

CHAPTER III

METHODOLOGY

This chapter presents the research method. It focuses on the method used in conducting the research. It covers research approach and design, the presence of the researcher, source of data, data collection technique, data analysis technique, checking the validity of the data, and research procedure.

A. Research Design

In an effort to describe the phenomena and to obtain accurate data related to character education management in increasing students religiosity, the study was conducted in a natural situation and in a real setting. Therefore, the study was conducted using descriptive qualitative approach.

The research approach proposed by the researcher in this study is in line with the concept of a qualitative research stated by Tanzeh, which means a research that tries to reveal holistic-contextual symptoms or phenomena through collecting data in a natural setting with the researcher as a key instrument.¹ It is also in accordance with the characters of qualitative research that have been stated by Moelong, that include: 1) qualitative research can produce a theory, develop an understanding, and explain the complex reality, 2) a research which has inductive-descriptive approach, 3) take a long time, 4) the data is in the form of description, documents, field notes, photographs, and

¹ Ahmad Tanzeh, *Metodologi Penelitian Praktis* (Yogyakarta: Teras 2011), 64.

drawings, 5) the informant can be varied, 6) process-oriented, 7) and the study is micro contextual.²

While, the design of the study is a field research study by using multi-site setting in which the subjects being studied were MAN and MA. These two settings had different characters that differ between each other in terms of the difference of curriculum structures, the difference of school programs and the difference of school cultures.

B. The Presence of the Researcher

In qualitative research, the researcher must be present in the field of the study as the researcher. She acts as the main research instrument as well. One of the characters of qualitative research, according to Moelong, is that, it cannot be separated from the observers who participate directly in the field of study. He added, the researcher is a person who determines the overall scenario of the study. Moreover, observer or researcher him/herself is a person who tells anything happens in the subject of the study. He/she conducts an observation in order to know deeply about an event and about what people are saying about it.³

Under these conditions, the presence of the researcher in this study is a must. The researcher functioned as a key instrument. This is in accordance with what Sugiyono has said that the position of the researcher in a qualitative

² Lexy J. Moelong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2008), 24.

³ Tanzeh and Suyitno, *Dasar-Dasar Penelitian* (Surabaya: elKaf, 2006), 136.

research is as a key instrument.⁴ Researcher is the key instrument to collect the data, as the use of non-human instrument is not possible to make an adjustments to what happen in the ground of research.⁵ Therefore, validity and reliability of qualitative data depend on researcher methodological skills, sensitivity, and integrity.⁶

In this study, researcher came directly to both sites of the study. Researcher directly observed and followed many activities at both schools with certain principles or codes that researcher must adhere. To that end, the presence of the researcher was necessary in order to obtain comprehensive and intact data related to strategic planning, its impelentation, and the contribution of strategic plan toward the schools quality.

C. Setting of the Study

The settings of this study were MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung. Both schools are located in two different places. MAN 2 Tulungagung is a school that is located at Jl. Ki Mangunsarkoro No. 101, Beji, Boyolangu, Tulungagung..⁷ Meanwhile, MA Darul Hikmah Tawangsari Tulungagung is a school which is located at Jl. Tawangsari Kedungwaru Tulungagung.⁸

⁴ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2008), 223.

⁵ Tanzeh, *Metodologi Penelitian...*, 70.

⁶ Dede Oetomo in Bagong suyanto, *Metode Penelitian Sosiali* (Jakarta: Kencana, 2007), 186.

⁷ Data obtained from the observation at MAN 2 Tulungagung on January 21, 2015.

⁸ Data obtained from the observation at MA Darul Hikmah on January 22, 2015.

Both of these locations showed the data that were unique and interesting to study, some of which were as follows:⁹

- a. MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung is a school that is very popular among the people of Tulungagung or can be said to have a positive ideals in the public eye. It is certainly already womanly added value for both the madrasa, given that one of the characters of school quality is good madrasah recognition of the community where it is located madrasa. Both have a boarding school.
- b. Both MAN 2 Tulungagaung and MA Darul Hikmah Tawangsari Tulungagung are very popular and are assumed by local people as a school which has good quality in religiosity. This, of course, is the additional value for both schools, since one of the characters of a qualified school is a school which is at least has a recognition from the community where the school is located.
- c. Both of these institutions can accomplish academic and non-academic achievements. This is proven by the number of awards achieved by both institutions in several activities. MAN 2 Tulungagung, for instance, is one of few schools in Tulungagung regency which could deliver its graduates to study at some popular and qualified universities in Indonesia for free although this school is just private ones. It also has some national achievements such as being the second winner in national athletics competition. Meanwhile, MA Darul Hikmah also registers itself as the

⁹ Data obtained from the interview with gatekeeper in MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung on February 6, 2015.

institution which is intensively experienced a significant increase in the number of students although the institution is located in a relatively remote area with quite difficult road and difficult access when it is being reached by public transportation. This certainly will be very interesting to study more deeply to find out how such kind of school which is located in less strategic area could have lots of students from various backgrounds and regions.

d. Meanwhile, the different uniqueness between MAN 2 Tulungagung and MA Darul Hikmah Tawang Sari Tulungagung are:

1. The structure of the curriculum. MAN 2 Tulungagung tends to use the curriculum structured by Minister of Religion. Meanwhile, MA Darul Hikmah Tawang Sari Tulungagung tends to use the curriculum structured by Minister of Religion and Gontor curriculum.
2. The school complexion. MA Darul Hikmah tends to characterize itself as modern boarding school. The school forces the students to master more than one foreign language, that is Arabic and English. Meanwhile, MAN 2 Tulungagung tends to build its image as traditional boarding school. The school forces its students to be master in reading and memorizing some classic books (*kitab kuning*), especially those which are interrelated with *nahwu* and *shorof*, such as *jurumiyah*, *imrity*, and *alfiyah*. This is the interpretation of *pesantren* which is traditionally based.

3. The school culture. At MAN 2 Tulungagung, gloves and coat are being used only for the activity of praying (*sholat*) and other religious activities such as *diniyah*. While during the learning activity in the classroom, the students must use tie and long pants completed with belt as a formal uniform to attend formal school activity. In the contrary, the students at MA Darul Hikmah Tawangsari Tulungagung, tends to use coat and gloves during the activity in the school.

Those are the reasons why researcher chose these two institutions to be studied. The researcher considered that both schools were feasible and interesting to be studied based on their uniqueness and eminency when they were compared to the other school based schools in Tulungagung regency.

D. Source of Data

Researcher directly observed the activity happened at both schools to find out the answer related to the process of formulating the strategic plan and the implementation of strategic plan conducted by the chosen schools. Those answers were called data. Hence, data in this study were anything which had relation to the focus of the research concerning on the process of formulating the strategic plan and its implementation.

The data in this study must be come out from a certain resource. This resource, then, was called source of data.

The source of data, according to Arikunto, is from which the data are obtained.¹⁰ Primary source of data in qualitative research is in the form of the words, actions, and the rest is additional data such as statistical data and photographs.¹¹

Sources of data used in this study were divided into two; human and nonhuman. Human functioned as the informant to whom the researcher used to dig the information. While, the latter was in the form of documents that were relevant to the research focus such as images, photographs, notes or writing. The following are the explanations of each source of data from where the data were taken.

1. Informant

In determining the informant in qualitative research, the researcher can choose between two techniques. They are snowball sampling and key person technique. These two techniques are in accordance with the theory proposed by Bungin.

Bungin stated that the researcher can use snowball sampling if the researcher does not know anything related to whom he/she must collect the information that researcher need. The steps in conducting snowball sampling technique are: 1) Researcher tries to find gatekeeper, that is someone who can give a permission for the researcher to study at the object, 2) Gatekeeper is the first interviewee that researcher usually interviewed to collect some data, 3) After the interview is finished,

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), 129.

¹¹ Lexy J Moelong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2008), 157.

gatekeeper, then, gives the information about the other interviewee that researcher can use as the next informant, 4) Continuously after the each interview is finished, the researcher ask the recommendation from the interviewee to select the next interviewee.¹²

The latter is used when the researcher has enough information about the object of the study nor the informant, so that he/she needs key persons to conduct the interview and observation. Key person can be in the form of formal or informal person in the object of the study. Formal person can be in the form of school principal, head deputy, teacher, and so forth. While, informal person can be in the form of society around the school.¹³

In this study, the researcher used key person technique as a means to choose and select the informants. So, the researcher set the key informants as follow:

a) MAN 2 Tulungagung

1. Headmaster
2. Deputy head of curriculum
3. School teacher
4. Students

b) MA Darul Hikmah Tawang Sari Tulungagung

1. Headmaster
2. Deputy head of curriculum

¹² Bungin, *Penelitian Kualitatif: Komunikasi...*, (Jakarta: Kencana Prenada Media Group, 2008), 77.

¹³ *Ibid.*,

3. School teachers

4. Students

2. Event

Events are used to know deeply the process of implementing the strategic plan in the form of any school programs as a follow-up action of strategic planning process that the school has done in the past. Researcher, in this study, attended directly and observed actively the school programs running during the study were conducted.

3. Document

Document is written materials or objects associated with a research focus. Documents in this study were in the form of recordings, strategic planning report, work guidelines, and data taken from school blog and website which related to all matters in relation with strategic planning and its implementation to increase religiosity based school's students.

E. Data Collection Technique

This study was conducted by using qualitative techniques in the process of collecting the data. In qualitative research, generally, the researcher can choose one or more data collection techniques that include: participant observer, in-depth interviews, life history , document analysis, researcher diary

(recording of the researcher thoughts and impressions during the time of data collection), and media content analysis.¹⁴

However, in this study, researcher used some of the techniques of data collection as follows:

a. Participant Observation

One of the techniques of collecting the data in this study was using participant observation technique. Observation, according to Bungin, is the data collection technique used to collect research data through observation and sensing.¹⁵ Hadi added that observations are conducted to obtain the data from the sources of data such as events, places, things, as well as recording and image. Researcher involved directly in some activities carried out by the school, while also collecting the data systematically in the form of field notes.¹⁶

In this study, the researcher conducted structured observation technique to collect the data about the general condition of both sites of study, anything related to the process of strategic planning, school programs that demonstrate the implementation of the strategic plan, as well as other data related to the research focus.

When conducting the observation, researcher also wrote some notes which were called field notes to ease the process of analyzing the data and to cover the researcher limitation in memorizing anything

¹⁴ Burhan Bungin, *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu Sosial Lainnya* (Jakarta: Kencana, 2011), 43.

¹⁵ *Ibid.*, 115.

¹⁶ Sutrisno Hadi, *Metodologi Research* (Yogyakarta: Pustaka Pelajar, 2006), 199-203.

happened during the observation. This field notes covered the time, place, and theme of anything seen during the observation. Researcher also used a camera to record the events in the form of photographs and asked researcher colleague to assist and to become researcher-discussion mate.

b. Interview

The main source of data in qualitative research is in the form of human. To collect the data or information from this source, it demanded a technique namely interview. In qualitative study, this interview is required to dig out the data as much as possible.

Interview is a conversation between two people, in this case between the researcher and informant, with a particular purpose that is, to find out the information or data.¹⁷ Informants are expected to be someone who master and understand the data, information, or facts related to the activity of strategic plan and/or its implementation.

The steps in conducting in-depth interview were shown briefly as follows: 1) decided the informants, 2) prepared any needed things for the interview , 3) initiated or opened the interview, 4) carried out the interview, 5) confirmed the results of the interview, 6) wrote the interview transcript, 7) and identified follow-up action of the interview.

Researcher conducted open interview by employing unstructured interview in which the interviewee knew that the interviewer was a

¹⁷ Burhan Bungin, *Penelitian Kualitatif: Komunikasi....*, 109.

researcher who conducted the interview to collect the data. An interview conducted in this study were used to collect the data related to the strategic planning process, implementation of strategic plan, as well as the contribution of the implementation of strategic plan toward the school quality from the school members that have being chosen as the informants. The researchers are also used some needed tools such as tape recorder , pen, pencil, blocknote, rubber eraser, stopmap, and a list of questions to assist the process of doing in-depth interview.

c. Documentation

As stated earlier, qualitative research data, mostly, are obtained from human sources through observation and interviews. However, the data from non-human sources such as documents, photographs, and statistics data are also need to be presented in order to strengthen the research findings and to ease the data analysis. That is why, the researcher also used documentation technique to collect the data.

In this study, the researcher used documentation technique to record important documents and photographs that were directly related to the research focus. The data which was being collected by the researcher were in line with what Bogdan and Biklen have said that includes personal documents and official documents.¹⁸ However, the researcher in this study only used official documents obtained from both MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung

¹⁸ Bogdan and Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods* (Boston: Allyn and Bacon Inc., 1998), 97-102.

such as the document of strategic plan, work guidelines, internal magazine, and data from flash disc, blog, and website. All of those data were collected with the help of flash disc, camera and other needed tools.

F. Data Analysis Technique

The data in this study were analyzed inductively. It is because qualitative research is not started from deduction of theory, but started from the empirical fact that occur in the field where the study was conducted. That is why the researcher went to the field of study to learn, analyze, interpret, and draw conclusion of the phenomena occur in this field. It is in line with what Margono who said that in qualitative research, researcher directly involve in the field of study to learn, analyze, interpret, and deeply draw a conclusion of certain phenomena.¹⁹

Data analysis in qualitative research can be conducted by researcher before entering the field, while studying in the field, and after completing the study in the field.²⁰ In this study, the analysis of the data before entering the field was still tentative and developed in accordance to what happen in the field of study. While, the data analysis during the study was conducted in conjunction with the process of collecting the data. Furthermore, data analysis after completing the study was conducted after the process of collecting data was finished. Finally, the findings of this study were then formed into a theory

¹⁹ Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta: 2004), 38.

²⁰ Sugiyono, *Metode Penelitian...*, 336.

to develop the existing theory about strategy planning and strategy implementation in educational management to improve the quality of school.

As stated in previous discussion, this study was conducted with multi sites design. As consequence, the data were analyzed in two steps, as follows:

a. Single Site Analysis

Single site analysis was conducted on each sites of study, that are, MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung. The analysis was done in conjunction with the collection of data and when the data has been collected. In analyzing the data at each site, researcher used the theory of Miles and Huberman that presents two basic models of analysis, namely:²¹

1. Data Reduction

Data reduction is the activity of sharpening data, classifying data, directing data, disposing of unnecessary data, and organizing data so that the final conclusion can be obtained and verified. Data reduction is performed continuously during the study even before the data is completely collected.

In this study, data reduction was done to select the data which were relevant with the focus of the study. In other words, unrelated data were discarded.

²¹ Miles and Huberman in Margono, *Metodologi Penelitian...*, 39.

In addition, all of the data which has been collected were given a code. The code given was based on each research focus, so that it could ease the researcher in identifying and coordinating the data.

2. Data Presentation

Presentation of data is intended to discover meaningful patterns, to provide the possibility of drawing conclusions, and to take further action. The data in this study were in the form of statements with narration from where the data were obtained by doing the interview. The presented data, then, were given narrative account.

3. Drawing Conclusion

The activity of analyzing the data in this study was drawing conclusions and doing data verification. Data analyses that were conducted during the process of data collection and after data have been collected was used to draw conclusions to find a pattern of the events that occurred in the field of study. From these events, then, the conclusions were drawn.

b. Cross-Sites Analysis

Cross-site data analysis aimed to compare and integrate the findings obtained from each site of study. In this study, the process of cross-site data analysis included the following activities: 1) formulated propositions based on the findings of the first site and then followed by the findings of a second site, 2) compared and integrated theoretical findings from both

sites, 3) formulated some theoretical conclusions based on the result of cross-site analysis as a final finding of the research.

G. Checking Validity of Data

To establish the validity of the data, it is necessary to check them to determine whether or not the data are valid. Therefore, the researcher should use a certain technique to check the data validity. In this study, the validity of the data was based on the following principles:

a. Credibility

To assess the data of a research whether it is credible or not, researcher conducted the examination in several ways, they are:

1. Extend the time period of the study.

Time period extension of the study can avoid the distortions that might occur during data collection, reduce errors, reduce the possibility of falsehood data or information from the informants, as well as allow researcher to reproduce the informant to corroborate the findings.²²

In this study the lengthening of time period of study was done to get better understanding of the data. The researcher needed to dig out the data as much as possible until the data were saturated. That is why, the researcher lengthened the time to get more and more

²² Burhan Bungin, *Penelitian Kualitatif: Komunikasi....*, 255.

informants from where the researcher could collect many information and data.

2. Triangulation

The researcher also used triangulation of data sources and triangulation of methods to get valid data.

- a. Triangulation of source of data, according to Bungin is finding the truth by comparing the observed data with the interview, and by comparing the information from one informant to the other informant.²³

In this study, therefore, the researcher directly confirmed some important data obtained from one informant with the data obtained from another informant. That is why, the researcher was also verifying the data by interviewing more than one interviewee to get the most correct or valid data.

- b. Triangulation method. According to Bungin, triangulation of data is looking the validity of data by comparing the data obtained from one technique of collecting data to the result of data taken from another technique.²⁴ For instance, the data taken from interview is verified with the data taken from observation, and so forth.

In this study, triangulation of method was done by performing checking process on the use of data collection methods. The

²³ Lexy J. Moeloeng, *Metodologi Penelitian Kualitatif*..., 330.

²⁴ Burhan Bungin, *Penelitian Kualitatif: Komunikasi*..., 257.

information obtained from the interview was checked to the information gathered from other observation and documentation. If there were found any differences, the researcher, then, conducted further discussion with the informants to ensure the data that were assumed to be true.

3. Discussions with colleagues. The researcher in this study, held a discussion with informants who understand the research issues such as with friends or sources of data that really understand the case of the study.
4. Adequacy of references. The researcher gathered many references either obtained from others or researcher herself to test and correct the collected data such as school's official documents, images, taped interviews, and field notes.
5. Negative case studies. The researcher carried out negative case study by looking at any suspected data to be corrected by doing cross-check data with other informants.
6. Member check. The researcher performed member check by doing direct confirmation with a group of the informant who were directly involved in the study so that the most valid data can be accomplished.

b. Transferability

Researcher tried to accomplish the transferability of data by writing the report which described in detail, clear, systematic, and trusted

description of the research findings. Thus, the results of the study could be read clearly so that the readers were able to get a clear description of the results of this study and decide the important information about strategic planning and/or its implementation to be implemented at their institution or organization.

c. Dependability

In this research, the researcher conducted an audit of the overall results of the study. To audit the result of the study, the researcher consulted it with thesis advisors and researcher colleagues in associated with a whole series of studies.

d. Conformability

Conformability means the certainty of the research result. Certainty of a research results is achieved if there are a lot of people agreed to that result. Therefore, in this study, the researcher conducted member-check to obtain definitive results. Besides that, the researcher also conducted the study which appropriate and in series with the research procedure of qualitative study.

H. Research Procedure

This study was started by preliminary study that was conducted on November 25, 2014. Preliminary study was conducted by observing some *madrasah* based schools in Tulungagung regency to decide the most qualified ones. It also conducted with the purpose to find out the unusual phenomena that occur in both MAN 2 Tulungagung and MA Darul Hikmah Tawangsari

Tulungagung. The researcher directly observed the activity in the school and interviewed each school principal to find out brief information of each *pesantren* based school.

The next activity was developing research focus and designing research approach, research design, and research method to direct the study. The researcher developed research focus and divided into research questions which might be change due to the real condition at the schools in which the study was conducted. Researcher also designed a descriptive study with qualitative approach and multi sites design to direct this study.

After research focus and research method was completely formulated, then, researcher started to conduct the study at March 30, 2015 until June 30, 2015. Researcher tried to find out and dig out any data related to the research focus by using some techniques of collecting data such as interview, observation, and documentation.

During the study and after the study was finished, researcher wrote the report of the study. This activity was conducted from March 13, 2015 to July 30, 2015. This activity involved writing interview transcript, writing field notes, and writing the entire research report in the form of thesis which covered six chapters.

The last activity in this study was reporting the research result to both MAN 2 Tulungagung and MA Darul Hikmah Tawangarsi Tulungagung. It is done in order that both schools could understand more the research result which might give contribution to develop their students' quality.