

CHAPTER III

RESEARCH METHOD

A. Research Design

This study adopts a qualitative research approach using a narrative inquiry design. The qualitative approach is selected because the focus of this research is not to measure variables or test hypotheses, but to explore, understand, and interpret students' experiences related to teaching and learning processes. Qualitative research allows the researcher to examine participants' perspectives in depth and to capture meanings that cannot be represented through numerical data.

1. Narrative inquiry is employed as the research design because it emphasizes the exploration of lived experiences through personal stories. In the context of this study, students' narratives provide valuable insights into how interactive and flexible teaching methods are implemented and experienced within a modern Islamic boarding school environment. Through storytelling, students are able to describe their academic journeys, challenges, learning strategies, and perceptions of teaching practices in a more natural and reflective manner.
2. The use of narrative inquiry is particularly appropriate for this research because students' academic quality is understood from their own perspectives rather than solely from formal assessments or test results. By

listening to students' stories, the researcher can gain a deeper understanding of how teaching methods influence their motivation, engagement, understanding of learning materials, and overall academic development. This approach also allows the researcher to capture the complexity of students' experiences within the structured and demanding daily routines of Pondok Pesantren Darul Hijrah Putra.

3. Furthermore, narrative inquiry provides space for participants to express experiences that may not be visible through observation alone, such as feelings of learning fatigue, adaptation to teaching styles, and personal reflections on academic growth. The qualitative narrative approach therefore supports the aim of this study to explore the perceived impact of interactive and flexible teaching methods on students' academic quality in a holistic and meaningful way. Through this design, the research seeks to present rich, contextualized, and authentic accounts of students' academic experiences in a modern Islamic boarding school setting.

B. Research Setting

This study was conducted at Pondok Pesantren Darul Hijrah Putra, located in Cindai Alus, Martapura. The research was carried out from January 3, 2026, until March 2, 2026.

This location was selected because it represents a modern Islamic boarding school that integrates both religious and general education. The institution also applies a structured daily schedule, which creates a unique learning environment for students. Such conditions make it a relevant setting for examining the implementation of interactive and flexible teaching methods.

In addition, the researcher chose this location due to accessibility and familiarity with the environment, which supported the data collection process.

The presence of students who have experienced both interactive and flexible teaching methods also made this site suitable for exploring students' perspectives in depth.

C. Participants

The Participants in this study are Final grade students of Pondok Pesantren Darul Hijrah Putra, Martapura. These Participants involved Four students, and selected because they have sufficient learning experience within the pesantren environment and have been exposed to the implementation of interactive and flexible teaching methods in both classroom and boarding school activities. This study employs purposive sampling, in which Participants are chosen based on specific criteria relevant to the research objectives. The criteria for selecting the Participants are as follows:

1. Students who are currently in the twelfth grade at Pondok Pesantren Darul Hijrah Putra.
2. Students who have experienced learning activities using interactive and flexible teaching methods.
3. Students who are willing to participate in in-depth interviews and share their learning experiences openly.

The number of Participants is intentionally limited, as narrative inquiry prioritizes depth of understanding rather than breadth. By involving a small number of Participants, the researcher is able to conduct in-depth interviews and explore each Participant's narrative in detail. This approach allows the

study to gain a deeper and more comprehensive understanding of students' academic experiences and perceptions related to interactive and flexible teaching methods.

D. Data

The data in this study are qualitative in nature, focusing on students' narratives, experiences, and perceptions related to the implementation of interactive and flexible teaching methods and their impact on academic quality. The data are collected in the form of words, statements, and stories rather than numerical measurements, in accordance with the qualitative narrative inquiry approach. Data consist of students' personal narratives obtained through in-depth interviews. These data include students' descriptions of their learning experiences, their responses to interactive and flexible teaching methods, their level of engagement and motivation, as well as their perceptions of how these methods influence their academic quality. The second data are obtained from supporting sources that help strengthen and contextualize the data. . According to the observation checklist, the majority of indicators associated with interactive and adaptable instruction were met. The educator fostered student engagement, and learners actively participated by answering questions during the class. The pedagogical approach incorporated discussion-based activities, and students demonstrated attentiveness and commitment throughout the instructional period. Furthermore, the teacher created avenues for students to articulate their thoughts and perspectives. Nevertheless, two specific indicators were not entirely evident. The instructor did not make substantial modifications to pedagogical strategies

in response to the classroom's prevailing circumstances, and the overall learning environment did not consistently exhibit a high level of engagement.

E. Research Instrument

The main research instrument used in this study is a semi-structured interview guide, developed based on the research questions and supported by relevant theories and previous studies related to interactive and flexible teaching methods. Since this study employs a qualitative narrative inquiry design, the interview instrument is designed to encourage students to share their personal stories, experiences, and reflections regarding their learning processes. The semi-structured format allows the researcher to guide the discussion while still providing flexibility for participants to elaborate on meaningful experience

1) RQ1: What are the students' experiences with interactive and flexible teaching methods?

The interview questions for RQ1 are developed based on theoretical perspectives and previous studies that emphasize student engagement, participation, autonomy, and interaction in learning environments (e.g., Senthamarai, 2018; Bostock, 2018). These studies highlight that interactive teaching increases student motivation and engagement, while flexible learning environments influence how students adapt to autonomy and instructional support.

The interview guide for RQ1 focuses on exploring:

- 1). Students' experiences participating in interactive classroom activities such as discussions, group work, and projects
- 2). Students' feelings and responses toward flexible teaching practices

How students interact with teachers and peers during the learning process 3). Challenges and benefits students experience when engaging in interactive and flexible learning environments.

These questions aim to capture students' lived experiences and personal narratives related to the implementation of interactive and flexible teaching methods in the pesantren context.

Beside interview, the Instrument is Observation sheet. The Observation Sheet can be found in Appendix

2) RQ2: How do students describe the impact of interactive and flexible teaching methods on their academic quality?

The interview questions for RQ2 are constructed based on theories and previous research that link interactive and flexible teaching to academic development, critical thinking, self-regulation, and learning autonomy (e.g., Senthamarai, 2018; Bostock; Lundin; Yakovleva). These studies suggest that active participation and flexibility in learning can enhance comprehension, critical thinking, and students' sense of responsibility for their learning. The interview guide for RQ2 explores:

- 1). Students' perceptions of changes in their understanding, motivation, and learning engagement
- 2). How interactive teaching influences their critical thinking and problemsolving skills
- 3). The role of flexible learning in developing independence, time management, and self-discipline
- 4). Students' reflections on how these teaching methods affect their overall academic quality

3) Validity of the Instrument

To ensure the appropriateness and clarity of the research instrument, the interview questions are aligned with the research objectives and supported by relevant theories and previous studies. The semi-structured interview format allows participants to express their experiences openly while maintaining focus on the research questions. This approach strengthens the credibility of the data collected and ensures that the instrument effectively captures students' narratives.

F. Data Analysis

The data analysis process is conducted through several systematic stages:

1. Familiarization with the Data

At this stage, the researcher carefully reads and re-reads the interview transcripts to become deeply familiar with the data. This process allows the researcher to understand the overall context, meaning, and flow of students' narratives. Initial notes are taken to capture significant statements, repeated ideas, and meaningful expressions related to students' learning experiences.

2. Initial Coding

After becoming familiar with the data, the researcher conducts initial coding by identifying and labeling important segments of the narratives. Coding is done by highlighting words, phrases, or sentences that represent students' experiences, feelings, perceptions, and responses toward interactive and flexible teaching methods. These codes help organize the data and make it easier to identify meaningful patterns.

3. Generating Themes

The coded data are then grouped into broader categories to form initial themes. These themes represent recurring patterns across students' stories, such as engagement in learning, motivation, learning autonomy, interaction with teachers, and perceived academic development. The themes are closely aligned with the research questions and research objectives.

4. Reviewing and Refining Themes

At this stage, the researcher reviews the emerging themes to ensure they accurately reflect the data. Some themes may be merged, refined, or removed if they are not sufficiently supported by the narratives. This process ensures that each theme is coherent, relevant, and meaningful in explaining students' experiences.

5. Interpreting and Reconstructing Narratives

The researcher then interprets the themes by connecting them with the theoretical framework and previous studies. Students' narratives are reconstructed into a coherent and logical explanation that highlights how interactive and flexible teaching methods influence their academic experiences. This interpretation emphasizes students' voices and preserves the authenticity of their personal stories.

6. Drawing Conclusions

Finally, conclusions are drawn based on the interpreted themes. These conclusions address the research questions and explain the relationship between students' experiences and their perceived academic quality. The findings are presented in narrative form to provide a comprehensive understanding of the phenomenon being studied.

G. Technique of Data Validity

The data analysis in this study follows a qualitative thematic analysis approach, which is appropriate for narrative inquiry research (Creswell, 2015; Riessman, 2008). To ensure the trustworthiness and credibility of the research findings, several data validity techniques are applied in this narrative inquiry study. These techniques are used to strengthen the accuracy and reliability of the data interpretation.

1. Triangulation

Data triangulation is employed by collecting information from multiple sources, including in-depth interviews, classroom observations, and documentation. Using different data sources allows the researcher to compare and verify findings, ensuring consistency and reducing the risk of bias.

2. Member Checking

Member checking is conducted by returning the interview transcripts and preliminary interpretations to the participants. This process allows students to confirm whether the narratives and interpretations accurately reflect their experiences. Any necessary clarifications or corrections are incorporated to enhance credibility.

3. Prolonged Engagement and Persistent Observation

The researcher spends sufficient time in the research setting to understand the learning environment and students' experiences in depth. Continuous observation helps the researcher gain a more comprehensive understanding of how interactive and flexible teaching methods are implemented in practice.