

Social Research Methods: Qualitative and Quantitative Approaches

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ABSTRACT - In social research there are two methods that are often used, namely a qualitative approach which is built on the foundation of the philosophy of phenomenology and a quantitative approach which refers to the philosophy of positivism. The two adherents of this approach sometimes criticize each other, especially regarding their effectiveness and reliability in presenting data related to social problems. This paper examines the two not in opposite positions, but reveals the characteristics of each and the possibility of using these two approaches simultaneously in research activities. A certain theory, including the study approach, is not always in accordance with the social problems studied, so that these two approaches, namely qualitative and quantitative, are the choices to be used. This paper also discusses about humans and their problems, what are social problems, research and its objectives, and the steps of research.

Keyword: *social research, qualitative approach, quantitative approach*

I. INTRODUCTION

In general, social research is defined as an investigation activity within the scope of social science on social phenomena and social practices by using scientific methods in their studies. The investigation process is carried out using various methods and a choice of certain approaches. If so, what is a social problem? It is from this question that the discussion of social research methods with qualitative and quantitative approaches will begin. The ultimate goal of this study is to explain the characteristic differences between the two research approaches.

Problems are often defined as gaps (mismatches) between expectations (das solen) and reality (das sein). An analogy can be put forward that everyone hopes that what is planned can go according to his wishes. However, the facts sometimes say otherwise, so that the discrepancy between what is expected and the empirical reality is considered a problem. Then what is meant by social problems? To answer this question, it is necessary to have a pre-understanding of the meaning of the word social itself. Thus, the combination of the two meanings of the terms "problem" and "social", will form a definition that describes the two as a unit (Ahmadin, 2013).

Social is defined as things related to many people. That is, a person's actions or events that occur are related to humans as members of society. In other words, the result of something concerns many people (audience). Social problems in fact, is a term that is popular in the ears of many people. Some things related to social problems include: prostitution, theft, robbery, sexual harassment, murder or abuse, and various other crimes. Even poverty, hunger, corruption, disease outbreaks, floods, earthquakes, pollution, and so on are considered social problems.

If you refer to some things that are considered as social problems, it can be said that social problems are actually nothing but deviant behaviors (actions) (Johnson, 2008) from the corridors of norms/rules and laws that apply in a society. In the context of events, social problems are something that is not wanted or expected to happen. To support the sharpness of the concept and meaning of the social problem, it is necessary to put forward several definitions. Richard and Myer explain social problems as conditions defined by a community or group of people as a deviation from a social norm or value that is highly valued or very important. In addition, Rudito and Famiola also describe the views of Raab and Selznick who define social problems as a reflection of disruption to the "good will" that is the concern of a community. There is a disturbance in the course of an action process that leads to the wishes of a group of people (Rudito, 2008).

From the explanation of various things related to the social life of the community, Rudito and Famiola describe the important points that can be called social problems as follows: (1) Something that is widely considered as something "bad or bad" from a thing, event or action; (2) Involving a large number of people (in this case the community/society or organization or group

of people who have moral, legal or administrative attachments); and (3) Often, although not always, it is felt that they have caused harm to the community or certain groups of people (Rudito, 2008).

Based on this description, it is understood that social problems cannot always be solved instantly, but require an investigation using certain methods and approaches. In this case, it is important to discuss the type of method and approach to the study in relation to the type of problem. As it is known that difficulties in dealing with problems generally stem from two causes, namely a lack of knowledge about how to solve problems and limited facts regarding the problem.

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II. METHOD

This research and writing method uses a literature review related to social research. The procedure is in the form of determining the main points of discussion as the scope of the study in this paper, then determining the types of references needed for writing. The libraries in question are social science books and social research methods, scientific articles, and other library sources.

The use of books and other types of references with the theme of social sciences such as sociology, anthropology, economics, and others is intended to provide an explanation of a number of concepts related to social research methods. Likewise, the use of references in the form of books and articles on research methods is intended as material to enrich methodological insights and as a comparison material in explaining more deeply about a topic.

III. DISCUSSION

The discussion of this paper includes several main points, namely: research objectives, types of research, scientific thinking as the basis of scientific methods, research stages, research paradigms, qualitative approaches, quantitative approaches, and differences in qualitative and quantitative research methods.

Research Purposes

A research, especially in the empirical sciences, generally aims to find, develop, and test the truth of knowledge. For more details, it is described as follows: (1) Finding; means trying to get something to fill a void or lack. Research that aims to find new problems is usually called exploratory research; (2) Develop; means extending and digging deeper into what already exists. Research that aims to develop existing knowledge is called developmental research; and (3)

Testing the Truth; means done if what already exists is still in doubt about its truth. Research that aims to test the truth of existing knowledge is called verification research (Hadi, 1987).

Through the same source, it is also stated that a research activity can be carried out not only to a descriptive level, namely merely describing the state of an object or event without the intention of drawing generally accepted conclusions. On the other hand, it can also come to an inferential level, which is not only intended to describe, but also draw general conclusions from the material about the object of the problem. In social studies (Ahmadin, 2013), researchers generally arrive at an inferential level on the grounds that to make recommendations for research results, it is absolutely necessary to be based on the conclusions put forward on the object or event being studied. In addition, for the purpose of formulating the postulates or propositions related to certain research objects, conclusions are also required in advance. That is, the position of the conclusion in this case is the deductive basis that underlies certain scientific postulates.

An example of a deductive basis that underlies a research design I have ever made is the assumption that each ethnic group has a distinctive social and cultural heritage in patterns of social interaction, social groups, social stratification, social institutions, power and authority. This deductive conclusion is the basis for the importance of a more in-depth study of the Bugis community as an ethnic group in South Sulawesi in a sociological study. Thus, this research process gave rise to an interesting study, namely Sociology of the Bugis Society (Ahmadin, 2021). Another example is the initial deductive conclusion that underlies the study, namely the involvement of women in a social protest action is unique in the discourse of social research. Thus, this assumption underlies the presence of a work

on the social protest movement of women farmers in Takalar District, South Sulawesi (Ahmadin, 2021). In short, the interest in exploring something deeper is initiated or driven by rational arguments about the importance of a topic.

Types of Research

Types of research according to its purpose, can be classified into 2, namely: (1) Pure research (pure research), namely research activities carried out with the intention of understanding something in depth without applying it. This type of research is usually called basic research, because it is only oriented towards developing theory without paying attention to its practical use directly; (2) Applied research, namely research activities intended to obtain data/information in the context of solving or solving a problem. Thus, the results of the research will be used as materials/tools for making policies in solving a problem.

In conducting a research, many methods are used by researchers, both based on processes, procedures, and principles adopted. Thus, based on the objectives and categories of data needed, there are differences in the methods applied in research activities. Several methods are commonly used in research, as described below:

a. Survey Research; namely a research conducted on a certain population by making the sample as a unit of analysis so that data or information is found about social events or phenomena as sociological and psychological variables.

b. Ex Post Facto Research; namely research conducted on events or events that have passed by historically tracing the root cause (causes) of something happening.

c. Experimental Research; namely research that intends to find a relationship or influence between one or more variables with other variables in a controlled manner.

d. Naturalistic Research; namely qualitative research conducted by naturally questioning the condition of certain objects in which the function/position of the researcher is as the instrument itself.

e. Policy Research; namely research activities on basic social aspects which are intended as strategies to solve problems (of practical use). In other words, the research results will be used as a reference for policy determination.

f. Action Research; namely research conducted with the aim of developing the efficiency of activities/businesses (activities). Thus, this research intends to change a condition or behavior in a better direction than before.

g. Evaluation Research; namely research conducted as a tool to compare comparatively the conditions of certain activities/activities based on predetermined standards. In other words, looking at the level of achievement of the target based on the previously set indicators.

h. Historical Research; This is a research conducted with the intention of knowing about events that have taken place in the past. This study uses primary and secondary data, with the stages of work: heuristics (data collection), criticism (data evaluation), interpretation (data interpretation), and historiography (reconstruction of events in written form) (Ahmadin, 2013).

Scientific Thinking as the Foundation of Scientific Methods

Scientific thinking can be interpreted as a way of thinking that is based on the scientific method. Thus, when referring to scientific requirements, the process includes:

systematic, logical, and empirical. Scientific thinking is a fundamental aspect of research activities, in fact it is very decisive for the ongoing and successful activities. Therefore, a researcher must pay attention to the stages. According to John Dewey, scientific thinking includes 5 (five) levels and is completed by Kelley into 6 stages, as described below:

1. The felt need; In the early stages, people find it difficult to adjust the tool to its purpose, to find the characteristics of an object, or to explain an unexpected event.

2. The problem; Realizing the problem or problem, a scientific thinker in the next step tries to emphasize the problem in the form of a problem statement.

3. The hypothesis; propose possible solutions or try to explain them. It may be based on conjectures, very tentative conclusions, theories, general impressions, or on any basis which is not yet considered a final conclusion.

4. Collection of data as evidence; Then the materials, information, or evidence are collected and through logical processing an idea and its implications are tested.

5. Concluding belief; Starting from the evidence that has been processed, an idea that was originally accepted may also be rejected. By means of a controlled (experimental) analysis of the proposed hypotheses, a belief is drawn up as a conclusion.

6. General value of the conclusion; Finally, if a solution is deemed appropriate, its implications for the future can be concluded (Hadi, 1987).

From the description it is understood that the process or stage of research always begins with a gap between expectations and reality which is to be idealized through certain methods/strategies in the form of solutive (or anticipatory) steps as research objectives. For this purpose, several main

issues are formulated as guide points that will guide us to find alternative solutions to the problem.

Research Stage

To be a good researcher, ideally he must understand the steps of research related to what he wants to research, how to research it, and what he wants to achieve in research activities. The research steps in question are described as follows:

1. Determine the object and target of the research; a researcher absolutely has pre-knowledge about an object of study before setting it as a research target. This is important because the pull and push factors for someone to observe something, because he has little understanding or a bit of information on something which is then considered interesting to be explored further.

2. Formulate the problem and set the boundaries of the problem; research problems formulated in the form of questions or statements will help researchers determine the orientation of the study in research. Likewise, problem boundaries are very important to avoid bias in the discussion. Thus, problem boundaries usually involve thematic, temporal (time), and spatial (space) boundaries.

3. Collecting data; the type of data collected in the study, based on the source consists of: primary data and secondary data. Data can also be obtained incidentally or incidentally (unplanned) and data obtained in a planned (structured) manner.

4. Manage data and make conclusions; the data at this stage is processed in such a way, including categorizing it based on research needs. Furthermore, after the criticism and interpretation of the data has been done, the next step is to make simple conclusions.

5. Making research reports; research reports are made based on scientific principles and methodologies of certain disciplines.

6. Describe the implications of the research; a research report is not only expected to succeed in describing the conclusions, but what is no less important are the research implications in the form of theoretical construction, reconstruction, and deconstruction as well as practical implications in the form of recommendations (Ahmadin 2013).

Specifically, historical research uses four stages of work, namely: heuristics (collection of sources), source criticism, interpretation, and historiography (presentation or writing of history). Source tracing can be done through library research and field research. Source criticism includes internal criticism and external criticism to assess the authenticity and validity of the data. The interpretation is the stage of assembling the facts into a systematic whole. Then historiography is the stage of presenting or writing history, where in this section it is also determined what type of historiographical approach is used in the study.

Research Paradigm

Mentioning or hearing the term paradigm, will lead our memories to the gait of the famous American philosopher of the caliber of Thomas Kuhn. In his scientific odyssey, the thoughts of this philosopher had drained the attention of many academics, especially since his popular work entitled *"The Structure of Scientific Revolution"* went worldwide (Kuhn, 1970). Although previous paradigms have been identified in the realm of Plato's philosophical thought and Aristotle's niches of ratio, each of which is defined as a model and a pattern (Corbetta, 2003), but at least it is through the touch of

Kuhn's hand that the paradigm manifests in the form of a theoretical structure and becomes a framework. think.

The concept of paradigm which was introduced by Kuhn, then became epidemic in Robert Friedrichs' line of thought which was popularized through his book *Sociology of Sociology* (1970). Several other names recorded as developing this paradigm are Lodahl and Cordon (1972), Philips (1973), Effrat (1972), and Friedrichs himself (Ritzer, 1975). Kuhn also uses paradigms in 21 different meanings, with the starting point being the scientific revolution (Ihalawu, 2008).

Ritzer defines a paradigm as a fundamental view of a scientific discipline about what is the subject matter that it should study (a fundamental image a discipline has of its subject matter) (Ritzer, 1975). In comparison, Denzin and Lincoln also explain the paradigm as a basic belief system or way of looking at the world that guides investigators (researchers, pen) not only in terms of choosing a method, but also on ontological and epistemological fundamental aspects (Guba, 1994).

Through the same source, it is explained that a paradigm is characterized by, among others, three fundamental questions, namely questions that are ontological, epistemological, and methodological, as described below: (1) What is the nature of the knowable?; or what is the nature of reality?. Ontologically, the question is about what is the nature of something that can be known?; or what is the essence of a reality?; (2) What is the nature of the relationship between the knower and the known?. Epistemologically, the question is about what is the nature of the relationship between those who want to know and what can be known?; and (3) How should the inquirer go about finding out knowledge?. Methodologically, the question is how do researchers find knowledge? (Guba, 1994).

Qualitative Approach

Qualitative research is a scientific tradition rooted in the phenomenological philosophy of Edmund Husserl (1859-1928), which was later developed by Max Weber (1864-1920) in his various sociological researches. This humanist school of thought relies on the assumption that humans are the main subjects in social and cultural events. Thus, the Weberians have always assumed that it is the views and doctrines that play out in the human mind that determine a person's behavior.

The importance of the ratio that determines individual behavior, this is the core exemplar of Weber's paradigm in his analysis of social action. According to him, sociology is the study of social action between social relationships. Thus, at the heart of Weber's thesis is the "meaningful social action" of the individual. What is meant by social action is individual action as long as the action has a subjective meaning or meaning for him and is directed to the actions of others. On the other hand, individual actions directed at inanimate objects or physical objects without being associated with the actions of others are not social actions (Ritzer, 1975).

One thing that needs to be stated is that the paradigm of qualitative research is not only built on the foundation of the philosophical flow of phenomenology. However, it is also constructed and relies on the flow of symbolic interactionism and ethnomethodology (Ahmadin, 2013). In reality, these schools are different from each other even though they are linked to one pole of perspective which views human nature as a subject and has the freedom to make choices according to the meaning system they adhere to. This is what distinguishes it from positivism, where ontologically the qualitative paradigm views that the process of discovering a social phenomenon is not

enough just by sensory recording of concrete things, but the whole context. Thus, qualitative research develops theory through an inductive-empirical approach.

Quantitative Approach

Quantitative research is a scientific tradition of social research, which is built on the philosophical foundation of positivism, a school that explicitly rejects the metaphysical and theological elements of social reality. Thus, the starting point of this school of thought rests on the belief that the validity of knowledge is actually determined by empirical experience and facts that occur in the field. The facts in question are all realities recorded by the senses (exposed to sensory experience) through observation and experimentation.

In the writings of Muslim Salam, historically explained that positivism as a research methodology paradigm, was born and developed as part of theory and social science, almost simultaneously with the birth of sociology as a branch of social sciences in the mid nineteenth century. Even the birth of this paradigm was stated after the French sociologist, Auguste Comte (1798-1857) pioneered the use of logic and systematics in natural science research in social research which was used to explain the application of science in studying social reality (Salam, 2011).

Another thing that needs to be described is that sociology was born in the middle of the current vortex of competition for influence between philosophy and psychology. Emile Durkheim was the first person to be credited with trying to free sociology from the clutches of the influence of these two forces. It was Durkheim who had an important role in liberating sociology from the influence of Auguste Comte's positive philosophy and then placing it on the empirical world. This is clearly palpable

in his famous work, *Suicide* (1951) which describes empirical research on suicide symptoms as a social phenomenon and through *The Rule of Sociological Method* (1964), Durkheim lays out the basic concepts of methods that can be used to conduct research. empiricism in sociology. He has also made an important contribution in the effort to show social facts as the subject matter that must be studied by the discipline of sociology. This view is motivated by the assumption that social facts are something different from the world of ideas that is the object of philosophical investigation (Ritzer, 1975).

The description shows that based on this research paradigm, the most important source of knowledge is facts that have occurred in the field. Thus, the process of sensing these facts is a way to get them which is done through direct observation in the field or at the scene of an event. This is based on the view that an event or social event contains certain elements that can change at any time based on the demands of the situation.

The ontological assumption of the positivism paradigm is that a society or social life is an objective structure that is free from one's perception. In other words, society and social life exist in the outside world and can only be expressed, but not shaped by us (naive realism). From the epistemological and axiological point of view, this paradigm assumes that social reality can only be expressed and studied based on two basic assumptions, namely: (1) the researcher and the object of study are independent (dualism); (2) researchers can study social reality without influencing it. From the epistemological assumptions of quantitative research which is built from the positivism paradigm, considering respondents as sources of information through interviews is the object of research (Salam, 2011).

The differences in the orientation of qualitative and quantitative research methods can be seen in the following table description:

QUANTITATIVE	CHARACTER	QUALITATIVE
▪ Nomothetic	Background	▪ Ideographic
▪ Steady	Formulation of the problem	▪ Emergent
▪ Test Theory ▪ Get the relationship between variables ▪ Atomistic ▪ Generalization	Research purposes	▪ Developing Theory ▪ Looking for Meaning (<i>verstehen</i>) ▪ Wholistic ▪ Special
Steady	Theory used	Temporary
Steady	Hypothesis	Temporary
Deductive Logic	Theory Compilation	Inductive Logic
Fast/limited	Research time	Old/free
Lost ▪ Fixed ▪ Generally Random ▪ Representative	Sample	▪ A little ▪ <i>Snowball</i> ▪ Purposive ▪ Tidak Representatif
▪ Generally Questionnaire ▪ Structured Interview	Data Collection Technique	▪ Participation Observation ▪ Unstructured
Questionnaire, Interview, Documentation, dan Observation	Research Instrument	Researcher Himself
▪ Statistic ▪ Deduktive ▪ After the Data is collected	Data Analysis	▪ Non-statistic ▪ Induktive ▪ Continue
▪ Less intimate ▪ No equal ▪ Short-term	Relationship with Respondent	▪ Intimate ▪ Equal ▪ Long-term
▪ Mantap ▪ Steady ▪ The Steps are clear	Design Proposal	▪ <i>Emergent</i> ▪ Retrospektive ▪ Free

Source: Usman (2022)

Thus a description of the different orientations of quantitative and qualitative research studies seen from the background aspects of the problem, problem formulation, objectives, theories used, hypotheses, theory formulation, research time, samples, data collection techniques, research instruments,

data analysis, relationships with respondents, and design proposals. Thus a description of the different orientations of quantitative and qualitative research studies seen from the background aspects of the problem, problem formulation, objectives, theories used, hypotheses, theory formulation, research time, samples, data collection techniques, research instruments, data analysis, relationships with respondents, and design proposals.

IV. CONCLUSION

Social problems are generally defined as behavior or actions that deviate from the norms or rules and laws that apply in a society. In the context of events, social problems are something that is not wanted or expected to happen. A social problem is a condition defined by a community or group of people as a deviation from a social norm or value that is highly valued or very important.

Social research is defined as an investigation activity within the scope of social science on social phenomena and social practices by using scientific methods in their studies. The investigation process is carried out using various methods and a choice of certain approaches. Viewed from the aspect of data and analysis, the research approach can be divided into two main categories, namely qualitative research and quantitative research.

Qualitative research is a scientific tradition rooted in the phenomenological philosophy of Edmund Husserl (1859-1928). This method was developed by Max Weber (1864-1920) in his various sociological studies. This humanist school of thought relies on the assumption that humans are the main subjects in social and cultural events. Thus, the Weberians have always assumed that it is the views and doctrines that play

out in the human mind that determine a person's behavior.

Quantitative research is a scientific tradition, which is built on the philosophical foundation of positivism, a school that explicitly rejects the metaphysical and theological elements of social reality. Thus, the starting point of this school of thought rests on the belief that the validity of knowledge is actually determined by empirical experience and facts that occur in the field. The facts in question are all realities recorded by the senses (exposed to sensory experience) through observation and experimentation.

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