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Metodologi Penelitian Pendidikan Ekonomi Pertemuan 5

Ringkasan Jurnal: “Understanding and Applying Research Paradigms in Educational Contexts” (Charles Kivunja & Ahmed Bawa Kuyini, 2017)

The article explores the meaning, structure, and application of research paradigms within educational contexts, aiming to help higher degree research (HDR) students understand and apply them appropriately in their proposals. Drawing on ethnographic and hermeneutic perspectives, the authors clarify that a research paradigm represents a researcher’s worldview a set of beliefs that shapes how one perceives, interprets, and conducts inquiry.

According to Lincoln and Guba (1985), a paradigm comprises four key elements:

1. Epistemology – how knowledge is acquired and justified;
2. Ontology – the nature of reality and existence;
3. Methodology – the strategy or design of inquiry;
4. Axiology – the role of values and ethics in research.

The paper also highlights the historical controversies surrounding the term “paradigm,” particularly the so-called “paradigm wars” in the social sciences. These debates stem from varying interpretations of what constitutes a paradigm and the struggle among disciplines to define and claim new paradigms. The authors argue that in educational research, recognizing one’s paradigm is vital because it influences every decision—from formulating questions to interpreting findings.

The paper identifies four dominant paradigms used in educational research:

- Positivist paradigm, grounded in scientific objectivity, measurement, and hypothesis testing, emphasizing empirical, quantitative methods.
- Interpretivist (Constructivist) paradigm, which views reality as socially constructed and values qualitative understanding through interaction, context, and meaning-making.
- Critical (Transformative) paradigm, focused on addressing issues of power, inequality, and social justice through participatory and emancipatory methodologies.
- Pragmatic paradigm, which advocates mixed methods and practical solutions, emphasizing “what works” over philosophical purity.

Kivunja and Kuyini argue that understanding these paradigms is essential because each influences methodological choices from data collection to analysis. The paper highlights how methodological implications depend on paradigm selection, determining the researcher’s stance on reality, knowledge, and ethics.

In conclusion, the authors emphasize that a strong grasp of epistemology, ontology, and axiology enables researchers to justify their paradigm choice, ensuring philosophical coherence and methodological rigor in educational research.