CHAPTER III
RESEARCH METHOD

A. Types and Research Approach

A qualitative research design was selected as it can be an effective method of gaining understanding and perspective on the needs of students and how school counsellors are currently supporting them in their respective schools. "Qualitative research is based on the assumption that each individual, culture, and the setting is unique."[1] A qualitative research design involves the use of a theoretical lens, while inquiring into the meaning individuals ascribe to a problem.[2] The theoretical lens applied to the problem identified in this study was phenomenological. "A phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon."[3]

The phenomenon as identified in this study is the perceived academic, career, personal, and social needs of students and the services being provided to support students. Furthermore, students' needs change as they progress through and advance beyond vocational high school and the guidance and counselling program. A phenomenological approach has the advantage of allowing the researcher to obtain more in-depth and subtle information regarding these research questions as the needs of, and services being provided to, students are complex and evolving phenomenon.

In line with the above statement the fundamental considerations of research this qualitative is (1) the researcher intends to develop the conceptual thinking and understanding of the patterns contained in the data, see it thoroughly a situation, process in groups and describe it inductively and naturally; (2) the researcher intends to analyzing facts, symptoms and events related to management guidance and counseling services, the role of school

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[1]R. Clemente & B. B. Collison, "The relationships Among Counselors, ESL Teachers, and Students", *Professional School Counseling*, 3 (2000), 339.
[2]J. W. Creswell, *Qualitative inquiry and research design: Choosing among five approaches* (California: Sage Publications, 2007), 37.
[3]Ibid., 57.

counselors, and the results of counseling and guidance services at SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri; (3) the field of study of this study relates to POAC (Planning, Organizing, Actuating, and Controlling).

B. Role of Researcher

In qualitative studies, researchers are often required to clarify their role in the research process.[4] The researcher is involved in all stages of the study from defining a concept to design, interview, transcription, analysis, verification and reporting the concepts and themes. Therefore, whenever instruments are involved in qualitative research, a human being will be an integral part of the process.[5]

As a key instrument, researchers realize that he is a planner, collector and data analyzer, as well as being a reporter of the results his own research. Therefore researchers should be able to adjust to situation and field conditions. A good relationship between researchers and research subjects before, during and after entering the field is the main key to the success of data collection. A good relationship can guarantee trust and understanding. A high level of trust will helps smooth the research process so that the desired data can be obtained easily and completely. Researchers should avoid that impression harming the informant. The presence and involvement of field researchers are known openly by the subject of research.

The presence of researchers in this study is as a data collector is to make observations, interview informants, and collect documentation data in turns for approximately 2 months. The following authors present the table of execution of interviews and implementation time.

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[4]K.M DeWalt KM, *Participant Observation: A Guide for Fieldworkers* (California: Alta Maria Press, 2010), 29.
[5]Fink AS, "The Role of The Researcher in The Qualitative Research Process: A Potential Barrier to Archiving Qualitative Data", *Forum Qual Soc Res*, 1 (2000), 4.

Table 3.1 Researcher Presence Table in Data Collection

No	Interviewees	Position	School	Time
1	Drs. Gatot Sukarno, M.M	Principal	SMKN 1 Kediri	Monday, 7th August 2017 At 07.00 – 07.30
2	Budi Sugiantoro, S.Pd., M.Pd.	Coordinator of Guidance and Counselling	SMKN 1 Kediri	Monday, 7th August 2017 At 09.00 – 10.15
3	Siti Yunaningsih, S.Pd.	Teacher Guidance and Counselling	SMKN 1 Kediri	Monday, 7th August 2017 At 10.15 – 11.45
4	Drs. Setyo Budi Purwanto	Teacher Guidance and Counselling	SMKN 1 Kediri	Tuesday, 8th August 2017 At 09.15 – 10.00
5	Drs. Sunaryo, M.Pd.	Deputy Head of the Curriculum	SMKN 1 Kediri	Tuesday, 8th August 2017 At 10.00 – 11.00
6	Drs. Jatim Munir	Chairman of Career Counselling Guidance	SMKN 1 Kediri	Wednesday, 9th August 2017 At 08.00 – 09.00
7	Dra. Hermin	Subject Teachers	SMKN 1 Kediri	Wednesday, 9th August 2017 At 09.15 – 10.00
8	Drs. Sumidi	Subject Teachers	SMKN 1 Kediri	Saturday, 12th August 2017 At 08.35 – 09.15
9	Drs. Rubandono	Homeroom Teacher	SMKN 1 Kediri	Saturday, 12th August 2017 At 09.15 – 10.10
10	Nuryanto, S.Pd.	Homeroom Teacher	SMKN 1 Kediri	Saturday, 12th August 2017 At 10.15 – 11.00
11	Zakiyuddin Maulana	Student Class XII TKJ	SMKN 1 Kediri	Tuesday, 15th August 2017 At 09.00 – 09.20
12	Wulida Roby	Student Class XI TKR	SMKN 1 Kediri	Tuesday, 15th August 2017 At 09.20 – 10.00
13	Toni Prasetyo	Student Class X TITL	SMKN 1 Kediri	Tuesday, 15th August 2017 At 10.00 – 10.30
14	Drs. H. Mashari Krisna Edy, M.Pd.	Principal	SMKN 2 Kediri	Wednesday, 16th August 2017 At 07.30 – 08.00
15	Dra. Sulastri	Coordinator of Guidance and Counselling	SMKN 2 Kediri	Wednesday, 16th August 2017 At 08.30 – 09.55
16	Paija, S.Pd.	Deputy Head of the Curriculum	SMKN 2 Kediri	Wednesday, 16th August 2017 At 10.00 – 10.45
17	Drs. Ismanto	Chairman of Career Counselling Guidance	SMKN 2 Kediri	Wednesday, 16th August 2017 At 10.45 – 11.30
18	Dra. Hj. Amining Rochmad	Teacher Guidance and Counselling	SMKN 2 Kediri	Monday, 21th August 2017 At 07.30 – 08.15
19	Drs. Gatot Subagyo, M.M	Teacher Guidance and Counselling	SMKN 2 Kediri	Monday, 21th August 2017 At 08.15 – 09.18
20	Ani Romaidah, M.Pd.	Homeroom Teacher	SMKN 2 Kediri	Monday, 21th August 2017 At 09.30 – 10.00
21	Suprajitno, M.Pd.	Homeroom Teacher	SMKN 2 Kediri	Monday, 21th August 2017 At 10.00 – 11.15
22	Gatut Susila, S.Pd.	Subject Teachers	SMKN 2 Kediri	Monday, 28th August 2017 At 08.15 – 09.18
23	Haris Bahari, S.Pd.	Subject Teachers	SMKN 2 Kediri	Monday, 28th August 2017 At 09.30 – 10.15

24	Diah Ayu Wahyuningsih	Student Class X TKJ	SMKN 2 Kediri	Saturday, 29th August 2017 At 09.45 – 10.00
25	Farika Nurlaily	Student Class X AK 1	SMKN 2 Kediri	Saturday, 29th August 2017 At 10.00 – 10.20
26	Ahmad Yazid	Student Class XII MM	SMKN 2 Kediri	Saturday, 29th August 2017 At 10.20 – 10.50
27	Bambang Eko, S.E, M.Pd.	Principal	SMKN 3 Kediri	Monday, 4th September 2017 At 08.00 – 09.00
28	Drs. Hery Agus Supriyono	Coordinator of Guidance and Counselling	SMKN 3 Kediri	Monday, 4th September 2017 At 10.00 – 11.15
29	Dra. Maria Ulfa	Teacher Guidance and Counselling	SMKN 3 Kediri	Tuesday, 5th September 2017 At. 08.00 – 09.00
30	Vivi Tindarti, S.Pd.	Teacher Guidance and Counselling	SMKN 3 Kediri	Tuesday, 5th September 2017 At 09.00 – 10.00
31	Suli Kulsum, S.Pd.	Deputy Head of the Curriculum	SMKN 3 Kediri	Monday, 11th September 2017 At 08.30 – 09.15
32	Drs. Dwi Kristiobudi	Chairman of Career Counselling Guidance	SMKN 3 Kediri	Monday, 11th September 2017 At 09.15 – 10.20
33	Drs. Luluk Umiati	Subject Teachers	SMKN 3 Kediri	Tuesday, 12th September 2017 At 08.00 – 09.00
34	Nuning Kristiana, S.Pd.	Subject Teachers	SMKN 3 Kediri	Tuesday, 12th September 2017 At 09.00 – 10.00
35	Iril Tri Apriantini, S.Pd	Homeroom Teacher	SMKN 3 Kediri	Tuesday, 12th September 2017 At 10.00 – 11.00
36	Atik Kurniatiningsih, S.Pd.	Homeroom Teacher	SMKN 3 Kediri	Tuesday, 12th September 2017 At 11.00 – 12.15
37	Nadia Putri	Student Class XII Fashion	SMKN 3 Kediri	Thursday, 14th September 2017 At 09.45 – 10.00
38	Ninda Dwi Kavanya	Student Class XI Culinary	SMKN 3 Kediri	Thursday, 14th September 2017 At 10.00 – 10.15
39	Tri Dianna Sari	Student Class X Cosmetology	SMKN 3 Kediri	Thursday, 14th September 2017 At 10.15 – 11.00

C. Research Sites

The location of this research is a public vocational high school in Kediri, they are SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri. There are several basic reasons researchers chose SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri as the object of his research. First, learners are included in the age range of adolescents 15-19 years. In this period learners begin to think

and consider the selection of a more mature career in the process toward adulthood. Second, career guidance programs have been developed and implemented that are part of the guidance and guidance services to learners. Third, this school has produced students who have good quality and have been distributed in the world of work. Fourth, the three schools are the favourite vocational schools in Kediri as evidenced by a large number of students who are interested in entering school with rigorous selection and accreditation of schools got an "A".

The characteristics of the three vocational secondary schools that are the location of the research are: SMKN 1 Kediri majority of students consist of men and expertise programs offered mostly also for men, for example (Network Communication Technique, Electrical Installation Technique, Mechanical Installation Technique, Automation Technique Industry, Automotive); SMKN 2 Kediri majority of students consists of women, expertise programs offered such as (Accounting, Office Administration, Marketing, Banking, Network Communication Technique, and Multimedia); SMKN 3 Kediri majority of students consist of women and skill programs that are offered mostly for women, for example (Dress, Beauty, Culinary, and Multimedia).

Of the three vocational schools have different characteristics so that the handling of counselling and guidance services provided is also different. this is because the expertise programs offered from the three schools are also different so that students' empowerment on career issues is also different.

D. Data Sources

The data collected are data related to the research focus of the program of guidance and counselling services in developing the career of learners. According to Afifudin and Saebani, the data is divided into two are primary and secondary data. Primary data is data obtained in the form of verbal or words and behaviour of the subjects (informants), in this study the principal, vice principal, coordinator school counsellors, selected subject teachers, school counsellors, homeroom, and some students. While secondary data is data obtained from

documents and photos of activities that reflect the activities of management guidance and counselling. Secondary data is complementary data from primary data.[6]

Determination of data source (informant) in this research use snowball sampling technique, where the data source will develop according to the needs of researchers in the field. Bogdan and Biklen stated that the snowball sampling technique is a sampling technique that initially is small, so long it becomes so much that the size of the sample grows from small to large like a rolling snowball, from a small form gradually becomes large. This is done because of the number of small data sources that have not been able to provide satisfactory data, so researchers looking for additional data other people who can be used as a source of data.[7]

The principal is designated as the key informant with the consideration that the principal most responsible for the current or not smooth school activities, orderly or cross-school disputes. Consideration Another is that the principal is the first person to be invited to discuss to discuss problems, challenges, and projections will be done. The informant after the principal is the vice principal, counsellor and guidance counsellor, guidance and counselling teacher, homeroom teacher, subject teacher, and students.

E. Data Collection Procedures

Data collection is all researcher activity in finding and collecting data during this study. In this study, researchers using three techniques: observation, interview, and documentation. Following is a breakdown of the three techniques.

1. Observation

Observation is a systematic observation and recording of the elements that appear in a symptom in the object of research.[8] Observation is a

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[6]Afifudin & Beni Ahmad Saebani, *Metodologi Penelitian Kualitatif* (Bandung: Pustaka Setia, 2009), 119.

[7]R. Bogdan and S. Biklen, *Qualitative Research for Education. An Introduction to Theories and Methods* (London: Longman, 2003), 31.

[8]Afifudin & Beni Ahmad Saebani, *Metodologi Penelitian*., 134.

method of collecting data using observations against the object of research. As for this research, the writer uses the kind of frank and undercover observation that researchers sometimes say to the informant that he did the research but sometimes not told the informant.

The researcher observes the guidance management activities and counselling at SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri in personal service, learning, social and careers ranging from planning, organizing, implementing, and supervision, to describe ongoing activities and people involved in guidance and counselling management activities. The data obtained in accordance with the design of checklists that have been made by researchers, if any data is not in the checklist then the data will be recorded in the book field notes brought by researchers.

Data collection through observation has several drawbacks among others as follows: a. Limitations of human ability in storing observation results; b. Different individual point of view; c. Differences in the impression of an object; d. The tendency of individual judgment in assessing that is too high or too low.[9]

Overcoming the shortcomings that occur during the research, researchers will utilize observation aids such as video cameras, define operational definitions, set clear parameters, involving more observers as a compliment, and strive for the subject being observed not knowing that he is being observed. Things that need to be observed in this study include school conditions (facilities and facilities counselling and guidance available) and teacher guidance and counselling activities within the school.

2. Interview

The interview is a method of taking data by asking something to someone who becomes an informant or a respondent, a dialogue conducted by the interviewer to obtain information from the interview.[10]

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[9]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta: 2011), 80.

[10]Afifudin & Beni Ahmad Saebani, *Metodologi Penelitian*., 131.

Interviews are divided into three kinds, namely (a) structured interviews are interview where the researcher has been certain of the information to be obtained and researchers have prepared a series of questions for interviews; (b) Unstructured interviews are interviews where researchers are not prepared to interview guides and freer; and (c) semi-structured interviews is a blend of structured and unstructured interviews, where researchers conduct interviews more freely but researchers also prepare interview guide.[11]

The researchers concluded that the interview is one of the collecting tools data is done by performing a dialogue with the data source for achieving the goal of a study. As for this research writer using semi-structured interviews, where researchers prepare lists questions regarding guidance and counselling management and if when conducting interviews there are things that researchers feel less profound then the researcher can ask questions to get information which is more profound.

The researcher determined the first informant to be interviewed was the principal because the principal is the key to the implementation of all management at school. Furthermore, researchers conducted interviews with adjusted informants with the need for this research. Overcoming problems during doing an interview, the researcher uses data recorded in the form of field note sheet and mobile phones as recording aids. Once done interviews, the researchers recorded on a field notebook and analyzed the results interviews and sorting through the data obtained.

Table 3.2 List of Informants

No	Informants	Quantity
1	Principal	3
2	Deputy Head of the Curriculum	3
3	Coordinator of Guidance and Counselling	3
4	Teacher Guidance and Counselling	6
5	Homeroom Teacher	6
6	Subject Teachers	6
7	Students	9
Quantity		36

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[11]Sugiyono, *Metode Penelitian Pendidikan Pendekatan*., 117.

3. Documentation

The documentation examined in this study is the documents that related to the object of guidance and counselling management research at SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri such as Instruments, student data, facilities, programs, units services, program reports, field notes, photos and so on.

The following authors present the overall data collection techniques used in the study as follows:

Table 3.3 Data Collection Technique

Research Focus	Sub Focus	Data Collection Technique

1. Management Guidance and Counseling	1. Planning
	  a. Analysis of student problems
	  b. Analysis of school situation and condition
	  c. Preparation of work guidance and counselling programs
	  d. Determination of facilities and budget costs
		1. Observation
		2. Interview
		3. Documentation

	2. Organizing
	  a. Socialization of work program
	  b. Division of tasks
	  c. Cooperation with stakeholders
		1. Interview
		2. Documentation

	3. Actuating
	  a. Guidance and counselling services
	  b. Supporting activities of guidance and counselling
		1. Observation
		2. Interview
		3. Documentation

	4. Controlling
	  a. Recording of work
	  b. Set of work standards
	  c. Measure and rate work results
	  d. Take corrective and development action
		1. Observation
		2. Interview
		3. Documentation

4. The Roles of School Counsellors	1. Provide motivation to students 2. Facilitate the activities of counselling and guidance services 3. Provide information to students 4. As a mediator between	1. Observation 2. Interview

	stakeholders and the school 5. Establish communication with stakeholders related to guidance and counselling services	
5. The Result of Guidance and Counselling Services	1. Students can understand themselves 2. Students can recognize the environment 3. Students have high learning motivation 4. Students have information, understanding, and designing the career.	1. Observation 2. Interview

F. Data Validity Checking

Checking the validity of research data is done through data credibility test (internal validity), dependability test (reliability) data, transferability test (external validity/generalization), and confirmability test (objectivity). But the main thing is to test the credibility of the data by passing an extension observation, increasing persistence, triangulation, discussion with friends colleagues, member checks, and negative case analysis.[12]

As for triangulation means that researchers use different data collection techniques to obtain data levels from the same source, ie researchers using participatory observation techniques, in-depth interviews and documentation for the same data source simultaneously.[13]

Checking the credibility of data using triangulation technique, namely triangulation data collection techniques, triangulation of data sources, checking members (member check), and peer discussions. Triangulation of data collection techniques carried out by comparing data collected through interviews with data obtained through observation techniques or information obtained through study documentation. Triangulation of data sources is done by asking the truth of a data or information obtained from an informant to other informants.

Step triangulation is done as below:

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[12]Ibid., 122.
[13]Ibid., 124.

1. Researchers used in-depth interviews and participatory observation for data collection.
2. Researchers cross-examine the material records obtained to ensure there is no conflicting information between records of results interviews and observation records.
3. The confirmation result is tested again with previous information if result the confirmation is contrary to the information that has been collected previously from informants or from other sources.

Validity test through triangulation is done because in the research qualitative, to test the validity of information cannot be done by means of statistical tests. Nor does the material of truth be tested by truth tools so that the substance of truth depends on an intersubjective truth. By, therefore, something that is assumed to be true when the truth represents the truth of the crowd or stakeholders. Truth does not just emerge from ethical discourse, but also the ethnic discourse of the community studied.

G. Data Analysis Technique

Miles and Huberman argued that activity in qualitative data analysis is done interactively and continuously to complete, so the data is saturated. Data saturation sizes are indicated by no new data or information being retrieved. Activities in the analysis include data reduction, data display, and conclusion drawing/verification.[14]

The author observed the situation in SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri on how management counselling and counselling is applied, as well as conducting interviews with the competent parties and the procurement of relevant documents in the implementation of the guidance program and counselling.

The steps of data analysis in this study were conducted during and after data collection, ie data reduction process, data presentation, and withdrawal

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[14]Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (London: Sage Publication, 2004), 174.

temporary conclusions made during data collection are still ongoing, while for final verification and withdrawal is done after data collection is complete.

Data collection through in-depth interviews, observations, and documentation. The data reduction is done through the activities of sharpening, classification, selection, and organizing of data. Data Sharpening is done with transforming long words and sentences into a sentence concise and meaningful. Data classification is done through grouping similar data and looking for the pattern.

Use of check matrix data facilitate the determination of the saturation level at each research focus and avoiding the difficulty of analysis because of the accumulation of data at the end of the period data collection. In this study, the number of informants is not determined but the saturation of the data into the size.

Qualitative data analysis model Miles and Huberman there are 3 stages, namely:[15]

1. Phase reduction

    Data Reduction is the process of reduction or reduction of the amount of data there to be more focus on the research being studied. Once the data is collected and disaggregated, inappropriate data will be reduced, this data reduction process takes place during the research process runs. This data reduction is used for focusing the research data for further drawn conclusions, steps next are the data encoding, the data contained in the field notes, the research summary will be examined more thoroughly to identify the focus research. Each focus of this research has code used for organizing the data obtained from the research process.

2. Phase display

    Display data is a description of research results thoroughly and intact. This is done in order to facilitate the exposure of data that can be done in the form tables, graphs, pie chart, pictogram and the like. Through data

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[15]Ibid.

presentation then, the data organized, arranged in a relationship pattern, so that will be easy to understand.

3. Phase conclusion drawing/verification

Conclusion drawing verification is the data collection stage. In other words the exposure of the results of the whole process of data mining that led to the data inference stage. The initial conclusions are still temporary and will change when there is no strong evidence to support on the next stage of data collection.

H. Research Steps

The research steps referred to in this research is related to the process of conducting research. In this study, the authors use the stages that refer to the opinion of Lexy J Moleong, among others:[16]

1. The pre-field stage

Researchers drafted the design with the aim that researchers have a reference during the research so that research can be focused. Furthermore, the researcher takes care of the research permission to the related parties in order during the study did not experience obstacles. And lastly, researchers do field assessment to obtain information on conditions and situations in the location of research that is SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri through the various approach and some informants.

2. Stage of field work

Researchers do gathering activities data in accordance with the research design that has been made. Activities at the collection are done by way of observation, interview, and documentation. Observations made include observation of implementation of counselling and guidance services management, the role of school counsellors, and the results of counselling and guidance services. The interview was done with some informants associated with the service process guidance and counselling at SMKN 1 Kediri, SMKN

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[16]Lexy J Maloeng, *Metode Penelitian Qualitatif* (Bandung: Remaja Rosdakarya, 2011), 85.

2 Kediri, and SMKN 3 Kediri namely principal, deputy head schools, school counsellors, homeroom teachers, subject teachers, and students.

3. Stage of data analysis

   Researchers do data analysis that has been collected and checking and checking the validity of the data collected. After that, the researchers do the data smoothing given informants and make reports, present research results, revise the results of the thesis seminar, and taking the comprehensive exam.

4. Stage of report writing

   At this stage of writing this report is carried out activities such as preparing the concept of research reports, consulting with supervisors, improvement of consultation results, completion of the completion of the final exam requirements and make revisions as necessary.