

CHAPTER III RESEARCH METHODOLOGY

A. Research Method

The research to be done is qualitative. Qualitative research, also called naturalistic research, is conducted in natural conditions.¹ Qualitative research is also called postpositivist research because this research is based on the philosophy of postpositivism. This research is also referred to as an artistic method because the research process tends to be less patterned, and it is also called interpretive research because the research results are more concerned with the interpretation of existing data in the field.² Qualitative research has many research designs. One of the research designs that are widely used in qualitative research is content analysis research.

The research design that conducted in this study is content analysis. Content analysis is a research technique that analyzes various visual and verbal data; such data can be in articles from newspapers or magazines, political speeches, advertisements, puzzles, and folklore.³ Content analysis can also be described as an analysis that allows one to describe and understand human behavior by analyzing communication in various genres and varieties of language used.⁴

¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Penerbit Alfabeta, 2013), 7.

² Sugiyono, 7–8.

³ Tracy G. Harwood and Tony Garry, “An Overview of Content Analysis,” *The Marketing Review* 3, no. 4 (December 1, 2003): 479–98, <https://doi.org/10.1362/146934703771910080>.

⁴ Sumarno, “Analisis Isi Dalam Penelitian Pembelajaran Bahasa Dan Sastra,” *Edukasi Lingua Sastra* 18, no. 2 (September 29, 2020): 36–55, <https://doi.org/10.47637/elsa.v18i2.299>.

Based on a quote from Subiakto⁵, content analysis, according to Budd, is a structured method for analyzing messages and processing information from messages; it can also be considered a tool for observing and analyzing the open communication content of selected communicating people. Content analysis in research has a vast scope, such as describing communication content, testing hypotheses about the nature of messages, comparing media content with reality, estimating images of certain groups in society, and supporting studies of mass media effects.⁶ It can be concluded that content analysis helps analyze messages in the media. To conduct content analysis research, some requirements must be met.

The requirements for conducting content analysis are: 1) the majority of the data or research materials used must be documented, such as books, newspapers, notes, and so on; 2) There is additional information or a specific theoretical framework that describes the data and the method of approach; 3) Researchers must have technical skills in processing the data they collect because most documentation has distinctive characteristics.⁷ After the conditions for conducting content analysis research are met, it is necessary to fulfill the procedures for conducting content analysis research.

The procedure or steps of content analysis research must be carried out from before the research began to after the research. These steps are: 1) Determine the problem. This means that the whole research must have a clear focus; 2) Make a research design. This means that the researcher must first state a conceptual definition of the phenomenon he will examine; 3) Arranging methodological devices. This means that researchers are expected to be able to create a method

⁵ Henry Subiakto, "Analisis Isi Media, Metode, Dan Pemanfaatannya," in *Metode Penelitian Kualitatif: Aktualisasi Metodologis Ke Arah Ragam Varian Kontemporer* (Jakarta: PT RajaGrafindo Persada, 2015), 187.

⁶ Subiakto, 188–191.

⁷ Gusti Yasser Arafat, "Membongkar Isi Pesan Dan Media Dengan Content Analysis," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (2018): 32–48, <https://doi.org/10.18592/alhadharah.v17i33.2370>.

that can be used to compile methodological devices; 4) Conduct data analysis. This means that the researcher analyzes the data that has been collected using a predetermined method; 5) Interpreting data. This means that the researcher discusses the results of data analysis by interpreting the results of the analysis based on the theoretical framework that has been previously determined.⁸ These steps must be taken in order to create good research results.

B. Research Object

This research focused on the English textbook "English for Nusantara" for seventh-grade students of junior high school or Islamic junior high school that has adopted the Merdeka curriculum. The textbook is divided into five chapters with a total of 264 pages. All learning components, including text, pictures, illustrations, and dialog, except for audio that is included outside the book through a QR code, studied in this research. This book was chosen because it is the leading book provided by the government as a means for learning based on the independent curriculum.

The researcher chose this textbook as the object of research because this textbook is the leading book used in English language learning and also the textbook used in Islamic junior high school, which only a few researchers have examined this book. The main reason for choosing this book is because it wants to analyze the values of the concept of Islamic education, which is focused on *Akhlak* education in the selected book so that it can provide information about the values of the concept of Islamic education which is focused on *Akhlak* education in this textbook accurately and actually.

C. Instrument and Data Collection Technique

1. Instrument

⁸ Subiakto, "Analisis Isi Media, Metode, Dan Pemanfaatannya."

Sugiyono⁹, in his book entitled "*Memahami Penelitian Kualitatif* (Understanding Qualitative Research)," states that in qualitative research, the research instrument is the researcher himself. Therefore, researchers who are research tools need to be "validated" so that researchers are ready to conduct research and enter the field. Therefore, the researcher is a qualitative research instrument.

The research instrument in qualitative research is the researcher himself. When the focus of research is found, there will be the possibility of developing simple research instruments in the hope that they will be able to complement and compare data that has been obtained from observations.¹⁰ Therefore, the researcher uses a simple instrument in the form of an observation table which is used to collect data findings when observing the object of research, namely the "English for Nusantara" textbook for seventh-grade student of junior high school or Islamic junior high school to classify data indicated as Islamic education concept values as described and record them. After that, the researcher determines which category the data found will fall into, as in the following observation table.

⁹ Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Penerbit Alfabeta, 2005), 59.

¹⁰ Sugiyono, 61.

Table 3.1 Observation Table

No.	Islamic Education Concept	Values	Evidences	Implicit or Explicit Presentat ion	Page	Cha pter	Desc ripti on
1	Moral Toward Oneself	Patience					
		Grateful					
		Fulfilling Trust					
		Honestly					
		Shyness					
2	Moral Toward Society	Doing Good to Neighbors					
		<i>Ta'awun</i> (helping each other)					
		<i>Tawadhu</i> (lowering oneself to others)					
		Doing good to friends					

2. Data Source

In order to obtain data and information for this study, researchers used the following data source to obtain research data:

a. Primary Source

The primary data was obtained from the textbook "English for Nusantara" for seventh-grade student of junior high school or Islamic junior high school

published by *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Badan Standar, Kurikulum, dan Assesmen Pendidikan Pusat Perbukuan* (the Ministry of Education, Culture, Research and Technology, the Agency for Standards, Curriculum and Educational Assessment, and the Center for Bookkeeping). The data obtained from this book are in the form of written text and illustrations, which are texts and illustrations containing Islamic education concept values that are narrowed down to *Akhlak* education.

b. Secondary Source

Secondary data sources in this study use published scientific publications, including books, journals, and other research results that examine several things relevant to Islamic educational concept values focused on moral education. They consist of:

- 1) Agus Syukur, “Akhlak Terpuji Dan Implementasinya Di Masyarakat,” *Misykat Al-Anwar Jurnal Kajian Islam Dan Masyarakat* 3, no. 2 (2020): 143–64, <https://doi.org/10.24853/ma.3.2.1-22>.
- 2) Iwan, “Pendidikan Akhlak Terpuji Mempersiapkan Generasi Muda Bekarakter,” *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 1, no. 1 (January 5, 2017), <https://doi.org/10.24235/tarbawi.v1i1.1226>.
- 3) Misbachul Munir, “Konsep Sabar Menurut Al-Ghazali Dalam Kitab Ihya’ ‘Ulum Al-Din,” *Jurnal Ilmiah Spiritualis: Jurnal Pemikiran Islam Dan Tasawuf* 5, no. 2 (2019): 113–33, <https://doi.org/10.53429/spiritualis.v5i2.64>.
- 4) Mumu Zainal Mutaqin, “Konsep Sabar dalam Belajar dan Implikasinya Terhadap Pendidikan Islam,” *Journal of Islamic Education : The Teacher of Civilization* 3, no. 1 (March 30, 2022), <https://doi.org/10.30984/jpai.v3i1.1853>.
- 5) Desri Ari Enghariano, “Syukur Dalam Perspektif Al-Qur’an,” *Jurnal El-Qanuniy: Jurnal Ilmu-Ilmu*

- Kesyariahan Dan Pranata Sosial 5, no. 2 (2019): 270–83, <https://doi.org/10.24952/el-gonuniy.v5i2.2154>.
- 6) Ahmad Rusdi, “Syukur Dalam Psikologi Islam Dan Konstruksi Alat Ukurnya,” *Jurnal Ilmiah Penelitian Psikologi* 2, no. 2 (August 10, 2016): 37–54.
 - 7) Badrun Munir, Yuli Prihatni, and Ari Setiawan, “Pengembangan Instrumen Penilaian Sikap Jujur Siswa SMP Kelas VIII,” *JUPENJI: Jurnal Pendidikan Jompa Indonesia* 2, no. 2 (May 31, 2023): 28–38.
 - 8) Faizal Amrul Muttaqin and Wahyu Saputra, “Budaya Hukum Malu Sebagai Nilai Vital Terwujudnya Kesadaran Hukum Masyarakat,” *Al-Syakhsyiyah: Journal of Law & Family Studies* 1, no. 2 (December 27, 2019): 187–207, <https://doi.org/10.21154/syakhsyiyah.v1i2.2026>.
 - 9) Delvia Sugesti, “Mengulas Tolong Menolong dalam Perspektif Islam,” *Pelita Bangsa Pelestari Pancasila* 14, no. 2 (October 10, 2019), <https://pbpp.ejournal.unri.ac.id/index.php/JPB/article/view/7872>.
 - 10) Purnama Rozak, “Indikator Tawadhu dalam Keseharian,” *Madaniyah* 7, no. 1 (January 31, 2017): 174–87.
3. Data Collection Technique

This study uses data collection techniques through documents or what is often called documentation techniques, meaning that data collection is done by taking data contained in documents. In this study, researchers examined the "English for Nusantara" textbook for grade 7 student of junior high school or Islamic junior high school published by *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Badan Standar, Kurikulum, dan Assesmen Pendidikan Pusat Perbukuan* (the Ministry of Education, Culture, Research and Technology, the Agency for Standards, Curriculum and Educational Assessment, and the

Center for Bookkeeping). In this study, data collection was carried out in several stages as follows:

- a. Collecting data sources in the form of library materials.
- b. Select which library materials will be used as the primary and secondary data sources.
- c. Study the content of one of the library materials and then verify it.
- d. Write down the content of the literature sources related to research problems in the observation table.¹¹

D. Research Validity

Validity is the extent to which the data observed in the research subject matches the data that the researcher can explain with objective, valid, and reliable criteria in the validity of qualitative research. As explained, valid data is data "that is not different" between what the researcher explains and what is in the field.¹² In order to achieve data validity, various methods are used.

In order to achieve research validity, one of the methods used is Triangulation. Triangulation is involved in this research by checking the data obtained from several sources using various methods.¹³ Triangulation in this study is more inclined to source triangulation, namely checking the data obtained through several sources,¹⁴ as the data sources have been mentioned.

E. Data Analysis Technique

Data analysis is a work that deals with data, such as organizing data, selecting it into units to make it more

¹¹ Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2011), 236.

¹² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 267.

¹³ Sugiyono, 273.

¹⁴ Sugiyono, 274.

manageable, synthesizing it, looking for and finding patterns, vital things, and what to learn, and deciding what to present to others.¹⁵ Data analysis in qualitative research has a variety of analysis techniques, one of which is content analysis.

Content analysis is a research technique that analyzes data in the form of verbal and visual data.¹⁶ Therefore, the researcher analyzed various contents including texts, images, illustration, and dialog in the book "English for Nusantara." The researcher starts the research from the problem formulation stage, builds a framework, and then processes the data according to the predetermined data collection method. The method in this study aims to analyze library data to explain the content of Islamic education concept values focused on moral education in the book "English for Nusantara." The researcher used data analysis technique to observe and analyze each chapter's text, images, illustrations, and dialog.

¹⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2018), 248.

¹⁶ Harwood and Garry, "An Overview of Content Analysis."