

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design in qualitative research refers to the overall plan that directs how the research will be conducted, what data will be collected, how the data will be analyzed, and how conclusions will be drawn. This research design guides the researcher to ensure that the research objectives are achieved in an appropriate and credible way.

In this research the researcher used descriptive qualitative design. Descriptive qualitative is to describe the conditions as they are or what they are, without giving treatment or manipulation to the variable studied in the field (Dewantara, 2011). Furthermore, the purpose of this descriptive qualitative research is focused on describing a deep understanding of certain phenomena. In this research the researcher will describe the practices and variations of the school-parents partnership in the schools concerned.

B. Research Subject

To determine the research subject, the research used purposive sampling. Purposive sampling is a sampling technique of data sources with certain consideration (Sugiyono, 2017). These certain considerations, for example, respondents who are considered to know best about what researcher expect or maybe respondents are the authorities so that it will make it easier for researcher to explore the object or social situation being researched.

This research implemented in 8 schools in West Kalimantan Province. It consists of 6 regencies, namely Melawi Regency with 2 schools, Sambas Regency with 2 schools, Kubu Raya Regency with 1 school, Sanggau Regency with 1 school, Landak Regency with 1 school and Pontianak City Regency with 1 school. The schools selected in this research are:

Table 1.1 School Selected

No	School	Region of Origin
1	SMPN 1 Kubu	Kubu District, Kuburaya Regency
2	SMPN 1 Tanah Pinoh	Tanah Pinoh District, Melawi Regency
3	MTS Darul Amin	North Pontianak District, Pontianak Regency
4	SMAN 01 Teluk Keramat	Teluk Keramat District, Sambas Regency
5	SMAN 1 Tanah Pinoh	Tanah Pinoh District, Melawi Regency
6	SMAN 1 Jangkang	Jangkang District, Sanggau Regency
7	SMKN 1 Mempawah Hulu	Mempawah Hulu District, Landak Regency
8	SMAN 1 Semparuk	Semparuk District, Sambas Regency

The respondents selected in this research are:

Table 1.2 Respondent Selected

No	School	Respondent	Amount
1	SMPN 1 Kubu	School principal, deputy heads of curriculum, deputy heads of student affairs and 3 teachers	6
2	SMPN 1 Tanah Pinoh	School principal, Assistant principal, deputy heads of curriculum, teachers	4
3	MTS Darul Amin	Deputy Head of Curriculum, Deputy Head of Student Affairs, administration staff, 2 teacher	5
4	SMAN 01 Teluk Keramat	School principal, deputy heads of curriculum, deputy heads of student affairs	3
5	SMAN 1 Tanah Pinoh	School principals, deputy heads	3

		of curriculum, teacher	
6	SMAN 1 Jangkang	School principal, deputy heads of curriculum, teacher	3
7	SMKN 1 Mempawah Hulu	School principal, deputy heads of curriculum, deputy heads of student affairs, 2 teachers	5
8	SMAN 1 Semparuk	School principal, deputy heads of curriculum, deputy heads of student affairs, 4 teachers	6
Total Respondent			35

The total respondents from 8 schools are 35 respondents. Which consist of school principal, assistant principal, deputy head of curriculum, deputy head of student affair, teachers and administration staff.

C. Technique of Data Collection

Data collection techniques are the most strategic step in research, because the main purpose of this research is to obtain data. According to Arikunto (2014) states that data collection techniques are an important job in researching without knowing the data collection techniques, the researches cannot get data that meets the data standards set. To data needed in this research, it is fundamental to select appropriate data collection techniques and tools. Descriptive data collection techniques have several techniques including interviews, observation, questionnaires, action research, focus meetings, analysis of diaries and other personal texts (Hardani, et al, 2020). In this research, the researcher adopted data collection with observation and interview.

a. Observation

Observation is a data collection technique that has specific characteristics when compared to other techniques (Sugiyono, 2018: 229). In this research, researcher used 2 types of observation. There are observation participant and observation non-participant.

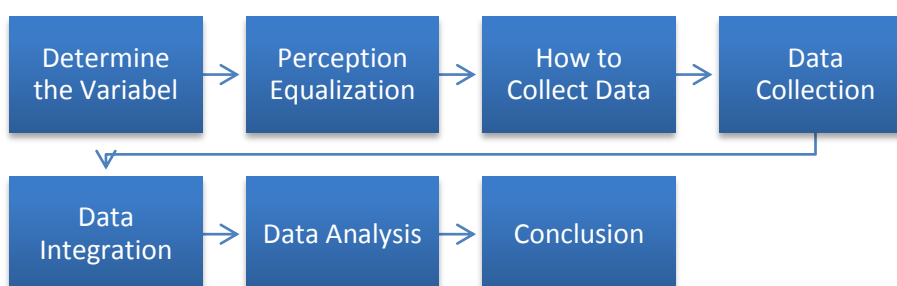
1) Observation participant

Observation Participant involves researcher actively participating in people's daily activities, rituals, and interactions (Dewalt & Dewalt, 2010) as a way to reveal or see their practices, performances, behaviors, and actions directly. In observation participant, researcher could only examine 1 school, namely SMAN 1 Teluk Keramat and to observe 7 other schools, researcher used non-participant observation technique.

2) Observation non-participant

William in Given (2008) states that observation non-participant is a relatively inconspicuous technique because the observation is carried out but without direct interaction with the participants. There are several reasons a research is more appropriate using non-participant observation due to limited access to researcher against certain groups so as not to allow opportunities to conduct participant observation. In this technique non-participant observation was conducted in 7 schools, namely SMPN 1 Kubu, SMPN 1 Tanah Pinoh, MTS Darul Amin, SMAN 1 Tanah Pinoh, SMAN 1 Jangkang, SMKN 1 Mempawah Hulu, and SMAN 1 Semparuk. The procedures in collecting non-participant observation data will:

Table 1.3 Procedures in Collecting Non-Participant Observation



b. Interview

Interview is a direct communication activity to obtain information. The form of information obtained can be in the form of written transcripts and form of audio-visual recording. According to Sugiyono (2017), an

interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a certain topic. In this research, researcher used interviews with open-ended questions. Interviews provide researches with a way to gain deeper understanding of how school-parents partnership practices.

D. Tool of Data Collection

To get good research results, tools are needed that become the basis or support for the research to be carried out. The data collection tools used by the researcher in this research include.

a. Interview guidelines

The researcher used an interview guide to make it easier to retrieve research data. Before conducting the interview, the researcher will prepare an interview instrument called an interview guide (Sukmadinata, 2013). The interview guidelines serve to make the interview more focused so that the interview can run smoothly. Through the interview guide, the researcher can find out what to ask, how to ask questions, and how to follow up. In addition to preparing the interview guide, the researcher also prepared the tools such as recorder, a blank sheet and a pan, which would be used in the interview.

b. Field notes

Field note is the process of note the activities, interactions, and observations of researchers in the form of field notes. Field notes are descriptive data resulting from observations and interactions between researchers and research participants or objects. Field notes are often used in qualitative research to record the details and context of social interactions that occur in the field. According to Marshall and Rossman (2016), field notes are complete records of what researchers observed or experienced during the data collection process in the field. In this research the researcher will make a note that function to build a detailed description of the context of research, documenting views, interviews based on what the researcher see and observe in the field that focuses on school-parents partnership.

E. Technique of Data Analysis

Technique of data analysis is one of the processes to find and compile a data that has been obtained. Data analysis is the process of arranging the order of data, organizing it into a pattern, category and basic unit of description (Moleong, 2018). The purpose of analyzing and interpreting data in a research is to answer the problems that have been formulated. The data analysis techniques used in this research are thematic analysis and cross-case analysis.

1. Thematic Analysis

Thematic analysis refers to appropriate qualitative methods that can be used when working in research groups and analyzing a large number of different qualitative data sets (Nowell, Norris, White, & Moules, 2017). In this research, thematic analysis was used to identify the pattern of events that occurred in schools in West Kalimantan Province that were involved in the practice research of the School-Parents Partnership from extent to which the practice applied by each schools.

Regarding the steps of Thematic Analysis Braun & Clarke quoted by Vaismoradi, *et al.*, (2013: 402) define there are 6 steps in compiling Thematic Analysis. The steps will be as follows:

a. Familiarizing with data

In the first step the researcher was transcribed data, reading and rereading the data, noting down initial ideas.

b. Generating initial codes

In generating initial codes the researcher was coded interesting features of the data systematically across the entire data set, collating data relevant to each code. The codes in this research were highlighted in underline.

c. Searching for themes

In searching themes researcher was collated codes into potential themes, gathering all data relevant to each potential theme. The themes in this research were highlighted in bold.

d. Reviewing themes

In this step researcher was checked if the themes work in relation to the coded extracts and the entire data set, generating a thematic map.

e. Defining and naming themes

This step is to refine the specification of each theme and the overall story told by the analysis, resulting in clear definitions and names for each theme.

f. Producing the report

The final step is producing the report. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a report of the analysis. The report in this research was highlighted in blue color.

2. Cross-Case Analysis

Cross-case analysis is a method in the form of comparisons and similarities and differences in an event or events, activities, processes in the analysis. This method is usually used for the analysis of two or more case studies to obtain a new result (Khan and Van Wynsberge 2008). In this analysis technique, the researcher will find out the variation of school-parent partnership from the school level and the region of origin. Here are six steps involved in conducting a cross-case analysis:

1) 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 sheets. It's important to maintain consistency in data formats and labeling to facilitate comparison.

2) 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 step the concept, themes, or pattern codes were highlighted in underline.

3) 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. Data reduction in this research was highlighted in italic.

4) 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.

5) 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 orange color.

6) 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 Collecting Data

1. Determine the Variable

Variables in research can be said to be concepts in a research, this concept then becomes something that must be studied or observed by the researcher. 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 researcher 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 researchers 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, with and without involving researcher going directly to the field to see an incident in the field. The data collection method used in this study was observation and interviews. Data collection methods are techniques or methods that can be used by researchers to collect data (Riduwan, 2010: 51). 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. 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 (Creswell, 2012). Without knowing data collection techniques, the research will 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 researcher, 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 researchers 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.

7. Conclusion

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

G. Research Schedule

The researcher already research and collect data on August – November 2022. The schedule and planning that the researcher will explain using table below:

Table 1.4 Research Schedule

Date	Activity	Description
Monday, 01 August 2022	Determine the variable	Determine each research variable, via zoom. Discusses what must be seen, assessed and monitored when plunging into the field.
Monday, 03 August 2022	Perception equalization	Perseption equalization ,via zoom. Equate the perception of each researchers. And determine various indicators of variables.
Tuesday,9 August- Wednesday,9 November 2022	Collecting data	Collecting data, at this stage the researcher interviews and observation the teacher regarding the questions that will be asked based on the questions concerned with the questions that have been determined.
Monday, 24 April - Sunday, 30 April 2023	Data integration	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.
Tuesday,02	Data analysis	After obtaining the data then analyzing the

May - Monday, 8 May 2023		data, where the data that has been obtained will be understood. Researchers need to understand this data analysis activity so that researchers can easily interpret it clearly and precisely.
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