

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Method of Research

1. Type of research

Appropriate with the purpose of this research that wants to know about the correlation between *tawakkal* and self concept of FUPK Depag students period 2009, so in this research, the researcher will use quantitative approach. This research aimed to find out there is or no and big or small correlation.¹

Quantitative approach has characteristic as conclusive. Basically, quantitative approach is used in inferential research and leaning the conclusive of its result on rejection error probabilities of nil hypothesis.² Instrument to obtain the data is usually a test and the result is in form of numeral. It is used to obtain a number of ratio data, interval, ordinal or nominal. In quantitative research, there are two kinds of design. They are ex post facto and experimental design. Then, this research is included in ex post facto design which has a purpose as explanatory (causality).³

2. Variable of research

Variable⁴ must be operationally defined to be more easily in searching the relationship between one variable with other variable and in

¹Arikunto, S., *Prosedur Penelitian Satu Pendekatan Praktek*, Rineka Cipta, Jakarta, rev, II, 1998, p. 251.

²Saifuddin Azwar, *Metode Penelitian*, Pustaka Pelajar, Yogyakarta, 1998, p. 5.

³The factors that differentiate that both designs is the ex post facto design does not happen manipulation dependent variable, whereas on experimental design, there is manipulation on dependent variable. The purpose of experimental design is to explore and describe, while the purpose of ex post facto is explanatory (causality). Ibid, p. 81-82.

⁴Variable is construct that its characteristics have been given a number or it means concept that has several values, in the form of quantitative or qualitative value that can be changed. The concept is a term that consists of one or more words that describe a generalization of the symptoms generally or abstractions about a phenomenon that formulated on the basis of a generalization of a number characteristics of the events, circumstances, groups, or individuals. While the definition of construct is like as concept's definition, the difference is construct is especially for something can be measured. Syofian Siregar, *Statistika Deskriptif untuk Penelitian: Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 16*, Jakarta: Rajawali Pers, 2010, p. 109

measurement. Operationalization of variables serves to: 1) identify criteria that are observed is defined, 2) indicates that a concept or object may be has morethan one operational definition, 3) knowing that the operational definition is unique in situations where that definition should be used.⁵ In this research, researcher divides variable of the research into two kinds, are:

1. Independent variable⁶ (X) is *Tawakkal*.
2. Dependent variable⁷ (Y) is self Concept.

3. Operational definition

Operational definition is a definition of the variables defined by the characteristics of the observed variables. The operational definition has a single meaning and objectively accepted, when the respective indicator variables appears.⁸

Operational definition of the variables used in this research are:

a. *Tawakkal*

Tawakkal is the submission of all the efforts made to God and submits completely to Him, and have a true belief about the power and the desire of God, and feel calm, peaceful and happy of the situation arising from the influence of the environment that are around him in spite of the happy or hard.

Measurement of *tawakkal* variables revealed by the *tawakkal* scale is arranged by the researcher which was adopted from thesis⁹. This scale is a synthesis from the provisions aspects of *tawakkal* expressed by Ibn Qayyim, Yusuf Qaradhawi and Amr Khalid, and used as a basis for making the scale that are: turning the whole affair to God after hard as possible, have a true belief about the power and the desire of God and submit to Him, having a sense of calm and peace in any condition.

⁵Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p. 67.

⁶Independent variable is variable that gives influence in other variable.

⁷Dependent variable is variable that gives respon or reaction when connected with the independent variable.

⁸Saifuddin Azwar, *op.cit*,p. 74.

⁹Prapti ningsih, *Pengaruh Tawakal Terhadap Adversity Quotient Pada Santri Putra-Putri Pondok Pesantren Al-Ishlah Mangkang Kulon Tugu Semarang*, 2013.

b. Self Concept

is a structure composed from self or “I” that can serve as a subject and object. Through the development of experiences and social influence, self-concept grows and develops to form a self-image and self characteristics. Its development of process abstraction and selection, so composed that self-concept is characterized complex or multidimensional.

self concept has a dynamic characteristics, as formed from affective elements, the self concept of person can be considered positive or negative. According to the views of phenomenology, self-concept composed from perception of self that contains a special meaning in the process appreciation, so that self-concept can also to be subjective.

Measurement of this variables revealed by using a self-concept scale arranged by the researcher that adopted from dissertation,¹⁰ that refers to the Shavelson and Bholus theory’s that uses two dimensional of self-concept, that is academic dimension and non-academic dimension.

Research from Boxtel and his colleagues that also using self concept two dimensional in school showed that academic self-concept was correlated with feeling satisfied with the school situation, whereas social self-concept was correlated with satisfaction with relationships with classmates. The researcher believes that the composition of the self-concept described by Shavelson and Bolus conform with what was to be observed on the students, especially students of FUPK Depag period 2009, while it adapted to the purpose of measurement. The composition of these dimensions is:

Academic dimension consists of:

- a. self concept in its relation to the capabilities and academic activities
- b. self concept in its relation to the education and teaching
- c. self concept in its relation to the completion of the study period
- d. self concept self in its relation to the discussions and seminars

¹⁰Sri Wahyu Partosuwido, *Penyusunan konsep diri Mahasiswa Dalam Kaitannya Dengan Konsep Diri, Pusat Kendali Dan Status Perguruan Tinggi*, Disertasi, 1992, p. 322-328

- e. self concept in its relation to the guidance of lecturers, library facilities and learning facilities

non akademik Dimension consists of:

- a. self concept in its relation to the social conditions and social participation
- b. self concept in its relation to the specific emotional situations
- c. self concept in its relation to the physical condition
- d. self concept in relation to the personal and family
- e. self concept in relation to the future, including the work and life..

4. Technique of collecting data

Technique of collecting data is the way to determine technique that used collect data information from his research. In addition, the collection way by using scale.¹¹ It is arranged by the writer her own self which is self concept is based on Shavelson's theory while *tawakkal* concept, the writer takes Ibnu Qayyim, Yusuf Qardhawi and Amru Khalid's concept.

a. Arranging of Scale

The item of scale is divided into two kinds of item, favorable and unfavorable item. Favorable is questions that is concomitant with statement, while unfavorable item is questions that is not concomitant with statement. Score for every item of scale is among 0-4, is as on table below:

Table 1
Score of Item Answer

Answer	Favorable	Unfavorable
	Symbol	
Very appropriate	4	1

¹¹Scale is a data collection instrument that looks like a list of matches (questionnaire which is respondent in filling just give a check mark), but the alternative supplied is something gradual. The scale used to measure many aspects of personality or other mental health aspects. In Encyclopedia of Educational Evaluation mentioned that the term scale in the measurement sense comes from the Latin word scale, meaning "ladder" or "flight of stairs". Hence, anything with gradation can be thought of as "scaled". Suharsimi Arikunto, *Manajemen Penelitian*, edition VII, Jakarta: Rineka Cipta, 2005, p. 105.

Appropriate	3	2
Inappropriate	2	3
Very inappropriate	1	4

b. Evolving of Instrument

To make easy in arranging of scale, it should be made the main points table of every variable. Both *tawakkal* and self concept will be developed by looking every aspect or indicator that built these variables. It is done to make good scale. So, it can be a good instrument of research.

Table 2

Points of Research Instrument

Variable	Aspect and indicator	No. Item		Total
		Favorable	Unfavorable	
<i>Tawakkal</i>	1. Submit all the affairs to God after trying as much as possible:			
	a. submit all the matters to Him	1, 4	2, 3	4
	b. always instilled in the hearts of dependency to God.	7	5, 6*, 8	3
	c. Leaning of the heart to God and was pleased his side	10	9*, 11,12	3
	d. Submit the heart completely to him and get rid of anything that hinders.	13*, 16	14, 15, 17	4

	e. cried to God by as a from of worship and prayers.	19, 22*	18*, 20*, 21	2
	2. Have beliefs about the power and the desire of God. and submit to Him:			
	a. Knowing the law of causality will be done affair.	25*, 26	23*, 24*	1
	b. Strengthen the heart with tauhid.	29	27*, 28	2
	c. Have a good prejudice to God	32*, 33*, 34	30*, 31*, 35	2
	3. Have a sense of calm and peace in any condition.			
	a. make to power	36, 37, 40*	38, 39, 41*	4
	b. self esstem	42	43, 44	3
	c. blessing	45, 46, 49	47, 48*, 50	6
	d. The emergence of expectancy	51	52, 53	3
	Total	16	20	36
Self concept	1) Akademik Dimention			
	a. self concept in its relation to the capabilities and academic activities	1, 3*, 5*, 7*, 8	2, 4, 6	5
	b. self concept in its relation to the	9, 10*, 12, 13, 14	11, 15, 16*	6

	education and teaching			
	c. self concept in its relation to the completion of the study period	17, 19, 20*, 22, 23	18, 21, 24*	6
	d. self concept in its relation to the discussions and seminars	25, 26*, 27*, 28, 29, 30, 31, 32*	-	5
	e. self concept in its relation to the guidance of lecturers, library facilities and learning facilities	34, 36, 38*,	33, 35, 37, 39, 40	7
	2) Non Akademik Dimention			
	a. self concept in its relation to the social conditions and social participation	41, 43, 44*, 47	42, 45, 46, 48*	6
	b. self concept in its relation to the specific emotional situations	49, 50, 52*, 53, 56	51*, 54, 55*	5
	c. self concept in its relation to the physical	57, 60, 61*, 62, 64	58, 59, 63	7

	condition			
	d. self concept in its relation to the personal and family	65, 66*, 67, 68, 71*	69, 70, 72	6
	e. self concept in its relation to the future, including the work and life.	73, 74*, 77, 79*	75*, 76, 78*, 80*	3
Total		33	24	56

*) is not valid item

B. Subject of Research

Subject of this research is student of Ushuluddin faculty of IAIN Walisongo Semarang especially special program of Ushuluddin faculty (FUPK) Depag period 2009 about 43 students. Many opinions explain about sampling technique. Some said when the population less than 100, it is better if all has been recruited to be sample. So it called population research. But when the population is big, it can be taken 10-15 % or 20-25 % in certain consideration.¹²

In this research, researcher takes all of students from FUPK Depag as the sample except they are who has graduating from faculty, because the subject only 43 students. She takes all of students based on theory that said by Nana Syaodih Sukmadinata in her book entitled "*Metode Penelitian Pendidikan*". She writes: "Generally, for correlation research, sum of sample (n) 30 samples is said big enough sample."¹³

It is also strengthened by Husaini Usman and Purnomo Setiady Akbar's theory. They said in their book entitled "*Pengantar Statistika: Second Edition*": actually, there is no strict rule in sample size that will be required similarly in

¹²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 134.

¹³Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, Bandung: Rosda, 2005, p. 260-261.

limitation that sample is small or big. Quality of the research is not determined by sample size but by the basis of theory strength that supports in sampling technique. There is no sample that is 100% representative, but total sampling (sum of the sample is same with sum of the population).¹⁴

Technique that is used in this research is purposive sample.¹⁵ It is done by collecting subject not based on stratum, random or region, but based on certain purpose. They have chosen in consideration they are special students that assumed cleverer and expected know more about *tawakkal* than other student even regular student or student of other faculty because they were studying it in their faculty and they must know that they have responsibility about study especially their thesis, because all of them get the scholarship during 4Th which they have pass on time.

C. Method of Instrument Analysis

1. Validity Test

A scale is valid when it is able to measure what should be measured.¹⁶ Fundamentally, validity is a state that describes the level of concerned instrument is able to measure what is being measured. There are two kinds of validity for the instrument of research, are logical validity and empirical validity.¹⁷

An instrument is said has validity is when the instrument in a logical reason analysis is appropriate to content and aspects revealed. The instrument that is appropriate to the contents is already said has content validity, while the instrument which is in accordance with aspect is said have had construction validity.

To obtain an instrument that has a logical validity, both the content and construction, the researcher made points when prepare the instrument

¹⁴Husaini Usman and Purnomo Setiady Akbar, *Pengantar Statistika: Second Edition*, Jakarta: Bumi Aksara, 2008, p.191.

¹⁵Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*, Jakarta: Bumi Aksara, 2003, p. 64.

¹⁶ Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p. 99.

¹⁷Suharsimi Arikunto, *Manajemen Penelitian*, edition. VII, Jakarta: Rineka Cipta, 2005, p. 167.

in accordance with established criteria from the development of the theoretical framework of each variable to get components and indicators up to the preparation of the questionnaire items. On the other hand, researcher consults it with lecturers and who mastered in arranging instrument test.

Measuring of instrument validity is done by testing the instrument to respondents except the subject of the research. Instrument is tested to 30 FUPK Depag students of Ushuluddin faculty after period 2009. Further scores of that test are used as empirical data to examine the validity of the instrument by using the correlation equation “Corrected Item-Total Correlation with SPSS (Statistical Packages for Social Science).

Based on validity test that have done, for *Tawakkal*, from 53 items there is 36 items that is valid. While self concept, from 80 items there is 56 items that clarified valid. With limitation of significant of correlation coefficient is 0.005. Item is said valid when significant of correlation is < 0.005 . Item is said not valid when significant of correlation is > 0.005 . Valid item of *tawakkal* is from 0.422 – 0.931. Not valid item of *tawakkal* is from -0.004 – 0.290. Valid item of self concept is from 0.383 – 0.983, while not valid item of self concept is from -0.067 – 0.281. Below is the summary of interpretation of instrument validity. (The complete result of validity test can be seen on attachment 4).

Table 3
Validity Test of *Tawakkal*

No.	Variable/ Item	Pearson correlation	Explanation
1.	X ₁	0.539	Valid
2.	X ₂	0.592	Valid
3.	X ₃	0.651	Valid
4.	X ₄	0.693	Valid
5.	X ₅	0.931	Valid
6.	X ₆	0. 289	Not Valid
7.	X ₇	0.870	Valid

8.	X_8	0.519	Valid
9.	X_9	0.191	Not Valid
10.	X_{10}	0.888	Valid
11.	X_{11}	0.931	Valid
12.	X_{12}	0.888	Valid
13.	X_{13}	0.214	Not Valid
14.	X_{14}	0.931	Valid
15.	X_{15}	0.888	Valid
16.	X_{16}	0.931	Valid
17.	X_{17}	0.888	Valid
18.	X_{18}	0.143	Not Valid
19.	X_{19}	0.920	Valid
20.	X_{20}	0.256	Not Valid
21.	X_{21}	0.422	Valid
22.	X_{22}	0.045	Not Valid
23.	X_{23}	0.083	Not Valid
24.	X_{24}	0.279	Not Valid
25.	X_{25}	-0.004	Not Valid
26.	X_{26}	0.688	Valid
27.	X_{27}	0.290	Not Valid
28.	X_{28}	0.931	Valid
29.	X_{29}	0.468	Valid
30.	X_{30}	0.138	Not Valid
31.	X_{31}	-0.135	Not Valid
32.	X_{32}	-0.275	Not Valid
33.	X_{33}	0.140	Not Valid
34.	X_{34}	0.786	Valid
35.	X_{35}	0.726	Valid
36.	X_{36}	0.931	Valid
37.	X_{37}	0.888	Valid

38.	X ₃₈	0.931	Valid
39.	X ₃₉	0.888	Valid
40.	X₄₀	0.225	Not Valid
41.	X₄₁	0.073	Not Valid
42.	X ₄₂	0.726	Valid
43.	X ₄₃	0.730	Valid
44.	X ₄₄	0.888	Valid
45.	X ₄₅	0.759	Valid
46.	X ₄₆	0.739	Valid
47.	X ₄₇	0.931	Valid
48.	X₄₈	-0.048	Not Valid
49.	X ₄₉	0.488	Valid
50.	X ₅₀	0.895	Valid
51.	X ₅₁	0.787	Valid
52.	X ₅₂	0.569	Valid
53.	X ₅₃	0.486	Valid

Table 4
Validity Test of Self Concept

No.	Variable/ Item	Pearson Correlation	Explanation
1.	Y ₁	0.438	Valid
2.	Y ₂	0.649	Valid
3.	Y₃	-0.137	Not Valid
4.	Y ₄	0.690	Valid
5.	Y₅	0.281	Not Valid
6.	Y ₆	0.406	Valid
7.	Y₇	-0.580	Not Valid
8.	Y ₈	0.820	Valid
9.	Y ₉	0.886	Valid

10.	Y₁₀	-0.219	Not Valid
11.	Y ₁₁	0.881	Valid
12.	Y ₁₂	0.860	Valid
13.	Y ₁₃	0.852	Valid
14.	Y ₁₄	0.693	Valid
15.	Y ₁₅	0.727	Valid
16.	Y₁₆	-0.008	Not Valid
17.	Y ₁₇	0.852	Valid
18.	Y ₁₈	0.983	Valid
19.	Y ₁₉	0.957	Valid
20.	Y₂₀	-0.067	Not Valid
21.	Y ₂₁	0.922	Valid
22.	Y ₂₂	0.826	Valid
23.	Y ₂₃	0.744	Valid
24.	Y₂₄	-0.671	Not Valid
25.	Y ₂₅	0.765	Valid
26.	Y₂₆	0.083	Not Valid
27.	Y₂₇	-0.852	Not Valid
28.	Y ₂₈	0.784	Valid
29.	Y ₂₉	0.844	Valid
30.	Y ₃₀	0.925	Valid
31.	Y ₃₁	0.904	Valid
32.	Y₃₂	-0.067	Not Valid
33.	Y ₃₃	0.983	Valid
34.	Y ₃₄	0.894	Valid
35.	Y ₃₅	0.852	Valid
36.	Y ₃₆	0.871	Valid
37.	Y ₃₇	0.894	Valid
38.	Y₃₈	0.083	Not Valid
39.	Y ₃₉	0.765	Valid

40.	Y_{40}	0.562	Valid
41.	Y_{41}	0.383	Valid
42.	Y_{42}	0.983	Valid
43.	Y_{43}	0.878	Valid
44.	Y_{44}	-0.67	Valid
45.	Y_{45}	0.983	Valid
46.	Y_{46}	0.894	Valid
47.	Y_{47}	0.782	Valid
48.	Y_{48}	0.067	Not Valid
49.	Y_{49}	0.539	Valid
50.	Y_{50}	0.852	Valid
51.	Y_{51}	0.175	Not Valid
52.	Y_{52}	0.067	Not Valid
53.	Y_{53}	0.983	Valid
54.	Y_{54}	0.957	Valid
55.	Y_{55}	-0.067	Not Valid
56.	Y_{56}	0.888	Valid
57.	Y_{57}	0.894	Valid
58.	Y_{58}	0.852	Valid
59.	Y_{59}	0.871	Valid
60.	Y_{60}	0.894	Valid
61.	Y_{61}	0.083	Not Valid
62.	Y_{62}	0.852	Valid
63.	Y_{63}	0.844	Valid
64.	Y_{64}	0.983	Valid
65.	Y_{65}	0.957	Valid
66.	Y_{66}	-0.067	Not Valid
67.	Y_{67}	0.983	Valid
68.	Y_{68}	0.542	Valid
69.	Y_{69}	0.484	Valid

70.	Y_{70}	0.388	Valid
71.	Y_{71}	0.186	Not Valid
72.	Y_{72}	0.675	Valid
73.	Y_{73}	0.526	Valid
74.	Y_{74}	-0.496	Not Valid
75.	Y_{75}	-0.534	Not Valid
76.	Y_{76}	0.937	Valid
77.	Y_{77}	0.566	Valid
78.	Y_{78}	-0.162	Not Valid
79.	Y_{79}	0.156	Not Valid
80.	Y_{80}	0.070	Not Valid

2. Reliability Test

Reliability indicates consistency and stability of the result of the certain measurement scale.¹⁸ Reliability testing is measurement that indicates how far instrument is reliable or in other words show how far the result of that measurement is consistent when measures two times or more of the same symptom.¹⁹

Reliability test should be done only on those questions that is satisfy to the validity test and when it is not satisfied then no need to continue to reliability test. In this study the reliability test that used is consistency internal reliability which is done by trying the measuring instrument enough just once, then the data obtained were analyzed with certain technique.²⁰ The result of the analysis can be used to predict the reliability of measuring instruments. For reliability test, researcher is helped by SPSS program. The result of reliability test of instrument is below:

¹⁸Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p. 100.

¹⁹Syofian Siregar, *Statistika Deskriptif untuk Penelitian: Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 17*, Jakarta: Rajawali Pers, 2010, p. 173.

²⁰Ibid, p. 174.

Table 5
Reliability Test of *Tawakkal*

Reliability Statistics	
Cronbach's Alpha	N of Items
.981	36

Table 6
Reliability Test of Self Efficacy

Reliability Statistics	
Cronbach's Alpha	N of Items
.987	57

D. Data Analysis

Before the data is analyzed, researcher should to do the test of instrument that will be used for measuring subject. It consists of validity and reliability test. After the instrument is clarified that it is valid and reliable, it recently can be used to the subject. After the data from the subject is collected, then the data will be analyzed to test the truth of hypothesis.

The Method of data analysis that will be used in this research is product moment analysis. It will be helped by SPSS computer program (Statistical Packages for Social Science) for a windows version 16.0. Then, it will be seen the result of coefficient of its correlation. Product moment coefficient of correlation is symbolized by $(-1 \leq r \leq +1)$. It means, when $r = +1$ means two variables (X and Y) have perfect positive and direct high linearity correlation. While when $r = -1$, it means these have negative and high linear correlation. All of data that is obtained by scale will be processed by using SPSS computer program (Statistical Packages for Social Science) for a windows version 16.0.