

PRODI PSIKOLOGI-FHB UPJ

# PENELITIAN KUALITATIF

# **Pertemuan 11 : Validitas dan Reliabilitas Penelitian Kualitatif**



Kembali lagi  
bersama saya,  
Anggi.



A photograph of two young women in conversation. The woman on the left has dark hair and glasses, wearing a brown shirt over a white t-shirt. The woman on the right has long dreadlocks and is wearing a white hoodie. A large blue circle is superimposed over the center of the image, containing the text 'Let's Start !' in white.

Let's Start !





Ingat, yang lalu jangan  
dilupakan...  
#kalau mantan silahkan

# Flashback

“

- Definisi penelitian kualitatif
- Filosofi yang melatarbelakangi penelitian kualitatif
- Desain penelitian kualitatif
- 5 Pendekatan Kualitatif (pengantar)
- Perbedaan 5 Pendekatan Kualitatif
- Focusing The Study
- Pengumpulan data kualitatif
- Menyusun Laporan Penelitian

”



# Validitas pada Penelitian Kualitatif

- Definisi
- Proses
- Prosedur





# Istilah dalam Penelitian Kualitatif

- Kredibilitas = Validitas internal
- Otentifikasi = Validitas eksternal
- Keandalan = reliabilitas
- Transferability = objektivitas
- Lincoln & Guba (1985)





# Istilah dalam Penelitian Kualitatif

- *Prolonged Engagement*
  - *Triangulasi*
- > *Kredibilitas / Validitas internal*





# Istilah dalam Penelitian Kualitatif (Eisner, 1991)

- penguat struktural
  - validitas konsensus
  - kecukupan referensi
- > kredibilitas





# Istilah dalam Penelitian Kualitatif (Lather, 1991)

- triangulation, construct validation, face validation, and catalytic validation -> Validitas





## Istilah dalam Penelitian Kualitatif (Lincoln, Lynham, dan Guba, 2011)

- Keaslian
- Keseimbangan sudut pandang
- Kesadaran partisipan dan pemangku kepentingan
- Investigasi
- Mengarahkan pada sebuah tindakan





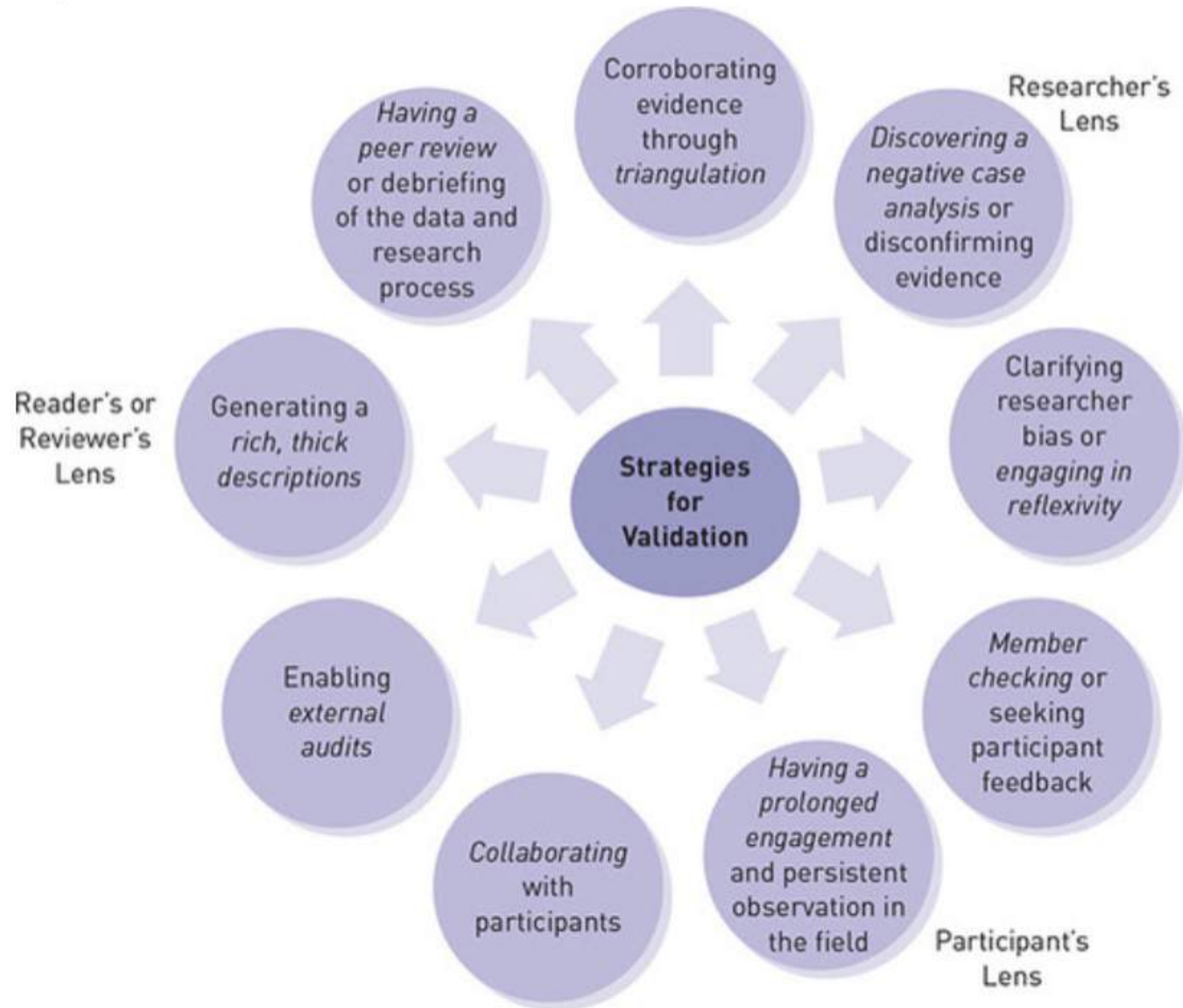
# Cresswell (2018)

- Validitas -> akurasi / ketepatan hasil temuan
- Yang dapat dijelaskan oleh peneliti, partisipan dan pembaca





**Figure 10.1 Strategies for Validation in Qualitative Research**





## Figure 10.2 Procedures for Reliability of Inter-coder Agreement in Qualitative Research

Establish a common platform for coding, and develop a preliminary code list.

Define and share the initial codebook among coders.

Apply the codebook to additional transcripts, and compare coding across multiple researchers.

Assess and report the inter-coder agreement among researchers.

Revise and finalize the codebook to inform further coding.





# Narrative Research

## Qualitative Inquiry and Research... Choosing Among Five Approaches

Does the narrative study do the following?

1. Focus on an individual?
  - The author may choose to focus on a single or two or three individuals.
2. Collect stories about a significant issue?
  - The author may focus on the stories told by the individual or individuals.
3. Develop a chronology?
  - The author may use a chronology to connect different phases or aspects of a story.
4. Tell a story?
  - The author may, through the story, report what was said (themes), how it was said (unfolding story), or how speakers interact or perform the narrative.
5. Embed reflexivity?
  - The author may use reflexive thinking and writing to bring himself or herself into the study.





# Fenomenologi

## Qualitative Inquiry and Research... Choosing Among Five Approaches

Does the phenomenology do the following?

1. Articulate a clear "phenomenon" to study in a concise way?
  - The author may use a phenomenological question to guide the study.
2. Convey an understanding of the philosophical tenets of phenomenology?
  - The author may ground the study in primary and scholarly phenomenological literature.
3. Use procedures of data analysis in phenomenology?
  - The author may refer to procedures recommended by Moustakas (1994) or van Manen (1990).
4. Communicate the overall essence of the experience of the participants?
  - The author may describe the context in which the experience occurred.
5. Embed reflexivity throughout the study?
  - The author may explain the process and outcomes of reflexive thinking.





# Grounded Theory

## Qualitative Inquiry and Research... Choosing Among Five Approaches

Does the grounded theory study do the following?

1. Focus on the study of a process, an action, or an interaction as the key element in the theory?
  - The author may focus on the steps that unfold when studying a central phenomenon as a process, action, or interaction among individuals.
2. Integrate a coding process that works from the data to a larger theoretical model?
  - The author may describe the data collection as alternating with data analysis to build a theoretical model.
3. Present the theoretical model in a figure or diagram?
  - The author may use innovative means for presenting the theory in a creative and innovative manner.
4. Advance a story line or proposition connected with the categories in the theoretical model that presents further questions to be answered?
  - The author may refer to the overall picture emerging in the current study as a springboard for future directions of research.
5. Use memoing throughout the process of research?
  - The author may describe the different types of memos or ways of recording ongoing thought in the process of conducting the study.
6. Embed evidence of reflexivity or self-disclosure by the researcher about his or her stance in the study?
  - The author may describe how a research journal or notebook (or other form) documented their reflexive thinking during the study.





# Etnografi

Does the ethnography do the following?

1. Convey evidence of clear identification of a culture-sharing group?
  - The author may describe the group in some detail—how the group was selected, access including gatekeepers, how it interacts and communicates, and so forth.
2. Specify a cultural theme that will be examined in light of this culture-sharing group?
  - The author may identify a cultural theme and the rationale for choosing it.
3. Describe the cultural group in detail?
  - The author may use creative analytical practices to convey these descriptions.
4. Communicate themes derived from an understanding of the cultural group?
  - The author may organize a thematic narrative or tale.
5. Identify issues that arose “in the field” that reflect on the relationship between the researcher and the participants, the interpretive nature of reporting, and sensitivity and reciprocity in the co-creating of the account?
  - The author may present these field issues so that they are a credible account of the challenges in conducting the study.
6. Explain how the culture-sharing group works overall?
  - The author may describe a working set of rules or generalizations as to how the culture-sharing group functions.
7. Integrate self-disclosure and reflexivity by the researcher about her or his position in the research?
  - The author may describe their background experiences with the group and describe their reflections about interactions with the group.





# Studi Kasus

Does the case study do the following?

1. Identify the case(s) studied?
  - The author may identify the boundaries and time parameters of a single case or multiple cases.
2. Present a rationale for the case(s) selection?
  - The author may identify rationales for selecting the case, such as to understand a research issue or describe intrinsic merit.
3. Describe the case(s) in detail?
  - The author may begin with a rich description of the case(s) and its setting or context(s).
4. Articulate the themes identified for the case(s)?
  - The author may focus on a few key thematic issues for individual case(s) or across cases.
5. Report assertions or generalizations from the case analysis?
  - The author may interpret how the case(s) provides insight into the issue, or the findings can be generalized to other cases. Sometimes this may take the form of summary statements or a vignette.
6. Embed researcher reflexivity or self-disclosure about his or her position in the study?
  - The author may use reflective thinking and writing throughout the study.





# Perbandingan Standar Evaluasi 5 Pendekatan Kualitatif

Table 10.2 Comparing the Evaluation Standards Across the Five Qualitative Approaches

Criteria	Narrative Research	Phenomenology	Grounded Theory	Ethnography	Case Study
What is the focus of the study?	Focuses on a single individual (or two or	Articulates a “phenomenon” to study in a concise way	Studies a process, an action, or an interaction as the key	Identifies a culture-sharing group	Identifies study case multiple cas





# Perbandingan Standar Evaluasi 5 Pendekatan Kualitatif



John W. Creswell

Qualitative Inquiry and...Among Five Approaches AA



	three individuals)		element in the theory		
How does the study proceed?	Collects stories about a significant issue related to the individual's life	Conveys an understanding of the philosophical tenets of phenomenology  Uses recommended procedures of data analysis in phenomenology	Integrates coding process that works from the data to a larger theoretical model  Uses memoing throughout the process of research	Specifies a cultural theme that will be examined in light of this culture-sharing group  Identifies issues that arose in the field	Rationalizes case(s) selection in terms of understandings that will be generated  Identifies themes for the case (or across cases)
How is the study presented?	Develops a chronology that connects different phases or aspects of a story		Presents the theoretical model in a figure or diagram	Communicates themes derived from an understanding of the cultural group	Reports assertions or generalizations from the case analysis
What is the study outcome?	Tells a story that reports what was said (themes), how it was said, (unfolding story), and	Communicates the overall essence of the experience of the participants	Advances a story line or proposition that connects categories in the theoretical	Describes the cultural group in detail  Explains how the culture-	Details a description of the case(s)

	how speakers interact or perform	including the context	model and presents further questions	sharing group works overall	
What does a researcher bring to the study?	Uses reflexive thinking and writing	Embeds reflexivity throughout the study	Self-discloses his or her stance	Integrates reflexivity about her or his position	Uses reflexiv about his her position

## Chapter Check-In

- Can you identify the characteristics of “thick description” to develop a deeper understanding of how cases, settings, and themes are presented in a qualitative study?
  - Look for a detailed description in a short story or a novel. If you do not find one, you might use the story about the “Cat ‘n’ Mouse” as found in Steven Millhauser’s book (2008), *Dangerous Laughter*.
  - Next, identify passages in which Millhauser (2008) creates detail by physical passages, movement, or activity description.
  - Finally, identify how the author interconnects the details.
- Can you identify validation strategies for enhancing the accuracy of your study within one of the five approaches? Read qualitative journal articles or books that adopt different strategies.
  - Underline examples of the strategy in use and consider its effectiveness.



# References & Appendixes





# Referensi

- Afiatin, T. (2015). *Modul Matakuliah Metode Penelitian Kualitatif*. Yogyakarta : Fakultas Psikologi Universitas Gadjah Mada
- Creswell, J.W. & Poth, C.N. (2018). *Qualitative Inquiry & Research Design : Choosing Among Five Perspective Fourth Edition*. California : SAGE Publications