

PRODI PSIKOLOGI-FHB UPJ

PENELITIAN KUALITATIF

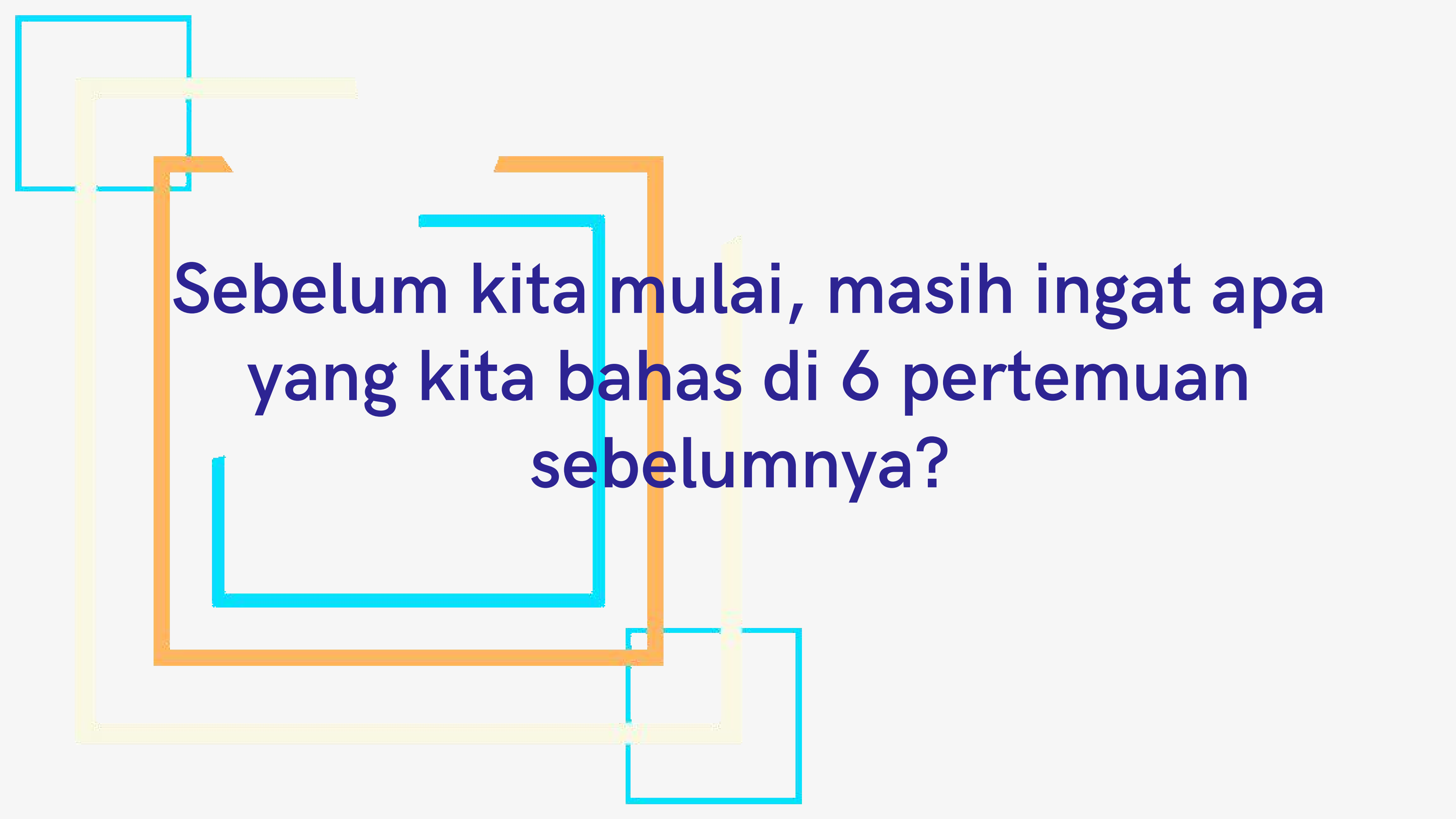
Pertemuan 7 : Pengumpulan Data Kualitatif



Kembali lagi
bersama saya,
Anggi.



Let's Start !



Sebelum kita mulai, masih ingat apa yang kita bahas di 6 pertemuan sebelumnya?

Ingat, yang lalu jangan
dilupakan....

#kalau mantan silahkan

Flashback

- Definisi penelitian kualitatif
- Filosofi yang melatarbelakangi penelitian kualitatif
- Desain penelitian kualitatif
- 5 Pendekatan Kualitatif (pengantar)
- Perbedaan 5 Pendekatan Kualitatif
- Focusing The Study



Data Collection

- Not only :
- Types of Data
- Procedures
- But also :
- Ethical Issues
- Sampling strategy
- Recording information
- Responding certain issues
- Data security
- Observation and Interviews



The Data Collection Circle

Figure 7.1 Data Collection Activities



Ethical Considerations

- *Institutional Review Boards*
- *The Site or Individual*
- *Access and Rapport*



Informed Consent

Figure 7.2 Sample Human Subjects Consent-to-Participate Form

"Experiences in Learning Qualitative Research: A Qualitative Case Study"

Dear Participant,

The following information is provided for you to decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with this department, the instructor, or the University of Nebraska-Lincoln.

The purpose of this study is to understand the process of learning qualitative research in a doctoral-level college course. The procedure will be a single, holistic case study design. At this stage in the research, process will be generally defined as perceptions of the course and making sense out of qualitative research at different phases in the course.

Data will be collected at three points—at the beginning of the course, at the midpoint, and at the end of the course. Data collection will involve documents (journal entries made by students and the instructor, student evaluations of the class and the research procedure), audiovisual material (a videotape of the class), interviews (transcripts of interviews between students), and classroom observation field notes (made by students and the instructor). Individuals involved in the data collection will be the instructor and the students in the class.

Do not hesitate to ask any questions about the study either before participating or during the time that you are participating. We would be happy to share our findings with you after the research is completed. However, your name will not be associated with the research findings in any way, and only the researchers will know your identity as a participant.

There are no known risks and/or discomforts associated with this study. The expected benefits associated with your participation are the information about the experiences in learning qualitative research, the opportunity to participate in a qualitative research study, and coauthorship for those students who participate in the detailed analysis of the data. If submitted for publication, a byline will indicate the participation of all students in the class.

Please sign your consent with full knowledge of the nature and purpose of the procedures. A copy of this consent form will be given to you to keep.

Date

Signature of Participant

John W. Creswell, PhD, University of Michigan, Principal Investigator



Purposeful Sampling Strategy

- *Participants in the Sample*
- *Types of Sampling Strategies*
- *Sample Size*
- *Forms of Data*



Sampling Strategies



John W. Creswell

Qualitative Inquiry and...Among Five Approaches AA Q

The size question is an equally important decision to sampling strategy in the data collection process. One general guideline for *sample size* in qualitative research is not only to study a few sites or individuals but also to collect extensive detail about each site or individual studied. The intent in qualitative research is not to generalize the information (except in some forms of case study research) but to elucidate the particular, the specific (Pinnegar & Daynes, 2007). Beyond these general suggestions, each of the five approaches to research raises specific sample size considerations. See also Guest, Namey, and Mitchell (2013) for their discussion of sampling considerations across data forms.

Table 7.3 Typology of Sampling Strategies in Qualitative Inquiry

Type of Sampling	Purpose
Maximum variation	Documents diverse variations of individuals or sites based on specific characteristics

Homogeneous	Focuses, reduces, simplifies, and facilitates group interviewing
Critical case	Permits logical generalization and maximum application of information to other cases
Theory based	Elaborates on and examines a construct of a theory or the entire theory
Confirming and disconfirming cases	Elaborates on initial analysis, seeks exceptions, and looks for variation
Snowball or chain	Identifies cases of interest from people who know people who know what cases are information-rich
	Learns from highly unusual manifestations of the



Sampling Strategies

John W. Creswell

Extreme or deviant case	phenomenon of interest
Typical case	Highlights what is normal or average
Intensity	Seeks information-rich cases that manifest the phenomenon intensely but not extremely
Politically important	Attracts desired attention or avoids attracting undesired attention
Random purposeful	Adds credibility to sample when potential purposeful sample is too large
Stratified purposeful	Illustrates subgroups and facilitates comparisons
Criterion	Seeks cases that meet some criterion; useful for quality

Qualitative Inquiry and...Among Five Approaches

	assurance
Opportunistic	Follows new leads; taking advantage of the unexpected
Combination or mixed	Meets multiple interests and needs through triangulation, flexibility
Convenience	Saves time, money, and effort, but at the expense of information and credibility

Source: Miles and Huberman (1994, p. 28). Reprinted with permission from SAGE.

In narrative research, we have found many examples with one or two individuals, unless a larger pool of participants is used to develop a collective story (Huber & Whelan, 1999). In phenomenology, we have seen the number of participants range from 1 (Padilla, 2003) up to 325 (Polkinghorne, 1989). Dukes (1984) recommends studying 3 to 10 participants, and one phenomenology, Edwards (2006), studied 33 individuals. In grounded theory, we recommend including 20 to 30 individuals in



Forms of Data

Figure 7.3 A Compendium of Data Collection Approaches in Qualitative Research

Interviews

- Conduct one-on-one interview in the same room, virtually via web-based or e-mail platforms.
- Conduct a focus group interview in the same room, virtually via web-based or e-mail platforms.

Observations

- Conduct an observation as a participant or as an observer.
- Conduct an observation shifting position from participant to observer (and vice versa).

Documents

- Keep a research journal during the study, or have a participant keep a journal or diary.
- Examine personal documents (e.g., letters, e-mails, private blogs).
- Analyze organizational documents (e.g., reports, strategic plans, charts, medical records).
- Analyze public documents (e.g., official memos, blogs, records, archival information).
- Examine autobiographies and biographies.

Audiovisual Materials

- Have participants take photographs or record videos (i.e., photo elicitation).
- Use video or film in a social situation or an individual.
- Examine photographs or videos.
- Examine website, tweets, Facebook messages.
- Collect sounds (e.g., musical sounds, a child's laughter, car horns honking).
- Gather phone or computer-based messages.
- Examine possessions or ritual objects.

Source: Adapted from Creswell (2016).



Forms of Data

- Interview
- Observation



Qualitative Inquiry and Resear...osing Among Five Approaches

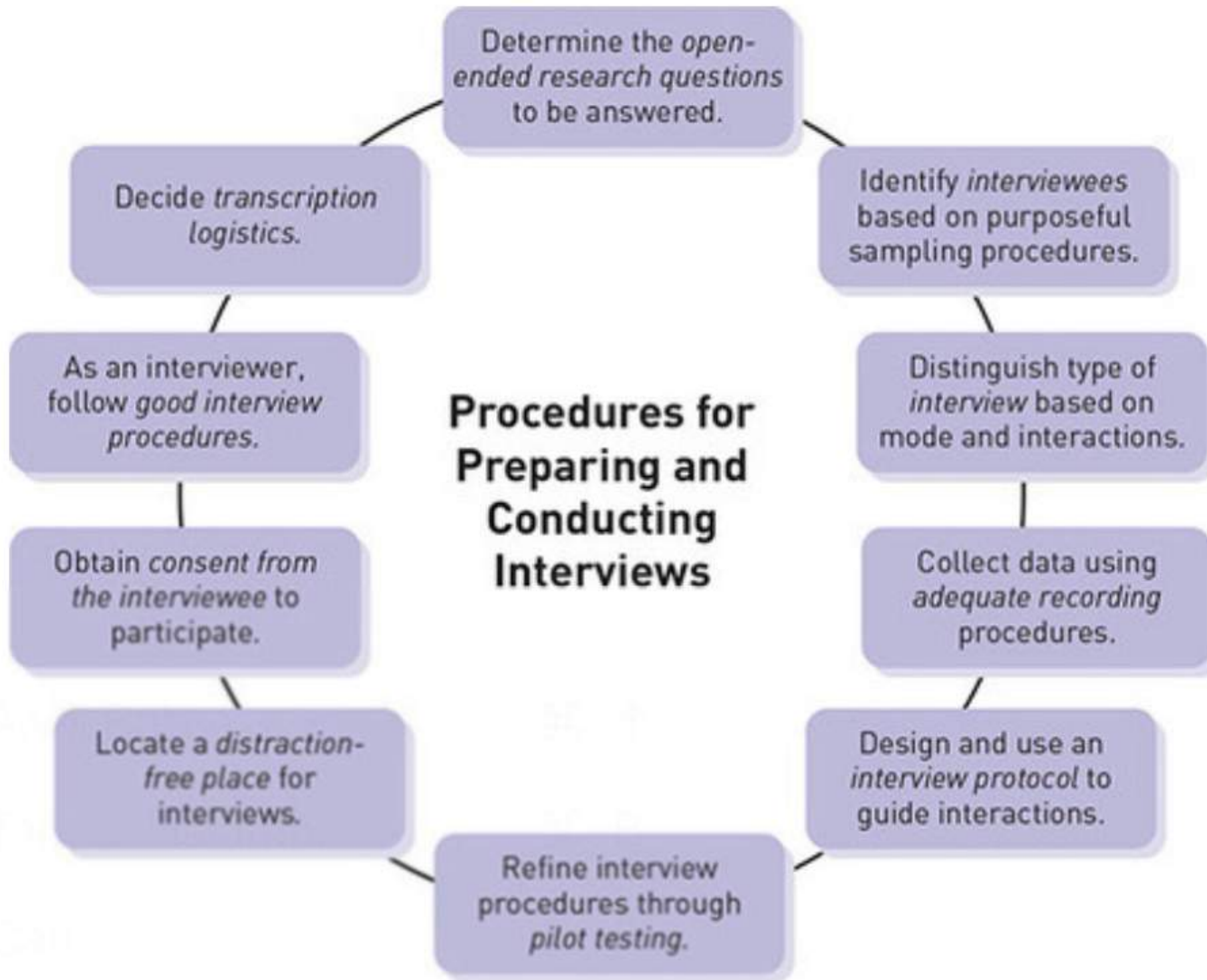


Figure 7.5 Sample Interview Protocol or Guide



Qualitative Inquiry and Resear...osing Among Five Approaches

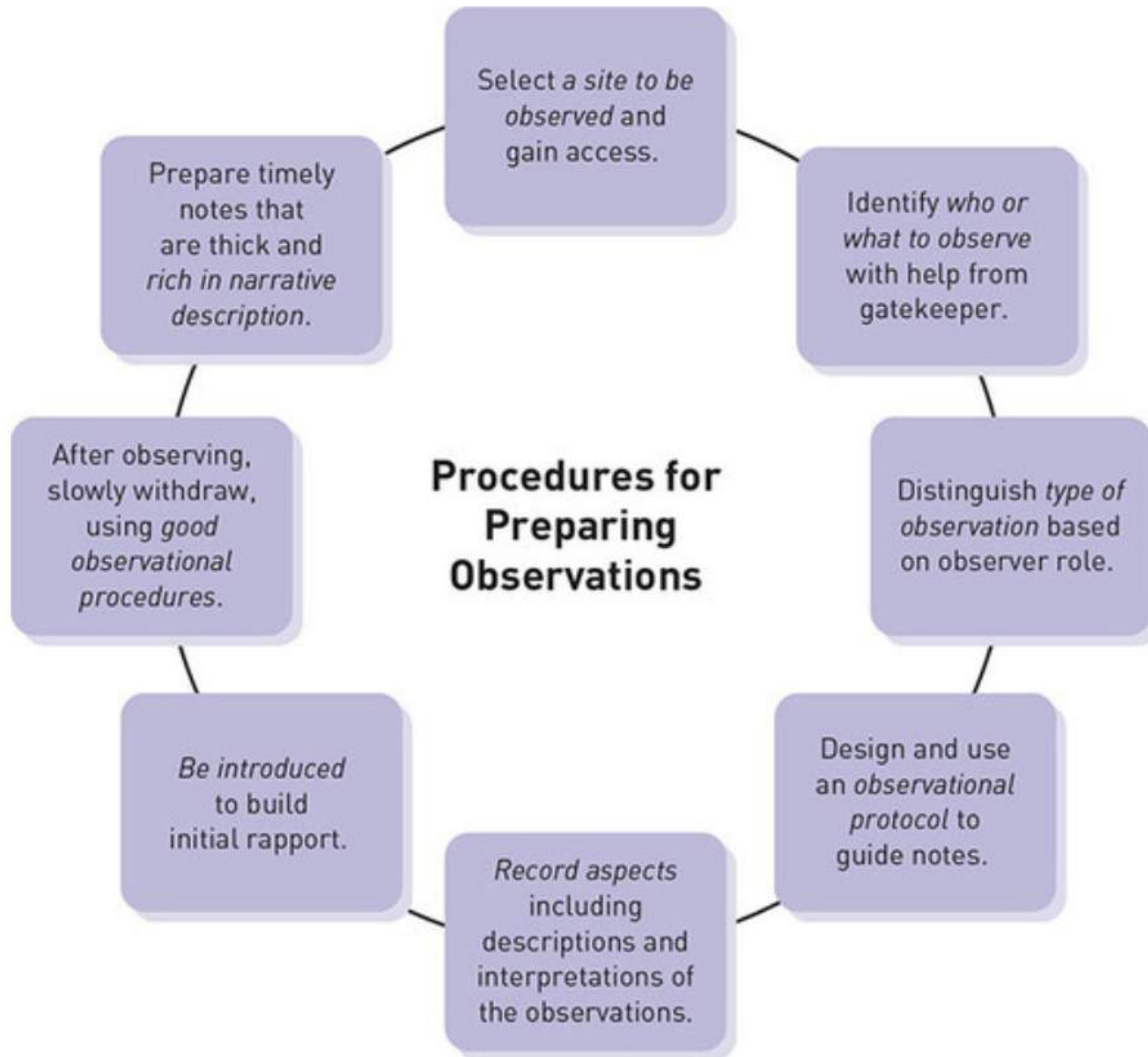


Figure 7.1 Data Collection Activities

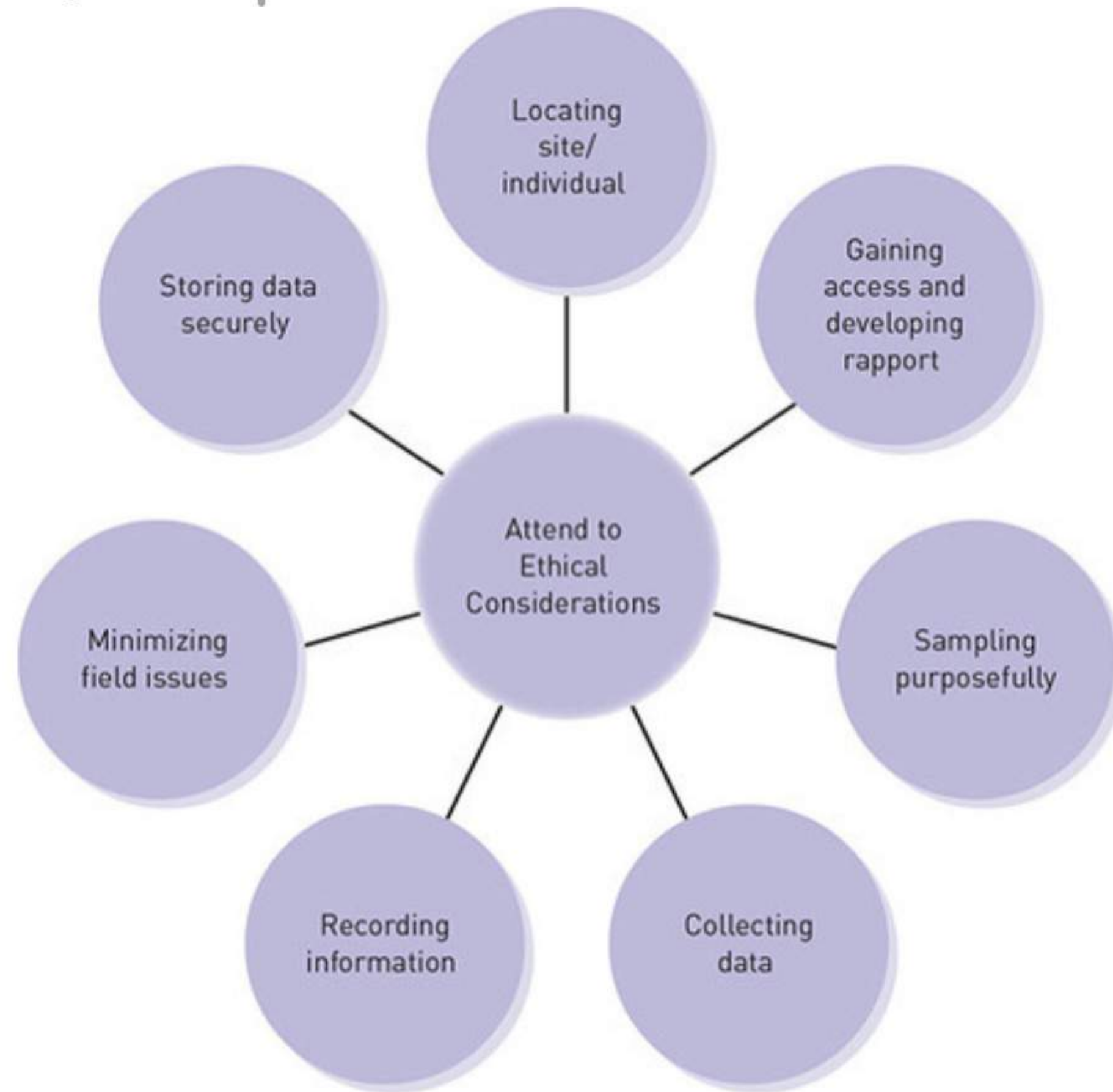


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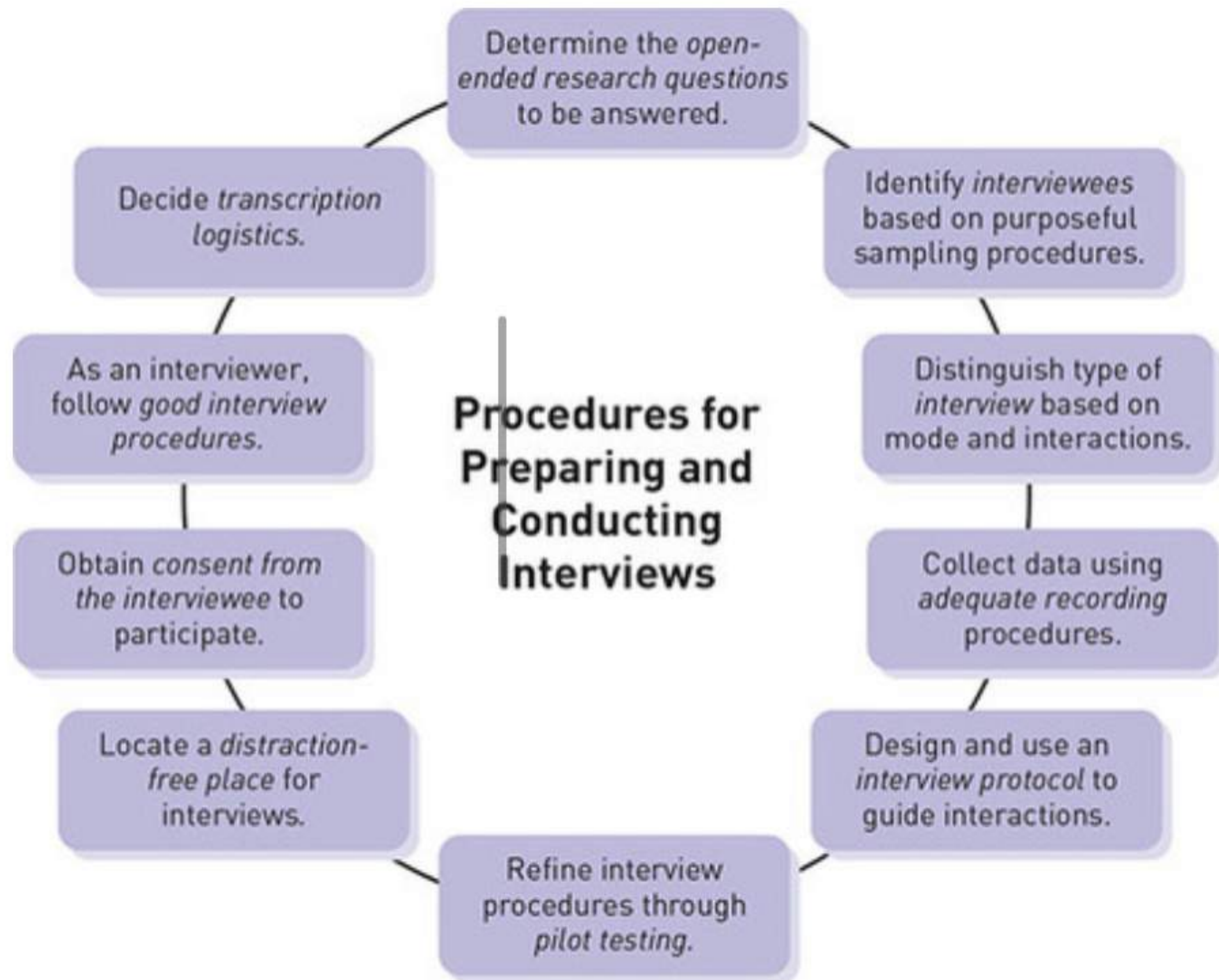
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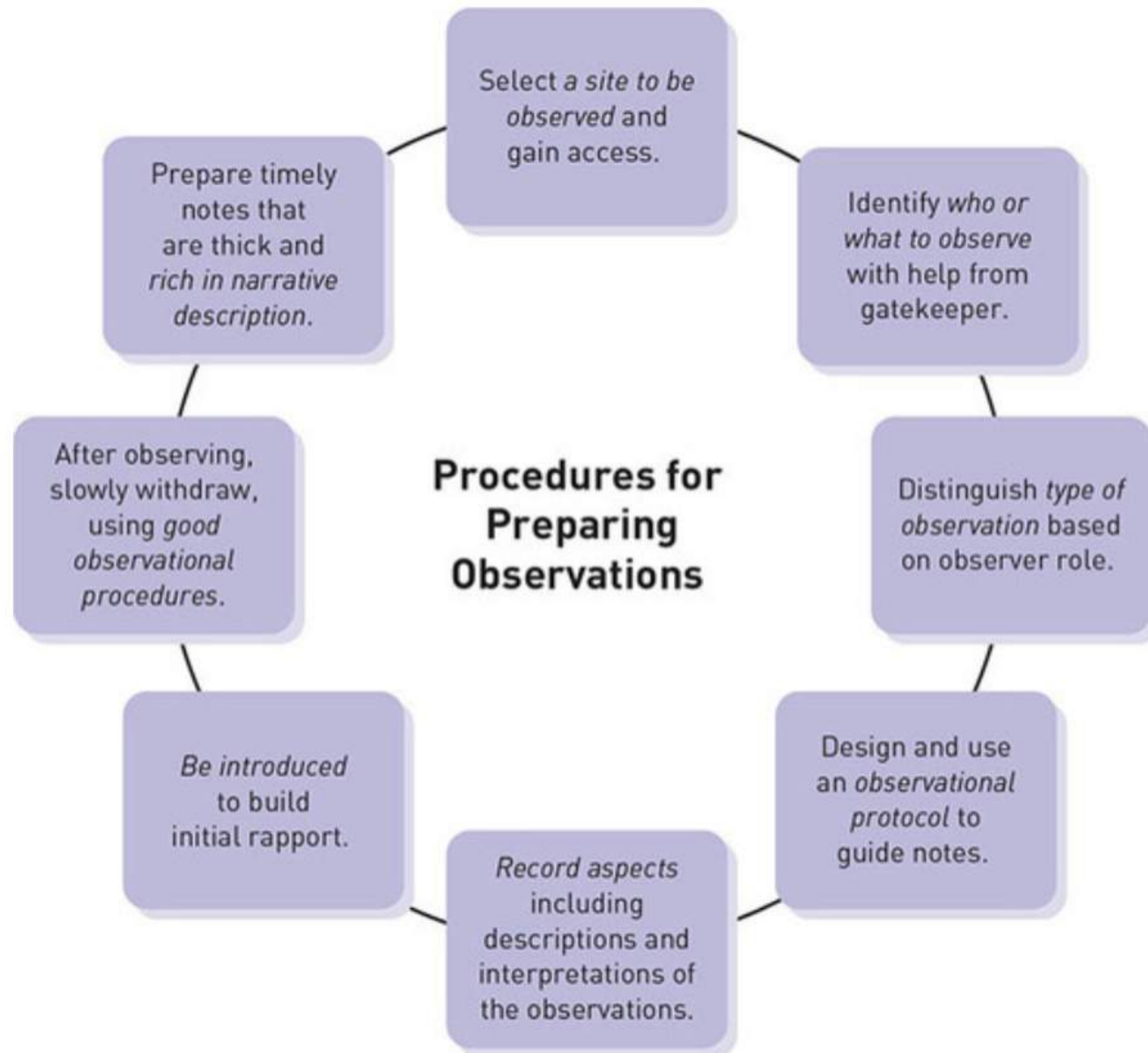
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Source: Adapted from Creswell (2016).

Procedures for Preparing and Conducting Interviews





Length of Activity: 90 Minutes	
Descriptive Notes	Reflective Notes
General: What are the experiences of graduate students as they learn qualitative research in the classroom?	
See classroom layout and comments about physical setting at the bottom of this page.	<i>Overhead with details: I wonder if the back of the room was able to read it.</i>
Approximately 5:17 p.m., Dr. Creswell enters the filled room, introduces Dr. Wolcott. Class members seem relieved.	Overhead projector not plugged in at the beginning of the class: I wonder if this was a distraction (when it took extra time to plug it in).
Dr. Creswell gives brief background of guest, concentrating on his international experiences; features a comment about the educational ethnography "The Man in the Principal's Office."	<i>Lateness of the arrival of Drs. Creswell and Wolcott: Students seemed a bit anxious. Maybe it had to do with the change in starting time to 5 p.m. [some may have had 6:30 classes or appointments to get to].</i>
Descriptive Notes	Reflective Notes
Dr. Wolcott begins by telling the class he now writes out educational ethnography and highlights this primary occupation by mentioning two books: <i>Transferring Qualitative Data</i> and <i>The Art of Fieldwork</i> .	<i>Drs. Creswell and Wolcott seem to have a good rapport between them, judging from many short exchanges that they had.</i>
<p>While Dr. Wolcott begins his presentation by apologizing for his weary voice (due to talking all day, apparently), Dr. Creswell leaves the classroom to retrieve the guest's overhead transparencies.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Seemed to be three parts to this activity: (1) the speaker's challenge to the class of detecting pure ethnographical methodologies, (2) the speaker's presentation of the "tree" that portrays various strategies and substrategies for qualitative research in education, and (3) the relaxed "elder statesman" fielding class questions, primarily about students' potential research projects and prior studies Dr. Wolcott had written.</p> </div>	
The first question was "How do you look at qualitative research?" followed by "How does ethnography fit in?"	

Referensi

- Creswell, J.W. & Poth, C.N. (2018). *Qualitative Inquiry & Research Design : Choosing Among Five Perspective Fourth Edition*. California : SAGE Publications
- Afiatin, T. (2015). *Modul Matakuliah Metode Penelitian Kualitatif*. Yogyakarta : Fakultas Psikologi Universitas Gadjah Mada