

Bachelor Thesis Guidelines



**FACULTY OF
PSYCHOLOGY,
GUNADARMA UNIVERSITY**

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FINAL PROJECT FORMAT

1. FRONT SECTION

The front of the final project consists of:

a. Cover Page

- 1) The cover page contains brief information about the final project, with the order of writing starting from the very top being as follows:
 - University Name
 - Faculty Name
 - University logo
 - CHANGE OF FINAL PROJECT TITLE No sub-title, capitalized, maximum 15 words
 - Student identity, by writing:
Prepared by: Name, NPM, Department, Supervisor (If there are two Supervisors, all are written with complete titles)
 - Writing
Submitted to Complete Some of the Requirements in Achieving a Bachelor's Degree (S1)
 - Nama Kota
 - Validation Year
- 2) The cover page is made in the form of a dark blue hardcover, writing times new roman, yellow gold, and with a distance of 1 space

b. Title Page

In general, the content of the title page is the same as the cover page

c. Statement of Originality and Publication

This page contains the author's statement that the final project is his own work and gives the university the authority to publish the results of the scientific work.

d. Validation Sheet

This page shows the validity of the final project, containing the information of the members of the examining board, the date of ratification, the signature of the Supervisor and the Head of the Undergraduate Session of Gunadarma University accompanied by the university stamp.

e. Preface

This page contains an introduction to the final project and acknowledgement to the Rector of Gunadarma University, to the Vice Rector II of Gunadarma University, Head of the Undergraduate Session, Dean of the Faculty of Psychology, Head of the Psychology Study Program, Supervisor, Research Participant, and so on according to the author's wishes.

f. Abstract

The abstract contains a summary of the student's final project, with an overview as follows:

- Writing order: The title of the final project (capital letter), Student name, Student NPM, Abstract writing, Content consisting of problems, research objectives, research methods, and research results, as well as keywords in the form of words containing the novelty, at least 3 words and a maximum of 4 words.
- The abstract is written in 1 paragraph, 1 spaced, with an even format (justify), and consist of a maximum of 250 words.
- Content and keywords are written in italics (italic)

g. Table of Contents

This page consists of information about the contents of the text along with the page number. Parts written to the second subchapter (numbers and letters)

h. List of Tables

This page consists of the contents of information about the table in the final project along with the page number.

i. List of Figures

This page consists of information about the image contained in the final project along with the page number.

j. List of appendices

This page consists of the contents of information about the table in the thesis along with the page number.

2. Content Section

The content section includes an overview of Chapters I to V, with the following explanation:

a. Chapter I

Chapter I is an introduction, consisting of background problems, research questions (qualitative approach), research objectives, as well as research benefits consisting of theoretical and practical significances.

b. Bab II

Chapter II is a literature review, which contains the presentation of various theoretical sources used as references in research. In quantitative research, the hypothesis proposed in the study is also written.

c. Bab III

Chapter II is a research method, where the content and flow written are adjusted to the type of research conducted.

d. Chapter IV

Chapter IV is the results and discussion, which contains an overview of the implementation of the research, the results of data analysis, and the discussion of the results obtained theoretically.

e. Chapter V

Chapter V is the conclusion, which consists of the conclusions of the results of the study as well as the suggestions given based on the results obtained.

3. END SECTION

a. References

This page consists of a reading list that is a reference source in writing the thesis. Sources can come from textbooks, scientific journals, scientific articles, magazines, newspapers, and other sources of a scientific nature. The recommended journals are national and international. The reference source is expected to be updated around the last ten years, except for the reference source of the main character or the *grand theory*.

b. Appendix

This page consists of complementary data from the final project, among others, it can be in the form of measuring tools used, tables of coding results, data analysis, images of analysis results, questionnaires, interview results, and others.

WRITING PROCEDURE

A. Paper

The paper specifications used are as follows:

- Type: HVS
- Size: A4
- Weight: 80 grams
- Color: Plain white

B. Letters / fonts

The letter specifications used are as follows:

- Type: Times new roman
- Size: 12
- Position: left-right alignment (*justify*)
- **Bold**: used for the title, only until the second subchapter (numbers and letters)
- *Italic*: for foreign words or non-standard words in Indonesian

3. Typing

Typing standards are as follows:

- Upper Limit: 4 cm
- Lower Limit: 3 cm
- Left Limit: 3 cm
- Right Limit: 3 cm

4. Page numbering

- Title page to appendix list using lower Roman letters, written in the middle and bottom of the page
- The page for the beginning of the chapter (there is the writing of Chapter I, Chapter II, Chapter III, Chapter IV, Chapter V) and the beginning of the page for the Bibliography, the numbering is written in the middle and bottom of the page. The next page is placed in the top right.
- The page numbering format is composed of:
 - use capital Roman letters with chapter titles also using capital letters and placed in the middle of the page (center)
 - Subchapter: uses a sequence of numbers, lower case Roman letters, numbers), lower case Roman letters), (numbers), (lower case Roman letters). For the subchapter title, it is placed on the left side of the page and capital letters are only used at the beginning of the word.

Examples of writing are as follows:

CHAPTER I
INTRODUCTION

A.

1.

 a.

 1)

 a)

 (1)

 (a)

5. References

The writing format is in accordance with APA standards. There are several matters of concern:

- For written references, the last name and first name are abbreviated
Example: Bernard M. Bass, written by Bass, M. B.
- For writing in the body, the reference is only taken by the last name.
- Writing references outside curly brackets, writing "and" in the form of words, while if in curly brackets then using the "&" symbol

Example:

- Ackfeldt and Coote (2005) suggest that...
- (Ackfeldt & Coote, 2005)

- For references of more than two people, at the first time it was stated, all the author's last names must be written. For the next writing, it is enough to just write the last name of the first author followed by et al (and friends)

Examples of first-time writing:

- According to Bachrach, Powell, Bendoly, and Riche (2006),
- (Bachrach, Powell, Bendoly, & Riche, 2006).

Examples of further writing:

- Bachrach et al. (2006) stated that
- (Bachrach et al, 2006).

- For reference writing in the bibliography, all references are written in the last name format followed by the first name letter, as well as writing "and" using the "&" symbol

Example:

- Bachrach, D. G., Powell, B. C., Bendoly, E., & Riche, R. G. (2006).

6. References

The writing format is in accordance with APA standards. There are several matters of concern:

- Written 1 space with *justify* format
- For the author's name, the last name is taken and the first name is abbreviated.
Example: Bernard M. Bass, written by Bass, M. B.
- The order of writing is arranged alphabetically.
- Italic writing will vary, whether for books, journals, research reports, theses/theses/dissertations, or internet articles.
- For journals and pottery, it is necessary to provide a page number.

Examples of book writing:

Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership*. New York: Free Press. A Division of Macmillan, Inc.

Examples of writing more than one author / potpourri:

Campbell, D. T. (1998). Modeling the performance problems in industrial and organizational psychology. In Dunnette, M. D. & Hough, LM (Eds.). *Handbook of industrial and organizational psychologists* 1,687-732. Mumbai: Jaico Publishing House

Examples of Journal writing:

Ackfeldt, A. L. & Coote, L. V. (2005). A study of organizational citizenship behaviors in a retail setting. *Journal of Business Research*, 58, 151– 159.

Bachrach, D. G., Powell, B. C., Bendoly, E., & Riche, R. G. (2006). Organizational citizenship behavior and performance evaluations: Exploring the impact of task interdependence. *Journal of Applied Psychology*, 91 (1), 193-201.

Examples of writing a Thesis/Dissertation:

Adriansyah, MA (2006). *Perilaku kewargaorganisasian ditinjau dari nilai-nilai religiusitas dan kompetensi sosial* Thesis. Unpublished. FACULTY OF PSYCHOLOGY, GADJAH MADA UNIVERSITY

Examples of writing research results:

Barbuto, Jr., J. E., Brown, L. L., Wilhite, MS, & Wheeler, D. W. (2001). Testing the underlying motives of organizational citizenship behavior: A fields study of agricultural Co-Op Worker. *28th Annual National Agricultural Education Research Conference*, December 12, 539-553.

Examples of writing articles from the internet:

Adriansyah, R. (2007). Kerusakan lingkungan sebagai dampak kebijakan pro modal dan anti rakyat. *Kertas posisi dalam rangka peringatan hari lingkungan hidup nasional 2007. No. 03/pr/edwss/VI/2007.* Retrieved August 1, 2008, from http://www.walhi.or.id/kampanye/psda/070605_lingk_rsk_sumsel_kp/

7. Table

The writing format is in accordance with APA standards. There are several matters of concern:

- Table numbers using numbers (Table 1. and so on), written sequentially starting from Chapter I to the end of writing, written above the table and to the left
- table title is written below the table number, written on the left and spaced 1 space
- In writing the table there is no line for the column
- Description of the table is written below the table, such as abbreviations or the use of symbols
- If the table is taken from a specific reference, the source must be written below the table

Examples of book writing:

Table 5.

Gambaran Mahasiswa Tingkat Akhir yang Mengikuti Organisasi

Level	Male		Perempuan	
	Following	No	Following	No
3	250	130	203	160
4	210	169	188	189
Total	460	299	391	346

8. Image

The writing format is in accordance with APA standards. There are several matters of concern:

- Image numbers using numbers (Figure 1. and so on), written sequentially starting from Chapter I to the end of writing, written below the image and the middle
- Image title is written next to the image number

Example:

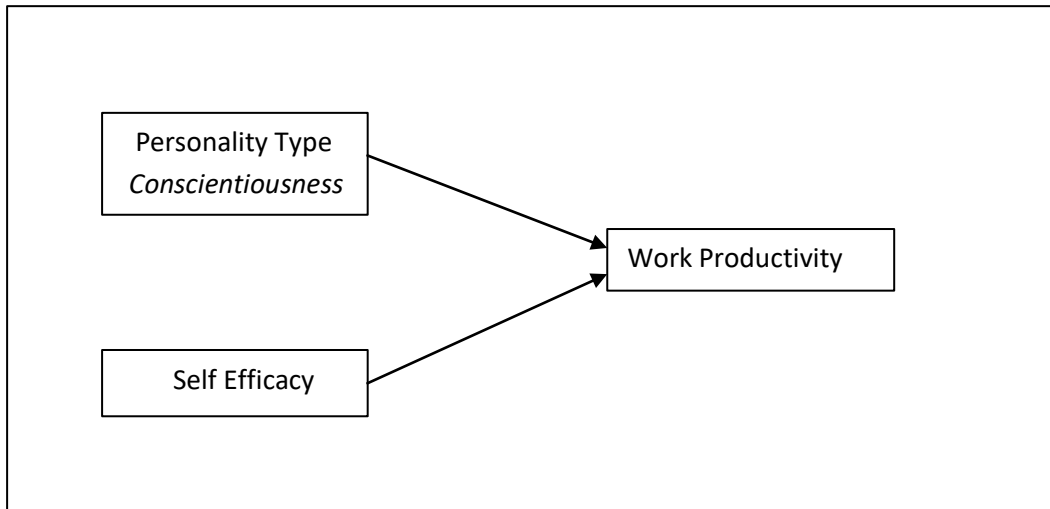


Figure 8. Model Proposed in this Study

SYSTEMATICS OF WRITING THE FINAL PROJECT WITH A QUANTITATIVE APPROACH

ABSTRACT

The abstract of quantitative research consists of:

- The problem stated briefly
- The purpose of the study, conveyed using the word test (relationship, difference, influence)
- The research method used, by listing the number of respondents, identification of respondents, sampling techniques, data analysis techniques
- The results of the study no longer use numbers, but only sentences
- The maximum number of words in the abstract is 200 words

Heading

- There is no need to mention populations or samples, except in studies that have specific characteristics or contexts

CHAPTER I INTRODUCTION

A. Background

1. Contains the problem to be studied and the formulation of the problem
2. Include phenomena that are reinforced with supporting data (data from the Central Bureau of Statistics, RSKO, etc.), cases in the media, so that the urgency of the research will appear. If there is no data, we recommend conducting interviews and preliminary observations.
3. Include the views of several experts /authors (at least 2 people) about the meaning of the variables used as an introduction

4. Review previous research to get a problem formulation by including previous research that is more focused on variable Y (*dependent variable*)

B. Research Objective

Contains the purpose of the study, namely to examine the relationship, difference, or influence between one variable and another.

C. Research Benefits

Contains theoretical benefits and practical benefits. These two benefits must be concretely linked to the results of the study because the thesis is a unity of research results that are not distinguished between proposals and results.

CHAPTER II LITERATURE REVIEW

Contains independent and bound variables.

1. First describe the dependent variable.
2. The definition contains essence so that in addition to the explanation of the definition, it is written in a different paragraph. In the definition, it is not allowed to contain aspects, components and others. Definition writing is not allowed to repeat the defined word.
3. Sources referred to in preparing the definition of at least 3 sources
4. The sources used as references in this chapter are textbooks, *e-books*, *sites of the referred figures*, journal sites of the referred figures (journals of the referred figures. for example: Ryff's theory of *Psychological Well Being*, may take from Ryff's journal on PWB), *Annual Review Journals* .
5. It is not allowed to take theoretical quotations from journals, research results (thesis, dissertation), media and popular books. Unless, if the first source cannot be found, it is allowed to use

second source, such as the theory used by other researchers in their thesis or dissertation.

6. If books are difficult to find, researchers can synthesize the results of research from journals to obtain theoretical concepts that can be written in this section.
7. Contains the relationship between variables both theoretically and empirically from the results of the research
8. The relationship between these variables can be in the form of:
 1. relationship between related variables (X and Y)
 2. the relationship between the component or indicator of variable X and variable Y (to get the common thread)
9. This sub-chapter can also discuss the results of previous research to get an overview of research problems that can later be used as a reference for building hypotheses in research. Hypotheses are prepared based on theories and conditions in the field and the results of previous research or arguments that have previously been explained.
10. The hypothesis should be aligned with the research objectives.

CHAPTER III RESEARCH METHOD

A. Variable Identification

Mention the names of independent and dependent variables

B. Definition of Operational

Variable operationalization explains the conceptual definition used in the study, then translates the concept into measurement indicators to be used. Indicators can be developed from components, dimensions, symptoms (e.g. stress), characteristics (e.g. resilience), forms (e.g. aggressiveness), or aspects.

C. Population and Sampling

Contains an overview of population characteristics. If sampling using *Probability Sampling*, it is mandatory to include the *sampling* technique and *sample size*, whereas if using *Non Probability Sampling*, it is sufficient to include the *sampling* technique used, and it is not necessary to include the sample size

D. Data Collection Techniques

1. Instruments used. The research data were collected either using questionnaires, observations or documents (for example: medical record data, work assessment data from superiors, reports, National Examination scores, etc.).

Including several things that must be explained, namely:

- a. The name of the measuring instrument used and describe the reasons for selecting the measuring instrument. If the measuring instrument is the work of someone else, then also include references from the person concerned, reliability, and the range of its inter-item correlation coefficient (which passed the item discrimination test)
 - b. Lists the item distribution table
 - c. How to Score
2. How to collect the data This section describes the data collection procedures in the field.

E. Validity Test, Item Discrimination Power, and Reliability Test

1. Validity Test

List the validity testing techniques used. The validity testing technique used is suggested *face validity (expert judgment, item wording)*

2. Item Discrimination Test

The item discrimination test aims to sort out which items are good and which are bad. The standard for determining good or bad items is seen based on the value of the correlation coefficient. The amount of the correlation number depends on the literature referred by the researcher based on their respective considerations.

3. Reliability Test

The recommended reliability test is an internal consistency *test and a test-retest* (for a scale whose reliability is poor but has limited subjects)

F. Experimental Design and Procedures

Only for experimental research.

G. Data Analysis Technique

Include data analysis techniques used in the research conducted.

CHAPTER IV

RESULTS AND DISCUSSIONS

A. Research Implementation

Contains an overview of the implementation of research such as the time and place of data collection, the amount of data collected and that can be analysed, and the obstacles faced in the field.

B. Results

1. Test the validity, discriminatory power and reliability of measuring instruments
2. Assumption test (Normality and Linearity or Homogeneity Test)
3. Exposure to demographic data (not a requirement, but can be added)
4. Hypothesis test
5. Descriptive Analysis (not a must, but can be added)

C. Discussion

Contains:

- a) Discussion of hypothesis testing results, associated with theories and/or previous research and/or field conditions.
- b) Scientific discussion of the possible relationship of demographic data with the results of the research obtained.
- c) Discussion of opportunities for further research.
- d) The limitations of the study are outlined when necessary.

CHAPTER V

CLOSING

A. Conclusion

Contented

- a) summary of **the results of the** study, explain the hypothesis (describe it in a sentence).
- b) Does not include numbers and theories

B. Suggestion

Contented

- a) Applicative advice, associated with the implementation of the benefits of the research results (relating to the person or institution that will implement the research results (eg: counselor, teacher, BNN, Company, school, etc.)
- b) Suggestions are linked to theory development through further research opportunities

REFERENCES

Adapted to the *American Psychological Association* (APA) format

SYSTEMATICS OF WRITING THE FINAL PROJECT WITH A QUANTITATIVE APPROACH

ABSTRACT

The abstract of qualitative research consists of:

- The problem stated briefly
- Objectives of the study, expressed using words (what, why, how)
- The research method used is qualitative, for example qualitative in the form of case studies and others adapted to the type of qualitative research used
- The results of the study are written concisely in line with or in accordance with the objectives of the study.

Heading

- Title writing should not lead research with quantitative methods, for example there are words **Influence, Relationship, Difference**, because research with these words is measuring, qualitative research does not measure but seeks meaning behind phenomena.
- There should be no word description, because with the word description, the research is only directed at answering research questions about what or characteristics of a phenomenon. Whereas Qualitative Research should be aimed at answering research questions about "Why or what factors causing the occurrence of the phenomenon", as well as "How the phenomenon occurs or how the process develops".
- The title is obtained through the results of the preliminary study (initial interview and initial observation)

CHAPTER I

INTRODUCTION

A. Background

1. Contains the problem to be studied and the formulation of the problem
2. Consists of a description of:

It is necessary to pay attention to what the **Research Focus**. This has an impact mainly on the formulation of **Research Questions, Literature Review and Data collected** as well as **Discussion of Examples of Coping strategies carried out by mothers with children with schizophrenia. The focus of the research is Coping Strategies not Schizophrenics.** Preliminary study results are included (initial interviews and initial observations), so as to determine the focus of the research.

3. Data that supports the need to do

Research The supporting data here should be data on the development of *Coping Strategy* activities for patients that have been carried out in various major cities or countries. This data can be searched on the internet or other scientific publications or in various media whose contents are related. If the *Coping Strategy* activity data for schizophrenics is difficult to obtain, data on the increase of schizophrenics in various large cities or countries can also be obtained. The data on the increase of Schizophrenics is very real, especially in big cities. Precisely this problem is interesting to examine, including how to reduce the increase of Schizophrenics.

4. Include the views of several experts /authors (at least 2 people) and review previous research by including previous research

B. Research Questions

Because qualitative research aims to gain a deep understanding (*verstehen*), the research question is not enough to only ask what is the description of the phenomenon, but also why examining the nomena or the factors that cause the occurrence of the nomena and how the process of occurrence or developmental process (nomena) of what is the focus of the research.

C. Research Objective

The formulation of the Research Objectives must be in line or in accordance with the formulation of the Research question

D. Research Benefits

Contains theoretical benefits and practical benefits. Research Benefits consist of

1) Theoretical Benefits are related to the development or consolidation of theories related to the research conducted, 2) Practical Benefits are what are the benefits or usefulness of the results of this research for the subject or related people, the community and further research These two benefits must be concretely associated with the results of the research because the thesis is a unity of research results that are not distinguished between proposals and results.

CHAPTER II LITERATURE REVIEW

Contains about:

1. Description of definitions and conclusions.
2. Definition is the formulation of **the fact**. So, the essence or essential things, if there is an additional explanation, it is formulated in a different paragraph.
The definition contains essence so that in addition to the explanation of the definition, it is written in a different paragraph. In the definition, it is not allowed to contain aspects, components and others. Definition writing is not allowed to repeat the defined word.
3. Sources referred to in preparing the definition of at least 3 sources
4. The sources used as references in this chapter are textbooks, *e-books*, *sites of the referred figures*, journal sites of the referred figures (journals of the referred figures. for example: Ryff's theory of *Psychological Well Being* , may take from Ryff's journal on PWB), *Annual Review Journals* .

5. It is not allowed to take theoretical quotations from journals, research results (thesis, dissertation), media and popular books. Unless, if the first source cannot be found, it is permissible to use a second source, such as the theory used by other researchers in their thesis or dissertation.
6. If book sare difficult to find, researchers can synthesize the resultsof research from journals to obtain theoretical concepts that can be written in this section.

CHAPTER III RESEARCH METHOD

A. Research Approach

The approach in qualitative research is to use a qualitative approach. If it will be combined with case studies, the formulation is "**Qualitative Approach in the form of Case Studies**".

- It is necessary to express several views from several authors or experts on the definition of qualitative research, then it is concluded what is the core of qualitative research. Similarly, express some views and some authors or experts on the definition of a case study, then conclude what is the core of the case study. Next, provide **an argument** for why using a qualitative research approach in the form of a case study.
- **Conclusion OF quality research core**
- **Case Study Definition (depending on the type of qualitative used) and the core conclusion of the case study (adjusted for the core conclusion of the type of qualitative used)**

B. Research Subjects

State the identity of the research subject and state the number. In qualitative research, the number of research subjects is not determined because there is no generalization.

This subchapter is called Research Subjects and not data sources because data sources will be described in Triangulation where data sources in Triangulation are Significant Others, namely individuals who can provide information about the subject under study. The information is reliable and complete (comprehensive) (covering all aspects).

Example:

If the subject is a child, then the significant others are the parents. If it is a student, then the significant others are the teachers. If it is an employee, then the significant others are the managers. Significant others can also be people mentioned by the subject based on the interview results.

C. Research Stages

There are 3 (three) stages in qualitative research, namely:

1. The preparation stage includes identifying the subject to be researched. If the subject is an individual who has a mental disorder such as schizophrenia, autism or children who have learning difficulties, there must be a certificate from a psychologist or psychiatrist.
2. The implementation stage, which is the stage of collecting data or information, is usually done by interviewing, observing, studying documents, looking for autobiographies, and others.
3. The research report stage, is the activity of making a research report in the form of a thesis.

D. Data Collection Methods

This subchapter describes the methods of collecting data or information. It includes at least interview and observation methods. It would be better if it could be complemented with document studies, auto biographies and others. In describing interviews, observations or document studies and auto biographies, there is no need to quote the views of experts or other authors, just describe

what the essence of the interview, observation, document study (including auto biographies) is. interviews, observations, document studies (including data from social media), or auto biographies.

In qualitative research, the function of this theory is not as a reference or guideline for obtaining data as the perspective of positivism, which is to confirm the theory, but rather as a reference in discussing the results (fulfilling the principle of theoretical triangulation).

E. Research Instruments

In this Sub Chapter, research instruments **should not** be written, because in qualitative research, the research instrument is the researcher himself. In qualitative research to realize natural research (**naturalistic**) should use **unstructured interviews or by using general interview guidelines that are open**, so that interviews and observations do not contain questions that will be delivered or **behaviors that are expected to appear**. Instead, allow the subjects to express their own opinions and observations. In observation, let them do activities as they do in daily life without being directed. This requires paraphrasing and especially probing in the interview.

F. Research Accuracy

Research accuracy is achieved by operationalizing triangulation.

Triangulation consists of:

1. Method Triangulation, which is the use of several methods (more than one method). This means that it is not enough to use only one method, for example interviews, but at least it is complemented by the observation method. It is even better if it is also complemented by document studies or auto biographies.
2. Data Triangulation, namely the use of data from interviews, observations and document studies to be analyzed or given meaning.
3. Data Source Triangulation, utilizing interview results from **Significant Others**.
4. Theory Triangulation, using several theories related to the research as a reference in the discussion.

It should be noted that the description of triangulation does not need to discuss validity and reliability, because validity is the same as validity, while reliability is the same as reliability, which all measure. Whereas qualitative research does not measure.

G. Data Analysis (Coding)

There are several ways to analyze data (coding). For example, the method proposed by Marshall (in Moleong, 2007) consists of 5 (five) stages, namely:

1. Organizing data
2. Grouping by category, and theme.
3. Testing the problem with the data collected
4. Finding alternative explanations for the data (discussion in terms of theory)
5. Writing the research results

CHAPTER IV

RESULTS AND DISCUSSION

A. Implementation of Research

Contains an overview of the implementation of research such as the time and place of data collection, the number of subjects and significant others, and the obstacles faced in the field.

B. Results

1. Include the results of observations with subjects that match the research objectives.
2. Include the results of interviews with subjects that are in accordance with the research objectives
3. Subject Biography
4. Data Triangulation Results

Contains intra-case analysis (if the subject is one person) or inter-case analysis (if the subject is more than one person). The analysis is carried out by triangulation comparison between the data obtained from the subject and significant others, as well as between the results of observations and interviews in the field.

C. Discussion

Contains:

1. Discuss the results of the analysis, linked to theories and or previous research and or field conditions.
2. Discuss the findings obtained in the field
3. Limitations of the research are elaborated if necessary.

CHAPTER V

CONCLUSION

A. Conclusion

Contains a summary of the research results

B. Suggestions

In the form of:

- a) Applicative suggestions, related to the implementation of the benefits of the research results (related to subjects, parents, institutions, society, future researchers, etc.)
- b) Suggestions related to theory development through further research opportunities

BIBLIOGRAPHY

Customized with the American Psychological Association (APA) format

QUALITATIVE APPROACH: TYPES OF INTERVIEWS AND OBSERVATIONS

A. TYPES OF INTERVIEWS

There are several types of interviews, namely:

I. Structured Interview with General Guidelines

The researcher is provided with a very general interview guide in the interview process, which lists the issues to be covered without the order of the questions, perhaps even without an explicit form of question. The interview guide is used to remind the researcher of aspects or features that should be covered, as well as a checklist of whether aspects or features have been covered or asked about.

II. Structured Interview with Open-ended Standardized Guidelines

Interview guidelines are written in detail, complete with sets of questions and their elaboration in sentences. The researcher is expected to conduct the interview in the order listed, and ask the research subject.

III. Unstructured Interview

- The interview process is based entirely on the spontaneous development of questions in a scientific interaction. In situations where people are being spoken to or being interviewed in an unsystematic way to explore in depth and to obtain data.
- Flexibility in understanding answers is limited, depending on the nature of the interview and the skills of the researcher.

EXAMPLE: I. Unstructured Interview with General Guidelines.

COPING STRATEGIES IN MOTHERS AFTER THE DEATH OF THE FIRSTBORN CHILD

1. The subject's feelings before the death of her child's death.
2. The subject's feelings when she first found out about her child's death.
3. Things the subject did when she found out about her child's death.
4. Who were the relatives that the subject contacted when he received news of his child's death?
5. Things that relatives did when they heard the news of the child's death.
6. How the subject coped with feelings after the death of her child.
7. The party who expressed the most condolences.
8. Dreams experienced by the subject after the death of her child.
9. The subject's openness to her husband after having a dream about her dead child.
10. Changes that occurred to the subject after the death of her child.
11. Changes that occurred in the subject's family after the death of her child.
12. Things that the subject did after being given advice by friends after the death of his child.
13. The subject's view of her child's death.
14. Positive and negative things the subject did after the death of her child.
15. Wisdom for the subject from the death of her child.

Explanations:

The most important thing when conducting interviews is to focus on the subject's answers and do probing to be able to explore answers that are appropriate and comprehensive with the research objectives.

EXAMPLE: II. Structured Interview with Open-ended Standardized Guidelines

AGGRESSIVE BEHAVIOR IN FOOTBALL SUPPORTERS

A. Description of Aggression Behavior in Football Supporters

1. Instrumental Aggression

- a. What vehicle do you use when you watch a football match?
- b. What do you do on the way when you watch a football match?
- c. Why do you do that during the ride when you watch a football match?
- d. What do you do if on the way, your favorite team's supporters meet supporters from the opposing team?
- e. Why do you do that when you meet supporters of the opposing team?
- f. What are the things you do when you are in the stadium during a football match?
- g. Why do you do those things when you are in the stadium during a football match?
- h. What do your fellow supporters do to help you attack the opposing team's supporters?
- i. Why do you do this to help attack the opposing team's supporters?
- j. What are the things that make you help supporters of your favorite team to attack?
- k. Why did you attack the opposing team's supporters?
- l. Why do supporters of your favorite team clash with supporters of the opposing team?
- m. How would you feel if, on the way, your favorite team's supporters met the opposing team's supporters?

2. Emotional aggression

- a. What are some of the things that make you emotional when watching a game in a football stadium?
- b. What do you do when you are angry that your favorite football team lost a match?
- c. Why do you do these things when your favorite football team loses a match?
- d. What makes you angry when your favorite team is mocked by supporters from the opposing team?
- e. Why do you do this when your favorite team is mocked by supporters from the opposing team?
- f. What do you do if the opposing team's supporters taunt your favorite team?
- g. Why do you do that when the opposing team's supporters taunt your favorite team?
- b. d. How do you feel if the opposing team's supporters taunt your favorite team?
- c. e. How do you feel if your favorite team loses a match?
- d. f. How do you vent your anger when your favorite team loses a match?
 - a. How do you feel when you clash with supporters of the opposing team?
 - b. How do you feel if your favorite supporters group loses a fight with the opposing team's supporters group?
 - c. And so on.

Information:

- Unstructured Interviews with General Guidelines Structured Interviews with Open-ended Standardized Guidelines to extract information must do paraphrase and probing.
- There is a disadvantage of unstructured interviews with open-ended standardized guidelines, which is that they are less naturalistic.

III. Unstructured Interview

Description:

1. In unstructured interviews **there is no interview guideline** because it is based entirely on the spontaneous development of questions in the field when collecting data.
2. **Phrase and probing** to elicit answers that are appropriate and comprehensive to the research objectives.
3. **Advantages Unstructured interviews are naturalistic.**

EXAMPLE: III. Unstructured Interview

PROCRASTINATION IN STUDENTS WHO ARE WRITING THESIS

- Interviewer : "Good afternoon?"
- Interviewee : "Good afternoon"
- Interviewer : "How are you? Thank you for helping me?"
- Interviewee : "Alhamdullillah I'm doing well, yes you're welcome, I can only tell you what I experienced."
- Interviewer : "Yes, you can tell me what you've experienced and what you feel so far, especially when you want to finish your final project or thesis."
- Interviewee : "That's it, when I hear the word 'thesis', I think about it a lot."
- Interviewer : "What does that mean, please explain to me."
- Interviewee : "I keep thinking about it because I was late to finish my thesis, exceeding the schedule given. My parents always ask me about it too."
- Interviewer : "Why do you keep thinking about it, and how do your parents ask about it?"
- Interviewee : "If I think about it because it's late, it's because I took a semester off, in the third semester I worked, after that it was because of what, the thesis material was still a little bit, so it caused the thesis to be a little late. Plus, it's a bit difficult to meet with the lecturer, it's difficult to make an appointment. If it's a parent's question, it's about "when

will you graduate, you've been studying for 6 years." Interviewer : "What are the difficulties in finding thesis materials and meeting lecturers? Please explain."

- Interviewee : "The thesis materials that are difficult to find are books and journals. You've been looking them everywhere in the library, looking for journals on the internet is difficult to get, looking for books and e-books via the internet has not been found, it's a bit annoying. And for the lecturer, sometimes it's kind of hard to match the schedule. For example, I call the lecturer today, we cannot meet because she has teaching schedule. It turns out that the consultation schedule was yesterday."
- Interviewer : "And so on."

Information:

- Then create a short biography (Interview results)

The biography asked is in accordance with the research objectives

- Then create interview results' POINT OF VIEW (interview results).

B. TYPES OF OBSERVATION

I. NON-PARTICIPANT OBSERVATION

1. Non-participant observation is an observation where the observer does not participate in the activities carried out by (the observed), à observer only as an observer or audience.
2. Weaknesses: if the observed knows that he is being observed he will behave unnaturally (made up). à there is an urge from the observed, so that he looks good value.
3. Anticipated weaknesses: the observer organizes the observation in such a way that it takes place informally, as if unintentionally.

à For example: note-taking is done in a less conspicuous way. In such an atmosphere, it is expected that the observed will behave naturally, not trying to hide things that he sees as his weaknesses, which in the context of the investigation may actually be things that must be revealed.

4. The most important part of observation is to record all the physical settings, behaviors and field notes of the subject.

II. PARTICIPANT OBSERVATION

1. Participant observation is an observation in which the observer participates in the activities carried out by the observee. observer as a actor or participant.
2. This form of observation is basically used to overcome the weaknesses of non-participant observation.
3. In this observation because the observer participates in the activities of the observee, the observee does not have the feeling that he is being investigated or assessed so that he will behave naturally.
4. To be able to carry out participant observation, the observer must have sufficient ability, both regarding his technical skills and regarding the theoretical foundations behind his investigation.

THE IMPORTANCE OF OBSERVATION

- The most important is related to the context or setting
- Social setting, cultural setting, economic setting, educational setting, occupational setting, etc.
- Physical setting, behavior and field notes

GUIDELINES OF FINAL WRITING PROJECT OF THE DESCRIPTIVE STUDY

Researchers in the social sciences usually ask two fundamental research questions, namely:

1. What is going on? (descriptive study)
2. Why is it going on? (explanatory study)

In general, descriptive research describes a phenomenon (characteristic or behavior) that exists in the population, accurately and systematically.

Some people ignore or reject descriptive research as being too simplistic. However, a good description is fundamental to the initial research and provides an infinite amount of additional information to help understand the conditions in the community. From the results obtained, recommendations can also be made. Therefore, descriptive research is widely conducted by governments, industries, organizations (can contribute to policy making), as well as by individuals (e.g. researchers).

Descriptions can be both concrete and abstract.

1. Concrete descriptions might include describing the ethnic 'mix' of a community, the changing age profile of a population or the gender profile of a workplace, etc.
2. Abstract descriptions, for example, can be seen in the question "what is the social gap in society? Is it increasing or decreasing?", "how secular is society?", etc.

The purpose of descriptive research is to answer "what is" (some experts suggest that it is also possible to use the form of "who, when, where, or how"). Therefore, methods commonly used in data collection methods include surveys (using scales, open-ended questions, or interviews; face-to-face, by mail, telephone, or internet), observations (conditions or events, behavior, artifacts), or documents. The data obtained is then analyzed and presented. Visual supports are also often used, such as pictures or graphs, to assist in understanding the data. In general, descriptive research can be both quantitative and qualitative.

1. Descriptive Quantitative

- It includes quantitative information collection activities and numerical data such as scale scores, test scores, responses made (frequency, duration).
- From the data obtained, the researcher conducted a statistical analysis. Due to human limitations in extracting large amounts of data, descriptive statistics are very important to use in order to simplify data into a more organized (structured) and easy to understand form.
- Reporting is usually in the form of summarized data such as mean, mode, standard deviation, or percentage.

2. Descriptive Qualitative

- Includes the activity of collecting information qualitatively (which can be obtained from qualitative studies, case studies, observational studies, interviews, artifacts, documents).
- From the amount of data obtained, researchers conduct content analysis to organize data so that they can find out the patterns that appear. With content analysis, themes and categories can be obtained from the existing information, and patterns can also be identified, which will help individuals understand conditions or events and their implications.
- Reporting is usually in the form of emerging categories or patterns, which are likely to be numerous or 'rich' descriptions.

Reference:

de Vaus, D.A. (2001). *Research design in social research*. London: SAGE Publication

Knupfer, N.N. & McLellan, H. (1996). Descriptive research methodologies. In David H. Jonassen (Ed). *Handbook of research for educational communications and technology*. New York: Simon & Schuster McMillan

Sandelowski, M. (2002). Focus on research methods. Whatever happened to qualitative description?. *Research in Nursing & Health*, 23, 334-340

WRITING PROCEDURE ON DESCRIPTIVE QUANTITATIVE STUDY

TITLE

Indicates a variable to be studied, and is associated with the research context, for example:

- Psychological Well Being in the Elderly / in Patients with Cancer
- Grief in adolescents after the death of a parent
- Happiness in Women who Get Married at a Young Age
- Stress and Coping of Students in Completing Thesis
- Gratitude in college students
- What makes students feel depressed?
- Pro-social in Adolescent Facebook Users

CHAPTER I

INTRODUCTION

A. Background of the Study

Contains an introduction to the reasons why the topic is being researched and the significance of the problem (must be visible phenomena that occur and the logic of the problem).

- Phenomena that occur, for example, relate to the number of events that increase or decrease, cases that appear. Sources of phenomena: observations, interviews, mass media (newspapers, magazines, official websites, etc.), institutional data (departments, institutions, foundations, etc.).
- The phenomenon is associated with the variable that will be raised (for example related to the factors that influence, or the impact that is raised).
- The importance or need for the variable to be analysed.
- The results of the search for research that has been done on these variables, and or research related to the context under study. What are the differences between the research to be carried out and existing research?

- End with a question that becomes the focus of the research.

B. Research Objectives

Contains the objectives to be achieved from the research to be carried out, for example obtaining a description or description.

C. Significance of the Research

The benefits section consists of theoretical benefits and practical benefits

1. Theoretically

Contains theoretical contributions that may be given from the results of the research.

2. Practically

Contains the benefits that can be provided from the results of the research, by clearly stating the benefits for whom and in what form.

CHAPTER II

LITERATURE REVIEW

A. Variables appointed

An explanation of the research variables, consisting of, among others, definitions / theoretical definitions, aspects/dimensions/components/characteristics of the variables raised, influential factors.

B. Research Context

An explanation of the research context, namely the characteristics of participants or situations (for example, the elderly, diabetics, orphanages, boarding schools and so on).

C. Study results on variables related to the research context

Contains:

- Results of studies related to the variables raised or related to the research context.
- Analysis of the various studies (analysis of each study, similarities or differences with the research to be conducted).

CHAPTER III RESEARCH METHODS

A. Research Approach

An explanation of the approach used in the research, namely quantitative descriptive studies.

B. Identification of Research Variables

Information about the variables used in the research.

C. Operational Definition of Research Variables

Explanation of the variables to be studied (contains conceptual definitions, how measurements are made, using the components / dimensions / characteristics of these variables)

D. Population and Sample or Research Participants

Contains an explanation of the characteristics of the research population, as well as the sampling technique used, or the characteristics of the research participants.

E. Data Collection Techniques

1. Tools of Data Collection

- An explanation of the method used in collecting data. For example, if a questionnaire/inventory/scale is used, the explanation consists of the indicators used (dimensions/components/characteristics), the form of the scale (e.g. Likert, Guttman, Osgood), item form (favorable/unfavorable), blue print or distribution of items, and how to score.
- Data collection can also be done using behavioral observation. The procedure is also explained.

2. Ways of Collecting Data

- Contains an explanation of the process of implementing data collection carried out in the field

F. Validity, Discrimination, and Reliability Tests

Especially if it uses a questionnaire/inventory/scale. Containing an overview of the validity, discrimination power, and reliability tests that will be carried out in this study (along with an explanation).

G. Data Analysis Technique

Techniques used to analyze quantitative data (data from questionnaires/inventories/scales used or behavioral observations).

CHAPTER IV RESULTS AND DISCUSSION

A. Implementation of the Research

Contains an overview of the implementation of research such as the time and place of data collection, the amount of data collected and which can be analyzed, as well as the obstacles faced in the field.

B. Results

1. Using the scales

- Results of Validity, Discrimination, and Reliability Tests
- Descriptive Analysis: Categorization of respondents, comparison of means between dimensions or aspects of variables, description of participants based on demographic data

2. Using observation

- Frequency or duration of behaviors that are the focus of research, description of participants based on demographic data

3. Visual additions that can be used (graphs, charts, etc.)

C. Discussion

Contains:

1. Explanation of the results of the analysis obtained in relation to the theory or results of previous research, and to the research context.
2. Explanation of the findings obtained if any
3. Discuss opportunities for further research
4. Limitations of the study are outlined if necessary.

CHAPTER V

CLOSING

A. Conclusion

Contains conclusions obtained from the research results.

B. Suggestions

Contains:

- suggestions given based on the research results obtained
- Consists of: suggestions addressed to whom (e.g. research participants, related institutions or communities if any, further research, etc.) and what suggestions are given.

BIBLIOGRAPHY

Standardized to the American Psychological Association (APA) format

C. Research Objectives

It contains the objectives to be achieved from the research will be carried out, for example to obtain a description of the research.

D. Research Benefits

The benefits consist of theoretical benefits and practical benefits

- **Theoretical Benefits**

It contains theoretical contributions that may be given from the results of the research

- **Practical Benefits**

It contains practical benefits that may be provided from the results of the research

CHAPTER II LITERATURE REVIEW

A. Research topics

Explanation of research topic, consisting of theoretical understanding/definition, aspects/dimensions/components/characteristics of the variable or topic, influential factors

B. Research Context

An explanation about research context, i.e. the characteristics of participants or situation (e.g. elderly, diabetics, orphanage, boarding school, etc.).

C. Results of studies about research topics related to the research context

- It contains the results of research related to the topic or related to the research context.
- Analysis of the various studies (analysis of each study, similarities or differences with the research to be carried out)

CHAPTER III

RESEARCH METHODS

A. Research Approach

An explanation of the approach used in the research, which is a qualitative descriptive study

B. Research Subject

It contains an explanation of the characteristics of the research subject

C. Data Collection Technique

1. Data Collection Methods

- A description of the methods used to collect data. For example, if interviews, open-ended questions, observations, artefacts, archives were used. It is also explained about the procedures carried out (e.g. determination or preparation of tools).

2. Data Collection technique

- Explanation of the process of implementing data collection in the field

D. Data Analysis Technique

Techniques used to analyse qualitative data (data from interviews, answers of open-ended questions, observations, artifacts or documents/archives used), e.g. coding, emerging themes, categories or classifications of data, patterns formed.

CHAPTER IV

RESEARCH RESULTS

A. Research Implementation

It contains an overview of implementation of the research such as time and place of data collection, research subjects, and obstacles faced in the field.

B. Results

1. Results overview
 - Categorisation of emerging themes and patterns based on information in the field
 - If open-ended questions are used, it is possible that the categorisation of emerging themes can be frequency-counted.
2. Visual aids that can be used (drawings, photographs, etc.)

C. Discussion

It contains:

1. Explanation of the analysis results obtained is associated with the theory or results of previous research, and with the research context.
2. Explanation of findings if any
3. Discuss opportunities for future research
4. Limitations of the research are outlined if necessary

CHAPTER V

CLOSING

A. Conclusion

It contains conclusions obtained from the research results.

B. Advice

- It contains suggestions given based on the research results obtained

- **Consists of: suggestions addressed to whom (e.g. research participants, related institutions or communities if any, future research, etc.) and what suggestions are given.**

REFERENCES

It is customized to the *American Psychological Association* (APA) format.

Example of a Quantitative Descriptive Study:

Psychological Well Being in the

Elderly CHAPTER I INTRODUCTION

A. Background of the Problem

- Growing old or often referred to as elderly is something that must happen and cannot be avoided. Description of the concept of the elderly (Santrock, 2006; WHO)
- The results of the National Socio-Economic Survey in 2009, showed an increase in the number of elderly people from 2005, 2007, to 2009.
- The elderly period is often interpreted as a period of decline, especially in the functioning of physical, cognitive, psychomotor functions (from various sources). Society often constructs labels for the elderly, namely as incapable, ineffective, helpless, or useless. The conditions experienced also lead to the judgement that the elderly often become depressed and stressed, or cause *psychological well being* decrease.
- *Psychological well being* is the result of person's assessment of himself which is an evaluation of his life experiences (Ryff, 1995). It is said to have good *psychological well being*, an individual must not only be free from negative mental health indicators (such as life dissatisfaction, anxiety, frustration), but have self-acceptance, mastery of the environment, autonomy, have positive relationships with others, have purpose and meaning in life, and have a feeling of continuous growth and development are more important (Ryff, 1989).

- Contrary to popular belief, there are many elderly who are able to function positively, and grow more fulfilled and satisfied with life. Research shows that negative emotions in the elderly tend to decrease but positive emotions tend to be stable (Charles et al in Papalia et al, 2008), that the elderly tend to be happier than early adults, and rarely experience negative emotions (Cartensen in Papalia et al, 2008). The results of interviews with the elderly show that even though they are 80 years old, they still have a high spirit of life and enthusiasm for work, look healthy, like to keep in touch, actively participate in group activities, and worship at the mosque.
- Research on *psychological well being* in the elderly in Indonesia, among others, it was conducted by Hutapea (2011) about relationship between *emotional intelligence* and *psychological well being* in members of religious communities, research by Indah (2011) about relationship between religiosity and *psychological well being in the elderly*, research by Jaya et al (2011) about the preparation of *psychological well being* measurements in Indonesian elderly based on *indigeneous* contexts. So far, there is not found research that aims to obtain an overview or description of *psychological well being in the elderly*.
- Research question: what is an overview of *psychological well being in the elderly*?

B. Research Objectives

The purpose of this research is to obtain a description of *psychological well being* in the elderly

C. Research Benefits

The expected benefits of this research are as follows:

1. Theoretical Benefits

It contains theoretical contributions that may be given from the results of the research

2. Practical Benefits

It contains practical benefits that may be provided from the results of the research

CHAPTER II

LITERATURE REVIEW

A. Psychological Well Being

1. Definition of *psychological well being*
2. Dimensions of *psychological well being*
3. Factors that affect *psychological well being*

B. The Elderly

- 1. Definition of elderly**
2. Developmental tasks of elderly
- 3. Characteristics of the elderly**
4. Changes in the elderly
5. Problems in the elderly
6. Diseases in the elderly
7. Myths about the elderly

C. Overview of *Psychological Well Being of the Elderly*

- Research on *psychological well being in the elderly* has been conducted both domestically and abroad.
- Research on *psychological well being in the elderly* in the country, among others, was conducted by Hutapea (2011) about relationship between *emotional intelligence* and *psychological well being* in members of religious communities, research by Indah (2011) about relationship between religiosity and *psychological well being in the elderly*, research by Jaya et al (2011) about the preparation of *psychological well being* measurements in Indonesian elderly based on *indigenous* contexts.
- Research by Hutapea (2011) and Indah (2011) relate *psychological well being* with other variables. Jaya et al's research (2011) emphasizes psychometric aspects, while this research emphasizes efforts to describe *psychological well being in the elderly*.

CHAPTER III

RESEARCH METHODS

A. Research Approach

This research uses a quantitative approach that is descriptive or called descriptive *research*.

Explanation about descriptive research (definition, characteristics, advantages and disadvantages)

B. Identification of Research Variables

In this research, there is one variable to be analysed, namely *psychological well being*

C. Operational Definition of Research Variables

Explanation about *psychological well being* (contains conceptual definitions, measurement tools used and consists of *psychological well being* dimensions)

D. Population and Sample

The characteristics of the research population were elderly both male and female, aged more than 60 years, living in Bekasi.

The sampling technique used is *snowball sampling* (the following is an explanation of the purpose and reasons for using *snowball sampling*)

E. Data Collection Technique

To collect the data, a questionnaire was used, which consisted of a respondent identity (demographic data) and a *psychological well being* scale.

An explanation of the respondent's identity sheet and *psychological well being scale*, namely information that this research uses a scale compiled by Jaya et al (2011), the dimensions used, the form of the scale and items (Likert with only *favourable* items), alternative answer choices, and how to score.

F. Validity, Discrimination, and Reliability Tests

It contains an overview of the discrimination, validity, and reliability tests conducted in the research (along with an explanation).

G. Data Analysis

Data were analyzed using descriptive statistics that revealed the values of frequency, percentage, *mean of* respondents' distribution, standard deviation, and category.

CHAPTER IV RESEARCH RESULTS

A. Research Implementation

The research used the used *try-out* method (with explanation). Explanation of the data collection process in the field. The number of respondents finally obtained, as well as the obstacles faced in the field

B. Results

1. Results of validity, discrimination, and reliability tests
2. Categorisation of *psychological well being* in research respondents
3. Description of respondents based on *psychological well being* dimensions
4. Description of *psychological well being* dimensions
5. Description of research respondents, namely a description of *psychological well being* based on demographic data such as: age, gender, education, who live with, most preferred activities, occupation (previous, current), financial (income, expenses), organisations or communities that are followed, social interaction (whether or not they often gather with people at the same age, for what purpose), marital status, children (whether or not they have children, the number of children they have, whether children or grandchildren often visit), current illness (whether the respondent suffers from an illness, the type of illness suffered).

C. Discussion

Explanation of the analysis results that were obtained is associated with existing theories or research results, as well as an explanation of the findings obtained.

CHAPTER V

CLOSING

A. Conclusion

It contains conclusions obtained from the research results.

B. Suggestion

It contains suggestions that given based on the results of the research obtained. The suggestion is given to research respondents, elderly families, society in general, for further research

REFERENCES

It customized to the *American Psychological Association* (APA) format.

GUIDANCE OF FINAL PROJECT WRITING WITH LITERATURE STUDY FORM

What is literature review?

Definition:

A literature review is a survey and literature discussion on a particular area of research. It is a brief overview of what has been studied, argued and established on a topic, and is usually organised chronologically or thematically.

The literature review is written in essay format, as it groups the work together and discusses its direction of development, rather than focusing on just one thing at a time.

The literature review is not a summarising exercise, but rather an evaluation of previous and current research, taking into account its relevance and usefulness to the current or future research.

Objective:

In general, a literature review is written to highlight specific arguments and ideas within a field of study. By highlighting these arguments, the researcher seeks to show what has been learnt in the field, and also where there are weaknesses, gaps, or areas that require further study.

A literature review should be able to answer :

1. What has been imposed on this topic up to now? What are the important discoveries, key concepts, arguments, and/or theories that other research has proposed? Which are the important results of the work?

2. Which topic area of previous research that have been concentrated on?
Are there any developments over time? What methodologies have been used?
3. Are there gaps in the research? Are there areas that have not been approached, but should have been? Are there new ways to look at this topic?
4. Is there an improved methodology for research in this area?
5. What future direction is needed in this research?
6. How will the research build or depart from current and previous research related to the topic? What is the researcher's research contribution?

Literature Review Objectives:

The literature review is generally used in a chapter of a thesis or dissertation, where the reader wants to be shown how the research is important and original. Highlighting the gaps in knowledge that will be filled by the researcher is very important because the researcher needs to convince the reader that there are opportunities in the field of study.

A literature review in proposal also tries to convince the reader about the importance and feasibility of the proposed project.

Target for Students:

Meanwhile, the literature study that will be conducted by SI students of Psychology Faculty Gunadarma University, is in order to understand what research has been done and is useful as a knowledge base for them on a particular topic. In this case, students know the main areas of research and key ideas that contained in the research. It would be perfect if students were able to express their opinions as a critical review of previous research.

There are two possible structures or ways of organising a literature review:

1. Chronology

In this structure, the researcher will categorise and discuss publication sources in the order in which they appear, highlight changes in research in this field and the researcher's specific topic over time. This method is useful for papers that focus on research methodology, historiographical papers, and other writings where time is an important element.

2. Thematic

In this structure, the researcher will group and discuss sources according to themes or topics. This method is stronger in terms of organisation, and helps resist the urge to summarise sources. By grouping themes or topics together, the researcher can show the types of topics that are important to the research. This is similar to what is done in thesis and dissertation writing.

In each section of the literature review, it is important to discuss how the research relates to other research (how it is similar or different, what other research has been done, etc.).

(Source : <http://www.smu.ca/administration/library/litrev.html>)

In conducting a literature study, there are several literature data/information processing techniques that can be used, including (1) *Criticize*, (2) *Contrast*, (3) *Compare*, (4) *Summarize*, (5) *Synthesize*. The results of these techniques are then written as a theoretical basis for our research analysis.

Source of Literature Study:

Valid materials to use for a literature review include books, journals, newspapers, government publications, conference presentations, papers and even websites (*blog* articles from researchers who wrote/discussed related concepts).

It is not recommended to take literature review material from *Wikipedia* or *Anonymised* blogs. Publication year of the document is also an important consideration, it should not be

more than ten years, especially for a fast-growing field like IT.

(source: <https://wibisastro.wordpress.com/2010/02/10/studi-literatur/>)

Example:

<http://online.library.wiley.com>

<https://scholar.google.co.id/>

<http://e-resources.pnri.go.id/>

<https://www.academia.edu/>

A way that can be done is identify one or more keywords or short phrases that summarise the research topic and can show to the direction of potential and useful information sources.

Example:

The researcher wanted to study the effects of children's self-interest on their motivation to learn subject matter at school. The obvious keywords for this topic are interest, motivation and learning. The keywords will lead the researcher to thousands, perhaps tens thousands of potential sources, so the researcher can identify more specific keywords.

SYSTEMATIC OF LITERATURE REVIEW WRITING

TITLE

The title is written in accordance with what is to be presented. If you want to discuss the results of research from quantitative approaches such as correlational studies, then the title does not need to be written "Relationship between X and Y etc.", but simply write "X and Y etc.". Similarly, if you want to discuss the influence or difference, the word of influence or difference does not need to be written, just mention the variables to be discussed.

Example:

Reviews About the meaning and impact on adjustment to face a stressful life

Meaning and its impact on adjustment to a stressful life (Literature review)

Adjustment and problem solving on parents of children with cancer: a literature review

CHAPTER 1.

INTRODUCTION

A. Background.

The background is what motivates the researcher to conduct a literature study on a particular topic. Some points that must be present in the background of a literature study are:

- Cases or phenomena to be analysed in the research (at least 3 cases)

- Some experts' views on the phenomenon in brief
(minimum 3 experts)
- The initial argument from the researcher why the problem contained in the title needs to be researched, which comes from phenomena in the field and conceptual (theoretical) problems.

Example:

Faced with the diagnosis of a child with cancer, there are various emotional reactions. The word cancer is associated with death, and for most people cancer is not associated with children. Researchers who focus on parents who have just received a diagnosis of cancer, or whose children are undergoing *treatment*, report an increase in emotional distress, such as anxiety or depression, in parents (Dahlquist, Czyzewski, Copeland, Jones, Taub, & Vaughan, 1993; Magni, Silvestro, Carli, & De Leo, 1986; Marine, Lesanics, Meyers, Wollner, Steinherz, & Redd, 1995). Longitudinal studies have also shown an increase in negative emotions such as anxiety, depression, insomnia, and somatic and social dysfunction soon after diagnosis (Magni, Messina, De Leo, Mosconi, & Carli, 1983; Powazek, Schyving, Goff, Paulson, & Stagner, 1980; Sawyer, Antoniou, Toogood, Rice, & Baghurst, 1993). Sleep disturbance and depression were high in healthy controls at month 8 and month 20 after diagnosis (Magni et al., 1983), and depression and somatic symptoms were still high at 1 year after diagnosis (Sawyer, et al., 1993).

Today, many children with cancer are survivors, and there is an increase in studies that focus on the (long-term) emotional consequences of survivors and their parents. A period of 5 years without *treatment* can be used as a criterion for surviving childhood cancer, even some investigators state that a short period without *treatment* can be considered survivorship. Referring to these studies, parents who are not emotionally disturbed are compared in health outcome control or normative data (Greenberg, Kazak, & Meadows, 1989; Kupst, Natta, Richardson, Schulman, Lavigne, & Das, 1995; Speechley, Noh, 1992). When context is related to the child's illness, parents appear to loneliness and uncertainty (Grootenhuis, & Last, 1997; Van Dongen- Melman, Pruyn, De Groot, Koot, Hählen, & Verhulst, 1995). In addition, parents also reported

positive responses when questions were related to the impact of the illness, i.e. good support systems, new values or attitudes, re-evaluation of their goals, or they appreciated life more (Eiser, & Havermans, 1992; Greenberg, & Meadows, 1991). Another issue raised is sometimes family closeness is stronger (Koch, 1985) or marital relationships are stronger (Koocher, O'Malley, 1981; Márky, 1982).

B. Problem Formulation:

In problem formulation, the researcher states the problem core to be reviewed or researched in the literature.

Example:

The existence of differences in parental reactions to children with cancer requires a more serious study to find out emotional reactions and problem solving of parents whose children have cancer.

C. Research question

Example:

What are the emotional reactions and problem solving behaviours from parents of children with cancer?

D. Research objectives

The research objective is what the researcher wants to do or produce in the research.

Example:

This research reviews (or examines or critiques) various studies on the emotional reactions and solving problem behaviours from parents of children with cancer.

CHAPTER II.

LITERATURE REVIEW

- a. Exposure about theories and research findings directly related to the research topic (at least 2 expert opinions)
- b. Literature sources are textbooks, research journals (international and national), articles from official institutions (such as WHO, Central Bureau of Statistics, Ministry of Health, etc.), proceedings, research reports, dissertations, theses, and must be up-to-date. Sources can be interdisciplinary.
- c. Students are required to review these explanations in the form of conclusions from each sub-section.

Example:

Resilience is defined as positive adaptation or ability to maintain or attain a state of mental health despite adversity (Wald, Taylor, & Asmundson, 2006). Figures who view resilience as a *trait*, suggest that resilience is an active individual *trait* after a traumatic event (Bonanno, 2004; Klohnen, 1996) and so on....

Some factors that are found as sources of resilience are as follows:

1. Personal and personality factors.

Personality *traits*, *internal locus of control*, *mastery*, self-efficacy, self-esteem, cognitive appraisal, and optimism have been shown to contribute to resilience. A number of studies (some of which are longitudinal) support the hypothesis

that a resilient personality protects a person from developing psychopathology when facing adversity (Skodol, 2010) etc.

2. Biological factors.

Research that links biological and genetic factors (Luthar, & Brown, 2007) indicates that harsh environments in early life can affect the development of brain structure, function and neurobiological systems (Cicchetti, & Curtis, 2006) etc.

3. Neighbourhood system.

Mayer, et al. (2010) found that social factors such as social competence, family, and social resources, as factors that predict resilience.

4. Spirituality and religiosity.

From many literatures it is found that religion is a protective factor of resilience (Fredrickson, 2002; Garmezy, 1991; George, Ellison, & Larson, 2002; Pargament, & Cummings, 2010; Nissley, Jr., 2008) etc....

Studies show that indicators of various resilience. In children, for example, it can be seen from academic performance, interpersonal relationships, behavioural disorders, symptoms of anxiety and depression, emotion regulation, drug use, juvenile delinquency, social competence (Herrman, et al., 2011), competence and adaptation processes, which are marked by children's success in meeting developmental criteria (Luthar, 2006; Luthar, Cicchetti, & Becker, 2000). etc....

Grotberg (2003) categorised resilience factors that reflect resilient individuals characteristics into three parts, namely *I Have* (the sources that individuals have), *I Am* (how individuals perceive themselves), and *I Can* (describing the abilities that individuals have). etc....

The characteristics that are covered in *I Have* are etc....

The characteristics that are covered in *I Am* are etc....

The characteristics that are covered in *I Can* are etc....

Religion is central from the meaning systems of many people (Park, 2005). Religion is also often cited as a key exemplar of belief systems as a way to make sense of suffering and loss. Research indicates that religion commonly influences the meaning of stressors (Pargament, 1997). etc....

CHAPTER III. RESEARCH METHODS

This chapter consists of two sub-chapters, namely:

1. Research approach.

This section describes the literature study method used.

2. Procedures performed

This section explains the steps taken in the research, beginning with collecting relevant research results.

An example of procedure:

A literature search was conducted through *Medline, Clinical Psychology and Psychological Abstracts* with the keywords: cancer, child, parent, problem solving, adjustment, anxiety, and depression. It was also searched through books and articles about etc....

CHAPTER IV. RESULTS AND DISCUSSION

A. Literature Mapping

This section contains description of the research results that are used as references in the form of tables. The columns in the table consist of:

(1) Source (name of researcher, year of publication, and form of publication: journal, dissertation, thesis, etc.),

(2) Research subjects/participants (who the research was conducted on, how many, and where), (3) Results (briefly describe the results of the research).

Source (author, year) (quantitative	Participants (who, how many, where)	Methods or qualitative)	Results
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- 1.....
 - 2.....
 - 3.....
- etc.
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B. Discussion

The discussion is adjusted with research objectives, it contains a review or criticism about the topic. It should be the result of the researcher's own writing, while still referring to the views or opinions of experts.

CHAPTER V. CONCLUSIONS AND SUGGESTIONS

- a. Conclusion: a brief statement about researcher's findings from literature review conducted
- b. Suggestions: both theoretical and practical

REFERENCES

It is customized to the *American Psychological Association* (APA) format.