

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study used qualitative method describes the method supported the qualitative. Qualitative research seeks to gain a comprehensive understanding the phenomenon that is based on the research topic, terms and definitions. At the same time, quantitative data is used to support the interpretation the data. This study is a case study that examines the implementation the current curriculum. Scientific research is a case study. Case study seeks to provide information for decision making. Qualitative research is a research method with an exploratory purpose. The researcher studies the phenomenon to obtain results that can be used as a basis or strong evidence. This study takes the form implementing an Merdeka Curriculum for learning English in SMPN 20 Kota Bengkulu.

The researcher collects data from real-world settings using primary sources and obtains information from primary triangulation evidence such as interviews, observations and

documents. The researcher conducts a thorough and comprehensive study all activities related to the Merdeka process.

The table below shows how the CIPP model should be used when creating a vertical curriculum.

Context	Educational Unit Operational Curriculum
Inputs	Facilities and infrastructure Teacher Learners Teaching Module
Process	Learning Activities. Assessment and Reflection Implementation P5
Products	Learning Results Report P5 report card

Table 3.1 CIPP Test Types

B. Data and Data Sources

Research data refers to the information collected in the study. All data in this research are related to the implementation of Merdeka curriculum at SMPN 20 Kota Bengkulu. The source of data refer to subject from whom the data are collected. In qualitative research, the primary sources of data are spoken words

and actions, while additional sources, such as documents, serve as supporting references.

In this study, the main data sources include interviews with school principals and teachers. Additionally, observational data were obtained through direct observations conducted by the researcher. The subjects of this study consist of school principals and teachers at SMPN 20 Kota Bengkulu. The data collection methods used in this study include interviews, observations, and document analysis.

C. Research Procedures

The research process is divided into three stages: the preparation stage, the implementation stage, the extraction stage and the final stage.

1. Research Preparation

Activities during the preparation period include:

- a. A pilot study is being conducted to determine the extent implementation and research topics regarding the Merdeka curriculum in SMPN 20 Kota Bengkulu.

- b. The tools used to create research instruments are interview guides, handbooks and observation guides.

Documents such as research and behavioral training images, interview results, field notes, and research permits are also used to summarize all research activities.

2. Implementation research

The implementation period includes the following activities:

- a. The English method is used as the teaching model in Merdeka.
- b. The aim distributing the newsletter to school principals and teachers is to identify the types activities that teachers engage in and the reasons why they implement independent approaches to English language learning.
- c. We surveyed headteachers and teachers to find out their views on the implementation the Independent Anglican Curriculum.

3. Discussion and decision-making

Activities at this level include organizing the data described in the discussion and analyzing data from interviews, surveys, and documents to explain the research findings.

D. Data Collection Techniques

The type data obtained in this study is qualitative data and the data collection method is direct data collection method, and the following methods were used.

1. Conversation skills

An interview is a conversation in which the interviewer participates in the process obtaining information (Arikunto, 2008: 155). An interview consists two parts: the interviewer asks questions and the interviewee answers these questions. Although the researcher cannot provide answers to the questions, he or she can gain a deeper understanding the research problem.

The purpose the interview is to ask a clear question and ask the respondent to express his/her thoughts and opinions. In this interview, the researcher prepared an interview guide but the researcher was open and wrote down what he/she said to relay to

him/her. The interviewer in this interview was an English teacher at SMPN 20 Kota Bengkulu. The purpose this interview was to determine to what extent the self-directed learning method was implemented in the curriculum at SMPN 20 Kota Bengkulu.

The researcher will complete the data collection using the documentary method. The data will be collected using the documentary method. According to Sugiyono (2009: 329), documentation is a record events. Documentation supports the interviews in this study. Documentation can be in the form text or images or any work. Documentation is the image the English teaching materials, equipment and other resources the Merdeka curriculum.

2. Observation skills

- 1) Sutrisno Hadi (1986) in his book Suharshimi Arikunto (2012:203) suggests that observation is a complex process involving various biological and psychological processes. The researcher conducts the research through observation and notes.

2) The practice collecting observational data is divided into two types: (1) participant observation and non-participant observation. This study used participant observation data collection, which means that the researcher is involved in the research program. This observation ensures the completeness, accuracy and transparency the data. The researcher uses observation to implement English language learning in an independent primary school curriculum to collect data on teacher competence and student achievement.

E. Research Instruments

a. Interview Guide

The interviews were conducted to obtain information about the teachers' knowledge of the curriculum, their teaching abilities, personal, social and pressional relationships. The interviews also provided detailed insights into students' learning conditions, the availability of teaching materials, and the state of technical resources and equipment. The interview procedure is presented in the appendix.

b. Observation Guidelines

The evaluations were conducted in the following areas: 1) context (including the KOSP evaluation); 2) input (including an assessment the institutional and premises conditions, the teacher situation, the student situation and the teacher-designed learning units); 3) process (related to the monitoring and implementation learning, the administration formative assessment and reflection on practice); 4) evaluation results (focusing on the known outcome reports and the P5 report). For detailed evaluation guidelines, refer to the Appendix..

F. Data Validity Technique

Data validation is an important part of qualitative research. In checking the validity data in this qualitative study, the researcher relies on four criteria: reliability, transferability, credibility, and acceptability (confirmability) (Mollyung, 2007: 324).

In this study, the validity the experimental data was verified using the triangulation method. The triangulation method checks the validity data in different places, methods, time periods, and perspectives. However, in this study, the researcher only uses

triangulation multiple sources and different methods or approaches. The triangulation method multiple sources and methods can be used to verify and refine the evidence that has been obtained.

Researcher used triangulation as a great way to eliminate inconsistencies in research findings comparing data from different sources and methods. Triangulation is achieved obtaining and analyzing data from multiple sources. In this case, the sources in the study are principals, teachers, and students.

Triangulation is accomplished through various methods such as interviews, observations and documentation, obtaining and analyzing data from one source.

G. Data Analysis Technique

Research is the process collecting data to get an accurate and precise picture the research topic. This research used field research methods. Qualitative research and analysis focuses on field methods and goes through specific methods and data collection to find the most reliable data.

The data for analysis is the previously collected data (data collection). The data is taken from interviews, observation and documents teachers in SMPN 20 Kota Bengkulu. This study used the research Milo and Huberman Sugiyono (2012: 337-345), which consists data collection, data processing, reporting and conclusions/validation as follows.

1. Data collection

Data collection is the first step in obtaining the data required for the study, the researcher collects the data in accordance with the prepared research guidelines. To implement the Merdeka data collection method, the researcher obtains data through interviews, surveys and documents that are recorded and collected to support the rest the study. The data from the questionnaire is authoritative, so it can be analyzed and converted into quantitative data (Arikunto, 2006).

After adding up all the values in the range, calculate the percentage using this formula:

$$DP = n/N \times 100\%$$

Information:

n: The number values obtained

N: The total number all values

DP: Descriptive percentage

Source: Ali (1993:184)

In this study, we used qualitative descriptive analysis to explore the meaning data based on actual ratings obtained independently survey results.

2. Discount is provided

In this study, the data processing process consists several steps: (1) defining the study, (2) organizing or presenting, (3) organizing the data, (4) eliminating irrelevant data, and (5) organizing the data so that conclusions can be drawn (Miles and Huberman, 1992: 16-17). Data are collected, selected, presented according to the problem statement, and then selected to explain the problem statement. Data are classified according to the focus the study and then coded according to the research instruments and information.

3. Check the information.

After analyzing the data, the next step is to present the data. You can conduct a qualitative analysis and present the data using short descriptions, diagrams, relationships between categories, flow charts, etc. The information presented in this study is a summary and systematic explanation of the findings so that the main themes can be easily identified and each summary shows how it fits into the focus of the study. However, tables support the classification when presenting the data in this study. The data obtained is expected to support and explain the work done.

4. Conclusion/Verification

The final step is to analyze the data to drawing conclusions. The findings of a qualitative study may answer to the initial research question, however, in qualitative research, research questions and question structure remain limited and cannot be answered because they evolve as the field develops.

The activities performed at this level include (1) reviewing findings reviewing expert opinions, especially relevant opinions,

(2) conducting research, starting with interviews and writing articles, and (3) drawing conclusions from the research. The conclusions obtained are expected to be consistent with the assessment the research and to generate new results.

