



Original Research

ENHANCING THESIS COMPLETION MOTIVATION IN NURSING STUDENT THROUGH SUPPORTIVE GROUP THERAPY

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ABSTRACT

Introduction: One of the most common forms of anxiety among final-year students is thesis-related anxiety. A thesis is a requirement for students to earn their degree in their field of study. Difficulties in completing a thesis often arise from challenges in choosing a topic, writing the thesis report, and anxiety when dealing with academic advisors. This study aims to analyze the impact of social support through supportive group therapy on students' motivation to complete their thesis.

Method: This study employs a one-group pre-test post-test design. The population consists of all final-year nursing students, totaling 94 students, with the sampling technique using total sampling. The therapy sessions were conducted in 14 groups, each facilitated by a supervising lecturer as a therapy facilitator. A motivation questionnaire was administered before and after the supportive group therapy sessions. The questionnaire consisted of 20 items related to motivation. Data analysis was conducted using the Wilcoxon Signed Rank Test.

Results: The results of the study indicate a change in students' motivation to complete their thesis. Before the therapy, 82% of students had a moderate level of motivation, while 18% had a high level of motivation. After the therapy, the percentage of students with moderate motivation decreased to 5%, while those with high motivation increased to 95%. The data analysis showed a p-value of 0.000, which is less than 0.05.

Conclusions: Supportive group therapy provides for students to share experiences and strategies for completing their thesis. Students receive emotional and social support from their peers and facilitators, which boosts their confidence and motivation to overcome challenges in the thesis-writing process.

Keyword: Social Support; Supportive Group Therapy; Motivation, Student; Thesis

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1. INTRODUCTION

Undergraduate students are required to complete a final course assignment known as a thesis. The thesis process takes place in the final semester of the undergraduate stage and is completed within one semester. This requirement is stated in the Regulation of the Minister of Education, Culture, Research, and Technology No. 53 (Kemendikbudristek RI, 2023). Students in the thesis

stage must independently conduct research under the supervision of a thesis advisor (Lotulung, 2024).

The smooth progress of thesis completion is influenced by both internal and external factors. Internal factors include motivation, health, perception, attitude, and well-being. Meanwhile, external factors include family environment, social environment, facilities and infrastructure, and the role of the thesis advisor (Purnawinadi, 2024). Thesis

preparation often leads to anxiety and stress among students. Many students feel anxious about failing to complete their thesis, fear failure, struggle with the learning process, and experience mismatches with their thesis advisors (Kusumawardhani, 2020).

Students facing complex issues in writing their thesis require a strong support system. Support from peers, parents, and academic advisors can help manage anxiety and stress effectively (Risपालina Ritonga & Romauli Siallagan, 2022). If not addressed, excessive anxiety can cause confusion and distort perceptions, leading to difficulties in focusing, decreased memory retention, and an impaired ability to connect ideas (W. Lestari & Safaria, 2020).

Social support is effective in managing psychological pressure during difficult times. Sources of social support include individuals with meaningful relationships, such as family, close friends, partners, classmates, and lecturers (Mulyaningsih et al., 2021). Forms of social support include emotional support, which involves affection, attention, empathy, care, and encouragement. Appreciation support includes positive reinforcement, both verbal and non-verbal. Instrumental support from family provides learning facilities, study materials, useful advice, and relevant information. Higher levels of social support are associated with reduced anxiety, which in turn helps students stay motivated while completing their thesis (Kusumawardhani, 2020).

Social support also enhances students' confidence in facing academic challenges. Students who feel supported by those around them experience greater understanding and empathy regarding the pressures they face while completing their thesis (Abi Manyu et al., 2023). Additionally, social support reduces stress and anxiety related to academic demands. Students perceive the support they receive as helpful in alleviating their academic burden. By sharing stress triggers, expressing emotions, and receiving guidance, students can better manage their motivation to complete their thesis (Maria et al., 2022). Learning motivation is crucial for students, as it significantly influences their behavior and commitment to completing assigned tasks. The level of motivation can be observed through persistence, attentiveness, determination, and discipline (Rista, 2022). Strong learning motivation encourages students to engage in their studies with enthusiasm. One of the key factors affecting motivation is social support from the surrounding environment, particularly family (Sari, 2019).

Based on observations and direct interviews with 10 final-year undergraduate nursing students at Bhamada Slawi University, most students reported experiencing anxiety and restlessness during the thesis-writing process. They expressed concerns about not being able to complete their thesis on time, particularly after hearing the experiences of senior students. These fears led to a lack of motivation in working on their thesis, highlighting the need for support to complete their final project.

In such situations, students require support from those closest to them, such as parents and friends. Experienced individuals, such as lecturers and advisors, can provide reinforcement, guidance, and encouragement for students who feel pressured or demotivated. Classmates can also offer support by working together, sharing reference books, giving feedback, and offering motivation. The purpose of this study is to examine the impact of supportive group therapy on the motivation of final-year students in completing their thesis.

2. MATERIALS AND METHODS

The research design is a quasi-experimental study using a one-group pretest-posttest design with a single intervention, namely supportive group therapy. The study population consists of all final-year nursing students in their 8th semester, totaling 94 students. The sampling technique used is total sampling, where the entire population is included as the sample. The independent variable in this study is supportive group therapy, while the dependent variable is the motivation to complete the thesis.

The intervention was conducted once a week for three weeks. Motivation data was collected using a questionnaire consisting of 20 questions based on a Likert scale. The questionnaire included both positive and negative questions, with motivation categorized as follows: high motivation (60–80), moderate motivation (50–59), and low motivation (≤ 49).

The pre-test questionnaire was administered before the intervention during the first week, while the post-test was conducted in the third week after the intervention. Students were divided into 14 groups, each guided by a lecturer serving as an enumerator and facilitator. Before the intervention, lecturers received instructions on the technical aspects of conducting supportive group therapy and administering the questionnaire. Before the therapy session, each student was required to sign a consent form to participate as a research respondent. Each supportive group therapy session was led by the assigned lecturer within the group. Data analysis was conducted using the Wilcoxon Signed Rank Test. This study has undergone ethical clearance at Bhamada Slawi University.

2 RESULTS

Before receiving Supportive Group Therapy, the majority of students had a moderate level of motivation, with 77 students (82%). After receiving Supportive Group Therapy, the majority of students demonstrated a good level of motivation, with 89 students (95%). (Table 1) All students experienced an increase in motivation after receiving therapy. The average increase was 47.5. There were no identical motivation scores in the pre-test and post-test. The calculated Z-value from the Wilcoxon Signed-Rank Test is -8.422, with a significance value of 0.001. This indicates a significant difference in student

motivation for completing their thesis before and after the intervention. (Table 2).

Table 1. Frequency Distribution of Student Learning Motivation in Completing the Thesis

<i>Motivation Level</i>	Pre test		Post test	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Low Motivation	0	0%	0	0%
Moderate Motivation	77	82 %	5	5 %
High Motivation	17	18 %	89	95 %
Total	94	100%	94	100%

Table 2. Output of the Wilcoxon Signed-Rank Test for student motivation in thesis completion indicates whether there is a significant difference before and after the implementation.

	Categories	n	Mean Rank	Sum of Ranks	Z-test	p- value
Students' Motivation	Negative Ranks	0	.00	.00	-8.422	< .001
	Positive Ranks	94	47.50	4465.00		
	Total	94				

3 DISCUSSION

The research findings indicate a difference in motivation levels among students in completing their thesis before and after receiving supportive group therapy. Motivation is an essential part of shaping a person's attitude and behavior (Alawiyah et al., 2021). It plays a crucial role in maintaining actions and enthusiasm throughout the process. The stronger the motivation, the more solid the attitude and behavior demonstrated (Saputri, 2021).

Final-year students, who are required to complete their undergraduate thesis, often experience fluctuating motivation levels. This can be influenced by various factors (Fartisia & Laily, 2022). One primary factor is perception. Students perceive the thesis process as challenging, full of obstacles, and demanding (Tsabitah & Hasan, 2022). Other research indicates that difficulties in formulating a research title, writing a background that includes a phenomenon and research gap, and understanding complex methodological terms contribute to students' reluctance to engage with their thesis (Perkasa et al., 2022).

The research results show that before receiving therapy, most students had moderate motivation levels. They perceived the thesis as difficult, lacked confidence in their abilities, and felt incapable of completing it on time due to non-academic issues such as family problems, friendships, and financial difficulties, which further burdened their thesis process (Fajriawan et al., 2022; Tsabitah & Hasan, 2022).

Students often feel overwhelmed by their final semester workload, considering the thesis an additional stressor (Budhyani & Angendari, 2021). The more problems students face, the higher their stress levels. Research shows that high stress levels are a primary reason for delays in thesis completion (Lindayani & Retnowuni, 2023). Other studies indicate that increasing student stress levels

negatively impact their motivation to complete the thesis (Sofia & Kamarullah, 2022). Stress arises from difficulties in identifying research phenomena, structuring the research background, and preparing the methodology (Perkasa et al., 2022).

Many students prefer to avoid stress rather than address it (P. H. W. & F. A. Lestari, 2020; Worsley et al., 2022). Low motivation is reflected in behaviors such as skipping thesis consultations, not seeking literature sources, and avoiding activities that support thesis completion (Worsley et al., 2022). Such behaviors negatively impact the timely completion of the thesis. Timely completion is crucial for nursing undergraduates, as they must proceed to the professional education program to earn the Ners (RN) qualification (Kemendikbudristek RI, 2023).

After receiving supportive group therapy, the research findings show a significant increase in student motivation. Supportive group therapy was implemented following recommended strategies (Sjaefarhan & Urbayatun, 2022), including problem formulation, providing motivation without judgment, building and protecting therapeutic relationships, managing transference, maintaining group integrity, teaching ego development techniques, maximizing adaptive coping mechanisms, and strengthening support systems.

Supportive group therapy is designed for groups experiencing similar pressures (Sophia Dorothea Lepa & Pratikto, 2020). Students facing the thesis process share common challenges, making them suitable candidates for this therapy. It guides members to provide mutual support, recognize coping resources, use communication techniques, and discuss problems as opportunities for problem-solving.

Group therapy enables members to build trust and reduces feelings of isolation by connecting with others who share similar struggles. This interaction enhances self-confidence and motivation in

overcoming thesis-related challenges (Priestley et al., 2022; Stefany et al., 2022). It also helps students develop essential social skills, such as listening to others' perspectives and articulating their ideas more effectively (Sani et al., 2020; Sari, 2019).

Social support through supportive group therapy significantly increases students' motivation in thesis completion. This aligns with research by (Suban, 2019), which found that peer social support positively correlates with academic motivation. Higher peer support results in higher student motivation. Social support creates a sense of calm, care, and belonging, fostering self-confidence and boosting motivation (Sofia & Kamarullah, 2022).

Another study (Purnawinadi, 2024) highlights that collaborative discussions with peers and supervisors help students overcome challenges and gain new insights into nursing research and academic writing. Social support from peers strengthens interpersonal bonds, creating emotional satisfaction that drives students to complete their thesis (Stefany et al., 2022).

Students who receive support experience increased confidence, as they realize they are not alone in their struggles. Support from individuals who understand their challenges has a more effective impact than support from those who do not (Lindayani & Retnowuni, 2023). Research indicates that peer support is more effective in motivating thesis completion than family support.

In conclusion, supportive group therapy is an effective approach to enhancing students' motivation to complete their thesis. It serves as an external stimulus that influences students' internal factors. Facing similar challenges helps students accept their circumstances, knowing that every final-year student goes through the same process.

4 CONCLUSION

The research findings conclude that after receiving supportive group therapy, there was an increase in student motivation. The evaluation results indicate that students became significantly calmer, more optimistic, and displayed a positive attitude during the final therapy session. They also felt more confident and self-assured in facing the thesis process. It is hoped that this form of therapy can be implemented in other study programs and conducted annually as part of the learning curriculum.

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