

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Form of Research**

Research Design This research uses qualitative research methods with descriptive qualitative. Cause Qualitative method was chosen because this research aims to provide case insight. Research design is how the researcher would choose the method to use, it is also important to know what design should a researcher use. The right method would make the research goes well, In qualitative studies, researchers follow a flexible research design (Marshall & Rossman, 2011). “Qualitative researchers purposefully examine and make note of small cues to decide how to behave, as well as to make sense of the context and build larger knowledge claims about the culture” Sarah J. Tracy, (2013). This is the reason the researcher chose a descriptive qualitative research design for this research.

This research used descriptive qualitative method. Based on Sugiyono (2010:8) who states that qualitative research is descriptive. It means that collected data was in the form of words rather than number. It means in this research it would only provide data on words to describe a phenomenon, people experience, process, or belief. Therefore, in this research, researcher using Descriptive Qualitative for interpreted the data and described it, also giving a picture about this topic of research. Where researcher describing how and how much variant of implementation on Professional Leadership Practice, shared vision and goals in school.

#### **B. Subject of Research**

The subject for this research researcher was using purposive sampling or purposive selection. Purposive selection, according to Creswell & David (2018:251), is a method of sampling in which a researcher selects participants for a study based on specific criteria or purpose, rather than using a random sampling method. The purpose of purposive selection is to select participants who can provide unique and valuable information related

to the research question or topic of interest. This sampling method is commonly used in qualitative research studies, where researchers seek to gain in-depth insights and understanding about a particular phenomenon or topic. First researcher are choosing the geographical location, therefore researcher are choosing West Kalimantan province as the geographical location, after examining the area, the researcher goes next to choosing the region from West Kalimantan Province, after examining the region, the researcher goes to choose the school where to conduct research. Therefore, researcher are choosing the subject that are had the best values to ask to, as the subject must know to have a common knowledge about the school itself, after the researcher gets some of the schools confided by criteria insisted. For the subject on research, researcher get eight school on west kalimantan province and get over thirty-four participants. Researcher conducted research on MTSs Darul Amin Pontianak, and for other school data would be gathered by other researcher and for each school's researcher would show the data as follows:

**Table 3.1 list of junior high schools**

<b>NO</b>	<b>Junior high School</b>	<b>Region of Origin</b>	<b>Respondent</b>
1	SMPN 1 KUBURAYA	Kabupaten Kuburaya	Total of Respondents: 6, consisting of school principals, deputy heads of curriculum, deputy heads of student affairs and 3 teachers
2	SMPN 1 TANAH PINOH	Kabupaten Melawi	Respondents:3. Namely school principals, vice curricula, teachers.
3	MTSN DARUL AMIN	Kabupaten Kota Pontianak	Respondents : 5 . namely, Deputy Head of Curriculum, Deputy Head of Student Affairs, TU staff, 2 regular teachers.

**Table 3.2 list of senior high schools**

<b>NO</b>	<b>Senior High School</b>	<b>Region of Origin</b>	<b>Respondent</b>
1	SMAN 01 TELUK KERAMAT	Kabupaten Sambas	Respondents: 3, school principals, vice curricula, student affairs representatives
2	SMAN 1 TANAH PINOH	Kabupaten Melawi	Respondents: 3, principals, vice curricula, teacher
3	SMAN 1 JANGKANG	Kabupaten Sanggau	Respondents: 3, principals, vice curricula, teacher
4	SMKN 1 MEMPAWAH HULU	Kabupaten Landak	Respondents: 5, principal, vice principal, deputy student affairs, 2 teachers
5	SMAN 1 SEMPARUK	Kabupaten Sambas	Respondents: 6, school principals, vice curricula, 4 teachers.

The total number of respondents from 8 districts is 35 respondents. Which consists of school principals, vice curricula, student assistants, administrative staff and teachers who teach in the schools studied.

### **C. Technique of Data Collection**

Technique of data collection are the method that the researcher use to gathering data, technique for gathering data for this research, the researcher uses two technique these are observation and interview.

#### **a. Observation**

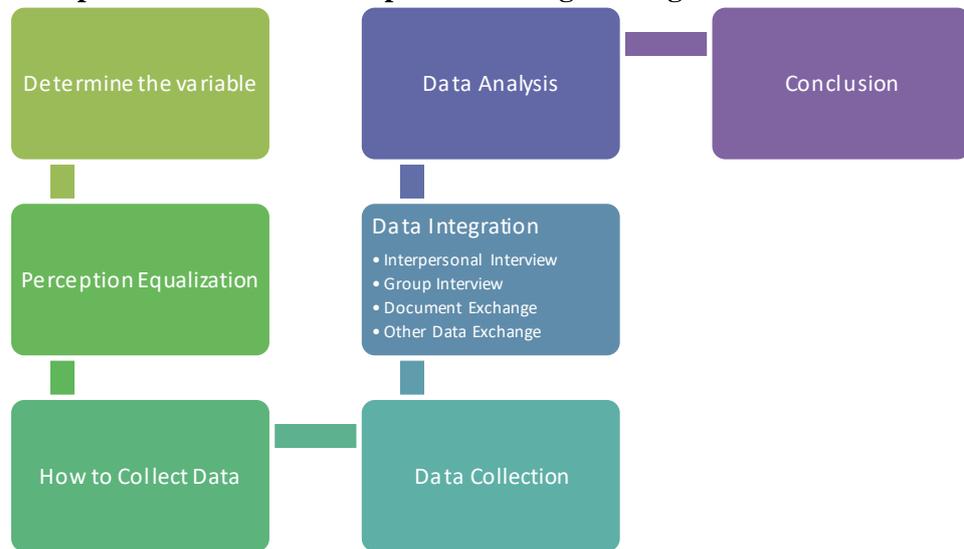
to seek a phenomenon on schools researcher needs to construct or draw a testimonial field, and also provide a piece of information, It means reseacher would gain the data from observation in site, where the researcher would

collected the data by observing people and place in schools. Creswell (2012, 213) argued observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Also using observation would give researcher a proper information that can be verbalizing by it, and it could be easily to define the situation in site.

a) Non Participan Observation

Researcher need to construct or describe field conditions and provide information to find phenomena that exist in schools. The researcher conducted participant observation in one school, while in the other seven schools, the researcher assigned other people as observers to conduct non-participant observation. In this study would provide data that is appropriate and unchanged by any conditions, therefore this method is done so that the data in the study is not manipulated by anything and is purely the result of observation. non-participant observation is an observer is sometimes physically present with research participants in a naturalistic setting, but other times may not be present in the environment. on the grounds that the researcher is still unable to describe how things are in that environment. William reinforces this argument in Given (2008) "observation is a relatively hidden qualitative research strategy for gathering primary data. A qualitative research strategy for gathering primary data about some aspects of the social world without interacting directly with its participants." and "researcher may have limited or no access to a particular group and therefore may not have the opportunity to and therefore may not have the opportunity to engage in participant observation.". Therefore, there the process how to gather data using non-participant observation

**picture 3.1 flowchart of procedure of gathering data**



#### b) Participant Observation

Participant Observation is involved in this research tools in conducts it involves the active participation of the researcher in the daily activities of the group or community being studied. The researcher becomes an active member of the group or the communities, and through this process, they are able to collect data on the behavior, culture, and social interactions of the group. The things to note in this observation are that the observation material is adjusted to the purpose of the statement; the time and form of recording are done immediately after the event with keywords; chronological order systematically; foster relationships to avoid suspicion, use a good approach, and keep the situation natural; The depth of participation is dependent on the purposes and conditions. O'Neill in Given (2008) giving a statement "participant observation is an observation in which the researcher participates to record the researcher's own perception of an event, feelings and thoughts spoken or carried out, this information will greatly complement each other's notes from the researcher."

#### b. Interview

Interviewing the sample with an open-ended question to get frequent information about the school's professional leadership practice, (Creswell, 2012) provide useful information when you cannot directly observe participants, and they permit participants to describe detailed personal information. Therefore, researchers are using an open-ended question, one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time (Creswell, 2017). It also provides a quietly accurate answer from a person and analyzes their behavior. Seidman (2013) in Taylor (2016) noted, "At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience" (p. 9). The researcher used a question from the questionnaire that had already been tested before being used in the interview.

#### **D. Tools of Data Collection**

Tools are the instrument to collect data. Data collection tools are one way to obtain research data. For data collection tools in this study, researchers used field notes and interview guidelines, where the instrument was deemed suitable for data collection at school. Both instruments can collect the data that researchers need to get answers to the questions that researchers want to discover at that time. For the element in the subject, researcher are using from questionnaire dissertation from Irwan (2019)

##### 1) Field Note

Participant observation depends upon the recording of complete and detailed field notes, researcher need to record the data after collecting the data using field notes. Since field notes represent the raw data of participant observation, researcher should strive to write the most complete and comprehensive field notes possible. Try to find a mentor or colleague to read your field notes. This is probably the best way to get the motivation to record field notes session after session over a period of

time. By virtue of their distance from the dynamics of a setting, readers can also point out emerging themes that escape the observer. Discussing field notes with someone else, at any stage in the research, is also usually a good way to sustain motivation for writing them. The field notes should include descriptions of people, events, and conversations as well as the observer's actions, feelings, and hunches or working hypotheses. The sequence and duration of events and conversations are noted as precisely as possible. The fabric of the setting is described in detail. In short, the field notes represent an attempt to record on paper everything that can possibly be recalled about the observation. A good rule to remember is that if it is not written down, it never happened.

## 2) Interview Guidelines

Interview Guidance is a guideline that consists of structured questions that have been studied and mastered by the researcher before asking the questions to the respondent. The purpose of Interview Guidance is to maintain the objectives and direction of the topic the interviewer wants to bring. According to Tracy (2019: 143) "Interview guidance is a list of less formal questions, and focuses more on questions flexibly depending on the situation and participants. The interview form is attempted to be written in detail, complete with a series of questions according to what you want to study beforehand."

## **E. Procedure of Gathering Data**

### 1. Determine the Variable

Variables in research can be said to be concepts in a study, this concept then becomes something that must be studied or observed by the observer. A research variable is an attribute or characteristic and value of a person, object or activity that has certain variations determined by the researcher to be studied and then conclusions drawn (Sugiyono, 2019: 68). Determining variables according to the appropriate research focus, must know and understand what kinds of problems would be studied.

## 2. Perception Equalization

Equalizing the perceptions of each observer. And determining the various indicators of the Variable. Walgito (2010: 53) conducted that perception is a process of organizing, interpreting the stimulus had received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual. In this case, a common perception among observers is essential, as this can signal a common concept of purpose for the researcher.

## 3. How to Collect data

The way to collect data in this case is by way of interviews and observations to 8 schools, without involving observers going directly to the field to see an incident in the field. The data collection method used in this study was observation and direct interviews. Data collection methods According to Riduwan (2010: 51), are "techniques or methods that can be used by researchers to collect data." In this concept the researcher collects data by means of observation and interviews and by means of field notes or audio recordings, so that it is easy for the researcher to remember and store as research evidence.

## 4. Data collection

In collecting data using non-participant observation and participant observation, where researchers are not directly involved in field work, this activity is a process of collecting, measuring, and analyzing accurate data, using non-participant observation has the advantage that the data would be more accurate. Creswell (2012:205), Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. Without knowing data collection techniques, the research would not get data that meets the applied data standards.

## 5. Data Integration

### a. Interpersonal interviews

At this stage the observer asks personally for what has been researched by other observers in his school.

### b. Group interviews

In this stage, observers gather in a group to discuss and exchange information about the concept of each variable that has been studied

### c. Document exchange

After the stages were carried out, the exchange of documents was carried out so that we could find out the results carried out by the researchers, here the researchers exchanged research results documents.

### d. Other data exchanges

Here, other data exchanges are also carried out, so that the research is more complete, but researchers in this case only focus on data related to the matter being studied.

## 6. Data Analysis

After we get the data, researchers need to analyze the data that has been obtained. Creswell (2012:18), Data analysis consists of "taking the data apart" to determine individual responses and then "putting it together" to summarize it. We need to understand this data analysis activity so that it is easy for us to interpret and understand clearly and precisely.

## 7. Conclusion

Make conclusions from the data that has been observed by all observers from 8 schools. Concluding precisely and easily understood, this conclusion is so that we know the intent and purpose of the data we obtained at the time the research was conducted.

## **F. Technique of Data Analysis**

Data analysis, it's the way to implementing data that collected before, to analyze phenological data it was same with another qualitative research, With building about the data from research question to find out how participant are experienced. "Building on the data from the first and second research questions, data analysts go through the data of interview transcriptions and highlight "significant statements," sentences, or quotes that provide an understanding of how the participants experienced the phenomenon." Creswell (2012:18), also "a phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon." Creswell (2013:76)

This research, researcher using cross-case analysis and thematic analysis to analyze data on research

### 1) Thematic Analysis

Thematic analysis is one of the methods to analyze data to answer question number 1 that is narrative in nature, researchers use this method to analyze the data that has been obtained to get answers that have been determined by previous questions. this has been conveyed and supported by Riessman (2008) in Creswell (2013:72) She presents three types of approaches used to analyze narrative stories: a thematic analysis in which the researcher identifies themes that are "told" by participants; a structural analysis in which the meaning shifts to "storytelling" and the story may be told in conversation in the form of a comic, tragedy, satire, romance, or other forms; and a dialogic/performance analysis in which the focus shifts to how the story is produced (i.e. interactively between the researcher and participants) and performed (i.e. to convey a message or point). Therefore, this research is used because the researcher examines the data obtained in the narrative form of the answers to the instruments used. This technique can be using for analyzing transcript that researcher get from interview before, after that researcher search the sentence or themed that relevant to subject what researcher are

identifying before and then researcher would find the related theme within the transcript record.

2) Cross-case analysis

The cross-case analysis is an approach used to process multiple interconnected data. This method was chosen because it is suitable for processing a lot of data from two different instruments, and this form of cross-case analysis applies to collective cases. (Stake, 1995; Yin, 2009) in Creswell (2013:294) where the researcher examines more than one case. It involved examining themes across all the cases to look at shared and distinct themes from all the cases. This is an analytical stage that usually follows within-case analysis when researchers study multiple cases. This analysis was conducted to find out the varieties of principles professional leadership, shared vision, and goals in every school.

**G. Research Schedule Plan**

The researcher did the research and collected data from August until November. The schedule and planning that the researcher would be explain using table below:

**Table 3.3 Research Schedule plan**

Date	Activity
Monday/01/August/2022	Determine each research variable, via zoom. Discusses what must be seen, assessed and monitored when plunging into the field.
Monday/01/August /2022	Perceptions equalization, via zoom. Equate the perception of each observer. And determine various indicators of variables.
Tuesday,9August-Wednesday,9 November/2022	Collecting data, at this stage the researcher interviews the teacher

	regarding the questions that would be asked based on the questions concerned with the questions that have been determined.
Saturday,25- Friday, 31/March/2023	Data integration, where activities are carried out with other researchers who research other schools. Personal interviews were conducted with each researcher, and group meetings were held to ask about the results obtained at the schools they studied.
Sunday,02- Wednesday,5 /April/2023	After obtaining the data then analyzing the data, where the data that has been obtained would be understood. We need to understand this data analysis activity so that we can easily interpret it clearly and precisely.