

CHAPTER III

RESEARCH METHOD

3.1 Approach and Type of the Research

The qualitative research approach that will be adopted in this study “An Analysis of The Role of Cooperative Learning Approach on Students Character Building in English Learning” aims to analyze the role of cooperative learning approach on students' character building. According to Creswell (2014), qualitative research is a method for analyzing and understanding the significance of individuals or groups related to a social or human problem. The research process involves emergent questions and procedures, data that are usually collected in participant settings, data analysis that inductively builds from particulars to general themes, and researchers make interpretations of the data.

This method was chosen because it allows a thorough exploration of students' experiences, their perceptions, and their interactions in the learning process. Qualitative methods provide the flexibility to collect rich contextual data, which is difficult to achieve with quantitative approaches, as the focus of the research is to understand how cooperative learning strategies can influence students' character. This method allows researchers to analyze the learning as a whole and track students' behavior in groups. They can also gain first-hand understanding from participants through interviews and observations. This is very helpful in understanding complex social phenomena such as student character building, which involves cognitive, affective, and social elements at the same time.

As stated by Taylor, Bogdan, & DeVaul, (2016), qualitative researchers empathize and identify with the people they study in order to understand how those people see things. Taylor, Bogdan, and DeVaul emphasize that qualitative researchers must be able to feel and relate to the individuals they study. Researchers can gain a better understanding of participants' perspectives and experiences through this empathetic engagement. This is critical to understanding what participants' actions, thoughts, and beliefs mean. Researchers can gain a better understanding of

the complexity of human behavior by incorporating participants' world perspectives. This method ensures that the voices of those studied are heard and understood in a more meaningful and authentic way, elevating the importance of research on human connections.

3.2 Variables of the Research

Variables are properties that can differ between components or change over time, according to Leavy (2017). Variables help researchers understand and measure changes or differences in the phenomenon under study. Even though it does not have a sequence or numerical value, this variable is a classification that has the ability to differentiate between certain groups. According to him, one of the variables used in qualitative research is categorical variables. Categorical variables, also known as discrete variables, are variables that have a name and have the ability to differentiate between classes.

The categorical variables in this study are as follows:

- a) Cooperative Learning Activities (Types of Cooperative Learning Activities) This variable refers to the types of cooperative learning activities implemented in the classroom. This category of activities is important to analyze because it influences the emergence of students' character values. Categories: Positive Interdependence, Individual Accountability, Promotive Interaction, Development of Social Skills, and Group Processing
- b) Level of Student Involvement This variable classifies how actively students participate in group activities during the learning process. This level of involvement is important in assessing the extent to which students absorb character values through cooperative learning experiences. Categories: Very active, Moderately active, Less active, and Not involved (not involved).
- c) Relevant Pancasila Student Profile Dimensions This variable groups the formed character traits into the dimensions of the Pancasila Student Profile (P5), which serves as the character framework in the Merdeka Curriculum.

Categories: Mutual cooperation, Independence, Critical thinking, Creativity, Global diversity, Faith, piety to God Almighty, and noble character.

3.3 Setting and Schedule of the Research

3.3.1 Setting

At UPTD SMP Negeri 2 Gunungsitoli, which is located on Jalan Meteorologi Onowaembo, Gunungsitoli District, Gunungsitoli City, this research will be carried out. This location was chosen because of its relevance to the research objective, namely to find out how teachers and students view education. To gain a better understanding of participants' perspectives and experiences, qualitative research methods require researchers to do more than just collect data. By being in the school environment directly, researchers can identify the feelings, beliefs and experiences of teachers and students in the real world. This allows researchers to gain a better understanding of their views. This is in line with the ideas of Taylor, Bogdan, and DeVaul (2016), who state that researchers must empathize and identify with the individuals they study so that they can gain more accurate insight into how they see the world.

3.3.2 Schedule

The research will be conducted on April 2025. The planned schedule for this research is as follows:

- a) Week 1: Research Preparation. Developing observation and interview instruments, obtaining permits, and coordinating with schools.
- b) Week 2: Data Collection in the Field, conducting classroom observations, interviewing teachers and students, and documenting the learning process.
- c) Week 3: Data Analysis. Conducting data reduction, compiling findings, and linking results to theory and previous research.
- d) Week 4: Research Report Preparation. Writing Chapters IV and V,

completing appendices, and revising the manuscript according to the supervisor's instructions.

3.4 Source of Data

In qualitative research, using multiple data sources is essential to triangulate the data to ensure the validity and credibility of the results, as Flick (2018) explains. Flick emphasizes that to gain a complete understanding of a research phenomenon, combining various types of data, including observational data, interviews, and digital traces, is essential. This is very relevant and in accordance with the data sources in this research. In qualitative research, data triangulation aims to ensure the validity and credibility of findings by combining various types of data originating from different sources. This allows researchers to get a more complete and comprehensive picture of the phenomenon being studied. By combining several types of data, such as direct observation data in the classroom and school environment, interviews with students and teachers. This combination of multiple data sources helps researchers to verify findings from one source with findings from other sources, increasing the accuracy and precision of the analysis. Data sources for this research include:

- a) The English teacher for Grade VIII at UPTD SMP Negeri 2 Gunungsitoli, who served as the primary informant regarding the implementation of the Cooperative Learning approach (Learning Together model) in the learning process.
- b) The 22 students of Grade VIII-B at UPTD SMP Negeri 2 Gunungsitoli, who were the main participants in observing character development through group learning interactions and were interviewed to explore their learning experiences.

3.5 Instrument of the Research

According to Creswell (2018), in qualitative research, various types of data collection techniques are used to gain an in-depth understanding of the research background. These methods include qualitative observation, interviews, document analysis, and digital or audiovisual materials.

1. Interviews

It is possible to conduct interviews with teachers and students about how collaborative learning impacts the formation of students' character in learning English. Interview questions may include students' experiences, the changes they experience, and the character traits that develop as a result of collaborative activities. Regarding the interview guidelines that the researchers will follow, teachers will be questioned about how they incorporate cooperative learning into their lessons, any behavioral changes they observe in their students, and the difficulties they have when including character development through group projects.

2. Observation

Direct classroom observations allow researchers to record how students participate in collaborative learning activities and how their character develops during the process. Researchers can see interactions between students, group leadership, or cooperative attitudes that emerge in the classroom. Direct insights into the dynamics of group interactions will be obtained through classroom observations. Students' active participation, interpersonal interactions, and willingness to assume leadership or responsibility during events will all be evaluated by observers. The degree of involvement, the existence of constructive social connections, the growth of leadership and accountability, and the manner in which disputes are settled within groups would all be important markers for these observations.

3.6 Data Collecting Technique

These techniques allow researchers to delve deeper into participants' views, experiences, and perceptions. Creswell (2018) also emphasized how important it is to

use multiple data sources to increase the validity and credibility of research results so that researchers can gain a deeper understanding of the phenomenon being studied. In this case, Creswell emphasized the influence of the cooperative learning approach on the formation of students' character in learning English. The following are several data collection techniques that will be used in this research:

1. Observation

Observations will be carried out to track student interactions in cooperative learning activities. Researchers will track groups of students, their level of engagement, and manifestations of traits such as cooperation, leadership, and responsibility that emerge during English learning sessions. The data obtained from these findings will provide a clear picture of how cooperative learning methods influence students in social interactions in the classroom.

The frequency of group projects, gains in social skills (like empathy and communication), and any issues with classroom dynamics (like time management or student opposition) will all be indicators of this interview. Students' emotional reactions to group work, perceived behavioral changes, and abilities they believe they have acquired through cooperative learning will all be covered in the interview questions. Students' self-awareness of their evolving attitudes and behaviors—such as increased responsibility, teamwork, and conflict resolution abilities—will be the main focus of these indicators.

2. Interview

Interviews will be conducted with teachers and students to gain a better understanding of their experiences with the implementation of cooperative learning. Open questions will be used to find out how this method contributes to the development of student character, as well as the challenges and benefits felt during the learning process. The purpose of this interview is also to discover changes in the student's character.

Additionally, researchers will investigate for indications of enhanced

student cooperation, empathy, and communication. A thorough understanding of the ways cooperative learning supports academic and character development in English education will be provided by this combination of observations and interviews.

3.7 Data Analysis Technique

According to Cohen et al. (2018), the data analysis process in qualitative research includes five important stages to gain an understanding of the data collected: data reduction, data display, data analysis and interpretation, drawing and verifying conclusions, reporting.

1. Data Reduction

In order to manage the study data and make it more targeted and focused, data reduction is crucial. This procedure involves choosing, condensing, and arranging information gained from observations, interviews, and documentation about cooperative learning's role in forming students' personalities while they study English. For instance, taped interviews with teachers and students about their experiences with cooperative learning may be used to gather data for this study. By eliminating unnecessary information, spotting important trends like teamwork, accountability, and students' communication abilities, and classifying responses according to specific themes, data reduction is accomplished.

Only the portion of a lengthy interview about students' experiences that addresses how the cooperative learning approach molds their personalities is kept; other details, such alternative teaching strategies, can be disregarded. By using data reduction, this study can avoid being sidetracked by unrelated information and draw more targeted conclusions regarding how cooperative learning affects students' development of character while learning English.

2. Data Display

A crucial stage in presenting data that has been condensed to facilitate comprehension and analysis is data display. Researchers can more easily spot trends and connections between the variables they've examined because to the more structured presentation of the chosen and categorized data. For instance, if this study gathers information about the impact of the cooperative learning strategy on students' character development in learning English, the information can be displayed in a table that illustrates how students' cooperation, responsibility, and empathy have grown.

The categories of characters seen, the teaching strategies employed, and the answers from students and teachers can all be included in the table. Data display enables researchers to present the results in a more methodical manner, which facilitates the drawing of conclusions regarding the contribution of cooperative learning to the development of students' character in the study of English.

3. Data Analysis and Interpretation

The stage of data analysis and interpretation involves a more thorough examination of the presented data to identify trends, connections, and interpretations that bolster the goals of the study. Finding trends, putting the hypotheses to the test, and making inferences from the findings are all steps in this process. For instance, the data on how students' character changes when learning English using the cooperative learning technique is presented, and the analysis is carried out by contrasting the responses of the students before and after the method's application. It can be concluded that cooperative learning helps to develop students' positive character if the data indicates that students become more engaged in teamwork and accountable for group projects when it is implemented.

Teachers' interviews can also be examined to learn more about their implementation tactics and the difficulties they encounter. Linking the

outcomes to underlying theories, like the social learning theory, which holds that students' personalities may be developed via collaboration and engagement in the classroom, is how arch results are accomplished. As a result, the data analysis and interpretation step aids in gaining a deeper knowledge of the function that cooperative learning plays in helping students develop their character while learning English.

4. Drawing and Verifying Conclusions

The last phase, developing and verifying conclusions, is when researchers make inferences from the data analysis findings and confirm their accuracy. The conclusions must be supported by the evidence that has been gathered, examined, and validated to guarantee its accuracy. For instance, it can be concluded that the cooperative learning strategy helps students develop their character if the research findings demonstrate that it enhances students' collaboration and responsibility when learning English.

Researcher can triangulate data by integrating teacher interviews and classroom observations, and comparing the results with earlier studies to confirm this conclusion. The conclusions drawn from this process are strengthened and can serve as the foundation for suggestions offered to teachers on how to use cooperative learning techniques to help students develop their character while learning English.

5. Reporting

In qualitative research, The process of methodically presenting the study findings in a written report or presentation is known as the reporting step. The research background, methodology, key findings, data analysis, conclusions, and pertinent suggestions should all be included in this report. Research findings, for instance, can be presented in a thesis, scholarly publication, or seminar presentation.