CHAPTER III

RESEARCH METHOD

A.   Research Design

The type of research used in this thesis was research with descriptive and qualitative methods. From Bogdan and Taylor, (1975: 5) in the book by Moleong (2017), he cites that qualitative research was a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior's.

Also Moleong (2017) stated that qualitative research, by another definition, was research that utilizes open interviews to study and understand the attitudes, feelings, and behaviors of individuals or groups of people. It turns out these definition only questions one method, that of open interviews, which was important from this definition, namely efforts to understand the attitudes, feelings, and behaviors of both individuals and groups of people. Qualitative research was research that produces analytical procedures but that does not use statistical analysis procedures or other quantification methods. It was clear that this understanding contrasts qualitative research with quantitative research by showing that any quantification effort does not need to be used in qualitative research.

Even David Williams (1995) also argues that qualitative research was the collection of data on a natural background using natural methods and was carried out by people or researchers who were naturally interested in this type of definition to

illustrate that qualitative research prioritizes natural methods and was carried out by people who have natural concerns.

This type of research approach was descriptive. Descriptive research was possible because of the data collected in the form of words, images, and numbers. Thus, the research report contain data citations to give an overview of the report's presentation.

This type of qualitative descriptive research used in this study was intended to obtain information about how the form of mutual contact between teachers, parents, and students at Wiyoro Elementary School during online learning was carried out due to the pandemic situation in depth and comprehensive. In addition, qualitative approaches were expected to better express the situations and problems faced by teachers, parents, and students during online learning.

B.   Data & Data Sources

The data in this study was information or facts obtained through field observations or studies that could be analyzed to understand phenomena or to support theories. According to (Moleong, 2017) by Lofland and Lofland (1984:47), the main data sources in qualitative research were words and actions. The rest were additional data sources such as documents and others.

1.   Data

a.   Primary Data

Primary data was data obtained directly from interviews obtained from real relevant subjects in this area. In qualitative research, the term sample was changed to subject, Informant, participant, or research objective (Azwar, 2001). This study's data were in the form of notes and recordings derived from observations, questionnaires, and interviews with Wiyoro elementary school teachers and parents of Wiyoro elementary school students.

b. Secondary Data

Secondary data was data obtained indirectly by other parties from the researchers studied. As supporting data for research-related experts, expert friends, literature, diaries, expert documents, etc. In this study, secondary data was complementary to primary data, so this study could provide more accurate data (Azwar, 2001).The data of this study was in the form of evidence, records or reports from assignments, assignment work, assignment assessment and learning evaluation from Wiyoro Elementary School teachers and parents of Wiyoro Elementary School students.

2. Data Sources

a. Primary Data Sources

Primary data was data obtained directly from interviews obtained from real relevant subjects in this area. The source of this research data was in

the form of notes and interview recordings obtained from the teachers of

SD Negeri Wiyoro and parents of Wiyoro Elementary School students as

Informants.

b.　Secondary Data Sources

From this study, the secondary data source was obtained from the

document from principal, teachers, and parents. The data were teacher

assessing assignments and learning materials reports.

C.　Time and Place of Research

This research aims to provide a clearer and more complete picture and

information, making it possible and easier for researchers to conduct observational

studies. In this case, the research location was Wiyoro State Elementary School in

Ngadirojo Sub district, Pacitan Regency. This research activity has begun since the

enactment of research proposals and research licenses.

*Table 2.**Error! No text of specified style in document.**.1 Time of Research*

No.	Activity	Month										
		Sep	Oct	Nov	Dec	Jan	Feb	Ma	Apr	Ma	Jun	Jul
1.	Submission of thesis title to supervisor	■										
2.	Proposal Making		■	■	■							
3.	Proposal Seminar Exam					■						
4.	Proposal Seminar Revision						■	■				
5.	Research data retrieval permission							■				
6.	Data Collecting								■			
7.	Analyzing Data									■		
8.	Report Preparation									■		

9.	Thesis Exam										■

D. Data Collection Technique

In general, data collection could be done with several techniques, both alternative and cumulative, that complement each other (Bisri, 1998: 60). Burhan Bungin (Ed) (2003: 42), describes the method of data collection as "in what way and how the necessary data could be collected so that the final results of the study were able to present valid and reliable information."

Suharsimi Arikunto (2002:136) argues that "research methods were the various ways that researchers collect their research data." That's the way in which interviews and documentation studies were conducted.

The data collection techniques used in this study was:

1. In-depth Interview

    According to Lexy J. Moleong, interviews were conversations with specific intentions. The conversation was conducted by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question.

    As quoted by Andi Prastowo an interview was a meeting of two people to exchange information and ideas through Q&A, so that meaning could be constructed around a particular topic (Sugiyono, 2007: 72). In other words, an interview was a method of data collection in which two or more

people meet directly to exchange information and ideas through questions and answers orally so that meaning could be built on a specific topic (Prastowo 2010: 145).

The researcher's interview method was used to dig up data related to the relationships that occur between teachers, parents, and students during the implementation of online learning. The Informant include:

a. Wiyoro Elementary School's homeroom teacher, Ngadirojo, to get information about the application of good online learning for teachers and students and the relationship between teachers and parents of students.

b. Parents of Wiyoro elementary school students, Ngadirojo, learn about parenting and the structure of Parental relationships with the student's homeroom teacher through online learning.

2. Documentation Technique

Document review was a way of collecting information obtained from documents, namely written relics of archives, diplomas, report cards, laws and regulations, diaries, personal letters, biographical records, and others related to the problems studied (Pohan, 2007: 74).

A document was essentially a written or filmed recording, and the contents were events that have passed (Prastowo, 2010:83). As a result, the document was a record of events that occurred in the past rather than events that will occur in the future.

While (Sugiyono 2007:83) and (Prastowo 2010:193) describe the utility of this documentation technique, like

a. As a complement to the use of observation and interview methods.

b. Add hwastorical support to research findings from observations or interviews, such as photographs or existing academic or artistic writings.

c. Documents could be used as a source of research data to test, interpret, even to forecast.

This research document was used to explore data related to the role and relationships that occur between teachers and parents during the implementation of online learning. The information includes Records or reports from assignments, assignment assessment, and learning evaluation from Wiyoro Elementary School teachers and parents of Wiyoro Elementary School students.

E.   The Instrument of the Research

1.   Interview Sheet

The preparation of the interview sheet was required during the data collection activity so that the necessary data does not deviate from the planned research objectives. Interviews were based on theories related to the problem to be examined.

The interview sheet used in the study aims to obtain data through Q&A directly related to relationships among teachers, parents, and students during online learning. The interview was conducted with the principal, teacher, and parents of Wiyoro Elementary School in Ngadirojo.

Table 2.Error! No text of specified style in document..2Interview Instrument Grid

No	Indicators	Source
1.	How teachers, parents, and students coordinate and communicate well during online learning?	Principals, teachers and parents.
2.	How to build good communication between teachers, parents, and students at Wiyoro Elementary School Ngadirojo?	
3.	How to use media during online learning?	
4.	Was there a difference in the use of offline and online media?	
6.	How was media selection in online learning?	
7.	What were the challenges of teachers and parents in guiding and educating students during online learning?	
8.	What were the obstacles in the implementing online learning media?	

2. Documentation Instruments

Documentation instruments were tools used to collect data in the form of documents, such as photos of activities and interview transcripts. These tools were camera (photo, video), recorder.

F. Data Analyze Technique

Qualitative Data Analysis (Bogdan & Biklen, 1982) was an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, searching and finding patterns, discovering what was important and what was learned, and deciding what could be told to others.

The analysis used was the analysis of Miles and Huber man's model data to analyses the data while in the field. According to Miles and Huberman (2007: 16), qualitative data analysis was an analysis process consisting of three flows of activities that occur simultaneously, namely the reduction of data presentation data, the withdrawal of conclusions, and verification.

a. Data Reduction

Data reduction was a process of selection, focusing attention on simplification, extraction, and transformation of "rough" data that arwases from written records in the field. During data collection, the next stage of reduction occurs (creating summaries, coding, spawning themes, creating clusters, creating partitions, and writing memos). This data reduction continues even after the fieldwork ends and the final report was fully organized.

b. Data Presentation/Data Display

The presentation of data here was a collection of information that allows for withdrawal and action. With presentations, we able to understand what was going on and what to do base on the understanding we get from

those presentations. A good presentation was a great way to get valid qualitative analysis. Some types of presentation forms were matrices, graphs, networks, charts, and so on.

c.   Draw Conclusions/ Verification

For this third step, according to Miles and Huberman (2007: 19), we begin to look for the meaning of objects, attempting to determine regularity, patterns, explanations, possible configurations, causal grooves, and proposers. Competent researchers able to handle conclusions loosely, remain open, and be skeptical. However, the conclusions have been prepare, from the beginning unclear, then increased in detail and deeply rooted. Final conclusions may not emerge until the last data collection, depending on the magnitude of the set of records, encoding, storage, and methods of research used by us and the funder's claims, but often those conclusions were known in advance, even if we state to continue inductively.
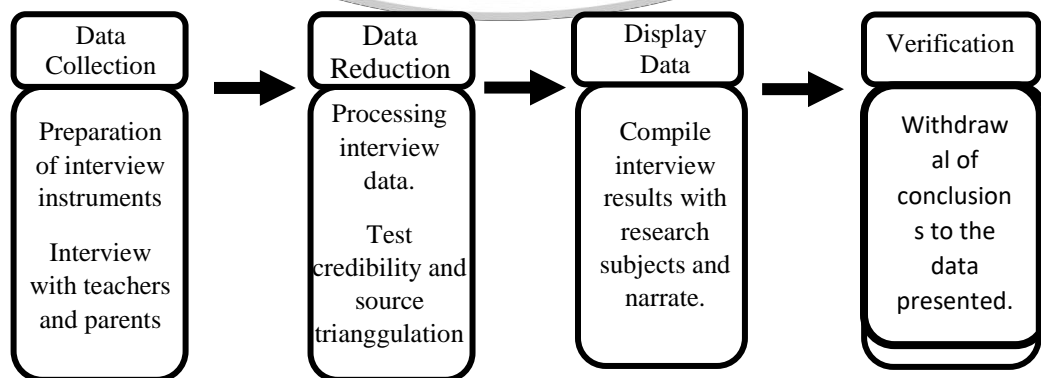
Data Collection	Data Reduction	Display Data	Verification
Preparation of interview instruments Interview with teachers and parents	Processing interview data. Test credibility and source trianggulation	Compile interview results with research subjects and narrate.	Withdrawal of conclusions to the data presented.

Figure 2.1 Data Analysis

Based on the goals to be achieved, the analysis of this study begins by examining all available data from various sources, namely interviews and documents, continuing to sort the data, and then the data obtained in the field was summarized by choosing key factors and sorted in a more systematic way to be easily researched further.