

CHAPTER V

CLOSURE

A. Conclusions

1. Sociocultural Challenges Experienced by The Senior Students

The study underscores that senior students face numerous sociocultural challenges in thesis completion, including

- a. social environment influence,
- b. peer and family pressure,
- c. imposter syndrome,
- d. supervisor interaction fear, and
- e. personal issues.

A supportive social environment, verbal encouragement, shared experiences, and peer comparison significantly influence motivation and progress. Addressing personal and emotional hurdles is crucial for student well-being and performance. The challenges necessitate a holistic approach, understanding the social environment's influence, providing support systems, and addressing personal obstacles to enhance thesis completion rates and academic success. Further research and tailored strategies are essential to comprehensively understand student needs and address the identified sociocultural challenges.

2. Impact of Sociocultural Challenges on Students Thesis Writing

The impact of sociocultural challenges on thesis completion, as revealed in the findings and discussions, underscores the significant role that various factors play in shaping students' experiences. Clear supervisor expectations and positive relationships were found to simplify the writing process and facilitate progress. Conversely, challenges such as frequent supervisor changes can hinder support and guidance, potentially affecting the timely completion of the thesis. Additionally, varying levels of comfort in seeking help from supervisors can influence the support received during thesis writing. A positive and supportive relationship with supervisors was noted to encourage seeking assistance, ultimately impacting the overall thesis completion process.

Language barriers emerged as another significant sociocultural challenge affecting thesis completion. Issues such as translation difficulties and grammar challenges were identified as obstacles that students faced. Individual differences in language skills and preferences for thesis language were noted to impact the writing process. Moreover, the social environment was highlighted as a crucial motivational factor during thesis writing. Direct support, shared experiences, and external pressures from peers and friends were found to influence students' motivation and progress in completing their theses. These findings collectively emphasize the multifaceted nature of sociocultural

influences on thesis completion, underscoring the importance of addressing and understanding these challenges to enhance students' academic experiences and success in completing their theses.

B. Suggestions

1. Recommendations for the Academic Community at the Islamic State University of Antasari, Banjarmasin
 - a. **Enhancing Social Support Systems:** Implement structured mentorship programs where senior students can receive guidance and support from faculty members or experienced peers throughout their thesis writing process.
 - b. **Promoting a Supportive Environment:** Encourage the creation of study groups or thesis writing circles to foster a sense of community and shared experience among students working on their theses.
 - c. **Providing Training on Time Management:** Offer workshops or seminars on effective time management strategies to help students balance academic and personal commitments, addressing challenges related to procrastination and lack of inspiration.
2. Recommendations for Lecturers and University Staff
 - a. **Facilitating Supervisor-Student Communication:** Provide training for supervisors on effective communication strategies to address

students' fears of interaction and enhance the quality of supervision.

- b. Addressing Language Barriers: Offer language support services or workshops for students facing language barriers in thesis writing to ensure equitable access to resources and guidance.

3. Recommendations for Students at the Islamic State University of Antasari, Banjarmasin

- a. Utilizing Motivational Tools: Encourage students to explore motivational tools such as podcasts or other resources to overcome challenges related to self-motivation and time management.
- b. Seeking Peer Support: Promote peer-to-peer support networks where students can share experiences, provide encouragement, and offer constructive feedback to enhance each other's thesis writing progress.

4. Limitations of the Study

- a. Diversification of Data Collection: Due to the focus on in-depth interviews as the primary data collection method, future studies could benefit from incorporating additional data sources such as surveys or observations to provide a more comprehensive understanding of students' challenges in thesis completion.
- b. Generalizability: Given the specific context of the Islamic State University of Antasari, Banjarmasin, caution should be exercised

when generalizing the findings to other institutions or student populations. Future research with a more diverse sample could enhance the external validity of the study.

By implementing these recommendations, the academic community, lecturers, university staff, and students at the Islamic State University of Antasari, Banjarmasin, can work collaboratively to address the sociocultural challenges identified in completing undergraduate thesis writing, ultimately enhancing the support system and academic success of senior students.