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DEVELOPING THE INDONESIAN MASTER STUDENTS RESEARCH MINDSET WITH THE RESEARCH SKILL DEVELOPMENT FRAMEWORK

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ABSTRACT

This qualitative research will identify the core value to prepare Indonesian master students' research mindset with the Research Skill Development (RSD) framework. The success of learning in the postgraduate program depends on the ability to work with higher research competencies capability. To understand this assumption, we have done a series of data collection, including literature review, unstructured interviews, documentation, and observation. Furthermore, we analyzed the data with a descriptive method to find answers to this study's questions on the principles of validity and reliability. Our data search process is carried out on secondary data. These, namely, various international scientific journals, discuss the effectiveness and usefulness of the RSD framework in multiple contexts, and understand research experts as a learning tool at postgraduate both at home and abroad. We have done useful searches, for example, with the help of keyword searches such as "Indonesia Master students," "Research Students Mindset", "Research skill development frameworks", and "Preparing students with a Research skills mindset". As a result, we can report that Indonesian students' research mindset has not yet been honed and developed; it is because the autonomy of learning has not been fully accustomed. In other words, students

still do not depend on the lecture system face to face instead of screen to screen. Thus, it is hoped that these results will be the initial stage to prepare Indonesian students with research strength, especially students with postgraduate degrees where research is a core component for success.

INTRODUCTION

Proficiency in the field of research skills is essential for students in universities. Apart from the academic and teaching demands and the requirements for carrying out the final assignment of a scientific paper, academic research skills play a significant role, a way to extract knowledge and information at its source and record new information and knowledge to become part of the scientific study results. (Balthazard et al., 2006). One of the essential skills in the current college-era is research skills in the form of the ability to carry out studies to carry out scientific writing or academic publications. In addition to formulating understanding content of research studies, this research skill is looking for references and sources of relevant information that will be useful for the author as a basis for the study.

Although at first glance it may seem that skilled research is not so, it is one of the skills most needed both in college and in report writing, especially in the 21st century, when so much information and data is available online that no one is capable of exploiting it. It is sometimes difficult to choose with certainty an item when there is no skill from judging to making decisions. A source of information that is relevant and accurate, and reliable are so crucial in today's study. Research skills and results reporting are essential skills both during college and after returning to both careers and jobs where all require work skills and seek knowledge and life skills in modern times. Zhang et al., (2017)said that they organize research practice communities in agile research studios to advance training and accelerate mastery of research skills. To that end, they have explored the researcher's mindset that is essential to a research skills development framework for Indonesian academics working in modern learning and work.

It is also held for master students who, as beginners, plunge into the world of independent learning by actualizing research skills in academics where assignments and jobs require research and reporting skills. Research Skill Development (RSD) framework is a conceptual research framework that develops both undergraduate and master students' research skills to study and work with full studies and research assignments. Tasks include searching, finding, discussing, analyzing, and testing before students report in writing and publication. They need some necessary research skills and use them, then shape the knowledge they have accumulated. Academic assignments, seminar papers, presentations are often taking. All forms of assignments and jobs require skills to complete academic standards, which students have to do with necessary skills and preparation, especially tasks that involve finding sources of information and using them correctly. Unlike ordinary writers and personally experienced scholarly workers, students do not have a foundation of practice with a reliable academic critique. Under normal conditions, students only need enough paper and continue to work. However, when they are involved in academics, to take critical and logical thoughts about what

they find, primarily online. Therefore, academic research development skills are necessary for the most important academic skills that master students must master during their studies, and after graduating, they must have a proper and competent research mindset.

Research in academic and publication

Research for postgraduate students is an essential element that is essential during college with all assignments to mark the course subject and publication of national and international journals. Especially the issue of science, which is a means of communication between scientific communities from various countries. The research results by Indonesian students or intellectuals will provide more comprehensive benefits after publication, not only in the national scope. International publications related to research results in Indonesia will also have another impact, namely showing the development and advancement of science and technology in the country. However, to be able to penetrate international publications requires strategic and smart efforts. On this basis, all Indonesian academics are challenged and the opportunity to become academics with international standards. So, Indonesian students must have the readiness and self-preparation at least they understand and have a favorable view of activities that involve research and writing. It is the reason why Indonesian academics are not playing their part in the international context. Therefore, Indonesian students must have a growth mindset with research skills and proper understanding, not seeing research as a problem but should be something that challenges intellectually besides the benefits found when their abilities are equal to those of international researchers.

Abdurrahman et al., (2017) explained that there is a correlation between success in research skills followed by a successful publication with international students' perceptions. Abdurrahman added that academic research perceptions would provide insight to postgraduate students at several universities in Australia. They are instrumental in taking lectures with course assignments and the skills to write scientific articles so that their paper results can be published in high impact international seminars, accredited national journals, journals indexed international, and even reputable international journals. Likewise, the publication can also provide opportunities for postgraduate students to get methods and strategies for writing articles directly from experienced sources so that students can prepare as early as possible articles to be published.

Ryan & Zuber-Skerritt, (2017) said that the quality of work and studies of postgraduate education is very much determined by their research abilities and mindset so that the quality of publications is the prime evidence of the originality of the research carried out and can be a track record of researchers as academics. (Angell et al., 2008; Kimani, 2014; Green & Lee, 1995). Authors or researchers can build international networks through these publications. An international network that can be built can occur if many scientific journals are used as reference sources and are also quoted in other researchers' scientific journals. The more scientific journals quoted by other researchers, the higher the researcher's reputation as Indonesian academics.

The RSD framework in the Master Program

Development of a Research Skills Development Framework in a Masters Program in Indonesia. If there is a question, why is research skills essential important? So the answer is that research skills are critical both as academic skills of the study period in completing assignments and final work and expertise in working while in the field of work. Because writing skill allows academic work to involve research activities since early time. Starting from looking for information, finding, analyzing, synthesizing and compiling writing as a report for each study outline, be it creative or academic writing. By developing skills and research methods that are organized and effective, students or researchers will be able to become knowledgeable in any researched and understood field.

There are many ways and methods to develop research skills. As skills and abilities, of course, there are ways and stages of jabbing the purpose of researching. According to Willison & Buisman-Pijlman, (2016), studying in a Ph.D. program requires research expertise that can be taken in easy stages across the undergraduate years. There are six tips for improving research skills commonly practiced in academic life. Here are some research practices and tips to help hone the RSD framework-style research skills;

The first step or initial facet is known as **EMBARK** or **INQUIRY**. It is the first step in determining the need for knowledge/understanding required by the study. This stage is very general, then goes in a specific way. Researching is heavy and significant work. So this work will be light and small if it is started well so that it does not become something very tiring. To get started becomes knowing where to start. There is nothing wrong with internet-assisted searches to get started. Online resources are as great as Google and Wikipedia. All allow search, although sometimes always accurate. It is a great way to adjust to data and information about a topic. Because it usually provides a general basic description with the help of machine searching, it will be elementary, brief, and essential points that will continue the initial stages of academic and field study activities.

The second approach of the RSD framework is to **FIND** or **GENERATE** the required information/data based on a methodology that follows the type and design of the study. The verb to generate to embody; to cause to become something, and generate information. So that it can be made vitally or naturally is by allowing more critical ideas. The RSD concept generates and generates all the data and knowledge required to design and distribute in abundance and importance. To produce data or realize information, design an introduction to produce something that can be processed. To generate ideas with a data-based searching process, it needs a unique way to approach. Obtaining information usually results in a particular method, such as observation, thinking, discussion, imagination, experimentation, and data processing. Everything happens in various ways and even events, and so on. In some instances, such as language, the information generated follows an evolutionary path rather than a revolution.

Critically **EVALUATE** information/data and the **PROCESS** of finding/producing information according to the topic of study and discussion. There are stages of the evaluation process that can be started by determining the aspects to be evaluated. An activity or program discussion topic must be carried out involving various components or aspects that support each other's topic. Then participate in designing evaluation activities to be carried out. Then participate in collecting data and evaluating information through analysis and processing the data before reporting incorrect and concise written form.

ORGANIZE the information collected/ **GENERATE** and manage the research implementation process. Then, write a research report. According to the author's own experience, this stage first organizes ideas, then sets the topic. Furthermore, looking for sources of information and data. Resources and take essential notes by way of organizing ideas. Next, write down the first draft. Get in the habit of using footnotes or endnotes to document sources precisely and are traceable only recently revise the first draft when needed.

SYNTHASE and **ANALYZE** and apply new knowledge. Steps for synthesizing information from multiple sources first determine the source of information. Then outline the study structure. He was followed by writing the paragraph with the topic sentence, revising, editing, and correcting any mistakes. With the study's background, synthesizing knowledge is trying to summarize all relevant data on the study question. Can increase understanding of inconsistencies in various facts and identify evidence of the study to determine the direction of future research, with three paradigms of analysis, synthesis, and evaluation. John emphasizes that a fair writing process involves the three sequential paradigms, analysis, synthesis, and evaluation. The analysis step itself involves the formulation of designs and specifications for performance research.

Finally, according to the RSD facet, **COMMUNICATING** the study results in the form of knowledge and skill processes that are used to produce new things. With awareness of ethical, social, and cultural issues, the ability to communicate knowledge. Thus, it will point to a successful transfer of knowledge and skills. With these communicating skills, and based on the previous section's evidence, communicating skills can be defined as knowledge. Communication is a planned activity from conveying and creating interactively together—insights, assessments, or skills through verbal and non-verbal means. Successful communication is fundamental to the existence and survival of careers and jobs and in organizations. Communication skills are activities to create and share thoughts, information, perspectives, data, emotions between audiences to achieve a shared understanding. The communication skill is the key to all skills have been functioning from the starting project to the lasting task of researching.

METHOD

This research aims to prepare the mindset of Indonesian Masters's students with a Research Skills Development Framework. Lectures at the postgraduate level are very different from the system at undergraduate. Those who study the full course system where the face-to-face system in the classroom is replaced

by learning in an online-based way is mind objective. To understand how to prepare a mindset based on a research skills development framework, we have first collected a lot of international scientific literature and publications with interest in the RSD framework. Concretely, we reviewed one hundred papers related to the development of research competencies. However, after we researched and connected with research questions and topics, we only analyzed ten themes in-depth to prepare a research mindset for Indonesian postgraduate students with RSD, which is well known in Australia and New Zealand. The review process goes through the coding process, profound interpretation, and concluding and ensures that these findings or answers meet the principles of validity and reliability of the findings carried out by the phenomenological approach analysis. (J. Smith & Firth, 2011; J. A. Smith & Shinebourne, 2012).

RESULT

Developing student research mindset

Yeager & Dweck, (2012) reviewed the impact of mindsets that promote resilience when students believe that their characteristics can develop as they want. (Armstrong, 2009; Katz et al., 2000). Because life has challenges, resilience is very useful to be successful both in education and life. In this study, they looked at the impact of students' mindsets on resilience in facing every challenge of study and social life. This study has shown that students believe that intellectual skills are a quality of life that can develop. This trend indicates higher success across very strenuous educational transitions and more deep levels of completion. Other studies have also shown that believing in learning social attributes promotes or decreases aggression. They believe the mindset is growing and continually changing.

Dweck, (2009), Yeager & Dweck, (2012)studied mathematics/science mindset and achievement. He found that the mindset is a mind towards something that can be learned. Here the mindset he interpreted the mindset as perpetuating praise for intelligence without any other effort. Even though feedback says, the student's mindset returns to learning. This research has proven that when teachers and students believe in constant intelligence, they identify as having high abilities to change and continue to change. Difference way for some students and teachers who see mindsets can not be changed; they tend to be can not change the academic progress and achievement.

The findings of Claro et al., (2016)proved that practicing the mindset so that it can continue to grow will support and minimize the impact on the setbacks of students' learning careers. This study suggests that developing a mindset from school age will enable a mindset that brilliance can continue to change through development efforts from all directions. It ensures that the human mindset can be developed to achieve all its potential, including almost all students and society's social and economic strata. It also confirms the relationship between learning effort and the mindset for knowledge. This finding found that students from caring families will be successful in life because they have a

continuously sharpened mindset, compared to families who do not want to change.

Bilén et al., (2005) developed and assessed students' entrepreneurial skills and learning mindset. Their work also outlined five E-SHOP program components to meet this mission. The core course for the minor, E-SHOP competitions in which students exhibit their products and ideas. The E-SHOP Event Series, student organizations to support out-of-classroom entrepreneurial interest, and team projects for local industry and Penn State researchers is so essential Penn national engineering entrepreneurship work is analyzed, summarized both quantitative and qualitative data to date, previews future analysis plans, and improves a conclusion of lessons practice during the work and application of this pape.

Lovvorn & Chen, (2011)developed a global mindset, the relationship between an international task and national intelligence. They studied young musicians' mindset on how roles have motivation, self theorizing, resilience, and continuity. The study is a global mindset is essential for every motivator and manager to pursue the organization's international success now and in the future. International projects are prepared to be one way to foster an international mindset. The skills, complexity of the mind and the expanded work resulting from international associations have provided ex-pats with a unique and often relaxed understanding. However, the experience abroad will not be successful if every experience results in ex-pats gaining broader thinking and improved expertise. He developed a new style that explains how a person's intelligence of experience will influence the interplay between international experience and a worldwide mindset. We suggest that moderators - intelligence between countries – should have a role in transforming international experience into an internationalization mindset.

Noel & Liub, (2017) designed thoughts in creating a new teaching paradigm for elementary school students by involving themselves towards high-level success is essential. At first, they asked whether teaching design could positively impact the first school students more than preparing designers? As educational designers, they understand almost all intuitive education design teaching. Most of the design teaching is useful to expose students to teaching design because of the benefits of specific design pedagogies, such as problem-solving based learning at work, student-centered creativity, and iterations of designing prototypes and testing. Their study seeks to review and synthesize existing literature and produce preliminary analyses that will support the development of design thinking education interventions at the primary school level, leading to a shift in the educational paradigm at this level.

Although it has been widely proven that design education can play a successful role in supporting the traditional education model of changing the mindset, this study also sought to raise that apart in the delivery of skills and abilities such as mathematics and language arts. From meeting the demands of mindset education, the principles of creative thinking in teaching students fundamentals such as empathy, a collaboration between students and teaching facilitation, student centering, and creativity through design and testing, will

provide a strong understanding for students not only wanting the world of design in the future but also to any profession in difficult times and leading to higher teaching at the level of education and to tremendous success in life.
Carpenter & Pease, (2013) prepare students to learn to take responsibility for learning for the future of their lives. They said the role and strategy of learning outside of school. Standardized testing-based reliability measures often lead to overemphasis on science and facts, which leads to passive learning. According to this study, schools have no impact on the skills or skills needed in the real world and schools can often tire and demoralize students. Their study confirms that students must be prepared to assume a more fantastic future for themselves, achieve a high level of understanding with transferable skills that benefit students throughout life. Therefore, schools and teachers should pay greater attention to honing skills that allow students to take over responsibility for the future. Their study identified and discussed three essential skills that convince students to assume more responsibility for work: self-regulation, collaboration, students, and dynamic thinking. After reviewing many of the current research findings on aspects that contribute to extramural learning skills and discussing the importance of learners in non-school contexts and beyond, they finally discussed the need for a higher grade study of what interventions could be aimed at students' future development.

Costin et al., (2018) used simulation tests to improve businessmen's independence and mindset; an exploratory case study of entrepreneurs who enhance various success skills, including business decision-making skills, taking risks and solving business problems, and practicing communication, and solid teamwork. Simulation tests are increasingly being applied in both the campus and business world to improve the skills mentioned above. This study describes a businessman simulation test in which graduates play a game to simulate a profitable business's management and management and operation. The test replicates real-world business scenarios, thereby providing a creative and dynamic educational environment.

Polirstok, (2017)are how strategies to increase study achievement in senior high school students; a look at resilience and a future-oriented mindset. This article discusses high school students' academic performance of resilience and forward-thinking minds through detailed reading reviews. They are assessing the causes that make students challenging? Persistent in all the struggles? Willing to face all academic challenges? Research on resilience and forward-thinking provides insight into why many middle students struggle successfully academically. Meanwhile, Duckworth also discusses what students' persistence and resilience are; Dweck combines a forward-thinking mindset with a fixed static mindset versus a growth mindset, a willingness to be prepared for the challenges of study belief in oneself as a student who must always be changing. Techniques and learning materials that can encourage students to cultivate persistence and develop a mindset are presented as the primary keys to successfully influencing performance both academically and in the future career world.

DISCUSSION

This qualitative research's main objective is to identify core values in preparing the research mindset of Indonesian master students with the framework of Research Skill Development (RSD). Belief in the success of learning in the postgraduate program is highly dependent on the ability to study and work towards the completion of foreign assignments with the abilities and capabilities of higher study skills. It allows students to identify study problems, collect data from accurate and valid information sources, help overcome problems, evaluate information and data sources, analyze with the quality and relevance of data, and produce appropriate communication and practical solutions to the problems studied. Students' research skills, especially students, allow people to identify challenges and devise solutions that can help students themselves. More specifically, the research skills development framework (RSD), which was initiated by Willison & O'Regan, (2007)South Australia, is a tool that has been widely applied to and in analyzing problems and planning lessons for the systematic development of research skills of undergraduate students. (J. W. Willison, 2012). This framework is descriptive, scalable, and useful for assignments and jobs, courses by research or non-research, planning purposes, and research skills development where academic tasks involve the ability to carry out studies of various types and designs.

Developing a better *student* ***growth research mindset***

This study's findings have identified several developmental mindsets that can occur in students regarding their independence and resilience while in college or when they return to their real work career. Students who have a fixed mindset only believe that their talents and intellectuals are individual, even though they are not dead. They only have a certain number, and that is all that can happen. In this mindset, students may become so hard-working and concerned by becoming more active and appearing highly talented that they never fulfill their potential to their fullest. However, students with a continually changing mindset with a knack for thinking about management and skills can achieve through development ass potential individuals who produce successful results through all their might, non-stop practice, and specialized classroom instruction. Students do not believe that every individual has unequal potential or that any student can be super brilliant and successful. (Dweck, 2009).

However, Burnette et al., (2020)said that those students with an open mindset understand that even an individual cannot be brilliant without going to the trouble of passionate and highly dedicated practice. In the open and growth mindset, their talents and other traits are something they build and develop, not something that comes to show the world and try to slide their way to great success. The studies we have presented repeatedly have shown that an open and growth mindset fosters a healthier positive attitude towards effort and effort and continuous learning, a hunger for knowledge of feedback, a more remarkable ability to work to deal with setbacks and losses successfully, and better performance much better over time and beyond. How is the mindset of work and business, and what can supervisors do to develop an open mindset? Before discussing these findings, we tried to answer some of the study

questions above that we often ask about the mindset of master students in working and studying in their respective majors.

Student Research mindset

Student research mindset the developing mindset is the idea of life; with endless efforts, it is possible to increase intelligence, trained talents, and achievement abilities. Our findings also found that students with a closed research mindset give up easily when things get rigid and frustrating - they may run away from problems and challenges so often cut their way, see defeat as a failure rather than delay, or approach success differently to their classmates with a growth mindset and open. Our ten findings are students' mindsets in research-based programs that teach students the research skills needed to master competence, success, and emotion. There are many mindsets of everything possible, enthusiasm and encouragement to study and willingness to try. we found that not many students were responsible for failing due to a closed mindset. An attitude of gratitude and life to share and time together to share success with thorough research and learning assignments and activities are two great habits to have. (Dweck, 2009).

Adams (2019) noted that developing a growth mindset in the ensemble good rehearsal in life. Students' research mindset remains the most common, and the most dangerous is to be understood and considered to understand how it affects students. For example, in a closed mindset, students believe that they are born naturally or are not good at dancing. In the student growth mindset, they believed that any student would be more brilliantly successful in his studies and future careers. To do something big and grand, students must be able to learn more resources on their own and believe in their abilities to be successful in college and at work. Our findings confirm that success is not an easy thing to happen, but they are working hard. So, master students must have the seriousness of themselves to speak out positive, not negative things in their friends and colleagues' heads.

CONCLUSION

It can also include a final thought or reflection to highlight the significance of the topic. As previously discussed, this study aims to identify ways and methods of preparing Indonesian master students with a growth mindset with the Research Skills Development Framework or the RSD framework. Considering the literature and ten international studies that address the mindset of master students in research skills, skills when they study and pursue their jobs and careers. The ten findings include, we can report that the mindset of Indonesian master student research has not been sharpened and sharpened with an open and developed mindset, this is because the independence of learning as mentioned has not been fully accustomed to both lecturers and students. Thus, students still rely heavily on face-to-face lectures and class-to-class lactation, not screen to screen or project to project. Thus, we can hope that our findings can be an initial step and input to prepare Indonesian master students who have the power of a research mindset, especially postgraduate students where research expertise is a core component for success during college or when they return to both jobs.

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