



THE QUALITY OF STUDENTS' ACADEMIC WRITING AND THE EFFECTIVENESS OF SUPERVISORY SUPPORT

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ABSTRACT

Simulation means to pretend or only copy the behavior or the only copy of behavior Simulation means the method that presents learning knowledge and uses the case copy to understand a concert, principle, and skills. The researcher used the quantitative research method that focuses on action research in the classroom. The population of this study is 200 grade 11 students of the Natural Science of Cristal Senior High School. Purposive sampling was utilized to determine the classroom. The class is composed of 22 students 12 females and 10 males. The technical data collected is questionnaire and direct observation. The secondary data is collected through documentation. The data analysis was using technical a quantitative discrete analysis. The result of the research showed the value of 62,25-82,25% of the 12 people obtained 55%. This means that utilizing the Simulation Method in the development of the fisheries material is effective. Therefore, each teacher should use the simulation method in conveying the learning material in the classroom.

INTRODUCTION

Academic writing is an essential component of the learning process in higher education. The ability to produce scholarly work not only reflects students' intellectual

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capacity but also demonstrates their skills in critical thinking, argument construction, and the application of appropriate research methodologies. As noted by Filipović & Jovanović (2016), writing ability is a key indicator of students' academic maturity and serves as the foundation for developing scientific research. Similarly, Juanda et al. (2025) show that students with strong academic literacy tend to produce writing that is more coherent and analytically structured.

However, observations conducted at the university where this study took place reveal that many students continue to struggle with academic writing. These challenges include understanding the structure of scientific papers, formulating research problems, using scholarly references, and applying citation standards correctly. Lane et al. (2004) found that low self-efficacy and limited methodological competence are major factors hindering students from completing their theses. Likewise, Asriyadin et al. (2025) explain that insufficient reference literacy and limited exposure to high-quality academic sources significantly weaken students' research arguments.

On the other hand, the supervisory process plays a significant role in supporting students during the writing of academic work. Effective supervision can improve writing quality, strengthen methodological understanding, and help students grasp the proper structure of academic texts. AbuSa'aleek & Alharbi (2025) emphasize that consistent, iterative, and targeted supervisory feedback strongly predicts timely thesis completion. Furthermore, Ringo & Ringo (2025) found that the quality of the relationship between supervisors and students significantly influences the structure, analysis, and overall quality of the written work.

Despite its importance, the supervision process often faces challenges not only from students but also from institutional and lecturer-related factors. Heavy teaching loads, limited supervisory training, and poorly socialized institutional writing guidelines can negatively affect supervision quality (Riza et al., 2019; Ribeiro et al., 2021). Kriswantoro & Wulandari (2024) highlight that clear, accessible writing guidelines improve supervisory effectiveness and help students more easily follow academic writing standards. Usman et al. (2023) underscore the need to strengthen lecturers' competencies in methodology and supervision to ensure a more professional and structured guidance process.

students' academic writing abilities, the roles of institutional guidelines and supervisory practices, and the obstacles encountered during the thesis supervision process. This understanding is expected to provide valuable insights for higher education institutions to improve academic guidance and enhance student learning outcomes.

METHOD

This study employed a qualitative, descriptive research design. The qualitative approach was chosen to gain an in-depth understanding of lecturers' experiences, perspectives, and practices regarding students' academic writing abilities and the supervision of thesis writing. This approach enables the researcher to explore meanings and viewpoints naturally, without manipulating variables (Lim, 2025).

A descriptive design was used because the study aims to present the phenomenon as it is, particularly regarding lecturers' views on institutional writing guidelines, students' methodological competence, supervisory practices, the challenges students encounter, and the supervisors' competencies in guiding academic writing.

The research was conducted at a higher education institution where lecturers teach and supervise thesis writing. The site was selected purposively because the institution applies established academic writing standards and implements an active thesis supervision system. The research took place over several months, covering the stages of obtaining permission, preparing instruments, collecting data, analyzing data, and preparing the final research report.

Informants were selected through purposive sampling based on their relevance and competence in providing information on the research topic. The criteria for informants included lecturers who actively supervise theses, have experience in academic writing supervision, and have been involved in developing or adhering to institutional writing guidelines. A total of 12 lecturers participated, each assigned a code such as INF 1, INF 2, INF 3, and so on to ensure confidentiality.

Data were collected through three primary techniques: interviews, observations, and document analysis. The main research instrument was the researcher, supported by an interview guide, observation sheets for noting

supervisory behavior and practices, and documentation checklists to assess the alignment of students' research documents with institutional guidelines.

Data analysis followed the Miles & Huberman (1994) model, consisting of three major stages: data reduction, data display, and conclusion drawing.

RESULT AND DISCUSSIONS

The discussion section presents an in-depth analysis of the key findings from interviews with supervising lecturers on students' academic writing abilities and the effectiveness of supervision in preparing scholarly work. Each finding is examined by connecting empirical data with relevant theories and previous studies to provide a comprehensive understanding of the factors influencing students' writing quality. This discussion not only explains how students encounter challenges in methodology, reference literacy, and argument development, but also highlights the significant role supervisors play in shaping the quality of academic writing. In addition, this section emphasizes the role of institutional guidelines, lecturers' competencies, and supervisory dynamics in determining the success of the academic writing process. Thus, the discussion serves as a bridge between the research findings and their practical implications for improving the quality of academic supervision in higher education.

The Importance of Institutional Guidelines in Academic Writing

The findings of this study indicate that institutional guidelines serve as a fundamental component of students' academic writing processes. These guidelines ensure consistency in structure, format, and citation standards, enabling students to produce work aligned with scientific norms. This aligns with Krumsvik (2022), who emphasizes that writing guidelines help students understand academic structures systematically. Mason et al. (2021) further explain that institutional guidelines support supervisors in providing high-quality feedback. In addition, Abdallah (2024) found that clear guidelines enhance students' citation accuracy and overall writing structure.

Supervisors highlight the importance of adhering to institutional guidelines as the primary reference for structuring proposals and academic writing, ensuring that students' work follows established standards rather than relying solely on individual

lecturer experience. These guidelines also support students in understanding research approaches, including qualitative and quantitative methods, and in organizing their writing in accordance with institutional and departmental manuals [...] [INF 9, INF 2, INF 4].

Supervisors stress the importance of students understanding the norms and structure of academic writing, guided by standards such as APA, which regulate citations, formatting, and the overall organization of a thesis. Students are also expected to know how to select an appropriate research topic and method, while supervisors provide guidance strictly based on institutional manuals, requiring lecturers to fully master and consistently refer to these guidelines [...] [INF 1, INF 12].

Mastery of Methodology and Theory as the Foundation of Academic Argumentation

Students who demonstrate a strong understanding of research methodology tend to produce more coherent and logical academic arguments. Muhammad et al. (2025) show that methodological competence directly influences the quality of scientific reasoning in thesis writing. Similarly, Musthofa et al. (2025) assert that students with a solid methodological foundation are better at formulating research problems accurately. This is reinforced by Pregoner (2024), who concludes that the ability to distinguish between qualitative and quantitative approaches significantly affects the quality of academic analysis.

Supervisors highlight the importance of students developing a strong foundation in research methodology, particularly the ability to distinguish among research types, including descriptive, exploratory, documentary, and qualitative and quantitative approaches. This understanding enables students to identify appropriate research problems and structure their studies more effectively. In addition, students are expected to demonstrate sufficient writing skills and theoretical knowledge to elaborate on their chosen topics, while lecturers monitor their progress to ensure they have the capacity to do so. Throughout this process, supervisors rely on institutional and departmental manuals as the primary reference to maintain consistency and accuracy in guiding students [...] [INF 1, INF 3, INF 4].

Supervisors emphasize that students must understand the norms and structure of academic writing, guided by standards such as APA, which regulate citations, formatting, and the overall organization of a thesis. Although each lecturer may use different supervisory strategies, all guidance must follow the manuals issued by the department, faculty, and institution. Students are expected to choose an appropriate research topic, select a suitable method, and read extensively, while lecturers must master the institutional guidelines to provide accurate and consistent supervision [...] [INF 1, INF 4, INF 12].

Effectiveness of Supervision and Feedback in Improving Academic Writing

Effective supervision, including the writing-first strategy, in-depth discussions, and iterative revisions, has been proven to help students enhance the quality of their writing. Bahtilla (2022) emphasizes that clear, repeated, and targeted supervisory feedback is a strong predictor of timely thesis completion. Enita & Sumardi (2023) also state that dialogic interaction between supervisors and students improves the quality of writing drafts. Furthermore, Yu & Liu (2021) found that repeated revision practices strengthen argument structure and linguistic accuracy in academic work.

Supervisors emphasize the need to adhere to institutional guidelines, as these serve as the primary reference for helping students structure their proposals and academic writing. Clear standards prevent students from relying solely on individual lecturer experiences and ensure consistency in their work. Supervisors also assess students' theoretical understanding and writing abilities to determine whether they are capable of developing and articulating their chosen topics effectively [...] [INF 9, INF 2, INF 3].

Students need a clear understanding of how to select a research topic and an appropriate methodology for their thesis, while lecturers must provide guidance that follows established guidelines. Lecturers provide supervision in accordance with departmental, faculty, and institutional manuals, yet students' creativity and initiative in developing their research remain essential. [...] (INF 12, INF 4).

Challenges: Reference Literacy, Motivation, and Self-Efficacy

This study reveals that the major challenges faced by students include low reference literacy and a lack of self-efficacy in writing. Medaille et al. (2022) highlight that self-efficacy plays a crucial role in students' persistence in completing their theses. Additionally, Teng & Yue (2022) report that strong reference literacy significantly enhances students' ability to formulate academic arguments. This is also supported by Abbas & Herdi (2022), who found that reading motivation and the ability to locate scholarly sources strongly influence the quality of students' academic writing.

Supervisors emphasize that students must develop a solid foundation in research by understanding different research types, such as descriptive, exploratory, documentary, qualitative, and quantitative, and by learning to identify the core problem within their chosen topic. Effective academic writing also requires adherence to institutional guidelines to ensure consistency and prevent reliance on individual lecturer practices. Supervisors assess students' theoretical knowledge, writing skills, and ability to elaborate their topics, guiding them through structured discussions while referring to institutional and departmental manuals [...] [INF 1, INF 2, INF 3, INF 4].

Supervisors apply different strategies depending on students' creativity and readiness as emerging researchers, but all guidance must follow the manuals provided by the department, faculty, and institution. Students are expected to read widely and continue developing their skills, while lecturers must have sufficient knowledge to guide them effectively. Supervisors also prepare essential academic documents and provide structured guidance to help students strengthen their academic writing [...] [INF 4, INF 8].

Supervisors' Competence as a Key Factor

The quality of supervision is strongly influenced by supervisors' competence in research methodology, their research experience, and their ability to provide constructive feedback. Lu et al. (2024) affirm that high-quality supervision improves students' writing

cohesion and citation accuracy. Sibiya & Mahosi (2025) further explain that supervisors who are actively involved in research tend to offer more effective guidance due to their familiarity with current scholarly practices. Similarly, Almusaed & Almssad (2020) show that supervisors with strong pedagogical competencies are better able to provide clear and effective direction to their students.

Supervisors emphasize that students must adhere to institutional writing guidelines to ensure their academic work follows a consistent and standardized structure rather than relying on individual lecturer preferences. Effective supervision also requires assessing students' theoretical understanding, monitoring their ability to elaborate on their chosen topics, and ensuring they possess adequate writing and subject knowledge. To maintain the quality of supervision, lecturers themselves must continually develop their skills and engage in research activities so they can provide informed and experience-based guidance [...] [INF 2, INF 3, INF 12].

Supervisors highlight that students must understand how to choose an appropriate research topic and method, while ensuring their thesis follows institutional guidelines that lecturers are required to master and consistently apply. Students are also expected to follow established academic writing norms, such as APA standards, to structure their work correctly and meet formal requirements. Although supervisory strategies may vary, all guidance is grounded in departmental and institutional manuals, with students encouraged to read widely and develop their research creativity [...] [INF 12, INF 1, INF 4].

CONCLUSIONS

Based on the results shown by the students, the development of the physics materials has been done to a better future dream, the results of the capacity and understanding when the teacher uses a method of simulation to develop the physics materials in the classroom learning process that is more comprehensive and valuable

Based on the findings and discussion regarding students' academic writing abilities and the role of supervisors in guiding the preparation of scholarly work, several key conclusions can be drawn:

Institutional guidelines serve as the primary foundation in academic writing.

Lecturers view writing guidelines as essential standards that students must follow to ensure their academic work meets the required structure and format. These guidelines help maintain consistency in writing quality and facilitate a more effective supervision process.

Mastery of methodology and theory greatly influences the quality of academic work.

Students who understand research typology, methodological reasoning, and appropriate method selection demonstrate stronger abilities to identify research problems, formulate objectives, and develop coherent academic arguments.

The effectiveness of lecturer supervision significantly impacts students' writing development.

Supervisory strategies such as the writing-first approach, in-depth discussions, and iterative revisions have been shown to help students improve their writing. Clear, focused, and consistent feedback is a key factor in successful thesis writing.

Students face challenges related to academic literacy and low self-efficacy.

Many students struggle to locate references, interpret literature, cite correctly, and maintain motivation throughout the writing process. These challenges contribute to lower confidence in their ability to develop high-quality academic texts.

Supervisors' competence and experience strongly determine the effectiveness of guidance.

Lecturers with research experience, strong methodological understanding, and the ability to provide constructive feedback are more effective in guiding students and have a direct positive influence on the quality of students' academic work.

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