

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a qualitative approach with a single case study design to identify the cognitive readiness and challenges faced by an English language teacher in implementing the Independent Curriculum. The single case study approach was chosen because the study focuses on a unique case: a newly assigned English teacher implementing both a new subject and a new curriculum simultaneously at MIN 11 Banjar. The research focused on the specific activities conducted by a teacher. This research approach examines social issues in education by collecting responses from English teacher at MIN 11 Banjar as key individuals in the implementation of Independent Curriculum and engaging them directly in the data collection process through participatory observation and in-depth interviews. According to Yin, (2003) a single case study is appropriate when the case is unique, critical, or revelatory. This study applies a single case study approach because the subject a newly assigned English teacher implementing the Independent Curriculum for the first time at MIN 11 Banjar represents a unique and contextualized instance. The focus on a single teacher enables the researcher to explore readiness and challenges in detail, and to generate rich, in-depth insights into the process of implementing curriculum reform in a religious school setting.

This research uses a single case study design. A single case study is a research strategy, and it is not a method, experiment, technology, or technicality of research science. A single case study refers to a closest scrutiny of an item being considered in a particular setting. An uncontextualized study is not a study but a research (case) that does not have any relevance in single case study. Because a single case study is an in-depth investigation, single case study research is used to collect the type of raw data that allows the researcher to have a detailed understanding of the topic so that the researcher can offer much more specific hints, or even a description of, the question they are trying to investigate.

The researcher employed a flexible framework to analyze and interpret the data collected from the field. Following the qualitative approach, this study was designed as a single case study to provide an in-depth understanding of the readiness and challenges faced by English teacher in implementing the Independent Curriculum. The researcher adopted a descriptive approach to detail the events and phenomena observed from one english teacher as a single unit of analysis within the unique context of MIN 11 Banjar. The researcher adopted a descriptive approach to detail the events and phenomena observed during the investigation, providing a comprehensive account of the teaching phases, benefits, and challenges associated with the curriculum. (Braun dan Clarke, 2006; Creswell dan Creswell, 2018).

The research design was chosen based on its suitability for the study's objective of exploring the readiness and challenges faced by English teacher in implementing the Independent Curriculum. A single case study was selected because it allowed for in-depth exploration of a unique case: an English teacher implementing the Independent Curriculum in a newly introduced English subject at MIN 11 Banjar. Focusing on one teacher provides a rich contextual understanding of readiness and challenges in this specific educational environment. This decision is reinforced by the uniqueness of the research location at MIN 11 Banjar, where English language teaching has just begun alongside the launch of the Independent Curriculum.

Through the single case study approach, researcher was able to document the diverse experiences, approaches and views of teacher in adapting to this fundamental change in the education system. The use of thematic analysis allowed the research to uncover patterns and themes that describe the reality of curriculum implementation in greater depth, an aspect that may not be revealed through quantitative approaches. This design also ensures that the research results truly reflect the real practices and challenges observed in the school context, thus contributing meaningful data to the wider discussion on teacher readiness and curriculum reform in Indonesia.

This study also utilized thematic analysis to identify patterns and themes within the collected data. The analysis process included

familiarizing oneself with the data, generating initial codes, identifying themes, refining these themes, and reporting findings with illustrative quotes. The research explored the implementation process, emphasizing the readiness of teacher to align their practices with the Independent Curriculum, particularly in English language teaching. This comprehensive method allowed the researcher to uncover practical insights and formulate detailed conclusions based on real word observations (Braun dan Clarke, 2006; Hindriyanti et al., 2023).

1. Establish the broad case to investigate

The Independent Curriculum, introduced by Nadiem Anwar Makarim, represents a significant reform in Indonesia's education system. This curriculum emphasizes flexibility, student centered learning, and differentiated instruction, marking a departure from previous curricula. With its focus on critical thinking, character development, and project based learning, the Independent Curriculum aims to address challenges such as learning loss caused by the COVID-19 pandemic and equip students with essential skills for the future (Hindriyanti et al., 2023).

2. Expanded the literature

The researcher gathered diverse reading materials, including books, academic journals, handouts, and prior studies, to strengthen the foundational knowledge and support comprehensive analysis in subsequent stages of the research.

3. Establish the research questions

- a. How is the readiness of English teacher in implementing Independent Curriculum at school?
- b. What challenges do the English teacher face in implementing Independent Curriculum?

4. Determine data collection

Data collection was conducted via observation and interviews. The researcher has created research tools, such as observation guidelines for learning stages and interview protocols, which were provided to students and teacher. These tools were built by studying existing literature to assure their effectiveness.

5. Analyzed the data

The researcher uses thematic analysis to make it easier for readers to read research results based on themes. The researcher went through the data and put it into groups by checking and organizing the information in the field notes and the interview transcript. After reading all the results, the researcher evaluated the data by looking for both general and specific information. This information was then described based on the order of events.

6. Recap the research's findings

It was double-checked that the data was correct and matched up with the research questions and conversations. It was then summed up into a

conclusion, and the researcher wrote a description of the research results.

B. Research Setting

The researcher conducted this research at MIN 11 Banjar Jl. Kali Martapura RT.02, Pembantanan, Kec. Sungai Tabuk, Kab. Banjar, South Kalimantan, Indonesia. From the mini-observations conducted by the researcher before deciding which schools to study, there are several reasons. The reason the researcher chose the school was because several criteria from the study.

The school was chosen because it represents a distinctive case where the English subject was introduced at the same time as the implementation of the Independent Curriculum. Prior to this curriculum, English was not part of the school's formal subject offerings. This situation provides an ideal context to observe and analyze how the English teacher interprets, plans, and implements the new curriculum. The school also represents a typical setting for Madrasah Ibtidaiyah (Islamic elementary school), which makes the findings relevant to similar institutions implementing curriculum reform. This makes MIN 11 Banjar a relevant and strategic setting for exploring teacher cognitive readiness in a real-world curriculum reform environment.

C. Participant

The participant in this study is one teacher who teach English according to the Independent Curriculum in MIN11 Banjar. The researcher produces information about the skills and challenges of English language teacher in implementing an Independent Curriculum.

D. Data

In this research, data was collected through classroom observations and interviews with teacher involved in implementing the independent curriculum in English subjects. Researcher also explored the readiness and challenges of the curriculum. The research subject, or data source of a teacher at MIN 11 Banjar, who is an active participant in this research.

E. Technique of Data Collection

The researcher used a single case study in this study, so the data were collected from one English teacher through in-depth interviews and classroom observations. Data collection techniques in this research include interviews and observations. In-depth interviews were conducted to understand the meaning of the phenomenon under study through direct interaction with the research subject. Meanwhile, in-depth observation was conducted to obtain an accurate description of the phenomenon in the environment where the event took place. These two techniques are very important for qualitative research because they allow researcher to capture context and meaning in depth.

1. Observation

The systematic method of observation known as observation is employed in both basic and practical research, as well as in studies that are qualitative and quantitative. It entails watching and documenting participant behavior, giving thorough annotation of actions, occurrences, and background. It is possible to perform observations surreptitiously, fully or partially aware, and with or without explanations. The breadth of emphasis might be restricted or extensive, and the observations can last anywhere from one hour to a year. Aspects of observations can include context, interpersonal relationships, and non-occurrences. Depending on the situation, observation is either considered a research method or a data gathering strategy to be used in conjunction with a research method (Powel and Connaway, 2004:157).

The researcher conducted non-participant classroom observations to see how the English teacher applied the principles of the Independent Curriculum in real teaching practices. Through observation, the researcher gathered data on the teacher's ability to use varied learning resource, apply curriculum principles, implement learning modules, and conduct assessments. These aspects are directly related to the indicators of cognitive readiness explored in this study.

2. Interview

Question and answer sessions or interviews can be the greatest

approaches to discover or delve into someone's significant knowledge for a study. In order to understand the meaning of "described phenomena," it is important to gather information during an interview (Kvale, 1996). This information would be used to explain the subject's life. Furthermore, according to Schostak (2006), interviews are lengthy talks meant to elicit detailed information on a specific topic or issue as well as allow for the occurrence of phenomena and their interpretation in light of the meaning of the interview.

In-depth interviews were conducted with English teachers to gain a deeper understanding of their knowledge, perceptions, and experiences in implementing the Independent Curriculum. The questions focused on how they understood the curriculum concept, planned teaching modules, adapted materials, and evaluated students. This technique helped reveal the teachers' cognitive readiness and the challenges they faced in real classroom situations.

This research involved English teacher at MIN 11 Banjar as interviewees. The interview results from the interviewees were recorded in detail by transcribing the entire content of the interview.

Table of Observation Schedule

No.	Date	Time	Class
1.	Thursday, 13 February 2025	09.00-10.00	5 A
1.	Thursday, 13 February 2025	10.30-11.30	5 B
2.	Saturday, 15 February 2025	08.00-09.00	4 A
3.	Saturday, 15 February 2025	09.00-10.00	4 B
4.	Saturday, 15 February 2025	10.30-11.30	2 C
5.	Monday, 17 February 2025	09.00-10.00	2 A

6.	Monday, 17 February 2025	10.30-11.00	2 B
7.	Tuesday, 18 February 2025	08.00-09.00	1 A
8.	Tuesday, 18 February 2025	10.30-11.00	1 B

Table of Interview Schedule with Teacher

No.	Date	Time
1.	Wednesday, 19 February 2025	08.30-09.30
2.	Thursday, 20 February 2025	11.30-12.00

F. Research Instrument

The instrument of this research is the researcher themselves, who identify the informant as a source of information, evaluate, analyze, and interpret the information, and draw conclusions from the observations. According to Lincoln and Guba (1985), in qualitative research, the researcher is the key instrument who collects and interprets the data. The researcher observes directly and interacts with participants to gain a deep understanding of the topic.

To support the research process, the researcher also used two additional instruments that were designed based on the focus of the study, which is the cognitive readiness of an English teacher in implementing the Independent Curriculum. As Creswell (2012) explains, research instruments in qualitative studies should match the goals of the study to ensure valid and meaningful data collection. Data collection techniques for this study were as follows:

1. Observation Guideline

The researcher used structured observation guidelines focused on identifying the indicators of cognitive readiness. These include how

the teacher uses learning resource, applies curriculum principles, develops and implements teaching modules, and conducts classroom assessments. These guidelines helped the researcher systematically record the teacher's classroom practices aligned with the goals of the Independent Curriculum.

2. Interviews protocol

Researcher use structured interview questions were made to explore the teacher's understanding, experiences, and challenges. These questions were based on four indicators of cognitive readiness: understanding of curriculum principles, module development, use of learning resources, and assessment implementation. According to Sugiyono (2016), a good instrument must help the researcher collect complete and relevant information related to the research focus.

G. Data Analysis

The researcher followed Braun and Clarke's (2006) six-step framework for thematic analysis, which provides a systematic approach to identify, analyze, and report patterns within qualitative data. This method was selected to capture key themes emerging from the interview and observation data collected during the study.

The aim of Wiersma and Jurs (2005, p. 2006) (Kirkgöz, 2008) shows that qualitative research analysis is a process in which we gradually arrive at a precise description and interpretation of a phenomenon. In the present multiple single case study, the qualitative data analysis procedure

included data organization, categorization, and data reduction through coding, description, and synthesis. Initially, a significant amount of information was produced and extensive records were kept of all aspects of the investigation. Data were analyzed at the same time they were collected. A first analysis was conducted at the end of the first observation period before the formal analysis was conducted. Various techniques were used to record the data. The researcher recorded the interviews and took notes to ensure that an accurate and complete report of the discussions was available for future reference. After converting the recorded interviews into written language, we carefully listened to each recorded interview and wrote precise comments.

Thematic analysis is one way to analyze qualitative data, for example information obtained from in-depth interviews or semi-structured interviews conducted in this study. This data analysis technique is very suitable if the goal of the research is to find out what is really happening in the phenomenon. Especially with thematic analysis, patterns are identified in the event that becomes the object of the study. Thematic analysis is widely used in the social sciences (Braun and Clarke, 2006) and library and information science research, for example in the studies of Yates and Partridge (2015) and Yates and Partridge (2015). (2015) and also a study by Heriyanto, Partridge, and Davis (2018).

Thematic Analysis Theory by Braun and Clarke (2006):

1. Familiarization with the data at this stage, the researcher repeatedly

reads all the transcribed data carefully while making preliminary notes on the ideas that emerge.

2. Generating initial codes the researcher generates initial codes from the data by marking parts of the data that are deemed important/interesting by labeling/naming the text with a short word or phrase.
3. Searching for themes the existing codes are then collected into potential themes. All relevant data should be coded into these themes.
4. Checking themes the themes are checked against the codes and the overall data to make sure they fit. Some themes may need to be split, merged or discarded.
5. Defining and naming themes at this stage, the researcher defines and quantifies the themes to be used in the final analysis by identifying the essence of each theme.
6. Report The final analysis report is written by selecting examples of quotes that illustrate the themes found in a detailed and interesting way.

Stages/stages of thematic analysis. Thematic analysis has 6 steps/steps:

- a. Know the data.
- b. Generation of source codes.
- c. Searching for topics
- d. Researching possible topics
- e. Defining and naming topics
- f. Preparing a report.