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The Implementation of Positivistic Principle in Qualitative Research

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ABSTRACT

Nowadays, mainstream scientific research activities have been carried out using two methods or approaches, the first is quantitative (positivistic) by testing hypotheses as evidence and the second is qualitative (post-positivistic) by analyzing case studies, phenomena to measure the depth of formal aspects in assessing subjective events that occur in the field. This research provides a thorough understanding to identify the differences between positivistic and post-positivistic lines of thought and review the mutual combination of positivistic thinking with qualitative-based research activities which tend to be at odds. This research was conducted through library research method. Reference sources are obtained from books, journals and other relevant references. The results of this research indicate that positivistic thinking of thought does not tend to be an obstacle to conduct a qualitative research. This is proven by the emergence of several theories that can be used as analytical tools to provide additional references to support the validity of data collection in the field.

Keywords: *Positivistic Principle, Post-Positivistic Principle, Qualitative Research Method*

INTRODUCTION

Scientific research has been a requirement for determining the success of studies from Undergraduate Degree, Master Degree, and Doctoral Degree. The primary framework for study that guides students' analysis of a topic is a set of scientific concepts based on knowledge from the study program. When conducting research studies, the philosophy of knowledge concept provides students with an introduction to various models that have been developed before. For example, the cause and effect model is closely related to positivist researchers. Nowadays, students have more focused on research based on social research methods such as the hermeneutic method.

The theoretical approach is not only positivistic-based which requires theory to conduct the research. In addition, qualitative researchers are required to comprehend theories as elaboration material with their latest research findings (Wardono et al., 2022). In qualitative research, it does not mean testing previous theories. It is possible that the previous theory is considered in ensuring the research finding to have validity value (Klein, 2022). Theory in qualitative researchers has a function to analyze the problems that are occurring in certain social situations (Collins & Stockton, 2018). It also states that the theory is the basis for examining a social phenomenon. The depth of formal aspects in the subjective evaluation of field occurrences can be measured via case study and phenomenon analysis.

There are several prior research concerning the similar topic as this research. A research by Mohajan in (2018) discuss the appropriate application of qualitative research methodology to address various study aspects in order to raise the comprehension of readers. Mohajan's research aims to serve as a source of inspiration for novice researchers as they draft their qualitative publications. The research also examines the qualitative research design and offers some methodological recommendations to help the reader understand it.

On the other hand, Malik (2013) conducted a research on the proper use of qualitative research methodology in education. Malik states that qualitative research is experimental as it aims to discover new ideas, insights, even theories. From the research findings, it can be concluded that there are five steps involved in conducting qualitative research, such as choosing research sites and sample populations, fathering and organizing qualitative data, preparing for interviews, developing and maintaining field relations, and then organizing and examining the collected qualitative data.

Another prior research by Rahman (2016) identify the advantages and disadvantages of using both qualitative and quantitative approaches in language testing and assessment research. The findings of Rahman's research identified that the advantage of using qualitative approach for language assessment and testing research is the researcher may dig a deeper insights into planning and interpreting the testing and assessment. The qualitative approach could also be used to explore

the behavior, perceptions, feelings, and understandings of the test-takers. On the contrary, the disadvantages of using qualitative approach for language assessment and testing research could also be identified, such as the results of smaller sample size and taking longer time.

This research shows that positivistic thinking tends not to be a barrier to the course of qualitative research, this is evidenced by the emergence of several theories that can be used as an analytical tool to provide additional references to support the validity of data collection in the field and to expand the insight in conducting research in general.

Descriptive Analysis

The qualitative data collection methods focus on text rather than numbers. In addition, the text analyzed by qualitative researchers is often in the form of interview transcripts or notes from participant observation sessions, but it can also refer to images examined by the researcher.

Other qualitative researchers adopt a hermeneutic perspective on texts, which perceive texts as interpretations that can never be judged right or wrong. From a hermeneutic perspective, a researcher is constructing reality with his interpretation of a text given by a research subject; another researcher, with a different background, that may come to different conclusion. Qualitative data analysts aim to describe their textual data through methods that describe the circumstances or people who produced the texts on their own terms rather than based on the basis of predetermined measures and hypotheses. This means that qualitative data analysis tends to be inductive, which analyst identifies important categories in the data (Sugiyono, 2017).

The good qualitative data analysis also differentiates by focusing on the interrelated aspects of the background, group, or person under observation (case), rather than separating it into separate parts. Qualitative data analysis is an iterative and reflective process that begins when collecting the data, not after the data collection (Aspers & Corte, 2019). In addition to field notes or interview transcripts, the quality actively writes down the ideas about the meaning of the text and how it relates to other issues. The process of reading and interpreting the data is conducting during the research proceeds. The analysis adapts the data collection process itself when it becomes apparent that additional concepts need to be investigated or new relationships explored. This process is called progressive focus. The success of this process will be achieved when the researchers reviews some basic guidelines before analyzing qualitative data with the following process:

1. Recognize yourself, your biases, and your prejudices
2. Know the question
3. Be creative. Consult with others and keep exploring for alternative interpretations

4. Be creative. Consult with others and keep exploring for alternative interpretations
5. Be flexible
6. Expend the data. Try to consider the data in text and openly acknowledge the data that cannot be explained
7. Elaborate the anomalies. They are provide the new insights
8. Obtain the critical feedback. The single researcher is a major danger to themselves and others
9. Be explicit. Share the details with team members, and the audience (Bryman & Bell, 2015).

Qualitative Data Analysis as an Art

The process of analyzing qualitative data is described by some expert as a process that involves a lot of art. The qualitative data analyst reports the result from observations or interviews, interprets it, and considers how to react based on the result itself (Sutton & Austin, 2015). These processes emerge from reading the notes, editing it and deciding how to organize them in an ongoing cycle.

Qualitative data analysis can be thought of as an art because it requires a holistic approach and the researcher's attitude towards the process is important (Tan, 2022). It is an iterative and recursive process, where procedures are repeated and researchers are immersed in the data. Qualitative data analysis allows for flexibility and encourages the exploration of themes and topics (Ho et al., 2021). Researchers need to prepare the data, code it using a coding frame or emergent coding, and then analyze it using various methods such as content analysis, thematic analysis, discourse analysis, and narrative analysis (Chandra & Shang, 2019). The process also involves constant reflection and questioning of the outcomes (Zope et al., 2022). Overall, qualitative data analysis requires creativity, interpretation, and a deep understanding of the data, making it akin to an art form.

The Comparison between Qualitative and Quantitative Data Analysis

Each difference reflects the qualitative data analyst's orientation towards a deep and comprehensive understanding in which the analyst is an active participant compared to the quantitative data analyst's role as an impartial investigator of specific relationships between separate variables:

- a. Focus on meaning rather than measurable phenomena
- b. Collecting a lot of data on a few cases instead of a little data on many cases
- c. The conception of researcher as an "instrument", not as a designer of objective instruments to measure certain variables
- d. Sensitivity to context rather than searching for universal generalizations
- e. Paying attention to the impact of researcher values on the analysis rather than assuming the possibility of value-free inquiry

The positivist objective of providing a more accurate description of the world as it is is expressed by some qualitative analysts and quantitative researchers.

RESULT AND DISCUSSION

Techniques

1. Data Documentation and Data Collection Method

The data for qualitative research is frequently in the form of notes recorded during the interviews from original comments, observations, and reconstructed feelings or text transcribed from audio tapes. The primary source of data consists of these observations and conversations, which accurately replicate by researcher from field notes using the real words of the subjects.

2. Conceptualization, Encoding, and Categorization

Identifying and refining important concepts is an important part of the iterative process of qualitative research. Sometimes, concept generation starts with simple observations that are interpreted directly, separated, and reassembled in a more meaningful way. The focus in this “on the fly” conceptualization is to provide a detailed description of what was observed and the reasons why it is important. Moreover, analytic insights are tested against new observations, initial problem statements and refining the concepts. Then, researchers collect more data, interact with the data, and the continuing the process.

3. Data Match

Data matching identifies similar entries in one or more different data sets. The example of this definition is as follows: the sales department may have information about Mr. J. Doe, including his phone number and address. The accounts department has Mr. James Richard Doe, who lives at the same address, and they have his credit card information for automatic account payments. They are the same person, and it is important to reconcile these different records.

4. Justification

Comparing existing documents to determine if they provide the same information. This step is also often used to test the validity and authenticity of data at data verification process.

5. Representative

This representative data is useful to help the researche produce accurate conclusions from the examined problems. It means that representative data is appropriate data that can be represent in determining the research results.

Alternative**1. Ethnography**

Ethnography is the study of a culture shared by a group of people. Ethnographic research can also be called naturalist, as it seeks to describe and understand the natural social world in all its richness and detail. Good ethnography like Anderson's is only possible when ethnographers examine the intricacies of expressions used within a group and the diverse meanings that can be given to statements or actions. A good ethnography also includes the researcher's reflections on the influence of the researcher's background on research plan, as well as the impact of the research on the research background.

2. Netnography

In some ways, netnography is similar to traditional ethnography. The researcher prepares to examine the community by becoming familiar with online community and its language and customs, formulating exploratory research questions about social processes or orientations within the environment, and selecting a community suitable for the research itself. In contrast to face-to-face ethnography, netnography can focus on communities whose members are physically distant and dispersed. The chosen community should be relevant to the research question, often involve communication among actively engaged members, and have a number of participants which generates a lot of textual data.

3. Ethnomethodology

Ethnomethodology focuses on the way participants construct the social world, how they create reality and not on describing the social world itself. In fact, ethnomethodologists do not necessarily believe that the researcher are able to find objective reality, but the way researcher create and maintain a sense of reality.

4. Conversation Analysis

Conversation analysis is a specialized qualitative method for analyzing the sequential organization and details of conversations. Conversation analysis guides three principles, such as:

- a. Interactions are organized sequentially, and the conversations can be analyzed based on the process of social interaction, not based on motives or social status.
- b. Conversation as a process of social interaction is context-oriented that formed by interaction and creates the social context.
- c. These processes are involved in all social interactions, then no interactive detail is irrelevant to understanding them.

5. Narrative Analysis

Narrative analysis is a form of qualitative analysis which focuses on how respondents define the flow of experience in their lives and understand the events and actions they participate in. Narrative methods use interviews and sometimes documents or observations to understand the participant. Narrative analysis focuses on the story itself and seeks to preserve the integrity of a personal biography or set of events that cannot be adequately understood on the basis of separate elements.

6. Grounded theory

Grounded theory or Systematic theory is developed inductively based on observations that are summarized into conceptual categories, re-evaluated in research setting, and progressively refined and linked to other conceptual categories.

7. Qualitative Comparative Analysis

Qualitative Comparative Analysis (QCA) is a methodology that allows the researcher of multiple cases in complex situations. It can help explain why there are some changes occur in some cases, but not in others. In addition, qualitative comparative analysis (QCA) serves to assess how different conditions affect outcomes. It identifies the combination of factors that must be present in some cases to produce a particular result.

8. Case-Oriented Understanding

Due to many qualitative approaches, case-oriented understanding aims to understand a phenomenon from a participant's perspective. The case-oriented understanding method reflects an interpretive research philosophy which is not geared towards identifying causes but provides a different way of explaining social phenomena.

Mixed Method

It is possible to combine several qualitative approaches to improve comprehension of social processes and to capitalize on various data collection opportunities.

a. Combining Qualitative Methods

Qualitative researchers often combine one or more of these methods that enriching her research by using a combination of qualitative methodologies, including participant observation and intensive interviews (Flick, 2014).

b. Combining Qualitative and Quantitative Methods

Conducting qualitative interviews can often increase the value of research designs that primarily use quantitative measurement techniques. Moreover, qualitative data can provide information about the quality of standardized case notes and quantitative survey measures, as well as provide some insight into certain fixed responses.

Computer-Assisted Qualitative Data Analysis

Computer-assisted qualitative data analysis can be conducted through specialized computer software to assist qualitative analysis by creating, applying, and refining categories; exploring interrelationships between concepts; and making comparisons between cases and events. In addition, the analysis process can be improved in many ways by using computers. The programs designed for qualitative data can accelerate the analysis process, make it easier for researchers to experiment with different codes, test different hypotheses about relationships, and facilitate the diagramming of emerging theories and the preparation of research reports (Green & Thorogood, 2018).

Ethics in Quantitative Data Research

Qualitative data analysis is related with ethical issues and dilemmas. Therefore, the researcher should not collect the data until prepared for the plan that other people believe will result in beneficial knowledge. The relationships developed with research participants and other relevant parties to facilitate data collection should also be used to keep these groups informed of research progress and its result. Moreover, the research participants should be encouraged to contribute in emerging the research findings. Throughout the analysis process, the researcher should consider how his or her findings will be used and how the participants in the situation will react.

CONCLUSION

When qualitative data analysis is considered successful based on these criteria, it means that the goal of authenticity has been achieved. In applying research methodology, the researcher must be prepared to use qualitative techniques, evaluate research findings in terms of these criteria, and integrate certain methods of analysis as required by the research problem. The positivistic principle tends not to be an obstacle to qualitative research, this is evidenced by the emergence of several theories that can be used as an analytical tool to provide additional references to support the validity of data collection. It also to expand insights in conducting research in general.

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