

CHAPTER THREE: RESEARCH METHODOLOGY

The purpose of this study was to examine and describe the education and microfinance approach used in the empowerment of the poor microcredit clients of Misykat and BMT Khalifa in Bandung city. A multiple cases approach was used. This approach is used to examine several cases ranging from two to as many as possible (Creswell, 2008) cases. With this approach, the researcher scouted for possible places and people (Bogdan and Biklen, 1982) that were considered as subjects of the study. In this chapter, the following sections are described: (1) qualitative research method, (2) multiple cases approach, 3) location and subject of the study, (4) research guide (instruments), (5) setting of the study, (6) data collection techniques, (7) data analysis procedure, (8) coding categories, and (9) authenticating and data verification. This research was conducted to answer the questions:

1. How is the existing education and microfinance combined approach for the empowerment of the microcredit clients of Misykat and BMT Khalifa?
2. How does the education and microfinance approach work to empower the poor clients of MiSykat and BMT Khalifa?
3. How does the combined education with microfinance approach support the enhancement of skills of the poor microcredit clients of MiSykat and BMT Khalifa?
4. What are the themes that appropriately describe the education and microfinance combined empowerment approaches of MiSykat and BMT Khalifa in Bandung city?

3.1 Qualitative Research Method

Gay, Mill and Airasian (2006) refer to qualitative research as that kind of research where there is collection, analysis and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. According to Rallis and Rossman (2003), qualitative research is a broad

approach to the study of social phenomena where the researchers are oriented towards the natural world. Qualitative research often involves the simultaneous collection of a wealth of narrative and visual data over an extended period of time and as much as possible, data collections occurs in a naturalistic setting (Gay, Mill and Airasian, 2006).

One of the main characteristics of a qualitative research is its focus on the intensive study of specific instances that is cases, of phenomenon (Gall, Gall and Borg, 2003). The purposes of qualitative research are broad in scope and centre around promoting a deep and holistic or complex understanding of a particular phenomenon (Gay, Mill and Airasian, 2006). In this research, the researcher used a qualitative multiple cases method.

The researcher decided to use qualitative method because of the case of research which is education and microfinance. This area of study is still new moreso for the case of Indonesia. Therefore it is limited in concept, theory and variables. Because the education and microfinance is limited in theory, concept and variables, it requires a thorough examination or investigation to contribute to theoretical writings (Burgess, 1985) of the field. The method helped the researcher to examine the education and microfinance combined approach by observation of the clients, and focal persons of MiSykat and BMT Khalifa, situations and events (Burgess, 1985) under which they operate and they way they define and implement their programmes for client empowerment.

In the study, some of the attributes below were observable to some extent:

- The focus was on programme implementation but the discussions were some how focused on the social, cultural and historical framework (Burgess, 1985) of the organizations and their clients.
- The researcher moved to the field with a limited number of questions to orient a study (Burgess, 1985), more of the questions evolved during the researcher's mingling with subjects to the study.
- The research involved close, detailed intensive (Burgess, 1985) field studies. The researcher actively participated in the data collection process

through observation, interviews, audio-visual recording and the study of documents.

The qualitative method was used to critically investigate the approach being used. The intention was to establish necessary concepts and to establish themes that describe the subjects of the study.

3.2 Multiple Cases Approach

A multiple cases approach was used. This approach is at times called a collective case study (Creswell, 2008; Stake, 1995). In this study, two cases were examined. Therefore, this research comprised of two case studies which were purposively chosen. The cases of the study were BMT Khalifa and MiSykat community empowerment programme of Dompot Peduli Ummah- Darut Tahuhiid (DPU DT) in Bandung city.

BMT Khalifa: is a community based sharia microfinance institution founded in 2007. It is dedicated to serving and assisting the grass-root communities. It started as a Non-government organization which served as a mosque help group in Kebon Gedang and one of its activities was to provide and distribute subsidized cooking oil and rice. With time, and in relation to a decree by the college of scholars of Indonesia (*Majelis Ulama Indonesia-MUI*) forbidding conventional banking transactions which they said had elements of riba, community members volunteered to establish an Islamic Finance Unit, which was eventually named Sharia microfinance Institution (now **BMT Khalifa**). This cooperative started to operate on 6th June, 2006 after the establishment of a management structure. According to *Teh*⁹ Nurul, the fundamental principle of BMT Khalifa is being conscious of the creator. The goal is to collect and channel funds to its registered members and the grass-root communities who are in need of improving their economic life.

BMT Khalifa offices are within Bandung city, the capital of the West Java Province on Jl. Kebon Gedang, Number 80, Bonanza, Batununggal Bandung 40274. The following are objectives of BMT Khalifa:

- To develop the people's potential such that they are able to participate and take part in strengthening the national economy.

- To pioneer economic empowerment of the grass-root communities and minimize unemployment rate.
- To participate and help eradicate poverty through BMT Khalifa's poverty alleviation programme.
- To create the source for financing and provision of capital to small scale medium businesses (micro-businesses of the poor).
- To nurture an attitude and culture of saving through motivation and sensitization on the importance of saving.
- To strengthen the bond of brotherhood through networking of the clients.

Microfinance *Syariah Berbasis Masyarakat*: which is shortened as *MiSykat* is translated to English as “**Community Based Sharia Microfinance**”. It is an empowerment programme for the poor. This programme categorises the poor in two groups: the poor people (they own some property but they cannot fulfill most of their basic needs), and the extremely poor (this group of people hardly owns anything except life). It depends on social assistance programme for survive.

Besides being known as a programme, it is also an empowerment Wing of the Dompot Peduli Ummat Daarut Tauhiid (DPU DT) which is a nonprofit organization owned by people engaged in the collection (*fundraising*) and utilization of zakat (Alms, and Charity) as well as other funds which are halal and legal from individuals, groups, companies or institutions.

MiSykat was established on 16th June, 1999 by KH. Abdullah Gymnastiar (Aa Gym) as part of Daarut LAZ Tauhiid foundation. DPU DT Amil Zakat was confirmed as a Regional zakat collection body by the then Governor of the West Java Province on 19th August, 2002 by decree No: 451.12/Kep. 846 - YANSOS/2002. The basis for establishing MiSykat's education and microfinance approach was the fact that Zakat (Islamic alms giving) did not benefit the poor, since the money provided is just used for consumption and it cannot be accounted for. Therefore, MiSykat was established entailing educational activities to support the microfinance-credits to help empower and improve communities through the Zakat funds. MiSykat also established Adzkie Islamic School, plus a training Baby Sitter programme.

Dompet Peduli Ummat Darut Tauhiid which is the mother organization of MiSykat is found at Gedung Pemberdayaan Ummat on Jl. Gegerkalong Girang street No. 32 in Bandung city. More of the information can be found on Website: www.dpu-online.com or contact E-mail: [info @ dpu-online.com](mailto:info@dpu-online.com). The mission of MiSykat:

- The general objective of MiSykat is to empower the poor communities and support self-reliance.
- The specific objective is to lead those unable to a level of being able, through mentorship process until they attain a level of self-reliance.

These objectives are to be achieved by: promoting self-reliance through credit and saving programme integrated with education for human development.

According Bogdan and Biklen (1982), the start of the study is the wide end: the researchers scout for possible places and people that might be the subject or the source of data, find the location they think they want to study and then cast a net widely trying to judge the feasibility of the site or the source (Bogdan and Biklen, 1982). In this research, the researcher investigated and examined purposively these selected credit institutions.

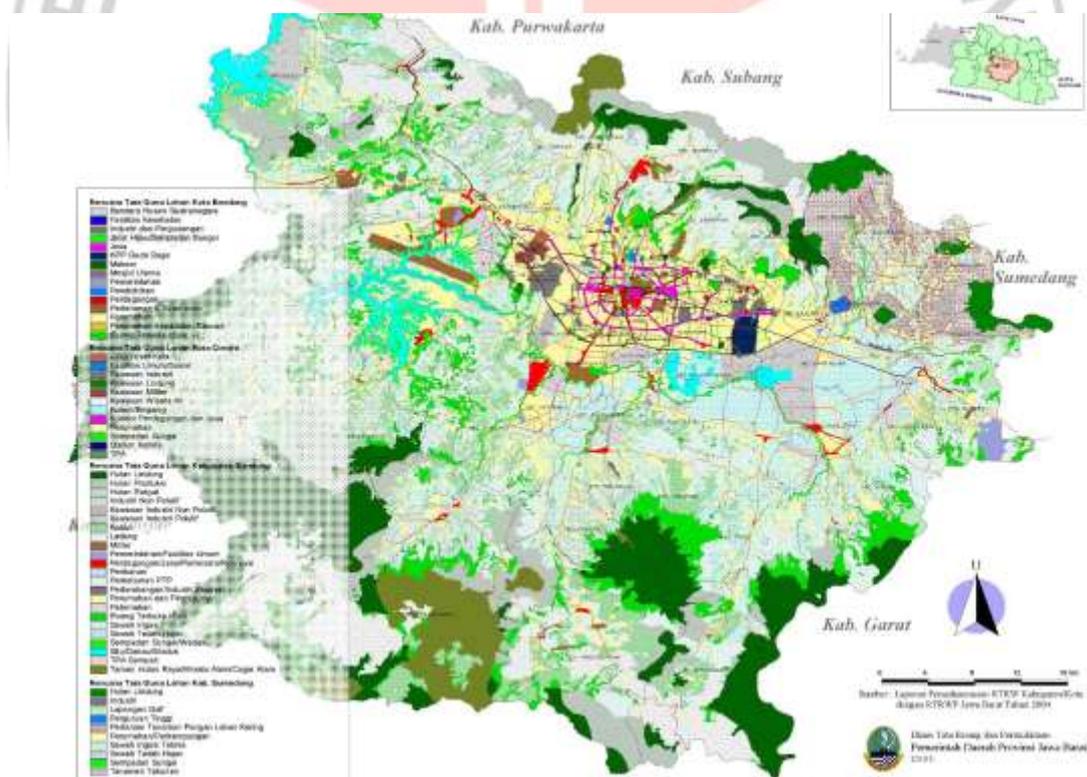
The researcher wanted to discover how these institutions have implemented a combined approach of education and microfinance in the empowerment of the poor microcredit clients. However, this does not make the study representative of what is taking place in the broader microfinance industry of Indonesia, since a few cases have been involved. They are only to help provide a rough picture of what is going on in the microfinance sector which have integrate nonfinancial services such as education with credit services within the Indonesian context.

According to Creswell (2008), the purpose of the research is a statement that advances the overall direction or focus for the study. Researchers describe the purpose of a study in one or more succinctly formed sentences. It is used both in quantitative and qualitative research and is typically found in the “statement of the problem”.

3.3 Description of (City) Location for the Study

A multiple cases method was used. The research comprised of two case studies which were purposively chosen. They were chosen based on the research focus. The research examined education and microfinance as a combined empowerment approach for the poor microcredit clients of MiSykat and BMT Khalifa. These two organizations are both located in Bandung city, found in the West Java Province in Indonesia. Bandung is the provincial capital of the West Java Province and Indonesia's third largest city. Situated on a plateau in the beautiful Parahyangan Mountains, Bandung's pleasant climate and lush surroundings have offered an escape from the heat of the lowlands since the mid 19th century when it was the heart of the region's most prosperous plantation area. (http://www.fnctravel.com/travel_info/english/). The figure 3.1 below is a map of Bandung Metropolitan Area:

Figure 3.1 Map of Bandung Metropolitan Area



Source: Adapted from City Development Planning Board (Bappeda Kota Bandung), Oct 2006

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The research focused on the study on the education and microfinance as an approach used in poverty alleviation and empowerment for the poor microfinance clients by MiSykat and BMT Khalifa in Bandung city. However, since there are no specific maps on the location of the cases of research, the researcher presents the map of the metropolitan area of Bandung city as seen above. The research was carried out to examine a combination of education and microfinance as a new empowerment approach for the poor clients of the sharia microfinance institutions in Indonesia, only with a purposively selected sample in Bandung city.

3.4 Research Guide (Instrument)

The data collection process consisted of in-depth interviews, study of documents (both print and electronic), audio-tapes analysis, and observations conducted in the two institutions mentioned. This research helped to gain a deeper understanding of the topic and the problem of the study. The researcher visited the field for about 15 times until the required information was obtained. The research was about education and microfinance but the researcher did not intend to study the clients neither did the researcher aim to study the staff nor managers of microfinance service programmes, but the approach itself.

Thus there were instruments used to collect the data. A research instrument is a tool used to collect data by the researcher. All kinds of research have research instruments. In qualitative research, the researcher uses observation research instruments, interview research instruments and among others. According to Fraenkel and Wallen (2007), research instruments can be classified in many ways. Some of the more common are in terms of who provides the data, the method of data collection, who collects the data, what kind of response they require from the subjects (Fraenkel & Wallen, 2007). In this research the instruments used included: observation forms, and interview guide, and document analysis, below is an elaboration on each of the instrument used.

3.4.1 Interview Guide

Interview is a qualitative research technique that involves conducting intensive individual interviews (Neale & Boyce, 2006). The interview instrument is most appropriate for asking questions that cannot effectively be structured into

multiple-choice format. In contrast to the questionnaire, the interview is flexible; the interviewer can adapt the questions to fit each participant (Gay, Mills & Airasian, 2006). One of the principles of the interview instrument is that it helps the interviewer monitor the pace and direction of the social interaction as well as the content of answers and behaviour of the respondents and the interviewer does not show shock, surprise, or disdain but treats the answer in a matter-of-fact manner (Neuman, 2003). The table 3.1 below illustrates an interview instrument guide:

Table 3.1: Interview Research Guideline

<p>Introduction Key Components:</p> <ol style="list-style-type: none"> 1. Introduction of the researcher 2. Purpose of the interview 3. Duration of the Study 4. Process of conducting the Interview 5. Presentation of sample questions 6. Word of thanks 	<p>Dear Manager,</p> <p>It is Juma Abdu Wamaungo, a student at the Indonesia University of Education (Universitas Pendidikan Indonesia). I have come with the intention to carry out research in your organization. I will be recommended by the team of promoters for the dissertation. They told your organization offers credit services integrated with education and since this is inline with the focus of my research, I request for your permission to allow me observe, interview and access documents of your organization.</p> <p>However, in the beginning, I will carry out interviews with the focal person in your organization and focus group discussion with a small group among some of your clients. It will be conducted in 6 meetings, and each meeting will last for 30 minutes. I hope I don't interrupt your schedule and that of your clients.</p> <p>I will be grateful if given chance to learn from your organization activities. I look forward for your favour.</p> <p>Best Regards Juma Abdu Wamaungo Universitas Pendidikan Indonesia Jl. Dr. Setiabudi No.229 Bandung Indonesia</p>
<p>Questions comprised of Issues concerning the themes:</p> <p>Empowerment Education Credit for social purpose Credit for the poor Religious values in credit services Sustainability and people productivity</p>	<p>Before I came to the field the questions I asked were:</p> <ol style="list-style-type: none"> 1. How does Misykat empower its clients? 2. Are there any existing education activities in the credit and empowerment programme for the poor? 3. How is the existing education programme? 4. How is it integrated with credit services? 5. How does education and microfinance promote client empowerment? 6. How does the approach contribute to the knowledge and skills of the clients? 7. What kind of empowerment has the programme brought to the life of clients? 8. How is the management of the education integrated with credit programme?

	<p>9. Is the financial help to the poor with interest or interest free?</p> <p>10. Are there challenges in implementing education with credit?</p> <p>11. How have managed to overcome such challenges</p> <p>12. In what way do you work with other partners to serve the poor?</p> <p>13. Is there any existing education model for the poor?</p> <p>14. How do ensure sustainability of the programme for the poor.</p> <p>15. Are there any outcomes registered by Misykat?</p>
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3.4.2 Document Analysis Guide (Examining Records)

Qualitative research involves a number of different data collection strategies (Gay, Mills & Airasian, 2006). This includes analysis of documents. Various types of records were analyzed. The instrument used to examine the documents was document analysis instrument. Documents or records are used to provide the researcher with valuable (Gay, Mills and Airasian, 2006) information.

According to Gay, Mills and Airasian (2006), there are various types of records or documents, including archival documents, journals, maps, videotapes, audiotapes and artifacts. For the case of this research, the researcher used the organization documents. These documents were provided by the focal persons in the two organizations. Besides, the researcher also used other documents like researches which of the previous had been conducted on the condition of the two organizations and with current developments in information, technology and communication (ICT), the researcher also used the organization websites to dig for more data. The table 3.2 below illustrates Document analysis instrument:

Table 3.2: Document Analysis Instrument (Worksheet)

<p>1. Type of documents analyzed:</p> <ul style="list-style-type: none"> • Activity photo documents • Audiotape/ audio-video documents • Organization reports • Organization activity documents • Organization Website notes • Organization profile and also • Research reports about the programme of th organizations <p>2. Time of obtaining the documents:</p> <p>These documents were obtained through on-going process, right from January 2013 until the last time of this research which is July/August, 2013.</p>

<p>3. Author of the documents: Activity photos - field team of the organization Audiotape/Audio-video- field team of the organization and the researcher Organization report- organization experts Research report authors:</p> <p>4. Audience of the document: Most of these documents were written for the clients and some for the public and some to the academics and others to the organizations themselves.</p> <p>5. Document information:</p> <p>a. List important pieces of information presented in the document.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>b. Why was the document written?</p> <p>_____</p> <p>_____</p> <p>c. What evidence in the document helps you to determine why it was written? Quote from the document.</p> <p>_____</p> <p>_____</p> <p>d. What historical event(s) does this document refer or pertain to?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>e. Write a question to the author that is left unanswered by the document.</p> <p>_____</p> <p>_____</p> <p>_____</p>

Source: Adapted from one designed and developed the National Archives, Washington, D.C. The Huntington (<http://www.google.com/>)

The table above though adapted from another sources, it was used as a guide during this research to obtain the document notes. The researcher adapted this from Huntington School Programme working sheet which is got from Google source.

3.4.3 Observation Guide

According to Neuman (2003), a great deal of what researchers do in a field is to pay attention, watch, and listen carefully. In observing, qualitative researchers obtain information by simply watching the participants. The emphasis during observation is on understanding the natural environment as lived by participants, without altering or manipulating it (Gay, Mills & Airasian, 2006). This tool as a research technique was used to obtain data that could not easily be

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obtained through discussion or document analysis. Observation was conducted right from the beginning of the field study.

Observation requires one to be careful while in the field. The way things are interpreted varies from researcher to researcher, but at times different researcher may come to similar conclusions. In observation, one can design questions according to what data is required or one can also develop questions depending on the focus of the observation. Observation can help the researcher to acquire information right from the source or the subject of research without much contamination. A researcher as an observer is interested in the information of only if (and in ways that) they relate to (Bogdan and Biklen, 1982) the topic of study. According to Neuman (2003), observing in field research is often detailed, tedious work. In observation, the researcher records details because something of significance might be revealed (Neuman, 2003). This something of importance should of course be related to the topic in focus. There are several guides to help in observation but for this study, the researcher used the following table 3.3 to obtain information through observation.

Table 3.3: Observation Guide

Research Area	Bandung city
Locality of the Research Site	Kebon Gedang and Gegerkalong both localities situated in Bandung city.
Researchers/Research Assistants	Juma Abdu Wamaungo and Research Assistants were: Aloise, Heise, Devy, and Esih Sukaesih.
Observation time	From May to July/August, 2013.
Points of Observation	Organization Activities in relation to Education in credit services: a. Programme implementation b. Training activities c. Client activities d. Site setting etc e. Used research questions for observation

Observation instrument has standard points for observation but every researcher will develop the necessary elements to be observed.

3.5 Setting of the Study

A research study does not take place in a vacuum but in a place whereby a researcher can get information for his or her study. This study took place in two non-formal microfinance institutions both located in Bandung city. Bandung is the capital city of West Java province in Indonesia, the country's third largest city, and second largest metropolitan area in Indonesia with a population of 2.4 million (According to 2010 Bureau of Statistics Data-BPSN). It is located 768 meters (2,520 ft) above sea level, approximately 140 km South-East of Jakarta, Bandung has cooler temperatures year-round than most other Indonesian cities. The city lies on a river basin surrounded by volcanic mountains.

3.5.1 Procedure of the Study

Procedure of a study in a qualitative research may have varying forms and degrees of specificity depending on whether or not the researcher has been able to undertake any pre-proposal fieldwork (Gay, Mills and Airasian, 2006). On the same hand Fraenkel and Wallen state that procedure of the study is what a researcher will do (what, when, where, how and with whom) from beginning to the end.

Creswell (2006) advises us to design a qualitative data collection procedure for our educational project. He further states that we should determine the people and research sites we will study and the type of purposeful sampling we will use. Next, we need to list the steps we would take to gain permissions to enter and study the people and the site. We also need to identify the types of qualitative data we will collect and the forms for recording the information. Finally, we need to list the anticipated field and ethical issues that we need to consider before we conduct our data collection.

After submitting the edited research proposal, I requested for the team of promoters and a letter for the field data collection. I distributed letters to purposively selected microfinance institutions in relation to my research. They included BRI, BPD, Koporsi, BMT Khalifa and Misykat. It turned out that only two of the selected institutions were running education together with the microfinance programs.

3.5.2 Subject

The first step in the process of collecting qualitative data is to identify the people and places you plan to study. This involves determining whether a researcher will study individuals or entire organizations (e.g., schools, institutions) or some combination. If a researcher selects either individuals or organizations, he or she needs to decide what type of people or organizations he or she will actually study and how many he or she will need for his or her research. These decisions require that a researcher to decide on a unit of analysis, the group and individuals he or she will study, the procedure for selecting these individuals, and assessing the numbers of people needed for his or her data analysis (Creswell, 2008). This will also include the unit of analysis whereby a researcher will have to identify the supply of information which will answer the research questions. In this research two microfinance institutions, namely, BMT Khalifa and Misykat were the subject of the research.

During data collection process, 15 people were involved in the study. Out of these 15 persons, five were staff members from the two organizations and 10 were the clients involved. However, out of these 10 a few were interviewed and observed on an individual basis. For instance from Misykat there were only 3 people interviewed and observed on individual basis while from BMT Khalifa only 2 people were interviewed and observed on individual basis therefore, the remaining 5 were involved in group discussions. (see attachment for the list of members involved).

Since this research was more of studying how the education and microfinance operate to empower the poor, the clients were engaged only on a purposive basis. They were considered on the condition of cross checking and confirming on the approach works and to prove whether it had help to change the condition of the poor, so 4 members were considered for observation and interview to prove whether there is any positive contribution of the education and microfinance empowerment approach. Though this number is not representative of Misykat and BMT Khalifa, it helped the researcher to get a clear view of the approach. The researcher hopes that future research will be conducted on a broader scale considering the success of client using such an approach.

3.6 Data Collection Techniques

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables a researcher to answer stated research questions, test hypotheses, and evaluate outcomes. The data collection component of research is common to all fields of study. The typical qualitative study involves a number of different data collection strategies and although all options are open, some strategies are used more often than others (Gay, Mills and Airasian, 2006). The data collection techniques I used were observation, both non-directive and unstructured interviews. I also used study of documents and audio visual analysis.

3.6.1 Interviews of the Microfinance Trainers and Trainees

The interview was mainly focused on programs which have integrated education in microfinance for community building and empowerment in BMT Khalifa and Misykat in the city of Bandung. The qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. A qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. (Kvale, 1996) On the same hand interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires e.g., to further investigate their responses. (McNamara, 1999)

Interviews use the same principle as a focus group, but subjects are interviewed individually, ideally in the informants own home. Interviews in qualitative research are usually wide ranging, probing issues in detail. They seldom involve asking a set of predetermined questions, as would be the case in quantitative surveys. Instead they encourage subjects to express their views at length. One particularly useful technique is the critical incident study, in which subjects are asked to comment on real events rather than giving generalizations. This can reveal more about beliefs and attitudes and behaviour. The in-depth interview is often described as a form of conversation (Creswell, 2008).

In this research I interviewed the trainers and trainees of BMT Khalifa and Misykat in Bandung. The researcher was an active player in the process of data collection and analysis.

3.6.2 Focus Group Discussion

The researcher gathered information through focus group discussions though in the discussions there emerged representatives and main contributors to the discussion. According to Neuman, (2003) focus group is a special qualitative research technique in which people are informally interviewed in a group discussion setting. Focus groups must have moderators who should be nondirective and manage to facilitate free and open discussion by all group members.

The focus group discussions comprised of 10 people. They came from the two organizations though conducted on different occasions. The focus group discussions were conducted six (6) times. The researcher wanted to establish the views of the clients about the empowerment programmes of the two organizations. The education and credit services from the two organizations, the members included (See attachment).

3.6.3 Observation: Understand the Changes that Take Place Due to Integration of Education Services in Microfinance.

Observation as a technique for data collection is about acquiring the data or information through watching the object of research. The researcher used this technique to observe the education and microfinance programme in its natural setting in both the two organizations. While in the field, the researcher participated in two ways, as an active observer and in some cases a passive observer. For instance, during the trainings, the researcher was more a passive observer and during discussions, the researcher could intervene. During the process of observation, the researcher also used a guide; this guide was more specific and clear on what to be done:

Table 3.4 Observation Guide: Specified Question

- | |
|--|
| <ol style="list-style-type: none"> 1. Who should be observed? 2. How big is the number to be observed? 3. What are their roles and activities in relation to the organizations' programme of education and microfinance? 4. What do they do to sustain their activities? 5. How have they benefited through the organization? 6. Are the members cooperative or divided? If united what is the main point and if divided what is the point? 7. How should the observation be conducted? |
|--|

This was used as a stimulating observation during the field. The number of people observed all together was 14. They came from both MiSykat and BMT Khalifa organizations.

In order to become systematic, observation must in some way be selective. Human beings are constantly bombarded by huge amounts of sensory information. Human beings (rational beings) are good at selectively attending to what is perceived as most useful to us. Observation harnesses this ability; systematic observation entails careful planning of what we want to observe. Secondly, in order to make observation 'public', what we see or hear has to be recorded in some way to allow the information to be analyzed and interpreted. **On this point the researcher used unstructured and non-directive observation in these institutions. For more information and notes (see appendix 7).**

3.6.4 Study of Documents: To Learn of the untold Documented Cases on Microcredit Education for the Beneficiaries or Clients

Creswell holds that a valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. He further states that these sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents. Examples of public documents are minutes from meetings, official memos, records in the public domain, and archival material in libraries. Private documents consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves. Materials such as e-

mail comments and Website data illustrate both public and private documents, and they represent a growing data source for qualitative researchers. Moreover, the data for a qualitative study most often are notes jotted down in the field or during an interview from which the original comments, observations, and feelings are reconstructed or text transcribed from audiotapes. (Creswell, 2008)

Here the researcher studied the documents (reports and material used to train clients) in both BMT Khalifa and Misykat in order to get information for the research.

3.6.5 Audio-visual/Video Analysis: To Tress for the exact words of the Participant or Respondents

Creswell maintains that visual material is becoming more popular in qualitative research, especially with recent advances in technology (Creswell, 2008). The advantage of using audio-visual/video when collecting data is that a researcher will have time to study the exact words of the participants or respondents and give a good analysis. Creswell (2008) further states that there are steps involved in collecting visual material which are similar to the steps involved in collecting documents, they are:

- Determine what visual material can provide information to answer research questions and how that material might augment existing forms of data, such as interviews and observations.
- Identify the visual material available and obtain permission to use it. This permission might require asking all students in a classroom, for example, to sign informed consent forms and to have their parents sign them also.
- Check the accuracy and authenticity of the visual material if you do not record it yourself. One way to check for accuracy is to contact and interview the photographer or the individuals represented in the pictures.
- Collect the data and organize it. You can optically scan the data for easy storage and retrieval.

Therefore, the researcher used audio-visual/video when collecting data from BMT Khalifa and Misykat in order to get the exact words of the participants for analysis.

3.7 Data Analysis Procedure

Analysis has involves working with data, organizing it, and breaking it into manageable units (Bogdan and Biklen, 1982). The chapter highlights and gives meaning to the acquired information. A broader description is made to provide a broader understanding of the data (Pinnegar and Hamilton, 2009). The data is presented, analyzed and interpreted based on interviews, use of documents, and observation data.

Data analysis is described as an attempt by the researcher to summarize collected data in a dependable and accurate manner. It is the presentation of the findings of the study in a manner that has an air of undeniability. Given the narrative, descriptive and non-numerical nature of the data that are collected in a qualitative study, it is not possible to number crunch and quickly reduce the data to a manageable form as in quantitative studies. Furthermore, qualitative data analysis requires the researcher to be patient and reflective in a process that strives to make sense of multiple data sources, including field notes from observations and interviews, questionnaires, maps, pictures and even audiotape and videotape observations (Gay, Mills G. and Airasian P., 2006).

According to Neuman (2003), data analysis is a search for patterns in data, recurrent behaviors, objects or a body of knowledge. Once a pattern is identified, it is interpreted in terms of the setting it occurred. It is also a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains (Neuman, 2003).

In qualitative research, there is no single approach to data analysis (Creswell, 2008; Dey, 1998; Miles & Huberman, 1994). The interpretation one may make from qualitative data may differ from the interpretation that someone else makes (Creswell, 2008). Since the process of doing qualitative research is a protractive process, the researcher limited the analysis to interview data, document data, and observation data. The researcher limited time for the interviews, field observations and the study of documents.

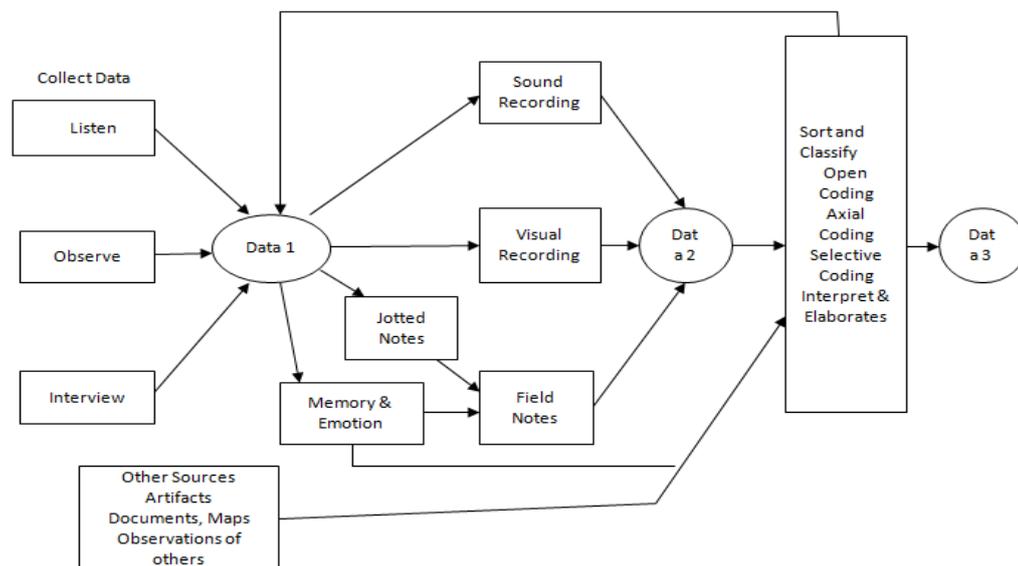
Creswell states that when time is short or funds are scarce, you may be able to have only a few interviews or a few observation notes (Creswell, 2008). Based on this point, the researcher made sure that all the interviews and observation notes are well recorded and also well documented. The relevant documents were also obtained in both soft and had copies.

The research was carried out in two community based financial institutions. They are all located in Bandung city. This two organizations aim to empowerment of the poor but they have their own uniqueness. There varying unique lies in there history, and the way they operate. And there similarity lies in one of their approach to community empowerment and poverty alleviation. They all have integrated education activities in their credit programme. This gives a different meaning to empowerment. To understand the true nature of this research, the major data and findings are presented in the following paragraphs. An overview on the data collection and analysis process is described as follow:

On entry to the field, the researcher has used a research framework found in Neuman (2003), who also adapted from Ellen (1984a:214). The figure describes the process of data collection until data analysis. In this framework, it is said that the researcher assembles the data into a descriptive account of what occurred and the data is left to speak for itself (Neuman, 2003).

So, in presenting the data, the researcher has described it as it was obtained. The researcher has tried to bring foreword what took place in the field. Nothing much been done to interpret the data, since in Indonesia, education with microfinance is still a new venture for empowerment so, it is necessary to present exactly what is happening. The researcher uses a narrative approach which is founded on the assumption that: t is appropriate to describe what transpired during the field study. Thus, at each point, the researcher presents what transpired either from interviews, or the study of the documents and or observation and at the end gives a remark and presents what is expected to be the findings. The following figure 3.2 illustrates the framework used in data collection until data analysis in the chapter:

Figure 3.2: A Framework Showing the Process for Data Collection and Data Analysis



Source: Adapted from Neuman (2003: 448), who also adapted from Ellen (1984a:214)

The approach used for data analysis is that of a broader description which contributes to a broader understanding of the data (Pinnegar and Hamilton, 2009). Therefore, Neuman (2003) and Ellen (1984)'s framework has been used to give a broader picture of the field information.

On the other hand, Bogdan and Biklen (1982) hold that data analysis is the process of systematic searching and arranging the interview transcripts, field notes and other materials that a researcher accumulate to increase his or her understanding of them and enable him or her to present what he or she has discovered to others. They further state that analysis involves working with data, organizing it, breaking it into manageable units.

In this research data analysis was conducted concurrently with the data collection. So, this research was finished at the same time with the data collection process. Concurrent data analysis and collection is always performed by experienced field workers (Bogdan and Biklen, 1982). Since this research originates from the researcher's thesis, in which the researcher used qualitative design, he found it quite easy and appropriate to carry out a concurrent data analysis and collection of the information needed for this research.

3.7.1 Analysis in the Field

The analysis of qualitative research notes begins in the field, at the time of observation, interviewing, or both, as the researcher identifies problems and concepts that appear likely to help in understanding the situation. Simply reading the notes or transcripts is an important step in the analytic process. Researchers should make frequent notes in the margins to identify important statements and to propose ways of coding the data. In qualitative research, data analysis is not left until all data are collected as it is the case in quantitative research. The qualitative researcher begins data analysis from the initial interaction with participants and continues that interaction and analysis throughout the entire study (Gay, Mills and Airasian, 2006).

According to Gay, Mills and Airasian (2006), the researcher should avoid collecting data that are not important or that come in a form that cannot be understood and therefore the researcher should always think of this question “How am I going to make sense of this data before conducting the study?” Moreover, during the study, the researcher tries to progressively narrow and focus on the key aspects of the participants’ perspectives. Therefore, the qualitative researcher goes through a series of steps and iterations/repetitions: gathering data, examining data, comparing prior data to newer data, writing up field notes before going back to the research site and making plans to gather new data. This simply means that data collection and analysis continually interact in order to focus the emerging thoughts of the researcher for the next data collection period (Gay, Mills and Airasian, 2006)

While gathering data, the researcher reviews and asks questions about the research and usually questions go like this: why do participants act as they do? What does this focus mean? What else do I want to know about that participants’ attitude? What new ideas have emerged in this round of data collection? Is this a new concept, or is it the same as a previous one? (Bogdan and Biklen, 1982).

Bogdan and Biklen (1982) said that data collection is like a funnel or chimney since at first a researcher collect data widely, pursuing different subjects, exploring physical spaces to get a broad understanding of the parameters of the

setting. Thus, this calls for a decision to narrow the study in order to have a focus. As directed by Bogdan and Biklen (1982), when collecting data the researcher had to plan the next session in light of what had been found in the previous observation and from the information obtained from the field, had to periodically review the field notes in order to pursue a specific lead in the next data collection sessions. The question that was leading the researcher was: “What is it that I do not yet know?”.

Furthermore, Gay, Mills and Airasian, (2006) advises us that although ongoing analysis and reflection is a natural part of the qualitative research process, it is also important to avoid premature actions based on early analysis and interpretation of data. They further say that researchers engaged in their first systematic study tend to zealously collect, analyze and interpret data in a rapid-fire fashion. Their efforts can go awry or askew or misaligned if they become their own best informants and jump to hasty conclusions and impulsive actions. Again, the qualitative research process takes time; researchers should be wary of the lure of quick-fix strategies and patient enough to avoid the pitfalls of starting research outcomes on the basis of premature analysis.

3.7.2 Analysis after Data Collection

Data have to be analyzed in order to get the gist of the whole data collected. Gay, Mills and Airasian, (2006) hold that after the data have been collected, the time of field work is over and the researcher must concentrate on exclusively on the task or work of data analysis. The researcher must fully examine each piece of information and, building upon those insights and feelings gained during data collection, and attempt to make sense of the data as a whole. They further say that qualitative data analysis is based on induction. The researcher starts with a large set of issues and data and seeks to progressively narrow them into small and important groups of key data. There are no predefined variables to focus analysis, as there are in quantitative research. The qualitative researcher constructs meaning by identifying patterns and themes that emerge during the data analysis.

Moreover, Gay, Mills and Airasian, (2006) advise us to be cautious of a problem that usually faces all qualitative researchers which is a lack of agreed-on

approaches for analyzing qualitative data. There are some guidelines and general strategies for analysis but few specific rules for their application. That is, once data are collected, the qualitative researcher undertakes a multistage process of organizing, categorizing, synthesizing, analyzing and writing about the data. In most cases, the researcher will cycle through the stages more than once in a continual effort to narrow and make sense of what is in the data. In this research, the researcher followed steps of analyzing the data which are more close to the ones found in the books of Gay, Mills and Airasian, (2006) and Creswell (2008). The steps are as follows:

- a. Transcribe all the data
- b. Organize all the data
- c. Give codes to your first set of field notes drawn from observations, interviews, or document reviews
- d. Note personal reflections or other comments in the margin
- e. Sort and sift through the materials to identify similar phrases, relationships between variables, patterns, themes, distinct differences between subgroups, and common sequences
- f. Identify these patterns and processes, commonalities, and differences and take them out to the field in the next wave of data collection
- g. Begin elaborating a small set of generalizations that cover the consistencies discerned in the database
- h. Examine those generalizations in light of a formalized body of knowledge in the form of constructs or theories

3.8 Coding Categories

The further process of analyzing text (or images) in qualitative research begins when you code the data. Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data. Although there are no set guidelines for coding data, some general procedures exist (Creswell, 2008). According to Gay, Mills and Airasian (2006) coding is the process of categorically marking units of text with codes or labels as a way to indicate patterns and meaning in data. It involves the reduction of narrative data to a manageable form to allow sorting. A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The data can consist of interview transcripts, participant observation field

notes, journals, documents, literature, artifacts, photographs, video, websites, e-mail correspondence, and so on. The portion of data to be coded during First Cycle coding processes can range in magnitude from a single word to a full sentence to an entire page of text to a stream of moving images. In Second Cycle coding processes, the portions coded can be the exact same units, longer passages of text, and even a reconfiguration of the codes themselves developed thus far.

Creswell (2008) further states that Qualitative researchers conduct a preliminary analysis of the data by reading through it to obtain a general sense of the data. Major analysis of qualitative data consists of coding the data. The process of coding is one of reducing a text or image database to descriptions and themes of people, places, or events. It involves examining the text database line by line, asking oneself what the participant is saying, and then assigning a code label to the text segment. Again codes are then used to develop descriptions of people and places. They also are used to develop themes that present a broader abstraction than codes. These themes may be layered or organized to tell a story, or they may also be interconnected to portray the complexity of the phenomenon.

Furthermore, Neuman (2003) maintains that a qualitative researcher organizes the raw data into conceptual categories and creates themes or concepts which he or she then uses to analyze data. He further states that instead of a simple clerical task, qualitative coding is an integral part of data analysis. It is guided by the research question and leads to new questions. It also frees a researcher from entanglement in details of the raw data and encourages higher level of thinking about them. It also moves a researcher toward theory and generalization. Another aspect about coding is that it is simultaneous in the sense that in it there is reduction of data and analytic categorization of data into themes. Again coding data is the hard work of reducing mountains of raw data into manageable piles.

The researcher employed coding techniques to help organize and analyze the overwhelming amount of data that I collected during qualitative research. Then carefully read transcribed data, line by line, and divided the data into meaningful analytical units (i.e., segmenting the data). Whenever the researcher

located meaningful segments, they were coded. Again, whenever the researcher found a meaningful segment of text in a transcript, he assigned a code or category name to signify that particular segment. The researcher continued this process until managed to segment all of the data and have completed the initial coding. As the researcher was coding found that other codes overlap and it was easy to connect and integrate them. This is advice from Bogdan and Biklen (1982) and also that of Gay, Mills and Airasian (2006) and Neuman (2003).

3.9 Authenticating and data verification

According to Corti and Libby (2005) archived data can be scrutinized with scientific rigor to support or challenge a set of findings or to appraise the method. The practice of opening data for inspection is becoming increasingly important in the natural sciences, with the aim of encouraging more transparent research. After analyzing the data that had been collected from the field, documents, memos, etc, the researcher had to authenticate and verify it in order to make it an academic material.

This research used multiple-cases study and unstructured interview as a qualitative research method and it got in-depth of the issue of integrating education and microfinance for the empowerment of communities through knowledge and skills enhancement. This method helped the researcher to get information through observations, interviews (recorded as videos and audios from focus groups). It took the researcher a long time to complete collection of data in the field but at the same time gave researcher time to get into deepness of the situation. Through this method the researcher managed to get important data which had to be analyzed, coded, and eventually authenticated and in-addition verified in order to make this research an academic scientific document.

3.10 Operational Definitions and Questions

In this section, the concepts have been defined based on the findings in the field. The way they are presented, here is the way they are considered by the subject of the research. In qualitative research, the researcher uses easily defined concepts. Concepts which need deeper interpretation, and are measurable, they are found both in qualitative and quantitative research. In quantitative research they

are referred to as variables whereas in qualitative research are referred to as concepts. However, some researchers believe that whether quantitative or qualitative, operational definitions should be measurable. This if one decides that such terms should be measured. In this research, the defined terms include:

Table 3.5: Operational Definitions

Education Programmes: These are education activities intended to increase the knowledge and skills of the microfinance clients.
Community Credit Knowledge: This refers to knowledge about credit and entrepreneurship for the clients of the microfinance institutions.
Empowerment: It refers to “Accessibility” or helping people to gain access to services related to education, credit services and necessary information that can help to change the way the grass-root community perceives things or issues
Grass-root Community: The community being served as the target group by the two organizations
Participation: The contribution of the grass-root community in the organization. The people as seen as partners and not as a burden to the organizations.

These are definitions obtained during the field study. They have been developed based on the research findings.

The aim of question guide was to get information through questions and the researcher asked the following questions research:

1. How is the existing Education and Microfinance combined empowerment approach in the support of entrepreneurship knowledge and skills of the microcredit clients in the West Java Province?
 - a. What kind of training do you provide to clients?
 - b. What is the content of the training?
 - c. To whom is the training?
 - d. What is the social-economic characteristic of the clients?
 - e. What is the education background of most of the clients?
 - f. What are the objectives of the training?
 - g. Where do you get the training materials?
 - h. What results do you aim to achieve after the training is carried out?
 - i. Do you have any standardized training?
 - j. What contents do you cover in your training?
 - k. How useful is the content to the clients?
 - l. How do you know the content is useful?
 - m. Is there any contribution from the clients?
 - n. How do you integrate client needs in your trainings?
 - o. What do you think about the training you provide to clients?
 - p. Is there anything in the training you feel outstanding for the clients?
 - q. How many times

2. How does this combined Education and Microfinance empowerment approach support the development of entrepreneurship knowledge and skills of the microcredit clients?
3. How is the implementation process of the Education and Microfinance approach in the enhancement of Entrepreneurship knowledge and skills of the microcredit clients?
4. How appropriate is this Education and Microfinance empowerment approach in the enhancement of the entrepreneurship knowledge and skills of the microcredit clients?

