



TYPES AND APPLICATION OF QUALITATIVE RESEARCH METHODS IN ISLAMIC RELIGIOUS EDUCATION (PAI) RESEARCH

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E-Issn: 3063-8313

Received: January 2025

Accepted: January 2025

Published: February 2025

Abstract :

This study discusses the types and application of qualitative research methods in Islamic Religious Education (PAI) research. The scope of the study includes four types of qualitative research: case studies, grounded theory, phenomenology, and ethnography. The purpose of the study is to explain these types and their application in the context of Islamic Religious Education. The research method used is library research with data collection techniques in the form of literacy and content analysis. The results of the study show that the four methods have different characteristics and applications in Islamic Religious Education. Case studies are suitable for understanding specific phenomena, grounded theory for developing new theories, phenomenology for revealing the meaning of experience, and ethnography for understanding culture in the context of Islamic Religious Education. In conclusion, qualitative research methods are very relevant in Islamic Religious Education research to explore deep meanings and contexts related to religious values and educational practices.

Keywords : Application, Islamic Religious Education, Qualitative Method

Abstrak :

Penelitian ini membahas jenis dan penerapan metode penelitian kualitatif dalam penelitian Pendidikan Agama Islam (PAI). Ruang lingkup kajian meliputi empat jenis penelitian kualitatif: studi kasus, grounded theory, fenomenologi, dan etnografi. Tujuan penelitian adalah menjelaskan jenis-jenis tersebut dan penerapannya dalam konteks Pendidikan Agama Islam. Metode penelitian yang digunakan adalah studi pustaka (library research) dengan teknik pengumpulan data berupa literasi dan analisis isi. Hasil penelitian menunjukkan bahwa keempat metode tersebut memiliki karakteristik dan penerapan yang berbeda dalam Pendidikan Agama Islam. Studi kasus cocok untuk memahami fenomena spesifik, grounded theory untuk mengembangkan teori baru, fenomenologi untuk mengungkap makna pengalaman, dan etnografi untuk memahami budaya dalam konteks Pendidikan Agama Islam. Kesimpulannya, metode penelitian kualitatif sangat relevan dalam penelitian Pendidikan Agama Islam untuk menggali makna dan konteks yang mendalam terkait nilai-nilai keagamaan dan praktik pendidikan.

Kata Kunci: Penerapan, Pendidikan Agama Islam, Metode Kualitatif

INTRODUCTION

In the academic world, research plays a very important role in the development of science, including in the field of Islamic Religious Education (PAI). Qualitative research is one of the methods widely used in PAI studies because it is able to explore deep meanings related to religious values, culture,



and human behavior. This research method does not only focus on numbers or statistical data, but also explores social, cultural, and religious phenomena through descriptive and interpretive approaches. Understanding research methods can improve the quality of education in the modern era. This aims to develop methods that are in accordance with the context of the times and improve knowledge in Islamic thought.(Efendi & Sesmiarni, 2022)Therefore, the application of qualitative research methods is very relevant in studying various issues in religious education and helping the development of science.

In the context of Islamic Religious Education, qualitative research helps in understanding religious phenomena that occur in society, such as worship behavior, implementation of Islamic values in daily life, and students' understanding of Islamic teachings. As explained in the Qur'an, humans are encouraged to observe and research the signs of Allah's greatness in the universe. The word of Allah in Surah Ali 'Imran verse 190 states:

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِّأُولِي الْأَلْبَابِ ١٩٠

Meaning: *Indeed in the creation of the heavens and the earth and the alternation of night and day there are signs (of Allah's greatness) for people of understanding.*

The Qur'an commands humans to study the universe with the aim that humans can know the signs of Allah's greatness and hidden things, the results of which will be useful in the progress of human life. By studying humans also utilize the gift from Allah, namely reason and by studying human reason will be trained.(Zulham, 2022)

Apart from that, the hadith of the Prophet Muhammad SAW also emphasizes the importance of knowledge and the search for truth. In a hadith narrated by Imam Muslim, Rasulullah SAW said:(Indra, 2015)

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

It means:"Whoever treads a path in search of knowledge, Allah will make easy for him the path to Paradise."(HR. Muslim)

From a legal perspective in Indonesia, research also receives strong support from various regulations that regulate the importance of research and scientific development. Law Number 20 of 2003 concerning the National Education System states that research is an important component in education. Article 20 paragraph (2) states that universities are obliged to conduct research to develop science and technology, as well as pay attention to and apply humanist values in an effort to advance civilization and the welfare of mankind. In addition to the SISDIKNAS Law, the Regulation of the Minister of Education and Culture Number 3 of 2020 also explains research in the world of education, the contents of the regulation, namely the National Standards for Higher Education, regulate that research is one of the main pillars of the Tri Dharma of Higher Education which includes education, research, and community service.(Sukanto & Mintarsih, 2022)

From the explanation above, it can be understood that research has an important role in education. The existence of research reflects the academic responsibility that must be carried out by institutions, especially universities. Research is not only a tool for generating innovation but also a means of understanding and applying human values to improve the quality of life of society. In the context of Islamic Religious Education, research can help understand and develop religious education which will later be useful for people's lives. Research is an inseparable element of efforts to create quality education that has a good impact on society.

Qualitative research methods include a variety of approaches, such as case studies, grounded theory, phenomenology and ethnography. (Abdussamad, 2021) Each approach has different characteristics and objectives, but all aim to understand the meaning and context behind the phenomenon being studied. In the context of Islamic Religious Education, these approaches can be used to explore issues such as the influence of religious education on student character, the effectiveness of religious teaching methods, and the relationship between Islamic values and local culture.

Thus, the application of qualitative research methods in Islamic Religious Education not only enriches the treasury of knowledge, but also provides real contributions to the development of educational practices based on Islamic values. This study is expected to provide an understanding of the types of qualitative research and how to apply them in Islamic Religious Education research

RESEARCH METHOD

This study uses a qualitative approach, with this type of research being a library research. It is called library research because the data needed comes from libraries, such as books, journals, documents and so on. (Sari & Asmendri, 2020). The data that is the core of this study is data on the type of qualitative research and examples of its application in PAI research. The data collection technique used in this study is literacy, namely exploring library materials that are relevant to the object of discussion. The data analysis technique used is content analysis or content study taken from various books, articles and journals.

FINDINGS AND DISCUSSION

Types of Qualitative Research

1. Case study

According to English "A Case Study" or "Case Studies". The word "Case" is taken from the word "Case" which means case, study, event. While the meaning of "case" is very complex and broad. According to the Ministry of Education and Culture, a case study is a comprehensive study or analysis using various techniques, materials and tools regarding the symptoms or characteristics of various types of problems or deviant behavior of both individuals and groups". (Syahrizal & Jailani, 2023)

A case study is a research that examines a problem or case that has limitation detailed, in-depth data collection and in it involves a variety of resources. This research is a qualitative research model that is in-depth about individuals or a particular social unit in a certain period of time. Deeper still, case study research is a research model that is comprehensive and in-depth and is also more directed as an effort to study contemporary phenomena or cases. With this research method, it will be described in depth and detail about the situation or object. This research focuses on one limited research subject, such as an individual, family, event, or small group, so that the researcher can understand in depth how the subject functions in his or her natural environment. (Murdiyanto, 2020)

Case studies aim to obtain a complete and comprehensive description of an object. And in obtaining case study data can be taken using several techniques such as observation, interviews, documentation or archives. The results of the collected data are then analyzed and will produce a theory. According to Stake there are three types of case studies, namely: (1) intrinsic case study; (2) instrumental case study; (3) collective case study. (Nasution, 2023)

The characteristics of case study research are that case study research is not a single method, but rather an approach to researching specific problems. The subjects of the research can be individuals or groups (e.g., classes or professional groups). The problems studied can be simple or complex. The main goal is an in-depth understanding of the case, not only description. Although it can involve several cases for a more comprehensive understanding, case studies do not aim for generalization. (Abdussamad, 2021)

From the explanation above, it can be concluded that a case study is a qualitative research method used to deeply understand a phenomenon, individual, or group in a particular context. This study involves various data collection techniques such as interviews, observations, and documentation. Case studies have several types, namely intrinsic, instrumental, and collective case studies, and aim to provide an in-depth and detailed description of an entity, which can later be used to produce theory.

2. Grounded Theory

Grounded theory research is research that builds new theories from empirical data, rather than developing existing theories. Grounded theory focuses on developing theories from a specific phenomenon that involves direct interaction and participation of research subjects in the process.

The purpose of grounded theory research is theorizing data. This research is not to test a theory or start from a theory, but from data to theory. Therefore, a planned and orderly (systematic) process is needed. This research is suitable for research on behavior. (Murdiyanto, 2020)

Creswell (2005) put forward the following steps for conducting grounded theory research:

- a. Determination of method suitability

- b. Identification of the process to be studied
- c. Research access and permission
- d. Data collection until theoretical saturation is achieved
- e. Data encoding
- f. selective coding and theory development
- g. validation of the resulting theory.(Abdussamad, 2021)

It can be concluded that grounded theory research is an approach that aims to build new theories based on empirical data, without relying on existing theories. Focus this research is on specific phenomena through direct interaction and participation of subjects.

3. Phenomenology

Phenomenological research is research where the aim of its application is to seek and reveal common meanings of a phenomenon or concept that becomes experience of a group of individuals. Because this method reveals the essence of the meaning of a group of individuals, phenomenological research becomes a research method that is close to psychology and philosophy. Phenomenology is often equated with narrative and ethnographic studies. The difference is, phenomenology explains the universal essence of the phenomena experienced by a group of individuals. One of the advantages of phenomenological research is that this research can reveal hidden experiences in the philosophical and psychological aspects of individuals and is arranged in such a way with a descriptive form as if the reader can understand the life experiences experienced by the research subjects.

Furthermore, because phenomenological research is conducted in natural settings, there are no restrictions on how a notion or phenomena might be interpreted or comprehended. Creswell (1998) asserts that the phenomenological method delays making any conclusions on natural attitudes until a specific foundation is established. Typically, this delay is referred to as epoche (time period). The idea of epoche is to separate the researcher's opinion from the data area (topic). In order to comprehend what respondents are saying, researchers gather and organize preliminary hypotheses about events around the idea of epoche.(Murdiyanto, 2020)

The phenomenological type can be an option for qualitative researchers if it can meet the following criteria:

- a. Descriptive focus: Describing human interactions (individuals/groups) through symbols and communication.
- b. Micro-subjective objectives: Research objectives are specific, detailed, and in-depth.
- c. Complex relationships: Exploring historical, functional, teleological, dialectical, and religious relationships.
- d. Researcher expertise: The researcher masters phenomenological strategies.
- e. Psychic strata: Research issues related to human relationships at the psychic level.(Nasution, 2023)

From the explanation above, it can be concluded that phenomenology is a qualitative research method that aims to reveal the essential meaning of the life experiences of a group of individuals towards a phenomenon that is presented in the form of a description, so that readers can understand the condition of the research subject.

4. Ethnography

Ethnography is the in-depth study of natural behavior within a culture or social group, with the aim of understanding that culture from the perspective of the participants. This research, often called fieldwork, is conducted in a natural setting, observing the behavior of individuals or groups without intervention, to uncover their characteristics and customs. Rooted in anthropology, ethnography is useful in a variety of fields, including education. Educators can use it to research schools in different locations, to understand the social norms and dynamics of school communities, and how school culture interacts with local cultures. Schools, with their unique cultures, are ideal subjects for ethnographic study. (Abdussamad, 2021)

Ethnography studies humans and culture, thus the scope of ethnographic studies includes everything related to human culture. These things include: language, technological systems, economic systems, historical origins, knowledge systems, social organizations, arts, religion and beliefs, and natural features and climatology. (Manan, 2021)

The procedure for conducting ethnographic research can be explained as follows:

- a. Identification of problems
- b. Access to data can be obtained
- c. Establishing collection techniques
- d. Analyze, interpret and discuss the results of data analysis. (Abdussamad, 2021)

It can be concluded that ethnography is an in-depth research method on natural behavior in a culture or social group, with the aim of understanding the culture from the perspective of the actors. This research, which is often conducted in a natural environment without intervention, is very useful in various fields, including education, where educators can study the dynamics of school communities and the interaction of school culture with local culture. Ethnography covers various aspects of human culture, such as language, economic systems, history, and art.

Application of Qualitative Research Methods in Islamic Religious Education Research

1. Application of Case Study Research Method in Islamic Religious Education Research

Case study is one of the qualitative research that is relevant to research in the field of Islamic Religious Education (PAI). With this method, it will help researchers in exploring in depth a specific phenomenon that occurs in the environment of religious education. An example of the application of this

method in Islamic Religious Education research is the research on "Implementation of the Al-Qur'an Tahfidz Program for Students with Special Needs: Case Study at Islamic Boarding School X." This research discusses comprehensively how schools develop special methods in the tahfidz program for students with special needs, what learning strategies are applied, what are the reasons for teachers implementing the program, what obstacles are faced, and how teachers and students adapt to the program.

Another example of a case study research in the field of Islamic Religious Education is a study conducted by Muhamad Akip, Sujarwo and Candres Abadi entitled "Islamic Religious Education in Overcoming Bullying (Case Study of SMPIT Nur Riska Lubuklinggaudeng" by using case study research, researchers can examine how Islamic Religious Education overcomes bullying cases in schools, describes the issue of bullying in schools, how the role of teachers and the Islamic Religious Education program (Peaceful School) in overcoming bullying, and not only describes the role of teachers and Islamic Religious Education but also how social interactions with students in schools are related to bullying cases. In addition, it also describes the impact of bullying in schools and how to run the Peaceful School program in overcoming bullying cases in schools. (Akip et al., 2023)

The examples of research provided show how valuable case studies are in uncovering the dynamics that occur in educational environments. Overall, the use of case studies in PAI not only provides in-depth insights into specific issues, but also has the potential to produce practical and applicable recommendations for improving the quality of education and student well-being. By understanding the context and first-hand experiences, researchers can make significant contributions to the development of better educational policies and practices.

2. Application of Grounded Theory Research Method in Islamic Religious Education Research

Grounded Theory research aims to develop new theories based on data collected directly from the field. In the context of Islamic Religious Education, this method can be used to understand and create new learning models that are relevant to the needs of society. For example, research with the title "Development of PAI Learning Model Based on Local Wisdom: Grounded Theory Study in Traditional Islamic Boarding Schools". By using the grounded theory method in the title of this research, it will be possible to generate a new theory about the PAI learning model that integrates local wisdom values, by interviewing respondents and informants such as teachers and students about how learning in traditional Islamic boarding schools is to find patterns that will later be developed into a contextual PAI learning theory.

Another example of grounded theory research is the research conducted by Ahmad Jamin entitled "Developing Student Character Through Scientific Approach in Islamic Religious Education Learning Based

on the 2013 Curriculum (A Grounded Theory)". This research examines the development of student character through a scientific approach in Islamic Religious Education (PAI) learning based on the 2013 Curriculum. (Jamin, 2019) This study aims to develop a theory or model of character development based on a scientific approach in Islamic Religious Education, which has not been widely described before. By developing this learning model, it will not only produce graduates who are religious but also reliable in science and technology. Therefore, Grounded theory is suitable for exploring new theories from the data collected from this study.

3. Application of Phenomenological Research Methods in Islamic Religious Education Research

Phenomenology is well suited to exploring the subjective experiences of individuals or groups in the context of Islamic Religious Education. For example, The application is a study entitled "Spiritual Experience of Islamic Religious Education Teachers in Teaching in Muslim Minority Areas: A Phenomenological Study". This study explores the essence of the experiences of Islamic Religious Education teachers who teach in areas with a minority Muslim population, how they interpret these experiences, the challenges they face, and the adaptation strategies they develop. Through in-depth interviews and participant observation, this study can reveal the deepest meaning of the experience of teaching Islamic Religious Education in a minority context.

Another example of phenomenological research is research conducted by Wina Janustisia Sari, Nurhayati, and Muliati. entitled "Islamic Religious Education (PAI) Problems in the Digital Era Phenomenological Review." This study discusses the problems of learning Islamic Religious Education (PAI) in the digital era, using a phenomenological approach to explore how the experiences and meanings are felt by the parties involved. This study identifies challenges in PAI learning, such as learning methods that tend to be traditional, dualism of the education system, low mastery of technology, and minimal digital literacy. (Janustisia Sari, Wina, Muliati, 2020)

The type of phenomenological research was chosen because its main objective is to understand the subjective experiences and meanings given by individuals to the problems of Islamic Religious Education learning in the digital era. This approach allows researchers to explore and dig deeper into how students, educators, and other stakeholders interpret the challenges they face, as well as their impact on the quality of Islamic education. This method is relevant because it places human experience at the center of the study, which is important for understanding complex phenomena in education amidst changes in the technological era.

4. Application of Ethnographic Research Methods in Islamic Religious Education Research

Ethnographic approach in Islamic Religious Education research can be used to understand the cultural dimension in Islamic religious learning. An example is the study entitled "Cultural Acculturation in Islamic Religious

Education Learning: Ethnographic Study of Education in Coastal Madrasah". This study examines how local coastal cultural values interact with Islamic Religious Education learning, how teachers and students interpret and integrate the two elements, and how the acculturation process affects the effectiveness of Islamic Religious Education learning. Through long-term participant observation, in-depth interviews, and analysis of cultural artifacts, this study can provide an in-depth understanding of cultural dynamics in Islamic Religious Education learning.

An example of research that uses ethnographic research is research conducted by Irfan Musadat and Maulidia Nafi'atul Khorimah with the title "Islamic Religious Education Teachers' Strategies in Fostering and Shaping Students' Morals (Ethnographic Study at State Junior High School 2 Donomulyo)." This study uses an ethnographic method that focuses on observing culture and customs in a particular environment, namely SMP Negeri 2 Donomulyo. This method involves direct interaction with the object of research through observation, interviews, and documentation to understand the Islamic Religious Education (PAI) strategy teachers in forming students' akhlakul karimah. (Musadat & Khorimah, 2023) With this approach, researchers can gain an in-depth picture of the daily practices carried out by teachers and how moral values are effectively instilled in the context of the school culture.

5. Combination of Qualitative Methods in Islamic Religious Education Research

In practice, Islamic Religious Education research can combine several approaches to gain a more comprehensive understanding. For example, research entitled "Transformation of Islamic Values in Character Education at Madrasah Aliyah X". This research combines a case study approach to understand program implementation, phenomenology to examine student and teacher experiences, and ethnography to analyze the cultural context of the school. This combination of methods allows researchers to gain a richer and deeper understanding of the process of transforming Islamic values in character education.

CONCLUSION

Qualitative research plays a vital role in the field of Islamic Religious Education (PAI) with its ability to explore the deep meaning of various religious and cultural phenomena that exist in society. Various types of qualitative methods, such as case studies, grounded theory, phenomenology, and ethnography, can be applied to understand specific issues in Islamic education, from program implementation to individual experiences in diverse contexts. By applying these methods, researchers can generate insights that not only enrich science but also provide practical recommendations that have the potential to improve the quality of education and the relevance of Islamic values in everyday life. The combination of these approaches allows for a more comprehensive understanding, so that the contribution of research in PAI can be more significant

and have a positive impact on society.

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