important for students in the context of attending lectures in tertiary institutions and in preparation for entering the world of work. During college education, like it or not, Students will often be given the task of writing scientific papers in the form of papers or articles related to the course assignments they are taking. More than that, the skills to write scientific papers are of course very important for students in order to fulfill one of the requirements to complete their studies in tertiary institutions both at the D3, S1, S2, and S3 education levels. In addition, recently, various scientific writing competitions / competitions have been held by various agencies, both government agencies and private institutions, to universities (Amegah & Näyhä, 2018; Du et al., 2018; Rivai, 2017). This is certainly a golden opportunity for students to test their abilities in writing scientific papers.

Those who really have skills in writing scientific papers will certainly be able to win this prestigious competition (Chikere & Nwoka, 2014). More than that, the skills to write scientific papers are certainly very important for students in order to fulfill one of the requirements to complete their studies in tertiary education, both at the D3, S1, S2, and S3 education levels. In addition, recently, various scientific writing competitions / competitions have been held by various agencies, both government agencies and private agencies, to universities. This is certainly a golden opportunity for students to test their abilities in writing scientific papers. Those who really have skills in writing scientific papers will certainly be able to win this prestigious competition (Jones et al., 2006). More than that, the skills to write scientific papers are certainly very important for students in order to fulfill one of the requirements to complete their studies in tertiary education, both at the D3, S1, S2, and S3 education levels. In addition, recently, various scientific writing competitions / competitions have been held by various agencies, both government agencies and private institutions, to universities. This is certainly a golden opportunity for students to test their abilities in writing scientific papers. Those who really have skills in writing scientific papers will certainly be able to win this prestigious competition. Skills to write scientific papers are of course very important for students in order to fulfill one of the requirements to complete their studies in tertiary institutions both at the D3, S1, S2, and S3 education levels. In addition, recently, various scientific writing competitions / competitions have been held by various agencies, both government agencies and private agencies, to universities (Duerrenberger & Warning, 2018; Saputra et al., 2020). This is certainly a golden opportunity for students to test their abilities in writing scientific papers.

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However, writing skills for most people, including students, is not an easy job. Writing skills are language skills with the highest level compared to speaking skills, reading skills, and listening skills. This is easy to understand, because it is seen from the point of view of the stages of language acquisition, writing skills are carried out in the last stage after the acquisition of listening, speaking and reading skills. Ahman (1998) states that in contrast to listening and speaking skills, writing skills are not acquired naturally. Of the four existing language skills, listening, speaking, reading, and writing, writing skills, especially writing scientific papers, are considered the most difficult. To master it, a process that requires higher order thinking skills is necessary. Writing is not a single activity, but rather complex because it is preceded by other language activities, such as reading and listening. Therefore, every student should have adequate skills in writing scientific papers, both in the form of research reports and in the form of articles (Burrell et al., 2019).

Not all written works can be called scientific works. A new written work can be classified as a scientific work if it meets a number of requirements, both in terms of content, workmanship, and character. In terms of content, scientific work should contain scientific truth, namely truth that is not only based on reason, but can also be proven empirically. In terms of workmanship, scientific work should be prepared based on the scientific method (Istiqomah, 2018; Mulawarman, 2013). Furthermore, when viewed from the point of view of the figure, scientific papers should be arranged in accordance with the existing systematics of scientific work. For this reason, it is known that there are several types of scientific works such as research reports (Final Project, Thesis, Thesis, and Dissertation), articles (both literature review articles and research summary articles), and papers. In this article, an overview of a dissertation will be discussed and how it differs from a thesis and a thesis.

DISERTATION OVERVIEW

Self-Preparation Stage

Cone and Foster (1997) describes several categories of list items that should be examined in making a dissertation are: (1) Writing. Writing skills and methodology are perhaps the most important skills in completing a thesis or dissertation. Organizational skills in writing are one indication of how clear we think. If we are not well organized, we may have difficulty thinking linearly. And, unfortunately, there is no quick and easy program to teach these skills. We may benefit from coursework or special guidance in organizing and producing written material. (2) Methodology, a student who has taken statistics courses for many years at a graduate school in a prestigious eastern college, hears a warning that statistical fluency is currently important, reading and conducting periodic consultations with faculty teaching statistics is a solution to understand statistics. We can plan content, structure, and timing before saying statistics is a difficult science to learn. We don't have to be people who are experts in the field of statistics, but at least we have to understand what we use as a dissertation measurement tool. We must consider statistics as a challenge for a thesis or dissertation. (3) Environmental Support, there is a student who actually rents a special office to work on his dissertation. He planned not to recommend other people to work in his office (Patiar & Mia, 2008; Stojanovska et al., 2014).

This exemplifies the important behavioral management principles involved in self-control. (4) Access and Computer Skills, it is difficult to do so if we are not fluent in using technology in today's computer era. Understanding computers is not absolutely something that is very important, but currently the dissertation is completed successfully with the support of technology. (5) Interpersonal skills, interpersonal skills and politics refer to effective interactions with key players in the making of this dissertation. Do you have the interpersonal skills needed to work effectively with this person? Are you willing to post countless entries in response to criticism? Often students do not appreciate a lot of revisions, which in fact scientific documents must be clear, coherent, and sufficiently detailed. (6) Formal and Informal Rules, in all Tertiary Education Institutions, there are formal and informal rules governing the entire thesis and dissertation process. There is a form that must be filled in, a fee must be paid. deadlines to be met, formats to be followed, and so on. For example, what about committee members who are given time to review proposals before the proposal exam is held, we must first find out the formal rules of the institution. And (7) Examine Your Cognitive Ecology, in assessing our overall readiness we must identify and dispel some common assumptions that will hinder our progress (Merli et al., 2019). The first few irrational thoughts may have to do with estimates of what it will take to get the job done. We may tell ourselves that if we start now, we can finish the whole process in 6 months (Venkatesh & Davis, 2000). The fact is that estimates often miss, estimates will be far from being on target. A related irrationality is thinking that things will work out. It's best to plan for the unexpected (Saputra, 2019).

Time Management and Possible Errors

In making scientific work, especially a dissertation which is a scientific work for the highest education level, there will definitely be the possibility of errors that occur. The first problem is how effectively a student manages his time. This fits definition of time as events in a sequence. Based on this definition, using time effectively means managing sequential events in an effective manner. Managing time effectively can be seen as a way of getting the desired results. Because most activities in life, especially research projects, involve a series of events (Hackley, 2003).

Completion of a successful research project or dissertation begins with a goal. Goals that are carefully crafted contain certain general elements. Most importantly, the scientific paper states what it wants to achieve and when. To maximize the objectives of a scientific dissertation, the question of "what" must be expressed in measurable behavior. Some verbal behaviors that can interfere and hinder in making a dissertation are students' thoughts such as thinking that they cannot start and think that a dissertation is something extraordinary so they feel overwhelmed. Feeling that you don't have much time is also a thing that can hinder the work of a scientific paper, not knowing enough (not reading enough, solving problems well enough, or not having sufficient hypotheses). The following negative things must be avoided in the process of making a scientific dissertation, on the other hand, students must motivate themselves to think positively that they can and understand in the process of making their own scientific work (Chikere & Nwoka, 2014).

Choosing a Promoter in Dissertation Writing

One of the most important decisions that will be made in writing a dissertation is the election of a chairman / committee or in Indonesia better known as a promoter. A good promoter will provide expertise in the chosen topic area, always responds in the form of specific feedback about the dissertation preparation process, and of course support for completing the dissertation. Several considerations can become a reference in determining a committee or promoter. (1) Consider the Collaborative Nature of the Promoter and Student, Dissertation is a collaborative process between a promoter and a student. For example, when the final dissertation is published, the names of both the promoter and the student will be registered. (2) Think About the Skills of a Prospective Promoter, maintaining that the role of the promoter is to criticize the methodology and logic of student argument, which good methodological and analytical skills should be applicable to any topic area. (3) Assessing Promoter Candidate Skills, the first is the existence of expectations and feedback, then the second is the timeliness and availability of promoters, the third is assertiveness skills where the promoter's assertiveness skills are very important if the dissertation study involves procedures that are difficult to apply. Finally, remember that a dissertation is a test of competence as a researcher and a learning experience. (3) Assessing Promoter Candidate Skills, the first is the existence of expectations and feedback, then the second is the timeliness and availability of promoters, the third is assertiveness skills where the promoter's assertiveness skills are very important if the dissertation study involves procedures that are difficult to apply. Finally, remember that a dissertation is a test of competence as a researcher and a learning experience. (3) Assessing Promoter Candidate Skills, the first is the existence of expectations and feedback, then the second is the timeliness and availability of promoters, the third is assertiveness skills where the promoter's assertiveness skills are very important if the dissertation study involves procedures that are difficult to apply. Finally, remember that a dissertation is a test of competence as a researcher and a learning experience (Atmadja & Saputra, 2018).

Overview of the Proposal and Dissertation

A dissertation proposal will determine what you want to do and how the researcher will do it. Seen from several perspectives, namely the first, the proposal is the first important writing that will be done for the writing of a dissertation. Generating a proposal will provide first-hand insight into the complexities of the investigation process and the specific research area that has been selected. The proposal also provides evidence to the promoter and co-promoter about preparation for conducting research at the highest educational level. Another reason why proposals are so important is that, once they are accepted by them, they serve as a blueprint for what the student or researcher wants to do. The proposal specifies exactly how a person plans to complete the research (Barrainkua & Espinosa-Pike, 2018; Nagy et al., 2014).

After completing the proposal stage, the next step is to make the contents of the dissertation. Introduction (Literature Review), in this section will talk in general about the field of research and include a review of the relevant literature. The proposal must contain a complete review of the literature relevant to the specific topic to be raised in the writing of the dissertation. The method section should provide sufficient detail so that anyone reading it will be able to imitate the researcher's study in all important aspects. Results, in the end the researcher will present the results of data collection to be translated into a dissertation. Start this section with an analysis subsection detailing the statistical procedures to be applied to dependent measures. Researchers can present images to graphically show the main effects and interactions that are expected to be found. Be sure to indicate what statistical test will be used for each score analyzed (Turan et al., 2015; Westerman, 2006).

Writing a Dissertation

Whether writing a Dissertation, Thesis and Thesis must begin with an introduction then followed by a literature review, data analysis, hypothesis testing and a result or result of a scientific work will be produced before it will be published or presented as a condition for getting an academic degree. (1) Writing Introduction, the researcher starts with a short introduction in which the introduction should do the thing to introduce briefly to the topic of the dissertation, introduce the main concepts and terms, and describe the scope and organization of the review. (2) Write a subsection of the literature review, after the introduction, a subsection will appear that will review and synchronize the literature. This subsection can follow a variety of formats, the easiest of which is to provide an introduction to the section, then describe the relevant studies one by one, grouping the related studies into one. As

well as providing comparable information for each study in the form of subjects, independent variables, dependent variables, design, findings, and important details (for example, methodological problems). (3) Synthesizing and analyzing the literature critically, novice literature reviewers often provide redundant descriptions coupled with inadequate critical analysis. Are the findings consistent? If not, why not? Consider potential explanations, including methodology, design and population differences between studies, and possibly incorrect assumptions about how the independent variable operates or relates to the dependent variable. (4) Introducing the Hypothesis, in which the hypothesis will follow the summary and subsection of criticism (Abdurahman, 2017).

Presenting the Results of the Dissertation

The results section is a place to present the results of the examination / hypothesis testing carried out from data analysis. The statistical treatment performed is also presented in this section. Present the results statement first followed by the results of the statistical analysis. Present the data according to the purpose of the study, this is important to pay attention to in order to avoid the desire to present an interesting analysis but not in accordance with the purpose. Place data relating to the characteristics of the study sample and the demographic equivalence of each group being compared in the subject subsection of the methods section. The results section does restart at the hypothesis formulation stage. Assume that the researcher generates several hypotheses before starting the research, most likely researchers will list them in order of importance. When starting the result section, it is necessary to restate the previously proposed hypothesis which is then followed by presenting the data used in this study including the relevant statistical analysis results, and then presenting the findings from the data analysis. Clearly present the name of the statistical analysis used in this study, including its specifications. Also present values of statistical significance of importance, including presenting the means, standard deviations, and sample sizes. If in the study comparing groups or subjects presenting means, standard deviation and sample size for each significant effect. Means and standard deviations are usually presented in tables, and are rarely presented in a narrative paragraph (Milanés Batista et al., 2020; Wheeler et al., 2007).

The result section is a part that needs to provide a high-level explanation. A related rule of thumb is "be monotonously repetitive". Consistency and symmetry will go a long way in understanding the researcher's results, which may be the most difficult part of a researcher's thesis or dissertation. Readers will find it easier to follow the researcher's presentation if the researcher minimizes variations in sentence structure and writes clearly and concisely, thereby eliminating the potential for significant distraction from the task of understanding the researcher's results. In addition, consistency in the presentation allows readers to more easily return to previously read sections to check understanding or comparison with subsequent results (Jensen, 2005; Kohli & Jaworski, 1990; Mulawarman, 2019).

DISCUSSION

Difference of Dissertation, Thesis and Thesis in Various Aspects

Basically, the aspects that distinguish the Final Project, Thesis, Thesis and Dissertation can be put forward conceptually, but it is difficult to put forward operationally. If a dialectical way of thinking is used (thesis-antithesis-synthesis), then the Final Project and Thesis are at the thesis level; The thesis is at the level of antithesis; while the Dissertation is at the level of synthesis. The following points out the aspects that can differentiate the Final Project, Thesis, Thesis and Dissertation:

Aspects of the Problem

The writers of the Final Project and Thesis are not really required to contribute to science, while the writing of the Thesis is expected to produce something that contributes to science, and the dissertation is required to direct the issues discussed so that the findings can contribute to science and have novelty value (novelty). Problem identification for the Final Project can be raised from the results of the practice (field work practice, practical field experience and the like) which can be done for Diploma program students. Thesis can be based on information from newspapers, magazines, journal books, research reports, seminars, or field conditions (Govindarajan, 1988; He et al., 2015; Paranoan & Totanan, 2018). For the Thesis, in addition to sources such as for the writing of the Thesis, also problem identification needs to be based on theories that come from problems of a scientific nature and or the application of science. Furthermore, the dissertation should or tends to lead to scientific development.

Literature Review Aspects

In presenting the results of the literature review, the writer of the Final Project is only expected to explain the relationship between the research conducted with other studies in the world of work (vocational) with the same topic. This thesis is only expected to explain the relationship between the research carried out and studies in accordance with their scientific fields with relatively the same topic. The thesis writer is not only expected to state the relationship, but also must clearly state the similarities and differences between his research and other similar studies. The dissertation writer is expected to (1) identify the position and role of the research being carried out in the context of a broader problem, (2) express his personal opinion whenever discussing the results of other research he is reviewing, Libraries that are used as a reference source in the literature review in the Final Project, Thesis, Thesis, and Dissertation should use primary sources and can also use secondary sources, but libraries that are the reference material in the Final Project, Thesis, Thesis, and Dissertation are best derived from sources - primary sources (Rauniar et al., 2014; van Helden & Uddin, 2016; Velte, 2019).

Aspects of Research Methodology

The writer of the Final Project and Thesis is required to mention whether there have been any attempts to obtain research data accurately by using valid data collection instruments. For the author of the Thesis, the mere mention of effort is not sufficient. He must include evidence that can be used as a guide to state that the data collection instrument used is quite valid. For the author of the Dissertation, evidence of the validity of data collection instruments must be accepted as appropriate evidence. In the Final Project and Thesis, deviations that may occur in data collection are not addressed, while in the Thesis and moreover in the Dissertation, deviations that may occur in data collection must be stated, along with the reasons, the extent of these deviations, and the extent to which the deviation can still be tolerated (Matei & Drumasu, 2015; Petra & Tieanu, 2014). The assumptions expressed in the Final Project and Thesis do not have to be verified and do not have to mention the limitations of their validity, while the assumptions put forward in the thesis, especially in the dissertation, must be verified and must also state the limitations of their validity. In quantitative research, the Final Project and Thesis include at least one independent variable and one dependent variable, the thesis includes at least two independent variables and one dependent variable, while the dissertation includes at least three independent variables and one dependent variable. However, this criterion must be adjusted to the problem being studied. In qualitative research, the Final Project and Thesis can be written based on a single case study and in one location only (Muslim, 2020; Saputra et al., 2019).

Aspects of Research Results

The research results presented in the Final Project must be supported by data obtained from the research conducted. In a qualitative thesis, thesis and dissertation, the research results presented, apart from being supported by the data obtained from the research conducted, must also be compared with the results of other similar studies. In a quantitative thesis and dissertation there needs to be a separate sub that presents a discussion of research results. The section containing the discussion of the research results is placed after the sub which contains the presentation of the data analysis results, or before the sub which contains the conclusions and suggestions. Submission of suggestions at the end of the Final Project and Thesis does not have to be equipped with arguments that are supported by research results, The research results of the Final Project and Thesis which are written in the form of articles should be directed to be published in quality scientific journals, while the results of thesis and dissertation research must meet the qualifications worthy of being published in quality scientific journals (Ojo et al., 2016; Rogowska et al., 2020).

Aspects of Independence

Apart from being based on these four aspects, Final Project, Thesis, Thesis, and Dissertation can also be distinguished based on the level of student independence in the process of conducting research and writing scientific papers. In general, it can be stated that the research and dissertation writing process is more independent than the final project, thesis, and thesis. Quantitatively, it can be illustrated as follows. For the Dissertation, approximately 90% of the manuscripts are the original work of the student writers, while the rest (10%) are a reflection of the assistance, guidance, and direction of the supervisors. For the thesis, approximately 75% of the manuscripts are the original work of the student writers, while the remaining 25% is a reflection of the assistance, guidance, and direction of the supervisors. For Thesis, Approximately 50% of the manuscript is the original work of the student author, while the remaining 50% is a reflection of the assistance, guidance, and direction of the supervisors. Then for the final project, the percentage of original student work can be smaller than thesis (Silaen et al., 2020).

CONCLUSION

Writing skills are language skills with the highest level compared to speaking skills, reading skills, and listening skills. This is easy to understand, because it is seen from the point of view of the stages of language acquisition, writing skills are carried out in the last stage after the acquisition of listening, speaking and reading skills. Not all written works can be called scientific works. A new written work can be classified as a scientific work if it meets a number of requirements, both in terms of content, workmanship, and figure. In terms of content, scientific work should contain scientific truth, namely truth that is not only based on reason, but can also be proven empirically. The dissertation is a project research completed as part of the requirements for a doctoral academic degree. The dissertation is a much deeper exploration than research than any other scientific work. It is shaped like a book and consists of at least five chapters which outline an introduction, literature review, methodology, analysis and discussion, and concluding.

In preparing it for most doctoral students in Indonesia, a dissertation will be the longest, most difficult and most important task completed while in college, requiring months of preparation and hard work. However, this will be very useful, especially if the researcher is interested in the choice. The way of writing the dissertation depends on type of research method whether it is quantitative, qualitative, mixed, developmental and other types of research. The dissertation is different from thesis meaning and the meaning of the thesis. Apart from differences in designation (undergraduate thesis, postgraduate thesis, and doctoral dissertation) there are also other differences. These three things together constitute a elements of the paper which in general has the same structure, because it includes an introduction, literature review, methodology, discussion, conclusions, bibliography and attachments. But all three are different. Where the thesis and thesis are compilations of research that prove that students have knowledge of the information learned during the educational process. Meanwhile, the dissertation is an opportunity for students to contribute knowledge, kind, or new practices in their scientific field. The point is to come up with an entirely new concept, develop it, and maintain its value.

The difference can also be seen from several aspects, Aspects of the Problem, the writers of the Final Project and Thesis are not really required to contribute to science, while the writing of the Thesis is expected to produce something that contributes to science, and the Dissertation is required to direct the problems discussed so that the findings can contribute to science and has a novelty value. In presenting the results of the literature review, the writer is expected to (a) identify the position and role of the research being carried out in the context of a broader problem, (b) express his personal opinion every time he discusses the results of other research he is reviewing, (c) uses literature from other disciplines that can have implications for the research being carried out, and (d) present the results of the library in a systematic conceptual framework. Aspects of Research Methodology, the writer of the Final Project and Thesis is required to mention whether there has been any effort to obtain research data accurately by using valid data collection instruments. Aspects of Research Results, where the research results presented in the Final Project must be supported by data obtained from the research conducted. The last is the Aspect of Independence, apart from being based on these four aspects, Final Projects, Thesis, Thesis and Dissertation can also be distinguished based on the level of independence of students in the process of conducting research and writing scientific papers. In general, it can be stated that the process of research and dissertation writing is more independent than other scientific works

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