*i*Journals: International Journal of Social Relevance & Concern (IJSRC)
ISSN-2347-9698
Volume 11 Issue 1 January 2023

It Is Necessary and Difficult Student Perspective on Research

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DOI:10.26821/IJSRC.11.1.2023.110112

ABSTRACT

Doing research at the final level of college is a requirement for graduating as an undergraduate. Students need deep understanding and direction to be able to solve a thing they are facing for the first time. In this study, researchers interviewed students from several private universities in Bali qualitatively to find answers. Respondents stated that their views on research were indeed only a requirement to complete their studies. The guidance that is obtained is still very lacking, so it cannot support understanding in completing the thesis. Respondents also admitted to completing research by themselves, or studying together and asking their seniors who had previously completed their research obligations. Because basically, all things need direction from those who know more or understand more so that they can be resolved properly. Especially in terms of research where a problem solver is of course the most sought after when a complicated problem occurs to find the cause and even how to solve it. It is in situations like this that "research" activities are needed to train an individual's skills.

Keywords: Understanding, Guiding, Research Perspective

1. INTRODUCTION

Most undergraduates give high ratings to research experience. Studies report that these experiences increase participation and persistence, often by reinforcing students' views of themselves as scientists. However, the evidence for this claim is weak (Linn, Stone & Baranger, 2015). Many claim that undergraduate research experience enhances the preparation of the next generation of scientists and increases persistence in science (C. Brewer, 2011; S. R. Singer, 2005; M. J. Graham, 2013). Several studies are showing that students experience difficulties in compiling their scientific work for several reasons related to knowledge (Bitchener, Basturkman, & East, 2010; Wang & Yang 2012: Ekpoh, 2016; Manchishi, Ndhlovu, & Mwanza, 2015; Rodriguez, Griffith, & Juarez, 2017). The difficulties experienced were basically about organizing ideas and arguments to develop research concepts, using the right writing style, and expressing their thoughts clearly. In addition, on the other hand, academic writing skills are also very necessary for academic life in tertiary institutions. It often serves as a skill to support the completion of scientific work. Furthermore, Pecorari (2006) specifically argues that success at university depends on students' ability to access, evaluate, and synthesize the words, ideas, and opinions of others to develop their academic voice.

Scientific work is considered important, but it is a daunting job for many students. It is so significant that its completion is the main requirement for a student to graduate from the study program (Ballena & Liwag, 2019). Preliminary observations made by the author in this study included students from several private universities in Bali. Based on the interviews conducted, it was found several problems faced by students which according to them became obstacles in completing their scientific work writing such as matters related to institutions and student socialization experiences, or their relationship with professors or their classmates could also be obstacles in completing the final project. (Ismail & Hassan, 2011; Schramm-Possinger, 2015; Blair, 2016). Ekpoh

(2016) revealed that although there is a trend of increasing enrollment in both undergraduate and postgraduate studies, there are fluctuations that tend to lead to a decrease in the number of students completing their study programs.

But unconsciously, every day we are already doing this research activity (Saputra et al., 2018). Understanding the concept of an activity finding out the cause of a problem and then understanding the causal factors of the problem or finding solutions to solve the problem followed by making conclusions and evaluating the problem under study is the outline of research activity (Saputra et al., 2021). Every day we are hit with problems and there is a sense of curiosity or wonder what is the cause of these problems. If we can help students understand the concept of research like that, of course, they can interpret that actually research is something that must be done and actually, it is fun to be a problem solver (Larasdiputra, 2022).

2. RESEARCH METHOD

This type of research is qualitative research. Qualitative research takes into account the natural context in which individuals or groups function because it aims to provide an in-depth understanding of real-world problems (Polit, 2017). To understand the challenges of student academic writing at several private universities in Bali, researchers used qualitative research methods to collect empirical data from student respondents. This method is used to gain access to multiple realities and subjective meanings about academic writing in universities (Maree, 2007; Appleton, 1995). This study also uses an interpretive paradigm that seeks to understand human behavior, interpretation, and understanding (Sarantakos, 1995). Here, one-on-one and group interviews were conducted with ten 7th-semester students who were preparing their thesis at 3 private universities in Bali. A sense of "reality" is felt to be constructed by social, cultural, historical, and individual contexts in this qualitative research. Therefore, researchers look for a variety of views on people to describe, explore, or explain the phenomena that occur (Korstjens & Moser, 2018). Applying this qualitative framework requires the emergence of initial ideas (consistent with the hypothesis) and encourages this research to test it against new ideas and the researcher hopes to be able to explore the cause-and-effect relationships of the respondents.

3. UNDERSTANDING

Representing academic writing in this article as a literacy practice suggests that writing is linked "to what individuals do as actors of social situations, both at the level of a given situation context and the level of cultural context" (Fairclough 1999: 21). This justifies why academic writing is central to teaching and learning scholarship in universities. It also explains the growing research interest in students' writing in higher education. Although considered essential for mastering research skills, research is a complex task that requires a variety of skills, such as teamwork, critical thinking, academic writing, and planning. For undergraduate students who have little experience with these skills, conducting research can be challenging. To be successful, they must gain confidence in their ability to perform the complex tasks of conducting research.

To add new ideas for early researchers, the framework documents the value of participating in personally relevant contexts, such as research experiences for understanding science practice. This understanding also highlights the value and importance of dynamic models of scientific phenomena that reveal insights into invisible processes such as molecular reactions (Ainsworth, 2008). Perhaps most importantly, the framework emphasizes that new ideas can be isolated and forgotten and highlights the need to guide students to become adept at distinguishing between their initial ideas and those they encounter in coursework or research experiences to build coherent understanding. Finally, the framework builds on research showing that learners benefit from reflection on their investigations and observations to sort and consolidate their ideas (Linn, Stone & Baranger, 2015).

In responding to these challenges, many higher education initiatives emphasize student engagement, participation, and inquiry (Saputra et al., 2020). Undergraduate research seeks to emphasize this and, in addition, emphasizes epistemological aspects such as the production and dissemination of knowledge, critical evaluation of existing knowledge, and dealing with unexpected

problems and challenges, as well as ontological aspects, such as changing the existence of students, developing personal abilities and their professionalism and influence their perception of themselves. Undergraduate research is a student-focused way of bringing research and teaching together. Through it, students can contribute to university academic projects.

However, from the results of observations made, respondents acknowledged that even though the campus had tried to do this, students had not been able to absorb much understanding. Through research, Steinberg and Kincheloe (1998, p. 6) suggest, students "learn to live with the ambiguity that comes with the critical domain". Neary (2010), argues that involving students in research "provides the possibility of progressive social transformation through practical action". To realize this, of course, a deep understanding of research activities and making scientific work must be obtained from students. Some of the understandings expressed by respondents stated that it is curiosity or curiosity about a cause of an event that needs to be trained if you want to do research. Describe why the problem can occur as a background, followed by finding the cause of the problem and analyzing the relationship between the variables that have the greatest possibility (x) that can cause the problem to occur (y) into a relationship or hypothesis.

Brew (2006) also argues that higher education needs to develop scientific knowledge-building communities in universities where academics and students work in partnership to solve research problems. Engaging students in investigating aspects of the world relevant to their degree studies can also capture questions that students ask universities. Neary (2010) argues it can shift students from being seen and acting only as consumers of knowledge to students who are involved in the active production of knowledge. In a post-research experience interview, another student reflected, "I think this experience helped me to understand that this isn't, like, a magic experiment and you get magic data and some magic conclusions and it's frustrating, but you get through it. it, and you get over it, and you're going to run it again and if it's just as frustrating, you're going to do it again", (C. B. Russell, G. C. Weaver, 2011: 65).

4. GUIDING

A study conducted by Linn, Stone, and Baranger, (2015) stated that undergraduate research experience provides a window into science-making, enabling students to participate in scientific practices such as research planning, modeling scientific observations, or data analysis. The experience is meant to instill students into scientific inquiry: faculty, postdoctoral scholars, and other members of the supervising student laboratory. Ideally, mentors guide students to interpret authentic images of scientific research and relate their experiences to their beliefs or expectations.

The undergraduate experience can be greatly enriched by gaining early and frequent research experience, this has been demonstrated in various disciplinary fields (Murdoch-Eaton et al., 2010) as well as in multidisciplinary discussions in prestigious journals (e.g., Carrero-Martinez, 2011; Russell, Hancock, & McCullough, 2007). There are many benefits for undergraduate students involved in research. Research experience allows undergraduate students to better understand published work, learn to balance individual and collaborative work, define interests in a field, and start their careers as researchers. Through exposure to research as students, many students discover their passion for research and move on to higher studies.

Directions can be given in hands-on practice starting with any assignments or phenomena studied in class material to provide an understanding of how the original study will be carried out. By being involved in research directly, students find it easier to understand the reasons underlying other people's research (Madan & Teitge, 2013). However, some acknowledgments from student respondents in this study, the introduction to research that they got in the middle of college was lacking. A direct introduction to the proposal format without any direction on what is in it is like feeling given raw meat to be processed into a dish without being given a recipe (Saputra, 2019). Direct explanations regarding research methods such as types of analysis and scientific words which were very standard and difficult to digest made the students admit that they were

confused. Students expect clearer directions so they can start the "baby step" in terms of research.

Academic advisors or advisers need to be aware of their students' potential interest in research as a career, as a work experience opportunity, or in the classroom. Advisors may occasionally gauge interest in research during student meetings, and when appropriate, provide appropriate guidance on their involvement. On the part of students, they first need to know about consulting services, as well as know that academic advisers can provide research connections (Madan & Teitge, 2013). Short polls of undergraduate students paint a very different picture. Many are open to research ideas but do not know anything about the steps to reach that research position (Floris et al., 2019). Again, institutions must be able to spot and change this mindset early on, both in the classroom and in the academic adviser's office.

At least faculty could make a point not only to incorporate mainstream research into their coursework but also to highlight research conducted at their universities (Wang & Hu, 2015). Because entering the university level is very different from the experience they get at school where they only get instructions on what to do and learn and then carry out tests at the end of school. Lecturers should also provide some guidance for junior students to engage in research, perhaps by including this information in a short lecture. If possible, an explanation of their research design at a more detailed level in their course. Academic advisers should be able to expose those who even have the curiosity to research the faculty. The idea of science research is described as great fun may sound strange or exaggerated. But it's amazing how often two researchers say to each other, in earnest, "isn't it great to be able to solve problems quickly?" (Thompson, 2021) Working alone may be quite exciting, but in the future, it becomes an excellent opportunity to work with friendly colleagues and can enhance the experience even more.

5. CONCLUSION

The first thing to realize when starting research is that it's not like joining a company and having a 9 am to 5 pm job. Researchers have to plan, execute and store their work and may work at home to a great extent (Thompson, 2021). It's a good idea to learn now while your brain is still young and receptive. In time researchers will find their special ways to find times or places where they can study relatively undisturbed. Exposure to research fields with the help of good guidance and direction from research advisors can undoubtedly help students navigate career fields. If one is considering research as a career path, experience in a research setting is invaluable. Additionally, the earlier students engage, the more experience they gain, which increases their career options. Many students considering their career options will also benefit greatly from research exposure. Perhaps more importantly, a solid foundation in hypothesis-driven research is what builds on evidence-based practice. Progress steps in the framework include observing, searching for data, and selecting participants in the study that offer insight into the plot of the story, getting used to reading holistic content, chronological planning (story elements), or research concepts from the data sources that have been collected, and developing the story through structural analysis which can then be used as a hypothesis or provisional conjecture which will later be proven through field research that will be carried out by researchers (Czarniawska, 2004; Kurtz, 2014; Margetts, 2015).

Research exposure as an undergraduate can also increase the likelihood of becoming a successful researcher in the future. Some undergraduates, unsure of what to do after completing a degree, go on to graduate school with the idea that it is the logical next step after undergraduate studies. If they have undergraduate experience in research, they are more likely to know whether they enjoy research. Usually, however, undergraduate students will discover a passion for research they didn't know existed. Higher education institutions have a way of appealing to the most inquisitive minds, but asking questions and finding answers about what interests undergraduates is mostly found only after their first test in the research realm.

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