

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents several sub chapters about research method and its operational phases consisting of research approaches and plans, researcher's presence, research data source and informants, data collection techniques, data analysis techniques, data validity checking, and research phases. Those are presented in sequence.

#### **3.1. Research Approaches**

This research focused on non-formal education in increasing business entrepreneurs in Sumenep Regency. The object of the research is a process. To reveal it takes deep observation about the phenomena in natural setting, known as qualitative approach (Patton, 1980; Bogdan & Biklen, 1982; Denzin & Lincoln, 1994) or naturalistic approach (Guba, 1978; Lincoln & Guba, 1985). Therefore, to know the policy on non formal education in increasing business entrepreneurs on the basis of *Community-Based Education* in Sumenep regency used qualitative research based on views, understandings, thoughts, and conducts of the actors and people involved in the process using emic perspective.

According to Denzin & Lincoln (1998), qualitative research emphasized on untestable and immeasurable process and meaning using terms such as: quantity, number, intensity, and frequency. Bogdan and Taylor (1975) said that qualitative approach is a research that results qualitative descriptive data in the form of statement, writing, and observable conducts of the subjects. As Patton

(2009) said, qualitative data are what people questioned by the researcher stated. What those people stated is the main source of qualitative approach. That source was obtained through interviews or written form collected by document analyses or surveys.

Sonhadji (1998:8) stated that "qualitative research is appropriately used for researches that aim to describe a complex problem, focus on interaction process among human and review certain cases in depth and detail." "Using this approach a researcher saw research focus in four dimension questions to enrich the findings, they are: value, applicability, consistency, and neutrality" (Lincoln & Guba, 1985:290). Viewing these four dimensions, researchers understood in depth empirical realities thoroughly and holistically. Qualitative research refers to research procedures that produced qualitative data in the form of writing, statement, perspectives, understanding, thought and conducts of individuals or holistically. Qualitative research puts its main study on an organization or holistic individuals and is not reduced to be ordered variables or planned hypothesis in advance (Bogdan & Taylor, 1975).

This research used two methods, using the same steps called a "pulsating fashion", those were started by several first data collections which were then analyzed to obtain temporary propositions. Then, there were more several data collections whose results analyzed and compared to those of the first collection, other propositions were obtained. Afterwards, other several data collections were conducted whose results analyzed and compared to propositions gathered

previously, there were other new propositions. It is done so until it produced a proposition/theory that be generalized to a wider one.

Although the two steps have the same steps, those have differences. According to Bogdan & Biklen (1982), in using modified analytic induction method, repeated data collections are conducted, so did the following data gatherings which are then analyzed and used to modify temporary propositions resulted from previous data collections. While in constant comparative method, repeated data collections are conducted. However, every following data collection is conducted to modify temporary propositions of the previous data collections. Finding new cases is developed during the process of research.

### **3.2. Research Focuses**

The focus in qualitative research is closely related to the formulation of the problem, where issues of research used as a reference in determining the focus of the study. The focuses of the research be developed according to developments in the field of research problems. This is consistent with the nature of a flexibility approach to qualitative research, which follows a pattern of thought that is “empirical inductive”, where everything in the study was determined from the final data collection in the field.

Based on the research problems and research objectives, the focuses of this study as follows:

1. Policies of non-formal education to increase business entrepreneurs in Sumenep Regency East Java

- a. Policies of Local Government
  - b. Policies of non government (NGO, private sector, informal Leader)
2. Policy analysis of Non-Formal education on the basis of *Community-Based Education* to increase business entrepreneurs in Sumenep Regency. Here, the focuses are depending on the problems in the field study. Policy analysis is a pragmatic, practice, and applied activity. Related to it, Wildavsky (1980) said: policy analysis takes as its subject matter the problem facing policy makers and aims to ameliorate those problems through a process of creativity, imagination, and craftsmanship. In this context, the main task of the policy analyst according Johnston and Clark (1994) is: turning messes into problems about which something constructive be done. So, based on the policy problems of non-formal education in Sumenep Regency, the focuses here are:
1. Institution
  2. Resources
  3. Coordination
  4. Curriculum
  5. Budget
  6. Community Participation

### **3.3. Research Location**

The research location is in department of education of Sumenep Regency especially in board of Non Formal Education as the first location to obtain preliminary data. The reason for selecting Education Office of Sumenep Regency is because the Education Office of Sumenep Regency is a local apparatus

organization dealing with formal and Non Formal Education as the task, principal and function of the education office.

While several other studies that used the location as a complement to the research data, the Department of Manpower and Transmigration, the Department of Marine and Fisheries, Department of Agriculture, Department of Cooperatives and SMEs, as well as Studio Learning Activities (SKB) Sumenep. This is done with the consideration that the agencies are also implementing entrepreneurship training that indirectly it is also part of the non-formal education, but there is no inter-agency coordination made it.

The choosing of Sumenep Regency as a research location based on two reason:

- a. until now, illiterates in Sumenep is still quite high, even ranks third in Indonesia after Biak Numfor and Jember, and the second highest in East Java after Jember Regency (<http://radarmadura.co.id>; <http://republika.co.id> ).
- b. It can be seen from the open unemployment figures. Based on data released by the Central Bureau of statistical (BPS) in 2013, in Sumenep, 3.61% of the total population of 1 million more are unemployed. The unemployment rate in 2013 was down 0,10 percent compared to the year 2012 and reached 3,71 percent. By that amount, approximately 61.80% were primary school graduates or equivalent, junior 14.98%, 19.95% high school, Diploma and Degree reached 6.22%.

The other of research location are in the secretariat of CLC: the CLC Aswaja in the village Legung Barat sub-district Batang-Batang, CLC al shabah located in the village of Mantajun District of Dasuk, and CLC al Fajar located in the village of Sera Barat District of Bluto, where all three CLC's often get funding activities for NFE particularly related to literacy, equality, and KF of the central government.

To confirm and make triangulation the data, the researcher also visits to chairman of Commission IV DPRD, 2 members home of the Board of Education in the district Lenteng and district Sumenep City, home of former of the Board 2009-2014 educational commission members, the home supervisor in the district PLS Manding, houses some employers, home of NU and Muhammadiyah officer, a community figure, religion figures, education observers, and bank of BPRS Sumenep,

In order making the good relationship between researcher with the research informans, the researcher used a strategy: patient, flexible and creative, while still pay attention to research ethics. To uncover the background as a whole, the observational skills of researcher to understand the focus of in-depth study is needed in order to find the optimum data and credible, which is why the presence of investigators to the homes of the informants, even occasionally chatting in the stalls, have psychological consequences for informants to provide information and data as desired researcher. Interaction between researcher and research subjects are relaxed and flexible, making the research results as expected.

### **3.4. Data Source**

A research using qualitative approach is conducted by collecting the data in the form of words or sentences that describe research's core phenomena determined (Miles & Huberman, 1994). Qualitative data is interesting when they are able to describe phenomena firmly and deeply.

Research's data sources are human as informants and non-human. Even though everyone is possibly taken as an informant but not everyone be a good informant (Spradley, 2007). Thus, not all informants are taken as an informant in this research, only the key person or the good ones. According to Morse (in Denzim & Lincoln, 1994), good informants are those who have knowledge and experiences that the researcher needs, are able to reflect, are good at uttering thoughts/ideas (a good communicator), provide themselves for the interview and have the willingness to participate in the study. Other scholars stated that the ideal key persons are those who are able to communicate well and are sensitive to the culture (Berg, 2007). This culture sensitiveness be analytic or non-analytic. Some informants use their language to describe phenomena and conducts without meaning and significance analysis. Other informants offer deep knowledge analysis and phenomena interpretations based on theories' or people' perspectives. Those two kinds of informants make good informants (Spradley, 2007).

To obtain data depth and validity, a researcher needs to find key informants that serve him the information he needs according to research objectives (Spradley, 2007). Key informants are translators. Researcher's

relationship with the key informants is determined by the communication ability and skill built by the researcher since the first he came into research location. Data source from the document are selected based on their relevance to the policy about non-formal education to increase business entrepreneurs on the basis of *Community-Based Education* in Sumenep Regency. They able to be notes, decree, pictures/photos of observations that are relevance with the research focus.

To determine informants, a researcher collects the sample using purposive sampling, internal sampling, and time sampling (Bogdan & Biklen, 1992). Purposive sampling in this research is used to lead data collection in correlation to the need through selection and choosing informants that understand information and problems deeply and are trustworthy to be good data source (Patton, 2009). This purposive sampling provides the researcher freedom off formal process in sampling, that means he determines the sampling in correlation with research objectives (Nasution, 2003). Sampling meant here is not sample representing population, but the one based on information relevance and depth. However, sampling selection is not merely under researcher's willingness but based on themes emerged in the reality.

Internal sampling in this research is conducted by taking decision based on general perspectives of what is studied, whom to be interviewed, when the observation is, and what document is needed. Thus, internal sampling used in this research is meant to restrict study and sharpen the focus (Bogdan & Biklen, 1982). Besides, internal sampling in the research is not meant to generalize but to obtain



study depth in the context and integrative focus of the study. This is reached by conducting interviews, observations, and study of documents of inter-data source.

The procedures in this research are conducting observation in choosing phenomena, subject, and informants that are studied deeply, and determining time of data collection afterwards (Bogdan & Biklen, 1982). To gain relevant information, this research also takes Patton (2009) suggestion saying that besides choosing informants considered having the most knowledge of the problem studied, the technique selection improved along with the researcher's need and conviction in collecting the data. This procedure is known as snowball sampling technique (Bogdan & Biklen, 1982; Miles & Huberman, 1994). Snowball sampling technique is stopped when it comes to data saturation (Bogdan & Biklen, 1982) or when the data of the phenomena studied do not improve and tend to be similar to the ones obtained previously (Lincoln & Guba; Nasution, 2003).

Data collection using time sampling is that the researcher collects the data by visiting the location or informants based on given time and condition because the surrounding situation influence the data collected. Therefore, it is important for the researcher to reckon the place and time to meet informants in order to gain the data purposed. Considering the right time and place is urgent because it influences the meanings and interpretation in context toward the subject and phenomena excluded accidental phenomena.

In this study, the data sources were obtained from the interview. Interviews were conducted to obtain any information that be a reinforcement in the research. Providers of information on this research one of which is the

bureaucratic apparatus, CLC, community leaders, supervisors, NGO's, and etc.

Information providers in this study are as follows:

1. Mr. Misbahul Munir as Head of Non-formal Education (PLS) in Educational Board of Sumenep
2. Dra. Raehani, MM as Head section chief of Non-formal Education (PLS)
3. Mr. Agung as Non-formal Education (PLS) Staff
4. H. Imam Hendriadi S.Ag, M, Si as a member of the commission of Education
5. Bambang Puji as Head of supervision and training Department of Manpower and Transmigration Sumenep
6. Mr. Nawari Umam as chairman of PKBM Aswaja and secretary of the Community Learning Center (PKBM) communication forum Sumenep
7. Mr. Saiful as staff in the Community Learning Center (PKBM) Aswaja
8. M. Nurul Fikri S.P, MM Pd as the Civil Learning of Learning Activities Studio (SKB) Sumenep
9. Mr. Supatha S, Pd as Chairman of the PKBM Al-shabah
10. Hosri Yunanto. A. Md as Chairman of the PKBM Al-Fajar
11. Mr. Suhartono as Entrepreneur of Cable TV
12. H. Hafid as community leaders around the PKBM Al Fajar
13. Mr. Abdul Ghani, S. Pd as educational Observer (Vice Chairman of the PD Muhammadiyah of Sumenep)
14. Mr. Nono Iskandar S.Pd as overseers PLS in District Manding
15. Ning Anis as pilgrims Caregiver

16. Ust. Hasbullah. S. Pd as a Caregiver Pesantren Al-amin Prenduan
17. Ust. Adi as a Caregiver Pesantren Al-amin Prenduan
18. H.A. Zubaidi, SE, MM as Chairman of Commission IV DPRD Sumenep
19. Drs. H. A. Taufan Hasyim as a community leader
20. M. Kholidul Yaqin as fisheries Entrepreneur
21. Citra wahyuni, SP Extension Field as part of the Department of Agriculture and Foodstuffs Sumenep
22. Heru Faisal, S. PI as Head Section of the Department of Fisheries and Marine Sumenep
23. Dr. H.A. Sadjali, SH, MM, MH as a member of the commission of Education
24. Drs. H.A. Fauzy Hashim as a former member of the Board of Education Commission DPRD 2009-2014 period
25. Mr. Edi as observers of the field PNS (Retired High School 1 Sumenep)
26. Saiful Rahman Dasuki S. Pd as Principal of SMP Negeri 5 (caretaker of PCNU)
27. Novi Sujatmiko, ST as Director of BPRS Sumenep
28. Asmaniyah, as entrepreneur of cassava chips
29. Asni, as entrepreneur of red sugar
30. Masiyatun, as entrepreneur of banana chips
31. Mad Zaini, as entrepreneur of t-shirt
32. Abu Naim, as entrepreneur of motorcycle mechanic

### **3.5. Data Collection Technique**

To obtain holistic and integrative data, by considering data relevance based the focus and purpose. Therefore, the data collection in this research is conducted using three techniques, they are: (1) in-depth interviewing; (2) participant observation; (3) study of documents. Almost all qualitative researchers agree that these three techniques are the basic ones used in qualitative research (Bogdan & Biklen, 1982; Nasution, 1988; Denzim & Lincoln, 1994; Sonhadji 1995), these techniques are common to be used in qualitative research for it often applies words and conducts of informants that enable the researcher to grasp their language and conducts.

#### **1. In-Depth Interviewing**

Data collection technique applied in qualitative research emphasized on interview, especially in-depth interviewing. Guba and Lincoln (1981) stated that this technique is indeed a special data collection technique for qualitative researchers. This opinion conforms with Patton (2009), that the main method used by qualitative methodology experts to understand perception, feeling and knowledge of the people is in-depth and intensive interviewing; to grasp basic meaning and specific interaction as well (Fontana & Frey in Denzim & Lincoln, 1994).

Along with that statement, Dexter in Lincoln & Guba (1985) said that interview is a conversation between two persons (or be more) which is led by an individual to gain information. To conduct it well and successfully a researcher and his subject be tight in partnership as uttered by Bogdan and Taylor (1993).

Meanwhile, Sonhadji (1995) stated about the steps of the interview as follow: (1) determining individuals to be interviewed. In this phase the researcher decides the individuals and places where the data of the study collected from; (2) preparing the interviews. This phase consists of knowing characteristics of all subjects of the study. The more knowledged the subjects of the study are, the more important to gain information from them. In addition, the more in number is better; (3) initial step, this phase shows the start of the research activities which are began by a thing such 'warming up', presenting grand tour questions; (4) conducting an interview and keeping it productive, in which the questions presented more specific; and (5) completing the interview and concluding the interview results which means there are conclusion to all what the respondents said and re-examining it to the respondents involved in case they want to make addition to strengthen the information.

Interview technique used in the research is unstandardized one conducted without drafting the questions . Then, this unstandardized interview is improved using three techniques: (1) unstructured interview, (2) semi-structured interview, and (3) cursory interview.

Unstructured interview is applied in this research for some benefits, some of them are: it be conducted more personal that enables the researcher to obtain as much information as possible about common thongs and it is chosen to make informants feel freely utter the information without being pressured to the questions given. Besides, by this technique it is possible to record affective response seen during the interview, it enables the researcher to sort out

researcher's personal influence on the result of the interview, and it gives the researcher the chance to learn from the participant. This interview is psychologically more natural performed using conversation that it may not make the informants tired nor bored (Fontana & Frey in Danzim & Lincoln, 1994).

Afterwards, the researcher performs semi structured (semi focused) interview whose questions do not have certain structure but continuously focus on certain main point. In other words, there are no standardized interview instruments in this second technique. However, a researcher considered suggestions offered by Guba & Lincoln (1981), and Bogdan & Biklen (1982) to make question guidelines arranged based on the research focus. This is to obtain clear and detailed data as the focus of the research proposed. Those two interview techniques are performed along with the characteristic of qualitative research; open ended, and addressed to some key informants or participants. The researcher repeated this interview until he gets clear description about the policies of non-formal education to increase business entrepreneurs on the basis of *Community-Based Education* in Sumenep Regency. Data recording in interview techniques is performed by taking notes and applying recorder.

The third technique of the interview is conducted casually and accidentally for informants who are not selected in advance, such as figures and educational observers who are not considered previously, yet these persons have important information about the focus of the research. The interview is performed at a given time and not being structured. This technique functions as a supplement for unstructured and semi structured techniques.

To decide the first study participant is based on the suggestions given by Guba & Lincoln (1981) to choose informants having special knowledge, informative, close to the situation being the research focus, and having special status. It is performed so to get a bigger information like a snowball (snowball sampling technique) and purposive as found in the research focus (Bogdan & Biklen, 1982).

To be constantly on research focus, topics of the interview stick on questions elements orienting to the focus. This is done too keep the interview not deviate and underlie on open-mindedness not blank-mindedness. Interview approach in this research follows Kontjaraningrat's (1983) suggestions which are sometimes performed by agreement or spontaneously according to the spare time given by the informants. Taking notes, recording, and taking pictures are more recommended when the participant allows and the researcher needs it.

In this in-depth interview technique the researcher dig up all the information needed related to the research that was being investigated. In-depth interviews conducted by interfacing directly with the informant. At the time of the study, researchers obtained data in the field through question and answer directly either in the offices mentioned in the source data. In addition to achieve all the needed information, the researcher also visited the residence of the informant as one way to get information from in-depth interviews. Informant's residence was located in one of the villages in the district Bluto, District Manding, and etc.

## 2. Participatory Observation

Observation is a work of careful observation on social situation that occurred in research location. Observation in qualitative research is expected to grasp and understand the context of social setting and complex relation of the focus (Bogdan, 1972).

Symbolic interaction is an urgent step to obtain holistic data about research focus. Researcher's behavior in performing observation on research object is participative that consisting of middle participant observation, and Geer (in Patton, 1980) said that this observation is the most comprehensive of all research strategy types. Using participant observation can help the researcher comprehend more deeply the phenomena (behavior and cases) that happen in the location. Bogdan & Taylor (1975) defined participant observation as an intensive period of social interaction between a researcher and research subject in a specific location.

Participatory observation in this research is performed to study the policies on non-formal education to increase business entrepreneurs on the basis of *Community-Based Education* in Sumenep Regency. According to Guba & Lincoln (1981), participatory observation is performed by reasons: (a) the observation is based on direct, (b) observation technique also enables the researcher do the observation himself, note the behavior and cases as the real fact, (c) observation be used to check data validity, (d) observation technique enables the researcher understand complicated situations, and (e) in some cases in which other



communication techniques usage is impossible to perform, observation be very effective.

In the practice, participatory observation is often used with interview technique, even with document analysis. Participant observation needs a combination and informal interview. This is important to do to avoid observer (researcher) from making assumptions about meanings of what they observed without inserting researcher's perceptions about their behavior (Patton, 2009). Denzin uttered the same idea that participant observation is field strategy involving many things combining simultaneously document analysis, interview, and direct participant observation (Denzin, 2009).

Participatory observation in this study was conducted to look for any information about the non-formal education policies to improve the business entrepreneurs on the basis of Community Based Education in Sumenep regency. When researcher looked for information on informants who had planned before, it did not always run smoothly, this was because the distance to the place of observation requires estimation long time. Besides that the researcher faced another problem was the uncertainty of the time to be face to face with the informant, so that researcher could not necessarily be met with the informant.

### **3. Study of Documents**

Besides performing in-depth interview technique and participant observation, research data are also collected using study of document, studying documents that relevant to the research objectives. Study of document is used to collect data from non-human sources (Sonhadji in Arifin, 1996). The application

of study of document is based on five reasons, they are: (1) the sources are available and affordable (especially in time), (2) document and record are stable and accurate information and are able to reanalyzed, (3) document and record are rich information source, contextually relevant and basic, and (4) these sources are legal statement that fulfils accountability and (5) these sources are non-reactive so that they are easily found by study of content technique.

Some documents that be analyzed to comprehend the condition of research background, such as historical notes of various rules, policies, report of programs, report of academic and non academic improvement, strategic planning, documented photos, and other documents relevant to the policy on non-formal education to increase business entrepreneurs on the basis of *Community-Based Education* in Sumenep Regency.

Studies document could be indirectly data provided any information to investigators in order to explore the subject matter was being studied. Besides studies document could be primarily data researched and reported by others outside researchers (previous research). Documents relevant to the policy of non-formal education to improve business entrepreneurs on the basis of Community Based Education in Sumenep is as follows:

1. Local Regulation No. 18 Year 2013 on Local Budget (APBD) Sumenep Fiscal Year 2014.
2. Local Regulation No. 10 Year 2011 on the Medium Term Development Plan (RPJMD) Sumenep Regency Year 2011-2015.

3. Government Agencies Performance Accountability Report (LAKIP) Sumenep District Education Office in 2015.
4. The draft Memorandum of Understanding between the Government of Sumenep Regency with the Local Representatives Council Sumenep on Priorities and Budget Ceiling While (PPAS) for Fiscal Year 2014.
5. The draft Memorandum of Understanding between the Government of Sumenep Regency with the Local Representatives Council Sumenep on Amendment Priorities and Budget Ceiling While the Fiscal Year 2014.
6. The Department of Education Strategic Plan Sumenep Regency 2011-2015.
7. Sumenep Local Regulation No. 09 Year 2011 on Local Long Term Development Plan (RPJPD) Sumenep 2005-2025.
8. Financial Statements of the Government of Sumenep Year 2013-2015.

### **3.6. Data Analysis Technique**

Data analysis in qualitative research is a process of review, ordering and categorizing data to make working hypothesis and make them a theory as the output of the research (Miles, Huberman, and Saldana, 2014) that enables the researcher to report the findings to other parties. Therefore, analysis is conducted through review, coding, categorizing into data elements that be organized, synthesizing, giving pattern and finding meaningful things and what is going to be studied and determined by the researcher to be reported systematically (Bogdan & Biklen, 1982).

Data themselves are consisted of detailed descriptions about situation, events, individuals, interactions, and behavior. In other words, data are

descriptions of individual's statements about his perspectives, experiences or matters, behavior, belief, and thoughts, and quotes of documents relevant to a program (Patton, 2009) as collected and written in interview transcript or field notes (Miles, Huberman, and Saldana, 2014). In other words, as stated by Bogdan and Biklen (1982), that data analysis is a process of systematic review and arrangement all interview transcript, field notes, and other materials that have been written by the researcher during data collection.

Data analysis in qualitative research is a cycle patterned process or interactive process which is formed from data collection, reduction, presentation, and conclusion (Mantja, 2003). Thus, data analysis consists of field analysis and data collection subsequent to analysis (Bogdan & Biklen, 1998; Miles & Huberman, 1994), that means data analysis be performed simultaneously. The result obtained from data analysis is a number of findings be directly arranged to be temporary conclusion. If it does not become a correct and firm to be the final conclusion, any open and skeptical findings are necessary to be verified to be reasonable to be formulated as final conclusion.

Field data analysis is performed according to what Bogdan & Biklen (1982) suggested: (1) take decision to restrict the study, (2) decide the form of the study that be completed, (3) improve analysis questions, (4) plan successive data collection sessions based on previous findings, (5) write as much "observer's comments" about emerging ideas as possible, (6) Write memo for oneself about what to be studied, (7) examine the ideas and themes to the subject, (8) explore literatures while in the field, (9) use metaphors, analogies, and concepts, and (10)

apply visual equipments. Main activity of analysis after data collection is developing code category or using available code system.

The process of data analysis is began with reviewing all data collected from various sources; interview, observation, and documents noted in field research. This is along with what Bogdan & Biklen (1982) said that data analysis is systematic process of finding and organizing interview transcripts, field notes, and other materials collected to develop understanding that enables anyone present data found about the site. Muhadjir (1996) stated that data analysis in qualitative research is performed conceptually inductive, that is through data review, coding, categorizing into data elements that be organized, synthesizing, giving pattern and finding meaningful things to be substantive theory.

Data analysis technique applied in this research is descriptive technique through three levels: (1) data condensation, (2) data display, and (3) conclusion: drawing/verifying (Miles, Huberman.& Saldana, 2014)

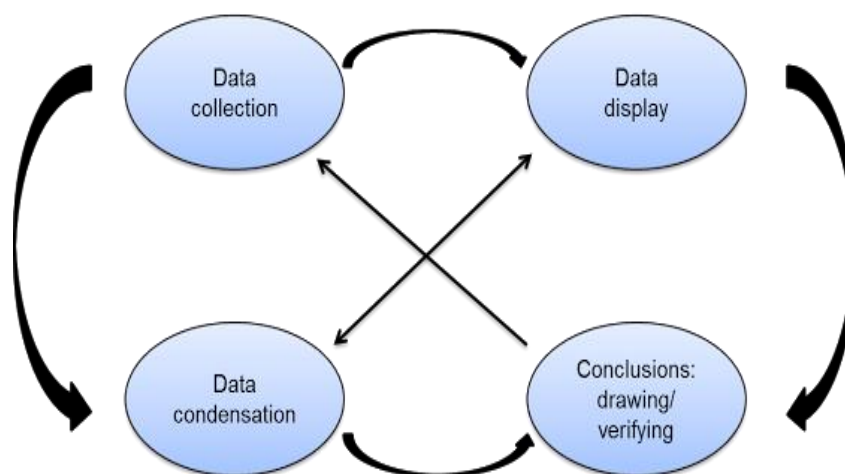


Figure 3.1. Interactive Pattern in Research Data Analysis  
(Miles, Huberman.& Saldana, 2014:12-14)

## **1. Data Condensation**

Data condensation is an analysis model to sharpen, categorize, reduce unimportant data, and organize them to make final conclusion. A tight data selection, making data summary, and main summary are activities in data reduction. Thus, data condensation is continuously performed during the research. Starting from initial research activity, during data collection activity until all data needed obtained. After that, every time several data collection are completed, all field notes are read, understood, given contact summary and coded, the themes are browsed, groups are made and memos are written.

According to Miles, Huberman, and Saldana (2014), contact summary is papers containing brief elaboration about review output on field notes, focusing and summarizing problems related to certain field contact based on research focus. Every month, all field notes and all contact summary made are reread and given temporary site (Miles, Huberman, and Saldana, 2014), that is temporary output summary that synthesizes all things known about the site and shows what to be studied next. This site summary is an integrated notes about the site.

Afterwards, when all data needed were collected and the researcher left the research field, all field notes are collected then analyzed more intensively. Bogdan & Biklen (1982) called this analysis as the analysis after data collection. Next level is arranging main summary into groups, then it is categorized by coding.

Coding is created based on the research focus, data collection technique, data source, informants, and research site. According to Miles, Huberman, and Saldana (2014), coding is an instrument to organize and rearrange words to enable

the analyst rapidly to find, take, and categorize all parts relevant to the problem, concept, or theme. The coding is used in data analysis activity. After that, in the last part of field notes/interview transcript, the code of data collection technique, data source, date, month, and year are written. When coding is completed, often issues involving other matters emerge, that is why it is necessary to make reflection notes and memos. Memos are notes theorized from the idea about codes and their relation when it was found by the analyst during coding activity Miles, Huberman, and Saldana (2014).

At this stage the researcher gathered all the data have been obtained from the field, both derived from interviews and court records, the researcher conducted further data reduction. The purpose of data condensation is to review the records obtained in the field so that it meets the needs of research. This assessment was done by filtering out any information deemed necessary to be presented at the presentation of data, while the data were deemed not support this research it would not be presented on the presentation of data. The data were presented at the presentation of this data was any information relating to non-formal education policies to improve the business entrepreneurs on the basis of Community Based Education in Sumenep regency.

## **2. Data Display**

Data display is meant to present the data in detail and systematically after being analyzed into the format made for it. Yet, the data are presented in temporary data for the sake of researcher to be examined more carefully to reach the validity. When data displayed have been valid and appropriate, the researcher

may go on making temporary summary. However, if the data were not appropriate, the researcher may not make summary but have to reduce the data once again, and it is possible that the researcher may collect new data.

If the data reduction has been done, then the researcher would present data that had reached the validity test. The presentation of this data aims to deliver set of data that has been compiled to provide an update regarding the non-formal education policies to improve the business entrepreneurs on the basis of Community Based Education in Sumenep regency. Subsequent to the presentation of this data is the conclusion which is presented at the conclusion.

### **3. Conclusions: Drawing/Verifying**

Verifying is aimed to give meaning to the data obtained through observation, interview, and documentation. These summaries are temporary because they are not completely clear and have possibilities to alter following the situation happens in the field. After the data were reduced, conformity to the data display was reached, and temporary summary was completed, the researcher may make final summary or proposition that are research findings.

After all the data has been obtained in the field compiled by the research needs and have been through the process of data reduction and has served on the presentation of the data, the final step in the data analysis technique is drawing conclusions or verification. In this process is an activity which aims to conclude a meaning that emerges from the data be tested truth or validity. One way that is done by the researchers to determine the policy of non-formal education to improve business entrepreneurs on the basis of Community Based Education is to



hold focus group discussions (FGD) is simple with a few businessmen, officials of the Department of Fisheries and Marine Resources, Department of Agriculture, Cooperative, and Learning activities Studio (SKB) Sumenep.

### **3.7. Data Validity**

Data validity examination in qualitative research is an important step because the main instrument in qualitative research is the researcher himself (Lincoln & Guba, 1985). It is possible that bias occurred when the research fields was being performed Loftland & Loftland, 1984:50). To avoid that, it is suggested to perform data validity examination (Lincoln & Guba, 1985) to prove that the things observed by the researcher conformed the realities and the evidence in the field (Nasution, 2003).

Data originality in qualitative research are used to fulfill the criteria that data and information collected by the researcher contain emic validity values, either for critical readers and subjects observed (Nasution, 2003). In qualitative research, the benchmark of data validity and reliability is determined by some criteria, as suggested by Lincoln & Guba (1985): (1) credibility, (2) transferability, (3) dependability, and (4) conformability.

#### **1. Credibility**

Credibility in this research is reached through several performances. First, the activities performed to obtain findings and interpretations be made are trustworthy, those are: (a) prolonged observation sessions in the field, (b) continuous observation and (c) triangulation. Prolonged observation sessions relating to the policy of non-formal education to increase business entrepreneurs

on the basis of *Community-Based Education* in Sumenep Regency were performed to anticipate the difficulties in meeting the data source especially bureaucrats for collecting the data and information because the researcher is the outsider of research site. This prolonged observation sessions are also meant to fulfill incomplete data that are necessary for arranging credible research findings. Continuous observation is meant to convict that things observed are not sudden and momentary events but indeed patterned activities. Prolonged observation sessions serves scope while continuous observation gives depth.

To Denzin, triangulation consists of four kinds, they are: making use of source, method, investigator, and theory (Lincoln & Guba, 1985). In this research, triangulation was performed using source and method. Triangulation of source is performed by comparing the data obtained from an informant with another's. While triangulation of method was applied using different methods of data collection such as observation, interview, and documentation.

The second, external check on research findings is performed by peer debriefing. The purposes of peer debriefing are: (a) help keep researcher's honesty because the inquirer's biased are probed, meanings are explored, and basis of interpretations are clarified, (b) give introduction and chance to check working hypothesis that may emerge in the researcher's mind, and (c) give chance to the researcher for catharsis to clear the mind from emotion and emotion that may cloud good judgment (Lincoln & Guba, 1985). Peer debriefing in this research was performed using discussion with a colleague taking doctoral program on Public Administration on data and findings of research.

The third, performing member check that the data collected from the informants are more valid. Member check is conducted by asking the informants to reread interview result written on the transcript to get comments-either agreement or disagreement- to make revisions. Interview transcript revision is immediately done under by the suggestions given by the informants. If they would love to give their signatures at the end of the interview transcript, that be valuable. This member check is not for all informants, only those who are considered as key informants.

In policy research non-formal education to improve business entrepreneurs on the basis of Community based Education in order to fulfill the validity of the data on the method of the credibility of this, the researcher conducted the extension of the observations made to avoid a haziness due to the presence of the researcher in the field for researchers is a person outside of the research site. The observations made by the researcher started in 2014 until 2015. Then the researchers extended the observation of non-formal education to improve business entrepreneurs on the basis of Community-Based Education to investigate unstructured until August 2016.

Indirectly activities carried out by the researchers was an ongoing observations to obtain a continuous data to a phenomenon closely, detail, and depth on the non-formal education policies to increase the business entrepreneurs on the basis of Community Based Education in Sumenep regency. In addition, to obtain a proven credibility of data, the researcher conducted a triangulation method that aims to take advantage of something else to solve his research.

Relation to this triangulation is to discuss it with other people or discuss with colleagues. The researcher in this case discussed with the lecturers and students of doctoral program (S-3).

## **2. Transferability**

Transferability is performed to answer the question how far the output of the research be 'transferred' into other context. However, according to Lincoln & Guba (1985), it is not researcher's responsibility to give index of transferability; yet his responsibility is to give database that make transferability potential. In other words, transferability standard is an empirical question that cannot be answered by qualitative researcher himself answered and valued by the readers of research report. Qualitative research output has high standard of transferability when the readers of the research output reach clear description and understanding about research context and focus. The fulfillment of transferability criteria in this research is done by giving detailed description about the findings on the policy on non-formal education to increase business entrepreneurs on the basis of *Community-Based Education* in Sumenep Regency.

In order to meet the benchmarks transferability, the researcher enriched the descriptions done carefully and in detail, so that the basic study of this dissertation is really able to fulfill the standards contained in any empirical research and represented a phenomenon that occurs in the real world. One of the ways adopted by the researcher in order to meet the validity of this data was to find and collect information, and or event data in a context that allied with the research that was

being studied was the policy of non-formal education to improve business entrepreneurs on the basis of Community based Education in Sumenep.

### **3. Dependability**

To fulfill dependability criterion, a technique is applied, based the suggestion given by Guba (Lincoln & Guba, 1985), that is using inquiry audit. This technique is aimed to prove research output reflecting the correctness and consistency of the whole research process; data collection, finding interpretations, and research output report.

To check whether the research output is correct or not, data collected from field research are compared to data validity obtained from other sources and its interpretations. Therefore, a researcher provided raw data, the result of data analysis, the result of data synthesis, and the notes about the process applied. When the result of the research is found correct, there be proper test. Applying this proper test may rise many suggestions to increase validity of the study result.

In this dependability test the researcher examined and checked the truth of the data obtained and its interpretation by providing materials in the form of raw data such as records at the time of observation, recording at the time of the interview, and other documents that may be in the form of a report. Then the next step was the result of data analysis in the form of summaries, concepts, and so forth. The next ingredient is synthesized data such conclusions, definitions, themes, patterns, relationships with the literature and research to support the final report. The last ingredient is the record of the process data is used in the form of methodology, design, strategy, business procedures were performed in order to

research on non-formal education policies to improve the business entrepreneurs on the basis of Community Based Education be achieved.

In addition to checking the accuracy of data collection and data analysis be proven reliability, it is necessary to audit or a careful examination of all the components and processes of research and studies. In this method, the auditor dependability divided into internal auditor who is a promoter and co-promoter in this study are Dr. Mardiyono, M. PA as well as Drs. Fefta Andy Wijaya, MDA, Ph.D and Dr. Siti Rochmah, M. Si. The external auditors in this study is a dissertation examiner, including Prof. Dr. Bambang Supriyono, MS, Dr. M.R. Khairul Muluk, S.Sos, M.Si, Dr. Suryadi, MS, Dr. Fadillah Amin, M.Si, Ph.D, Prof. Dr. Mas'ud Said, MM, Ph.D, and Himawan Bayu Patriadi, Ph.D

#### **4. Confirmability**

This criterion fulfillment is aimed to see the objectivity of research finding obtained. Therefore, it is necessary to view the validity of data relevance, the use of correct technique of analysis, right data interpretations, and summary formulation which is supported by complete data. To reach those things the fulfillment of confirmability in this research is performed by confirming data and finding to the advisor. Confirmability audit in this research is conducted at the same time as dependability audit. The difference, confirmability audit is used to examine research output while dependability audit is to examine the process that the researcher experienced. The main question in confirmability is 'is there correlation among data, information, and interpretation presented in the organization of the report which are supported by available materials or those

used in audit trail. This confirmability technique is also used as an effort to improve the credibility of research output.

In order to meet the test of authenticity of data through confirmability this method, the researcher gathered data from interviews with sources relating to non-formal education policies to improve the business entrepreneurs on the basis of *Community-Based Education*. As well as strengthening these data with data derived from literature, scientific papers, journals, legislation and so forth that have been mentioned previously in data collection techniques. In addition, the researcher also conducted consultation with promoters and co-promoters and the examiners in order to obtain assurance that the results of research conducted by the researcher actually derived from the data, drawing conclusions made by the researcher could be justified logically and sourced from data.

### **3.8. Phases of the Research**

In accordance to the characteristics of qualitative research whose design is organized circularly (Nasution, 2003), this research generally used three levels, they are: (1) preparation level or orientation level, (2) research performance level or data collection and analysis, and (3) the organization of research output level.

First, the activities in preparation level or orientation level are: (1) searching unique and interesting common issues in the context of the policy on non-formal education to become research topic. The topic chosen is the policy on non-formal education to increase business entrepreneurs on the basis of *Community-Based Education* in Sumenep Regency; (2) organizing main ideas that are developed as pre-proposal and tentative research proposal while summoning

necessary supplementary sources, (3) preparing conceptual framework to develop theory about research focus, (4) administering letter of permission at Doctorate Program- Faculty of Administrative Science to conduct informal study to the location, to collect general temporary data; (5) discussing with colleagues and consulting with promoters to get guidance and suggestions for proposal revision.

The second, the activities of the research performance and data collection are: (1) conducting consultation and interview, and administering letter of research to Agency of Education and Culture of Sumenep Regency (2) performing general exploration to non formal 'schools' in Sumenep Regency to observe and interview that is more like grand tour and mini tour that influence selection and decision of research subject, (3) conducting study of literature to sharpen research focus; (4) conducting 'little' seminar to get suggestions from colleagues and promoters; (5) performing continuous consultation to get promoters' "approval" which is followed by conducting a research; (6) performing research (data collection).

The third, level of data analysis and research report organizing. There are some activities in this level; (1) analyzing and interpreting data collected based on research focus; (2) research report organizing. In this level, research report organizing is conducted based on data that have been analyzed whose validity was checked during the research performance by keeping consulting to the advisor. Research report of the policy on non-formal education to increase business entrepreneurs on the basis of *Community-Based Education* in Sumenep Regency is performed using in narrative format.