

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The purpose of this descriptive qualitative study is to identify what are strategy used by the teacher in implementing character education in Merdeka Belajar curriculum in English learning process. Descriptive qualitative research is a method rooted in post-positivism philosophy that is frequently used to investigate the state of natural things, in which the researcher serves as a significant tool and describes a situation truthfully or relying on obvious facts (Sugiyono, 2018). This approach is in accordance with this research because it allows the researcher to know the research topics based on natural situations that occur.

#### **B. Research Setting**

The research was conducted in the seventh grade at Junior High School 4 Banjarbaru. The researcher chose this location due to Merdeka Belajar curriculum is already in use at this school, specifically Mandiri Belajar, so that it would show exact perspective of the implementation of character education. Furthermore, this school has experience with character education implementation because it is one of two junior high schools in Banjarbaru that are part of the character education pilot project school chosen by *Dinas*

*Pendidikan* Banjarbaru city in 2017. As a result, the teachers are already accustomed to the implementation. Thus, this study demonstrated how the teachers at this school incorporate character education in the most recent curriculum.

### **C. Subject**

The research subjects are two English Teachers of seventh grade and two students of each class that the teachers taught in Junior High School 4 Banjarbaru. It is based on the purposive sampling which the subjects are suitable for this research as the subjects are meeting with the consideration and objective of the study (Sugiyono, 2018). Its consideration is in accordance with one aspect, from four aspects that might be included in discussion of the participant that is the setting, the actors, the event and the process (Creswell, 2009). That one aspect is the event that is matching to the situation where Merdeka Belajar curriculum is had just implemented in the seventh grade.

### **D. Data**

#### **1. Data of Research**

The researcher analyzed data in the format of observation notes, interview transcript, and documentation about the teacher's implementation of character education.

#### **2. Source of Data**

The data are gathered from the teachers' classroom experiences and learning activities. The data then transcribed by the researcher to ensure the accuracy.

### **E. Technique of The Data Collection**

Data collection methods include observation, semi-structured interviews, and documentation. The followings are the data collection procedure:

1. Observation occurred during the teaching and learning process. In the classroom, the researcher observed the teachers. During the observation, the researcher recorded the character education activity and took field notes. The observation took place in the school's seventh grade. The researcher is able to obtain documentation in the field by observing the class.
2. The semi-structured interview yields useful information and allows the researcher to obtain detailed personal information. This interview, as stated by Kabir, allows the interviewer to explore subject directions in the conversation which might deviate from the framework if the interviewer believes it is acceptable. (Kabir, 2016). In this study, the researcher interviewed the teachers and asked them questions about the research topic. The researcher recorded the interviews in a format of voice recordings to avoid the absence of detailed information.
3. According to Creswell, documentation generates some critical notes regarding the problem observed, which generates an adequate and reliable data set (Creswell, 2014). As a result, it is extremely useful because the researcher is not going to overlook any important details

since the researcher is able to return back and review the documentation outcome. Documentation in this study took the form of photographs, video recordings, and voice recordings.

## **F. Data Analysis**

The descriptive technique is used by the researcher to convey the true state of the phenomenon without any additions. According to Miles and Huberman, there are three phases of qualitative data analysis: data reduction, data display, and conclusion (Huberman, 1994).

1. The process of selecting, categorizing, simplifying, and converting raw research data acquired via observation, interviews, and documentation is known as data reduction. This method aims to eliminate extraneous data and arrange the data into field notes. Thus, the researcher is free to concentrate on the most important aspects of the raw data.
2. Data display is the process for arranging essential details that could contribute to conclusion. Data can be displayed as a brief description, a correlation of each variable, or as a flow card. The researcher can plan the next step then carry out analysis in accordance with what has been organized and comprehended by organizing the data.
3. Drawing Conclusion and Verification Conclusion, is the research finding that comprises a description based on data observation, interviews, and documentation. The conclusion is written to provide answers to the research questions that were investigated. During the conclusion-drawing process, the researcher took steps to find the

relationship between what occurred, how the research was carried out, why the research was executed, and how the study resulted.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the analysis of character education implementation in Merdeka Learning curriculum in English learning process carried out by English teachers. In addition, the findings of the study are discussed based on the results derived from observations, interviews and documentation. There were two teachers who participated in this research, those who were Mrs. E and Mrs. G. Also, there are two students from each of their class, those are Student C (SC) and Student V (SV) from Mrs. E's class and Student D (SD) and Student F (SF) from Mrs. G's class.

#### **A. Research Findings**

The researcher describes the findings based on the implementation carried out by the teachers in English learning process

##### **1. Strategies Used by The Teachers in Implementing Character Education in Merdeka Belajar Curriculum in English Learning Process**

###### **a. Mrs. E's Class**

Based on the observations and interviews that has been conducted, Mrs. E implemented character education with several strategies as follows:

###### **1) Cooperative Learning**

Based on observations and interviews, in the second, third, fourth and fifth meetings the teacher implemented character education using cooperative learning strategies. This is based on the ways carried out