

## Lecturer Gender Perspective With Online Thesis Guidance Case Study Elista in Jambi University

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### Abstract

This research is a mixed method research using an explanatory design. The purpose of this study is to use Elista to assess a lecturer's response to thesis guidance based on the lecturer's gender. This study was conducted in Jambi University, involving 330 female and 359 male lecturers respectively. The sampling method used was purposive sampling technique, with the sample criterion being academics who became thesis supervisors. Interviews and surveys on Elista were conducted and the responses were gathered. The goal of this study is to establish a technology-based final project guidance system in which it is explored if the thesis supervisor's speedy response to guidance at Elista is affected by the gender of the thesis supervisor. The findings of the study demonstrate that female supervisors respond faster than male supervisors when employing technology such as Elista to carry out the guidance procedure. Elista improves the effectiveness and efficiency of the guidance process between supervisors and students in terms of implementation.

**Keywords:** education technology, elista, final project, guidance process, lecturer gender, learning environment

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## 1. Introduction

Documentation in the form of a document is something that is required early in the process and for the results that have been achieved. Each document collected is then saved in order to assist with future judgments (Varghese et al., 2019; Noguera et al., 2018). As a result, every effort should be made to prepare and provide a location to archive or keep documents that have been collected (Guo et al., 2020; Umanilo et al., 2019). Registration to schedule the final project/thesis, for example, is necessary if the document on the final project/thesis is re-

quired as well as the submission of the title (Ahmadi et al., 2020; Nurhaen et al., 2020).

As a result, many still conduct their final project/thesis in hard copy, from the stage of submitting the title to scheduling the thesis (Bell & Glass, 2019; Kurniawan & Bondowoso, 2019). However, the procedures for using physical copies are thought to be ineffective (Mardani & Silalahi, 2021; Seto et al., 2020; Suwita et al., 2020). Using hard copies can result in extremely long lines (Candra et al., 2022; Syaharuddin et al., 2020). The time spent will then be squandered, with students scrambling for sched-

ules, discussants, and still needing to find a room to do the final/thesis test (Friddle & Tochkov, 2018; Febriyanto et al., 2018).

There will be gradual engagement between students and their supervisors as they complete the final activity or thesis. Before completing the final assignment/thesis, a student must first become acquainted with his or her supervisor (Sugito et al., 2017; Nasution et al., 2017). This is done so that the student is not perplexed when completing the final project/thesis (Kusuma et al., 2018; Pemberton & Zuhri, 2020). The supervisor is highly useful in the student process of compiling the final project/thesis in the production of this thesis/thesis (Ristianti et al., 2017; Widiyanto et al., 2019). The next step is to submit the title of the final project/thesis after students have identified the supervisor who will assist them in the completion of the project/thesis (Kintama et al., 2021; Apridiansyah & Gunawan, 2019). Students discuss with their supervisor before submitting a title (Utariani & Herkules, 2017; Saputra, 2018). This is done in order to avoid any misconceptions during the final project/thesis assessment (Kurniawan et al., 2021; Cardova et al., 2021). The next step is to submit a timeline after consulting the title of the final project or thesis (Karfindo & Putra, 2019; Asmawan, 2016). A timetable is a plan or schedule for carrying out the final project or thesis procedure. After the final project/thesis line is made, then students carry out the guidance process with their supervisor (Wijaya & Khoirina, 2019; Harahap et al., 2021). To provide solid evidence in the execution of student guidance with supervisors, the guidance process should always be recorded (Sihombing et al., 2022; Budiwati & Rihyanti, 2020). The student might take the final/thesis test after the instruction has been completed in phases (Zulhalim et al., 2020; Iswanto & Hidayat, 2020). If the supervisor

has provided acc (approval) to students who are regarded good at assembling the final project or thesis, the final project or thesis examination can be completed.

The response takes on its own role in the implementation of the final project or thesis while it is being prepared. A response is a word that means "answer," "reply," or "reaction" (Montgomery & Cowen, 2020; Holmquist & Sundin, 2020). This enables female and male lecturers to respond differently (Lind et al., 2020; González-Rodríguez et al., 2019). Gender is a socially constructed feature that affects both men and women (Majeed et al., 2020; Hamidi et al., 2018). Because men and women have different fundamental qualities, there is a choice effect between the two (Lu et al., 2019; Siddiq & Scherer, 2019). Female mentors, on the other hand, are usually compassionate, emotional, and so on (Sokal et al., 2020; Mosquera et al., 2017). Male bosses, on the other hand, are frequently regarded as reasonable, firm, and so on (Tondeur et al., 2019; Prasad et al., 2018). As a result, one of the difficulties students have in finishing their final project or thesis is this. If pupils are unable to recognise the distinctions in the supervisor's gender responses, a variety of issues will arise.

The supervisor's student guiding approach will be influenced by the response. Due to the rapid advancement of technology at this time, disparities in reactions between female and male gender mentors will be possible (Sharifian et al., 2019; Panagiotopoulos & Dimitrakopoulos, 2018). Male gender mentors are more likely than female gender mentors to adapt to current technological changes fast (Papadakis et al., 2019; Ahn & Seo 2018). This is due to the fact that male gender mentors are inquisitive and enjoy learning new things that are both challenging and sensible (Kasilingam, 2020; Holzberg et al., 2019). Female mentors, on the other

hand, must adapt and have a high level of patience in order to deal with the rapid advancement of technology at this time (Ozcuremez et al., 2021; Kim et al., 2019). However, it is doubtful that supervisors will respond differently based on their gender (Giyoto et al., 2020; Capezza et al., 2017). This is because supervisors, whether male or female, have the same obligations and responsibilities when it comes to instructing students.

Prior study on human responses to technology has been discussed in previous works. Shah (2020) did study on statistical analysis approaches, specifically that humans are taught to use technology from an early age, and that one of the human responses is shame, and that the shame response that humans have towards technology is related to human habits. Suhandiah et al., (2021) did research on identifying the elements that influence student stress when preparing the Final Project, with the gender of the supervisor being one of the contributing factors. Furthermore, Changeno et al. (2020) investigated the success of implementing the Small Group Discussion SCL Teaching Method, as evidenced by the supervisor's response to its implementation. Furthermore, research conducted by Indriyanti et al., (2021) on the evaluation of gender-responsive budgeting, which is very helpful in achieving equality and justice, finds that it has been effective because of the equality and fairness of positions between men and women, as evidenced by the dimensions of its determination. The existence of gender causes a response because of the rapid growth of technology, which necessitates humans with strong technological talents and knowledge.

Jambi University's final project implementation process currently employs integrated technology that can support all final project/thesis operations across all faculties.

Elista is the name of the technology utilised at Jambi University to support students' final assignments and theses. Elista is a website that serves as an information system. Elista is used to manage the final project or thesis, from managing advice to submitting titles, ensuring that a final project timeline exists, and scheduling student final assignments or theses such as scientific works, theses, and dissertations. According to Lenardo et al. (2020), the existence of technology will make it easier for students to carry out various academic processes. This technology, in the form of Elista, will be very helpful for students in carrying out their final project or thesis. The research questions are: what is the description of the thesis supervisor's response from Elista in terms of gender perspective?

## 2. Method

This research is a mixed-method research where the data will be in the form of quantitative and qualitative data using an explanatory design. An explanatory design is a research design where quantitative data is the main data and qualitative data will strengthen the results of quantitative data (Subedi, 2016). Quantitative data from this study was obtained through a questionnaire response to lecturers' guidance, while qualitative data was obtained through interviews.

This study was done at the University of Jambi, with the participants being lecturers at the University of Jambi. A purposive sampling strategy was used to get the sample for this study. Purposive sampling is a strategy for selecting samples depending on criteria established by the researcher. The criteria for selecting the student sample were that the student had taken both the thesis proposal and thesis courses, whereas the criteria for selecting the lecturer sample were

that the lecturer had become supervisor I or supervisor II of students in both the thesis proposal and thesis courses. Using these criteria, a sample of 689 academics was created, comprising 330 female lecturers and 689 male lecturers.

The lecturer's reaction time data was gathered from the Elista database in this study, where one of the characteristics of this application is to record the time for asking guidance from students as well as the response time from lecturers at Jambi University. Interviews were used to collect qualitative data for this study. According to the previous purposive sample criteria, interviews were performed with numerous teachers at Jambi University. Later, the lecturer will be questioned about the thesis advice process, and an interview will be performed to discuss the Elista's answer to the thesis guidance process, particularly the Elista's guidance response.

Using descriptive statistics, the outcomes of quantitative data acquired by a questionnaire answer to professor instruction were analysed. So that quantitative data may

be discussed in depth, descriptive analysis of quantitative data will be in the form of mean, median, mode, maximum, and minimum values (Tanti et al., 2021). The study's qualitative data is in the form of interviews with lecturers, which will be analysed using Miles and Huberman analysis to support the findings of the quantitative data. Several steps were completed in the Miles and Huberman investigation, including data reduction, data presentation, and conclusions (Kamid et al., 2021).

### 3. Result and Discussion

In this study, quantitative and qualitative data were obtained in the form of descriptive and inferential analysis as well as for qualitative data through interviews with lecturers and students. The results of the descriptive analysis of the supervisor's response in conducting guidance through the Elista which are distinguished by gender can be seen in Table 1.

**Table 1. Results of Descriptive Analysis of Thesis Supervisor Responses Based on Gender**

Gender	Mean	Median	Mod	Maximum	Minimum
Man	248.62	130.00	37.00	2148.00	1.00
Woman	199.50	104.00	1.00	1828.00	1.00

Table 1 shows the descriptive analysis results from supervisor replies, which are broken down by gender (male vs. female). Table 1 shows that lecturers with male gender at Jambi University had an average response time of 248.62 hours to thesis guidance, with a median of 130.00 hours, a mode of 37.00 hours, a maximum guidance response time of 2148.00 hours, and a minimum guidance response time of 1.00 o'clock. Table 1 shows that the average thesis guidance time of fe-

male lecturers at Jambi University is 199.50 hours, with a median of 104.00 hours, a mode of 1.00 hours, a maximum guidance response time of 1828.00 hours, and a minimum guidance response time of 1.00 hours, according to the results of the descriptive analysis of the guidance response time of female lecturers at Jambi University. The interview results are also available below.

**a. Male lecturer**

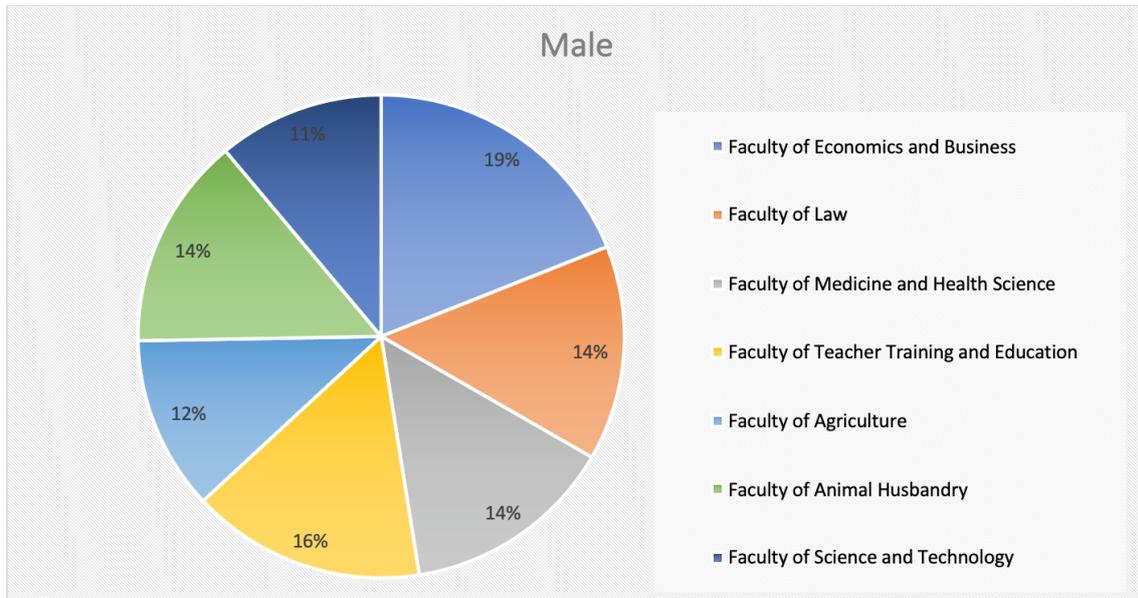
- p: What is your opinion regarding the use of Elista in the thesis guidance process?
- a: The Elista website which is a place to carry out the guidance process from the supervisor on the student's final project makes it very easy for us as lecturers. By using Elista, lecturers can provide guidance anywhere so that it will be more flexible and facilitate the guidance process.
- p: In your opinion, do you think that the presence of emoticons on the supervisor's dashboard that indicates the supervisor's response time can make you increase the time in the guidance process even more?
- a: With the color emoticons that indicate our response time as mentors, it greatly affects the guidance process that we do. We as lecturers would be very embarrassed if in conducting our final project guidance we got red emoticons because it indicates the very slow response of our guidance so that this feature will greatly improve the guidance process because we as lecturers really need to get green emoticons which indicate the response. we are doing very well in the guidance process.
- p: What obstacles did you face in conducting guidance through Elista?
- a: As a lecturer, I had difficulties with the Elista, which was about how to use it, which was more complicated in response to the guidance and there were too many steps to follow in the process.
- p: Your input and suggestions for improving the Elista in the future?
- a: The interface should be more user-friendly and simplify each step of the tutoring process.

**b. Female lecturer**

- p: What is your mother's response to the use of Elista in the thesis guidance process?
- a: The Elista website which is used as a medium in conducting thesis guidance makes it very easy for us as lecturers to provide guidance because it can provide guidance anywhere and make it easier for students because the schedule can be matched according to the timeline that has been set.
- p: In your opinion, do you think that the emoticons on the supervisor's dashboard that indicate the supervisor's response time can make you increase the time in the guidance process even more?
- a: With the emoticons in the Elista, it really helps us as lecturers to remember that there is guidance that is going on and with emoticons we are able to make us as lecturers respond more quickly to guidance from lecturers because we will be embarrassed if the emoticons on our Elista dashboard are red. indicating that our response as supervisors took a very long time and would embarrass us as lecturers and be the reason we were able to respond quickly to guidance.
- p: What obstacles do you face in conducting guidance through Elista?
- a: As a lecturer, I have difficulty understanding the timeline contained in the elista because it takes time that exceeds the timeline but cannot be changed and the need for simplification of the thesis guidance dashboard in the lecturer elista.
- p: Your input and suggestions for improving the Elista in the future?
- a: The input from us as lecturers is that usually the elista in providing more places to ask questions for the lecturer to the elista manager will make it easier for

the lecturer if there is confusion in using the Elista.

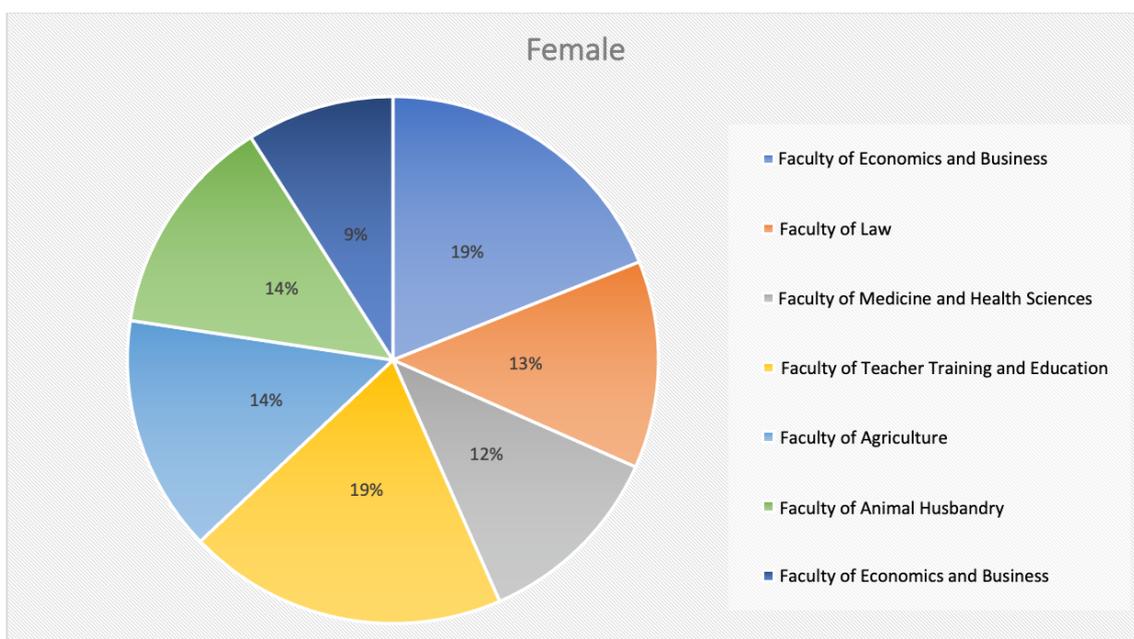
The data is then described in the form of graphs that differentiate instructors based on gender, while the outcomes of the analysis using diagrams may be seen in Figure 1.



**Figure 1. Male Lecturer Guidance Response Diagram**

Figure 1 shows that male lecturers at the Faculty of Economics and Business have the longest response time, with 19 percent, followed by the Faculty of Teacher Training and Education with 16 percent, the Faculty of Animal Husbandry with 14 percent, the

Faculty of Law with 14 percent, the Faculty of Medicine and Health Sciences with 14 percent, and the Faculty of Agriculture with 12 percent. The results of the female supervisor's response from the guidance through Elista can be seen in figure 2.



**Figure 2. Female lecturer guidance response diagram**

Based on the diagram above, the results are distinguished by faculty. The greater the percentage of the diagram, the longer the response time to guidance from the supervisor through the Elista. From the results of Figure 2, there are female lecturers from the Faculty of Teacher Training and Education and the Faculty of Economics and Business who have the longest response with a percentage of 19%, followed by the Faculty of Animal Husbandry and Faculty of Agriculture with 14%, the Faculty of Law with 13%, the Faculty of Medicine with 12%, and those who have a response rate of 7.6. The fastest is the Faculty of Science and Technology, with a percentage rate of 9%.

The results of this study were explained using descriptive statistics. The results of the descriptive analysis of the responses of male supervisors obtained the mean value of 248.62, the median of 130.00, the mode of 37.00, the minimum value indicating the minimum response from the supervisor was 1.00 and the supervisor's response with the maximum value of 2148.00. For descriptive analysis of female supervisors, the average response rate is 199.50, the median value obtained is 104.00, the mode obtained is 1.00, the minimum response value for female supervisors is 1.00 and the maximum response for female supervisors is 1828.

The results of interviews from this study indicate that lecturers at Jambi University use Elista in conducting thesis guidance. Elista is very significant in the student thesis counselling process, according to male and female academics, because it will considerably facilitate lecturers and students because they will be able to do guidance from anywhere. According to the findings of the interviews, lecturers believe that emoticons have a significant impact on their guidance response because if there are red emoticons, the lecturer will feel humiliated and will stri-

ve to alter the emoticons to red to avoid the embarrassment. The quickest approach to turn emoticons red is to increase the pace with which students get guidance. Despite all of the Elista's benefits, the lecturers say that it has some flaws, such as the complexity of the coaching procedure. According to the results of the interviews, lecturers believe that emoticons have a significant impact on lecturers' guiding responses because if there are red emoticons, the lecturer will be embarrassed and will strive to change the emoticons to red to avoid the embarrassment of having red emoticons. The fastest approach to turn emoticons red is to increase the pace with which students receive guidance. Despite the Elista's benefits, lecturers argue that it has several flaws, including its complexity in conducting the guidance process, which can lead to misunderstandings between lecturers and students, and the fact that setting the timeline in the Elista is difficult because it cannot be rescheduled. The input to the Elista system that is used as a medium in conducting thesis guidance is to further simplify the steps in the guidance process and also so that there is an input column that can be a forum for asking lecturers as users to the Elista system developer.

There have been various previous studies undertaken on themes related to the research that the researchers conducted. According to Pavlova's (2005) research, there are several social changes that can change humans' perspectives on technology, particularly in the development of educational technology, namely, social change in the form of a response that humans as consumers of technology will have a significant impact on technological change. According to Kezar's (2013) research, changes in human reactions at universities, particularly in education, are based on shifts in scientific management, evolutionary, and social cog-

dition perspectives. Furthermore, Heeks and Stanforth (2015) did study that describes the technological shift required for educational progress and provides a method to aid social connection. Furthermore, Doekal & Tulinská (2015) found that technology advancements in tertiary institutions will result in a variety of changes, including a shift in the learning environment in which universities are involved in the final project process.

In the application of ICT in the guidance process, there are different responses between female and male lecturers. This gender difference focuses on the way gendered men and women socialize, as well as the differences in the ability of the two genders to use technology (Indriyany et al., 2021). This is supported by the theory presented by Yohana Yembise as Minister of Women's Empowerment and Child Protection where she said in a national seminar held at UNY it was said that in the response given by lecturers the female gender was more dominant than the male gender lecturer in the application of ICT. Where this 4.0 revolution technology can be functioned and operated by female lecturers properly (Syahputra et al., 2019). In addition to this, this is also supported by the number of women who have obtained degrees related to technology and others. The reason for this is because female lecturers prefer new things from innovation or renewal.

Englund et al. conducted research on the technology that was utilised to handle the final project (2017). They demonstrate how technology can be used in higher education to learn from a conceptual knowledge. Learning can be viewed as a lecture process, particularly in the context of thesis help, and thus necessitates the use of technology. Furthermore, according to study conducted by Dintoe (2018), technology is required in the learning process at the faculty level,

implying that technology in higher education is a necessity that cannot be isolated from all higher education needs. Furthermore, Muh-tadin & Wardah's research (2021) explains the development of the counselor application, which is useful to support the student thesis process; in the guidance process, this application will reach the proposal seminar stage, and students will register their own accounts for the thesis guidance process.

Meschitti & Smith (2017) conducted previous research on the guidance process based on gender, which explains the guidance process carried out by female lecturers who are considered to have little experience in conducting guidance and how this is monitored through face-to-face guidance conducted by female lecturers. Furthermore, Li et al. (2018) did study that explains the process of guidance in tertiary institutions, where this process is very significant. Furthermore, Tinoc-Giraldo et al. (2020) discuss the online tutoring procedure utilising a computer, stating that this online thesis counselling is highly helpful for universities in strengthening the professional abilities of lecturers of all genders.

Elista was developed using a PHP web-based programming language with the Laravel framework using the Sublime text text editor. The Laravel framework was chosen because it is safe and popular, making it easier to secure and maintain applications. Sublime text as a text editor in developing websites is a text editor that is rich in various features, easy and simple and is widely used among developers with the programming language commonly used is PHP. (Pradiatiningtyas and Suparwanto, 2017). In developing Elista the developer uses the PHP programming language that is compatible with the PHP text editor. PHP is a scripting language that is widely used as a scripting language because it is very easy to use, open

source, and has easy maintenance so it is used as a script in developing Elista (Siame and Kunda, 2017). Elista's development using PHP scripts causes Elista to become a very interactive and attractive website with the development of emoticons that are able to process the response results from the supervisor. The purpose of developing an elista with emoticons is to warn lecturers of the response time of lecturers' guidance in the elista which is distinguished by green and red colors.

From the use of Elista as a medium in carrying out the process of completing the final project for lecturers as supervisors and students, from the test results, it can be seen that the lecturer's response is strongly influenced by several factors and is affected by technology (Rahman and Hundal, 2021). The novelty of this study is that this study discusses the response of the supervisor based on the gender of the supervisor (Ikhlās *et al.*, 2021). In this study, guidance is carried out between lecturers and students through a website-based system called Elista (Hermita *et al.*, 2022). The use of Elista which is one of the innovations in higher education that is used as a system in conducting final guidance has never been done so it is a novelty to see when the supervisor's response when conducting ICT-based guidance is mainly distinguished by gender whether different gender causes differences in the response time of the supervisor's guidance at elista.

The results show that female lecturers have a responsiveness that is faster in the thesis guidance process when using Elista. Women have a better response in using technology because women feel more comfortable when not interacting directly so that technology really supports the lack of female interaction and this can be proven by the fast response of female lecturers when using

Elista as a thesis guidance medium (Safitri, 2010). Fast response from women in using technology than men because women are very interested in media that will facilitate their performance at work and one of those things is the website (Vázquez-Cano, Meneses and García-Garzón, 2017). This is also supported by research by Tondelur *et al.*, (2016) that there is no significant difference in the use of technology between men and women because both can use technology well. This is supported by the results of the research that the difference in responses from lecturers is not too significant between male and female lecturers but female lecturers are superior (Pramita *et al.*, 2022). Women are interested in conducting thesis guidance using Elista because it is easy and can be used anywhere so that it will allow female lecturers to respond faster than male lecturers who like face-to-face meetings (Samsudin *et al.*, 2022). This is in line with research Ambarita *et al.*, (2020) that websites such as Elista can facilitate the process of guidance and assessment of the results of the guidance where the lecturers only need to click on the results of the guidance. The use of the web itself will provide convenience in providing information about guidance and ease of access, so that is the reason women really like the ease of using the web (Crown *et al.*, 2014; Rojas-Osorio & Alvarez-Risco, 2019).

The implication of this research is that to speed up the travel time of student graduation, a good response from the supervisor is needed. To get a good response from the supervisor, a technology-based system is needed that will facilitate the guidance process. From this the importance of this research because this research examines the technology-based final project guidance system which is researched on the rapid response of the thesis supervisor in responding to guidance at the Elista when reviewed

based on the gender of the supervisor. So that this research will provide data that the response of the thesis supervisor will be faster with the help of a technology-based guidance system called Elista. Recommendations for further research is that it is necessary to do research on how when this Elista system is implemented in all campuses in Indonesia so that later it will be known that whether a system like Elista will be able to make supervisors more active in responding to student guidance, especially based on gender differences from the task supervisor end.

#### 4. Conclusion

From the results of the study, it was found that female lecturers responded more quickly to the guidance process using technology in the form of Elista than male lecturers. Where Elista as an innovation in higher education makes the guidance process more structured and innovative. This is because female lecturers are more interested in innovations or updates related to technology. The update of this research is to find out how the supervisor's response time to guidance using Elista is based on a gender perspective.

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