

CHAPTER III

RESEARCH METHOD

3.1 Approach and Type of Research

This research uses a qualitative approach. Sugiono (2019) states that a qualitative approach is an approach applied to understand the conditions that occur in the target object naturally. The type of qualitative approach used is descriptive research, which, as Furidha (2023) states, the purpose of descriptive research is to describe research findings in an orderly and accurate manner based on the data obtained. Thus, through this type of research, it helps to analyze classroom management in English learning under the *merdeka* curriculum and identify the challenges faced by teachers during its implementation. In addition, it can provide a detailed description of how classroom management is implemented in the eighth grade of SMP Negeri 1 Gunungsitoli Idanoi used by teachers. In addition, this method also allows for exploration of various challenges faced by teachers, both from a technical, pedagogical, and environmental perspective. Thus, descriptive research can produce an in-depth understanding of ongoing conditions, which is important to support the effective implementation of the *merdeka* curriculum. So, descriptive research can provide a systematic and accurate description of the phenomenon under study, based on the data collected.

3.2 Research Subject and Object

3.2.1. Research Subject

The research subjects were individuals who served as sources of information for the researcher, namely people within the research environment who were utilized to provide information regarding the focus and targets of the research. The subjects in this study were:

- a) Teachers were individuals who played a direct role in learning activities. In the research, there were three English teachers at the eighth grade, namely Mrs. Sonarianti Zebua, S.Pd., Mrs. Ervin Artatis Waruwu, S.Pd., and Ms. Maria Dewi Putri Jelita Lumbu. In implementing classroom management, teachers played a crucial role in determining the success of the system implemented in the classroom. In this study, teachers were used as the

primary data source because they were considered capable of conveying relevant information according to field conditions.

- b) Students were the subjects of the study who were observed and directly involved in the classroom management process carried out by the teacher. In this study, the researcher observed eighth grade classes consisting of eight classes, namely classes VIII-A to VIII-H.

3.2.2. Research Object

The research object is the main problem to be examined. In this study, the problem is how educators manage classes based on the current curriculum, the *merdeka* curriculum. It also examines the challenges educators face in managing classes with the *merdeka* curriculum implementation.

3.3 Setting and Schedule of the Research

This research was conducted from January until July 2025, which was shown detail in table 3.1. In other hand, this research will conduct at SMP Negeri 1 Gunungsitoli Idanoi on Jl. Raya Pelud Binaka Km. 14, Simanaere village, district of Gunungsitoli Idanoi, Gunungsitoli city, Sumatera Utara.

Table 3.1 Schedule of the research

No.	Activity	n-Month						
		1	2	3	4	5	6	7
1	Topic determination							
2	Literature study							
3	Problem determination and research design							
4	Determination of research instruments and data collection							
5	Data analysis							
6	Preparation of research report							
7	Seminar							
8	Proposal revision							
9	Letter processing							
10	Data retrieval							
11	Preparation of thesis							
12	Consultation							
13	Thesis examination							

3.4 Source of Data

In this study, the data sources used were divided into two, namely primary data sources and secondary data sources. Primary data sources were data obtained by researchers directly in the field, while secondary data were data obtained by researchers from existing sources. According to Sari et al. (2024) stated that primary data referred to direct information collected directly from the source. Primary data collection was carried out by conducting classroom observations and direct interviews with English teachers. Primary data needed were observation sheets of English learning activities, interview results sheets with eighth grade teachers at *SMP Negeri 1 Gunungsitoli Idanoi*.

While secondary data were data that were not directly obtained or pre-existing data that supported the research, this is also stated by Sari. In collecting secondary data, what was needed were the English language learning teaching module especially for grade eight, learning objective flow (*alur tujuan pembelajaran*), modules of *merdeka* curriculum, research supporting articles, and other documents deemed necessary in the research.

3.5 Instrument of the Research

Research instruments were an important factor in research that determined the accuracy of research results, which formed the basis for conclusions. According to Fauziyah et al. (2023), research instruments were tools used to reveal various phenomena that occurred with the aim of supporting or rejecting certain hypotheses. Research instruments served to ensure that research findings were close to the truth and that the conclusions drawn had a strong and accountable basis. Therefore, the research instruments used by researchers were observation, interviews, and documentation.

Observation was one of the basic methods for obtaining data in qualitative research. Busetto et al. (2020) stated that observation highlighted the actions and interactions of individuals in their daily lives, often revealing actual behavior that does not always align with their statements. In this case, observation aimed to establish the reality of what people did based on the observer's interpretation. Therefore, observation could directly see how teachers managed their classrooms, applied learning strategies, and interacted with students in real situations. The

focus of observation was how teachers managed their classrooms, from how they arranged the classroom layout, the teaching methods used, to the activities in the learning process. Through this, a more authentic picture of the implementation of the *merdeka* curriculum could be obtained, compared to relying on verbal statements from teachers. Observation also revealed the challenges or realizations that arose in the implementation of the *merdeka* curriculum by eighth-grade English teachers at SMP Negeri 1 Gunungsitoli Idanoi.

Table 3.2 List of Observation Indicators

No	Indicators	Total of Indicators
1	Learning planning	3
2	Organizing classes and activities	2
3	Planning the rules, time, and discipline	3
4	Classroom evaluation and reflection	1
5	Strengthening group interaction and learning	1

The source of the above observation indicators was based on the theory and findings of Qorzhah et al. (2024), Puspita (2023), Ferdiansyah (2023), and Mursyid et al. (2023), such as lesson planning, classroom organization and activities, flexible and adaptive implementation, classroom evaluation and reflection, and strengthening group interaction and learning.

After conducting observations, researcher conducted interviews to gather detailed information from respondents. An interview was defined as an interaction between two people on a specific occasion, where one person acted as the interviewer and the other as the interviewee. Interviews were an important tool for researchers to clarify and verify the information they collected. Interviews involved a structured list of questions designed to obtain the details needed for research, with a particular focus on speaking activities. The following table detailed the topics of interviews with eighth-grade English teachers.

Table 3.2 List of Interview Indicators

No	Indicators	Total of Question
1	Seating arrangements are appropriate to student characteristics, subject matter, and learning activities.	2
2	Teacher volume and intonation	4
3	Teacher speech is polite and understandable.	1
4	Adjusting lesson material to student learning abilities.	4
5	Creating order, discipline, comfort, safety, and adherence to classroom rules.	4
6	Providing reinforcement and feedback during the learning process.	1
7	Respecting each student.	3
8	Respecting student opinions.	1
9	Wearing appropriate, clean, and neat clothing.	1
10	Delivering the syllabus for the subject being taught.	1

Adopted from: Permendiknas Number 41 of 2007

Documentation was a visual data collection process that played a crucial role in research. Documents, both written and pictorial, were necessary to supplement the data. Researchers also utilized photographs to record observed activities. In the context of qualitative research, the use of photographs was increasingly common as a tool to support data validity. In this study, documentation played a crucial role in obtaining empirical evidence. In this research, data were collected like teaching modules, learning objective flow (*alur tujuan pembelajaran*), photos during observations and other official documents. After the data collection stage was complete, the next important step was to process and analyze the information collected. This step involved organizing, interpreting, and drawing conclusions to answer research questions effectively and achieve research objectives.

3.6 Data Collecting Technique

In this research, data collection techniques were designed to obtain comprehensive information from the subjects and objects under study. The techniques used were observation, interviews, and documentation (document

collection). Observations were made in each class with a study group of 8 classes. The researcher made observations by adjusting the schedule of English lessons for each teacher. The type of observation used by researchers was non-participatory observation which was an observing activity carried out directly in the field without being involved in the activities being observed. Then the researcher used structured observation, in which the researcher had prepared instruments or components that were observed and which had been compiled beforehand (Romdona et al, 2025).

Then, Interviews were conducted with three eighth grade English teachers at *SMP Negeri 1 Gunungsitoli Idanoi* using structured interviews. This meant that the researcher had prepared a list of interview questions and asked questions according to the order the list of questions. Furthermore, data collection in this study was also carried out through documentation, namely by collecting various types of documents that already existed and were directly related to the focus of the study. According to Ardiansyah et al. (2023), documentation was a data collection technique carried out by tracing and reviewing documents such as books, scientific journals, photos, official records, and other archives that contained relevant information to the phenomenon being studied. On the other hand, there were two types of documentation, namely public documents such as education policies, government regulations, or other relevant policy documents. And personal documents made by individuals involved in the study (English teachers) in the form of teaching modules and learning objectives flow or ATP (Nilamsari, 2014).

3.7 Data Analysis Technique

The definition of data analysis techniques put forward by Sugiyono (2018) was a systematic process that included steps such as organizing data, breaking it down into units, synthesizing, arranging patterns, choosing what was important, and making conclusions. Qualitative data analysis was a continuous, repetitive, and ongoing effort carried out by means of data reduction, data display, and conclusions or data verification. This technique could be drawn below as stated by Miles et al., (1994).

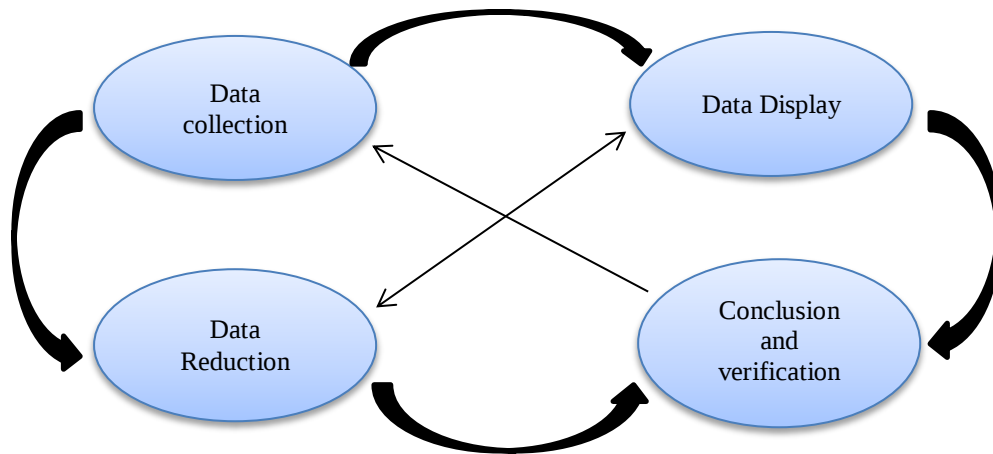


Figure 3.1 Data analysis technique

- a) Data reduction was the process of simplifying and sorting out data from observations, interviews, and supporting documents to focus on relevant information in analyzing classroom management in English language learning.
- b) Data presentation was the stage of describing the collected data. By presenting data, information could be organized and conclusions could be drawn. This then allowed for decision-making based on their understanding of the findings.
- c) Conclusions or verifying data was done by comparing the results of observations, interviews, and documentation to ensure data consistency, including validation with respondents and triangulation of sources to get a comprehensive picture.