

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

The research design in this research is descriptive qualitative. The researcher chose a qualitative design model because this design model tends to collect data from participants who are research subjects in their natural setting, it can also be used to explore meaning, analyze words and detailed views of respondents (Creswell, 2007: 249). The qualitative research design allows for further in-depth research of questions to respondents based on their responses. The purpose of using a descriptive qualitative design in this research is that the researcher wanted to describe, explain in detail the practices of purposeful teaching and concentration on teaching and learning in schools and to describe variations practices of purposeful teaching and concentration on teaching and learning based on school level region of origin.

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

In this research, the subjects to be studied came from 8 schools in West Kalimantan province with school levels namely junior high schools and senior high schools which were spread over 6 districts, namely two in Sambas district, two in Melawi district, one in Kubu Raya district, one in Sanggau district, one in Landak district, and one in Pontianak district. There are 3 schools at the junior high schools level and 5 other schools at the senior high schools level. Based on data from the Ministry of Education and Culture for the 2022/2023 academic year, the total number of schools from each district based on their level is that in Sambas district there are 29 public high schools, in Melawi district there are 98 junior high schools and 13 public high schools, in Kubu Raya district there are 87 public junior high schools, in Sanggau district there are There are 20 public high schools, in the Landak district there are 5 state vocational schools, and in the Pontianak City district there are 52 private MTS. The school that the researcher did in this research was SMP Negeri 1 Kubu in

Kubu Raya District. In this study, only 1 to 2 schools were taken in each district. The selection of one to two schools at different levels in each district was based on the location of each researcher's internship.

Then, for choosing respondents in 8 schools the researcher used a purposive selection technique with another name, namely purposive sampling or purposive judgment. This is a sampling technique in which the researcher depends on his or her own judgment when choosing members of the population to participate in the research with some criteria (Staller, 2021:3). This of the total respondents from 8 schools in West Kalimantan province which were spread over 6 districts was 35 respondents. There are 7 principals, 2 assistant principals, 5 assistant principals of student affairs, 6 assistant principals of academic affairs and curriculum, 14 teachers, and an administrative staff. This is more clearly written in the table 3.1 below:

**Table 3.1 Name of Schools and Respondent**

<b>No</b>	<b>Junior High School</b>	<b>Region of Origin</b>	<b>Number of Respondent</b>	<b>Description of Respondent</b>
1	SMPN 01 Tanah Pinoh	Pinoh subdistrict, Melawi regency	4	Principal, assistant principal, assistant principal of students affair and teacher.
2	SMPN 1 Kubu	Kubu subdistrict, Kubu Raya regency	6	Principal, assistant principal of academic affairs and curriculum, assistant principal of students affair and 3 teacher.
3	MTS Darul Amin	North Pontianak subdistrict, Pontianak city	5	assistant principal of academic affairs and curriculum, assistant principal of students affair, 2 teachers and administrative staff.

<b>No</b>	<b>Senior High School</b>	<b>Region of Origin</b>	<b>Number of Respondent</b>	<b>Description of Respondent</b>
4	SMAN 01 Teluk keramat	Teluk keramat subdistrict, sambas regency	3	Principal, assistant principal of students affair, assistant principal of academic affairs and curriculum.
5	SMAN 01 Semparuk	semparuk subdistrict, sambas regency	6	Principal, ,assistant principal of academic affairs and curriculum, 4 teacher
6	SMAN 01 Tanah Pinoh	Pinoh subdistrict, Melawi regency	3	Principal, assistant principal of academic affairs and curriculum, teacher.
7	SMAN 1 Jangkang	Jangkang subdistrict, sanggau regency	3	Principal, assistant principal of academic affairs and curriculum, teacher.
8	SMKN 1 Mempawah Hulu	mempawah hulu subdistrict, landak regency	5	Principal, assistant principal, assistant principal of students affair and 2 teacher
Total number of respondents			35	

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

Technique of data collection is a method or action which can be in the form of steps or methods to obtain or collect the required data. In this research there are several techniques, namely as follows:

#### **1. Interviews**

Interview is the process of obtaining data or information in the form of data needed to make a formulation to achieve research objectives (Rosaliza, 2015: 71-79). Creswell (2014) established that data collection techniques for qualitative consist of interviews and observations. The data collection used

open ended interviews where this technique is used and combined with other interview techniques to identify and understand topics in specific information related to facts that actually happened in the field. In the interview data collection, the researcher used an open ended interview. Creswell (2014), contended that "qualitative interview involve generally open-ended questions that are few in number and intended to elicit views and opinions from the participants". This open ended interview can produce a list of short narrative answers or long narratives (Weller. *et al*, 2018: 2).

## 2. Observations

Observation is one of models technique of collection data in qualitative. According to Morris in Hasanah (2016: 26) "defines observation as the activity of recording a symptom with the help of instruments and recording it for scientific purposes or other purposes". In this data collection technique, the researcher used two observation techniques, namely participant observation and non-participant observation.

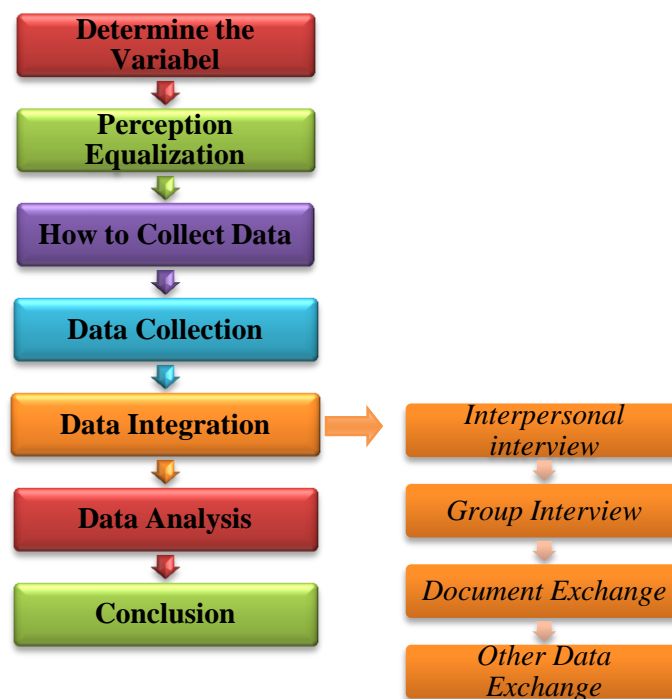
### a. Observation participant

Technique data collection observation participant is a data collection technique in which the researcher is directly in a predetermined setting. Prihananto (2012: 58) stated that the participant observation data collection method was carried out between researchers and participants by observing the behavior and interactions of each individual in a place or research setting intensively. In the observation participant technique the researcher analyzes and then draws conclusions about the behavior, conversations, and field experiences of the teachers at school in the form of field note. That why the researchers choose this technique because participant observation in this research to observe 8 schools in 6 district areas of West Kalimantan. In this technique, the researchers could only examine one schools namely SMP Negeri 1 KUBU and to observe 7 other schools, the researchers used non-participant observation technique.

b. Observation non participant

Technique data collection non-participant observation, the observer does not take part in the life events of the observer. So researchers used observation tools in the form of observation to obtain observational data which can also be used as evidence of observation (Hasanah, 2016: 36). Non-participant observation has the advantage that the data would be more accurate. Therefore, the researchers' insight may be limited because in this technique researchers do not actively participate in the activities of the group under research. The procedure would be explaining more detail in graphic 3.1 below.

**Graphic 3.1 Procedure to collecting data observation**



1) Determine the Variable

In non-participant observation, the variables were determined by the researchers before data collection was carried out through the zoom meeting application. According to Samnons, *et al.*, (1995) there are 11 key characteristics of effective school. Of these 11 characteristics, we divided them into 8 researchers in 6 different

districts. So that there are 3 researchers who get 2 variables and 5 other researchers each get one variable.

## 2) Perception Equalization

At this stage the researchers equated the views of the indicators of each variable obtained. Due to the different research locations, non-participant observation was used with the intention that 8 researchers could only Research in one school and 7 other schools, namely taking data from 7 other researchers. Thus equating perceptions at this stage, namely, each variable is discussed both from the focus, questions for each indicator, and other things that are needed before collecting data.

## 3) How to Collect data

For collecting data from 8 schools in different region of origin by observation with the participant and non-participant observation.

## 4) Data collection

The data collection observation is field notes and observation form.

## 5) Data Integration

At this stage the researcher requested and exchanged data from other researchers located in 8 different schools, in the following way:

- a) Interpersonal interviews
- b) Group interviews
- c) Document exchange
- d) Other data exchanges

## 6) Data Analysis

Researchers need to analyze the data from observation that has been obtained with the thematic and cross case analysis

## 7) Conclusion

Make conclusions from the data observations that have been observed by all observers from 8 schools.

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

Tools of data collection are a tool used in data collection. In this research, researchers used 2 data collection tools, namely:

##### **1) Interviews Guidance**

Before conducting direct interviews with respondents, the researcher used interview guidance to make it easier for researchers to comply with the direction of the research objectives. According to Hamed (2022: 43) by adjusting the interview guidance before collecting interview data would really help the researcher fully control the interview session and determine the main questions and follow-up questions needed related to the research objectives. Knox (2009: 3) stated that "The format in the interview guidance can be influenced by the level of structure that the researcher follows in their interview". In this research the researcher gave interview guidance ten minutes before the interview began. Hamed (2022:43) suggested there are six steps in interview guidance, namely:

- a) Describe what is the research question
- b) List the personnel included in the research
- c) Prepare an introduction and a list of ethical considerations
- d) Review what processes the interviewer should follow
- e) List the primary and follow-up questions
- f) Consider a "Thank You" statement.

##### **2) Field Note**

Field note data collection tool is one of the components used by researchers to facilitate research based on what is seen or observed when in the field by making short notes. Creswell (2014) stated that when the researcher takes field notes on behavior and activities of individuals at the research site. According to Creswell (2013: 172) in qualitative research, researchers were encouraged to make field notes to perfect data and provide diverse contexts for analysis. In this research the researcher used a field note to make a short note that functions to build a detailed description of the context on research, documenting views, interviews based on what the

researchers see and observe in the field that focuses on the teaching and learning practices in schools.

## **E. The Technique of Data Analysis**

### **1. Thematic Analysis**

The data analysis techniques used in this research are thematic analysis and cross case analysis. According to Braun and Clarke (2012:57) "Thematic Analysis is a method for identifying, organizing, and offering insights systematically into patterns of meaning in all data sets". Thus it can be said that thematic analysis is a method used to identify in general the way a topic is discussed or written to understand the variable. In this research, thematic analysis was used to identify about the practices of purposeful teaching and concentration in teaching and learning in schools.

Regarding the steps of Thematic Analysis Braun & Clarke in Vaismoradi, *et al.*, (2013: 402) they define there are 6 steps in compiling thematic analysis, to make it easier for the reader to understand these steps, there are:

#### **a. Familiarizing the Data**

Transcribing data, reading and rereading the data, noting down Initial ideas.

#### **b. Generating initial codes**

Coding interesting features of the data systematically across the Entire data set, collating data relevant to each code. In this research the codes was highlight with underline.

#### **c. Searching for themes**

Laying out the code into a potential theme, gathering all the relevant data each potential theme. In this research was highlighted in bold.



d. Reviewing themes

Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic map. In this research was highlighted in bold.

e. Defining and naming themes

This step is to refine the specifics of each theme and the overall story that the analysis tells, results in clear definitions and a name for each theme. in this research was highlighted in bold.

f. Producing the report

Last chance for thematic analysis. Life choices, interesting sample extracts, final analysis of selected extracts, linking back analysis for research questions and literature, producing analysis report. In this research the codes was coloring with yellow color.

2. Cross-Case Analysis

Then the second technique analysis data in this research is cross case analysis. Cross case analysis is a research method that can mobilize knowledge from individual case studies. According to Khan (2008:34) "Cross case analysis is a research method that facilitates the comparison of commonalities and differences in the events, activities, and processes that are the units of analysis". Cross case analysis is a method in the form of comparison and similarities and differences in an events, activities, processes in the analysis. In this research the cross case analysis technique was used to identify the new things , compare and increase knowledge about the variations practices of purposeful teaching and the concentration of teaching and learning by school level junior high school and senior high school region of origin. Here are six steps involved in conducting a cross-case analysis:

a. Data preparation

The first step is to gather and organize the data from various cases. This may involve transcribing interviews, collecting field notes, or extracting relevant information from observation form. It's important to

maintain consistency in data formats and labeling to facilitate comparison.

b. Data coding

In this step, the researcher assigns codes to different segments of data to identify key concepts, themes, or patterns. Coding can be done manually to categorize the data and prepare it for further analysis. In this research the concepts, themes, or patterns was highlight with underline.

c. Data reduction

Once the data is coded, the next step is to reduce the data by selecting and focusing on the most relevant and representative segments. This process involves identifying commonalities and differences across cases and highlighting significant findings that contribute to the research objectives. In this step the data reduction would be in italic word.

d. Data display

Data display refers to the visual representation of the data to aid in analysis. This can be achieved through tables, matrices, charts, or diagrams that summarize and compare the coded data across cases. Data display helps identify patterns, trends, and relationships between variables or themes. The data display in this research through tables each theme that showed in findings.

e. Data comparison

The main objective of cross-case analysis is to compare and contrast the data across cases. This involves examining similarities and differences in patterns, themes, and relationships identified in the previous steps. Researcher may use systematic techniques like constant comparison, contrasting cases, or deviant cases to deepen the analysis. The data comparison in this research that showed with arial font.

f. Data interpretation

In this final step, researcher interprets the findings of the cross-case analysis and draw conclusions. Researcher identifies overarching themes, theories, or explanations that emerge from the data and relate to the

research questions or objectives. The interpretation should be supported by evidence from the data and may involve developing theoretical frameworks or proposing hypotheses for further research. The data interpretation in this research that showed in findings and discussion part variation based on schools level junior high schools and senior high schools region of origin.

## **F. Procedure of Collection Data**

### **1. Determine the Variable**

In a research, the determination of variables is important and even must be done appropriately or in other words cannot be abandoned. Hardani, *et al.*, (2020: 303) stated that variables can be interpreted as traits or objects in the form of people, objects, transactions and events to be measured or observed whose value varies from one object to another with the aim of being studied and drawn conclusions. Hardani, *et al.*, (2020: 304) contended that there are several reasons the importance of researchers recognizes variables before finally determining variables, namely:

- a. Determine the focus of the research so that researchers remain consistent in the purpose and focus of the research
- b. To find logical linkages with other variables based on the theory and paradigm of the underlying science.
- c. Formulate indicators, dimensions, and options of the instrument that would be used research data and their derivatives

### **2. Perception Equalization**

On this part, each observer equates the perception and determines various indicators of each variable. Akbar (2015: 193) stated that "Perception is a direct response or picture of a person's absorption in knowing several things through the five senses" that can affect one's behavior or attitude. In this case, the perception equation between observes is important so that they can stamp the concept of the same goal.

### 3. How to Collect data

The boundaries for research, collecting information through unstructured or semi structured observation and interview is the data collection step have been suggested (Creswell, 2014) .The way to collect data in this case is by interviews and observations to 8 schools. The data collection method used in this research was observation participant and observation non-participant, then interviews open-ended. Without knowing data collection techniques, the research would not get data that meets the applied data standards.

### 4. Data collection

In collecting data using open-ended interviews, observations participant and observation non-participant. Creswell, (2007: 118) views data collection as a series of interrelated activities aimed at gathering good information to answer emerging research questions. In this concept the researcher collects data by means of observation and interviews and as well as with field notes and interview guidance, so that is easy to remember and can be stored by the researcher as research evidence, as well as to make it easier for researcher to achieve the research objectives in the interview.

### 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 researcher in this case only focus on data related to the matter being studied.

6. Data Analysis

After we get the data, researcher needs to analyze the data that has been obtained. Creswell (2014), data analysis describes the general process of analysis followed by specific steps in the strategy used and go hand in hand with other development department. We need to understand the data analysis activity so that is easy for the researcher to interpret and understand clearly and precisely.

7. Conclusion

Make conclusions from the data that has been observed by all observers from 8 schools in 6 different districts. 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.

## **G. Research Schedule**

The researchers already research and collect data on August until November 2022. The schedule and planning that the researcher would explain using table 3.2 bellow.

**Table 3.2 Research Schedule and Planning**

<b>DATE</b>	<b>ACTIVITIES</b>	<b>DESCRIPTIONS</b>
Monday/01/ August, 2022	Determine the variable	Determine each variable via zoom. Discusses what must be seen, assessed and monitored when plunging into the field
Tuesday/03/ August, 2022	Perception equalization	Equate the perception of each observer, and determine various indicators of variables via zoom
Tuesday/09/ August- Wednesday/09/ November, 2022	Collecting data	This stage the researcher interviews and observation the teacher regarding the question that would be asked based on questions concerned with the questions that have been determined
Monday-Sunday/ 24-30/April, 2023	Data integration	Where the activities are carried out with other researchers who research other schools. Personal interviews were conducted with each researcher, and group meetings were help to ask about the results obtained at the schools they studied
Tuesday- Wednesday/ 02- 09/ May, 2023	Data analysis	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.