

CHAPTER III

RESEARCH METHOD

A. Research Design

In the theory of research approach, there are quantitative and qualitative research designs. Creswell (2012) noted that when addressing a research question the researcher did not know, a qualitative research design is best suited. This research used a qualitative research design with a case study as the research method. As stated by Yin (2014), case study, as a research method, is used in many situations that give much knowledge, especially in the education aspect, as it allows the researcher to gain real-life “case” or point of view in studying small group behavior and school performance. To understand a real-life case or perspective, the researcher chose a case study approach, as it is an empirical inquiry that investigates a real case in depth and within the scope of the real-world context, especially when the differences between the phenomenon and the context might not be evident. (Yin and Davis, 2007, as cited in Yin, 2014).

This research used a case study method, intending to focus on classroom observations and interviews with students to understand their experiences. The research explored how teachers at SMK Negeri 3 Banjarbaru implement culturally

responsive teaching practices and what the experiences of the students are about the culturally competent teacher who made them feel included in the classroom. This research has Vygotsky's sociocultural theory as its foundation, which takes a slightly different approach. Vygotsky's theory emphasizes that learning occurs through social interactions within cultural contexts. It suggests that students' learning is mediated by teachers who guide their students' interactions with cultural tools (e.g., language, traditions, and values) in the classroom. The research procedures were taken from Yin (2014), which represented a clear and structured stage in conducting this case study. The steps of conducting the research are described as follows:

Step 1. Defining the research question

In the first step, the researcher has chosen two research questions from three stages; the first is to narrow the researcher's broad interest into a key topic or two by reviewing some literature. Second, the researcher chose the key studies based on the topic of the research. Lastly, the researcher reviewed some other studies that have the same topic. (Yin, 2014)

Step 2. Selecting a relevant case

The researcher chose a case relevant to the two research questions that are allowed for in-depth observation and exploration by also considering the accessibility.

Step 3. Developing a case study protocol

For this step, the researcher created a detailed plan for conducting the case study research by outlining data collection methods, data sources, and analysis strategies. Yin (2014) stated that the protocol could increase the reliability of the research and act as a guide for the researcher in carrying out the data collection.

Step 4. Collecting data from multiple sources

For the fourth step, the researcher collected data from three of the six sources of evidence mentioned by Yin (2014), namely archival records, interviews, and direct observation.

Step 5. Analyzing data

In this step, the researcher employed a data analysis technique to analyze the data already collected from many sources

Step 6. Interpreting the findings to draw a conclusion

For the last step, the researchers elaborated on the data collected that have relations to the research questions while taking into consideration of the case and evaluating potential limitations

B. Research Setting

The research was conducted for a month from 29 September – 29 October 2025 at SMKN 3 Banjarbaru, a school that granted permission for the research. This setting is ideal for exploring cultural competence in teaching, as it offers a diverse student population with varying cultural backgrounds, which provides a rich

context for examining the impact of culturally responsive teaching strategies on students' academic progress and classroom inclusivity. SMKN 3 Banjarbaru's educational environment allows for a focus on the ways teachers adapt their methods to foster inclusivity and support students from different cultural backgrounds, making it a relevant location for investigating how cultural competence can influence both academic outcomes and classroom dynamics.

C. Research Participants

The primary participants in this research are 10 student participants and 2 teacher participants at SMKN 3 Banjarbaru, who were observed and interviewed to explore their experiences with classroom inclusivity and how cultural competence in teaching influences their academic progress. Teachers and students were also observed in the classroom to gain an understanding of their teaching practices and how they implement culturally responsive strategies. The data collected from interviews and observations provided insights into the impact of cultural competence on students' learning experiences and academic outcomes in a culturally diverse classroom.

D. Data

The interview data used in this research were collected and conducted in Indonesian, and then the researcher manually transcribed the audio recordings. However, because all participants were non-native English speakers, several

grammatical inconsistencies and informal expressions were present in the original responses. For clarity and academic readability, the researcher made minor adjustments to sentence structure while preserving the original meaning and intention of each statement. Quotes included in this chapter reflect the participants' voices as closely as possible to ensure authenticity and trustworthiness.

E. Technique of Data Collection

For this case study research, the researcher used direct observation to answer the first research question about the practices in teaching and learning activities that correlates to students' diverse cultural backgrounds regarding their sense of belonging and inclusion in the classroom. Then the researcher used in-depth interviews to answer the second research question, which is about how students perceive the impact of culturally competent teaching practices on their academic engagement and overall progress. Having multiple sources of evidence helps the researcher to get a comprehensive understanding of the case, so reviewing documents and archival records was also conducted.

1. Direct Observation was used to systematically observe and document key aspects of the classroom environment.
2. In-depth interviews consisted of a set of structured, open-ended questions designed to guide interviews with students and teachers.
3. Review Documents and Archival Records

The researcher found the data evidence that is considered relevant and carefully examined the circumstances under which the records were created and evaluated their reliability. Yin (2014) mentioned that the caution regarding documentary evidence also applies to archival records: these records were often produced for specific purposes and audiences that differ from one's study, and understanding these conditions is essential for properly assessing their accuracy and usefulness.

F. Data Analysis

For this research data analysis, the researcher used thematic analysis as it fits well with the focus of this research, because it helps the researcher find, analyze, and understand patterns or themes in qualitative data related to teaching practices, cultural competence, and inclusivity. Braun & Clarke's (2017) thematic analysis is chosen for the scope of this research. Based on thematic analysis, as stated by Braun & Clarke (2017), the process is described as follows: familiarizing with the data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, and producing the report.

Phase 1. Familiarizing with the data

The first phase starts by the researcher immersing in the data collected by reading and rereading textual data and listening to audio recordings or watching video data with the aim to become intimately familiar with the researcher's data set's content that is relevant to the research questions.

In this research, the data include interview transcripts from teachers and observational notes from classroom activities. The interviews delve into teachers' views on their cultural competence and the methods they employ to foster inclusive learning environments. Meanwhile, the observational data sheds light on students' behaviors, showcasing their sense of belonging and participation in a culturally diverse classroom.

Phase 2. Generating initial codes

In this stage, the researcher dives into a detailed analysis of the data they've gathered, using a method called coding. This process involves breaking down the data into manageable pieces to better understand and explain what it reveals. The data for this research includes interview transcripts from teachers sharing their views and practices regarding cultural competence, along with observational notes that capture students' behaviors and their feelings of belonging in the classroom. The researcher carefully reads and rereads these materials, pinpointing sections that might be significant to the research questions at hand. Coding is applied to both larger narrative segments and smaller descriptive snippets, with the goal of uncovering deeper meanings that might not be obvious at first glance. As this process unfolds, patterns and categories emerge from the organized data, laying the groundwork for a more in-depth thematic analysis and interpretation.

Phase 3. Searching for themes

Transitioning from codes to themes is all about taking a close look at the initial codes and the data extracts linked to them to spot recurring patterns or similarities. In this research, after coding the interview transcripts from teachers and observing students' classroom behaviors, the researcher carefully analyzes the coded data to uncover connections across various data sources. Related codes are grouped together based on their shared meanings and organized into broader, coherent themes that capture the key ideas emerging from the data. These themes are then fine-tuned to ensure they closely align with the research questions, providing a structured and insightful interpretation of how cultural competence shapes students' sense of belonging and academic engagement.

Phase 4. Reviewing potential themes

This phase involves a recursive process where new themes are constantly checked against both the coded data and the entire dataset. In this research, the researcher goes back to the coded interview transcripts from teachers and the notes taken during classroom observations to make sure that the themes developed truly reflect the experiences and behaviors of the participants. A strong emphasis is placed on quality control, ensuring that each theme is firmly rooted in the original data and effectively captures the nuances

of cultural competence and students' sense of belonging. Given the difficulty of keeping track of every detail in a large dataset all at once, this iterative review process is essential for upholding consistency, depth, and credibility in thematic analysis.

Phase 5. Defining and naming themes

In this stage, the researcher honed in on specific themes that revolve around a central idea, making sure each theme stands out on its own without any overlap and directly tackles the research questions. In this research, the researcher meticulously fine-tunes the themes that emerged from the teachers' interview transcripts and classroom observation notes. They take into account how these themes relate to one another and pinpoint any sub-themes that might be necessary to highlight the nuances in the data. This process includes picking out key data excerpts that exemplify each theme and weaving the findings into a clear and engaging narrative. By blending examples from both the interviews and observations, the analysis strives to offer a thorough and trustworthy interpretation of how culturally competent teaching practices impact students' academic engagement and foster inclusivity in the classroom.

Phase 6. Producing the report

The final phase is all about crafting the research report in a way that tells a clear and engaging story, one that really tackles the research questions.

In this research, the researcher lays out the themes that emerged from interviews with teachers and notes from classroom observations in a logical and organized manner. Each theme connects and builds on the others, creating a cohesive narrative that shows how cultural competence in teaching practices impacts students' academic engagement and their sense of belonging. By thoughtfully weaving together data excerpts and thematic insights, the report seeks to provide a rich and meaningful interpretation that reflects the intricate dynamics of a culturally diverse classroom.