

## **ATTRACTING THE ENTHUSIASM OF YOUNG TALENTS ON CAMPUS TO CULTIVATE INTEREST IN DOING RESEARCH**

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**Abstract:** This research is about giving students an understanding that research is not a burden for them on campus. Indeed this is the last assignment before graduation which looks very burdensome for them to get a bachelor's degree. But what is it exactly? And why do we need to do it before graduating? In the research that has been done, I included students from several private universities in Bali. Based on the interviews conducted, it was found that several problems faced by students were found to be obstacles in completing the writing of the scientific paper. Collecting data in this study using unstructured interviews which are free interviews where researchers do not use interview guidelines that have been arranged systematically and completely for data collection. Researchers discussed with students the concept of a multimodal method that can help see the problem from a visual, auditory perspective or can be shaped like a story; maybe it can increase the enthusiasm of young researchers. Sometimes scientific language that is difficult to understand makes it appear that it requires a high IQ. For successful research "other factors are more important than a high IQ". Enthusiasm and persistence are two prime examples. Making the concept of storytelling, having fun, and realizing that this skill is needed for everyday life. So the main point is how we can increase the enthusiasm of young talents on campus to grow their interest in research, because basically all problems, whether looking for causes or solutions, require a research analysis concept.

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### **Preliminary**

Research is indeed an activity that can be said to be complicated and difficult for ordinary people. Especially for students where scientific work is a graduation requirement and has become the most challenging skill to master in the academic field (Gunawan & Aziza, 2017; Alwasilah, 2007; Dalsky & Tajino, 2007; Bitchener & Basturkmen, 2006). Several studies show that students have difficulty in making 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) difficulty in organizing research ideas and concepts into an argument, proper writing formalities, and expressing their thoughts clearly.

But basically, unconsciously, every day we do this research activity. Understanding the concept of activity to find out the cause of a problem then understand the causal factors of the problem or find a solution to solve the problem, which is followed by making conclusions and evaluating the issues studied is the outline of

research activity. Every day we are hit by the name of the problem and there must be a sense of curiosity as to the cause of the problem. If we can help students understand the concept of research like that, of course, they can mean that research is something that must be done and it's fun to be a problem solver.

Curiosity about a cause of an event that needs to be trained if you want to do research. Describes 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 probability (x) that can cause the problem to occur (y) into a relationship or hypothesis. As discussed in Ayrton's research (2020) that using creative, visual, and multimodal research methods in data collection, presentation, and dissemination of research findings can help create interesting research concepts. Responding to Pierre Bourdieu's call in Wacquant's (2008) research for methodological pluralism that explores how a research method can be used by researchers as a practical thinking tool to enhance creativity and the quality of conceptual work as a precursor to empirical investigation.

### **Storytelling Concept**

In previous research that has been done, (Larasdiputra, 2022) I included students from several private universities in Bali. Based on the interviews conducted, it was found that several problems faced by students were found to be obstacles in completing the writing of the scientific paper. The problems faced mostly deal with the students themselves, such as their preparation for a research program or their ability to write, as well as problems with their professors, especially their supervisors or research advisors in the direction and guidance of the thesis. Ekpoh (2016) revealed that although there is an increasing trend of enrollment in undergraduate and postgraduate studies, fluctuations tend to lead to a decrease in the number of students completing their study programs.

Based on discussions that have been carried out with several student respondents, we discuss research methods with examples of storytelling, cases in everyday life, and multimodal learning from several authors, (Ayrton, 2017; Gauntlett & Holzwarth, 2006; Payne et al., 2004) who explained that multimodal is a method that teaches a concept through visual, auditory, reading, writing, and kinesthetic methods. This is intended to improve the quality of teaching by matching the delivery of material with the best way to learn from students. This methodology, we think, contributes to the existing research lexicon by providing innovative new approaches not only to chronicle marginalized/misinterpreted experiences and critically self-examine, but also to build intersectional alliances and envision clearer research plans (Rice, C., & Mündel, I. (2018).

### **It's Fun...**

The idea of research in science is described as overwhelming pleasure may sound strange or exaggerated. But it's amazing how often two researchers say to each other, earnestly, "Wouldn't it be nice to be able to solve problems quickly?" (Thompson, 2021). Working alone may be quite exciting, but in the future, it becomes a very good opportunity if you have the opportunity to work with friendly colleagues and can enhance the experience even more. George Batchelor who is a leading researcher, in his paper on "research as a lifestyle" (1997), emphasized that for those who have scientific originality, no activity can match research for pleasure, and satisfaction in solving a problem. And indeed all activities begin with analysis that requires research expertise.

### **A Necessary Skills**

A common question that many novice researchers or students will ask themselves is the thought "Am I good enough?", but this question should not be directed exclusively at intelligence. An honors degree at university would be useful but in his book on the psychology of schoolchildren, Liam Hudson (1996) emphasizes that success and originality in most fields depend on perseverance and the pursuit of certain lines of thought that

go far beyond the acceptable limits of ordinary citizens. Medawar, the brilliant professor of zoology, was awarded the Nobel Prize in 1960. In his book "Advice for Young Scientists", (1979) also emphasizes that for successful research "other factors are more important than a high IQ". Enthusiasm and persistence are two prime examples. So the main point is how we can increase the enthusiasm of young talents on campus to grow their interest in research, because basically all problems, whether looking for causes or solutions, require a research analysis concept.

### **Attract Attention to Become a Researcher**

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. You will have to plan, execute and save your own work, and probably work at home quite a bit (Thompson, 2021). It's a good idea to study now while you're young and your brain is still receptive. Later researchers will find their own particular way of finding a time or place where they can study relatively undisturbed (Saputra, 2013).

As the title stated above, research can be conceptualized as a daily activity. I try to apply the multimodal method so that research can be easily understood and attract the attention of young prospective researchers. Stories are the essential reality of our past and present. Merriam and Tisdell (2016) stated that stories define the lives of individuals and tell of their life experiences. As the primary data source in narrative research, interview transcripts play an important role in giving meaning to the personal stories of research participants (Saputra, 2019). The pragmatic narrative found in the transcript represents the human experience as it unfolds (Nasheeda, et. al. 2019). Analyzing the narratives found in interview transcripts, questionnaires, as well as various data used in research thereby, provide descriptions and thematic developments as can be found in a study. Constructing stories from such data involves a complex set of analytical processes (Saputra, Piliandani, et al., 2019).

Step-by-step progress in the framework includes observing activities, searching for data and selecting participants in studies that offer insight into the plot of the story, familiarizing oneself with reading holistic content, planning chronologically (story elements) or research concepts from data sources that have been collected, and develop stories through structural analysis which can then be used as a hypothesis or provisional estimate which will later be proven through field research that will be carried out by researchers (Czarniawska, 2004; Kurtz, 2014; Margetts, 2015). Next, the researcher will make a presentation for his research. The focus of the presentation activity is to illustrate how a researcher can create a story from their study or research. These will be rearranged into chronological order to identify the time and place of events that lead to the development of a coherent story. This process helps in developing a retelling framework to compose a story which will then be made into a conclusion from the cause of the problem or its solution (Saputra, Pradnyanitasari, et al., 2019).

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