Universitas Sumatera Utara

The Era of Ultimate Excellence

Workshop USU Menulis Seri III

MENULIS PENDAHULUAN DAN METODOLOGI PENELITIAN

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MASALAH INTI PENULISAN ARTIKEL BEREPUTASI

Artikel ditolak bukan hanya karena data lemah

Sering kali, naskah gagal karena pendahuluan tidak menjual kontribusi dan metode tidak membangun kepercayaan.

> **Reviewer membaca dua hal terlebih dahulu: apakah masalahnya penting, dan apakah cara menjawabnya sahih.**

Prinsip praktis editorial untuk artikel ilmu sosial

01

Pendahuluan kabur

Fenomena luas, gap tidak tegas, kontribusi hanya klaim.

02

Metode generik

Desain, sampel, instrumen, analisis, dan etika tidak rinci.

03

Tidak sejajar

Pertanyaan, teori, data, dan klaim tidak berbicara satu bahasa.

MENULIS PENDAHULUAN

1. Ibarat Rumah, ini adalah Pondasi
2. Jadikan pendahuluan sebagai bagian dari “marketing”
3. Bangun dengan argumentasi empirik dan teoritik

APA ITU INTRODUCTION DALAM JURNAL?

- Introduction merupakan bagian pertama dari artikel jurnal yang memuat informasi umum tentang topik yang dibahas
- Introduction memberikan gambaran tentang masalah yang ingin dipahami dan respons atas masalah
- Introduction selain memperkenalkan topik yang dibahas, juga memberikan latar belakang teoritis atau konseptual yang mendasari sebuah penelitian
- Introduction memposisikan tulisan dalam suatu peta besar permasalahan dan keilmuan

LANDASAN IDEOLOGIS INTRODUCTION

LANDASAN

- **Introduction menjawab pertanyaan “REASONING”: MENGAPA topik itu dipilih, MENGAPA topik itu penting, MENGAPA pendekatan/metode itu dipilih?**
- **Introduction menjawab pertanyaan tentang “KNOWLEDGE GAP”: bagaimana kesenjangan pengetahuan hendak diatasi dalam tulisan ini**
- **Introduction merupakan pernyataan tentang “SCHOOL OF THOUGHT”: memberikan sumbangan baru dalam mendekati isu/topik (yang membedakan dengan yang selama ini ada)**

MENGAPA "INTRODUCTION" HARUS DITULIS

- Introduction sebagai pintu masuk ke dalam artikel (mampu memberi kesan jelas tentang apa isi keseluruhan artikel)
- Introduction sebagai miniatur artikel yang meringkas keseluruhan bagian dari artikel
- Introduction menolak skeptisme pembaca tentang mengapa suatu isu atau fenomena perlu ditulis dan harus diterbitkan
- Introduction memberikan arah dan fokus suatu tulisan (sebagai janji kepada pembaca)
- Introduction merupakan alat ukur jurnal untuk menentukan kelayakan artikel untuk diterbitkan
- Introduction menegaskan posisi artikel dalam peta perbincangan masalah dan/atau keilmuan

INTRODUCTION YANG SEMPURNA

- Memberikan gambaran umum mengenai topik penelitian yang krusial
- Memberikan latar belakang teoritis atau konseptual yang relevan dan mendukung
- Menjelaskan pentingnya suatu topik diteliti dan mengapa tulisan tersebut harus diterbitkan
- Menyatakan tujuan spesifik penelitian dan hipotesis/argumen yang diuji
- Ditulis dengan bahasa yang jelas dan mudah dipahami
- Tidak terlalu panjang atau terlalu pendek, sebaiknya ditulis 4-5 paragraf

EMPAT POIN PENTING DALAM MENULIS INTRODUCTION (1)

Pertama: Latar Belakang (Background)

Jelaskan latar belakang topik penelitian dengan memberikan konteks yang jelas. Identifikasi masalah yang akan dipecahkan atau pertanyaan penelitian yang akan dijawab

Contoh: (1) Perubahan iklim global menjadi perhatian utama dalam beberapa dekade terakhir. Peningkatan suhu global telah menyebabkan dampak signifikan pada ekosistem dan mengancam kesehatan manusia;
(2) perubahan iklim global yang mempengaruhi ekosistem dan kesehatan manusia belum diperhatikan dalam studi-studi yang ada

EMPAT POIN PENTING DALAM MENULIS INTRODUCTION (2)

Kedua: Masalah dan Tujuan Penelitian (Research Problem and Objectives)

Jelaskan masalah dan tujuan penelitian secara jelas dan rinci: dari untuk mengetahui, memahami, menganalisis, hingga menguji suatu teori/konsep. (tunjukkan gap pengetahuan yang ingin direspons melalui penelitian)

Nyatakan apa yang ingin dicapai melalui penelitian ini: apa manfaat dari adanya penelitian

Contoh: (1) Meskipun banyak penelitian telah dilakukan mengenai pengaruh perubahan iklim pada tanaman padi, masih belum ada pemahaman yang memadai tentang respons tanaman padi terhadap suhu yang tinggi di wilayah tropis; (2) Tujuan penelitian ini adalah untuk menganalisis pengaruh perubahan suhu terhadap pertumbuhan dan perkembangan tanaman padi di wilayah tropis; (3) tujuan penelitian ini menguji suatu tesis yang menyatakan bahwa modernisasi menurunkan tingkat religiusitas masyarakat; (4) tujuan penelitian ini memahami faktor apa yang menyebabkan perbedaan kemampuan adaptasi masyarakat terhadap krisis

MODEL PENULISAN GAP PENELITIAN

Gap kuat bukan “belum ada penelitian di Sumatera Utara”

1

Theoretical gap

Konsep/teori belum menjelaskan mekanisme tertentu.

2

Empirical gap

Temuan terdahulu bertentangan atau bukti belum memadai.

3

Methodological gap

Desain lama belum mampu menangkap dinamika sosial tertentu.

4

Contextual gap

Konteks baru memperluas atau menguji batas teori, bukan sekadar lokasi.

EMPAT POIN PENTING DALAM MENULIS INTRODUCTION (3)

Ketiga: Tinjauan Literatur (Literature Review)

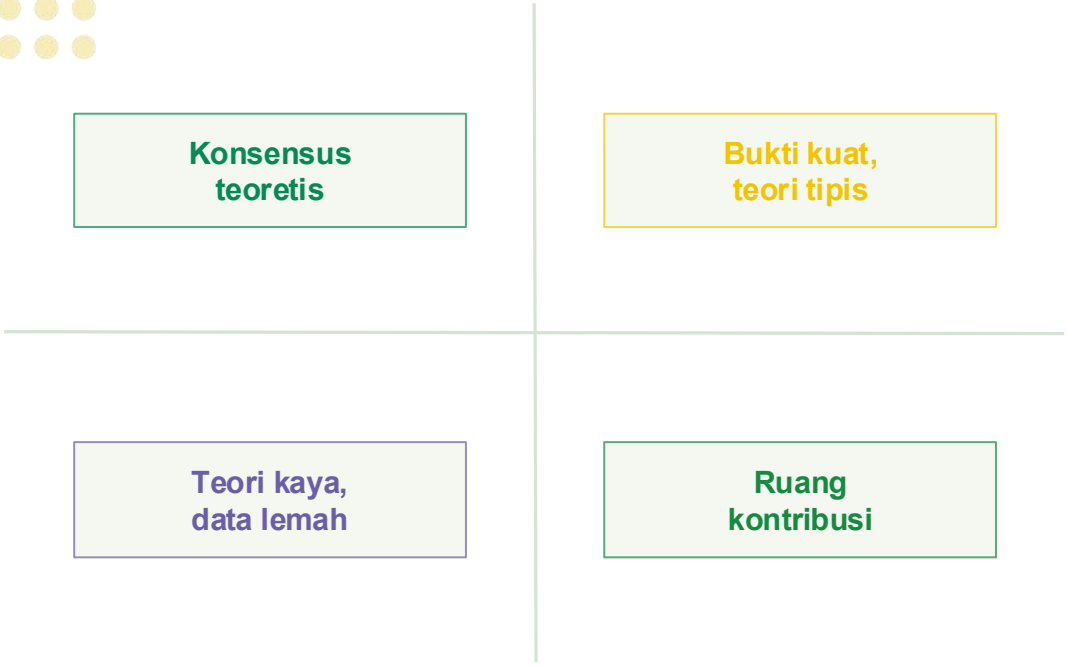
Sajikan kecenderungan dari penelitian terdahulu dengan menunjukkan apa yang kurang dan perlu diteliti (Identifikasi kekurangan atau celah pengetahuan yang ada dan jelaskan bagaimana penelitian akan mengisi celah tersebut)

Contoh: "Studi terdahulu menunjukkan bahwa peningkatan suhu dapat mengurangi produktivitas tanaman padi, tetapi masih ada kekurangan dalam pemahaman mengenai mekanisme yang mendasari respons tanaman terhadap suhu yang tinggi. Sebagian tanaman berhasil menghadapi peningkatan suhu dan sebagian yang lain tidak berhasil"

PETA LITERATUR YANG TAJAM

Literatur bukan daftar nama penulis

Literatur harus dipetakan sebagai medan perdebatan, bukan parade sitasi.



Cara menulis

Kelompokkan literatur berdasarkan arus argumen: “studi A menekankan X”, “studi B menantang Y”, “studi C masih terbatas pada Z”.

Kesalahan umum

Menulis 15 sitasi berurutan tanpa menunjukkan apa hubungan logis antarstudi.

NOVELTY DAN KONTRIBUSI

Novelty harus terlihat sebelum metode dibaca

Kontribusi perlu dinarasikan sebagai penambahan pengetahuan, bukan promosi.

TEORI	METODE	EMPIRIS	PRAKSIS
Memperluas/menantang konsep	Desain, data, pengukuran baru	Bukti baru untuk debat lama	Implikasi kebijakan/kelembagaan

> **Kata kunci kontribusi: extends, challenges, refines, demonstrates, explains, compares, integrates.**

Bahasa kontribusi artikel internasional

EMPAT POIN PENTING DALAM MENULIS INTRODUCTION (4)

Keempat: Hipotesis atau Argumen

Jelaskan hipotesis penelitian atau argument yang diuji dalam penelitian (argumen merupakan jawaban sementara atas pertanyaan atau masalah penelitian)

Contoh: (1) Berdasarkan latar belakang dapat dihipotesiskan bahwa peningkatan suhu akan menghambat pertumbuhan dan hasil panen tanaman padi; (2) pertumbuhan dan peningkatan hasil tanaman padi sangat ditentukan oleh peningkatan suhu

URUTAN PARAGRAF INTRODUCTION

PARAGRAF 1

APAYANG SEJAUH INI TELAH DIKETAHUI TENTANG FENOMENA ITU

Deskripsikan fenomena to the point, uraikan apa yang selama ini dipahami tentang isu fenomena itu (sertakan referensi)

PARAGRAF 2

APAYANG BELUM DIKETAHUI (KURANG/SALAH PAHAM TENTANG FENOMENA ITU)

Uraikan di mana letak kekurangannya (gap penegathuan), sertakan kutipan sebagai bukti, hubungkan dengan konsep terkait

PARAGRAF 3

TUJUAN KHUSUS TULISAN

Nyatakan perbedaan dengan studi yang ada; rumuskan masalah yang ingin dijawab?

PARAGRAF 4

KEMUKAKAN JAWABAN SEMENTARA atas pertanyaan (dalam bentuk hipotesis atau argumen, asumsi)

Pembukaan shocking

Dukungan literatur

Black, Asian, Minority, Ethnic

Tidak diperhatikannya isu etnisitas dalam tuisan yang ada

COVID-19 and ethnicity: who will research results apply to?

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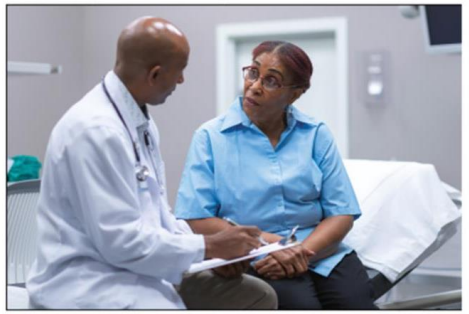
The toll of COVID-19 is not equal. Evidence globally shows a greater COVID-19 burden with older age, male sex, obesity, comorbidities, and poverty.[1–4] Early data suggest that people from Black, Asian, and minority ethnic (BAME) groups in the UK and Black, Hispanic, and Native American groups in the USA are disproportionately at risk of severe COVID-19 complications and deaths.[3,5] A recent systematic review of published, preprint, and grey literature concluded that BAME communities are at increased risk of infection from severe acute respiratory syndrome coronavirus 2 and have more adverse outcomes, including death.[6]

Descriptive data from the Intensive Care National Audit and Research Centre indicate that 33% of patients critically ill with confirmed COVID-19 in intensive care in the UK were from BAME groups, despite them comprising about 13% of the UK population.[7] Black people in the USA, who represent 13·4% of the population, comprise between 28% and 70·5% of deaths from COVID-19 depending on the state, and in predominantly Black communities the risk of infection is about three times higher than in predominantly white communities.[8] In New Mexico, Native Americans account for 11% of the population but 37% of COVID-19 confirmed cases.[5] Stark differences also extend to health-care staff. Within the UK National Health Service, about 21% of staff are from BAME backgrounds but they account for 63% of COVID-19 deaths among health-care workers.[9] In the USA, Black people account for 21% of COVID-19 cases among health professionals despite comprising only 5% of doctors and 10% of nurses in the country.[10,11]

The extent to which known or unknown factors contribute to the greater COVID-19 burden or severity among BAME people is not known.[3,12] Research efforts are underway, including randomised trials of potential COVID-19 treatments and vaccines as well as observational and other studies, and it is vital that such research should include representative samples of people with BAME backgrounds. Yet such inclusion is not guaranteed.

BAME individuals are under-represented in research.[13,14] For instance, in the UK, type 2 diabetes is disproportionately prevalent in South Asians and they have poorer long-term outcomes,[15] but in a review of 12 trials, the mean South Asian involvement was 5·5% despite South Asians representing 11·2% of the UK type 2 diabetes population.[16] Four of the 12 studies did not even report ethnicity. Similar low participation by South Asians was seen in clinical trials in the USA.[17] Giving insufficient attention to ethnicity in clinical trials of chronic diseases is also evident in COVID-19 research. Of 1518 COVID-19 studies registered on ClinicalTrials.gov, only six are currently collecting data on ethnicity.[6]

The reasons for under-representation of BAME groups in research are complex and could be attributable to hesitancy on the part of participants, lack of inclusion by health-care staff or researchers, and other socioeconomic factors and entrenched structural inequalities. These separately and collectively result in a range of outcomes from non-participation to exclusion, mostly inadvertent but sometimes by design. Barriers to participation in research include language challenges, low research awareness or mistrust of research, stigma, cultural values and beliefs about research, poor engagement from researchers, and general inaccessibility to research in deprived areas, including concerns of costs of time and money.[18] Recruitment strategies and information provision approaches that work for the majority population may be ineffective for other parts of the population; there is little tailoring.[19] There is no rigorous evidence on approaches that might, for example,



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Isu/topik

- Ecology constitutes an inherent part of most western countries' curricula (Eilam, 2012), and knowledge of ecological systems with a special focus on ecosystems, interactions and interdependence is considered a fundamental part of biology and environmental education course content (Cherrett, 1989; McComas, 2002; Volk, 1998). Thus an increasing number of science and environmental education studies have investigated the understanding of ecosystem features on the part of students (e.g. food chains: Eilam, 2002; Reiner & Eilam, 2001; systems: Hogan, 2000; Jordan et al., 2009; food webs/nutrient cycles: Demetriou et al., 2009; Hogan & Fisherkeller, 1996; Munson, 1994; Schizas et al., 2016; energy flows: Lin & Hu, 2003) and preservice (Zak & Munson, 2008) or in-service teachers (Beals et al., 2012).

reason

- The starting point for carrying out all of this research is hidden assumptions pertaining to the 'obviousness' and 'correctness' of scientific knowledge. Science and environmental educators implicitly presuppose that the ecosystem per se is clearly defined and consider learners' misunderstandings to be incorrect scientific interpretations of uncontested knowledge content (Robertson, 1994). Furthermore, they overlook the need to elaborate on core holistic aspects of the 'ecosystem' entity and address their empirical studies as if they were irrelevant to Nature of Science (NOS) tenets such as the tentativeness and social-cultural embeddedness of scientific knowledge (Schizas et al., 2018; Schizas, Papatheodorou, et al., 2019).
- Schizas, Papatheodorou, et al. (2019) have questioned the aforementioned hidden assumptions and have explored how in-service secondary education Greek biology tea-chers understand crucial holistic aspects of the ecosystem such as ecosystem self-regulation and balance under the assumption that the ecosystem is an ill-defined concept.
- As a matter of fact, the concept of ecosystem finds the qualities or attributes that con-notes along with the members of the class that denotes within the scientific field of systems ecology (Lefkaditou & Stamou, 2006; Golley, 1993; Marshall, 2002; McIntosh, 1985). Systems ecology was born and developed during the 1950s and 60s but declined after the 1970s under the pressures of persisting unsolved puzzles and problems (Schizas, 2012; Schizas & Stamou, 2005; Schizas & Stamou, 2006; Schizas & Stamou, 2007; Schizas & Stamou, 2010) due to which the 'ecosystem' suffers from serious definitional shortcomings. These puzzles and problems pertain to the difficulties that the flag-bearing pioneers of systems ecology, namely Eugene and Howard Odum (Marshall, 2002), and their descendants have encountered in (a) determining ecosystem borders;

Study terdahulu

- The present study also resists to the particular forms of 'objectivism' that penetrate science and environmental education research (Gough, 1999) and complements the study of Schizas, Papatheodorou, et al. (2019). While the latter study focused on the second problem, the present study aims at investigating how in-service secondary education Greek biology teachers address the first problem, which is related to the topic of ecosystem delimitation.
- To the best of our knowledge, it is the first time that research on how teachers and students understand ecosystem features focuses on this topic. Remarkably, ecosystem delimitation is not only a topic among other equal topics on ecosystem understanding; it lies at the heart of how ecosystem is defined as a holistic entity because it refers to whether and how holism behind 'ecosystem' can be anchored in the empirical world.

Tujuan (pertanyaan)

- Thus, while conducting our research, the following research questions were considered important: Do biology teachers struggle with problems in defining ecosystem borders and if no, how do they cope with the relevant problems that system ecologists encountered? Moreover, how do biology teachers become able to separate an ecosystem from its surroundings and what are the implications of their decisions for the holistic nature of ecosystem? To be more specific, are this separation and the resulting conceptualisation of the 'ecosystem' consistent with the scientific holism of systems ecologists or not?
- Prior to proceeding with our investigation, we provide a synopsis of another research (Schizas et al., 2018) which first questioned the assumptions of the 'obviousness' and the uncontested nature of the ecosystem concept. In this study, the authors combine research findings of the history and philosophy of ecology through a textbook analysis to identify subtle errors in representations of the concept of the ecosystem in the Greek biology text-book used for the 12th grade (Adamantiadou et al., 2013). These errors arise primarily from the four conceptual problems that the term 'ecosystem' faces within the systems ecology field.
- Thus, before showing how biology teachers understand aspects of ecosystem delimita-tion, we present problems that system ecologists encounter in addressing this topic and subtle errors that the Greek biology textbook presents in describing this topic. Interest-ingly, while examining how the textbook reproduces this problem and generates additional problems due to the recontextualisation process occurring during didactical transposition, the study of Schizas et al., 2018) also highlights misunderstandings that may be created on the part of textbook users.

Schizas, D. et al. (2020). Unravelling the holistic nature of ecosystems: biology teachers' conceptions of ecosystem borders, *International Journal of Science Education*, 20 June 2020.

Membedah Introduction Artikel

CONTOH KASUS 1

WSEAS TRANSACTIONS on ENVIRONMENT and DEVELOPMENT
DOI: 10.37394/232015.2025.21.79

The Effectiveness of the Roots Program in Preventing Bullying in Formal Education Institutions in Medan City

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Pembukaan: problem empiris

1 Introduction

Bullying currently occurs a lot in the educational environment in Indonesia, starting from elementary school, junior high school, high school, and even college level, [1], [2], [3], [4]. Bullying itself occurs due to the existence of a culture of seniority that has not been eliminated from the educational environment to date, [5], [6], [7], [8]. The lack of supervision in the school environment is also one of the causes of the high level of bullying that occurs in the school environment, [9], [10], [11], [12], [13], in addition to the lack of attention from the government in handling cases of bullying that occur is also one of the main causes until now bullying continues to occur in the educational environment in Indonesia, [14], [15], [16], [17]. Based on the data for the last four years from 2019-2022, it shows a significant increase with the following details, 2019: 11,057 people; 2020: 11,287 people; 2021: 14,517 people; 2022: 21,241 people, [18], [19], [20]. Based on the amount of data, it shows that 2022 was the year with the most cases of bullying in the educational environment in Indonesia. Based on the amount of data, it shows that 2022 was the year with the most cases of bullying in the educational environment in Indonesia. Meanwhile, in 2023, based on data collected by the Federation of Indonesian Teachers' Unions (FSGI), 16 cases of bullying occurred during the period January to August 2023, with a total percentage in elementary and junior high schools accounting for 25% of bullying cases, senior high schools and vocational high schools each had a percentage of 18.75% of cases, and in Madrasah Tsanawiyah and Islamic boarding schools bullying actions were still recorded at 6.25% of cases each.

Data shocking 2019–2022

Penguatan urgensi dengan data mutakhir

So far, existing research only discusses bullying in the educational environment in Indonesia. Still, no one has clearly discussed the Roots program implemented by the government as a bullying prevention program. Most research on bullying

1 Introduction

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Gap: Roots belum dibahas jelas, serta implementasi program dari Lembaga pemerintah resmi

Literatur sudah ada

Kalimat gap harus eksplisit

Implementasi gerakan 3–4: memetakan what is known dan what is unknown secara terang.

conducted in the educational environment in Indonesia only focuses on cases and the readiness of the school environment to prevent bullying, [21], [22], [23] , no one has discussed the readiness and results of the implementation of the Roots program. The Roots program is a form of collaboration carried out by UNICEF with the Indonesian government as a form of prevention of bullying and in collaboration with the Ministry of Education and Culture, [24], [25], [26]. The roots program itself began to be tested in Indonesia in 2017, but its application in the school environment in Indonesia only started in 2021, and even then, it was uneven, only applied in schools connected to the driving school program, [27], [28]. When compared to European countries, they implement their bullying prevention programs evenly in all schools in their country, one example of bullying prevention programs implemented in European countries is CEPIDEA and KiVa, both of these bullying prevention programs have been implemented in Finland, England, and Italy, [29].

The purpose of this study is to determine the effectiveness of the implementation of the Roots program as a bullying prevention program implemented by the Indonesian government through the Ministry of Education and Culture (KEMDIKBUD). This study also aims to evaluate the implementation of the Roots program in SMA Negeri 19 Medan and to see the readiness and involvement of teachers and the readiness of the principal as a policy maker in the school to consistently implement the Roots program in the SMA Negeri 19 Medan school environment.

Konteks program & pembanding global

Distinction: kasus Indonesia/Medan

Tujuan penelitian

SINTESIS KASUS ROOTS: STRUKTUR PENDAHULUAN YANG DAPAT DITIRU

RECIPE

1 Fenomena
Bullying di lingkungan pendidikan diposisikan sebagai masalah sosial yang luas.

2 Data
Angka kasus dan peningkatan tahunan dipakai untuk memperkuat urgensi.

3 Literatur
Studi terdahulu dipetakan: kasus bullying dan kesiapan sekolah.

4 Gap
Belum jelas pembahasan tentang implementasi dan efektivitas Roots Program.

5 Tujuan
Menilai efektivitas implementasi Roots dan kesiapan aktor sekolah.

6 Kontribusi
Menyediakan bukti berbasis konteks lokal untuk program pencegahan bullying.

Rumus cepat: “Isu penting” tidak cukup; harus diikuti bukti, debat literatur, dan posisi artikel.

MEMBANGUN PARAGRAF INTRODUCTION: DARI KLAIM KE KONTRIBUSI

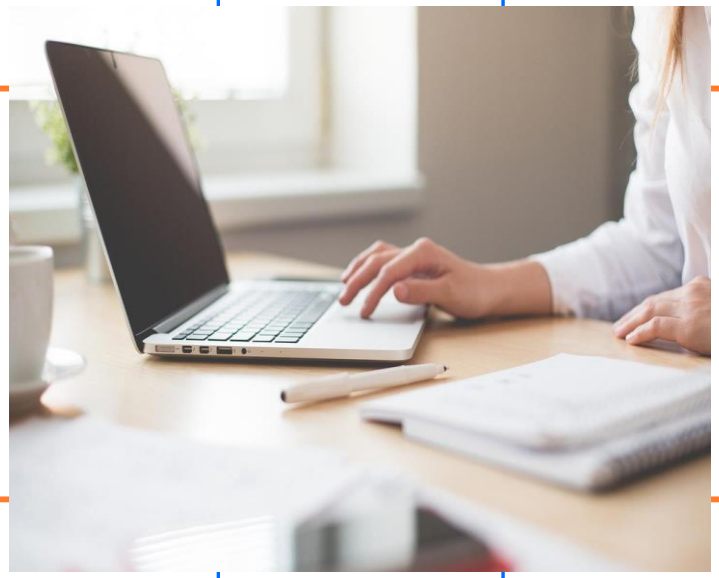
P1. Pembuka masalah	Mulai dari fenomena sosial yang dapat diverifikasi, bukan kalimat normatif terlalu umum.
P2. Urgensi empiris	Masukkan data, tren, atau kasus aktual sebagai alasan topik penting.
P3. Literatur terdahulu	Tunjukkan peta studi, bukan sekadar daftar sitasi.
P4. Gap dan distinction	Nyatakan apa yang belum dijelaskan dan mengapa konteks Anda memberi nilai tambah.
P5. Tujuan & argument	Tutup dengan tujuan spesifik dan posisi/hipotesis yang akan diuji atau dibuktikan.

Hindari: “Penelitian ini penting karena belum banyak diteliti” tanpa menjelaskan “belum banyak dalam aspek apa, konteks mana, dan mengapa itu penting.”

APA ITU METHOD?

Metode merupakan bagian dalam artikel yang memberi **penjelasan detail** terkait "**apa saja yang sudah dilakukan untuk menghasilkan suatu tulisan**"

Metode penelitian memperlihatkan "cara yang ditempuh" untuk menjawab pertanyaan penelitian yang diajukan.



APA TUJUAN METHOD?

Metode ditulis untuk memberikan pertanggungjawaban akademik tentang tahapan yang telah dilakukan baik dalam mempersiapkan penelitian, pengumpulan data, pengolahan data, dan analisis data agar pembaca dapat menilai seberapa kuat “fondasi” suatu artikel

Metode memberikan keyakinan pada pembaca tentang dasar yang kuat dalam membangun artikel (sehingga hasilnya tidak meragukan)

METODE BAGIAN PENTING DALAM SEBUAH ARTIKEL

- Metode mempengaruhi “RESULTS” dalam artikel
- Metode menentukan “TINGKAT KEPERCAYAAN” terhadap artikel
- Metode “SUDAH” dilaksanakan, bukan baru direncanakan

APA SYARAT SUATU METHOD YANG SEMPURNA?

- Menjelaskan rancangan penelitian secara jelas & rinci
- Mendeskripsikan populasi dan sampel penelitian secara mendetail
- Menjelaskan instrumen pengumpulan data (validitas & reliabilitas)
- Menjelaskan prosedur penelitian (tahap pengumpulan data & pengolahan data) secara rinci

PRINSIP SUATU METHOD

- Menyusun metode secara jelas dan mudah dipahami
- Menjelaskan metode analisis data yang digunakan
- Memberi penjelasan terkait prosedur etis yang diikuti dalam penelitian
- Memperhatikan permasalahan yang mungkin muncul dalam penelitian dan memberikan solusi yang tepat

METODE SEBAGAI ARSITEKTUR KEPERCAYAAN

Metodologi harus menjawab tiga pertanyaan reviewer

01 **Fit**
Apakah desain sesuai dengan pertanyaan dan klaim?

02 **Traceability**
Apakah proses pengumpulan dan analisis data bisa ditelusuri?

03 **Credibility**
Apakah bias, validitas, keterbatasan, dan etika dikelola?

> “Metode yang ditulis samar membuat temuan terlihat seperti opini.

Dari pertanyaan ke klaim: jangan ada lompatan

Metode yang baik membatasi klaim agar tetap sahih.

METODOLOGI KUALITATIF

Kualitatif kuat karena kedalaman, bukan karena jumlah kecil

Yang dinilai reviewer: justifikasi tradisi, sampling, proses analisis, trustworthiness, dan refleksivitas.

Tradisi

fenomenologi, studi kasus, etnografi, grounded theory

Partisipan

kriteria, akses,

Data

wawancara, observasi, dokumen, jejak digital

Analisis

Miles, Huberman dan Saldana (2014)

Keabsahan

triangulasi, member checking

Metode kualitatif dan etika data sharing

01

Consent bukan formalitas

Data kualitatif sering berisi narasi sensitif; izin berbagi harus jelas sejak awal.

02

Data availability perlu realistis

Jelaskan batas akses, alasan pembatasan, dan mekanisme perlindungan.

03

Ethical transparency

Reviewer menghargai kejujuran metodologis, bukan klaim “semua data tersedia” yang berisiko.

METODOLOGI KUANTITATIF

Kuantitatif kuat karena desain, pengukuran, dan estimasi

Reviewer ingin tahu bagaimana bias dikurangi dan model dapat dipercaya.

Desain

Cross-sectional, longitudinal, eksperimen, quasi-experiment, SEM, multilevel, DiD.

Sampling

Populasi, frame, teknik, ukuran sampel, response rate, missing data.

Instrumen

Definisi operasional, sumber skala, adaptasi, validitas, reliabilitas.

Analisis

Spesifikasi model, asumsi, robustness check, effect size, sensitivity.

Reporting

APA JARS-Quant dan STROBE membantu memastikan detail penting tidak hilang.

MIXED METHODS

Mixed methods bukan “dua metode ditempel”

Kuncinya adalah integrasi: kapan dan bagaimana data kualitatif-kuantitatif saling menjelaskan.

1. **Convergent**
   Kual + kuan paralel, diintegrasikan saat interpretasi
2. **Explanatory sequential**
   Kuantitatif dulu, kualitatif menjelaskan hasil
3. **Exploratory sequential**
   Kualitatif dulu, kuantitatif menguji/menyebarluaskan
4. **Embedded**
   Satu metode utama, metode lain mendukung

INSTRUMEN DAN DATA

Instrumen adalah jembatan antara teori dan bukti

Pengukuran buruk membuat model statistik dan tema kualitatif kehilangan makna.



Checklist kuantitatif

Data mentah kuantitatif, angket pertanyaan

Checklist kualitatif

Protokol wawancara, memo lapangan, triangulasi sumber.

Membedah Metodologi Artikel

CONTOH KASUS 1

WSEAS TRANSACTIONS on ENVIRONMENT and DEVELOPMENT
DOI: 10.37394/232015.2025.21.79

Maulana Andinata Dalimunthe,
Aulia Rahma Ritonga, Sofiari Ananda

The Effectiveness of the Roots Program in Preventing Bullying in Formal Education Institutions in Medan City

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Contoh artikel: The Effectiveness of the Roots Program in Preventing Bullying in Formal Education Institutions in Medan City.

2.4 Research Methods

The In this study uses a qualitative approach using the analytical description method. Qualitative research is research that aims to understand the phenomena experienced by the subject directly in the field. This research also has a characteristic that is found in its purpose: describing special needs by providing an understanding that has meaning and symptoms and compiling data obtained in the field. Qualitative research is also more focused on general principles and manifestations of symptom units found in human/community life, [41]. In this approach, social reality is holistic/comprehensive, complex, dynamic, and full of meaning, [40], [42].

The research location was carried out at SMA Negeri 19 Medan, which is located on Jalan Seruwai No. 1, Sei Mati, Medan Labuhan sub-district, Medan City, North Sumatra. The data collection techniques used in this research are observation, interview, and documentation. After that, the researcher analyzed the data in a systematic way, searching and compiling data obtained from observations, interviews, and documentation by organizing the data into descriptive form using several components, namely: reducing data, presenting data, and searching data, [43]. The target

Desain: pendekatan kualitatif

Setting: SMA Negeri 19 Medan

Data: observasi • wawancara • dokumentasi

Analisis: reduksi & penyajian data secara deskriptif

Implementasi teori: Bab 2 pada bagian ini harus sesuai dengan setting dan data dengan pertanyaan penelitian.

of this research is to evaluate the implementation of the roots program in the school.

The sample used in this study consisted of three different respondents: The school principal, the facilitating teacher, and the head of the anti-bullying change agent. The research sample was selected directly by the researcher with the consideration that the sample has a connection with the roots program studied by the researcher so that the researcher gets valid information. The principal, facilitating teacher, and the head of the anti-bullying change agent have different roles in the context of implementing the program, so their understanding is needed to express diverse views through the sample description (Table 1, Appendix).

In this study, data were collected through in-depth interviews and observation of the activities carried out. In-depth interviews were used to obtain respondents' views and perceptions regarding the effectiveness of the implementation of the Roots program as a bullying prevention program at SMA Negeri 19 Medan.

This data analysis process involved two main approaches. First, the data from in-depth interviews were analyzed using a qualitative approach. Second, documentation analysis, using a holistic approach, this research aims to provide in-depth insights into the implementation of the roots program at SMA Negeri 19 Medan, to understand the implementation process, and to find out the obstacles and sustainability of the implementation of the roots program at SMA Negeri 19 Medan. A methodological limitation of this study lies in the absence of triangulation with quantitative data, as the research solely relies on interviews, observations, and documentation without incorporating statistical measurements to validate the findings.

Partisipan: 3 aktor kunci program

Pengumpulan data: in-depth interview + observation

Analisis: wawancara kualitatif + dokumentasi

Keterbatasan diakui: tidak ada triangulasi dengan data kuantitatif, tetapi secara member checking dengan wawancara

of this research is to evaluate the implementation of the roots program in the school.

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Membaca Kasus dengan Teori: Fit • Traceability • Credibility

FIT

Cukup kuat: pendekatan kualitatif dan member checking relevan untuk memahami implementasi program dan persepsi aktor sekolah.

TRACEABILITY

Sebagian sudah terlihat: partisipan dan sumber data jelas., protokol wawancara, durasi, tahapan coding, dan jejak analisis beludilampirkan pada file terpisah. “supplementary file”

CREDIBILITY

Artikel mengakui keterbatasan triangulasi kuantitatif. Pelaporan lebih kuat melalui trustworthiness, etika, member checking/triangulasi sumber.

Intinya: metode bukan sekedar daftar teknik; metode adalah arsitektur yang membuat klaim penelitian dapat dipercaya.

KESIMPULAN

- Jangan sekadar memperkenalkan topik, bangun sebuah argumen
- Ubah literature review dari “parade sitasi” menjadi “peta perdebatan”
- Cari gap yang menghasilkan pengetahuan baru, bukan sekadar lokasi baru
- Pastikan satu garis logika dari Research Question sampai Claim
- Tulislah metode sebagai “arsitektur kepercayaan”, bukan daftar prosedur.