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REDESIGNING GUIDELINES FOR THESIS WRITING: ADDRESSING CHALLENGES AND ENSURING SUPERIOR QUALITY STANDARDS FOR EARLY CHILDHOOD ISLAMIC EDUCATION STUDENTS AT UIN AR-RANIRY

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Abstrak
Mahasiswa Program Studi Pendidikan Islam Anak Usia Dini (PIAUD) di UIN Ar-Raniry menghadapi tantangan dalam menyusun tugas akhir, seperti ketidakeragaman format dan kesulitan ide penelitian (58,47%). Penelitian ini bertujuan untuk merancang ulang pedoman penulisan tugas akhir menggunakan model pengembangan 4D (Define, Design, Development, Disseminate). Teknik pengumpulan data dilakukan melalui analisis kebutuhan pada tahap Define, penggunaan instrumen validasi ahli (skala Likert 4 poin) pada tahap Development, serta penyebaran kuesioner uji coba pengguna menggunakan teknik snowball sampling pada tahap Disseminate. Tahap Design menghasilkan rancangan pedoman inovatif yang mencakup tips memulai penulisan, SOP lengkap, dan panduan jalur artikel. Validasi oleh tiga ahli menunjukkan hasil: ahli bahasa 92,5% (sangat layak), ahli media 100% (sangat layak), dan ahli materi 79,69% (layak). Uji coba skala kecil terhadap 15 mahasiswa menunjukkan skor rata-rata 3,5, sementara uji coba skala besar terhadap 50 mahasiswa memperoleh nilai di atas 3,7. Produk akhir berupa buku pedoman terbukti valid dan efektif untuk meningkatkan kualitas serta standarisasi tugas akhir mahasiswa PIAUD.

Kata Kunci: Redesain, Buku Panduan, Penulisan Skripsi, PIAUD.

Abstract
Students of the Islamic Early Childhood Education (PIAUD) Study Program at UIN Ar-Raniry face challenges in preparing their final projects, such as inconsistent formatting and difficulty generating research ideas (58.47%). This study aims to redesign the final project writing guidelines using the 4D development model (Define, Design, Development, Disseminate). Data collection techniques included a needs analysis in the Define stage, the use of expert validation instruments (a 4-point Likert scale) in the Development stage, and the distribution of user trial questionnaires using snowball sampling in the Disseminate stage. The Design stage produced an innovative guideline draft that includes tips for starting the writing process, a complete Standard Operating Procedure (SOP), and guidance on the article-based pathway. Validation by three experts yielded the following results: a linguist expert score of 92.5% (highly feasible), a media expert score of 100% (highly feasible), and a content expert score of 79.69% (feasible). The small-scale trial involving 15 students produced an average score of 3.5, while the large-scale trial involving 50 students obtained scores above 3.7. The final product, in the form of a guideline handbook, proved valid and effective in improving the quality and standardization of final projects among PIAUD students.

Keywords: *Redesign Guidebook, Thesis Writing, Early Childhood Islamic Education*

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A. INTRODUCTION

The final project is a crucial component of higher education that serves as a benchmark for students' ability to apply knowledge and skills, consolidate learning, and demonstrate key competencies required for professional success and future career development (Nursari & Sciorra, 2018)1. Furthermore, from the perspective of project-based pedagogy, the final project represents an important indicator of students' academic performance and conceptual understanding .[2]

The Early Childhood Islamic Education (PIAUD) Study Program at the Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University (UIN) has the vision of becoming an excellent study program that produces competent, innovative, visionary, nationally recognized, and dignified graduates through the integration of scientific knowledge, Islamic values, and Indonesian identity by 2030. One of its objectives is to produce graduates capable of creating innovative findings in early childhood education based on Islamic values, which is realized through scientific works such as journal publications or undergraduate theses.

However, the process of writing final projects for PIAUD UIN Ar-Raniry students faces significant challenges, including a wide variation in the quality and format of research reports due to students' lack of interest in the existing thesis guidelines. The program's evaluation of students undergoing thesis defense in the odd semester of 2024-2025 shows that they refer more to the thesis formats of their seniors than to the official guidelines.

[1] Nursari, S. R. C., & Sciorra, V. Decision Support System for Final Assignment with Analytical Hierarchy Process (AHP) Method. Case Study: Informatics Engineering Faculty of Engineering (2018): 1(1), 19-25.

[2] Guo, et al. review of project-based learning in higher education: Student outcomes and measures. International Journal of Educational Research (2020). 102, 101586.

The 2016 academic and thesis writing guide has several weaknesses: it is combined with the academic handbook, making it thick and cumbersome; it does not provide guidance for development research, so adjustments are made based on lecturers' understanding; and the UIN Ar-Raniry academic guide for 2019/2020 only offers general explanations.

Students often lack knowledge about scientific paper guidelines, making the process of writing their final projects difficult [3]. They regard the thesis as a difficult, non-urgent, and undesirable task[4]. Approximately 58.47% of students have difficulty articulating ideas into scientific writing, indicating a gap in their ability to translate thoughts into writing [5]. Other obstacles include difficulties in identifying research problems [6], as well as challenges in finding phenomena, determining variables, collecting data, selecting objects, and searching for relevant journals[7]. Students also struggle to determine the field and urgency of their research.

This complexity necessitates a redesign of the final project writing guidelines to be comprehensive, systematic, and adaptive, in order to encourage high-quality, innovative research that contributes to the development of early childhood education. The novelty of this book lies in its accommodation of students' difficulties in finding thesis ideas and writing scientific articles up to publication. This guideline book reduces the burden through initial chapters that contain easy tricks to start writing and best practice stories from

[3] Safitri, et al. The Analysis of Students' Challenges to Thesis Writing at UIN Alauddin Makassar. English Language Teaching for EFL Learners (2021). 3(2), 41-49.

[4] Jasiah,et al. Pelatihan Sistematika Penulisan Skripsi Bagi Mahasiswa. Masyarakat Berdaya dan Inovasi, (2023). 4(1), 58-64.

[5] Muhlisin, et al. Analysis of Students' Difficulties in Writing Scientific Works at the Faculty of Culture, Management. JUPE: Jurnal Pendidikan Mandala (2023). 8(2), 364-373.

[6] Siswanto, I., & Sampurno, Y. G. Faktor-Faktor Penghambat Pengerjaan Tugas Akhir Skripsi Mahasiswa Pendidikan Teknik Otomotif FT UNY. (2015) 1(1), 1-10.

[7] Emilia, et al. Analisis Tingkat Stres Mahasiswa dalam Menulis Tugas Akhir (Skripsi) di STIE Pembangunan Tanjungpinang. J-CEKI: Jurnal Cendekia Ilmiah, (2025).4(2), 1432-1438.

alumni who finished quickly, as well as SOPs from title submission to publication. The novelties of this research include: (1) adaptation of guidelines specifically for PIAUD UIN Ar-Raniry; (2) a comprehensive approach that considers the latest academic standards and quality development needs; (3) methodological innovations by integrating the latest methods such as mixed-methods, practice-based techniques, child development-sensitive methodologies, and development research specifically for early childhood education; (4) a quality assurance framework with continuous evaluation and updating mechanisms; (5) practical contributions to improve the quality and standardization of final projects.

Previous related studies include the development of a guidebook for publication articles for Civil Engineering students [8], analysis of the need for a pocketbook on final project writing for the Faculty of Da'wah [9], development and validation of an academic writing textbook with a CVI of 0.9 [10], and the development of a scientific writing book based on TPACK with a feasibility of 88.24% [11]. However, none have developed specific guidelines for PIAUD that integrate research methodologies for early childhood education, practical tips, alumni best practices, and publication guidance in one comprehensive book.

Based on this background, this research aims to: (1) provide an overview of the redesign process for the final project writing guidelines that address the challenges and needs for excellent quality in the final projects of

[8] Devilito, R., & Kusumastuti, R. Pengembangan Buku Panduan Penulisan Artikel Publikasi Ilmiah bagi Mahasiswa Sarjana Terapan Jurusan Teknik Sipil Polines. Jurnal Pendidikan Bahasa dan Sastra Indonesia, (2023). 12(02), 1-10.

[9] Julananda Putri Sahasti. Analisis Kebutuhan Pengembangan Buku Saku Tata Penulisan Tugas Akhir Mahasiswa Fakultas Dakwah dan Komunikasi. Ed-Humanistics: Jurnal Ilmu Pendidikan (2022). 7(1), 887-893.

[10] Helaluddin, et al. Development and Validation of Academic Writing Textbook Based on Process Genre Approach for University Students. AL-ISHLAH: Jurnal Pendidikan (2021). 13(2), 1068-1079.

[11] Nisa, K., & Aryni, Y. Development of a Scientific Writing Book based on TPACK to Support the Merdeka Belajar-Kampus Merdeka Program. AL-ISHLAH: Jurnal Pendidikan (2023) 15(2), 1257-1269.

PIAUD UIN Ar-Raniry Banda Aceh students; (2) provide an overview of the feasibility of the final project writing guidelines based on assessments by language experts, media experts, and material experts.

B. METHOD

This study uses the Research and Development (R&D) method with the 4D development model, which consists of four stages: Define, Design, Development, and Disseminate. The 4D model is effective for addressing problems with a structured framework and is suitable for developing instructional materials that are valid, practical, and effective [12]; [13].

The development procedure for the PIAUD Final Project Writing Guidelines follows the four stages of the 4D model:

- Define Stage: includes analysis of problems in lecturer guidance related to early childhood education research methodology, determination of goals and needs analysis, and review of relevant literature.
- Design Stage: involves designing the final project guidelines covering PIAUD research methodologies, including book cover, information flow, material sequence, validation instruments, and the addition of materials such as seminar regulations, proposal guidelines, and article-based final projects.
- Development Stage: involves completing the draft chapters of the guidebook, consulting with validators (material, language, and media experts), revising based on feedback, and analysing the percentage of feasibility.
- Dissemination Stage: involves distributing the validated product with a feasibility questionnaire and testing student comprehension using snowball sampling (15 students for small-scale, 50 students for large-scale trials).

The subjects in this research include expert validators and trial

[12] Hayati,et al. Pengembangan Media Big Book Prayer untuk Mengoptimalkan Religious Moral Activities Anak 4-5 Tahun. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini (2022)., 6(6), 6621-6640.

[13] Yudi Hari Rayanto & Sugianti. Penelitian Pengembangan Model ADDIE dan R2D2. Lembaga Academic & Research Institute (2020).

students. Expert Validators: Language Expert (Muthmainnah, MA from PIAUD UIN Ar-Raniry), Media Expert (Dr. Tabrani ZA., S.Pd.I., M.S.I., MA. from PAI UIN Ar-Raniry), and Material Expert (Prof. Dr. Buhori Muslim, M.Ag from the Arabic Language Education Program UIN Ar-Raniry). Students for Trials: The population consists of PIAUD students from the 2021-2023 cohorts, with samples selected using snowball sampling (15 students for small-scale, 50 students for large-scale trials).

The effectiveness and relevance of the redesigned thesis guidelines for Early Childhood Islamic Education (PIAUD) students were evaluated through a comprehensive 4D development model—consisting of the Define, Design, Development, and Disseminate stages—which integrated both expert validation and practical user trials. During the development stage, the guidelines were rigorously assessed by a panel of three experts using specific validation instruments: a Language Expert Validation Sheet (10 items) focusing on aspects such as PUEBI compliance and sentence effectiveness, a Media Expert Validation Sheet (10 items) evaluating visual design and layout, and a Material Expert Validation Sheet (16 items) reviewing material and presentation standards. The validation results yielded high feasibility scores, with the language expert rating the manuscript at 92.5%, the media expert at 100%, and the material expert at 79.69%, resulting in an overall average feasibility of 90.73%, which is categorized as "Highly Feasible". To ensure real-world relevance, the product underwent two phases of user testing during the dissemination stage using a 9-item User Trial Sheet: a small-scale trial with 15 students provided initial feedback on readability, while a large-scale trial involving 50 students selected via snowball sampling resulted in an average score above 3.7, indicating strong user acceptance. All evaluative data were analyzed using a percentage feasibility formula where scores between 81% and 100% were interpreted as "Highly Feasible," confirming that the final guidebook is a valid and effective tool for improving academic quality by addressing specific

student challenges like difficulty in generating ideas and the need for specialized PIAUD research methodologies.

C. RESULTS AND DISCUSSION

Define Stage Results

At this stage, the researcher identified the problems in the final project writing process of PIAUD UIN Ar-Raniry students. The results of this definition stage can be seen in the following table:

No	Identified Issues	Short Explanation
1	Variations in writing formats	Students tend to replicate senior theses instead of following official guidelines, leading to format discrepancies.
2	Low interest in the 2016 guidebook	The guidebook is too thick and cumbersome because it is integrated with general academic regulations.
3	Lack of development research guidelines	Formats for development research are customized by individual advisors, resulting in student inconsistencies.
4	Generic 2019/2020 guidelines	The UIN Ar-Raniry 2019/2020 academic handbook only provides broad writing rules without specific technical instructions.
5	Difficulty in generating research ideas	A total of 58.47% of students struggle to identify and clearly articulate their research concepts.
6	Absence of alternative journal track guidelines	There are no explicit regulations yet for students completing their final project through scientific article publication.
7	Need for a comprehensive guideline redesign	Needs analysis indicates a demand for a holistic new guidebook, covering the entire process from ideation to final defence, introduced early in the curriculum.

Design Stage Results

This stage produced a guideline design with the following innovations:

1. An attractive, modern cover design that reflects the identity of PIAUD and early childhood education.
2. A comprehensive structure with new chapters: Easy Tricks to Start Writing a Final Project (addressing idea generation difficulties), Best Practices from Alumni Who Graduated Quickly (successful inspiration), Complete SOP from Title Submission to Publication (a full workflow), Guidelines for Scientific Articles as Final Projects (article-based track), and Developmental Research for PIAUD (new methodology).
3. Material covering PIAUD-specific methodologies: quantitative, qualitative, mixed-methods, and development research with contextual examples.
4. A practical format: the book is not too thick, separate from the

academic handbook, and easy to carry.

5. Comprehensive validation instruments for language, media, and material aspects.

Development Stage Results

Language Expert Validation Results

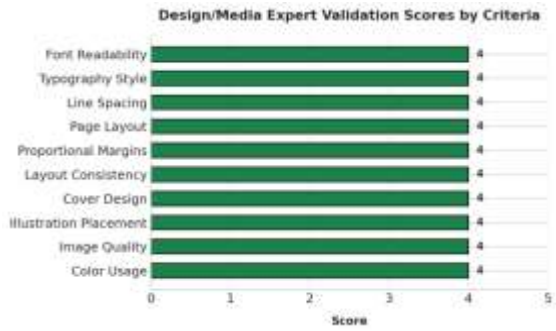
The results of the language expert validation can be seen in the table below:



Based on the results of the feasibility test by the language expert across ten assessment aspects, a total score of 37 out of a maximum of 40 was obtained, with a feasibility value reaching 92.50%. This score indicates that the manuscript is categorized as highly feasible for use in terms of language. Overall, the manuscript has met the standards of proper Indonesian language in accordance with the General Guidelines for Indonesian Spelling (PUEBI), demonstrating accurate sentence structure, appropriate word choice for the academic context, and consistent use of formal language style. This is important because, as stated by Sarwar et al. (2022)[14], the ability to use proper academic language is one of the key aspects of scientific writing.

Media Expert Validation Results

The results of the media expert validation can be seen in the table below:



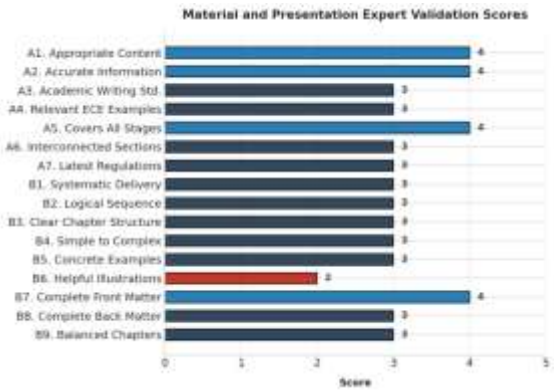
Based on the assessment by the media expert, a total score of 40 out of a maximum of 40 was obtained, resulting in a feasibility score of 100%. This result indicates that the document's visual appearance falls into the "Highly Feasible" category with no significant shortcomings found. All visual components have met the feasibility criteria, including readable font size

[14] Sarwar, et al. Undergraduates' Views on the most Difficult Aspects of Academic Writing in the English Language. Journal of Social Sciences Review (2022). 2(3), 208-213.

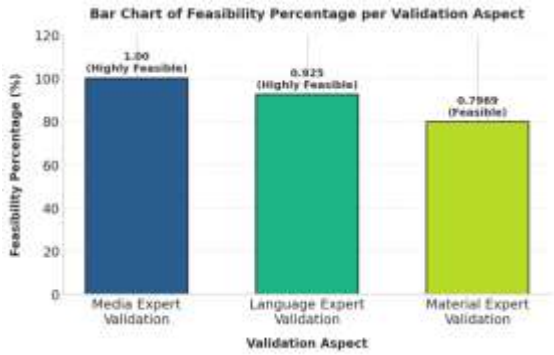
and type, consistent use of bold, italics, and underlining, as well as line spacing that facilitates easy reading. The page layout is neatly organized, with proportional margins, and the placement of titles and page numbers is consistently applied. The perfect score from the media expert indicates that the visual design, layout, and graphic aspects of the guidelines have fulfilled the principles of good instructional design. Devilito & Kusumastuti emphasize that graphic and visual presentation aspects in a guidebook have a significant impact on students' interest and ease of use.[15]

Material Expert Validation Results

The results of the material expert validation can be seen in the table below:



Based on the assessment by the material expert regarding the aspects of material standards and presentation standards, a total score of 51 out of a maximum of 64 was obtained, resulting in a feasibility value of 79.69%. This score places the manuscript in the "Feasible" category for use, with some notes for improvement. This finding is in line with Nisa & Aryni , who state that scientific writing guidebooks need to provide contextual and easily understandable examples so that students can apply the guidelines in their research.[16] This suggestion has been addressed by adding more illustrations, diagrams, and research examples relevant to the PIAUD field. Summary of Expert Validation Results:



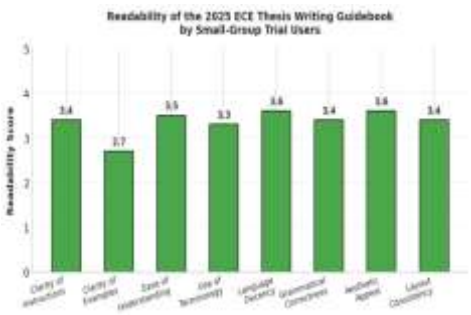
Based on the assessments from the three validators—language expert,

[15] Devilito, R., & Kusumastuti, R. Pengembangan Buku Panduan. (2023) 1-10.
[16] Nisa, et all. Development of a Scientific Writing Book based on TPACK to Support the Merdeka Belajar-Kampus Merdeka Program. AL-ISHLAH: Jurnal Pendidikan, . (2023). 15(2), 1257-1269.

media expert, and material expert—an average feasibility percentage of 90.73% was obtained, falling into the "Highly Feasible" category. Specifically, the language expert's assessment showed a percentage of 92.50% (highly feasible), indicating that the manuscript meets linguistic standards in accordance with the General Guidelines for Indonesian Spelling (PUEBI) and employs effective academic language. Meanwhile, the media expert gave a score of 100% (highly feasible), signifying that the appearance, readability, and visual design are excellent and do not require significant revision. The material expert's assessment resulted in a percentage of 79.69% (feasible), indicating that the content and presentation are in line with learning objectives but still require minor improvements, particularly in terms of content depth and currency.

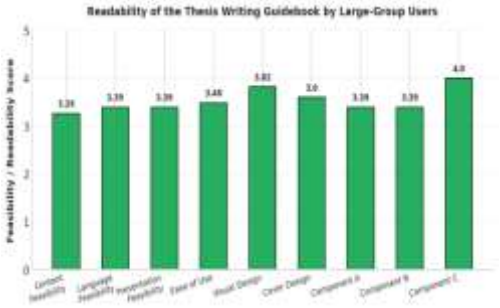
Disseminate Stage Results This stage is still ongoing at the time of reporting:

1. Small-scale trial (15 students): gathered initial feedback on readability, ease of use, and the effectiveness of the guidelines. The trial results showed that the average rating for this thesis guideline book ranged from 3.4 to 3.5, except for the aspect of delivery feasibility, which received a lower score. These results indicate that, in general, the guideline book is considered feasible and good, but requires improvements, particularly in the aspect of delivery, before further testing can be conducted. The small-scale trial results are illustrated in the following graph:



2. Large-scale trial (50 students): The results of the trial showed that the guideline book was rated in the "very good" category, with an average score above 3.7. The highest score was achieved by the Final Section Component, with a perfect score of 4.00, while the lowest was Content Feasibility, with a score of 3.71. These results indicate that the guideline book is

highly feasible and well received by users in the large group. The results of the large-scale trial are illustrated in the following graph:



3. Socialization to students and supervising lecturers. The data is analyzed for user responses and for evaluation and improvement purposes.

Based on the use of the 4D development model, this study has proven effective in producing a valid and feasible final project writing guideline, with an average feasibility percentage of 90.73% ("Highly Feasible" category). This effectiveness is consistent with the findings of Hayati et al. [17], which state that the 4D model provides a structured framework suitable for the development of instructional materials. Each stage of the 4D model contributes specifically to the development process of the guideline.

The Define stage provides a strong foundation through in-depth needs analysis. The identification that 58.47% of students struggle to articulate ideas into scientific writing aligns with the findings of Muhlisin & Imran[18], which highlight a significant gap in students' ability to translate their thoughts into academic writing. The comprehensive needs analysis at the Define stage ensures that the developed product truly addresses the real problems faced by students.

The Design stage resulted in key innovations that set this guideline apart from conventional ones. The addition of chapters such as "Easy Tricks to Start Writing a Final Project" and "Best Practice from Alumni" represents an innovative approach that is not only normative-administrative but also transformative. This approach is in line with the research by Helaluddin et al. [19], who developed academic writing textbooks using the process genre

[17] Hayati, et all. Pengembangan Media Big Book (2022). 6(6), 6621-6640.
[18] Muhlisin,et all. Analysis of Students' Difficulties (2023). 8(2), 364-373.
[19] Helaluddin, et all. Development and Validation (2021). 13(2), 1068-1079.

approach, integrating various stages from pre-writing to editing. This stepwise approach has proven to be more effective in improving students' writing abilities.

The Development stage, involving validation by language, media, and material experts, ensures the product's quality from multiple perspectives. The high validation results (language: 92.5%, media: 100%, material: 84.5%) indicate that the product meets the necessary academic standards. This validation process is consistent with Nisa & Aryni, who also used multi-aspect validation in developing scientific writing books, resulting in a highly feasible product (88.24%).[20]

The innovation in the form of the chapter "Easy Tricks to Start Writing a Final Project" addresses the main problem identified by Siswanto & Sampurno that difficulty in finding a research problem is a primary obstacle in completing final projects[21] . Emilia et al. also confirm that students experience challenges in identifying research phenomena, determining variables, and finding the urgency of their research.

By providing specific guidance for the pre-writing phase, this guideline helps students overcome "writer's block" from the outset. Practical strategies such as brainstorming, mind mapping, and problem identification techniques offer concrete tools that students can immediately apply. This approach shifts the paradigm of thesis writing from being perceived as a "very difficult task" to a structured and manageable process.

In addition, clear and consistent standardization of format, supplemented with concrete examples and templates, helps address the issue that students have so far only copied thesis formats from their seniors without referring to the official guidelines. This approach is consistent with Pernando et al., who state that an effective guidance system can improve the efficiency and effectiveness of

[20] Nisa, K., & Aryni, Y. Development of a Scientific (2023). 15(2), 1257-1269.

[21] Siswanto, et all. Faktor-Faktor Penghambat Pengerjaan Tugas Akhir Skripsi Mahasiswa Pendidikan Teknik Otomotif FT UNY. Taman Vokasi (2015). 1(1), 1-10.

academic support.[22], As a result, this guideline book covers article format, writing structure, the process of submitting to journals, and tips for article acceptance. This innovation is also in line with Devilito & Kusumastuti , who state that scientific publication writing guides are needed to help students become productive in writing scientific articles. With a comprehensive guideline, students choosing the article-based track are no longer confused and have a clear reference.

D. CONCLUSIONS

This study successfully redesigned the final project guidelines for PIAUD students at UIN Ar-Raniry using a systematic 4D development model, resulting in a highly feasible instructional tool that addresses critical academic barriers such as inconsistent research formats and "writer's block". By shifting from a rigid administrative document to a transformative guide, the product integrates innovative elements like alumni best practices, clear SOPs, and specialized methodologies for developmental research and article-based tracks. These features directly mitigate the challenges faced by the 58.47% of students who struggle with idea generation, ensuring that the thesis process becomes a structured and manageable academic journey rather than an overwhelming administrative hurdle.

Beyond immediate practical utility, this research contributes theoretically by offering a transformative instructional design for academic writing and methodologically by adapting the 4D model for guidebook development. Institutionally, the guidelines support the quality of academic outcomes and provide a scalable model that other study programs can adopt to standardize their research output. To ensure long-term effectiveness, it is recommended that these guidelines be integrated into early-semester academic orientations and that a periodic evaluation mechanism be established to keep the content aligned with evolving global publication

[22] Pernando, et all. SI Bita-Design of A Thesis Guidance Information System Using the Scrum Method for Optimal Efficiency and Responsiveness. JURTEKSI (Jurnal Teknologi dan Sistem Informasi). (2024). 10(4), 741-748.

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