

# **MENGENAL STUDI KASUS**

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# CASE STUDY

- **Studi kasus adalah suatu kajian yang detail tentang suatu setting atau suatu subjek tunggal, atau satu kumpulan dokumen tunggal, atau suatu kejadian tertentu.**
- ***A Case study is a detailed examination of one setting or one single subject, or one single depository of documents, or one particular event.***

# CASE STUDY

- **Studi kasus adalah disain penelitian yang sangat fleksibel, yang memungkinkan peneliti untuk menetapkan karakteristik yang holistik terhadap kejadian hidup yang riil sambil meneliti kejadian-kejadian empirik.**
- ***The case study is the most flexible of all research designs, allowing the researcher to retain the holistic characteristics of real-life events while investigating empirical events.***

## Relevant situations for different research strategies

<i>Strategy</i>	<i>Form of research question</i>	<i>Requires control over behavioral events?</i>	<i>Focuses on contemporary events?</i>
<b>Experiment</b>	<b>how, why</b>	<b>yes</b>	<b>yes</b>
<b>Survey</b>	<b>who what, where, how many, how much</b>	<b>no</b>	<b>yes</b>
<b>Archival analysis</b>	<b>who what, where, how many, how much</b>	<b>no</b>	<b>yes/no</b>
<b>History</b>	<b>how, why</b>	<b>no</b>	<b>no</b>
<b>Case study</b>	<b>how, why</b>	<b>no</b>	<b>yes</b>

# CASE STUDY

✓ **Stake (1995): The Case as an object of study**

**Yin (1994): The Case as a methodology, a case study examines a “bounded system” or a case over time in detail, employing multiple sources of data found in the setting.**

✓ **Case: a program, an event, an activity, a set of individual bounded in time and place.**

✓ **Cases are not chosen for representativeness**

**A Case can be selected because of its uniqueness or the case may be used to illustrate an issue**

# CASE STUDY (2)

- ✓ The focus may be one entity (within-site study) or several entities (multi-site study),. However, the more cases of individual sites added, the less dept of analysis of any single site.
- ✓ Thew study provides a detailed description of the case, an analysis of the themes or issues, and the reseracher's interpretations or assertions about the case. These interpretations maybe called "lessons learned" (Guba and Lincoln, 1989).

❖ **Case study is an ideal methodology when a holistic, in-depth investigation is needed**

# TIPE STUDI KASUS

Yin (1993) has identified some specific types of case studies:

*Exploratory, Explanatory, and Descriptive*

Stake (1995) included three others: *Intrinsic* - when the researcher has an interest in the case; *Instrumental* - when the case is used to understand more than what is obvious to the observer; *Collective*

when a group of cases is studied.

Pyecha (1988) used this methodology in a *special education study*, using a pattern-matching procedure. In all of the above types of case studies,

there can be single-case or multiple-case applications.

# NOTES:

- Case study research is not sampling research;
  - . . . selecting cases must be done so as to maximize what can be learned in the period of time available for the study.
- The unit of analysis is a critical factor in the case study. It is typically a system of action rather than an individual or group of individuals. Case studies tend to be selective, focusing on one or two issues that are fundamental to understanding the system being examined.
- Case studies are multi-perspectival analyses.
- Case study is known as a triangulated research strategy.



# TIPE STUDI KASUS

- **Historical organizational case studies**
- **Observational Case Studies**
- **Life History**

# JENIS TRIANGULASI (Denzin:1984)

- *Data source triangulation*, when the researcher looks for the data to remain the same in different contexts; and
- *Investigator triangulation*, when several investigators examine the same phenomenon;
- *Theory triangulation*, when investigators with different view points interpret the same results;
- *Methodological triangulation*, when one approach is followed by another, to increase confidence in the interpretation.

# TAHAPAN STUDI KASUS

- (1) Design the case study,**
- (2) Conduct the case study,**
- (3) Analyze the case study evidence,**  
**and**
- (4) Develop the conclusions,**  
**recommendations and implications.**

# TAHAPAN STUDI KASUS

- ***Design the case study protocol:***
  - (1) determine the required skills
  - (2) develop and review the protocol
- ***Conduct the case study:***
  - (1) prepare for data collection
  - (2) distribute questionnaire
  - (3) conduct interviews
- ***Analyze case study evidence:***  
analytic strategy
- ***Develop conclusions, recommendations, and implications based on the evidence***

# A. MENDESAIN PROTOKOL STUDI KASUS

- **Menentukan keterampilan yang dikehendaki :**  
Peneliti harus memiliki kemampuan bertanya dan menafsirkan : Jadi pendengar yang baik, fleksibel dan well adaptif, menangkap isu yang diteliti, tidak bias oleh pendapat yang dimiliki.
  
- **Mengembangkan dan meriviu protocol:**
  - (1) **Selintas tentang studi kasus** – mencakup : tujuan tentang SK, isu SK, dan penyajian tentang topik SK.
  - (2) **Catatan lapangan** – pengingat ttg prosedur, surat ijin untuk akses data, lokasi studi.
  - (3) **Pertanyaan untuk studi** – Pertanyaan yang harus peneliti miliki selama pengumpulan data.
  
  - (4) **Petunjuk laporan SK** – outline dan format laporan.

# KOMPONEN STUDI KASUS

- (1) A study's questions\*,**
  - (2) Its propositions, if any,**
  - (3) Its unit (s) of analysis,**
  - (4) The logic linking the data to the propositions, and**
  - (5) The criteria for interpreting the findings**
- (Yin, 1994, p. 20).**

**\*"who", "what", "where", "how", "when", and "why",**

**- an explanatory - exploratory case study.**

## **B. MELAKSANAKAN STUDI KASUS (1)**

- (1) prepare for data collection**
- (2) distribute questionnaire**
- (3) conduct interviews**

**Ada 6 sumber data utama : *documentation, archival records, interviews, direct observation, participant observation, and physical artifacts.***

**No single source has a complete advantage over the others; rather, they might be complementary and could be used in tandem. Thus a case study should use as many sources as are relevant to the study.**

## B. MELAKSANAKAN STUDI KASUS (2)

**Documents** could be letters, memoranda, agendas, study reports, or any items that could add to the data base. The validity of the documents should be carefully reviewed so as to avoid incorrect data being included in the data base. One of the most important uses of documents is to corroborate evidence gathered from other sources. The potential for over-reliance on document as evidence in case studies has been criticized. There could be a danger of this occurrence if the investigator is inexperienced and mistakes some types of documents for unmitigated truth (Yin, 1994).

**Archival records** could be useful in some studies since they include service records, maps, charts, lists of names, survey data, and even personal records such as diaries. The investigator must be meticulous in determining the origin of the records and their accuracy.

**Interviews** are one of the most important sources of case study information. The interview could take one of several forms: open-ended, focused, or structured. In an open-ended interview, the researcher could ask for the informant's opinion on events or facts. This could serve to corroborate previously gathered data. In a focused interview, the respondent is interviewed for only a short time, and the questions asked could have come from the case study protocol. The structured interview is particularly useful in studies of neighborhoods where a formal survey is required. The use of tape recorders during the interviews is left to

the discretion of the parties involved.



## B. MELAKSANAKAN STUDI KASUS (3)

**Direct observation** in a case study occurs when the investigator makes a site visit to gather data. The observations could be formal or casual activities, but the reliability of the observation is the main concern. Using multiple observers is one way to guard against this problem.

**Participant observation** is a unique mode of observation in which the researcher may actually participate in the events being studied. This technique could be used in studies of neighborhoods or organizations, and frequently in anthropological studies. The main concern is the potential bias of the researcher as an active participant. While the information may not be available in any other way, the drawbacks should be carefully considered by the researcher.

**Physical artifacts** could be any physical evidence that might be gathered during a site visit. That might include tools, art works, notebooks,

computer output, and other such physical evidence.

## B. MELAKSANAKAN STUDI KASUS (4)

Yin (1994) suggested three principles of data collection for case studies:

*Use multiple sources of data*

*Create a case study database*

*Maintain a chain of evidence*

# TYPES OF EVIDENCE

Source of Evidence	Strengths	Weaknesses
Documentation	<ul style="list-style-type: none"> <li>• stable - repeated review</li> <li>• unobtrusive - exist prior to case study</li> <li>• exact - names etc.</li> <li>• broad coverage - extended time span</li> </ul>	<ul style="list-style-type: none"> <li>• retrievability - difficult</li> <li>• biased selectivity</li> <li>• reporting bias - reflects author bias</li> <li>• access - may be blocked</li> </ul>
Archival Records	<ul style="list-style-type: none"> <li>• Same as above</li> <li>• precise and quantitative</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> <li>• privacy might inhibit access</li> </ul>
Interviews	<ul style="list-style-type: none"> <li>• targeted - focuses on case study topic</li> <li>• insightful - provides perceived causal inferences</li> </ul>	<ul style="list-style-type: none"> <li>• bias due to poor questions</li> <li>• response bias</li> <li>• incomplete recollection</li> <li>• reflexivity - interviewee expresses what interviewer wants to hear</li> </ul>
Direct Observation	<ul style="list-style-type: none"> <li>• reality - covers events in real time</li> <li>• contextual - covers event context</li> </ul>	<ul style="list-style-type: none"> <li>• time-consuming</li> <li>• selectivity - might miss facts</li> <li>• reflexivity - observer's presence might cause change</li> <li>• cost - observers need time</li> </ul>
Participant Observation	<ul style="list-style-type: none"> <li>• Same as above</li> <li>• insightful into interpersonal behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> <li>• bias due to investigator's actions</li> </ul>

(Yin, 1994, p. 80)

# EMPAT TIPE DATA LAPANGAN

- FIELD JOTTINGS
- FIELD NOTES
- FIELD DIARY
- FIELD LOG

# FIELD JOTTINGS

*Field jottings* dibuat ketika peneliti mengobservasi atau mendengar sesuatu yang penting.

*Field Jottings* ditulis di tempat untuk menghindari lupa dan ingatan yang selektif.

# FIELD NOTES

**Field NOTES** merangkum data lapangan yang dikumpulkan selama sehari atau beberapa periode waktu yang dirancang.

Field notes dilengkapi dengan data lain yang dikumpulkan, mencakup: hasil rekaman, dokumen atau catatan tentang pandangan selintas dan pemahaman terhadap kondisi sosial sebagaimana kejadian waktu data dikumpulkan. Catatan dibuat sesegera mungkin, setidaknya-tidaknya atas dasar informasi harian, sehingga datanya tetap segar.

# FIELD DIARY

**Field diary** merupakan suatu catatan rentetan pribadi tentang apa yang observer partisipan rasakan tentang situasi sosial ketika ada di dalamnya. FD seharusnya merupakan catatan rentetan tentang hubungan observer dengan apa yang diobservasi.

FD akan membantu observer partisipan dapat menafsirkan lebih mendalam catatab lapangan dan waspada terhadap bias pribadi.

# FIELD LOG

***Field Log*** seperti suatu buku harian di kapal, yang mengaitkan rentetan kejadian harian; bagaimana observer partisipan merencanakan menggunakan waktu, bagaimana waktu benar-benar digunakan, siapa yang dilihat, siapa saja nama-nama, apa yang mereka katakan, dan siapa yang perlu untuk dilihat, dan apa saja yang perlu ditanyakan. FL akan membantu sekali dalam pengorganisasian data.



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# C. ANALISIS BUKTI STUDI KASUS

1. Yin, (1994), Data analysis consists of **examining, categorizing, tabulating, or otherwise recombining** the evidence to address the initial propositions of a study"
2. Miles and Huberman (1984) have suggested alternative analytic techniques of analysis in such situations, such as **using arrays to display the data, creating displays, tabulating the frequency of events, ordering the information, and other methods**. This must be done in a way that will not bias the results.
3. Yin (1994) suggested that every investigation should have a general analytic strategy, so as to guide the decision regarding what will be analyzed and for what reason. He presented some possible analytic techniques: **pattern-matching, explanation-building, and time-series analysis**. In general, the analysis will rely on the theoretical propositions that led to the case stud

**SEKIAN  
TERIMA KASIH**