CHAPTER III

RESEARCH METHODOLOGY

This chapter provides complete details on the research methodology, which includes research design, research subject, data collection, research procedure, and data analysis. Therefore, it will be explained as follows:

3.1 Research Design

The research design is meant to give a suitable structure for a study. The choice of research strategy is a critical decision in the research design process since it dictates how relevant information for a study will be gathered (Mouatasim & Hadid, 2020). In this current study, the researcher used the qualitative method. In general, qualitative research refers to a group of research methodologies that don't rely on quantitative measurement or statistical analysis to create conclusions. Participant observation, ethnography, individual and focus group interviews, and other techniques are frequently used in qualitative research (Hamilton & Finley, 2020). These approaches employ a variety of empirical resources, including case studies, life experiences, and tales, to demonstrate the routines and difficulties that persons face in their daily lives by concentrating on their in-depth meaning and motives, which cannot be quantified. Because of its exploratory nature, it is a helpful strategy for examining a phenomenon with minimal available information. As a result, the qualitative method can create new insights, ideas, and hypotheses (Taherdoost, 2022). Thus, by the definition and general explanation of the qualitative method, it is the best way for researcher to analyze data.

3.2   Research Subject

        The subjects of this study were 10 students of Universitas Muhammadiyah Malang who attended Teaching Assistance at SMAN 3 Malang. A total of 10 students from Faculty of Teacher Training and Education were invited to participate in this study, including 1 male and 9 females. All subjects were asked to participate in the research, but only five subjects were selected for the interview stage because the researcher had reduced the questionnaire data.

3.3   Data Collection

        The researcher chose two instrument to collect data, namely:

3.3.1   Questionnaires

        A questionnaire is a series of questions that may be used to collect information from a range of people about the study's objectives (Sharma, 2022). When resources are limited, a questionnaire is employed since it is generally affordable to prepare and administer; a questionnaire makes the best use of time, which is a valuable resource; participants' privacy is maintained since they will only reply truthfully if their identity is kept disguised and confidentiality is respected; and the questionnaire can be used to confirm findings when it is correlated with other studies that have the funding to investigate alternative data collection methods (Roopa & Rani, 2021). Sharma (2022) also mentioned that the length and quantity of questions, the language and comprehension of the questions, the relevance of the population to which it is administered, and the mode of administration—self-administered, paper method, or electronic method—all affect the quality of data obtained by a particular questionnaire. Closed-ended or restricted-choice questions provide respondents with a fixed set of options from which to choose. Open-ended, or long-form, inquiries allow

respondents to provide replies on their own terms. Because there are no constraints on their options, respondents can react in ways that researchers may not have considered otherwise. Open-ended questions can be answered in writing for more precise data collection.

Therefore, this study uses open-ended questionnaire as a data collection instrument related to the impacts of Teaching Assistance as service learning on Universitas Muhammadiyah Malang Students at SMAN 3 Malang. Researchers utilized an open-ended questionnaire to obtain more detailed answers so that they may be analyzed later.

3.3.2 Interviews

Interviews are used to discover a person's subjective feelings, opinions, and motivations rather than facts or behaviors. Qualitative interviews are rarely conducted in written form because they interfere with the interactive component of the process. In comparison to written surveys, qualitative interviews have the advantage of being interactive, allowing the researcher to address unanticipated subjects that may have arisen. According to Ricci et al. (2019), Structured interviews include asking all interviewers the same questions in the same order. In semi-structured interviews, the interviewer sticks to a guide but may deviate from it when necessary. Finally, in unstructured interviews, the topic guide is not predetermined.

Therefore, the researcher decided to use unstructured interviews to collect data. By conducting unstructured interviews, researchers will be able to get more information about the impacts of Teaching Assistance as service learning on

students. The unstructured interviews allow researchers to create a list of questions based on questionnaire responses to gather more detailed information.

3.4   Research Procedure

In collecting data, the researcher carried out six steps as follows:

1. Researcher prepare questions for open-ended questionnaires in Google Form for students who attended Teaching Assistance.

2. Researcher sent the Google Form link to the participants of Teaching Assistance via WhatsApp.

3. Researchers utilize questionnaire responses from participants as a starting point for developing interview questions.

4. Researchers conducted unstructured interviews with participant to find out the impacts of Teaching Assistance as service learning on students.

5. The researcher recorded the answers from the interviews.

6. Transcript of data from the interview session.

3.5   Data Analysis

Following data collection, the researchers conducted the following phases of analysis:

1. Identify the results of open-ended questionnaire related to the impact of Teaching Assistance as service learning.

2. Create follow-up questions based on the responses from the questionnaire session.

3. Identify the answers from interviews by students related to the impacts of Teaching Assistance as service learning.

4. Draw conclusions.