Effectiveness Management of Qualitative Research in Writing Scientific Papers

Dedy Royadi[1], Nancy Susiana[2], Fina Andhara Khumaida[3]
[1]STMIK Global, Jl. Aria Santika No.43A, Margasari, Karawaci, Kota Tangerang
[2]STKIP Surya,Tangerang, Jl. Imam Bonjol No.88, Bojong Jaya, Karawaci, Tangerang
[3]STMIK Raharja, Jl. Jenderal Sudirman No.40, Cikokol, Kec. Tangerang
e-mail: dedi@aptisi.or.id, susiana@aptisi.or.id, andhara@raharja.info

Abstract

Good scientific work must have data that is not surprising or real facts. In managing this work, significant research methods are needed. However, some management uses in research are still not maximal and do not know the limitations of qualitative research. For example, are there researchers who do not yet know clearly what forms of management will be qualitative. Qualitative forms are often referred to as in accordance with quality. In this study will discuss the management of qualitative, qualitative, qualitative, and qualitative research. The existence of this study is expected to be used in research as well as using qualitative research procedures.

Keywords*: management, qualitative research, perspective.*

1. Introduction

Today's era of the use of technology with the existence of google scholar makes it easier to find reference articles for the management of scientific writing [1]. Data and information quality management is the establishment and provision of roles, responsibilities, provisions, and procedures related to the collection, maintenance, dissemination, regulation of data [2]. Almost everything will be easier in learning it if we already know the clear boundaries about it. Moreover, supported by sophisticated technology in the current era [3]. We can find a simple limitation on a definition in recording document information [4]. Likewise, with qualitative research management, it is necessary to know its definition as a way that can facilitate us, at least give a clear boundary if we want to compare it with other types of research. Many qualitative experts try to limit the definition of qualitative research management. Although in language, the definition is very diverse, but in essence, the essence of the definition is more or less almost as important as the delivery delivered [5].

According to Denzin and Lincoln, more qualitative research is shown to achieve a deep understanding of a particular organization or event than to describe the surface part of a large sample of a population [6]. Management This study also aims to provide an implicit explanation of the broad structure, order, and patterns found in a group of participants. Management Qualitative research is also called ethnomethodology or field research. Research also produces data about human groups in natural settings and social settings. As well as data management is able to provide an efficient effect in the study [7].
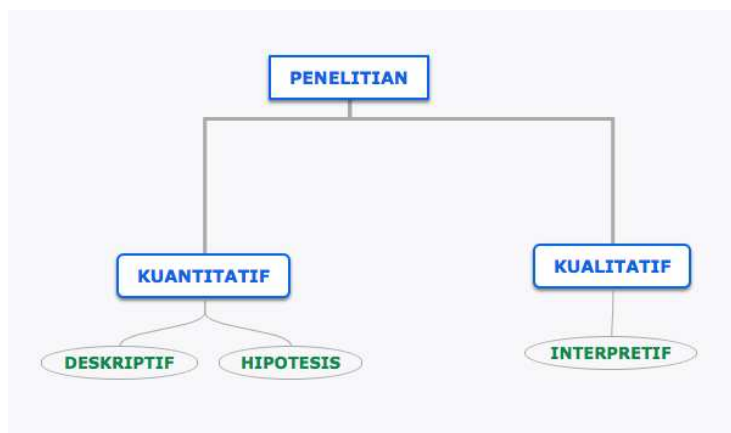
Figure 1. Differences in Qualitative quantitative research

There are 2 (two) types of quantitative and qualitative research methods. Ludigdo, emphasizes that interpretive research is done to understand the reality of the world as it is [8]. Management Qualitative research is research that is natural and what it is about being researched using research procedures with descriptions of written and oral words obtained from observed objects [9].

Thus, the existing problems researchers do not yet know clearly in the management of the use of qualitative research in scientific work. So that errors can still occur in the management of the research methods conveyed. In addition, there is no understanding of the limits used in research management qualitatively by researchers. It should be noted the delivery of the use of this research method in the hope that it can be easily understood [10]. And now the delivery of article information is applied to the website in order to get access easily [11].

2. Research Method

In this study, a research method is needed to reduce manageability and solve problems well [12]. Namely with data collection techniques and 5 (five) review literature.

2.1 Data collection technique

Typical qualitative data collection techniques, without treatment or manipulating variables. Unlike the case with quantitative research management or experimental research, qualitative research does not make treatment, manipulate variables, and compile operational definitions. As I stated earlier that it is unlawful if, in qualitative research, researchers give certain treatment or manipulate variables because by manipulating variables, the research setting is no longer natural (just reminding that one of the requirements in qualitative research management, situation or setting is what is natural background existence). To achieve the objectives of qualitative research, researchers use typical qualitative data collection techniques, such as observations and interviews which are generally absolutely used. However, the actual data collection technique is not limited to observation and interviews. In qualitative research, other techniques, such as documents, subject life, subject matter, text publication, etc. are often used.

2.2 Literature Review

The 5 (five) review literature reviews used in this study:
1. The research conducted by Nina Trihandayani, et al with the title "IMPLEMENTASI KODE ETIK HUMAS PEMERINTAHAN KEPUTUSAN MENTERI KOMUNIKASI DAN INFORMASI NOMOR 371/KEP/M.KOMINFO/8/2007 DI HUMAS KANTOR WILAYAH KEMENTERIAN HUKUM DAN HAM KALIMANTAN TIMUR" describe or describe the object under study based on facts in the field regarding the implementation of the Government Public Relations Code of Ethics listed in the Decree of the Minister of

Communication and Information No. 371/Kep/M.KMINFO/8/2007 at the Public Relations Office in the East Kalimantan Ministry of Law and Human Rights Office from illegal levies to the people of East Kalimantan [13].

2. Furthermore, the research entitled "Manajemen Kualitas Data dan Informasi dengan Sistem Informasi untuk Meningkatkan Kinerja Operasional Pabrik PT. Sari Aditya Loka 2" by Ahmad Fahmi Karami discusses to know the quality of data management, the researchers used qualitative methods with interpretive approaches [14].

3. Research by Ridha Sabrina, et al with the title "FAKTOR-FAKTOR PENYEBAB RENDAHNYA MOTIVASI BELAJAR SISWA DALAM PROSES PEMBELAJARAN MATEMATIKA DI KELAS V SD NEGERI GAROT GEUCEU ACEH BESAR" in this study used qualitative methods to describe the factors causing low student motivation in learning mathematics class V SD Garot Geuceu Aceh Besar with data 22 people [15].

4. The researcher by Nafri Yanti, et al with the title "KETERAMPILAN MENULIS AKADEMIK MAHASISWA S-1 PROGRAM STUDI PENDIDIKAN BAHASA DAN SASTRA INDONESIA FKIP UNIVERSITAS BENGKULU" in the study used qualitative methods which will produce a description of the extent of writing skills mastered by students who become research sample [16].

5. The research conducted by Fikri Dwi Oktaviani entitled "Penggunaan layanan open library dalam memenuhi kebutuhan informasi mahasiswa Telkom University" in his research used qualitative methods to find out the initial stages based on motivation and goals arising from self-awareness and the need to increase knowledge in completing college assignments or scientific work (Skripsi / TA) [17].

3. Results and Analysis
3.1 Qualitative Research Perspective

Creswell states that qualitative research is a process of scientific research that is intended to understand human problems in a social context by creating a comprehensive and complex picture presented, reporting detailed views of sources of information, and carried out in natural settings without any intervention from researchers [18].

From the definition put forward by Banister et al, it can be summarized at the core of qualitative research, namely as a method to capture and provide a description of a phenomenon, as a management method to explore phenomena, and as a method to provide an explanation of a phenomenon under investigation [19].

Banister added that the essence of the phenomenon is usually not above the surface, but under the surface or hidden. Every individual who understands a phenomenon does not necessarily easily explain the meaning. Management Qualitative research with all its characteristics is able to uncover the veil and capture something that is interpreted by individuals so that the meaning can be understood more easily and simply.

According to Moleong, qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research, such as behavior, perceptions, motivations, actions, and so forth. Holistically and by way of descriptions in the form of words and languages in a special context that is natural and by utilizing various natural methods. There are many more definitions of qualitative research put forward by some qualitative research methodologists who cannot be included one by one in this book, but there are similarities in the pattern and the existence of the red thread of each definition put forward [20].

Based on a set of characteristics, problem approaches, and paradigms that construct qualitative research, qualitative research is defined as follows. Management Qualitative research is a scientific study that aims to understand a phenomenon in a natural social context by prioritizing the process of in-depth communication between researchers and the phenomenon under study. Visible activities play an important role in providing information services [21].

Qualitative research methods are called new methods, because their popularity has not been long ago, called the post-positivistic method because it is based on the philosophy of post-positivism. This method is also called an artistic method, because the research process is more artistic (less patterned), and is called an interpretive method because the research data is more concerned with the interpretation of the data found in the field. This method is also often

referred to as a constructive method because, with qualitative methods can be found scattered data, then constructed in a theme that is more meaningful and easily understood [22].

According to Creswell (2009), qualitative methods are divided into five types, namely [23]:

1. Phenomenological is one type of qualitative research, where researchers conduct data collection by participant observation to determine the essential phenomena of participants in their life experiences.
2. Grounded theory is one type of qualitative method, where researchers can draw generalizations (what is inductively observed), abstract theories about processes, actions or interactions based on the views of the participants who are careful.
3. Ethnography is a type of qualitative research, where researchers conduct a study of group culture in natural conditions through observation and interviews.
4. Case studies are one type of qualitative research, where researchers explore deeply the programs, events, processes, activities, of one or more people. A case is bound by time and activity and the researcher carries out detailed data collection using various procedures for collecting data and in a continuous time.
5. Narrative research is one type of qualitative research, where researchers conduct a study of one individual or more to obtain data about the history of travel in their lives. The data is subsequently compiled by researchers into the narrative and chronological reports.

3.2 Characteristics of Qualitative Research

As with other types of research, the characteristics of this type of research are very necessary to facilitate researchers in knowing and identifying the intended researchers so that they can be adapted to the research that will be conducted. Each type of research must have its own characteristics. No exception in qualitative research. Some experts state the characteristics of research that differentiate it from other studies.

Creswell (2008); Denzin & Lincoln (2009); Bogdan & Biklen (1992); Herdiansyah (2010); Sugiyono (2006) suggests the characteristics of qualitative research as follows:

1. Natural context and settings. Qualitative research is research with the context and setting of what is natural or natural, not conducting experiments that are strictly controlled or manipulating variables. It is unlawful for qualitative researchers to manipulate natural settings (environment, situation, and condition, relationships between individuals, values, culture, mindset) that exist. One of the basic assumptions of qualitative research is that each individual can never be separated from his social environment along with prevailing values and norms, and every behavior that is raised by the individual is almost always related to the values and norms that apply in that environment. If the researcher manipulates the social environment of the subject under study it means that the researcher has integrated the subject with his environment, so that nature has been disturbed.
2. Aim to get a deep understanding of a phenomenon. Qualitative research aims to gain a deep understanding of human and social problems by interpreting how subjects obtain meaning from the surrounding environment and how those meanings influence their behavior, rather than describing the surface part of a reality as quantitative researchers do with their positivism. The essence of qualitative research is understanding. Understanding what is meant is not just understanding, but more deeply, namely understanding to the core of the phenomenon under study, so that understanding or understanding becomes the goal of qualitative research.
3. Involve in-depth and close relationships between researchers and the subject under study. In order for researchers to get an in-depth understanding of how the subject under study means reality and how that meaning influences the behavior of the subject, researchers need to make a close relationship with the subject under study. For this reason, often researchers conduct observations involved (participant observation). A challenge for qualitative researchers when it comes to building close relationships and deep involvement with the subject under study. This is certainly not enough just to recognize the subject, then provide a questionnaire or questionnaire which then analyzes the results of the questionnaire/questionnaire. However, it is a long process and requires personal abilities, such as social skills, ability to adapt to the subject's environment, capable speaking skills, and so forth. In short, the relationship that exists between the researcher and the subject under study and its environment is a unit that merges with one another even though on the

other hand the researcher must also be fully aware that he is a researcher who has a specific purpose. It is clear that this requires an art in its own right to establish relationships, foster relationships, and maintain the relationship at a certain intensity.

4. Typical qualitative data collection techniques, without treatment or manipulating variables. Unlike the case with quantitative research or experimental research, qualitative research does not make treatment, manipulate variables, and compile operational definitions.

5. Examination of the values contained in a behavior. Unlike quantitative research which is as free as possible from certain values, such as cultural values, social values, and so on. Because in essence, one of the objectives of quantitative research is to benefit generalization. While these values can limit the importance of these generalizations. Conversely, qualitative researchers must explore the values contained in a behavior and view the values contained by the individuals studied as an important part that is inseparable. Qualitative researchers believe that behavior cannot be free from the values experienced by the individuals studied. An individual in behaving cannot be separated from the values that are believed, both in the form of moral values, religious values, and social values where the individual interacts with his environment.

6. Flexible. Qualitative research is flexible, not fixed on concepts, focus, data collection techniques due to the beginning of the study, but can change in the field following the situation and development of research.

7. The level of data accuracy is influenced by the relationship between researchers and research subjects. Unlike quantitative research, in order to achieve objectivity by making quantitative measurements, qualitative research obtains data accuracy by making close connections with the subject under study with naturalistic contexts and settings. The closer and deepen the relationship between the researcher and the subject under study, the more eroding the masks or the veil of dishonesty, so that the data obtained will be more accurate and reliable. In qualitative research, one of the things that support the authenticity (reliability) of data is the quality of the relationship between researchers and research subjects. The better the quality of the relationship, the more authentic the findings are.

3.3 Purpose of Qualitative Research

The authors of the research methodology also often include the management of the objectives of this research into other parts, such as the formulation of problems or hypotheses. The research objective is not a problem statement in which there are a number of questions which will be answered based on the research data that has been collected. However, the management of research objectives is a collection of statements that explain the goals, intentions, or general ideas held by a study. This idea is built on the management of a need (research problem) and refined in specific questions (problem statement).

3.4 Compile a Qualitative Research Report

Compiling reports is the final task of the research process. In this case, the discussion will be presented in a fundamental way in terms of the mindset of compiling a research report so that it is easily understood by other parties who read. In making report management, researchers should act as readers, so that the report presented can be assessed whether it is good or not. Management Research reports should be made in stages, the first stage in the form of a preliminary report, and the second stage in the form of a final report.

The qualitative research report must be made clearly and in detail so that it is easy to test dependability (audit) with an audit trail and has transferability value (used by other parties, because it is clear and easy to understand). In quantitative research, the starting point of the preparation of research reports is the research design that has been made, but in qualitative research, research reports are more concerned with all activities carried out in research, before entering the field, while in the field, and until the results of research have been tested its credibility and dependability.

Qualitative research does not want to find truth according to theory, but true according to informants, although the truth according to the informant is not true according to the theory. Briefly, the systematics of qualitative research reports are:

a. Title Page, Contains the writing of the research title. The title of the study should be brief, clear and can foster attraction to others to read. The title of the research can be a reflection of the problem, a description of the results of the research, and in the form of suggestions.

b. Abstracts, theoretically abstracts contain abstractions from research findings that are still concrete, which are written briefly. However, most of the abstracts contained in the research summary consist of four paragraphs which contain the research objectives, research methods, research findings, and suggestions or recommendations.

c. List of tables, containing details of the names of the tables in the research report. In general, the title is placed above the table and is written in uppercase letters.

d. List of images, Contains details of the names of the images in the research report. In general, the name of the image is placed under the image and written in lowercase letters.

e. Introduction, Consisting of sub-chapters: Background Problems, Research Focus, Problem Formulation, Research Objectives, Benefits of Research Results. An explanation of this chapter can be found in the chapter on the preparation of research proposals. However, if in the research proposal the contents are still temporary, while the contents in the report must be fixed. For those whose titles change, writing the introductory chapter and its sub-chapters is done after the research is completed.

f. The foundation of the theory contains theories and other references used during the study. The theories here do not function to build a framework of thinking, so that research hypotheses can be formulated, but more function as provisions for researchers to understand the social situation under study; able to ask and analyze whether or not the answers from informants (respondents in quantitative research), assess the novelty of information and construct research findings.

g. Findings and discussion, Qualitative research methods are research methods that function to find, therefore, this section needs to be presented with findings after the researcher conducted the research. Findings are something new that has never before existed. So in qualitative research, researchers must always ask themselves, what findings have been produced during the research months or years.

h. Conclusions and Suggestions, the conclusions section contains answers to the formulation of the problem raised or the achievement of the research objectives. The conclusion of the study must be findings that are supported by data obtained through the research process. Suggestions given must depart from conclusions and every suggestion was given must also be based on research findings.

i. Appendix, This appendix is important because this qualitative research is objective, so that if it is not supported by attachments, other people become less confident in the process and results of research.

4. Conclusion

Management Qualitative research is a process of scientific research that is intended to understand human problems in a social context by creating a comprehensive and complex picture presented, reporting detailed views of sources of information, and carried out in natural settings without any intervention from the researcher. Management of qualitative methods is divided into five types: phenomenological, grounded theory, ethnography, case studies, and narrative research. The formulation of the problem of qualitative research relies on two forms. The purpose of qualitative research generally includes information about the main phenomena explored in research, research participants, and research locations. The types of qualitative research data collection are observation, interviews, documentation, and audiovisual. So that the writer is expected to be able wisely in the use of qualitative research management in scientific work.

References

[1] Rahardja, U., Harahap, E. P., & Dewi, S. R. (2019). The Strategy of Enhancing Article Citation and H-Index on SINTA to Improve Tertiary Reputation. TELKOMNIKA (Telecommunication Computing Electronics and Control), 17(1).

[2] J. J. Geiger, "Data quality management: the most critical initiative you can implement," SUGI 29 Proc., pp. 1–14, 2004

[3]   Sunarya, A., Saptoro, A., & Apriyani, D. (2017). Utilization Setting Menu To Build Company Accounting System In Web Based Accounting Online System. Aptisi Transactions of Management (ATM), 1(1), 1-10.

[4]   Rahayu, N., Lestari, F. H. N., & Aprilyani, U. T. (2017). Clothing Sales Information System Web-Based:"Bluelight Distro". VOLT: Jurnal Ilmiah Pendidikan Teknik Elektro, 2(1), 55-62.

[5]   Rahardja, U., Aini, Q., & Putri, D. M. (2018). Pemanfaatan Automated Email System (AEMS) Sebagai Media Notifikasi Penilaian Hasil Belajar. SENSITEK, 1(1), 49-54.

[6]   Denzin, N.K. & Lincoln, Y.S. 2009. Handbook of Qualitative Research. Thousand Oaks: Sage Publication.

[7]   Sudaryono, S., Aisyah, E. S. N., Apriyani, D. (2017). Utilization Of Online Accounting Software As A Supplier Data Collection System At The Company. Aptisi Transactions of Management (ATM), 1(2), 87-92.

[8]   U. Ludigdo, "Asumsi Dasar Paradigma Interpretive," 2013

[9]   Sabrina, R., Fauzi, F., & Yamin, M. Y. M. (2018). FAKTOR-FAKTOR PENYEBAB RENDAHNYA MOTIVASI BELAJAR SISWA DALAM PROSES PEMBELAJARAN MATEMATIKA DI KELAS V SD NEGERI GAROT GEUCEU ACEH BESAR. Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar, 2(4).

[10] Rahardja, U., Aini, Q., & Khoirunisa, A. (2017). Implementasi Business Intelligence Menggunakan Highchart pada Sistem Penilaian Absensi berbasis YII Framework. CSRID (Computer Science Research and Its Development Journal), 9(2), 115-124.

[11] Rahardja, U., Handayani, I., & Wijaya, R. (2018). Penerapan Viewboard Technomedia Journal menggunakan sistem iLearning Journal Center pada Perguruan Tinggi. Technomedia Journal, 2(2), 78-89.

[12] Rahardja, U., Aini, Q., & Faradilla, F. (2018). IMPLEMENTASI VIEWBOARD BERBASIS INTERAKTIF JAVASCRIPT CHARTS PADA WEBSITE E-COMMERCE PERGURUAN TINGGI. Jurnal Dinamika Informatika, 7(2), 1-17.

[13] Trihandayani, N., Hairunnisa, H., Sos, S., Nurliah, M. M., & Ikom, M. (2018). IMPLEMENTASI KODE ETIK HUMAS PEMERINTAHAN KEPUTUSAN MENTERI KOMUNIKASI DAN INFORMASI NOMOR 371/KEP/M. KOMINFO/8/2007 DI HUMAS KANTOR WILAYAH KEMENTERIAN HUKUM DAN HAM KALIMANTAN TIMUR.

[14] Karami, A. F. (2018). Manajemen Kualitas Data dan Informasi Berbantuan Sistem Informasi untuk Meningkatkan Kinerja Operasional Pabrik PT. Sari Aditya Loka 2. INFORMATION TECHNOLOGY JOURNAL RESEARCH AND DEVELOPMENT, 2(2), 1-13.

[15] Sabrina, R., Fauzi, F., & Yamin, M. Y. M. (2018). FAKTOR-FAKTOR PENYEBAB RENDAHNYA MOTIVASI BELAJAR SISWA DALAM PROSES PEMBELAJARAN MATEMATIKA DI KELAS V SD NEGERI GAROT GEUCEU ACEH BESAR. Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar, 2(4).

[16] Yanti, N., Suhartono, S., & Hiasa, F. (2018). Keterampilan Menulis Akademik Mahasiswa S-1 Program Studi Pendidikan Bahasa dan Sastra Indonesia FKIP Universitas Bengkulu. Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing, 1(1), 1-16.

[17] Oktaviani, F. D., Yusup, P. M., & Khadijah, U. L. S. (2018). Penggunaan layanan open library dalam memenuhi kebutuhan informasi mahasiswa Telkom University. Jurnal Kajian Informasi & Perpustakaan, 5(2), 127-140.

[18] Cresswell, John W. 2008. Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 3rd ed. New Jersey: Pearson Merril Prentice-Hall.

[19] Banister, P. Burhan, E. Parker. I. Taylor, M. Tindal, C. 1994. Qualitative Methods in Psychology A Research Guide. Philadelphia: Open University Press.

[20] Moleong, L. J. (2004). Metode kualitatif.

[21] Handayani, I., Febriyanto, E., & Bachri, E. W. (2018). Aplikasi Stat Counter Sebagai Alat Monitoring Aktivitas Website PESSTA+ Pada Perguruan Tinggi. SISFOTENIKA, 8(2), 188-197.

[22] Sugiyono, 2006. Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian & Pengembangan. Bandung: Alfabeta

[23] Cresswell, John W. 2008. Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 3rd ed. New Jersey: Pearson Merril Prentice-Hall.