

CHAPTER III

RESEARCH METHODS

3.1 Approach and Type of the Research

In conducting the research, researcher used qualitative method with a qualitative descriptive approaches, the purpose of this research is to understand the roles of teachers in depth in shaping students' attitudes of responsibility. As Laoli et al. (2023) argued that qualitative descriptive research uses written or oral facts to describe observed behaviors, without relying on computations. Also added by Furidha (2023) stated that descriptive qualitative research aims to provide a methodical, factual, and accurate overall account of the facts, traits, and connections among the phenomena under investigation.

It can be concluded that descriptive qualitative method is research method that can be described or informed in depth by focusing on understanding the meaning, perspective, and actual experiences of individuals or groups related to the phenomenon under research. The researcher using this method to help dig deeper into the experiences and perspectives of teachers about the roles or strategies carried out in shaping students' attitudes of responsibility at the eighth grade of SMP Negeri 3 Lotu.

3.2 Variables of the Research

In accordance with the research title, there are two main focuses in this research which include several aspects, namely: the roles of teachers in shaping eighth-grade students' attitudes of responsibility and supporting and hindering factors in the process of forming students' attitudes of responsibility by teachers.

3.3 Setting and Schedule of the Research

The location of the research was at SMP Negeri 3 Lotu. The school is located in Lombuzaua Village, Lotu Sub-district, North Nias District, North Sumatra. The location was chosen by the researcher because the location of the school was closed to the researcher's house and the type of research raised by the researcher this time has never been studied in this school before. The research

schedule would be conducted in April - May 2025. The research subjects were three teachers who taught in class VIII of SMP Negeri 3 Lotu.

3.4 Source of Data

In this research, the main source data come from three teachers, students, and documentation. In this case, the researcher selected three teachers as the main sources of data who taught eighth grade classes, namely the English teacher, homeroom teacher, and deputy principal for student affairs. English teacher were chosen as one of the subject of this research because the researcher was from the English Education Department, allowing them to focus more deeply on the role of English teacher in shaping students' attitudes of responsibility through the classroom learning process. Then, homeroom teacher are chosen because they know each student's situation and progress firsthand, so they play a big role in shaping responsibility, both academically and socially. Homeroom teacher also have a strategic and comprehensive role in guiding and directing students in the class under their responsibility, such as in character building through a personal approach, disciplinary supervision, and resolving issues related to student behavior both inside and outside the classroom. The in-depth and ongoing nature of the class teacher's role is a strong reason for selecting them as the subject of this research. Meanwhile, deputy principal for student affairs were chosen as the subject of this study because they are responsible for organizing and supervising student activities, such as discipline and character development. In addition, student affairs teacher are also usually involved in handling cases of disciplinary violations, which allows them to provide direct character guidance to students. Therefore, the researcher believes that student affairs teacher have an important influence in shaping students' sense of responsibility, both inside and outside the classroom.

These teachers were selected based on the issues and objectives of the study. Teachers are the main data sources that provide information through interviews and observations to know and understand the roles of teacher in shaping students' attitudes of responsibility at the eighth grade of SMP Negeri 3 Lotu. In addition, the results of student answers from questionnaires and documentation such as teacher interactions with students in the classroom in shaping attitudes of

responsibility are also very supportive to find out what the roles of teachers are in carrying out their roles to educate and shape attitudes of responsibility towards students.

3.5 Instruments of the Research

According to Sugiyono (2019:156) said that a research instrument functions as a tool to measure observed natural and social phenomena. Added by Sukmawati et al. (2023) stated that instruments are tools that are used to do something (e.g tools used by technicians, medical devices, optics and chemistry), tools, ease of investigation to obtain collected data as processing materials. To understand the roles or strategies of teachers in depth in shaping students' attitudes of responsibility at the eighth grade of SMP Negeri 3 Lotu, the researcher used several instruments, as follows:

3.5.1 Observation sheet

The observation sheet is a tool or observation guide that will be used by researcher to observe and see directly how teachers shape students' attitudes of responsibility in learning activities in the classroom. It would be used by researcher to observe how the teacher carries out their role, interactions, efforts and strategies when the student commits violations of the rules. These violations include arriving late, being frequently absent, not or being late in doing assignments, making noise in class when the learning process is taking place, disturbing friends and so on.

OBSERVATION SHEET

Researcher (Observer) : Benifaeri Telaumbanua

Nim : 212108014

Class : VIII

Teacher (Observed) :

No.	Teacher's Role	Observation Indicators	Respond		Notes (description of findings)
			Done	Undone	

1.	As a Motivator	Teachers give positive encouragement to students to complete assignments on time.			
		The teacher gives appreciation to students who are responsible.			
2.	As a Facilitator	Teachers provide media or learning aids so that students can easily understand the material.			
		Teachers provide special guidance for students who have learning difficulties.			
3.	As Evaluator	The teacher gives feedback on students' tasks and participation.			
		The teacher reprimands students who do not complete assignments or make noise in class.			
4.	As a Role Model	Teachers show discipline and responsibility in carrying out their duties.			
		Teachers are polite, fair, and respectful to students.			
5.	Instiller Discipline Values	The teacher emphasizes the class/school rules (coming in on time, not making noise, respecting the teacher, etc.)			
		Teachers give sanctions to students who break the rules.			

3.5.2 Interview guide

An interview guide is a tool for gathering data on the issue under study. The researcher will conduct direct interviews paper with several teachers who teach in the eighth grade at SMP Negeri 3 Lotu, to extract information from

their opinions and experiences in accordance with what has been experienced and has happened about what kind of role or strategy is carried out in shaping the responsible attitude of students according to the case or offense committed by the student.

INTERVIEW SHEET

Researcher : Benifaeri Telaumbanua

Nim : 212108014

Class : VIII

Teacher :

No.	Questions	Answer
a. To find out the roles of teacher in shaping the attitude of responsibility at the eighth grade of SMP Negeri 3 Lotu.		
1.	What do you do as a teacher to address students who do not do their assignments or do not complete assignments on time?	
2.	What do you do to guide students who do not actively participate in learning?	
3.	How do you respond to students who make noise during the learning process?	
4.	In your role as a teacher, how do you instill an attitude of responsibility to students who often come late or are often absent?	
5.	What do you do when dealing with students who disturb classmates during learning?	
6.	What is your approach to students who disrespect teachers?	
b. To find out the things that support and hinder the roles of teachers in shaping students' attitudes of responsibility at the eighth grade of SMP Negeri 3 Lotu.		

7.	What do you think are the things that can hinder the role of teachers in shaping students' attitudes of responsibility? How do you deal with these influences?	
8.	What do you think are the things that can support the role of teachers in shaping students' attitudes of responsibility?	

3.5.3 Questionnaire sheet

A questionnaire is one of the research instrument used to collect data from respondents through a series of written questions. In this research, the questionnaire is one of the instruments in exploring information about how teachers carry out their roles in shaping students' attitudes of responsibility. The purpose of this questionnaire is to clarify from students whether the teacher's roles in shaping student responsibility have actually been carried out by the teacher or not as well as to collect information relevant to the research objectives and obtain valid and reliable data.

QUESTIONNAIRE SHEET

Researcher : Benifaeri Telaumbanua

Nim : 212108014

Class : VIII

Student's Name :

Read each of the following statements carefully, then put a check mark (✓) in the “Yes” column if you agree or have experienced it, and in the “No” column if you disagree or have never experienced it.

No.	Teacher's Role Category	Statements	Yes	No
1.	As a Motivator	Teachers give positive encouragement for students to complete assignments on time.		

		The teacher gives appreciation to students who are responsible.		
2.	As a Facilitator	Teachers provide media or learning aids to make the material easy to understand.		
		Teachers provide special guidance to students who have learning difficulties.		
3.	As an Evaluator	The teacher gives feedback on students' tasks and participation.		
		The teacher reprimands students who do not complete assignments or make noise in class.		
4.	As a Role Model	Teachers show discipline and responsibility in carrying out their duties.		
		Teachers are polite, fair and respectful to students.		
5.	Instiller Discipline Values	The teacher emphasizes the importance of class/school rules (arriving on time, not making noise, respecting the teacher, etc.).		
		Teachers give sanctions to students who break the rules.		

3.6 Data Collecting Technique

In this research, the researcher used the following data collection methods: Data was collected by conducting interviews, observation and questionnaire techniques.

3.6.1 Observation

According to Creswell (2018:163) emphasized that observation is defined as a structured approach to collecting information that includes monitoring and documenting actions and occurrences in their real-life contexts. Added by Laoli et al. (2023) stated that by going straight into the field, observation was conducted in order to methodically observe and document in accordance with observation principles. Based on the statements, observation is a structured approach in collecting data by observing and recording actions and events in a real context. This approach is carried out directly in the field and follows the principles of systematic observation to ensure the accuracy and validity of the data obtained.

The researcher uses observation as a means of gathering data or documenting what they see while conducting the research. The observation technique was carried out by researcher directly in the classroom, especially in the eighth grade at SMP Negeri 3 Lotu by observing how the teachers in practicing and interact with students in the classroom in shaping the attitude of responsibility towards students. The things observed by the researcher are made based on the categories of teacher's roles that will giving answers (Done and Undone) and adding notes to describe the findings.

In this observing, the Guttman scale is a measurement tool designed to assess attitudes or behaviors in one dimension in a systematic and structured way. As McIver (2018) stated that the Guttman scale serves to identify consistent response patterns, thus facilitating data analysis. By using this scale, researcher can obtain more in-depth information about respondents' attitudes towards certain issues. In addition, Johnson (2023) emphasized that this scale is important in research to obtain more accurate data. The Guttman scale allows researcher to measure the level of agreement of respondents with clear answer options. Therefore, researcher used a Guttman scale to measure the truth of data or information from observing the teachers in practicing and interact with the eighth grade students of SMP Negeri 3 Lotu in shaping the attitude of responsibility.

3.6.2 Interview

According to Creswell (2018:163) defined that interview is a form of data collection in which the researcher asks questions to participants and records their answers. It allows the researcher to explore participants' views, experiences, and meanings in depth. In addition, Hanyfah et al. (2022) stated that interviews were conducted to obtain very accurate data because sourced directly from the owner of the research site. The interview technique was conducted by researcher to the three teachers who teach in the eighth grade at SMP Negeri 3 Lotu by asking several questions to find out the teacher's views on the roles or strategies carried out in shaping students' attitudes of

responsibility. In this case, the researcher lists several interview questions that will be answered by the teacher.

3.6.3 Questionnaire

According to Ranganathan & Caduff (2023) stated that a research questionnaire is a data-gathering tool shaped by a positivist philosophy of the natural sciences consisting of a series of questions or items used to gather information from respondents and so learn about their knowledge, opinions, attitudes, beliefs, and behavior.

In this research, the researcher used a questionnaire with a Guttman scale to test the answers that had been obtained in interview sessions with several teachers who taught in the eighth grader of SMP Negeri 3 Lotu. In Sugiyono (2019:140) composed that the Guttman scale is a scale used to obtain firm or definite answers, such as yes and no, true and false, ever and never, and so on.

In conclusion, the researcher intends to carry out data collection using a questionnaire with a Guttman scale that allowed the researcher to obtain information directly from the eighth grade students of SMP Negeri 3 Lotu regarding their views on the teacher's roles in shaping and building their attitude of responsibility.

3.7 Data Analysis Technique

Managing research data will be the researcher's next task after gathering information through observations and interviews and questionnaire. The process of organizing the data is known as data analysis. Andarias (2021) emphasized that data analysis is an important step that must be done by all researchers. Without analysis, research will not produce meaningful findings, only raw data. In Fadilla et al. (2023) said that data analysis is the process of searching and compiling systematically the data obtained from the results of interviews, field notes, and other materials, so that it can be easily understood, and of course can be informed to others.

The technique of analyzing data of this research would be analyzed from interview, observation and questionnaire. The data that has been received and

obtained is then summarized, focusing on important things that are adjusted to the research objectives. The following are the steps for analyzing data from observations, interviews, and questionnaires.

3.7.1 To analyze the interview data, the researcher will take a number of actions, including:

- 1) Data transcription: The researcher transcribed recorded interviews verbatim to ensure accuracy and clarity.
- 2) Reading the data: The researcher read the interview transcripts to understand information, context, and key aspects.
- 3) Coding: researcher will code important parts of the answers using codes that represent the themes of teacher's roles and the things that support and hinder in shaping students' attitudes of responsibility and categorize them.
- 4) Data Reduction: researcher will select relevant and important information while focusing on data that answers the formulation of problems in the research.
- 5) Data Presentation: Researcher then presented the data in the form of descriptive narratives or thematic tables.
- 6) Drawing Conclusions: the last is to thoroughly describe the roles of the teacher in shaping the attitude of responsibility and the things that support and hinder in shaping students' attitudes of responsibility.

3.7.2 To analyze the observation data, the researcher will take a number of actions, including:

- 1) Data reduction:
 - Researcher will classify data based on the category of teacher roles: Motivator, Facilitator, Evaluator, Role Model, and Instiller the Value of Discipline.
 - Group the observation items based on the status of "Implemented" and "Not Implemented".

- Take important points from the findings notes for each item, and group them into themes or patterns of teacher and student behavior.

2) Data Presentation:

The researcher will present the data in a table or matrix that includes: Item number, role category, observation status (Implemented/Not) and summary of findings notes (short narrative).

- 3) Drawing Conclusions: the researcher will draw conclusions about which roles are most often carried out, in which parts the teacher seems not to optimally carry out his role, as well as the form of teacher-student interaction in shaping the attitude of responsibility?
- 4) Reporting Results: The analyzed results are presented in a narrative that clearly presents the findings.

3.7.3 To analyze the questionnaire data, the researcher will take a number of actions, including:

- 1) Data Collection: collected the questionnaires completed by the students and recapitulated the “Yes” and “No” answers from each respondent for each statement.
- 2) Answer Coding: “Yes” answers were scored 1, ‘No’ answers were scored 0.
- 3) Score Calculation: Sum up all “Yes” answers (total positive score) while calculating the total of all questionnaire answers (number of statements × number of respondents).
- 4) Percentage Analysis (using the Guttman scale formula):

$$\text{Formula} = \frac{\sum \text{Answer "Yes"}}{\sum \text{Questionnaire Answers}} \times 100\%$$

- 5) Interpretation of Results: The analyzed results are presented in a narrative that clearly presents the findings.

Overall, the researcher will use data analysis techniques, namely: data reduction, data presentation and drawing conclusions. As Sarosa (2021) in Laoli et al. (2023) stated that there are three stages in qualitative data analysis such as: data

reduction, data presentation, and drawing conclusions. The following is an explanation of the three data analysis techniques in qualitative methods that will be carried out by researcher to answer the focus of the research raised.

a. Data Reduction

Data reduction is evaluating and classifying data based on information and in accordance with the research objectives. Data reduction is done through selection, summarization, or making short descriptions. At this stage, researcher began to filter and sort the information collected from observations, interviews, and questionnaires. Data collected from observations of three teachers during the learning process were selected and recorded the parts that showed the teacher's actions in shaping students' attitudes of responsibility, such as in terms of motivating, facilitating and instilling the value of discipline. Then for the results of interviews in the form of narratives or teacher statements were analyzed to find answers related to the roles of teachers according to their experiences in dealing with students' lack of responsibility, as well as obstacles or support experienced in shaping students' attitudes of responsibility. And for the questionnaire as a result of answers from students were collected and selected based on indicators of the teacher's role. Researcher will see which teacher's roles are felt by students to be truly carried out, and how it impacts their attitude of responsibility.

b. Data Presentation

Data presentation is a collection of organized information that enables drawing conclusions and taking action. At this stage, the researcher compiles the data information that has been selected so that it is easy to read and analyze further. Data presentation is done in the form of descriptive narratives, tables, or even using graphs. From the observation results, the researcher compiled the observation notes into a summary of the teacher's activities in the classroom, such as how the teacher gave students responsibility, rewarded discipline, or gave a warning for their lack of responsibility. This data is displayed chronologically or based on certain themes. In the interview results, the opinions of the teachers were organized into categories, such as how the strategies or roles of teachers in shaping students' attitudes of

responsibility, as well as the obstacles and support faced. Meanwhile, in the questionnaire, the results of students' answers were summarized in the form of percentages for each indicator of the teacher's role.

c. Drawing Conclusions

In the conclusion, the researcher will draw conclusions about the results of the research that answer the research objectives such as what are the roles of teachers that occur carried out by the three teachers in the eighth grade at SMP Negeri 3 Lotu to shape students' attitudes of responsibility, the obstacles and support felt by teachers, as well as students' responses about changes in attitudes of responsibility that they experience with the implementation of these teacher roles.