

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was being conducted by using the mixed methods. A mixed method research is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem Creswell, (2014). The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. The researcher chose this method because qualitative data and quantitative data are mixed to strengthen the findings. In this study, the researcher using quantitative data first and then used qualitative data to support the quantitative data.

B. Subject of Research

In this research, will be uses teachers from school in West Kalimantan as subjects of research. The sample of this research subject involve teachers from 26 schools, including 22 state schools and 4 private schools in 8 regencies in West Kalimantan.

Table 3.1: Table of Subject

No	Region	Schools	Respondents
1	Kab. Sambas	SDN 28 Perum Mutiara Indah	9
		SMPN 3 Sambas	21
		SMP Muhammadiyah Simpang Empat	20
		SMAN 1 Teluk Keramat	30
		SMAN 1 Semparuk	29
		SMKN 1 Tebas	15
2	Kota Pontianak	MTSs Darul Amin	8
		SMA Darul Amin	5
3	Kab. Kubu Raya	SDN 09 Sungai Kakap	21
		SMAN 1 Sungai Kakap	9
		SDN 08 Sungai Kakap	20
		SMPN 1 Sungai Kakap	10
		SMPN 1 Kubu	13

		SMA Muhammadiyah Air Putih	15
4	Kab. Landak	SMPN 2 Mempawah Hulu	15
		SMKN 1 Mempawah Hulu	15
5	Kab. Melawi	SMPN 1 Tanah Pinoh	20
		MTSN 1 Tanah Pinoh	10
		SMAN 1 Tanah Pinoh	15
		SDN 1 Tanah Pinoh	15
6	Kab. Sanggau	SMAN 1 Jangkang	25
		SDN 09 Perintis	5
7	Kab. Kapuas Hulu	SMAN 1 Semitau	27
		SMPN 2 Semitau	13
8	Kab. Mempawah	SMPN 1 Anjongan	20
		SMAN 1 Mempawah Hilir	30
TOTAL			435

The sample of this research is 8 schools in West Kalimantan, which consist of several regions and districts. Among them are Sambas district with 2 schools, Melawi district with 2 schools, Porcupine district with 1 school, Kubu Raya district with 1 school, Sanggau district with 1 school and Pontianak city district with 1 school. The total number of respondents from 8 schools in the Kalimantan area was 34 respondents. There are: principal, assistant principal, assistant principal of student affair, assistant principal of academic affairs and curriculum, teachers and administrative staff. The following table lists the names of schools and the respondents was teachers in junior high school and senior high school:

Table 3.2: Name of Schools and Respondent

NO	Junior high School	Region of Origin	Respondent
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 3.3: Name of Schools and Respondent

NO	Senior High School	Region of Origin	Respondent
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.

In this study, data will be collected together with other research groups which will be divided into each region and researchers get the task of collecting data in 1 school in Sambas Regency, namely SMA Negeri 1 Semparuk. Researcher took this 1 school based on the results of a joint decision that had been determined in the distribution of schools that had been approved by the research team. But the focus of the research remains on 26 schools in West Kalimantan. In this research, 8 schools will be discussed in more depth as representatives of the 26 research schools, while the other 18 schools will not be discussed in depth.

C. Technique of Data Collection

1. Questionnaire

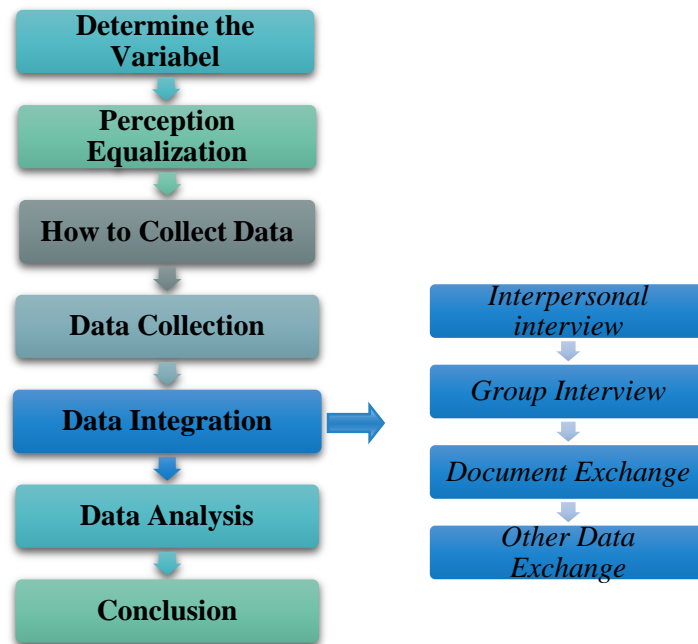
Questionnaire is a data collection technique carried out by giving a set of questions or written statements to respondents to answer. According to Sugiyono, 2013 questionnaire was a data collection technique by giving members a set of questions or written statements to respondents to be answered. A questionnaire consists of a list of questions designed by researchers to gather data from respondents pertaining to the specific issue(s) being investigated (Rathi & Ronald, 2022). The questionnaire

utilized in this research was of the close-ended type, which means that it provided pre-coded response options (with four pre-coded options available). Respondents were required to select their answers from the provided options (Taherdoost, 2022).

2. Observation

Observation is a technique of collecting data in which the researcher must observe a phenomenon and research subject directly or indirectly. According to Creswell (2012) Observation is the method of gathering open-ended, firsthand information by observing people and places at a research site. The data collection technique the researcher will use observation participant and non-participant observation technique. Observation participants are observations made by researchers who are directly involved in the activities carried out every day, and this research is assessed accurately because researchers can experience the local conditions firsthand (Sugiyono, 2017: 145 cited Nigrum & Syarah, 2019: 127). O'Neill in Given (2008) defined "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."

Technique data collection non-participant observation, the observer does not take part in the life events of the observe. Non-participant observation means that the observer just looking at the participant and not playing an active role (Urquhart, 2015). Non-participant observation has the advantage that the data would be more accurate. Therefore, the researcher's insight may be limited because in this technique researchers did not actively participate in the activities of the group under research. The procedure would be explaining more detail in chart 3.4 below.

Table 3.4. Procedure of Collecting Data to Observation Non-Participant

3. Interview

In this study, researcher needed interview with respondents so that data and school activities were obtained accurately by communicating directly with respondents who were at the research site. An interview is a technique of collecting data in a way that listens to and gains an understanding of people's stories regarding the research problem (Bolderston, 2012). Researchers ask a small number of general questions and collect Answers from everyone in the group.

D. Tools of Data Collection

This study uses Survey Questionnaire Close-Ended as tool of data collection. A questionnaire consists of a list of questions designed by researchers to gather data from respondents pertaining to the specific issue(s) being investigated (Rathi & Ronald, 2022). The questionnaire utilized in this research was of the close-ended type, which means that it provided pre-coded response options (with four pre-coded options available). Respondents were required to select their answers from the provided options (Taherdoost, 2022).

The major advantage of closed-ended questions is that their coding and tabulation is straightforward and leaves no room for rather subjectivity (Dörnyei, 2010). In its implementation later, the researcher will give a questionnaire to the research subjects to respond, with very rare to very frequent intensity to the statements provided in the questionnaire regarding their experiences while at school. The questionnaire created has a 4-point Likert Scale to mark each statement on the questionnaire. Likert scale data is where every response corresponds to one of several possibly numbered categories (a case of polytomous data) is very frequently used for psychometric scales (Jebb, Ng, & Tay, 2021). According to Joshi et al. (2015) the original Likert scale is a group of statements (items) offered for the real situation or hypothesis under study. Respondents can provide answers to each statement by placing a check mark in the point selection column provided. A Frequency Likert scale was used as part of the questionnaire with 4 points, as follows: 4 = Very Frequently/Sangat Sering, 3 = Frequently/Sering, 2 = Less Frequently/Jarang, and 1 = Rarely/Sangat Jarang. (Instrument indicators on the questionnaire using statements adapted from Irwan (2019). Instrument indicators contained in the questionnaire have been analyzed and grouped by a team of researchers/researchers-related research in accordance with the variables contained in the indicator of effective schools by Sammons (1995). In this study the instrument indicators statement that use in the number: 21 (in the appendix I). Instrument indicator statements Number 21, use to collect data related to variable positive reinforcement on the questionnaire.

Tools of data collection are tools that are selected and used by researchers in their collecting activities so that these activities become systematic and facilitated by them. In this research, researcher used 2 data collection tools, namely interviews guidance and field note. In this case, the researcher uses an interview guidance to collect the necessary data. Tracy (2019: 143) defined "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. In this research the researcher gave interview guidance ten minutes before the interview began. The researcher will record all activities carried out at school, notes on the activities of teachers, students, and other school residents. As made by Phillippi and Lauderdale (2018) "Field notes have various functions as data collection, especially in terms of; developing bold and context-rich research descriptions, meetings, interviews, focus groups, and valuable contextual documents".

E. Procedure of Collecting 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 will be studied.

2. Perception Equalization

Equate the perception of each observer. And determine various indicators of variables. Walgito (2010: 53) reveals that perception is a process of organizing, interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual. In this case, the perception equation between observers is important so that they can stamp the concept of the same goal.

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 will be more accurate. Creswell (2012), 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 will not get data that meets the applied data standards.

5. Data Integration

1) Interpersonal interviews

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

2) 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

a) 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.

b) 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.

3) Data Analysis

After we get the data, researchers need to analyze the data that has been obtained. Creswell (2012), 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.

4) 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

In this research, the data analysis technique that will be used is Descriptive Quantitative and Inferential Statistics. All data obtained were analyzed using descriptive statistics and statistical inference with the help of Statistical Package for Social Sciences (SPSS) version 25 program. According to Loeb et al., (2017) quantitative descriptive analysis describes the world or a phenomenon by identifying patterns in the data to answer questions about "who", "what", "where", "when", and "to what extent". Descriptive analysis is an attempt to simplify data. This theory is in line with the theory put forward by Sutanapong, (2015), where descriptive statistics are properties of the data collection; this statistic describing the data. As such, data alone is not descriptive research, as data serves no purpose: data dumps, versatile data dashboards, and tables of summary statistics may be useful for some purposes, but do not qualify as descriptive analysis. Inferential statistics is one of the techniques commonly used in analysing quantitative data. Inferential statistics is one of the data analysis techniques in quantitative research that requires researchers to infer and establish the relationship between samples and populations to make estimates from samples and generalize them as representatives of the population, often used because of the difficulty of

reaching very large populations by selecting samples that represent the population with appropriate methods, Marshall & Jonker, (2011). According Sutanapong, (2015) inferential statistics is defined as using the sample descriptive statistics to make an inference (estimation) of the population. Inferential statistics, used to infer from sample group generalizations that can be applied to a wider population and allow the detection of large or even small differences (significant differences) in variables or correlations between variables relevant to a particular research question. In the process of estimating sample values, it is important to set parameters by using variables as estimators because the variables are selected before the data is collected, the data will be generated by using estimators and produce parameters which are the values of the sample considered as a representation of the population. Descriptive quantitative analysis and inferential statistics are used in analysing the data to answer the research questions. Where questions regarding professional leadership practices, vision and shared goals in schools will be answered by analysing data using descriptive quantitative analysis, while questions relating to variations in school professional leadership practices, vision and shared goals in schools was answered with data that will be analysed with inferential statistical techniques. In the use of inferential statistics, the determination of a parameter using variables that have been selected before the data is collected in the process of analysing sample values becomes very important, the data was generated using an estimator and produce parameters whose values from the sample are considered to represent the population. Researchers chose this method because it was considered appropriate to analyse the data that would be obtained in the study. The results of the analysis of the data obtained was used as the result of the research.

Table 3.5: Interpretation of the Correlation Coefficient.

No	r count	Interpretation
1	0,00 - 0,199	Very weak/Weakly
2	0,20 – 0,399	Weak
3	0, 40 – 0,599	Medium
4	0,60 – 0,799	Strong
5	0,80 – 1,00	Very strong/Overpowering

Source: Sugiyono (2010) in Safitri (2014.)

In this research, researcher used 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. Researchers use thematic analysis because to determine precisely the relationship between concepts and compare the differences in results from the overall variation in practice between schools from different regions in different districts. 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 is a method in the form of comparison and similarities and differences in an event, 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 variation's practices of purposeful teaching and the concentration of teaching and learning by school level junior high school and senior high school region of origin.

Table 3.6 Research Schedule and Planning

DATE	ACTIVITIES	DESCRIPTIONS
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 preciesly.