Qualitative Research Paradigm in Education

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Abstract
The basic belief of the positivism paradigm is rooted in the ontology of realism which states that reality exists (exist) in reality and runs according to natural law (natural law). Research seeks to reveal the truth of the existing reality, and how that reality actually works. Looking at the passage of time, the paradigm of post-positivism, critical theory and even constructivism has developed. The post-positivism paradigm emerged as an improvement to the view of positivism, where the experimental approach methodology through observation was deemed insufficient, but must be complemented by triangulation, namely the use of various methods, data sources, researchers and theories. Critical theory in viewing a reality is full of certain ideological contents, such as neo-Marxism, materialism, feminism and other understandings.

INTRODUCTION
According to Strauss and Corbin (2003) qualitative research is meant as a type of research whose findings are not obtained through statistical procedures or other forms of calculation. Furthermore, qualitative research was chosen because of the stability of the researcher based on his research experience and qualitative methods can provide more complex details about phenomena that are difficult to reveal by quantitative methods. The process of qualitative research in order to produce truly useful findings requires serious attention to various things that are deemed necessary. In discussing the process of qualitative research, at least three things need to be considered, namely the position of theory, research methodology and qualitative research design.

DISCUSSION
Viewed from the axiological aspect, the purpose of science (science) is to seek the truth and help humans overcome their difficulties in life in order to achieve prosperity. A college where various experts gather has the aim of developing knowledge where in the end there is a storehouse of knowledge, what actually happened was the development of various theories (Ahmad Tafsir, 2006).

Understanding theory according to Marx and Goodson (1976, in Lexy J. Moleong, 1989) is a rule explaining propositions or a set of propositions relating to some natural phenomenon and consisting of symbolic representations of (1) observable relationships among events (being measured), (2) the mechanism or structure that is thought to underlie such relationships, and (3) the inferred relationships and underlying mechanisms that are intended for and observed data without any direct manifestation of any empirical relationship. There are at least four functions of theory, namely (1) to systematize research
findings, (2) to be a driving force for formulating hypotheses and with hypotheses to guide researchers in searching for answers, (3) to make predictions on the basis of findings, (4) to present explanations and explanations, in this case, to answer the 'why' question.

Qualitative research can start from a theory that has been recognized as true and can be compiled at the time of the research based on the data collected. In the first type, theories that are appropriate to the research problem are put forward, then in the field verification is carried out on existing theories, which ones are appropriate and which need to be corrected or even rejected.

Qualitative research recognizes the existence of a theory that is composed of data which is divided into two kinds of theories, namely substantive theory and formal theory (Lexy J. Moleong, 1989 and Mubyarto, et al., 1984). Substantive theory is a theory developed for substantive or empirical purposes in the inquiry of a science, such as sociology, anthropology, psychology and so on. Examples: patient care, racial relations, professional education, delinquency, or research organizations. On the other hand, formal theory is a theory for formal purposes or conceptually structured in the field of inquiry of a science, such as sociology, psychology and so on. Examples: aggressive behavior, formal organization, socialization, authority and power, reward systems, or social mobility.

The elements of the theory include (a) conceptual categories and their conceptual areas and (b) hypotheses or generalization relationships between categories and areas and integration. Category is a conceptual element of a theory while the area (property) is an aspect or element of a category. What needs to be emphasized in qualitative research is that the status of the hypothesis is something that is suggested, not something that is tested between category and area relationships. Thus, researchers from the beginning of field research will be active in formulating hypotheses in the context of theory formation. These activities include both the preparation of new hypotheses and the verification of hypotheses through comparisons between groups.

Examples of theoretical elements by type of substantive theory and formal theory can be seen in Table 3.

Table 1. Elements of Theory and Examples

<table>
<thead>
<tr>
<th>Elements of Theory</th>
<th>Types of Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Substantive</td>
</tr>
<tr>
<td></td>
<td>Community loss due to patient death</td>
</tr>
<tr>
<td>Category Region</td>
<td>Calculating public losses on the basis of clear and studied patient characteristics</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>The higher the loss to society from patients who die, 1. the better the treatment 2. More and more nurses are developing reasons for death to explain their deaths</td>
</tr>
</tbody>
</table>

Selection of Research Methodology

Qualitative research aims to interpret social phenomena. The research methodology used is multi-methodology, so there is actually no specific methodology. Qualitative researchers can use semiotics, narrative, content, discourse, archives, phonemic analysis, and even statistics. On the other hand, qualitative researchers also use approaches, methods and techniques of ethnomethodology, phenomenology, hermeneutics, feminism, rhizomatics, deconstructionism, ethnography, interviews, psychoanalysis, cultural studies, survey research, and participant observation (Agus) Salim, 2006). Thus, no particular method or practice is considered superior, and no technique can be discarded immediately. When compared with the research methodology proposed by Feyerabend (in Chalmers, 1982) it may be close to accuracy, because according to him any methodology can be used as long as it can achieve the desired goal.

The use and meaning of these different qualitative research methods makes it difficult to reach agreement among researchers on the underlying definition of it. Furthermore, Agus Salim (2006) states that if a definition must be made for a cultural approach, qualitative research is an interdisciplinary field, cross-disciplinary, sometimes even a counter-disciplinary area.

On the other hand, qualitative research also crosses the humanities, social sciences, and physics. This means that qualitative research has a focus on many paradigms. Its practitioners are very sensitive to the value of a multimethod approach. They are committed to a naturalistic point of view and an interpretative understanding of human experience. At the same time, this field is political and shaped by a variety of ethics and political positions.

Although qualitative research is multi-methodological, like quantitative research it is necessary to consider the validity of the data. Comparison of the validity of research in parallel between qualitative and quantitative research is as follows:

Table 4. Equivalent Validity between Qualitative and Quantitative Methods

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Equivalent to</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credibility</td>
<td>Equivalent to</td>
<td>Internal validity</td>
</tr>
<tr>
<td>Transferability</td>
<td>Equivalent to</td>
<td>External validity</td>
</tr>
<tr>
<td>Dependability</td>
<td>Equivalent to</td>
<td>Reliability/ Consistency</td>
</tr>
<tr>
<td>Confirmability</td>
<td>Equivalent to</td>
<td>Objectivity</td>
</tr>
</tbody>
</table>

Source: Agus Salim, 2006

According to Denzin and Lincoln (1994 in Agus Salim, 2006) in general qualitative research is a process of various steps involving researchers, theoretical and interpretive paradigms, research strategies, methods of collecting data and analyzing empirical data, as well as developing interpretation and exposure.

Qualitative Research Design

In contrast to conventional research that is quantitative in nature, in qualitative research, the research design is not predetermined. Even so, according to Bogdan & Biklen, 1982 in Arief Furchan, 1996) the function of design remains the same, namely it is used in
research to show research plans on how to move forward. Lincoln and Guba (1985) identified the following elements or elements of naturalistic design:

**Determination of research focus (initial focus for inquiry)**

Determination of the research focus is done by choosing the focus or subject matter chosen to be studied, and how to focus it: the problem is very general at first, then gets the focus aimed at specific things. However, that focus can still change. Focus is very important because there is no research without focus, while the nature of the focus depends on the type of research being carried out. For example, for research the focus is on problems, for evaluation the focus is on evaluation, and for policy analysis the focus is on policy choices.

**Paradigm adjustment with research focus.**

Questions that can arise in the preparation of the design include: (a) Is the phenomenon represented by multiple and complex constructions (a multiplicity of complex social constructions)?; (b) to what extent is the level of interaction between the researcher-phenomenon and to what degree is the degree of uncertainty of that interaction faced by the researcher?; (c) to what degree is the context dependent?; (d) is it reasonable to state a conventional causal relationship on the elements of the observed phenomenon or is the relationship between symptoms mutually simultaneous shipping?; (e) to what extent are the possible values crucial to the results (context and time-bound or context and time-free generalization)?

**Adjustment of the research paradigm with the selected substantive theory**

The suitability of the reference theory used (if any) with the social nature of the reference is very important in qualitative research. In qualitative research, if the findings can give rise to grounded theory, then the research can be continued. The theory that emerges from below should be consistent with the paradigm of the method that produced the theory.

**Determination of where and from whom data will be collected**

In qualitative research there is no definition of population, sampling also has different interpretations from other methods. In qualitative, sampling is the researcher's choice about what aspects, of the events, and who is the focus at certain times and situations. Therefore, it is carried out continuously throughout the study. That is, the purpose of sampling is to cover as much contextual holistic information as possible. In other words, sampling does not have to be representative of the population (quantitative research), but rather representative of holistic information. In planning the sampling the following steps are considered; (a) prepare identification of initial elements; (b) prepare the emergence of samples regularly and purposively; (c) setting up continuous smoothing or focusing of samples; and (d) prepare for a sampling stop. It should be noted that these plans are only temporary, because none of the steps can be fully developed before the start of field research.

**Determination of the research phases sequentially**

In research, the stages of research are determined, and how to move from one stage to another in a cyclical process. These stages have three main phases: First. Orientation stage by getting information about what is important to find, or orientation and review. Second,
the exploration stage by finding something in a focused exploration, and third, the
member check stage by checking the findings according to the right procedure and
obtaining the final report.

**Determination of instrumentation.**
The research instrument is not external, but internal, namely the researcher himself as an
instrument (human instrument). Other forms of instruments may be used if any. For all
naturalistic research, evaluation or policy analysis is most useful if the human instrument
is organized in a team, with advantages in terms of roles, values perspective, discipline,
strategy, methodology, internal checks and mutual support.

**Data collection planning**
A human instrument operating in an unspecified situation, where the researcher enters an
open field, thus not knowing what is not known. For this reason, researchers must rely on
qualitative techniques, such as interviews, observations, measurements, documents,
recordings, and non-verbal indications. In the data recording is divided into two
dimensions, namely fidelity and structure. Fidelity refers to the researcher's ability to
show tangible evidence from the field (high fidelity, for example video or audio
recordings, while low fidelity, for example field notes). While the dimensions of the
structure include structured interviews and observations.

**Analytical procedure planning**
Data analysis was carried out throughout the study and was carried out continuously from
the beginning to the end of the study. Observation is not possible without analysis to
develop hypotheses and theories based on the data obtained. Data analysis is the process
of systematically tracking and arranging interview transcripts, field notes, and other
materials so that researchers can present their findings. Data analysis involves the work
of organizing, solving and synthesizing data as well as searching for patterns, revealing
what is important and determining what is reported. Due to the large number of analytical
models proposed by experts, researchers should choose one of the models recommended
by these experts.

**Logistics planning.**
Equipment planning (logistics) in qualitative research can be grouped into five categories,
namely: (a) considering the overall initial logistics needs before project implementation;
(b) logistics for field visits before, being in the field; (c) logistics for while in the field;
(d) logistics for post-site activities; and (e) logistical planning for ending and closing
activities.

**Plan for data validity check**
Examination of the validity of the data in qualitative research includes four techniques.
First, credibility (credibility), namely the criteria to meet the truth value of the data and
information collected. This means that research results must be critically trusted by all
readers and from respondents as informants. For credible research results, there are seven
techniques proposed, namely: prolonged engagement of researchers/observers (prolonged engagement), persistent observation (persistent observation), triangulation (triangulation), peer debriefing, negative case analysis (negative case analysis),
checking for referential adequacy (referential adequacy checks), and checking members (member checking).

Second, transferability (transferability). This criterion is used to fulfill the criteria that the results of research conducted in a certain context (setting) can be transferred to other subjects who have the same typology.

Third, dependability (dependability). This criterion can be used to assess whether the qualitative research process is of quality or not, by checking: whether the researcher was careful enough, whether he made mistakes in conceptualizing his research plan, collecting data, and interpreting it. The best technique used is the dependability audit by asking the dependent and independent auditors to review the researcher's activities.

Fourth, confirmability (confirmability). Is a criterion for assessing the quality of research results. If dependability is used to assess the quality of the process taken by the researcher, confirmability is used to assess the quality of research results, with the emphasis on the question of whether the data and information and interpretations and others are supported by the material in the audit trail.

CONCLUSION

From the various descriptions stated above, research is a process that requires serious attention if quality research results are to be obtained. Attention Table 4 below, which describes a summary of qualitative research as a process.

REFERENCES