

Dr. Lamhot Naibaho, S.Pd., M.Hum.



INTRODUCTION TO EDUCATIONAL RESEARCH:
QUANTITATIVE AND
QUALITATIVE APPROACH

*This Book is Completed with Reports Structure and
Writing Format of Undergraduate Thesis, Thesis and
Doctoral Disertation*



Language Editor:
Matthew Kenneth Miller
Gaanesh C Waagh

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FOREWORD

A deepest gratitude and I have no other words to say other than to say thank you to GOD the Almighty, for His grace and gift, the book entitled "Introduction to Educational Research: Quantitative and Qualitative Approach" has been completed and published successfully.

However, in the end, we admit that this article has several shortcomings and is far from perfect, as the saying goes "there is no ivory that is not cracked" and that perfection belongs only to God. Therefore, I am happy to openly accept various criticisms and suggestions from readers, this is certainly very necessary as part of our efforts to continue to make improvements and improvements to further works in the future.

Finally, we would like to express our gratitude to all those who have supported and contributed to the entire series of processes for the preparation and publication of this book, so that this book can be presented before the readers. Hopefully this book is useful for all parties and can contribute to the development of science in Indonesia.

November, 2022

Writer

INTRODUCTION TO QUANTITATIVE AND QUALITATIVE RESEARCH APPROACHES

Research is a process of steps used to collect and analyze information to increase understanding of a topic or issue. At the general level, the research consists of three phases: asking questions, collecting data to answer these questions, and presenting answers to these questions. Research is essential for three reasons, namely: a) research can increase knowledge; b) research improves practice; and c) research informs policy debate. Some of the problems in the research include questionable data problems. Specific authors have not been able to gather information from people who can understand and solve the problem. The number of participants may be too low, which causes issues in drawing proper conclusions. Surveys used in a study may contain ambiguous and vague questions. On a technical level, the researcher may have chosen the wrong statistic to analyze his data. Of course, just because the researcher publishes it in a reputable journal doesn't automatically make it "good" research.

The steps that researchers need to consider in carrying out the research are as follows: a) Identification of research problems: Identification of research problems consists of defining a problem to be studied, developing justifications for researching it, and stating the importance of research for selecting readers who will read the report; b) Literature review: Literature review means finding various summaries, books, journals, and indexed publications on a topic, selectively choosing which literature to include in the literature review, and summarizing the literature in a written report; c) Determination of research intent: Research intent consists of identifying the primary goal or purpose for the research and narrowing it down to a specific research question or hypothesis. The statement of intent contains the main focus of the research, the study's participants, and the research's location or place; d) Data collection: Identifying and selecting individuals for research, obtaining permission to study them, and gathering information by asking them or observing their behavior; f) Data analysis and interpretation: After collecting data, data analysis and performance can be interpreted as reviewing information and sorting out the data, then putting the data together and summarizing it. The data is represented in tables, numbers, and figures to summarize and explain the conclusions in the form of words to answer research questions; and g) Research reporting and evaluation: Research reports involve decisions about the reader, structuring the

information in a format acceptable to the readers, and afterward writing the report in a way that is sensitive to all readers. Structures for research reports will vary according to the audience, from formal formats for theses and dissertations to more informal documents for internal school reports. Readers of the information will have their standards for assessing the quality of research using the standards set by individuals in the field of education.

The researcher chooses quantitative and qualitative paths based on the nature of the research's problems and questions to answer the problem (including a literature review that establishes the importance of the problem). Issues, questions, and literature reviews help direct quantitative and qualitative research. In turn, this informs the research design and procedures involved, such as sampling, data collection instruments or protocols, methods, data analysis, and final interpretation of the results.

Special features of quantitative research are: a) Describe the research's problem through the description of trends or the need for an explanation of the relationship between several variables; b) Giving a prominent role to the library by raising research questions to be asked and justifying research problems, and creating a need for research direction (statement of intent and research questions or hypotheses); c) Make questions of intent, research statements, and hypotheses specific, narrow, measurable, and observable; d) Collect numerical data from many people using various instruments with predefined questions and responses/answers; e) Analyze trends, compare groups, or relate variables using statistical analysis and interpret results with previous predictions and research; and f) Writing research reports using a fixed and standardized evaluation structure and criteria and taking an objective and unbiased approach.

Special features of qualitative research - In qualitative research, there are main unique characteristics that differ at each stage of the research process, namely: a) Explore problems and develop a detailed understanding of the central phenomenon; b) Make the literature review plays a minor role but justifies the problem; c) State the purpose and research questions in an open-ended form to capture the participants' experiences; d) Collect data based on words (e.g., from interviews) or from pictures (e.g., photos); e) Analyzing data for descriptions and themes using text analysis and interpreting the more significant meaning of the findings; and f) Write a report using a flexible structure and evaluative criteria and include reflectivity and subjective bias of the researcher.

The data collection procedure contains the equation of quantitative and qualitative research. Qualitative and quantitative data collection can apply the same approach, such as interviews and observations. However, the

quantitative approach uses a more closed system in which the researcher identifies several response categories (e.g., strongly agree, strongly disagree, and so on). Meanwhile, the quantitative approach is more open-ended in that the researcher asks general questions about the participants, and the participants form a range of possible responses (e.g., in an interview with a teacher, a qualitative researcher might ask, what does professional development mean to you?)

There are apparent differences beyond the form of data collection. In data analysis, the procedure is quite different. In quantitative research, researchers rely on statistical analysis (mathematical analysis) of data, usually in numeric form. In qualitative research, statistics are not used to analyze data. The researcher analyzes words (e.g., transcriptions from interviews) or images (e.g., photographs). Qualitative researchers analyze data to group them into various meanings of greater understanding, such as codes, categories, or themes. The reporting format is usually also different; the quantitative structure follows the introduction, literature review, methods, results, and conclusions. As for qualitative research, some of this section may be missing, such as the literature review in the research of Sheldon et al. (2010), and the format may be more of a vignette opening or personal story, storytelling, extensive use of participant quotes, and personal reflection from the researcher. There are three factors in deciding the use of a quantitative or qualitative approach, namely: a) Match the approach to the research problem - Problems suitable for quantitative research are problems for which trends or explanations need to be made. As for qualitative research, problems need to be explored to gain a deep understanding; b) Adjust the approach to the reader of the research report; and c) Link approach with personal experience and training

Table 1. Characteristics of Quantitative and Qualitative Methods

No.	Quantitative Research	Qualitative Research
1	Element Clarity objectives, approaches, subjects, and data sources have been steady and detailed from the start	Element Clarity sample subject, the source is still flexible, emerges and develops as it goes (emergent)
2	Research steps everything is planned to perfection when the preparations are made	Research steps only known steadily and clearly after the research is completed
3	Sample a. many b. representative c. random as much as possible	Sample a. few b. not representative c. <i>purposive, snowball</i>

	d. found from the start	d. developed during the research process
4	Hypothesis: a. Propose an idea to be tested in the study b. The hypothesis determines the predicted outcome	Hypothesis: a. Does not put forward a hypothesis but can be born during the research is tentative b. The results of the survey are open
5.	Design a. Specific, clear, detailed b. Determined steadily from the start c. Become a handling step by step	Design a. General b. Flexible c. Develop and emerge in the research process
6	Purpose a. Showing the relationship between variables b. Testing a theory c. Looking for generalizations that have predictive value	Purpose a. Finding interactive relationship patterns b. Finding a theory c. Describing complex reality d. Gaining an understanding of the meaning
7	Data collection a. Questionnaire b. Structured observation and interviews. c. Make a test d. Activities in data collection allow being represented.	Data collection a. <i>Participant observation</i> b. <i>In-depth interview</i> c. Documentation d. Triangulation e. The researcher himself must always carry out data collection activities.
8	Instrument a. Test sheet b. Questionnaire sheet c. Standardized instruments	Instrument a. Researchers as an instrument (human instrument). b. Interview guidelines c. Observation Sheet, d. Checklist sheet e. Daily notes f. Notebook, tape recorder, camera, or Handycam.
9	Data a. Quantitative b. The results of the measurement of variables that are operationalized using the instrument	Data a. Qualitative descriptive b. Personal documents, field notes, respondents' words and actions, documents, and others

10	Data analysis	Data analysis
	<ul style="list-style-type: none"> a. After completion of data collection b. Deductive c. Using statistics to test hypotheses 	<ul style="list-style-type: none"> a. Continuously from the beginning to the end of the study b. Inductive c. Looking for patterns, models, themes, and theories
11	Relationship between researcher and sample	Relationship between the researcher and the informant or respondent
	<ul style="list-style-type: none"> a. made at a distance, often without contact, so that it is objective b. the position of the researcher is higher than the respondent c. short term until the hypothesis can be proven 	<ul style="list-style-type: none"> a. Empathy and familiarity to gain a deep understanding b. the same position even as a teacher and consultant c. long term, until the data is saturated, hypotheses or theories can be found
12	Design Proposal	Design Proposal
	<ul style="list-style-type: none"> a. Extensive and detailed b. Literature related to the problem and the variables studied c. Specific procedures and detailed steps d. The problem is explicitly formulated and clearly e. The hypothesis is formulated f. written in detail and clearly before plunging into the field 	<ul style="list-style-type: none"> a. Short, general is temporary b. The literature used is temporary and does not become the primary handler c. general procedures, such as planning a tour, or a picnic d. problems are temporary and will be discovered after preliminary studies e. hypothesis is not formulated because it will find a hypothesis. f. The focus of the research is determined after the initial data is obtained from the field.
13	Research is considered complete. After all planned activities are completed	Research is considered complete. After no data is considered new/saturated
14	Trust in research results Testing the validity and reliability of the instrument	Trust in research results Testing credibility, dependability, research processes, and results

Source: Arikunto, 2013:28

Research design is the procedures involved in the research process: data collection, analysis, and report writing. In brief, there are some design of the studies, they are: a) Experimental design - Experimental design, also called interventional research or group comparison research, is a procedure in quantitative research in which the researcher determines whether activities or materials create differences in participant outcomes; b) Correlational design - Using statistical correlation analysis procedures, researchers use a method in quantitative research to measure the degree of association (relationship) between two or more variables. This degree of association, expressed as a number, indicates whether two variables are related or whether one predicts the other. To do so, examine one group of individuals instead of two or more groups, as in the experiment; c) Survey Design - Survey design is a procedure in quantitative research used to administer a survey or questionnaire to a small group of people called the sample. A large group is called a population to identify trends in attitudes, opinions, behaviors, or particular traits; d) Grounded-theory designs - Grounded-theory designs are systematic qualitative procedures used by researchers to generate general explanations (based on) participants' views, called grounded theories that explain processes, actions, or interactions among participants. Procedures for developing this theory include collecting interview data, creating and linking categories (themes) of information, and compiling an image or visual mode that captures the general explanation; e) Ethnographic Design - Ethnographic design is a qualitative procedure for describing, analyzing, and interpreting common patterns in the behavior, beliefs, and language of a cultural group, which develop over time. In ethnography, researchers provide detailed descriptions of culturally shared groups based on various sources of information. The ethnographer also describes the group within its realm, explores themes or issues that develop over time as the group interacts, and creates detailed portraits of the group; f) Narrative research design - Narrative research design is a qualitative procedure that researchers use to describe an individual's life, collect and tell stories about the individual's life, and write a narrative about their experience; g) Mixed methods designs - Mixed methods designs are procedures for collecting, analyzing, and mixing qualitative and quantitative data in a study or series of multi-phase studies. In this process, it is necessary to decide about the purpose of the research, the emphasis you will place on each form of data (priority), and which state of data will be collected first, integrated, linked, or embedded, using theory to guide the research; and h) Action Research Design - Action Research Design is a systematic procedure used by teachers (other individuals in the field of education) to obtain quantitative and qualitative

data to see progress in education, teaching, and student learning. Some action research designs try to see and overcome practical problems, such as discipline problems in the classroom for a teacher. In other studies, the aim is to empower, transform, and emancipate individuals in education.

Respect for readers and the use of non-discriminatory language are ethical issues that must be observed: a) Ethical issues in data collection - It is essential to respect the place/location where the research occurs. This respect should be shown by obtaining permission before entering the site, with as little disturbance as possible during the study, and seeing oneself as a guest at the research site. There are several reasons why a project cannot be approved. Unapproved projects take up too much time; require a lot of teacher, administrator, and office time. Interfere with district data collection or research project work in progress, planned for the first or last month of the school year, or received late in the current year so that they cannot be adequately assessed. Researchers may need to consult with different gatekeepers at different levels of an organization; and b) Ethical issues in data reporting - Show respect for readers who read and use information from research. Data should be reported honestly, without changing in part or whole, to meet specific predictions or particular groups' interests. However, the principal investigator must provide preliminary copies to those at the research site. In addition, research done by others should not be plagiarized, and credit should be given for material quoted from other researchers. These credits include the author's name and date of publication and the publication in the bibliography section of the research. In addition, research should be jargon-free and understandable to those being studied.

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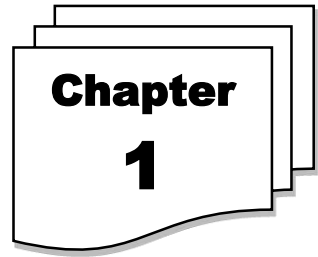
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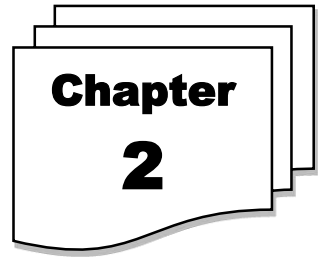


PROBLEMS IN RESEARCH

A. INTRODUCTION TO PROBLEMS IN RESEARCH

Researchers often say that the effort to define research problems is not an easy job. Based on some researchers' experiences, they spend several days or even weeks or months thinking about the problem to be studied. Several things underlie research problems are not easy to find. First, the issue chosen by the researcher should be able to motivate the researcher to work hard and be full of enthusiasm. Second, the problem to be studied is exciting and can get appreciation from other parties. Third, information or data related to the problem can be obtained. Fourth, the researcher must be sure that he can collect and analyze data related to the problem he chooses.

The meaning of the problem in everyday language and the realm of research is very diverse. First, we say something is a problem if it is negative. Sickness, hunger, loss, poor quality, performance not as expected, targets not being achieved, and so on. So if someone is asked, "Is there a problem?" and the answer is "no," he feels there is nothing he considers hostile. Second, problems do not always mean something is wrong which needs to be addressed immediately. Problems in research can be "just" in the form of interesting things to study not because of their "badness" but precisely because of their "goodness," "greatness," or "uniqueness." For example, there is an organization that implements a new work system that has succeeded in improving the organization's performance. Therefore, the new work system is interesting and can be used as a research problem. Third, the problem is sometimes defined as a discussion or meeting topic or issue. For example, it is not uncommon for us to hear people say: "The issue that will be discussed next week is the technique of cooking fish." Fourth, the problem is also widely interpreted as a gap between expectations and reality. If the



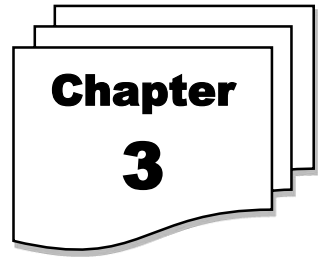
QUANTITATIVE RESEARCH METHOD

A. INTRODUCTION TO QUANTITATIVE RESEARCH METHOD

Problems are part of human life. From early childhood to adulthood, problem after problem is inherent or cannot be separated from human life. Who would have thought that the novel coronavirus (C-19) could emerge and spread to become a global problem and be called a pandemic? It is an example of a problem that deserves research because of its impact on various aspects of life, such as health, education, economy, social relations, and spirituality. Problems can arise within and around us.

In the world of children's education, problems that are often encountered are, for example, juvenile delinquency, criteria for complete learning, indiscipline, economic conditions, family relationships, and child development. From the human resources point of view, problems in the education world can also arise due to the ability of educators and education personnel who are not following competency standards. Another thing is the availability of learning tools, technology support, financing, solutions, problem-solving, and breakthroughs needed to achieve the desired goals or expertise. For this reason, systematic and scientific problem-solving efforts are required. This effort is referred to as research. Through research, problem-solving is beneficial for the case and can be an example of a reference for problem-solving for similar issues at different times and places.

Regarding academic assignments, the author believes that research is a scientific field occupied by students, especially in the final semester. Not only that, it is crucial to have competence or expertise in research to develop a professional career as an educator and contribute to society, especially churches or other Christian institutions.



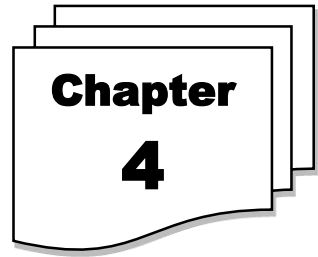
VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS AND MEASUREMENT OF RESEARCH DATA

A. INTRODUCTION

Research is generally organized on various factors ranging from design, which is an abstraction of several events, to describe multiple similar events. Free position is a statement about the nature of reality that can be verified. Yuri is a statement that has been generally and widely recognized for an incident raised in that research. In addition, the factor that is not inconsequential from research is elastic, which is the center of the study. Usually, this elastic has a different variation of numbers. Use an adjustable research measuring instrument to try or measure research elasticity.

The measurement instrument must be valid, which means that the measurement can provide evidence of the elastic being monitored or measured [64]. A research elastic measuring instrument in its density level is influenced by several factors, such as the instrument being measured or the apparatus carrying out the measurement. In terms of measuring the measurement results that are not correct or the error is about sharing incorrect data in the research method, the results of the research are claimed not to provide solutions to the cases raised in the research.

A variable is a subject of research observation that has a significant function in uncovering the problems in the research [65]. What day consists of a file of information that becomes the benchmark in gathering a decision? The equipment itself does not determine its effectiveness and reliability of a piece of equipment). What affects the validity and reliability of a measuring device (instrument) is not the equipment but the consumer of the measuring

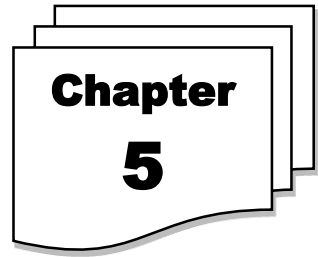


DATA REDUCTION, DATA PRESENTATION, DATA VERIFICATION, DATA VALIDITY

A. INTRODUCTION

The word method refers to the techniques used in research, such as surveys, interviews, and research observations. The research method is generally understood as a scientific activity that is carried out in stages, starting with determining the topic, collecting data, and analyzing data, so that later an understanding of a particular topic, symptom, or issue is obtained [93]. The research method is commonly referred to as scientific activity because the author researches using science and theory. Research is an activity that is organized, systematic, based on data, and carried out critically, objectively, and scientifically to get answers or a deeper understanding of a problem [94]. Another meaning of research is a cyclical process that begins with identifying the problem or issue under study [95]. Scientific work is done based on the problem being researched, and then the author will look at the literature, determine the purpose of the research, and the researcher will collect and interpret the data obtained. Then the end of the research is the result of the research. Regarding qualitative research, Creswell defines it as an approach or search to explore and understand a central phenomenon [96].

In carrying out the research method, there is a sequence of stages of work. These sequences need to be considered before the author enters the next step. So, in conducting research, it is best not to jump randomly from one stage to another. It is done so that the authors get maximum results when conducting research and precise results. Systematic means that it is



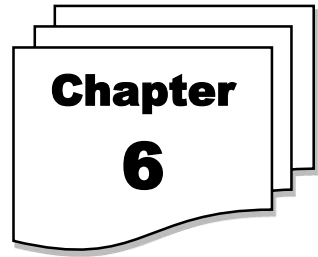
TYPES OF QUALITATIVE RESEARCH

A. INTRODUCTION

Exploring a truth requires an effort that is carried out correctly, namely research. Research is one of the obligations of the academic community to improve their professional abilities in the educational field. In particular, lecturers, students, and others carry out research activities for obtaining a bachelor's degree, carrying out the three mandates of higher education, and advancing science by developing novelties from the scientific field they are engaged to answering the needs of the wider community.

In carrying out research, it is necessary to use methods that are used as a benchmark to underlie research efforts and become a "rail" in the research process with techniques that have been formulated in such a way that the results of the research are closely related to the research methods used in a research process. This material discusses the topic/title of "Types of Qualitative Research." If it is broken down, then the steps for preparing the material will start from the meaning, objectives, characteristics, and characteristics, which are then explained in part by the types of qualitative research. The discussion in this material is limited to kinds of descriptive qualitative research explanations.

W. Creswell & N. Poth write five qualitative research approaches [122]: case study, ethnography, phenomenology, grounded theory, narrative study, and a grounded theory. There are 8 (eight) types of qualitative research [123, case studies, descriptive, classroom action, phenomenology, ethnography, grounded theory, history, and hermeneutics. In this material, the types of qualitative research that we will explain are limited to 8 (eight) types that we get from books and journals that we describe with a concept map illustrating the material, which we make as follows:



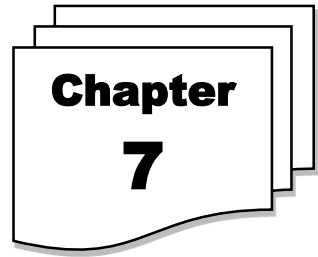
ETHNOGRAPHIC RESEARCH METHODS AND DESIGN

A. INTRODUCTION

Every human being has a sense of curiosity. It is this curiosity that drives us to find out. Along with its development, currently, many experts have definitions related to research methods and designs. Gravetter and Forzano argued about the meaning of research methods: "The research design is a method of acquiring knowledge that uses observations to develop a hypothesis, and then uses the hypothesis to make logical predictions that can be empirically tested by making additional, systematic observations. Typically, the new observations lead to a new hypothesis, and the cycle continues" [188].

From this definition, it is explained that the research method is a method for obtaining knowledge by using observation to develop hypotheses and then using hypotheses to make logical predictions that can be tested empirically by conducting additional systematic observations. Usually, new observations lead to new hypotheses, and this cycle continues.

Meanwhile, research method as "The arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure" [189; 190]. From that definition, it is known that the research method is a condition designed in such a way to carry out the process of collecting and analyzing data that aims to combine research objectives and procedures and still pay attention to the ability of researchers. Thus, it can be concluded that research is an activity carried out according to scientific principles and methods systematically to



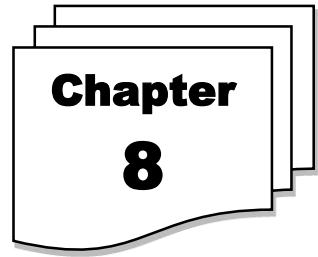
METHODS AND DESIGN OF CLASSROOM ACTION RESEARCH

A. INTRODUCTION

Various challenges in education arise from time to time, along with the growing changes in the development of students. This development has an impact on the implementation at every level of education. To overcome the effect of this development, efforts are needed in educational innovation. The innovations are carried out, especially in terms of the learning process, so that it remains in sync with the changing times and the development of students. Learning will be able to guide students to the learning process itself so that students who experience the educational process obtain the objectives of the learning process as expected.

The design of research methods in education can be utilized to solve problems found in the learning process, among several methods used to solve problems in learning, namely by conducting classroom action research or what is often referred to as CAR. Teachers can use this method to solve problems in their class, especially in the learning process and the learning outcomes.

Every teacher who is related to teaching assignments is likely to encounter obstacles in the learning that is carried out. There are times when teachers find good experiences with the achievements of their students, but sometimes teachers encounter problems due to the influence of factors such as lack of motivation in student learning, undisciplined, irresponsible in doing assignments, and other factors. The teacher may have tried to solve the problems he found in the classroom but still not shown the results expected



DESCRIPTIVE RESEARCH METHODS AND DESIGN

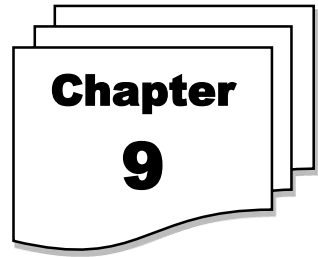
A. INTRODUCTION

Research is a part that plays an essential role in the development of science and places the most urgent position in science to develop and protect it from extinction, and can upgrade science to keep it up-to-date, sophisticated, applied, and axiological for society.

In the academic field, the higher the level of education a person goes through, the higher the need to research something. Research is a requirement to complete higher education levels in Indonesia, including diplomas, bachelors, masters, and doctorates. Every problem faced can not be solved immediately by trying all possibilities. The more complex the issue at hand, the more ways that need to be tested to find a solution to a problem, and it is very inefficient; because each trial will cost you time, energy, and money. Therefore research is significant to find the best solution to solve a problem.

Research activities have several objectives, namely discovery, description, and interpretation. The type of research that researchers quite commonly use is descriptive research. Descriptive research is used to explain the conditions underlying various events, develop a theory to explain the laws of the relationship between events, explain associations, make predictions about phenomena that will arise, or provide event control measures.

The choice of the type of research used between exploratory, descriptive, or explanatory as a problem-solving method depends on the nature of the research problem, the availability of data sources, and the level of



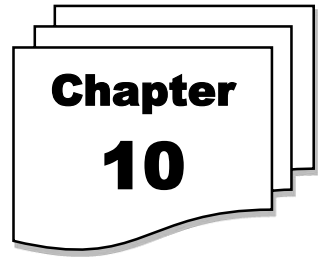
CASE STUDY RESEARCH METHODS

A. INTRODUCTION

In any process and effort to conduct research, researchers need to know their steps to achieve the desired results. However, in achieving reasonable efforts in the research process, it is necessary to have methods that have a solid basis to support existing research. It is hoped that with the existing techniques, the research process can run correctly, without any room for error or margin of error caused by errors in formulating the data obtained in the study. Of course, a good presentation of data will lead us to contextualize the experiences experienced by the object of research with the reality and disciplines that develop dynamically in life [292].

In the world of research methods, one form of understanding of case studies that is often raised and discussed as a reference in the research process is the case study conducted by John Creswell. In carrying out the research process with case studies, John Creswell strongly emphasizes that there is an excellent effort on the part of a researcher to understand what and who they are going to study [293]. By understanding the background of those who are the research object, the effort to explore research can be easy. A researcher needs to be able to live in a "time machine." He is present in space and time, that is, in the process and life of the object to be studied. Thus, he will clearly understand what he is going to research.

However, several problems form the basis of the case study research process. One thing that must be understood is how the research process can have an element of complete objectivity or 100 percent. What if the research carried out creates an element of subjectivity? The possibility of subjectivity in the research results cannot be ignored and simply forgotten because the



GROUNDING RESEARCH METHODS AND DESIGN

A. INTRODUCTION

The world of education is currently multiplying, along with the process of changing the curriculum from time to time, showing that the curriculum plays a crucial role as a tool for achieving educational goals. Given this role, the curriculum is constantly evolving. The development of the Indonesian curriculum, exceptionally the elementary, junior high, and junior high school curriculum, starting from 1964, 1968, 1975, 1984, 1986, 1994, 2004, 2006, Curriculum (Education Unit Level Curriculum) to 2013 Curriculum, has now been carried out. In developing the curriculum, the state has been passed down to a few professionals who promptly have views on the curriculum.

The development of the national curriculum to date is inseparable from the development of past education. This shows that research in the world of education is extensive and continues to grow along with the progress of research among young people, especially those involved in the world of education. This is inseparable from the government's support and attention, especially the Ministry of National Education of the Republic of Indonesia, to generate interest in this research.

Research paradigms must be improved, expanded, and deepened to gain a complete understanding. The deepening, understanding, and expansion of ways of acquiring knowledge can be achieved by embracing changes in oneself and the environment to obtain empirical, ontological, epistemological, and theoretical truths of value. Research has been limited to looking not only at the relationships between variables but also at what happened and what

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9	Research honors	Rp.2.000.000,-
10	Purchase reference books	Rp.500.000,-
Jumlah		Rp.7.500.000,-

2. Researcher Curriculum Vitae



Lamhot Naibaho was born in Buluduri, November 18, 1985. He is the sixth of seven children, the son of Lamasi Naibaho and Sonti Aritonang. His father was a civil servant and his mother was a farmer. His education level starts from elementary school at 030404 Buluduri Elementary School, continues to junior high school at SMP Negeri 2 Laeparira and high school at SMA Negeri 1 Sidikalang. After that he continued his studies in 2005 at Medan State University in the Department of English Education, and graduated as a Cumlaude student in 2009. Then he continued his studies to a higher level at the Medan State University Postgraduate Program in 2010, and graduated as a student with the best achievement and the highest GPA (4.00) in 2012. At this time, he is taking a Doctoral Program at the State University of Jakarta and is completing his dissertation, entered in 2012. He started his career in 2002 while sitting in the first class chair High school as an English teacher at PEEC (Prima Essential English Course) in Sidikalang for three years. While sitting in the lecture chair, he was a guest at one of Paparon's Pizza for two years, then became an English tutor at the BIMA Learning Guidance in Medan for 2 years and also as a private English teacher. In the last semester of his undergraduate studies, he was chosen to become a translator and teacher assistant at NGO-Caritas Switzerland in Aceh Singkil. After that he was accepted as an English lecturer at Amik Universal and STT Paulus Medan and later became an English Consultant at IOM (International Organization for Migrants), and finally until now, he is a lecturer at the Indonesian Christian University in the English Study Program.

INTRODUCTION TO EDUCATIONAL RESEARCH: QUANTITATIVE AND QUALITATIVE APPROACH

Deep advancing the nation and achieving state goals as contained in the preamble to the 1945 Constitution can only be reached through the route of education. The paradigm needs to be replaced by "Education and Teaching" was replaced with "Education and Learning". Through this education is the quality human resources produced so it is hoped that in this era of globalization the Indonesian nation can compete with other nations. In academia, the term educational research is known.

Perhaps many people often associate this research with the word method so that we know it as a research method. In addition, terms like this are also widely used as research designs or research designs, which will usually contain objects and subjects of research to others. This educational research is indeed a research that must be done in the field of education, which later uses theories, concepts, principles to research methodologies.

Not only that, but detikers must also know what the purpose of educational research is, which aims to reinvent, revise and test scientific theories. Therefore, the definition of educational research is a scientific activity which will be carried out by collecting data, analyzing data to solve educational problems. In addition, this educational research is also a way that can be used in developing the field of education.