

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell (2014), research design refers to the plans and procedures for research that span the decisions from broad assumptions to detailed data collection and analysis methods. This study employed a qualitative method, specifically narrative inquiry, as its research design. Narrative inquiry is an approach that seeks to understand and represent experiences through the collection and analysis of participants' stories. As stated by Polkinghorne (as cited in Barkhuizen et al., 2025), there are two main forms of narrative inquiry: "analysis of narratives," which examines the content of story-like data to develop categories or themes, and "narrative analysis," which constructs stories from non-narrative data like interviews or journals. In the context of this study, the researcher aimed to explore and understand the lecturers' personal perspectives and experiences related to the implementation of synchronous online learning in UIN Antasari Banjarmasin. This narrative approach is relevant because the data were collected through in-depth interviews designed to elicit lecturers' reflections, opinions, and insights as stories of lived experiences.

As Barkhuizen et al. (2025) explained, narrative inquiry is particularly suitable when the data involve participants' voices that reflect their

professional experiences in specific contexts. In this case, the lecturers' stories about using synchronous online learning serve as the primary source of narrative data. The researcher utilized thematic analysis to interpret these stories, identifying patterns and recurring themes regarding the characteristics, challenges, and perceptions of synchronous online learning. This method allowed for a rich and contextualized understanding of each participant's experience. The findings of this research are presented in narrative form, aligning with the tradition of narrative inquiry where meaning is co-constructed between the researcher and the participants. The study focused on two lecturers from the English Education Department of UIN Antasari Banjarmasin, which has achieved an "EXCELLENT" accreditation status based on the Decision Letter of the Accreditation Council For Education No. 442/SK/LAMDIK/Ak/S/III/2025 on March 24, 2025, valid until March 23, 2030.

B. Research Setting

This research was conducted at Antasari State Islamic University Banjarmasin, located on Jenderal Ahmad Yani Street, KM. 4.5, Banjarmasin. The university houses five faculties, including the Tarbiyah and Teacher Training Faculty, where the English Education Department is situated. This study specifically focused on the experiences and perspectives of two lecturers from this department who have implemented synchronous online learning,

which is currently permitted for up to 30% of total meetings per semester. The research setting was chosen due to its relevance to the study's objectives and alignment with current teaching practices.

C. Participants

The participants in this study were two lecturers from English Education Department at UIN Antasari Banjarmasin, who taught the English for Entrepreneurship course and Teaching English for Young Learners course and had experience conducting synchronous online learning. They were purposefully selected based on their involvement in delivering online instruction, which allows up to 30% of course meetings to be conducted synchronously online. The selection of these lecturers was intended to explore their experiences and perspectives regarding the implementation, characteristics, and challenges of synchronous learning. The participants were chosen for their relevance to the research focus and their reflective capacity to provide detailed narratives, which aligns with the narrative inquiry design employed in this study.

D. Data

In this research, the data consisted of narrative accounts gathered through in-depth interviews with two lecturers from English Education Department at UIN Antasari Banjarmasin who had implemented synchronous online learning in their teaching. The interviews were designed to elicit

personal stories and reflections, making them suitable as narrative data in line with the principles of narrative inquiry. These lecturers' experiences and perspectives served as the primary data source, providing insights into the characteristics, challenges, and implementation of synchronous online learning, where 30% of class meetings are permitted to be conducted online.

E. Technique of Data Collection

In this study, the researcher specifically employed a structured interview technique. This method was chosen to explore the perspectives of two lecturers from English Education Department at UIN Antasari Banjarmasin on the implementation of synchronous online learning, which is currently permitted for up to 30% of classroom meetings per semester. The structured format allowed the researcher to collect consistent and comparable data across participants. An interview guide was developed based on a review of relevant literature on synchronous learning in higher education. The interviews were conducted virtually through WhatsApp voice calls, enabling the lecturers to participate from locations of their convenience. Before the interviews, the researcher contacted each participant to schedule a suitable time. All interviews were recorded with consent and transcribed for narrative analysis.

F. Research Instrument

To obtain the data, the researcher used only one research instrument, namely a structured interview. Interview is one of the most commonly used

data collection methods in qualitative research. Ary et al. (2010) stated that the interview is a basic method for collecting data in qualitative studies. It is applied to gather information from participants regarding their opinions, beliefs, and feelings in their own words. According to Ary et al. (2010), interviews can be categorized into three types: structured, unstructured, and semi-structured. A structured interview uses a pre-determined set of questions that are asked uniformly to all participants. In contrast, unstructured interviews are more conversational, and questions may arise naturally during the discussion. Semi-structured interviews combine both approaches, allowing flexibility while maintaining a prepared set of questions.

G. Data Analysis

In accordance with the qualitative nature of this study, particularly the use of narrative inquiry, the data analysis process was conducted simultaneously with the data collection, as suggested by the university's qualitative research guidelines. The data consisted of narrative accounts gathered through structured interviews with two lecturers from the English Education Department at UIN Antasari Banjarmasin. These accounts were transcribed and analyzed using thematic analysis, guided by the framework proposed by Miles, Huberman, and Saldaña (2014), which includes three key steps: data condensation, data display, and conclusion drawing/verification.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying,

and transforming raw interview transcripts into more manageable and meaningful units. In this study, the researcher read through the transcribed interviews multiple times to identify significant statements, expressions, and ideas that were relevant to the research questions. These key pieces of information were coded and categorized based on common phrases and narrative elements found across both participants.

2. Data Display

Once the data were condensed, the next step was to organize and display the findings in a way that facilitated interpretation. According to Miles et al. (2014), data display involves presenting the processed data in formats such as narrative texts, tables, or visuals to help draw conclusions. In this study, the researcher used narrative descriptions supported by illustrative quotes from participants to highlight recurring themes. Tables were also used to present comparisons and patterns across participants. This structured display helped in connecting various elements of the lecturers' stories and allowed the researcher to identify relationships and implications in the data.

3. Drawing and Verifying Conclusion

The final step involved drawing conclusions from the analyzed data and verifying their validity. In this stage, the researcher interpreted the themes and patterns that emerged from the participants' narratives in relation to the research questions. Specifically, the conclusions addressed the

following objectives of the study: (1) to investigate the characteristics of synchronous online learning that are implemented in UIN Antasari Banjarmasin, (2) to investigate the challenges perceived by the lecturers on the implementation of synchronous online learning in UIN Antasari Banjarmasin, and (3) to investigate the lecturers' points of view about the implementation of synchronous online learning in UIN Antasari Banjarmasin. According to Miles et al. (2014), conclusions in qualitative research are provisional and may evolve during further analysis. The researcher revisited the original transcripts and reflective notes to ensure that the conclusions were supported by credible evidence. This iterative process contributed to the trustworthiness and credibility of the research findings. Ultimately, the conclusions drawn reflected the lecturers' personal perspectives and experiences regarding the implementation of synchronous online learning at UIN Antasari Banjarmasin.