



DOI: <https://doi.org/10.38035/sjam.v2i2>

Received: July 31<sup>st</sup>, 2024, Revised: August 11<sup>st</sup>, 2024, Publish: September 03<sup>rd</sup>, 2024

<https://creativecommons.org/licenses/by/4.0/>

## Qualitative Method Concepts: Literature Review, Focus Group Discussion, Ethnography and Grounded Theory

Primadi Candra Susanto<sup>1\*</sup>, Lily Yuntina<sup>2</sup>, Euis Saribanon<sup>3</sup>, Josua Panatap Soehaditama<sup>4</sup>, Esti Liana<sup>5</sup>

<sup>1</sup>Trisakti Institute of Transportation and Logistics, Jakarta, Indonesia, email: [primstrisakti@gmail.com](mailto:primstrisakti@gmail.com)

<sup>2</sup>Pancasakti University, Bekasi, Indonesia, email: [lyuntina@gmail.com](mailto:lyuntina@gmail.com)

<sup>3</sup>Trisakti Institute of Transportation and Logistics, Jakarta, Indonesia, email: [nengnonon04@gmail.com](mailto:nengnonon04@gmail.com)

<sup>4</sup>Asian Institute of Banking Finance and Informatics Perbanas, Jakarta, Indonesia, email: [josua.panatap@perbanas.id](mailto:josua.panatap@perbanas.id)

<sup>5</sup>Trisakti Institute of Transportation and Logistics, Jakarta, Indonesia, email: [estimrshartono@gmail.com](mailto:estimrshartono@gmail.com)

Corresponding Author: [primstrisakti@gmail.com](mailto:primstrisakti@gmail.com)<sup>1</sup>

**Abstract:** This study aims to build a hypothesis regarding the influence between variables that can later be used for further research within the scope of research methodology. Qualitative method articles: literature review, focus group discussion, ethnography, and grounded theory are scientific literature articles within the scope of research methodology. The approach used in this literature review research is descriptive qualitative. Data collection techniques use literature studies or review relevant previous articles. The data used in this descriptive qualitative approach comes from previous research that is relevant to this research and is sourced from academic online media such as the Thomson Reuters Journal, Springer, Taylor & Francis, Scopus Emerald, Sage, WoS, Sinta Journal, DOAJ, EBSCO, Google Scholar and digital reference books. In previous studies, 1 relevant previous article was used to review each independent variable. The results of this literature review article are: 1) Literature review related to Qualitative Methods; 2) Focus Group Discussion related to Qualitative Methods; 3) Ethnography related to Qualitative Methods; and 4) Grounded Theory related to Qualitative Methods.

**Keywords:** Qualitative Methods, Literature Review, Focus Group Discussion, Ethnography, Grounded Theory

### INTRODUCTION

Rooted in the difficulties and requirements that occur while attempting to comprehend complex social and cultural events. Qualitative approaches are essential for solving research problems that cannot be answered just by numerical and statistical data. Each qualitative approach has advantages and disadvantages, and the best method is chosen based on the research goal and the nature of the phenomena being examined. This article examines four

major qualitative approaches Literature Review, Focus Group Discussion (FGD), Ethnography, and Grounded Theory to provide insight into how these methodologies might be employed effectively and complementarily in social research (Kusumastuti & Khoiron, 2019).

A literature review is an important preliminary step in the research process. It entails examining, assessing, and synthesizing existing literature to better understand the context and backdrop of the research to be done. Although necessary, literature reviews present problems such as the difficulty in obtaining high-quality literature, the sheer volume of material, and the necessity to critically evaluate the quality and relevancy of the sources discovered. In addition, researchers must be able to identify knowledge gaps and create a theoretical framework to support their research. Literature reviews must also be undertaken regularly during the research to ensure that the ideas and methods used are current and relevant. Issues in literature reviews include the possibility of bias, limited access, and difficulty synthesizing complicated information, all of which necessitate critical attention and abilities from researchers (Rukhmana et al., 2022).

Focus Group conversation (FGD) is a qualitative method that uses a structured group conversation to gather multiple people's perspectives and experiences at the same time. FGDs can provide detailed insights into collective attitudes and group dynamics. However, this method has some drawbacks, including the possibility of dominance by more outspoken participants, the influence of social pressure on respondents' honesty, and the difficulty of controlling debates to keep them focused and constructive. Moderators in FGDs must be adept at moderating talks, ensuring that all participants have an opportunity to speak, and resolving any conflicts or disagreements that emerge. Another problem with FGDs is that the results can be highly influenced by participant interactions, thus researchers must be cautious when interpreting the data and avoid drawing overly broad conclusions (Agustianti et al., 2022).

Ethnography is a comprehensive approach that incorporates firsthand observation of a group's social and cultural life. Researchers can get a thorough grasp of cultural behaviors, norms, and values through participant observation and in-depth interviews. While ethnography is extremely effective at revealing social and cultural contexts, it also faces significant challenges, such as the time and resources required to conduct long-term observations, the risk of researcher bias, which can influence data interpretation and ethical concerns about researcher privacy and participation. In addition, researchers must be able to adapt to complex and often unforeseen social dynamics while maintaining a balance of participation and objectivity (Auliya et al., 2020).

Grounded Theory is a method for building theory from facts gathered through an iterative process of coding and analysis. This strategy enables researchers to construct new and relevant hypotheses from empirical data without relying on already established theories. However, Grounded Theory confronts several problems, including the difficulty of the coding process, the necessity for in-depth and systematic data analysis, and the likelihood that emergent theory will not always be generally applicable. Furthermore, researchers must be flexible in their methodology, frequently having to modify their approach based on findings discovered during the study process. Grounded Theory necessitates significant analytical abilities as well as the ability to handle and integrate massive, complicated data sets (Ramdhan, 2021).

Overall, the purpose of this article is to provide a greater knowledge of how each qualitative method literature review, focus group discussion, ethnography, and grounded theory can be applied effectively in a social research environment. Each method has its advantages and disadvantages, and choosing the best method necessitates a thorough understanding of the research objectives, questions to be answered, and the context and resources available. By examining the obstacles and benefits of each method, this article hopes to help researchers design and carry out more successful and meaningful studies.

Based on the background of the problem above, the following problem formulations are determined: 1) Does Motivation affect Company Performance?; 2) Does Leadership affect Company Performance?; 3) Does Organizational Commitment affect Company Performance?; and 4) Does Employee Engagement affect Company Performance?.

## **METHOD**

This literature review was conducted using descriptive qualitative techniques. The data collection technique is by conducting a literature investigation or examining relevant previous works. The data used in this descriptive qualitative approach comes from previous studies relevant to this study and is obtained from academic online media such as Thomson Reuters Journal, Springer, Taylor & Francis, Scopus Emerald, Sage, WoS, Sinta Journal, DOAJ, EBSCO, Google Scholar, and digital reference books. Previous studies use one relevant previous publication to review each independent variable. A systematic literature review (SLR) is a careful and deliberate process in which all relevant research materials are found, reviewed, and examined to provide answers to specific research questions. When conducting qualitative analysis, using the literature review consistently and per methodological assumptions is essential. Due to its investigative nature, qualitative analysis is mostly used for this purpose, (Ali, H., & Limakrisna, 2013).

## **RESULTS AND DISCUSSION**

### **Results**

Based on the background of the problem and the formulation of the problem above, the results of this study are as follows:

#### **Qualitative Methods**

The Qualitative Method is a research approach that focuses on studying and understanding social and cultural phenomena through the eyes of participants. This strategy emphasizes collecting non-numerical data, such as interviews, observations, and document analysis, to elicit persons' interpretations, experiences, and viewpoints in specific situations. Qualitative approaches enable researchers to investigate the complexities and dynamics of social interactions, providing rich and nuanced insights into the phenomena under consideration. This strategy is frequently employed when the goal of the research is to construct a theory or gain a thorough understanding rather than to measure or test ideas quantitatively (Tahir et al., 2023).

The indicators or dimensions contained in the Qualitative Method include: 1) Non-Numeric Data: Qualitative approaches make use of non-numerical data, such as words, images, and videos. This material contains interviews, observations, and records that provide in-depth insights into the subject under investigation; 2) Inductive Approach: Qualitative research is frequently inductive, in which theories and patterns emerge from the data collected rather than testing pre-existing hypotheses; 3) Contextualization: Concentrates on comprehending things within a certain social, cultural, or environmental framework. This helps researchers understand how these factors influence behavior and perceptions; 4) Researcher-Participant Interaction: Qualitative researchers frequently interact directly with participants, allowing for better, more in-depth data collecting; and 5) Flexibility: Qualitative approaches are adaptable and can change as the study goes, allowing researchers to go in unanticipated ways (Sari et al., 2022).

Qualitative Method variables have been studied by several researchers and are relevant to the research conducted by: (Roosinda et al., 2021), (Nartin et al., 2024), (Hasan et al., 2023).

#### **Literature Review**

A literature review is the process of critically assessing and analyzing previous research on a certain topic. A literature review's objective is to locate, appraise, and synthesize current

knowledge, as well as to identify research gaps and provide theoretical context and background for the next study. In a literature review, researchers gather and analyze material from a variety of sources, including books, journal articles, research reports, and other sources, to better understand the most recent discoveries, trends, and controversies in a specific field of study. The findings from the literature review can be utilized to create a theoretical framework, define key concepts, and design research questions (Firmansyah & Dede, 2022).

The indicators or dimensions contained in the Literature Review include: 1) Source Identification: Entails looking for and selecting relevant literature, such as journal articles, books, and research reports, that pertain to the research issue; 2) Critical Evaluation: Analyzes the strengths and shortcomings of current research, including methodology, findings, and interpretations; 3) Synthesis of Findings: Combining and synthesizing information from various sources to discover trends, patterns, and research gaps; 4) Theoretical Framework Development: Using literature findings to construct a theoretical underpinning that supports the planned research; and 5) References and Citations: Provide a list of sources used in the research while crediting the original writers (Ridwan et al., 2021).

The Literature Review variable has been studied by several researchers and is relevant to the research conducted by: (Cahyono et al., 2019), (Andriani, 2021), (Abraham & Supriyati, 2022).

### **Focus Group Discussion**

Focus Group Discussion (FGD) is a qualitative research approach that entails a structured discussion with a small group of people chosen based on predetermined criteria. The goal of a focus group discussion is to elicit participants' thoughts, attitudes, and perceptions about a topic through group interaction. A moderator leads the debate and facilitates dialogue while keeping the emphasis on relevant themes. FGD allows academics to investigate diverse views in an interactive setting and uncover themes that emerge from group discussions. This strategy is extremely beneficial for acquiring detailed insights into the perspectives of a target group in a specific social environment (O. Nyumba et al., 2018).

The indicators or dimensions contained in the Focus Group Discussion include: 1) Moderator: An individual who facilitates the debate, ensuring that all participants speak and that the discussion stays focused on the issue; 2) Participants: A small group of individuals selected based on particular criteria to provide varied opinions on the topic at hand; 3) Discussion steer: A set of pre-prepared questions or topics to steer the discussion; 4) Group Interaction: Emphasizing the dynamics and exchanges among participants that might reveal collective understanding and deeper insights; and 5) Data Analysis: The process of categorizing and interpreting data gathered throughout the debate to identify themes and trends (Sim & Waterfield, 2019).

The Focus Group Discussion variable has been studied by several researchers and is relevant to the research conducted by: (Kushadiwijayanto et al., 2023), (Fitriani & Azhar, 2019), (Afriyanti et al., 2022).

### **Ethnography**

Ethnography is a qualitative research method used to gain a comprehensive understanding of a group of people or communities' culture and daily lives. Ethnographic research entails participant observation, in which the researcher stays with the community being studied for an extended period and collects data through observation, interviews, and direct engagement in their everyday activities. The purpose is to understand the attitudes and social behaviors of those being researched, as well as to describe the cultural patterns that underpin their behavior. Ethnography is frequently utilized in anthropology, sociology, and other social sciences to obtain an understanding of social and cultural dynamics (Fitria & Febrianti, 2020).

The indicators or dimensions contained in Ethnography include: 1) Participant Observation: The researcher stays among the research subjects and watches their daily life to get a thorough understanding of culture and social customs; 2) Cultural Context: Understanding the behavior and interactions within a given cultural context; 3) In-depth Interviews: Gathering data through interviews with community members to learn about their experiences, beliefs, and values; 4) Holistic Description: An endeavor to completely depict the whole social and cultural background; and 5) Artifact Use: The examination of physical and symbolic artifacts utilized by a group to comprehend cultural meanings and practices (Mahendra & Dharmastiti, 2020).

Ethnography variables have been studied by several researchers and are relevant to the research conducted by: (Luthfi & Setianingsih, 2018), (Thrisseany et al., 2023), (PRATAMA, 2020).

### Grounded Theory

Grounded Theory is a qualitative research method that generates theories directly from the data collected and examined. It does not begin with a hypothesis or pre-existing theory, but rather emphasizes on gathering rich, thorough data, which is typically obtained through in-depth interviews, observations, or documentation. The researcher then uses coding to find concepts, categories, and correlations in the data. The researcher uses iterative and comparative analysis to construct a theory that systematically explains the phenomenon under investigation using empirical facts. Grounded Theory is beneficial when existing theories fail to describe a phenomenon or when researching a new field (Oktaria et al., 2023).

The indicators or dimensions contained in Grounded Theory include: 1) Iterative Data Collection: Data are collected and examined repeatedly until a consistent and detailed hypothesis develops; 2) Data Coding: The process of discovering and categorizing essential concepts from acquired data; 3) Category Development: Classifying emergent notions and connecting them to develop theory; 4) Memos: Researcher notes used to document the process of analysis and reflection throughout the study; and 5) Emergent Theory: Theory created systematically from facts rather than pre-existing theory (Jailani & Husnullail, 2024).

Grounded Theory variables have been studied by several researchers and are relevant to research conducted by: (AK & ZA, 2015), (Budiasih & Nyoman, 2014), (Hadi, 2021).

### Relevant Previous Research

Based on the above findings and previous research, the research discussion is formulated as follows:

**Table 1. Relevant Previous Research Results**

No	Author (Year)	Research Results	Similarities with this article	Differences with this article
1.	(Ridwan et al., 2021)	-Literature Review Variables play a role in Descriptive and Qualitative Research	-This article has similarities in examining the Literature Review variable on the independent variable, and examining the Qualitative Research variable on the dependent variable.	-The difference with previous research is that there is a Descriptive Research variable as another Dependent variable.
2.	(Sugarda, 2020)	-Focus Group Discussion variables influence Qualitative Research	-This article has similarities in examining the Focus	-The difference with previous research is that there is a Respondent

	Methods and Respondent Recruitment	Group Discussion variable on the independent variable, and examining the Qualitative Research Method variable on the dependent variable.	Recruitment variable as another Dependent variable.
3.	(Umanai lo & Basrun, 2018) -Ethnography variables influence Qualitative Research Methods -Case Study variables influence Qualitative Research Methods	-This article has similarities in researching Ethnography variables on its independent variables and researching Qualitative Research Method variables on its dependent variables.	-The difference with previous research is that the Case Study variable is another independent variable.
4.	(Hadi, 2021) -Phenomenological Study Variables Influence Qualitative Research Methods -Case Study Variables Influence Qualitative Research Methods -Grounded Theory Variables Influence Qualitative Research Methods -Ethnography Variables Influence Qualitative Research Methods -Biography Variables Influence Qualitative Research Methods	-This article has similarities in research on the variables of Grounded Theory and Ethnography on the independent variables, and examines the variables of Qualitative Research Methods on the dependent variables.	-The difference with previous research is that there are variables of Phenomenological Study, Case Study and Biography as other Independent variables.

**Discussion**

This literature review will be discussed based on the history of the topic, research objectives, problem formulation, indicators or dimensions, and previous related research:

**1. The Relationship of Literature Review to Qualitative Methods**

Literature reviews and qualitative methods are closely associated since they complement one other in the research process. Identifying sources in a literature review is an important initial step. During this procedure, researchers gather various literature relevant to the research topic, such as journal articles, books, and previous research reports. The identification of these sources enables researchers to better comprehend the existing theoretical and empirical context, as well as to broaden their understanding of the phenomenon under study. In qualitative approaches, a thorough awareness of the current literature assists researchers in contextualizing the data obtained, as they may tie new discoveries to past research and hypotheses.

However, when conducting literature review research, we need research data from previous research, which can be sourced from academic online media such as Scopus, SINTA

Journal and Google Scholar. After obtaining relevant previous research articles, researchers can then carry out several stages of research including:



**Figure 1. Literature Review Research Stages**

Source: (Wiryanto et al., 2023)

Based on Figure 1 above, the literature review research stage begins with a literature search or previous research studies in academic media or references. The second stage is screening the articles found. Next, mapping relevant articles to see their relevance. The last step is to draw conclusions from relevant articles that have been carried out in the previous stages.

Critical evaluation in a literature review requires researchers to thoroughly examine prior studies' methodology, findings, and conclusions. This technique aids not only in recognizing the strengths and flaws of existing research but also in identifying research gaps or unexplored regions. This critical examination is particularly crucial in qualitative approaches, where researchers frequently utilize an inductive approach to generate new ideas or insights based on empirical data. Understanding the shortcomings and limits of earlier research allows qualitative researchers to develop more focused and relevant studies while avoiding similar methodological errors.

Synthesis of Findings in a Literature Review is merging and evaluating data from several sources to determine underlying patterns, trends, and themes. This lays a solid foundation for the researcher to comprehend the existing knowledge environment and develop suitable research topics. In the context of qualitative approaches, the synthesis of literature findings assists the researcher in developing an initial analytical framework that may be used to direct the researcher's interaction with participants. For example, interviews or focus groups can concentrate on certain topics identified in the literature review, which can then be expanded or questioned based on the empirical data obtained.

The development of a Theoretical Framework is the outcome of finding synthesis and critical review, and it serves as a theoretical foundation for future research. In qualitative approaches, the theoretical framework is frequently adaptable and might change as the data collection process advances. This adaptability enables the researcher to modify the theoretical framework in response to preliminary results and interpretations that arise during the study. Thus, the literature evaluation not only provides a sound theoretical foundation, but also allows the researcher to be open to new results that may contradict existing theory.

References and citations in a literature review add validity and credibility to the study by acknowledging the authors' contributions and earlier research. It also guarantees that new research is grounded in an established academic tradition. In qualitative approaches, these references are critical for data interpretation and analysis. By citing relevant literature, researchers can reinforce their arguments and demonstrate how their findings add to existing knowledge.

Overall, literature reviews are important at all stages of qualitative research. Identification of sources aids in understanding the larger context; critical evaluation identifies research gaps; synthesis of findings provides direction for data collection; development of a theoretical framework provides a foundation for analysis; and references and citations lend credibility to the research. The combination of these characteristics allows researchers to effectively apply qualitative approaches, which include rich non-numerical data, an open-ended

inductive approach, deep contextualization, extensive researcher-participant interactions, and adaptable flexibility. All of this enables qualitative research to deliver profound and significant insights into complicated social issues.

## **2. The Relationship of Focus Group Discussion to Qualitative Methods**

Focus Group Discussion (FGD) and Qualitative Methods have a strong and complementary relationship since FGD is a common method in qualitative research. The moderator in a FGD serves as a facilitator, guiding the discussion. This moderator must be adept at controlling group dynamics, encouraging active participation, and keeping the debate focused on pertinent subjects. In the context of qualitative research, the moderator's role is critical in ensuring that the data obtained is rich in non-numerical data, such as participant opinions, sentiments, and impressions. This data provides detailed insights into the subject under study that cannot be stated quantitatively.

Participants in FGDs are chosen based on factors related to the research topic. The diversity of participants can strengthen the debate by bringing new viewpoints and experiences. This diversity aids in the contextualization of data in qualitative approaches by allowing researchers to grasp the phenomenon from multiple perspectives. Participants in focus group discussions also provide an opportunity to investigate social and cultural factors that influence their opinions, which is one of the primary goals of qualitative research.

Moderators use discussion guides to manage the flow of conversation and guarantee that all relevant issues are covered. These instructions are adaptable and can be altered during the discussion, consistent with the characteristics of qualitative approaches, which frequently employ an inductive approach. This means that questions or subjects raised during the discussion can be tailored to participant responses, allowing new themes to emerge that were not previously explored. This flexibility enables researchers to delve deeper into pertinent and emerging issues during the data collection process.

Group interaction is an important component of FGDs, as interactions between participants can disclose social dynamics and collective ways of thinking that individual interviews may not have revealed. These exchanges reveal not only individual perspectives, but also how the group's social context shapes and influences those opinions. In qualitative approaches, researcher-participant interaction is critical, and in focus group discussions, this connection is expanded to include exchanges among participants. This allows you to monitor how ideas evolve and how individuals affect one another, which can provide additional insights into the underlying social and cultural systems.

Data analysis in FGDs entails coding and evaluating data from discussion transcripts. This involves recognizing themes, patterns, and categories that arise from the data. Data analysis in qualitative approaches is frequently iterative, with researchers repeatedly returning to the data to investigate new findings and get a better understanding. The versatility of data analysis enables researchers to investigate complicated correlations and dynamics in the data, as well as integrate discoveries with current theory or build new theory.

Overall, as a qualitative method, FGDs use the potential of non-numerical data to elicit profound insights into participants' perspectives and attitudes. The inductive technique employed in FGDs enables researchers to find and investigate topics that arise naturally during talks. Understanding the social and cultural dynamics inside the group contextualizes the data, giving the study a unique dimension. The interactions between researchers and participants, as well as between participants in FGDs, contribute to the researcher's understanding of the topic under study, while the flexibility of the discussion guide and data analysis allows researchers to adjust their approach as insights emerge throughout the research. This makes focus groups a particularly effective qualitative research technique for comprehending complicated social processes.



### 3. The Relationship of Ethnography to Qualitative Methods

Ethnography, as a qualitative research method, shares many characteristics with other qualitative methods, including non-numerical data, an inductive approach, contextualization, researcher-participant contact, and flexibility. In ethnography, the primary technique is participant observation, in which the researcher not only observes but actually participates in the daily lives of the research subjects. This enables the capture of detailed non-numerical information, such as experiences, social interactions, and cultural traditions. Data obtained through participant observation is typically in the form of field notes, narrative descriptions, and recordings of subjective experiences, which provide significant insights into the lives and cultures under study.

Cultural context is a key topic in ethnography, which seeks to understand phenomena within a given cultural framework. This contextualization enables researchers to examine how culture, values, norms, and beliefs influence the behavior of individuals and communities. Contextualization is critical in qualitative research because it helps us comprehend the underlying meanings of social behaviors. Ethnography, with its in-depth grasp of cultural background, can reveal intricacies and nuances that more formal or quantitative research may miss. This aids in developing accurate and appropriate theories based on observable reality.

In-depth interviews are another common strategy in ethnography, in which researchers engage directly with community members to gain more intimate and comprehensive insights. These interviews enable researchers to investigate people's beliefs and perceptions within their social and cultural contexts. This procedure is congruent with qualitative methodologies' inductive approach, which generates fresh data and insights through direct interaction with participants rather than testing prepared assumptions. In-depth interviews allow participants to openly express their experiences, revealing motivations, ideas, and values that may not be revealed in a structured context.

The use of artifacts in ethnography entails examining physical and metaphorical objects used by the group under study. These artifacts, which include tools, clothing, structures, and artwork, can provide more information about the community's culture and daily life. The use of objects in ethnographic research contextualizes data and adds another dimension to understanding social and cultural life. Artifacts frequently reflect cultural values, history, and social change, which are critical to comprehend in the context of qualitative research.

Ethnography is centered on researcher-participant contact, as researchers frequently become members of the communities under study. These interactions not only enable deeper and more personal data collecting, but they also influence the dynamics of the research itself. Researchers must strike a balance between participation and observation, managing connections with community members in an ethical and compassionate manner. This is especially significant in qualitative research, where a thorough knowledge of participants' viewpoints is essential for legitimate and meaningful analysis.

Flexibility is essential in ethnography because researchers must frequently change their research plans based on field conditions. For example, planned interviews may need to be rescheduled or adjusted, and researchers may uncover unexpected aspects of the community that require further investigation. This flexibility enables researchers to respond to shifting dynamics while also ensuring that the data obtained is relevant and correct. In qualitative approaches, flexibility is essential for studying and comprehending complex and unpredictable phenomena.

Overall, ethnography, with its emphasis on participant observation, cultural context, in-depth interviews, and the use of artifacts, provides a thorough and in-depth approach to understanding communities and cultures. Its close relationship to qualitative methods' principles, such as non-numerical data collection, inductive approaches, contextualization,

researcher-participant interaction, and flexibility, makes it an extremely useful method for exploring and comprehending the complexities of social and cultural phenomenon.

#### **4. The Relationship of Grounded Theory to Qualitative Methods**

Grounded Theory is a qualitative research method that focuses on creating theory from empirical data. It is strongly tied to the fundamental concepts of qualitative methods, including non-numerical data, inductive approaches, contextualization, researcher-participant interaction, and flexibility. The Grounded Theory method includes processes such as iterative data collecting, data coding, category creation, memoing, and emerging theory development, all of which support and enrich these concepts.

In Grounded Theory, iterative data collection refers to the process of collecting, analyzing, and recollecting data with a modified focus based on previous analyses. This strategy generates non-numerical data like as in-depth interviews, field notes, and other documentation that provide a rich and thorough picture of the topic under investigation. This iterative method enables researchers to constantly alter and enhance their grasp of the research topic by gaining new perspectives and investigating previously unexplored areas. This technique is quite similar to the concepts of qualitative methodologies, which highlight the value of descriptive and narrative data.

Data coding is the process of breaking down acquired data into smaller components and analyzing them to uncover patterns and themes. Grounded Theory data coding is done iteratively using open, axial, and selective coding. This is consistent with the inductive approach of qualitative approaches, in which ideas and classifications emerge from the data itself. This technique enables researchers to construct hypotheses based on field data without being influenced by previous theories, guaranteeing that the developing theory is firmly founded in the actual world under investigation.

Category Development is a critical step in Grounded Theory, in which researchers organize coded data into larger, interconnected categories. These categories aid in contextualizing the data by linking findings to a broader social and cultural context. Researchers can use category development to uncover essential themes and relationships between concepts, providing a more in-depth understanding of the topic under study. It also enables researchers to see how the data acquired relates to the theory under development, as well as how the theory is applicable in a broader context.

Memos are reflective notes taken by researchers during the study process to document their thoughts, ideas, and interpretations concerning the data and categories under consideration. Memos facilitate researcher-participant interactions by capturing researchers' thoughts on how the study process and interactions with participants improved their thinking. Memos also contribute to transparency and accountability in the analytical process, as well as helping academics explain and document their in-depth thought processes. This provides additional insights that are useful for creating and refining emergent theory.

Emergent Theory is the culmination of the Grounded Theory process, in which researchers create theory based directly on the evidence collected and processed. This theory represents the complete research process and the discoveries that emerge from the data. The notion of flexibility in qualitative methods is mirrored in this approach, as researchers can alter and change the course of the research based on results discovered during the analytic process. Emergent theory combines data and analysis to provide an integrated and contextualized knowledge of the topic under study.

Overall, Grounded Theory incorporates key qualitative methodologies such as non-numerical data collecting, inductive approaches, contextualization, researcher-participant interactions, and flexibility in a systematic and data-driven manner. Researchers can create a profound and theoretical understanding of complex social processes by iteratively collecting,

classifying, categorizing, memoing, and developing theories. This results in significant and valuable contributions to existing knowledge.

### Conceptual Framework

The conceptual framework is determined based on the formulation of the problem, research objectives and previous research that is relevant to the discussion of this research:



Figure 2. Conceptual Framework

Based on Figure 2 above, Literature Review, Focus Group Discussion, Ethnography, and Grounded Theory are related to Qualitative Methods. In addition to the independent variables (Literature Review, Focus Group Discussion, Ethnography and Grounded Theory) above which affect the dependent variable (Qualitative Method), there are other variables related to Qualitative Methods, including:

- 1) Data Analysis Tools: (Gani & Amalia, 2021), (Sarosa, 2021), (Matondang & Nasution, 2022).
- 2) Research Purposes: (Fadli, 2021), (Darmalaksana, 2020), (Sari et al., 2022), (Firman, 2018), (Suwendra, 2018).
- 3) Research Data Availability: (Perdani et al., 2021), (Colleena & Djunaedi, 2023), (Kusumawati et al., 2024).

### CONCLUSION

Based on the problem background, problem formulation, previous research, results and discussion above, the following research conclusions were obtained:

1. Literature Review is related to Qualitative Methods.
2. Focus Group Discussion is related to Qualitative Methods.
3. Ethnography is related to Qualitative Methods; and
4. Grounded Theory is related to Qualitative Methods.

## REFERENCE

- Abraham, I., & Supriyati, Y. (2022). Desain kuasi eksperimen dalam pendidikan: Literatur review. *Jurnal Ilmiah Mandala Education*, 8(3).
- Afriyanti, N., Handoyo, A. W., & Conia, P. D. D. (2022). Pengaruh Layanan Bimbingan Kelompok Dengan Teknik Focus Group Discussion (FGD) Untuk Meningkatkan Self Efficacy. *Jurnal Bimbingan Dan Konseling Indonesia*, 7(2), 249–255.
- Agustianti, R., Nussifera, L., Angelianawati, L., Meliana, I., Sidik, E. A., Nurlaila, Q., Simarmata, N., Himawan, I. S., Pawan, E., & Ikhrum, F. (2022). *Metode Penelitian Kuantitatif Dan Kualitatif*. Tohar Media.
- AK, W. W., & ZA, T. (2015). *Metodologi penelitian kualitatif & grounded theory*. FTK Ar-Raniry Press.
- Ali, H., & Limakrisna, N. (2013). Metodologi Penelitian (Petunjuk Praktis Untuk Pemecahan Masalah Bisnis, Penyusunan Skripsi (Doctoral dissertation, Tesis, dan Disertasi. In *In Deeppublish: Yogyakarta*.
- Andriani, W. (2021). Penggunaan Metode Sistematis Literatur Review dalam Penelitian Ilmu Sosiologi. *Jurnal PTK Dan Pendidikan*, 7(2).
- Auliya, N. H., Andriani, H., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Metode penelitian kualitatif & kuantitatif*. CV. Pustaka Ilmu.
- Budiasih, I., & Nyoman, G. A. (2014). Metode Grounded Theory dalam riset kualitatif. *Jurnal Ilmiah Akuntansi Dan Bisnis*, 9(1), 19–27.
- Cahyono, E. A., Sutomo, N., & Hartono, A. (2019). Literatur review; panduan penulisan dan penyusunan. *Jurnal Keperawatan*, 12(2), 12.
- Colleena, M., & Djunaedi, A. (2023). Ketersediaan Data Dalam Mendukung Pemantauan Dan Evaluasi Smart City Maturity (Studi Kasus Kota Yogyakarta). *Jurnal Perencanaan Dan Pengembangan Kebijakan*, 3(3), 227–235.
- Darmalaksana, W. (2020). Metode penelitian kualitatif studi pustaka dan studi lapangan. *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*.
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21(1), 33–54.
- Firman, F. (2018). *Penelitian Kualitatif dan Kuantitatif*.
- Firmansyah, D., & Dede. (2022). Teknik Pengambilan Sampel Umum dalam Metodologi Penelitian: Literature Review. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(2), 85–114. <https://doi.org/10.55927/jiph.v1i2.937>
- Fitria, K., & Febrianti, Y. (2020). the interpretation and attitude of body shaming behavior on social media (a Digital Ethnography Study on Instagram). *Diakom*, 3(1), 12–25.
- Fitriani, E., & Azhar, A. (2019). Layanan informasi berbasis focus group discussion (FGD) dalam meningkatkan kepercayaan diri siswa. *Analitika: Jurnal Magister Psikologi UMA*, 11(2), 82–87.
- Gani, I., & Amalia, S. (2021). *Alat Analisis Data: Aplikasi Statistik untuk Penelitian Bidang*. Penerbit Andi.
- Hadi, A. (2021). *Penelitian kualitatif studi fenomenologi, case study, grounded theory, etnografi, biografi*. CV. Pena Persada.
- Hasan, M., Harahap, T. K., Hasibuan, S., Rodliyah, I., Thalbah, S. Z., Rakhman, C. U., Ratnaningsih, P. W., Mattunruang, A. A., Silalahi, D. E., & Hasyim, S. H. (2023). Metode penelitian kualitatif. *Penerbit Tahta Media*.
- Jailani, M. S., & Husnullail, M. (2024). Metode Grounded Theory Dalam Pendekatan Praktis. *Jurnal Cahaya Mandalika ISSN 2721-4796 (Online)*, 5(1), 47–58.
- Kushadiwijayanto, A. A., Kusumardana, S., Safitri, I., & Sofiana, M. S. J. (2023). Sosialisasi Peran Multipihak dalam Pengelolaan Kawasan Konservasi di Kalimantan Barat melalui Forum Group Discussion. *Jurnal Pengabdian Kepada Masyarakat Nusantara*, 4(4),

- 4474–4479.
- Kusumastuti, A., & Khoiron, A. M. (2019). *Metode penelitian kualitatif*. Lembaga Pendidikan Sukarno Pressindo (LPSP).
- Kusumawati, E., Djunaedi, A., Perencanaan, M., Dan, W., Teknik, F., Mada, U. G., Korespondensi, P., & Semarang, K. (2024). *Faktor yang Mempengaruhi Ketersediaan Data untuk Menilai Indikator Kota Cerdas di Kota Semarang*. 5(1), 2022–2025.
- Luthfi, O. M., & Setianingsih, M. (2018). Application of ethnography method in conservation area efforts By Salam, the conservation and social community empowerment organization. *ECSoFiM (Economic and Social of Fisheries and Marine Journal)*, 6(1), 14–22.
- Mahendra, M. A., & Dharmastiti, R. (2020). Pengembangan desain sepeda anak usia 7-12 tahun menggunakan metode rapid ethnography dan scamper. *Atrium: Jurnal Arsitektur*, 6(2), 73–79.
- Matondang, Z., & Nasution, H. F. (2022). *Praktik Analisis Data: Pengolahan Ekonometrika dengan Eviews dan SPSS*. Merdeka Kreasi Group.
- Nartin, S. E., Faturrahman, S. E., Ak, M., Deni, H. A., MM, C. Q. M., Santoso, Y. H., SE, S., Paharuddin, S. T., Suacana, I. W. G., & Indrayani, E. (2024). *Metode penelitian kualitatif*. Cendikia Mulia Mandiri.
- O. Nyumba, T., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and Evolution*, 9(1), 20–32.
- Oktaria, K., Agustina, R., Aliyah, J., Siroj, R. A., & Afgani, M. W. (2023). Grounded Theory. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 40–49.
- Perdani, M. D. K., Widyastuti, I., & Nupikso, D. (2021). Analisis Ketersediaan Data Indikator Smart City Kabupaten Tegal. *Jurnal Teknologi Informasi Dan Ilmu Komputer (JTIK)*, 8(5).
- PRATAMA, C. D. A. D. E. (2020). *Sembunyi Dalam Layar Studi Blended Netnography-Ethnography Penggunaan Second Account Instagram Sebagai Arena Konstruksi Identitas Mahasiswa FISIPOL UGM di Dunia Virtual*. Universitas Gadjah Mada.
- Ramdhan, M. (2021). *Metode penelitian*. Cipta Media Nusantara.
- Ridwan, M., Suhar, A. M., Ulum, B., & Muhammad, F. (2021). Pentingnya penerapan literature review pada penelitian ilmiah. *Jurnal Masohi*, 2(1), 42–51.
- Roosinda, F. W., Lestari, N. S., Utama, A. A. G. S., Anisah, H. U., Siahaan, A. L. S., Islamiati, S. H. D., Astiti, K. A., Hikmah, N., & Fasa, M. I. (2021). *Metode penelitian kualitatif*. Zahir Publishing.
- Rukhmana, T., Darwis, D., IP, S., Alatas, A. R., SE, M. M., Tarigan, W. J., Mufidah, Z. R., Muhamad Arifin, M. H. I., Cahyadi, N., & S ST, M. M. (2022). *Metode Penelitian Kualitatif*. CV Rey Media Grafika.
- Sari, I. N., Lestari, L. P., Kusuma, D. W., Mafulah, S., Brata, D. P. N., Iffah, J. D. N., Widiatsih, A., Utomo, E. S., Maghfur, I., & Sofiyana, M. S. (2022). *Metode penelitian kualitatif*. Unisma Press.
- Sarosa, S. (2021). *Analisis data penelitian kualitatif*. Pt Kanisius.
- Sim, J., & Waterfield, J. (2019). Focus group methodology: some ethical challenges. *Quality & Quantity*, 53(6), 3003–3022.
- Sugarda, Y. B. (2020). *Panduan praktis pelaksanaan focus group discussion sebagai metode riset kualitatif*. Gramedia Pustaka Utama.
- Suwendra, I. W. (2018). *Metodologi penelitian kualitatif dalam ilmu sosial, pendidikan, kebudayaan dan keagamaan*. Nilacakra.
- Tahir, R., Kalis, M. C. I., Thamrin, S., Rosnani, T., Suharman, H., Purnamasari, D., Priyono, D., Laka, L., Komariah, A., & Indahyani, T. (2023). *METODOLOGI PENELITIAN*

- KUALITATIF: Mengumpulkan Bukti, Menyusun Analisis, Mengkomunikasikan Dampak*. PT. Sonpedia Publishing Indonesia.
- Thrisseany, E., Kristanti, F., & Shoffa, S. (2023). Kesalahan Siswa dalam Menyelesaikan Soal Cerita: Sebuah Penelitian Meta-Ethnography. *Journal of Education and Teaching (JET)*, 4(2), 177–200.
- Umanailo, M., & Basrun, C. (2018). Teknik praktis grounded theory dalam penelitian kualitatif. *Universita Iqra Buru, No, 127*.
- Wiryanto, W., Fauziddin, M., Suprayitno, S., & Budiyo, B. (2023). Systematic Literature Review: Implementasi STEAM di Sekolah Dasar Kelas Rendah. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(2), 1545–1555. <https://doi.org/10.31004/obsesi.v7i2.4268>