

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the detail of methodology of this research and it is divided into some parts. Those are research design, approach of the research, the research instrument, data collection, data analysis, and triangulation.

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

This study uses qualitative narrative design. It is inquiry from the humanities in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives. This information is then often retold or restoried by the researcher into a narrative chronology. Often, in the end, the narrative combines views from the participant's life with those of the researcher's life in a collaborative narrative (Clandinin & Connelly, 2000).<sup>44</sup>

The research design of this study is narrative inquiry. It relates with the objectives this study are parents' contributions for character education. In this case, researcher will use the three-dimensional space approach of Clandinin and Connelly to analyze the data. Those three-dimensional elements are interaction (personal and social), continuity (past, present, and future), and situation (physical places or the storyteller's places). Interaction and continuity are the elements to analyze interview and document analysis results. Then, the

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<sup>44</sup> Creswell, John W., & J. David Creswell. *Fifth Edition: Research Design*. (London: SAGE Publication. 2018), 50.

situation is for analyzing observation results about learning proses for students in Islamic boarding school

## **B. Subject of The Study**

In order to achieve the objective of this study, there are three subjects that will give the result by the researcher as the primary data. They are teachers, parents, and students as secondary data sources. This research will use purposeful sampling to choose the subject of the study. The subject of this study is determined by taking data from the BK teacher. Student's data recommended by the counseling teacher will be taken as a data sample according to the specified character criteria, namely high, middle, or low. If the name of the target student is willing to be observed, the researcher will contact the parents for an interview. The researcher will also contact the subject teacher who teaches the student to conduct interviews and observations during the learning process.

## **C. The Research Instrument**

Research instrument is as known as instrument to measure the data. There are three instruments will be used to get the data for this research. The first is observation. This instrument will use observation guideline to get the data about school profile and students' identity. Another data is students' writing list in counseling from counseling teachers and teachers' teaching process. This blueprint and guideline of observation will be as in appendix 1.

The second instrument is interview parents about their contributions in character education. The interview blueprint and guideline for parents is

presented in appendix 2. There are 11 questions about character education contribution. The third instrument is document analysis. There three documents will be analyzed. Those are students' report from counseling teachers and home teachers, students' identity, then result of observation and interview.

It has been mentioned by Creswell (2016), Hatch (2002), and Marshall and Rossman (2016) that there are many characteristics of qualitative design to collect the data. One of them is researcher as the key instrument.<sup>45</sup> This study takes the key instrument is the researcher because it relates with how researcher take the data and she will interpret the result of data collection.

#### **D. Data Collection**

Based on research design and instrument, the process of data collection for this study is broken down into as data collection circle.<sup>46</sup> The first is locating site of this research is students in class VII, VIII and IX of SMP Al-Mahrusiyah in year 2022 – 2023. The second is gaining access and making rapport to get access for doing the research. It requires specifics guidelines for school to decide the access. The third is purposefully sampling. It will select several options about the student is high, middle, or low. These options are specified by students' report and result study. Result of purposefully sampling will determine who are the parents will be interviewed.

The fourth is after doing sampling data, researcher will collect data by doing observation, interview and document analysis. The fifth is recording

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<sup>45</sup> Creswell, John W., & J. David Creswell. *Fifth Edition: Research Design*. (London: SAGE Publication. 2018)., 257.

<sup>46</sup> Ibid., 146

information. The sixth is resolving research questions. Researcher will store the data as the last step by using data interpretation analysis.

After the whole data collection steps, then researcher do validation data is carried out by 1) constant observation, growing persistence, triangulation, and reference materials; 2) writing a research report with a full, clear, systematic, and reliable description; 3) conducting a supervisory audit of the whole research process; 4) seek agreement from data sources.<sup>47</sup>

## **E. Data Analysis**

In this study, the analysis process will be descriptive as this study approach is qualitative. The analysis technique will use interpretive analysis based on the result activities and instruments. In interpreting the data, the researcher will use code and themes. Coding information into small categories will be classified with the criteria of the study subject based on Creswell's book about Research design. Those are high, middle, low and the interview result is based on the instruments.<sup>48</sup> The next process is classification into themes. The themes here will be classified based on teaching character education in school and at home. The data will be parents' objectives, strategy, and result to teach character education. After giving code and themes, the researcher will interpret the large meaning of themes. The last is representing the process, theories, and unique features are found.

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<sup>47</sup> Aningsih, MS Zulela, Amos Neolaka, Vina lasha, Bramianto Setiawan. "How is the Education Character Implemented? The Case Study in Indonesian Elementary School". *Journal of Education and Social Research*. 2022.

<sup>48</sup> Creswell, John W., & J. David Creswell. *Fifth Edition: Research Design*. (London: SAGE Publication. 2018)., 251.

## **F. Triangulation**

Triangulation is most known to check the validation. In triangulation, the researcher can use multiple and different sources, methods, investigators, and theories to provide corroborating evidence.<sup>49</sup> Triangulation for this research is the process of corroborating the evidence from different types of data. Those are observation and interview.<sup>50</sup> This kind of triangulation is chosen because the result of an interview or observation can possibly of revealing potentially the same data and will increase the data for the finding.<sup>51</sup>

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<sup>49</sup> Creswell, John W., & J. David Creswell. *Fifth Edition: Research Design*. (London: SAGE Publication. 2018)., 251.

<sup>50</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fifth edition (Boston: Pearson, 2015). 259.

<sup>51</sup> Veronica A. Thurmond, "The Point of Triangulation," *Journal of Nursing Scholarship* 33, no. 3 (September 2001): 253–58, <https://doi.org/10.1111/j.1547-5069.2001.00253.x>.