

topazArt

ART - EDUCATION - TECHNOLOGY

Pengolahan Data Kualitatif dengan



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UNIVERSITAS RESPATI INDONESIA

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Professional Career

- 2022 **Managing Editor.** *International Journal of Educational Technology and Artificial Intelligence.* (IJETA). Indonesia
- 2022 **Board of Editor.** *Journal of Information Systems Education* (JISE). USA
- 2020 **Board of Editor.** *European Scientific Journal* (ESJ).Spain
- 2021 **Founder.** *Topazart Educational Development.* Tangerang
- 2020 - 2022 **Researcher.** *Kalbis Institute.* Jakarta
- 2013 - 2020 **Dean.** Faculty of Creative Industries
Dean. Faculty of Computer Science and Communication Science
Kalbis Institute. Jakarta
- 2012 **Reviewer.** *Journal of Information Systems Education* (JISE)
USA
- 2004 - present **IT Committee**
Indonesian Bible Society. Jakarta.
- 1995 - 2020 **Lecturer.** *Universitas Persada Indonesia YAI.* Jakarta
- 1992 - 1998 **Function Decorator.** *Borobudur Inter-Continental Hotel* and
Grand Hyatt Hotel, Jakarta
- 1986 - 1998 **Graphic Designer / Illustrator.** *Indonesian Bible Society,*
Jakarta
- 1978 - 1985 **Graphic Designer / Illustrator.** *Cipta Loka Caraka Publisher,*
Jakarta
- 1970 - present **Painting Artist**
- 1971 - 1980 **Film Poster Painting Artist**

Enter



TOPIC



Introduction



Qualitative Research

- What is Qualitative

- Qualitative Data

- Qualitative Data Analysis



Qualitative Software



Planning



Input Data



Coding



Query



Chart

INTRODUCTION

QUALITATIVE RESEARCH

describe & analyze

**phenomenon, evidence,
social activities, attitude,
believe, perceptions,
thinking of individual or group,
etc**



**QUALITATIVE METHOD
HAS BEEN USING
IN VARIETY
OF FIELDS**

**researchers can involve
in their research with heart**



**Improve Research
through
Using Qualitative Data Processing**

NVivo

Download at
<https://www.qsrinternational.com>



QUALITATIVE RESEARCH

PENELITIAN KUALITATIF

Peneliti



**Yang
Diteliti**

interaktif

Data tidak berbentuk angka, lebih banyak berupa narasi, deskripsi, cerita, dokumen tertulis dan tidak tertulis (gambar, foto).

kekuatan pada diri peneliti sendiri



	Qualitative	Quantitative
Focus	Quality or meaning of experience	Quantity, frequency, magnitude
Philosophical Roots	Constructivism, interpretivism	Positivism
Goals of Investigation	Understand, describe, discover	Predict, control, confirm, test
Design Characteristics	Flexible, evolving, emergent	Structured, predetermined
Data Collection	Researcher as instrument	External Instruments: tests, surveys



Tujuan Penelitian Kualitatif

- **menggambarkan dan mengungkap**
(to describe and explore)
- **menggambarkan dan menjelaskan**
(to describe and explain)



Interaksi pada Penelitian Kualitatif

- hubungan sosial antara peneliti dan responden
- tindakan seseorang tergantung tafsirnya
- penelitian kualitatif bersifat induktif

- peneliti tidak berposisi untuk menilai orang lain
- peneliti memahami cara pandang responden

Responden Penelitian Kualitatif

**TIDAK ADA PERINCIAN JUMLAH DAN
TIPE INFORMAN YANG PASTI**

- responden dipilih secara sengaja

bukan jumlah responden
tetapi potensi untuk memberi pemahaman



Data Kualitatif

Berbentuk deskriptif

- berujud uraian terperinci, kutipan langsung, dan dokumentasi kasus,
- tanpa mencoba mencocokkan suatu gejala dengan kategori baku yang telah ditetapkan

Tangkapan atas perkataan subjek penelitian,

- peneliti memahami masyarakat menurut pengertian mereka sendiri

Bersifat mendalam dan perinci,

- sehingga juga bersifat panjang lebar

teks, catatan harian, catatan lapangan



Data Kualitatif

Sumber data primer:

- responden
- informan

Reliablilitas data

- konsistensi pemberian kode

Tingkat keakuratan data

- akurasi penelitian dalam memahami data
- cara pandang penelitian terhadap data

Macam Data Kualitatif

Dokumen kuesioner

- pertanyaan open-ended

Dokumen wawancara

- pertanyaan open-ended
- transkrip disimpan dalam file teks

Catatan pengamatan

- pada umumnya berupa tulisan tangan

Rekaman audio

- untuk menggali isi wawancara lebih lengkap

Rekaman video

- untuk menggali isi video lebih dalam

Data dari buku

- digunakan dalam pengolahan data bersama lainnya

Data dari halaman web

- digunakan dalam pengolahan data bersama lainnya



Organisasi Data

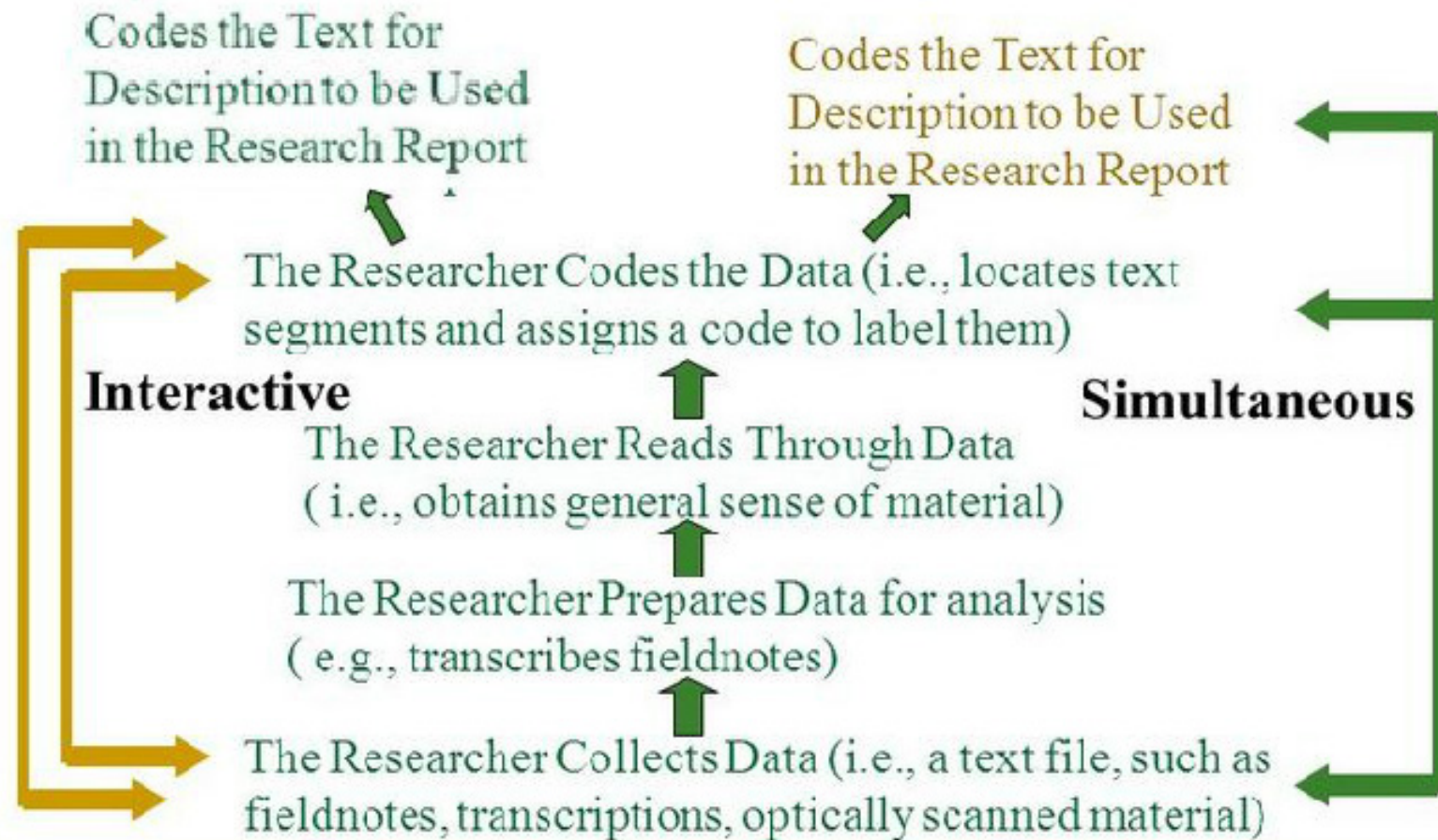
Organisasi data yang sistematis memungkinkan peneliti untuk:

- **Memperoleh kualitas data yang baik**
- **Mendokumentasikan analisis yang dilakukan**
- **Menyimpan data dan analisis yang berkaitan dengan penyelesaian penelitian**



Analisis Data Kualitatif

The Qualitative Process of Data Analysis



Henry Talk about changes that you've seen in this area.

Fishing

Barbara: *I think that now there's a sense the commercial fishing as a live in dying as a visible option. And I know - I think that it is a change since 30 years or 15 years ago. I don't remember that being sort of these sense of doom. For me that's the most profound. That's a huge thing that I think is very sad. And that has to do with - that's such a complex situation - the water quality and also the over harvesting and tearing up the bottom - all these different things that are factors.*

Environmental change

Henry And what's contributed to the water quality issues? What's caused that problem?

Water quality

Barbara The biggest factor in my understanding is stormwater runoff. Considering the amount of wetlands we have and the amount of land - we don't have a lot of impervious surfaces Down East. I think Down East is still in pretty good shape, as opposed to other parts of the county which are much more developed. I mean, there's agricultural runoff and septic system failures, but the largest thing in my understanding that affects the water quality is stormwater runoff. And that is as bigger developments and more dense developments - that would become more of a problem.

Water quality

Henry Are there changes that you've observed to the landscape of the area?

Development

Barbara Just so much clear-cutting. It has stopped lately, but a lot of time if somebody wants to make some land ready to sell, they just cut everything - clear-cut everything. Suddenly, it's supposed to be a more marketable piece of property, which I don't agree with. So loss of habitat for small, like the red foxes and lots of other animals. But there's a tremendous amount of loss of habitat from just all this clearing of land.

Henry What is your vision of how you would like Down East to be in the future?

Los

Barbara Maintaining the water quality and environmental protection is critical. And because now, there's some concern that development happen in a way that still protects the environment. development is gonna start to become low-impact development as just a matter of course because really that many downsides to it. And there's a big upside to it. And I would hope that we could fishing viable because I really think it has to do with also our local food security sort of. We have and the people know how to gather the food from the waters here.



Coding Manual

- **Pertama**, peneliti menyusun transkrip kata demi kata atau catatan lapangan, memberi kolom kosong di sisi kanan-kiri catatan, memungkinkan dilakukan koding
- **Kedua**, peneliti secara urut dan kontinu melakukan penomoran pada baris-baris transkrip
- **Ketiga**, peneliti memberikan nama untuk masing-masing berkas dengan kode tertentu. Gunakanlah kode yang sesuai dengan catatan penelitian tersebut



- ***Membaca transkrip*** untuk mengidentifikasi kemungkinan tema-tema yang muncul. Tema ini dapat memodifikasi proses pengambilan data berikutnya.
- ***Membaca transkrip*** berulang-ulang sebelum melakukan coding untuk memperoleh ide umum tentang tema, sekaligus menghindari kesulitan mengambil kesimpulan
- ***Selalu membawa*** buku catatan, komputer atau tape recorder untuk mencatat pemikiran-pemikiran analitis yang muncul secara spontan
- ***Membaca kembali*** data dan catatan analisis secara teratur, dan segera menuliskan tambahan-tambahan pemikiran, pertanyaan dan ide tambahan begitu hal itu muncul



Kepekaan Teoretis

- **Kualitas personal** yang dimiliki peneliti, mengindikasikan kesadaran tentang detail dan kompleksitas makna dari data.
- Tergantung pada jenis dan **penguasaan referensi**, **pengalaman**, dan **kepekaan terhadap fenomena** yang diteliti.
- Kemampuan untuk **mengolah “insight”**, memberi makna pada data, memahami, memilih dan memilah data.



Sumber Kepekaan Teoretis

- **Pengalaman pribadi.** Mengalami langsung dan bersentuhan dengan masalah-masalah yang kita diteliti
- **Wawasan.** Wawasan dan pemahaman tentang fenomena.
- **Literatur.** Kekayaan bahan bacaan tentang teori, penelitian, berbagai jenis dokumen
- **Proses analisis.** Semakin banyak seorang peneliti melakukan penelitian dan terjun ke lapangan,



QUALITATIVE SOFTWARE

QUALITATIVE SOFTWARE

Help user in working easily

(computerized manual manual activites)

- Coding
- Classification
- Making Note
- Query
- Model

**NOT GENERATE THE CONCLUSION
OF RESEARCH**



SOFTWARE

Weft QDA

- **text data**
- free software
- Windows, Mac, dan Linuxs

CDC EZ-Text

- developed by CDC
(Centers for Disease Control & Prevention) in Atlanta.
- **semi structured data**
- free software - can be downloaded
from <http://www.cdc.gov>

Nvivo

- **variety data**: document (Word, pdf), image, video, audio, web page, book, notes, etc
- can be used in network research



Nvivo

Advantages of NVivo

- Import **document** (.doc, .rtf, .txt, pdf, excel)
- Import **document** (SPSS, Survey Monkey)
- Import **reference** (Mendeley, Endnote, Zotero)
- Import **video** (.mpg, .mpeg, .mpe, .wmv, .avi, .mov, .qt, .mov)
- Import **audio** (.mp3, .wma, .wav)
- Import **image** (.bmp, .gif, .jpg, .jpeg, .tif)
- **Organize** data
- Using **External data** (book, web page, social media, hand written)
- **Export result** (model, charts, query)
- **Export information** (charts in PDF format)
- Import and export **data for spreadsheet**, statistic software)
- Generate **report** (project summary, source summary, node summary, relationship summary, coding summary)



Is NVivo right for you?

Useful for data sets of

- various sizes, mixed media and mixed methods data,
- small or large team research projects
- cloud server functionality.

Broad capabilities and its **interface is user-friendly** relative to other similar programs.

Becoming an **industry standard** for archiving qualitative data



REMEMBER

- **NVivo can do very little analysis for you,**
and it relies heavily on user input
- **Learning NVivo takes work**
this workshop won't be enough
- **Organizing data into NVivo takes more work**
- **NVivo is known to run slowly or crash,**
especially on older computers
- **NVivo does not work without some plugin**
installed properly



NVivo Trial

Welcome to the NVivo Trial

You have 10 days until your trial expires.

Select the edition that best suits your needs.

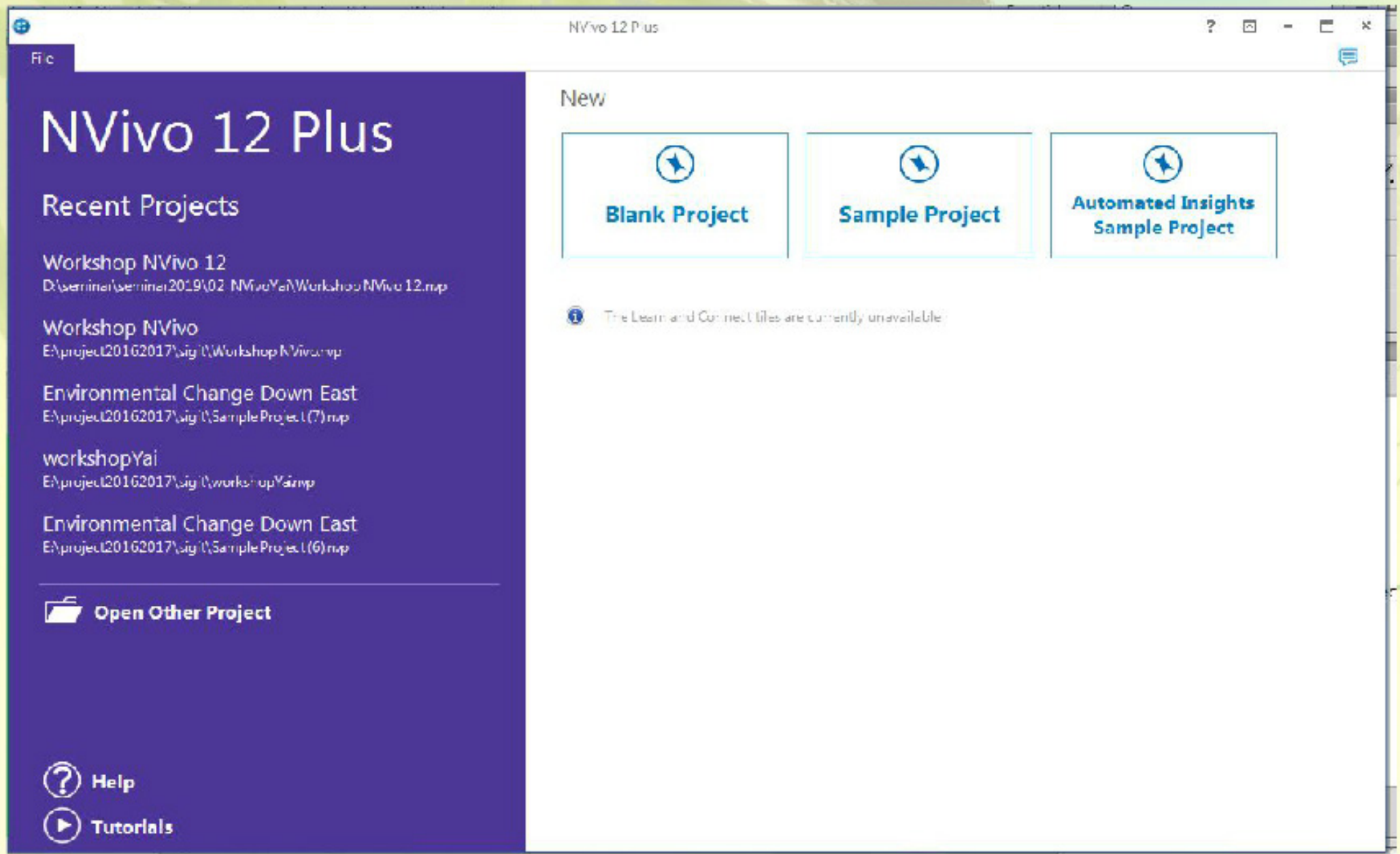
● NVivo Pro	● NVivo Plus
<p>Pro includes all the features of Starter with support for additional file types and advanced organizational, query and visualization tools. It's perfect for more complex research projects and for those working in small teams.</p> <ul style="list-style-type: none">• Work with text, audio, video, images, spreadsheets, web and social media data.• Use powerful queries to ask complex questions and identify meaning in your data.• Create visual maps to brainstorm ideas and analyze connections.• Merge projects and compare analysis of team members for consistency.	<p>The Plus edition includes all the features of Pro, plus innovative automated insights and social network analysis tools. It's perfect for gaining quick insights into larger amounts of data or to visualize, analyze and understand social network structures.</p> <ul style="list-style-type: none">• Efficiently work with larger amounts of data.• Discover emerging themes and sentiment within your data in a matter of minutes.• Create social network visualizations from social media or project data.• Discover critical network roles like influencers, connectors and brokers through network metrics.

[View the Feature Comparison to learn more.](#)

Show this screen at next launch

Launch NVivo





First display



Memu

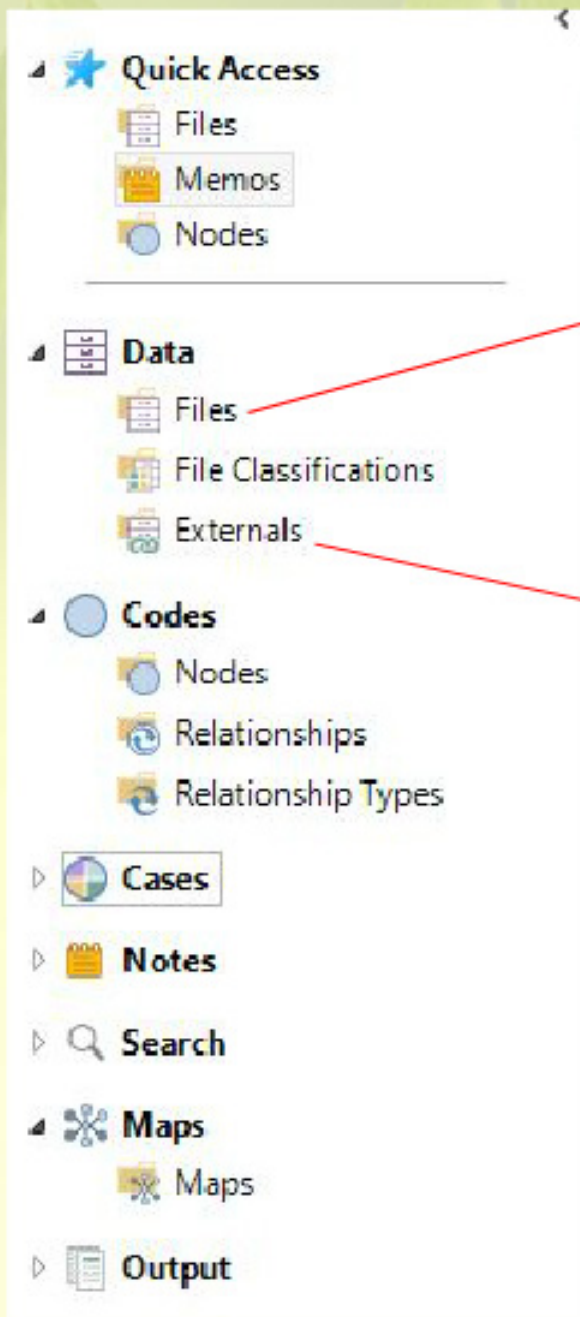
Title bar

The screenshot displays the NVivo 12 Plus software interface. At the top, the title bar reads "Sample Project.nvp - NVivo 12 Plus". The main menu bar includes options like File, Memo, Import, Create, Explore, Share, and PDF Tools. Below the menu, there are various toolbars for PDF selection, coding, and annotations. On the left, a navigation pane shows a tree view with categories like Quick Access, Data, Codes, Cases, and Notes. The central pane shows a search results table for "Literature" with one entry: "Analyzing Estuarine". The right pane displays a preview of a PDF document from the "Journal of Coastal Research", volume 26, issue 5, pages 817-830. The article title is "Analyzing Estuarine Shoreline Change: A Case Study of Cedar Island, North Carolina" by Lisa Cowart, J.P. Walsh, and D. Reide Corbett. The abstract discusses climate change and coastal development. At the bottom, a status bar shows "1 Item", "Linked", "Codes: 0", "References: 0", "Read-Only", "Page: 1", and a zoom level of "100%".



Literature






- Questionnaires
- Interviews (audio, video)
- Report
- Reference (Mendeley, Endnote)
- Notes
- Images
- Web site
- Book, Journal, Magazine
- Youtube
- Video

Standard Options



Interviews		Search Project				
Name	Codes	References	Modified On	Modified By	Classification	
Ra-lara		43	197	06/05/2015 7:55	WWS	Interview
Betty and Paul		13	41	06/05/2015 7:55	WWS	Interview
Charles		38	134	06/05/2015 7:55	WWS	Interview
Dorothy		39	120	06/05/2015 7:55	WWS	Interview
Helar		14	50	06/05/2015 7:55	WWS	Interview
Ken		17	56	06/05/2015 7:54	WWS	Interview
Margaret		35	70	06/05/2015 7:55	WWS	Interview
Maria and Daniel		13	150	06/05/2015 7:55	WWS	Interview
Mary and James		42	111	06/05/2015 7:55	WWS	Interview
Richard and Patricia		35	101	06/05/2015 7:57	WWS	Interview
Robert		31	96	06/05/2015 7:57	WWS	Interview
Susan		47	146	06/05/2015 7:53	WWS	Interview
Thomas		28	112	06/05/2015 7:58	WWS	Interview
William		47	106	06/05/2015 8:03	WWS	Interview

modifier intial



File Information



Imported file (doc, pdf)

Search Project

Interviews

Name	Codes	References
Barbara	43	197
Betty and	13	41
Charles	38	134
Dorothy	39	128
Helen	14	50
Ken	17	56
Margaret	35	78
Maria and	43	150
Mary and	42	111
Richard an	35	101
Robert	31	96
Susan	47	146
Thomas	28	112
William	47	106

Barbara

[Click to edit](#)

Interview with Barbara on February 19th, 2009 at her home in Bettie, North Carolina. Barbara writes cooking curriculum materials and does earth science environmental consulting work for soil scientists.

Q.1. Connection to Down East

Henry
Tell me about your personal and family history in Down East. How long have you or your family been living Down East full time or part time?

Barbara
My family moved here when I was two years old in 1969. My parents still live here. They live down in Gloucester. But I was raised in Beaufort, in town, and went to Beaufort Elementary and middle school and high school, then moved away for college. So I've lived here most of my life although I've moved away.

Content imported file



Interview



Sample Project (4).nvp - NVivo 12 Pro

Classification Tools

Classification

File Home Import Create Explore Share

Name Hierarchical Name Label Format

Transpose Move Column Left Move Column Right View

Hide & Unhide Sort & Filter Reset Settings New Attribute

Quick Access

- Files
- Memos
- Nodes

Data

- Files
 - Area and Township
 - Interviews
 - Literature
 - News Articles
 - Social Media
 - Survey
- File Classifications
- Externals

- Codes
- Cases
- Notes
- Search
- Maps
- Output

Interviews Search Project

Name	Codes	References
Barbara	43	197
Betty and Paul	10	41
Charles	38	134
Dorothy	39	128
Helen	14	50
Ken	17	56
Margaret	35	78
Maria and Daniel	43	150
Mary and James	42	111
Richard and Patricia	35	101
Robert	31	96
Susan	47	140
Thomas	28	112
William	47	106

text

video

audio

Interview

	A: Interviewer	B: Date	C: Time
1: Barbara	Henry	2/13/2009	12:00:00 PM
2: Betty and Paul	Henry	2/28/2009	3:00:00 AM
3: Charles	Linda	5/14/2009	10:00:00 AM
4: Dorothy	Henry	4/21/2009	1:30:00 AM
5: Helen	Henry	2/24/2009	4:00:00 AM
6: Ken	Henry	2/20/2009	8:00:00 AM
7: Margaret	Nancy	5/14/2009	10:30:00 AM
8: Maria and Daniel	Elizabeth	2/20/2009	2:00:00 AM
9: Mary and James	Henry	4/21/2009	3:30:00 AM
10: Richard and Patricia	Henry	2/25/2009	1:00:00 AM
11: Robert	Henry	4/14/2009	6:00:00 AM
12: Susan	Nancy	5/11/2009	2:00:00 AM
13: Thomas	Henry	6/1/2009	11:00:00 AM
14: William	Henry	4/2/2009	9:30:00 AM



Sample Project (4).rvp - NVivo 12 Pro

File Home Import Create Explore Share Audio Tools Audio

Zoom Quick Coding Annotations See Also Links See Also Links Relationships Coding Stripes Highlight

Play Mode Loop Playback Start Selection Finish Selection Play Selected Rows

Quick Access Files Memos Nodes

Data Files Area and Township Interviews Literature News Articles Social Media Survey File Classifications External

Codes Cases Notes Search Maps Output

Search Project

Interviews

Name	Codes	References
Barbara	43	197
Betty and Paul	13	41
Charles	38	134
Dorothy	39	128
Helen	14	50
Ker	17	56
Margaret	35	78
Maria and Dania	43	150
Mary and James	42	111
Richard and Patri	35	101
Robert	31	96
Susan	47	146
Thomas	28	112
William	47	106

Interview Helen Betty and Paul Ker

Timespan	Text
1 0:00.0 - 0:30.0	Henry asks what is Helen's vision for the landscape Down Ea
2 0:30.0 - 1:00.0	She thinks that a balance is achievable between environment beauty and its importance to ecosystem services (nursery gro
3 1:00.0 - 1:30.0	Helen says that Down East needs to have both environmental optimistic that such a balance could be achieved, and what e
4 1:30.0 - 2:00.0	Helen responds that some developers have good visions for t
5 2:00.0 - 2:30.0	That said, Helen notes that some developers do come in, make people, without caring about the impact of the development c
6 2:30.0 - 2:41.7	Helen added that these types of situations have led to some r

Audio



ct(4).mp - NVivo 12 Pro

File Edit View Settings Help

Video Tools

File Edit View Settings Help

Waveform Video Player Annotations

Coding Strips Highlight

Play Mode

Stop Play/Pause Start Selection Finish Selection Play Selected Rows

Code Code In Vivo Auto Code Change Code

New Annotation Annotations

Word Cloud Visualizations

Search Project

Interviews

Name	Codes	References
Barbara	43	197
Betty and Paul	13	41
Charles	38	134
Dorothy	39	128
Heleen	14	50
Ken	17	56
Margaret	37	78
Maria and Daniel	43	150
Mary and James	42	111
Richard and Patricia	35	101
Robert	31	96
Susan	47	146
Thomas	28	112
William	47	106

interview Heleen Betty and Paul Ken

Click to edit

0:00:00 0:10:00 0:20:00 0:30:00 0:40:00 0:50:00 1:00:00 1:10:00

micspan

			Content
1	0:00:22 - 0:02:09		What are your favorite places?
2	0:02:09 - 0:03:33		Down East? I'd say [unclear] where I always grew up, and that...
3	0:03:33 - 0:03:53		Home
4	0:03:53 - 0:04:12		Home. It's my home. I've been here since I was a kid.
5	0:04:12 - 0:05:09		This area, this particular area is a nice spot. It'd be easy to see.
6	0:05:09 - 0:06:23		Like I say, got a good access 'cause passed down from our family.



Video



PLANNING

PLANNING

- **Identify Focus**
- **Planning codes**
- **Collecting Data**
 - Open ended questionnaires
 - Interviews
 - Digital references (journal, ebook, report)
 - Audio
 - Video
 - Printed books
 - Images
 - Note
- **Input Data**
- **Coding**
- **Query**
- **Create model to represent the idea**



Title

Stress in Online Learning Implementation

Codes

- Infrastructure
- Learning content
- Motivation
- Perception
- Skills
- Cause of stress
 - Overload
 - Internet connection
 - Lack of technology skills
 - Learning devices
 - Learning method changes



INPUT DATA

New Project

The screenshot shows the NVivo 12 Plus software interface. On the left is a dark blue sidebar with the title 'NVivo 12 Plus' and a list of 'Recent Projects' including 'Workshop NVivo 12', 'Workshop NVivo', 'Environmental Change Down East', and 'workshopYai'. Below the list is an 'Open Other Project' button and 'Help' and 'Tutorials' links. The main area is titled 'New' and contains three project options: 'Blank Project', 'Sample Project', and 'Automated Insights Sample Project'. A red arrow points from the 'Blank Project' button to a red-bordered box containing the word 'Click'. Below this are sections for 'Learn and Connect' with various educational and support resources. At the bottom right, there are social media icons for Facebook, LinkedIn, Twitter, and YouTube.

File

NVivo 12 Plus

Recent Projects

- Workshop NVivo 12
D:\seminar\seminar2016\02_NVivo\Ya\Workshop NVivo 12.nvp
- Workshop NVivo
E:\project20162017\sigit\Workshop NVivo.nvp
- Environmental Change Down East
E:\project20162017\sigit\Sample Project (7).nvp
- workshopYai
E:\project20162017\sigit\workshopYai.nvp
- Environmental Change Down East
E:\project20162017\sigit\Sample Project (6).nvp

Open Other Project

Help

Tutorials

New

- Blank Project
- Sample Project
- Automated Insights Sample Project

Learn and Connect

- Get the most out of your data
- Steps tutorial
- Courses, resources & support
- Deepen your learning with online courses & workshops
- Your automated transcription assistant - quick, easy, precise.
- Request and vote for new NVivo features

Connect with us

f in t y



New



Blank Project



Sample Project

1. Type title of project

The screenshot shows the 'New Project' dialog box with the following fields and annotations:

- Title:** A text box containing 'Stress in online learning implementation'. A red arrow points from the text '1. Type title of project' to this field.
- Description:** A text box containing 'Melihat peyebab stres dalam pelaksanaan pembelajaran online'. A red arrow points from the text '2. Write description' to this field.
- File name:** A text box containing 'D:\projectNVivo\Stres in Online Learning Impelemnation.nvp'. A red arrow points from the text '3. Click to browse storing project' to the 'Browse...' button next to it.
- Buttons:** 'OK' and 'Cancel' buttons are at the bottom. A red arrow points from the text '4. Click OK' to the 'OK' button.
- Other elements:** A checkbox labeled 'Write user actions to project event log' is unchecked. The dialog has a title bar with a question mark and a close button.

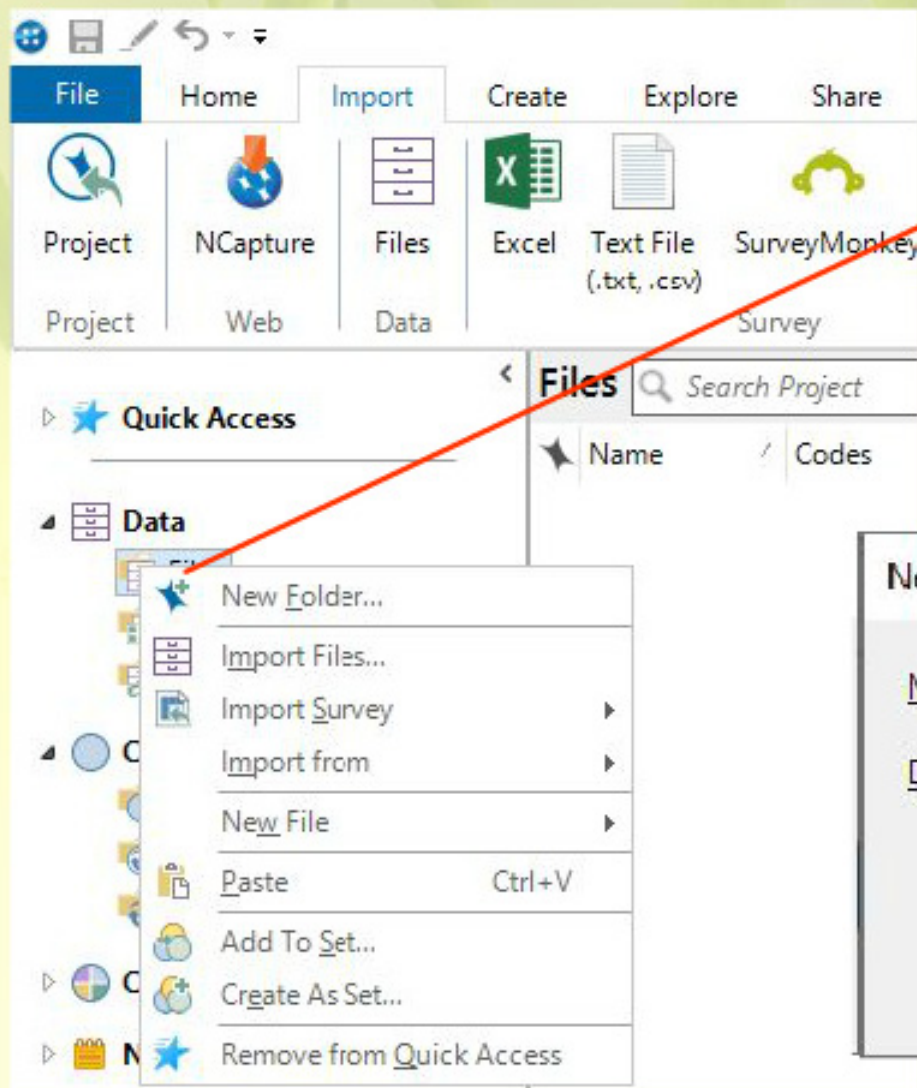
2. Write description

3. Click to browse storing project

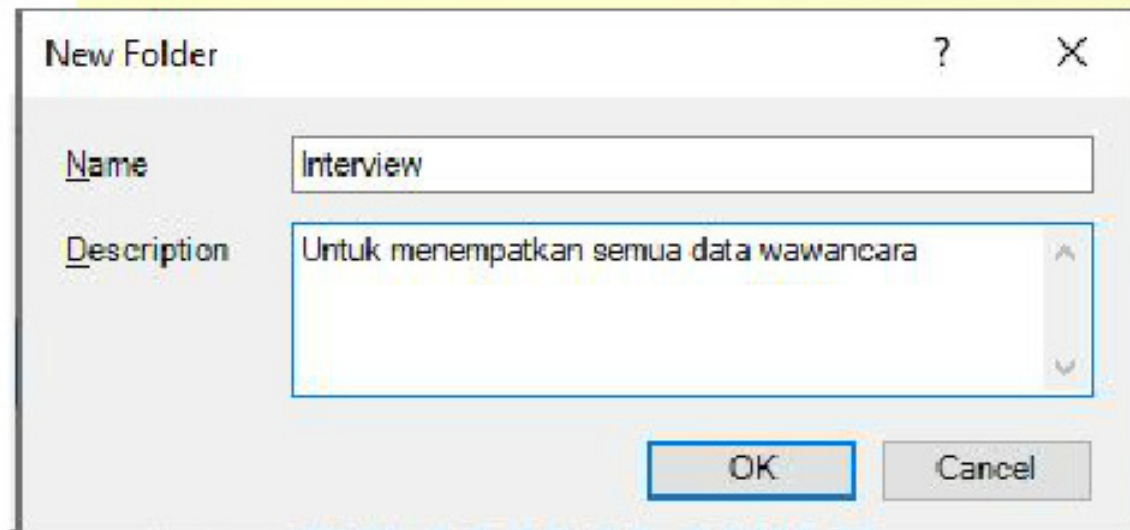
4. Click OK



Create sub folder Interview



1. Right-click **Files** > **New Folder**
2. Create folder "**Interview**"



Import Document

The screenshot shows a software interface with a top menu bar containing 'File', 'Home', 'Import', 'Create', 'Explore', and 'Share'. The 'Import' menu is open, showing options for 'Project', 'NCapture', 'Files', 'Excel', 'Text File (.txt, .csv)', 'SurveyMonkey', 'Qualtrics', 'SPSS', and 'Classifi Sh'. Below the menu bar, there is a search bar labeled 'Search Project' and a table with columns 'Name', 'Codes', and 'References'. The table is currently empty. A red box highlights the 'Import' menu item, and a red arrow points from the text '3. Click **Import**' to this box. Another red arrow points from the text 'In Folder **Interview**' to the 'Interview' folder in the left sidebar.

3. Click **Import**

In Folder **Interview**



2. Click File

3. Select File

**Import Document
doc, docx, pdf**

The screenshot displays the NVivo software interface. The 'Import' menu is open, showing options like 'Files', 'Excel', 'Text File (.txt, .csv)', 'SurveyMonkey', 'Qualtrics', 'SPSS', and 'Classification'. A file explorer window is open, showing a list of files in the 'reference\interview' folder. The file 'amandaPutri.docx' is selected. The 'Open' button is highlighted. Below the file explorer, the 'Import Files' dialog box is open, showing the file path 'sctNVivo\onlineLearning\source\reference\interview\amandaPutri.docx' and the 'Import' button.

3. Click Open

4. Click Import



Import Document

The screenshot shows the NVivo 12 Pro interface. The 'Import' tab is active in the ribbon, and the 'Document Properties' dialog box is open for a document named 'amandaPutri'. The dialog box has two tabs: 'General' and 'Attribute Values'. The 'General' tab is selected, showing the following fields:

Field	Value
Name	amandaPutri
Description	Wawancara mahasiswa Komunikasi
Location	Files\Interview
Size	3 KB
Color	None
Created On	13/02/2023 20:13
By	AH
Modified On	13/02/2023 20:13
By	AH

At the bottom of the dialog box, there are 'OK' and 'Cancel' buttons. A red arrow points from the 'OK' button to the instruction '6. Click OK' below the screenshot. Another red arrow points from the 'amandaPutri' text field to the instruction '5. Fill Document properties' below the screenshot.

5. Fill **Document properties**

6. Click **OK**



Import Document

The screenshot shows a software interface with a top navigation bar containing tabs: File, Home, Import, Create, Explore, and Share. The 'Import' tab is active, displaying several import options: Project, NCapture, Files, Excel, Text File (.txt, .csv), SurveyMonkey, Qualtrics, SPSS, and Classification Sheet. Below the navigation bar, there are three main sections: Quick Access (Files, Memos, Nodes), Data (Files, Interview, File Classifications, Externals), and Codes (Nodes, Relationships, Relationship Types). A search bar labeled 'Search Project' is visible. Below the search bar, a table titled 'Interview' displays the following data:

Name	Codes	References
amandaPutri	0	0

A red box highlights the 'amandaPutri' entry in the table, with the text 'Imported document Double click' written inside the box.



Search Project

Quick Start Steps | amandaPutri

Interview

Name	Codes	References
amandaPutri	0	0

Wawancara Eksplorasi Online Learning

Wawancara eksplorasi ini diperlukan dalam rangka mengetahui "Mengapa Mahasiswa Stress dalam menjalankan Online Learning"

Nama lengkap: Amanda Putri

Profesi: Mahasiswa

Bidang Studi: Komunikasi

Email: adell_lla@yahoo.com

Q1

Bagaimana menggunakan Infrastruktur digital untuk online meeting seperti Zoom, Google Meet dan lainnya?

Online meeting Zoom dan GoogleMeet dapat membantu pembelajaran Online

Q2

Bagaimana kemudahan dan kesulitannya melakukan online learning?

Perkuliahan secara online dirasa kurang efektif. Dosen hanya menielaskan secara tecritis dan tanpa

**Dengan cara yang sama import
semua dokumen wawancara**

Contact:
Beth | Conference Secretary |
ctw@calacw.net



Name: Linda
Profession: Gamer
Date: March 3, 2021

Q1

Anton

Before the COVID-19 pandemic era, young people spend their time for hang up in a coffee shop while playing mobile games. Now you can play the game while waiting your order to be delivered and drinking coffee at home. Tell me, how about your drinking coffee, and give your opinion about playing games.

Linda

I started drinking coffee when I was in S my family. After I graduate d from schoo since I spend most of my time to play ga coffee in the morning, after having lunch coffee 3 times a day.

Anton

Great, you are a gamer. Can a game supp

Linda

Sure. You can find many mobile games a

Organizing Instrument

The screenshot shows a chat window with the following content:

Name: Indra
Profession: Student
Date: March 3, 2021

Q1
Before the COVID-19 pandemic era, young people spend their time for hang up in a coffee shop while playing mobile games. Now you can play the game while waiting your order to be delivered and drinking coffee at home. Tell me, how about your drinking coffee, and give your opinion about playing games.

I like coffee sometimes only. I prefer drink tea than coffee. Games are needed to support education. So, students especially in elementary school can learn while they are playing

Q2
There are many marketing media, that are delivered through internet. Can a game support the coffee marketing?
I think it is a great idea. We can search in Google how many ads using games, and how many mobile games about coffee in Play\$ tore and Apps \$ tore. The games are used to appeal customer to drink coffee

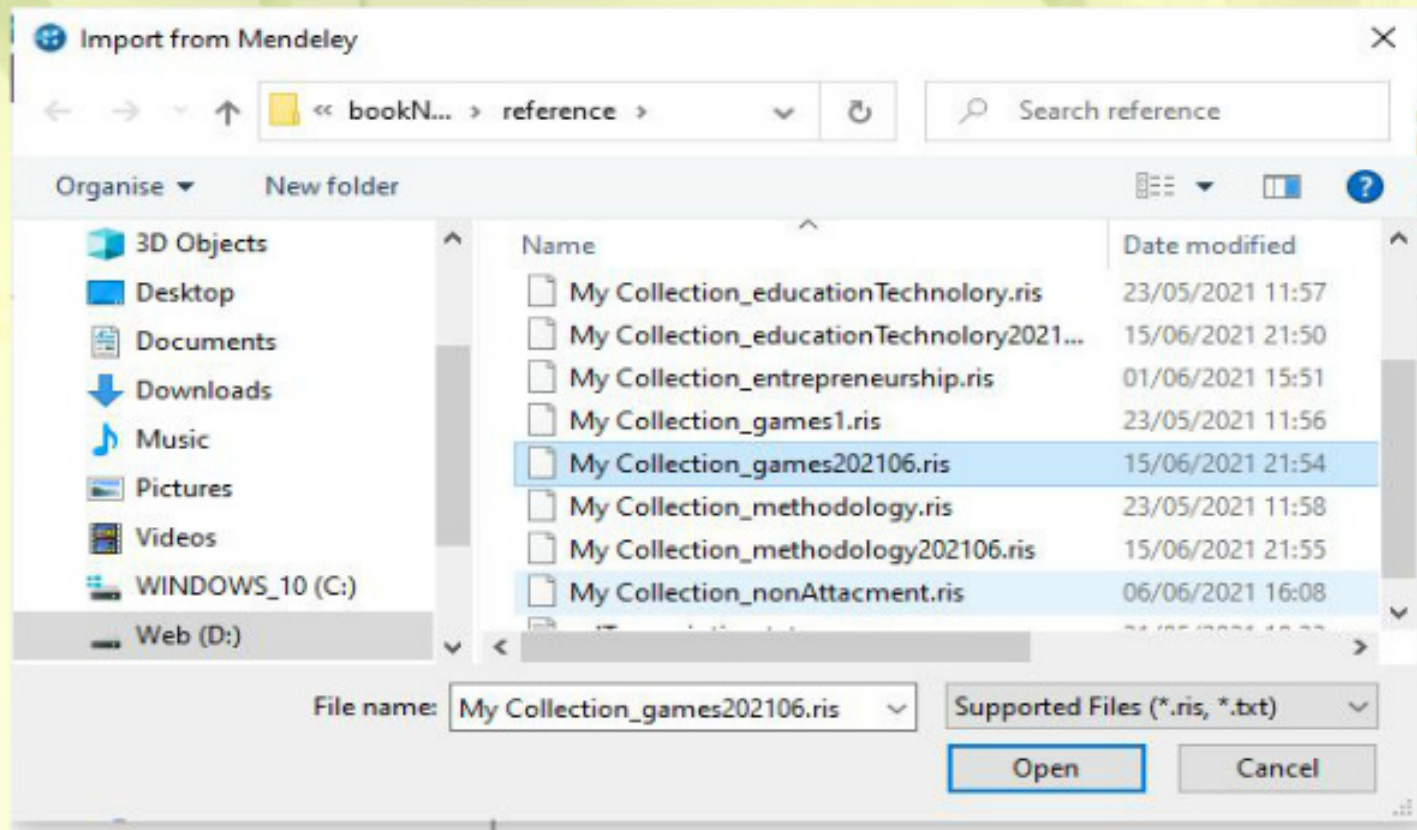
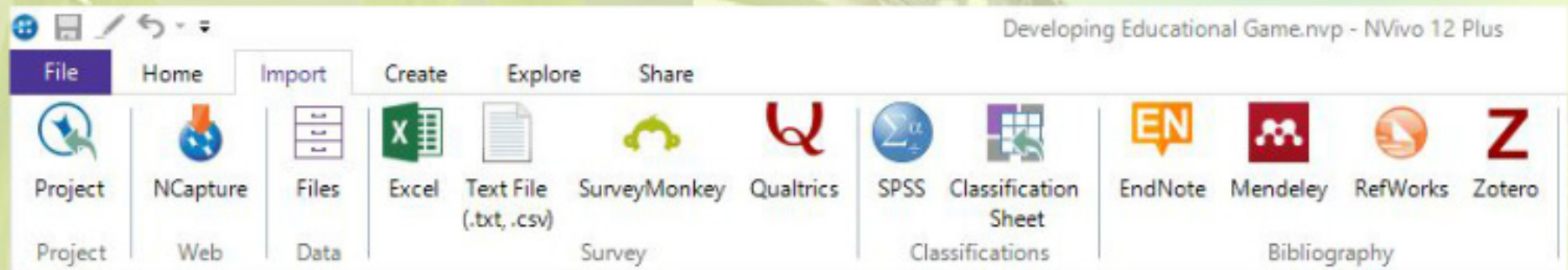
question

answer

- designed before conducting research
- easy to understand
- easy in coding process



Import Literature



Import from Mendeley

1. Click **Import > Mendeley > Select** RIS file
Do it again to select another needed files
2. Click **Open**



Import from

D:\bookProject\bookNVivoLiteratureReview\reference\My Collection_games202106.ris

File encoding Unicode (UTF-8) - Codepage 65001

Name by Author and Year

Assign to A single classification (Reference)

Already linked

0 of 13 records in your reference library are already linked to existing NVivo files

- Replace classification and attribute values of existing files, externals & memos
- Replace memo contents with abstract, keywords and notes
- Assign attribute values to memos

To be linked

0 of 13 records in your reference library will be linked to existing NVivo files

- Replace classification and attribute values of existing files, externals & memos
- Replace memo contents with abstract, keywords and notes
- Assign attribute values to memos

Import new

13 of 13 records in your reference library will not be linked to existing NVivo files

- Import unmatched records as new files

Create Files in Files\Literature Games

Select...

Create externals in Externals

Select...

- Import content from file attachments, URLs or figures where available
- Create memos from abstract, keywords and notes
- Assign attribute values to memos

Advanced...

Import

Cancel

1. At Name by, select **Author and Year**
2. Click **Import**



Search Project

Literature Games

Name	Codes	References
Book	0	0
Book (2)	0	0
Bylieva, Daria (2018)	0	0
Cochon, Gérard F.; Ne	0	0
Delucas, Matthew (20	0	0
Gardner, Brendon (13	0	0
Haljand, Jacob; Nie	0	0
Haljand, Jacob; Ove	0	0
Pivet, Maja; Kearney,	0	0
Rouse, Richard (2004)	0	0
Su, Chung-Ho; Cheng	0	0
Sudamian, Endah; S	0	0
Sutopo, Hadi (2017)	0	0

Bylieva, Daria (2018)

The European Proceedings of
Social & Behavioural Sciences
EpSBS

Future Academy ISSN: 2357-1330

<https://dx.doi.org/10.13163/epubs.2018.12.02.67>

18th PCSF 2018
Professional Culture of the Specialist of the Future

**CLASSIFICATION OF EDUCATIONAL GAMES ACCORDING TO
THEIR COMPLEXITY AND THE PLAYER'S SKILLS**

Daria Bylieva (a)*, Magdalena Sastre (b)
*Corresponding author

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sastre@unir.net

1. Sources are imported including the **attributes**
2. **Abstract, keywords** and **notes** are stored in memo
3. Click on the name of **author** > **display sources**
4. Click on **memo icon** > **display memo**



Quick Access

- Files
- Memos
- Nodes

Data

- File

Files

Name	Codes	Referen
How To Effectively Target Keywords In Y	2	2
Indra	3	5
Linda	0	0
...	0	0

Memos

Name	Codes	Referen
Book (2) Imported Notes	0	0
Book (2) Imported Notes (2)	0	0
Bylieva, Daria (2018) Imported Notes	0	0
Cachon, Gérard P; Netessine, Serguei (2	0	0
Gardiner, Brardon (1377) Imported Not	0	0
Habgood, Jacob; Nielser, Nana; Crossle	0	0
Habygood, Jacob; Overmars, Mark (2006)	0	0
Pivec, Maja; Kearney, Paul (2007) Import	0	0
Rouse, Richard (2004) Imported Notes	0	0
Su, Chung-Ho; Cheng, Ching-Hsue (201	0	0
Sudarmilah, Endah; Supriyono, Heru; Fa	0	0

Bylieva, Daria (2018) Imported N x

Click to edit

Content imported from reference library at 19:31 on 07/07/2021

{Abstract}

In the modern world, where the role of information and communication techn... research of the educational potential of games is a urgent problem. The stud... educational games allowed the authors to find out that the ratio of the educat... in the game will depend first of all on two factors: the level of complexity of th... knowledge/skills required of the learner to start the game. The authors offer... the game into three levels. The simplest tasks (which form routine skills) are... maximum entertainment content (the level "learning without noticing"). With t... task, the entertainment component decreases, since an increasing amount c... the tasks. At the same time, as more entertaining content there will be in the... prepared for the task (the level "learning by playing"). If the educational mate... complex, extensive, directly connected with the real world, then in the absen... the game serves only to get acquainted with the information. In this case, wh... level of knowledge and skills to enter, it appears to be like a simulation, so th... component is small (the level "reality as a game").

{Keywords}

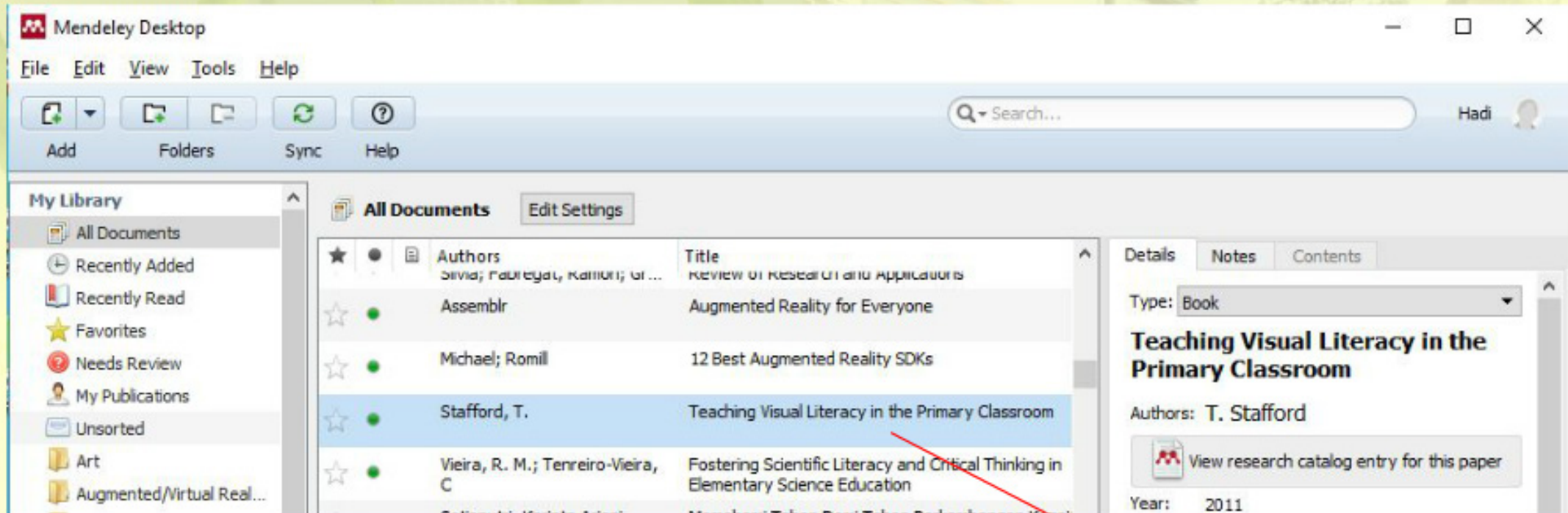
0; access article distributed under; and reproduction in any; classification; cr... attribution-noncommercial 4; distribution; education; game; game-based lear... permitting all non-commercial use; provided the original work; serious game;... imported license

4. Click Memo in Navigation View
5. Click **File name** > display memo



CREATE EXTERNALS

Import from Mendeley - without attachment



book without attachment

1. **Select** sources from Mendeley **without attachment**
2. **Export** into **RIS** format
3. Back to NVivo to **import** the file



Import from Mendeley - into Externals

The screenshot displays the software interface with two views of the 'Externals' section. On the left, the 'Navigation View' shows a tree structure with 'Externals' highlighted under the 'Data' category. On the right, the 'List View' shows a table with columns for 'Name', 'Codes', and 'References'. A context menu is open over the List View, listing actions such as 'New External...' (Ctrl+Shift+N), 'Import Items...' (Ctrl+Shift+I), 'Export List...', 'Print List', 'Paste' (Ctrl+V), 'Sort By', 'List View', and 'Refresh' (F5). A red arrow points from the 'Externals' item in the Navigation View to the 'Externals' list in the List View.

Navigation View

List View

1. In the Navigation View, **Click Externals**
2. In the List View Externals, **Right-click > New Externals**
----> ***New External dialog box***



New External ? X

General External Attribute Values

Name Stanford

Description Source from Mendeley without attachment

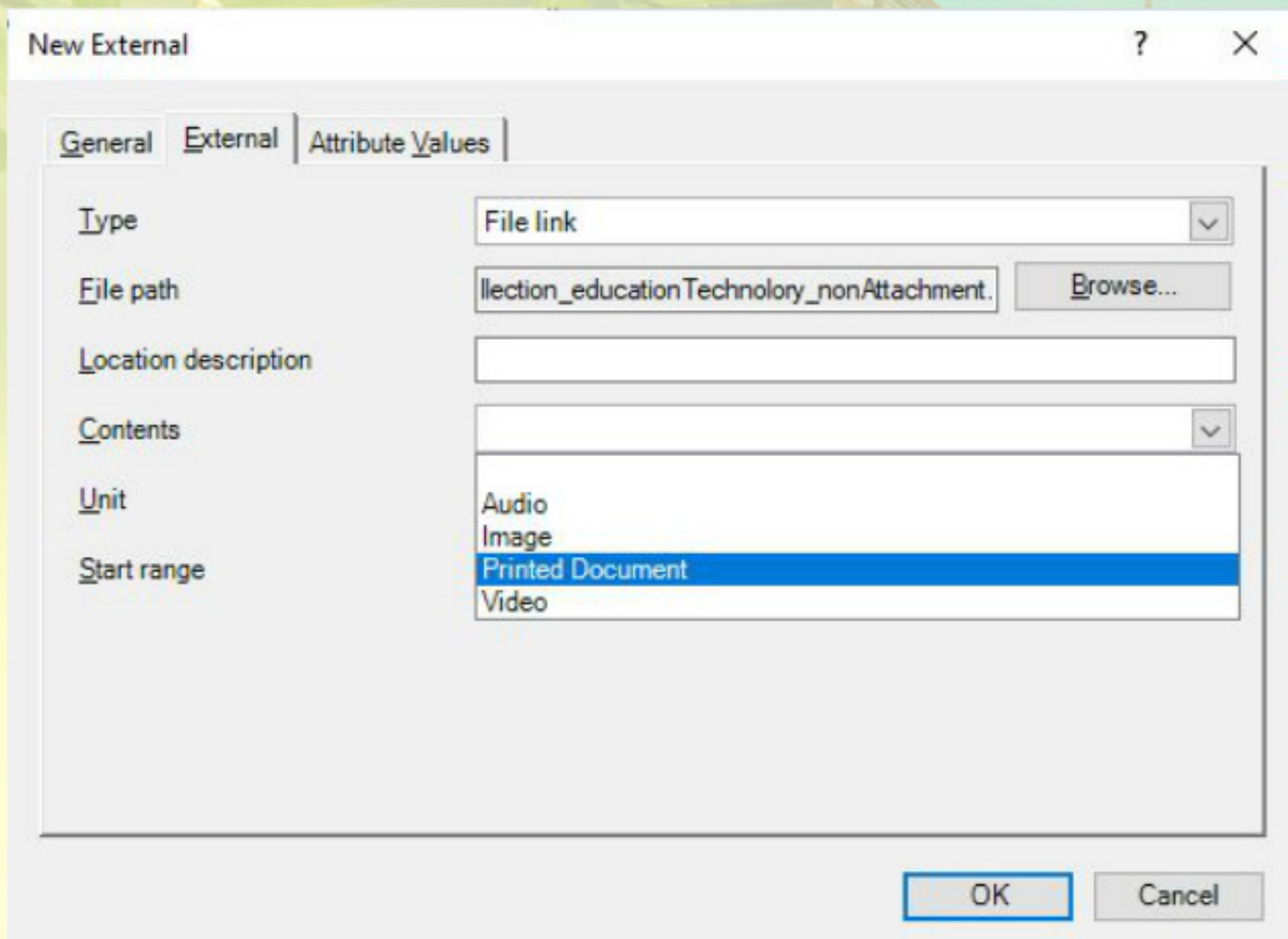
Location Externals

Size 0 KB Color None

OK Cancel

1. Name: type name
2. Description: type description
3. Location: **Externals**
4. Click **tab Externals**





1. File path: **Browse** to find the file
Collection_educationalTechnology_nonAttachment
2. Content: **Printed Document**
3. Click **OK**



The screenshot shows a software interface with a search bar at the top left labeled 'Search Project'. Below it is a section titled 'Externals' containing a table with three columns: 'Name', 'Codes', and 'References'. The table has one row with the value 'Stanfor' in the 'Name' column, and '0' in both the 'Codes' and 'References' columns. A red arrow points from the 'Stanfor' entry in the table to a larger window on the right. This window has a tab labeled 'Stanford' and is currently empty, representing the 'Detail View'.

List View

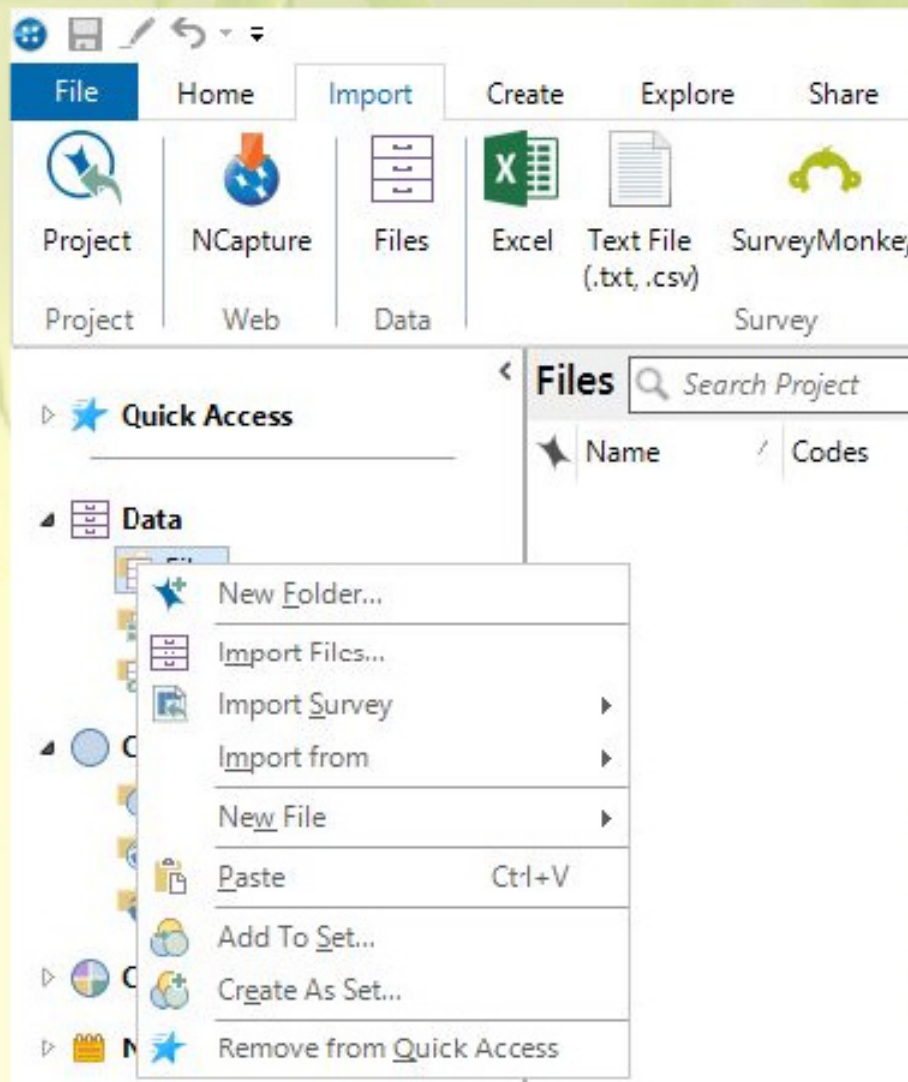
Detail View

This screenshot shows the same software interface as above, but the 'Detail View' window is now populated with text. The window has two tabs: 'PDF Habgood, Jacob; Nielsen, Nana' and 'Pešaković, Dragica; Flogie, And'. The 'Stanford' tab is active. The text in the detail view reads: 'Visual literacy is one of the literacy which is very important to be conducted in learning. They can use many media such as images, animation, video, games, augmented reality, etc Students who have visual intelligence are very fond of them and the visual media can enhance their learning'.

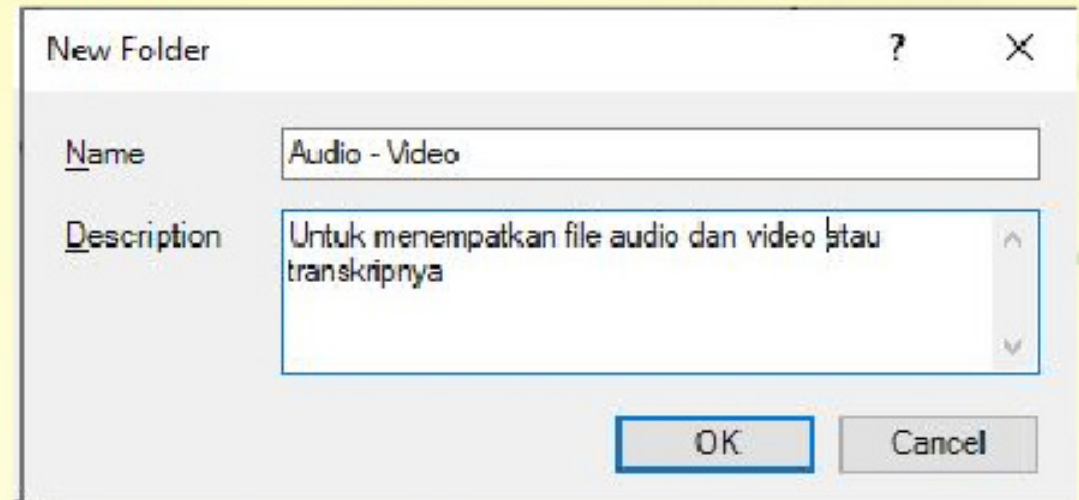
1. The name of external appears in the List View.
2. In the Display View, **type the summary** of the source.



Create sub folder Audio Video



1. Right-click **Files** > **New Folder**
2. Create folder "**Audio Video**"



1. Click Files

Import Audio

The screenshot displays the NVivo 12 Pro interface. The top ribbon includes tabs for File, Home, and Import. The 'Import' tab is active, showing various file types like Excel, Text File, SurveyMonkey, Qualtrics, SPSS, Classification Sheet, EndNote, Mendeley, RefWorks, Zotero, Memos, Evernote, and OneNote. The left sidebar shows 'Quick Access' (Files, Memos, Nodes) and 'Data' (Files, Audio - Video, Interview, File Classifications, Externals). The 'Audio - Video' section is open, showing a list of files. The 'Import Files' dialog box is open, showing a file explorer view of the 'reference' folder. The file 'Student stressed from virtual learning.mp3' is selected. The 'Open' button is highlighted with a red arrow. The 'Import' button is also highlighted with a red arrow. The 'Import Files' dialog box has the following text: 'Import Files', 'Import', 'ning\source\reference\video\Student stressed from virtual learning.mp3', 'Browse...', 'Create a case for each imported file', 'Import', 'Cancel'.

2. Select file

3. Click Open

4. Click Import



5. Fill Name

Import Audio

Audio Properties

General | **Audio** | Attribute Values

Name: Student stressed from virtual learning

Description: Audio dari YouTube yang menggambarkan stress mahasiswa dalam pelaksanaan online learning

Location: Files\\Audio - Video

Size: 3 MB Color: None

Created On: 13/02/2023 20:50 By: AH

Modified On: 13/02/2023 20:50 By: AH

OK Cancel

6. Click OK

Audio - Video

Quick Access: Files, Merrius, Notes

Name	Codes	References
Student stressed from virtual learning	0	0

7. Double Click



8. Click Play

The screenshot displays the Nuvo 12 Pro software interface. At the top, the 'Audio Tools' menu is open, showing options like 'Annotations', 'See Also Links', and 'Relationships'. Below the menu, there are playback controls including 'Play Mode', 'Loop', 'Stop', and 'Play/Pause'. A red arrow points from the text '8. Click Play' to the 'Play/Pause' button. In the center, there is a list of audio files under the heading 'Audio - Video'. The first item is 'Student stressed from virtual tea', which has a small speaker icon next to it. A red arrow points from the text 'audio icon' to this speaker icon. To the right of the list is a large audio waveform visualization for the selected file. At the bottom of the interface, there are navigation buttons: two blue circular arrows on the left and three blue circular arrows on the right.

Name	Codes	Reference
Student stressed from virtual tea	0	0

audio icon



Create transcript

Volume

8. Click Play

9. Click Edit

The screenshot shows the NVivo 12 Pro interface with the 'Audio Tools' ribbon selected. The 'Playback' group contains a volume slider (labeled 'Volume'), a play button (labeled '8. Click Play'), and other playback controls. The 'Transcript' group contains buttons for 'Play Selected Rows', 'Find & Select', 'Merge Rows', 'Insert', 'Import Rows', and 'Spelling' (labeled '9. Click Edit'). The main window displays an audio waveform and a transcript table.

	Timespan	Content
1	0:00.0 - 0:11.0	some of the students were struggling with the new process.
2		

Red arrows point from the text labels to the volume slider, the play button, the transcript text, and the transcript table.

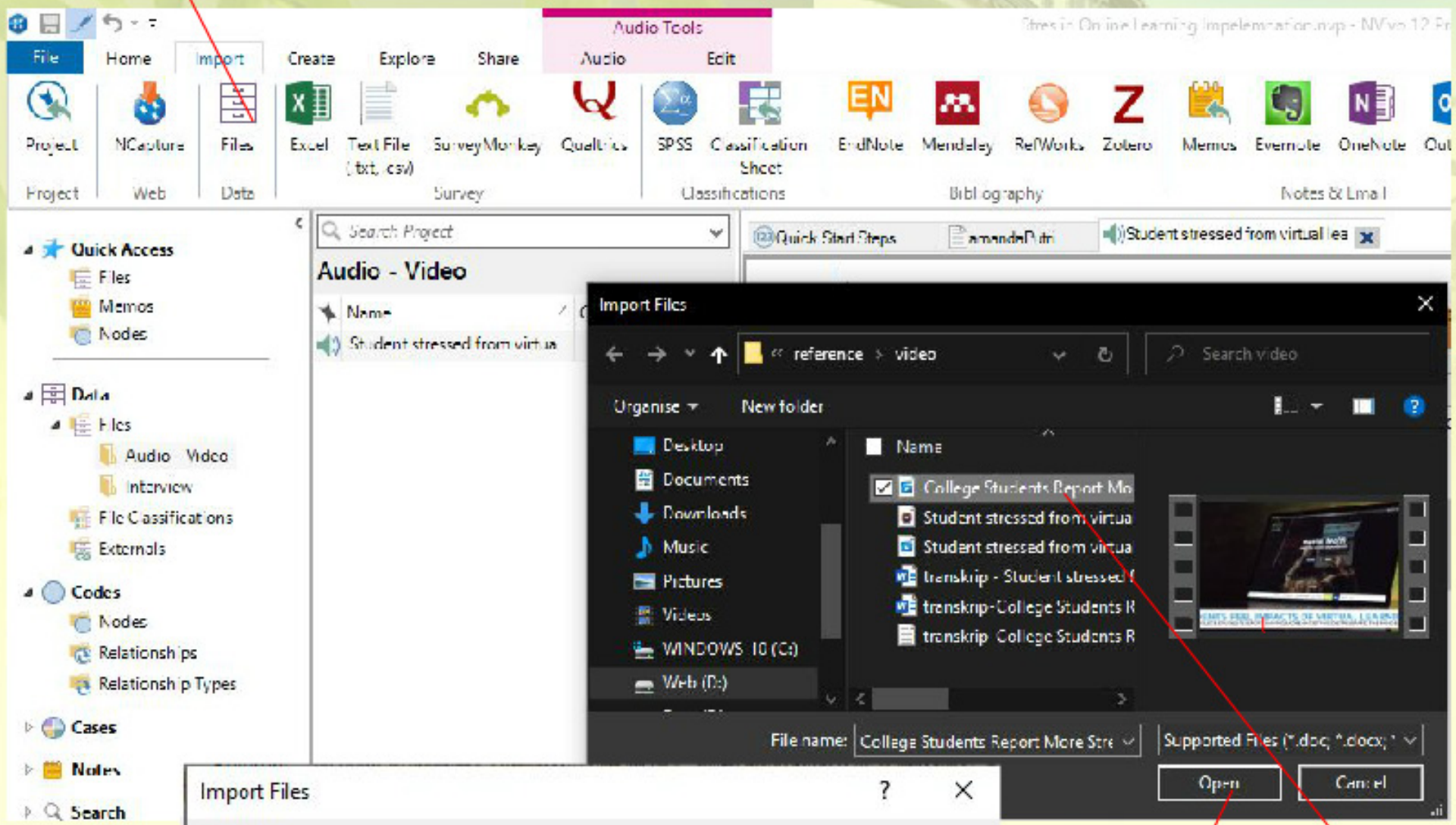
11. Type transcript

10. Identify frame



Import Video

1. Click Files



2. Select file

3. Click Open

4. Click Import



5. Fill Name

Import Video

Video Properties

General Video Attribute Values

Name: College Students Report More Stress Due To Virtual Learning

Description: A video from YouTube shows student stress while the online learning process.

Location: Files\Audio - Video

Size: 39 MB Color: None

Created On: 13/02/2023 21:14 By: AH

Modified On: 13/02/2023 21:14 By: AH

OK Cancel

6. Click OK

Search Project

Audio - Video

Name	Codes	Referenc
College Students Report Mo	0	0
Student stressed from virtu	0	0

7. Double Click



8. Click Play

Import Video

Video Tools

Play Mode

Loop

Playback

Stop

Play / Pause

Code

Code In Vivo

Coding

New Annotation

Annotations

Visualize Video

Word Cloud

Query This Video

Query

Find

Edit

Recent Projects

Audio - Video

Name	Codes	Reference
College Students Report Mo	0	0
Student stressed from virtual	0	0

Click to edit

0:00.0 0:10.0 0:20.0 0:30.0 0:40.0 0:50.0 1:00.0 1:10.0 1:20.0 1:30.0 1:40.0 1:50.0 2:00.0 2:10.0 2:20.0

newsp

Content

9. Click Edit to create transcript



Create transcript

Import Video

The screenshot shows the NVivo 12 Pro interface. The top menu bar includes 'Video Tools' with sub-menus 'Video' and 'Edit'. The 'Video' sub-menu is active, showing playback controls (Stop, Play/Pause, Start Selection, Finish Selection, Insert Row, Assign Timespan to Rows) and transcript-related options (Play Selected Rows, Merge Rows, Import Rows). The 'Edit' sub-menu shows 'Find & Select', 'Insert', and 'Spelling'. Below the menu bar, there's a search project field and a list of audio-video files. The main area displays a video player with a timeline and a transcript table. The transcript table has columns for 'Timespan' and 'Content'. A red line points from the text '11. Type transcript' to the transcript table. Another red line points from the text '10. Identify frame' to the video player.

	Timespan	Content
1	0:45.0 - 1:15.0	One in four students said their depression had significantly increased since the start of the pandemic.
*		

11. Type transcript

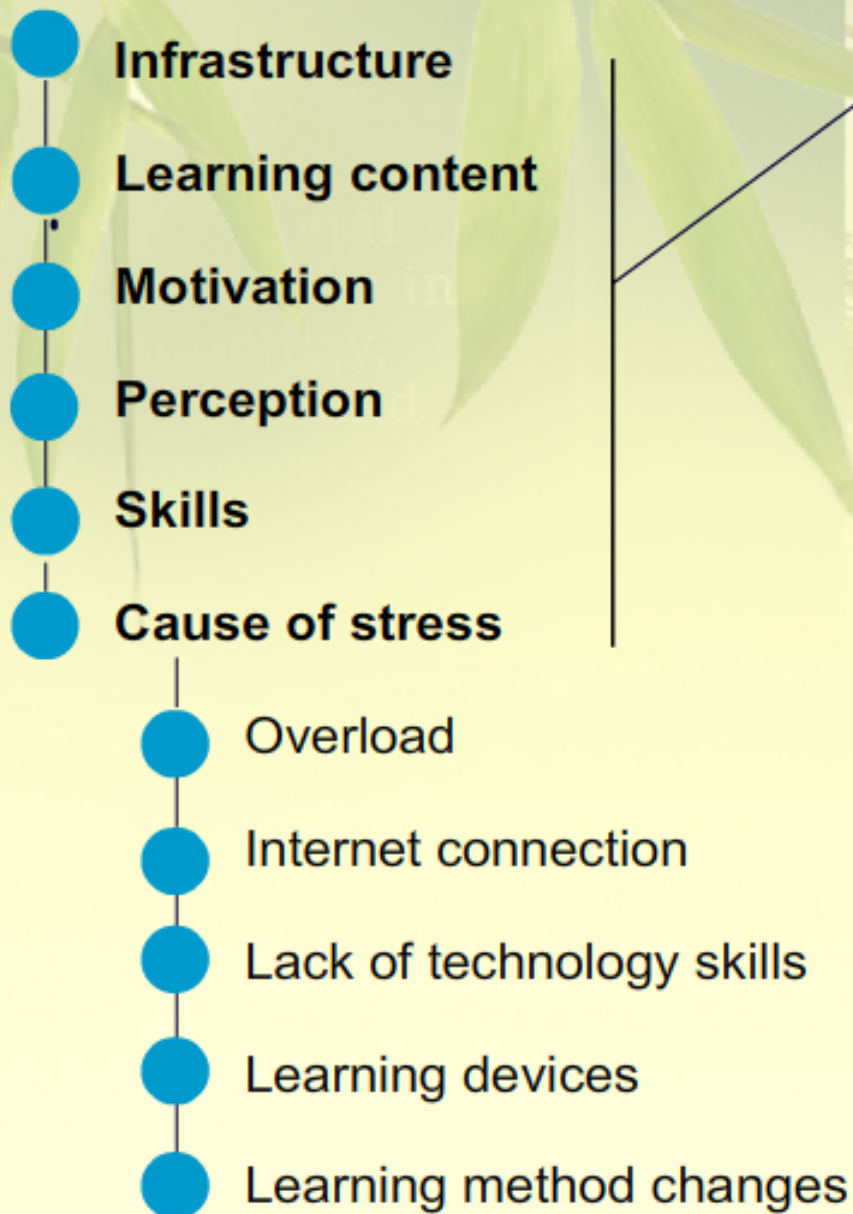
10. Identify frame



Create transcript

- Another method
- Using Transcription Files
txt, doc, pdf
- Without importing audio/video

CODING



parent node

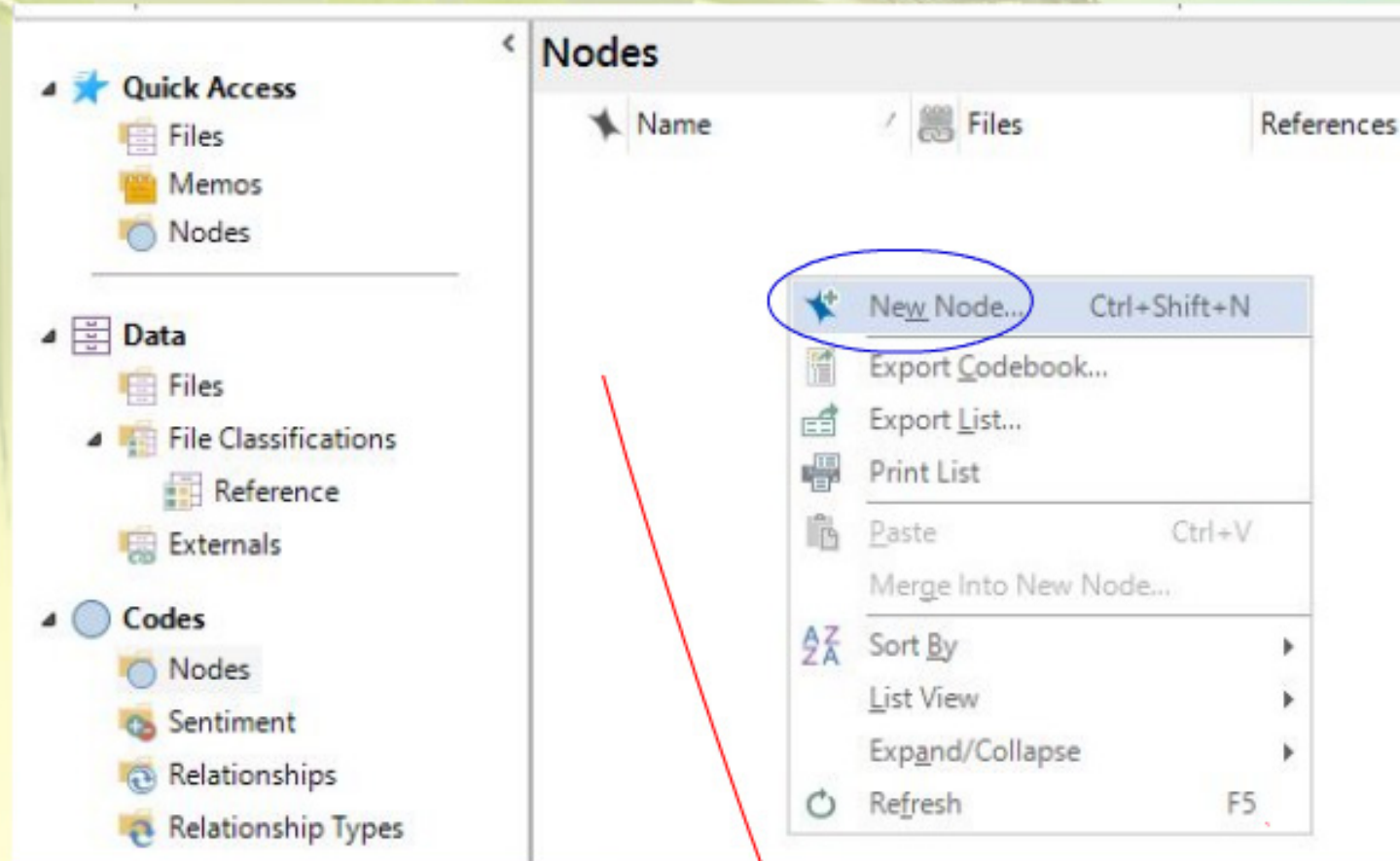
child node

Coding

Nodes

- **parent nodes**
container that stores theme, participant, research setting, research organization
- **child nodes**
organized into sub theme

Create Nodes



Navigation View

List View

1. In the Navigation View, click **Codes > Nodes**
2. In the List View Nodes, **Right-click > New Nodes**
----> **New Node**



General

Name: Infrastructure

Description: Infrastructure for online learning implementation

Nickname:

Hierarchical name: Nodes\Infrastructure

Aggregate coding from children

Color:

Nodes Search Project

Name	Files	References
Infrastructure	0	0
Learning content	0	0
Motivation	0	0
Perception	0	0
Skills	0	0
Cause of stress	0	0
Overload		
Internet connection		
Lack of technology skills		
Learning devices		
Learning method changes		

Nodes Search Project

Name
Infrastructure
Learning content
Motivation
Perception
Skills
Cause of stress
Overload
Internet connection
Lack of technology skill
Learning devices
Learning method chan

3. Type at Name field: **Infrastructure**
4. Type at Description field:
Description of the node
5. Click **OK**
6. Create the other nodes
7. Drag nodes **Overload**, **Internet connection**, **Lack of technology skills**, **Learning devices**, and **Learning method changes** to **Cause of stress**



Assign text to a node

Name	Files	References
Infrastructure	0	0
Learning content	0	0
Motivation	0	0
Perception	0	0
Skills	0	0
Cause of stress	0	0
Overload	0	0
Internet connection	0	0
Lack of technology	0	0
Learning devices	0	0
Learning method c	0	0

Detail View:

Q5

Ragaimana online learning dapat meningkatkan pembelajaran?

- Melalui e-learning, peserta didik tidak hanya mendengarkan uraian materi dari pendidik saja tetapi juga aktif mengamati, melakukan, mendemonstrasikan, dan sebagainya.
- Materi bahan ajar dapat divirtualisasikan dalam berbagai format sehingga lebih menarik dan lebih dinamis sehingga mampu memotivasi belajar

Q5

Mengapa merasakan stress dalam melakukan online learning?

- **Tugas pembelajaran selama kuliah online yang berat, dan membuat stress**
- Bosan di rumah saja, proses pembelajaran yang mulai membosankan, tidak dapat bertemu teman, tidak dalam mengikuti pembelajaran akibat keterbatasan dan lainnya, jadinya ya stress

1. Block text in Detail View
2. **Drag to a suitable node**



Nodes

Name	Files	References
Infrastructure	C	0
Learning content	C	0
Motivation	C	0
Perception	C	0
Skills	C	0
Cause of stress	C	0
Over load	U	0
Internet connection	U	0
Lack of technology skills	U	0
Learning devices	U	0
Learning method charges	U	0

Student stressed from virtual lea amandaPutri

0:00,0 0:10,0 0:20,0 0:30,0 0:40,0 0:50,0 1:00,0 1:10,0 1:20,0 1:30,0 1:40,0

	Timespan	Content
1	0:00,0 - 0:11,0	Some of the students were struggling with the new process.
*		

1. Block text in Detail View
2. **Drag to a suitable nodes** (it can be 2 nodes)



Nodes Search: Project

Name	Files	Reference
Infrastructure	0	0
Learning content	0	0
Motivation	0	0
Perception	0	0
Skills	0	0
Cause of stress	0	0
Overload	0	0
Internet connection	0	0
Lack of technology skills	0	0
Learning devices	0	0
Learning method changes	0	0

Drag selection here to code to a new node

Student stressed from virtual le | Colloque Students Report More S | amandaPutri

0:00,0 0:10,0 0:20,0 0:30,0 0:40,0 0:50,0 1:00,0 1:10,0 1:20,0 1:30,0 1:40,0 1:50,0 2:00,0 2:10,0 2:20,0

	Timespan	Content
1	0:15,0 - 1:15,0	One in four students said their depression had significantly increased since the start of the pandemic. And the Internet connection made problem
*		

STUDENTS FEEL IMPACTS OF VIRTUAL LEARNING
STUDY: COLLEGE STUDENTS REPORT HAVING MORE ANXIETY AND STRESS AMID THE PANDEMIC

1. Block text in Detail View
2. **Drag to a suitable nodes** (it can be 2 nodes)



Case

Case

- not as a node
- case has attribute -----> gender, organization, etc
- organized into sub theme -----> **child nodes**

1. Click Case Classification

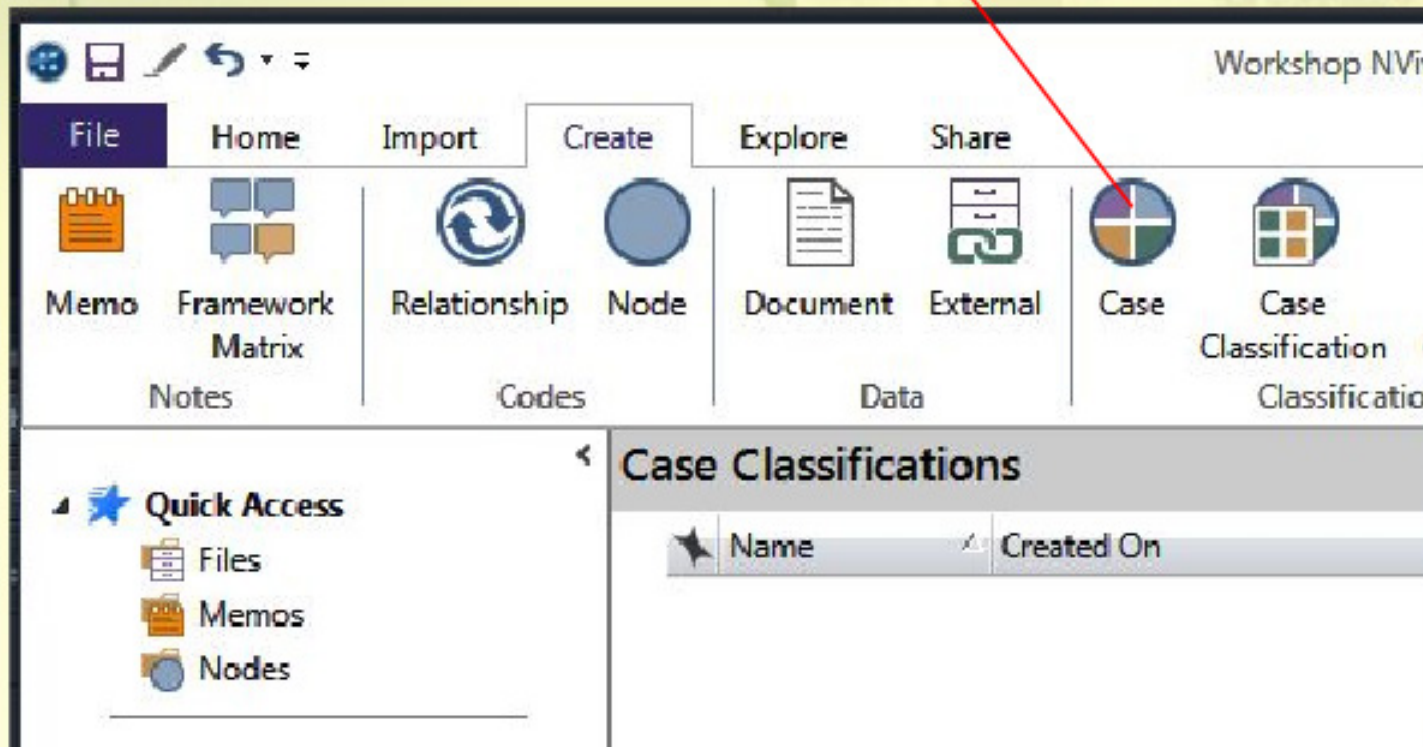
The screenshot shows a software interface with a sidebar on the left and a main panel on the right. The sidebar has four main sections: 'Quick Access' (Files, Memos, Nodes), 'Data' (Files, File Classifications, Externals), 'Codes' (Nodes, Relationships, Relationship Types), and 'Cases' (Cases, Case Classifications). The 'Case Classifications' item is highlighted with a red arrow. The main panel is titled 'Nodes' and contains a search bar and a table with columns 'Name', 'Files', and 'References'.

Name	Files	References
Infrastructure	0	0
Learning content	0	0
Motivation	0	0
Perception	0	0
Skills	0	0
Cause of stress	0	0
Overload	0	0
Internet connection	0	0
Lack of technology	0	0
Learning devices	0	0
Learning method c	0	0



Case

- can be used with the buttons



1. Type name

New Classification

Create a new classification

Name: Student

Description: Student who take a course learn in the online learning

Add one or more predefined classifications to the project

- Organization
- Person

2. Select Person

New Classification

Create a new classification

Name: Student

Description: Student who take a course learn in the online learning

Add one or more predefined classifications to the project

- Organization
- Person

OK Cancel

Quick Access

- Files
- Memos
- Notes

Data

- Files
 - Audio - Video
 - Interview
- File Classifications
- Externals

Search Project

Case Classifications

Name
Person

3. Click OK



4. Select Sex

Search Project

Case Classifications

- Name
- Person
 - Name
 - Name
 - Sex**
 - Age Group
 - Occupation
 - Country of Birth
 - Email address

5. Type Description

Attribute Properties

General | **Values**

Name: Sex

Description: Gender of student

Type: Text

Attribute Properties

General | **Values**

Value	Attribute Values Description	Color	Default
Unassigned		None	<input checked="" type="checkbox"/>
Not Applicable		None	<input type="checkbox"/>
Male		None	<input type="checkbox"/>
<input checked="" type="checkbox"/> Female		None	<input type="checkbox"/>

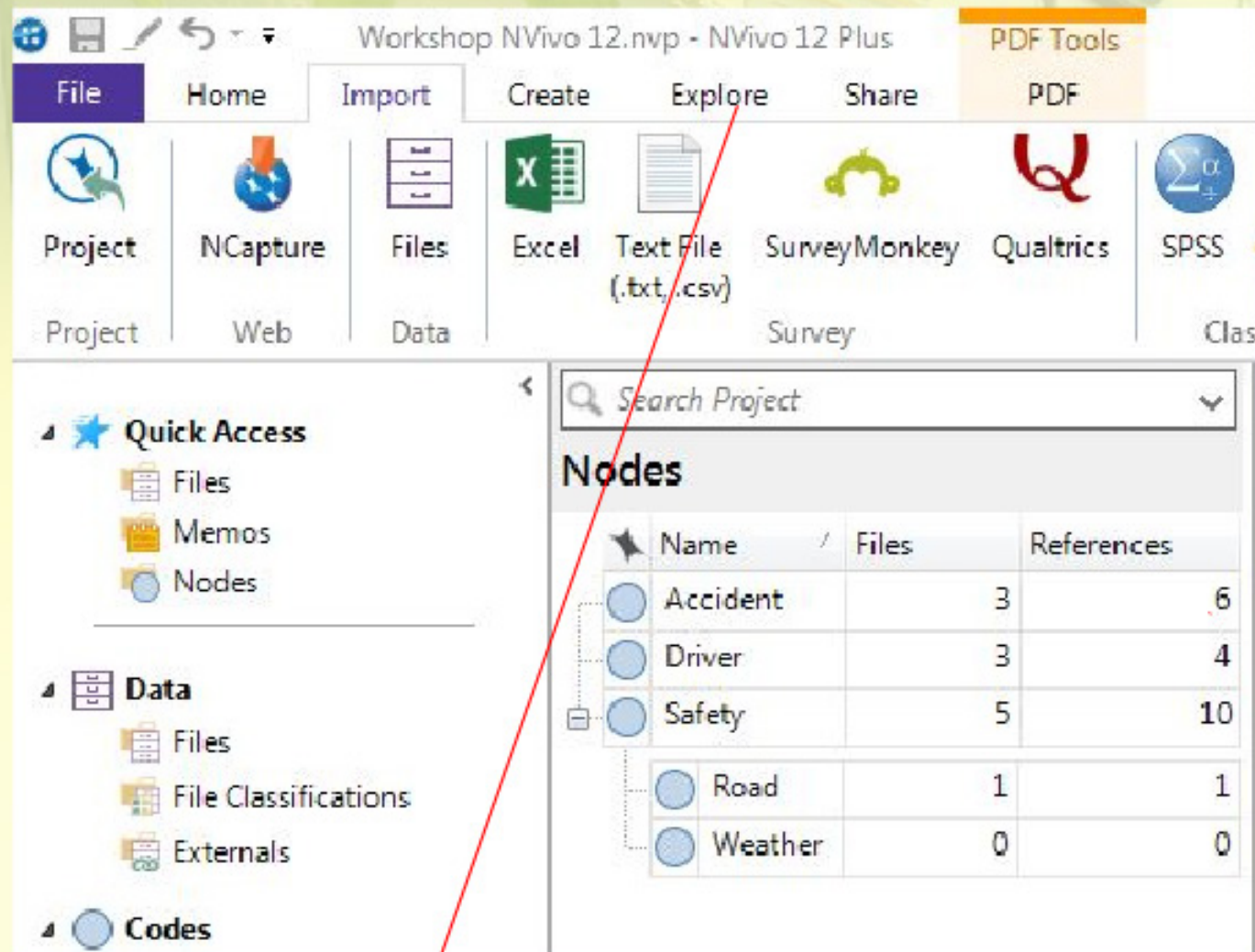
Add Remove Sort Move Up Move Down

Apply **OK** Cancel

6. Click Value**7. Add Male****8. Female**

QUERY

Query



Workshop NVivo 12.nvp - NVivo 12 Plus

PDF Tools

File Home Import Create Explore Share PDF

Project NCapture Files Excel Text File SurveyMonkey Qualtrics SPSS

Project Web Data Survey Clas

Quick Access

- Files
- Memos
- Nodes

Data

- Files
- File Classifications
- Externals

Codes

Search Project

Nodes

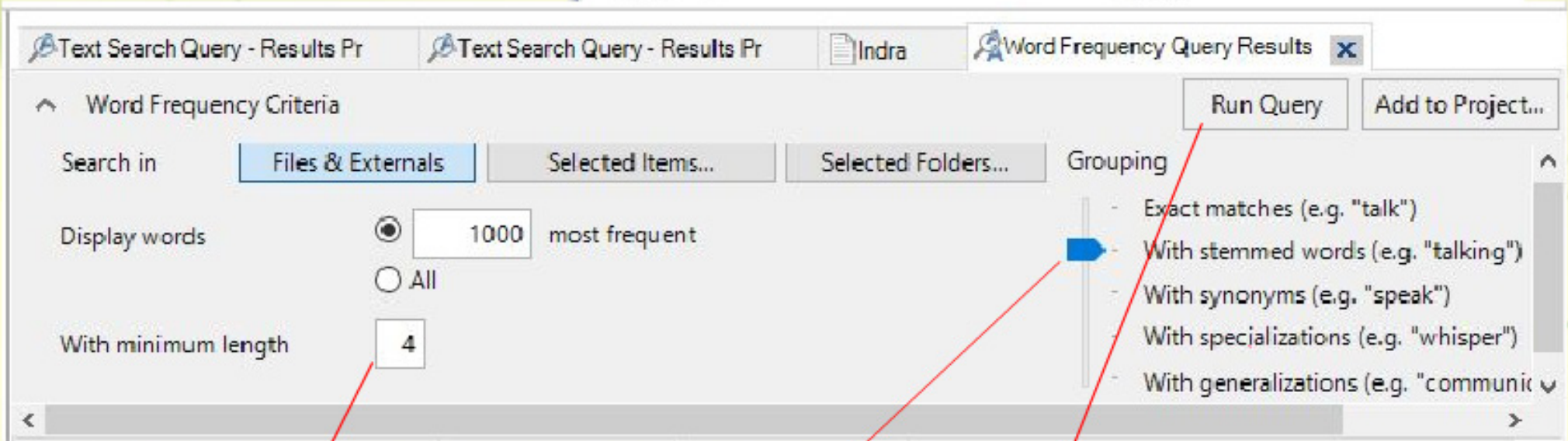
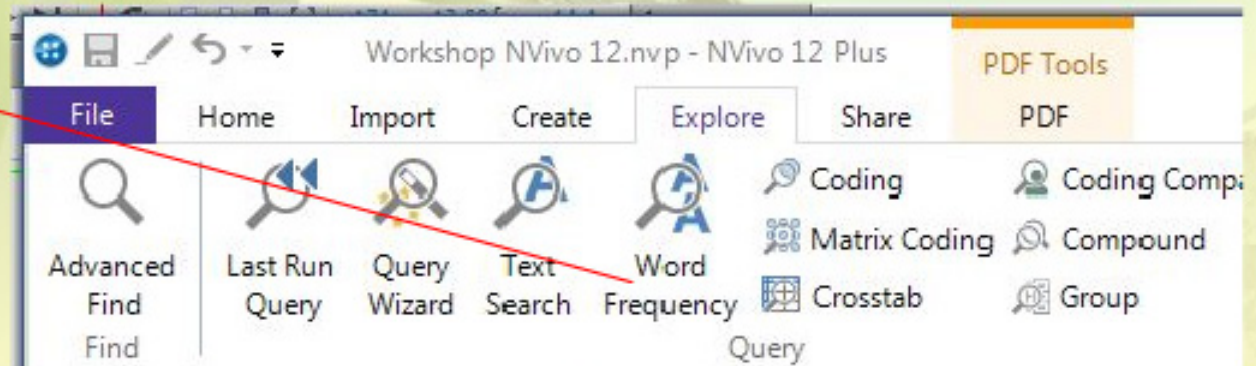
Name	Files	References
Accident	3	6
Driver	3	4
Safety	5	10
Road	1	1
Weather	0	0

1. Click Explore



Word Frequency Query

1. Click Word Frequency



2. Minimum length = 4

**3. Select
With stemmed words**

4. Run Query



Word Frequency Query

Student stressed from virtual le | College Students Report More | amandaPutri | Word Frequency Query Results

Word Frequency Criteria Run Query Add to Project...

Search in **Files & Externals** Selected Items... Selected Folders...

Display words 1000 most frequent All

With minimum length

Grouping

- Exact matches (e.g. "ta k")
- With stemmed words (e.g. "talking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

Word	Length	Count	Weighted Percentage (%)	Similar Words
selama	6	2	0,14	selama
students	8	2	0,14	students
suara	5	2	0,14	suara
sudah	5	2	0,14	sudah
takut	5	2	0,14	takut
tanpa	5	2	0,14	tanpa
tapi	4	2	0,14	tapi
teknologi	9	2	0,14	teknologi
terhadap	8	2	0,14	terhadap
termasuk	8	2	0,14	termasuk
tiba	4	2	0,14	tiba
tugasnya	8	2	0,14	tugasnya
aakibatnya	10	1	0,07	aakibatnya
- - - - -	6	1	0,07	- - - - -

Summary Word Cloud Tree Map Cluster Analysis



With stemmed words

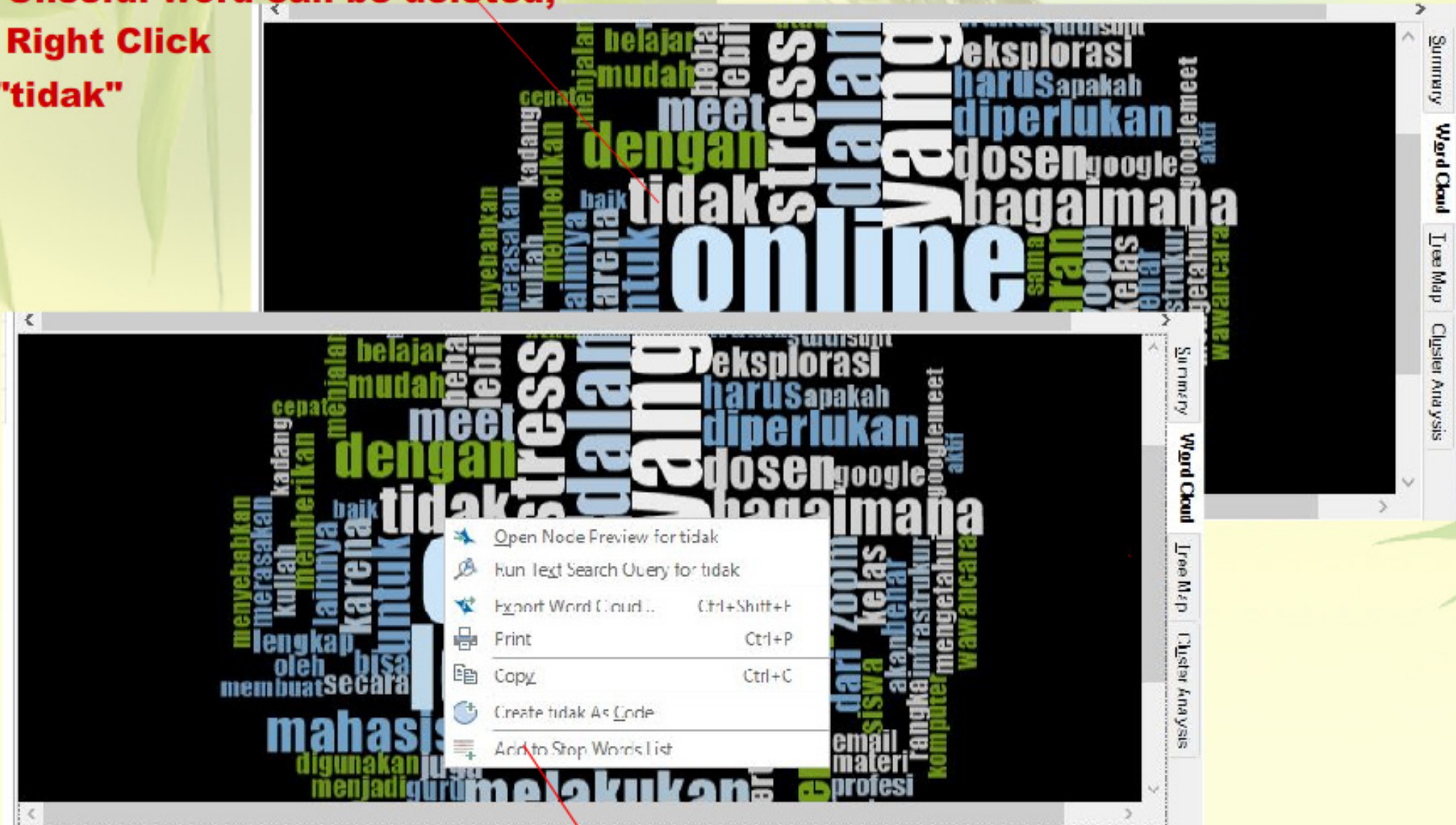
5. Click Word Cloud



Word Cloud

Word Frequency Query

6. Unseful word can be deleted,
Right Click
"tidak"



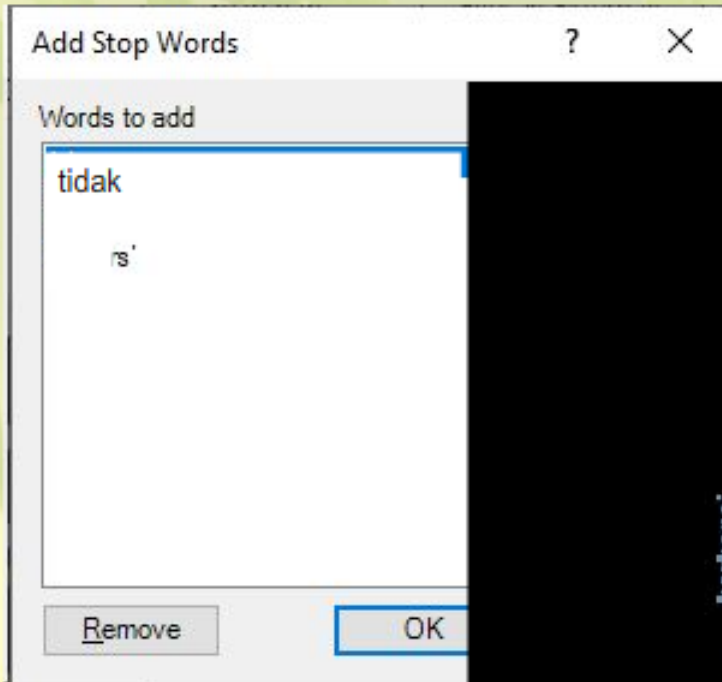
7. Add to Stop Word List



8. Select word

9. Click OK

Word Frequency Query



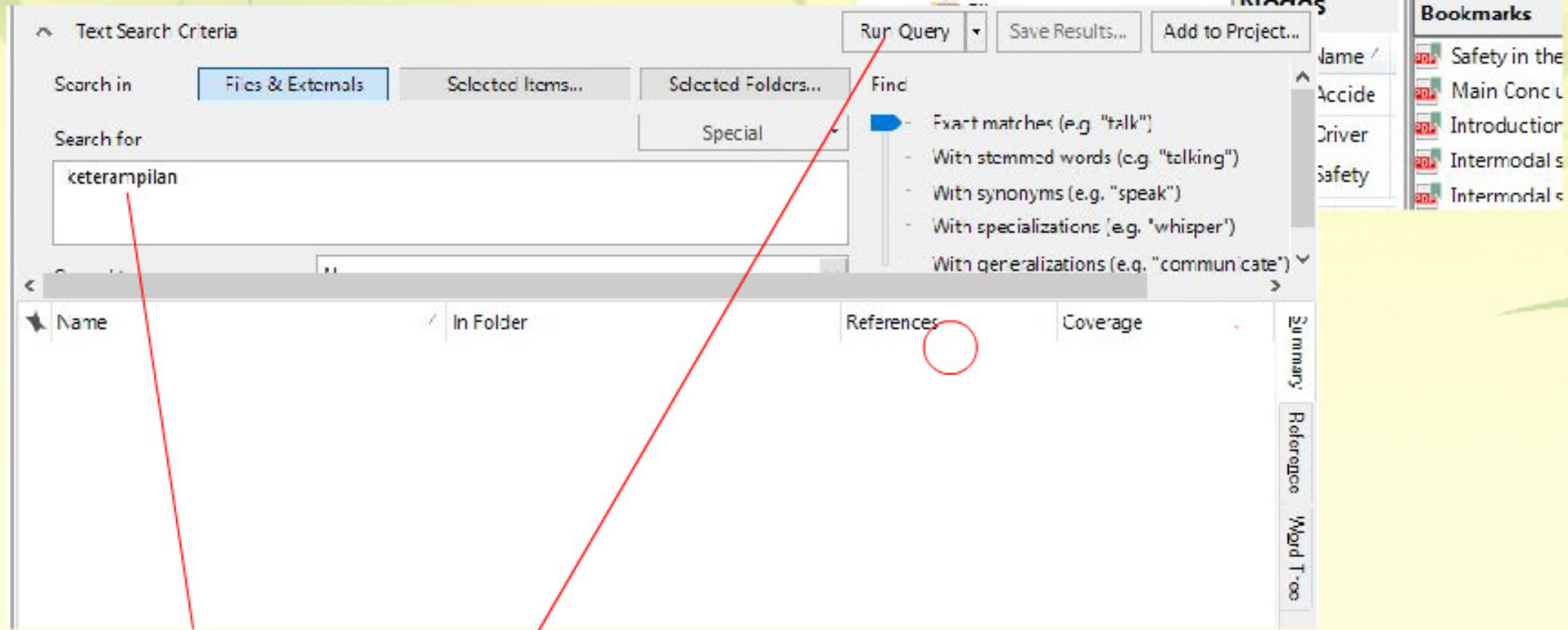
Word Cloud - after removing words



Text Search Query

Query

2. Click Text Search



3. Type text

4. Click Run Query



7. Click Add Project

6. Click Save Result

The screenshot shows a software interface for text search. At the top, there are three buttons: "Run Query", "Save Results...", and "Add to Project...". Below these are search options: "Search in" (Files & Externals, Selected Items..., Selected Folders...), "Search for" (Special), and a search box containing "keterampilan". A "Find" panel on the right lists search options: Exact matches, With stemmed words, With synonyms, With specializations, and With generalizations. The main results area shows a path "<Files\\Interview\\anwar>" with 2 references coded (0,89% Coverage). Two references are listed, each with 0,44% Coverage. Reference 1 lists "peserta" and "Sulit diunakan untuk keaspraktek". Reference 2 lists "Penguasaan penggunaan komputer atau smartphone" and "Keterampilan membuat presentasi dan video yang". On the right side of the results area, there are navigation buttons: "Summary", "Reference", "Text", and "Word Tree".



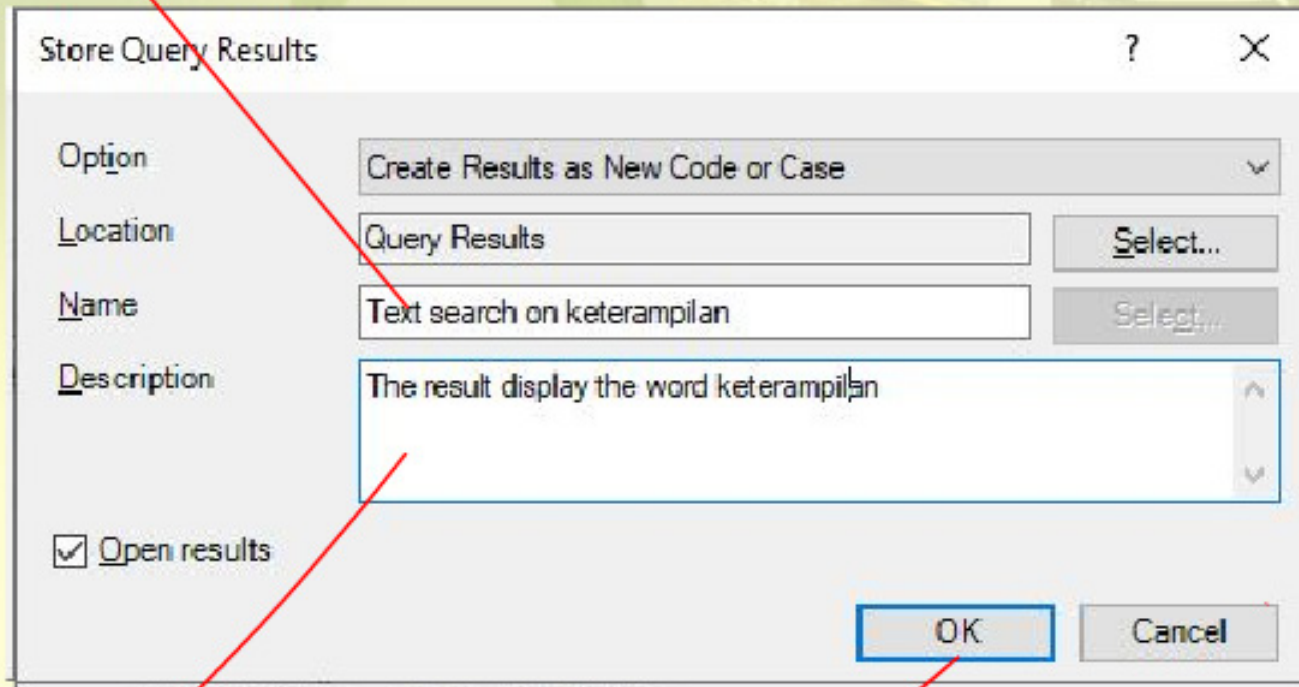
8. Click to Open

Reference

5. Result



6a. Type name



The screenshot shows a dialog box titled "Store Query Results" with a question mark and a close button (X) in the top right corner. The dialog contains the following fields and controls:

- Option:** A dropdown menu set to "Create Results as New Code or Case".
- Location:** A text box containing "Query Results" and a "Select..." button to its right.
- Name:** A text box containing "Text search on keterampilan" and a "Select..." button to its right.
- Description:** A text area containing "The result display the word keterampilan".
- Open results:** A checked checkbox.
- Buttons:** "OK" and "Cancel" buttons at the bottom right.

Red arrows point from the text labels below to the "Name" field, the "Description" field, and the "OK" button.

6b. Type description

6c. Click OK



7. Text found

Click to edit

Q2

Bagaimana kemudahan dan kesulitannya melakukan online learning?

Perkuliahan secara online dirasa kurang efektif. Dosen hanya menjelaskan secara teoritis dan tanpa memberikan contoh yang nyata

Q3

Keterampilan apakah yang diperlukan dalam melakukan online learning?

Tidak ada keterampilan khusus

Q4

Bagaimana dengan beban pekerjaan dalam melakukan online learning?

Tugas di rumah banyak sekali dan membuat stress

Q5

Bagaimana online learning dapat meningkatkan pembelajaran?

- Melalui e-learning, peserta didik tidak hanya mendengarkan uraian materi dari pendidik saja tetapi juga aktif mengamati, melakukan, mendemonstrasikan, dan sebagainya.
- Materi bahan ajar dapat divirtualisasikan dalam berbagai format sehingga lebih menarik dan



Text Query - one word

Text Query

4. Click Run Query

3. Type text

The screenshot shows a 'Text Search Criteria' dialog box. The 'Search in' section has 'Files & Externals' selected. The 'Search for' field contains the word 'keterampilan'. The 'Find' section is expanded, showing options like 'Exact matches', 'With stemmed words', etc. Below the dialog, a 'Word Tree' visualization is shown. The central node is 'keterampilan'. It branches into two main groups: 'Q3' and 'Q4'. 'Q3' includes phrases like 'meningkatkan', 'menjadikan stress', and 'Belum lagi harus punya'. 'Q4' includes phrases like 'apakah yang diperlukan dalam me...', 'atau skill Saya mengalami stress', and 'Bagi mahasiswa sangat menyenangkan dan...'. The interface also includes navigation buttons at the bottom and a sidebar on the right with 'Summary', 'Reference', 'Text', and 'Word Tree' options.

5. Click text

Word Tree

The screenshot displays a text analysis interface. On the left, a text document is open, showing a mind map centered on the word **keterampilan** (highlighted in blue). The mind map branches out to various text segments, including "meningkatkan", "menjadikan stress . Belumlagi harus punya", "Q3", and "tapi harus punya keterampilan". On the right, a vertical sidebar contains navigation tabs: Summary, Reference, Text, and Word Tree. Below the main text area, a reference window is open, showing a list of references. The first reference is highlighted, and a red arrow points from the text "keterampilan atau skill" in the reference list to the word "keterampilan" in the mind map.

melakukan online learning ? Tidak ada
ah dosen yang kurang
ologi baru . dan tidak
menjadikan stress . Belumlagi harus punya
online learning ? Bagi dosen diperluan
aaan penggunaan komputer atau smartphone
atau sedang mengerjakan lainnya .
memberikan contoh yang nyata
Sulit diunakan untukkeaspraktek
tapi harus punya keterampilan
tugas untukwaktu yang singkat

keterampilan

apakah yang diperlukan dalam me
atau skill Saya mengalami stress
Bagi mahasiswa sangat menyenangkan dan
computer dengan cepat Beberapa kelas
khusus yang diperlukan Q4 Bagaimana
melebihi dosennya . Q4 Bagaimana dengan
membuat presentasi dan video yang
nya
penggunaan komputer atau smartphone . ap

Summary Reference Text Word Tree

Summary Reference Text Word Tree

files\interview\wolanda - 5-1 reference coded [3,26% Coverage]

Reference 1 [3,26% Coverage]

- sebelumnya belum pernah dilakukan. Iniyang menjadikan stress. Belumlgi harus punya keterampilan atau skill
- saya mengalami stress

5. Double Click text

8. Click to Open



Text search on keterampilan | Text Search Query - Results Pr | Text Search Query - Results Pr | yolanda x

Click to edit

Q5

Bagaimana online learning dapat meningkatkan pembelajaran?

Kampus meningkatkan kompetensi dosen agar membuat perkuliahan menarik. Keterampilan bukan hanya diperlukan oleh dosen saja/

Q6

Mengapa merasakan stress dalam melakukan online learning?

- Saya yang terbiasa berkuliah secara langsung, terpaksa menerima pembelajaran dari rumah yang sebelumnya belum pernah dilakukan. Iniyang menjadikan stress. Belumlagi harus punya keterampilan atau skill
- Saya mengalami stress karena tidak dapat beradaptasi dengan kuliah online. menjadi lebih mudah panik, mudah marah, susah tenang, sedih dan tertekan, mudah tersinggung, tidak antusias, merasa tidak berharga, takut tanpa alasan, berkeringat berlebihan, cemas dan sulit berkonsentrasi.
- Kerampilan yang sudah dimiliki tidak menjamin menghilangkan stress
-



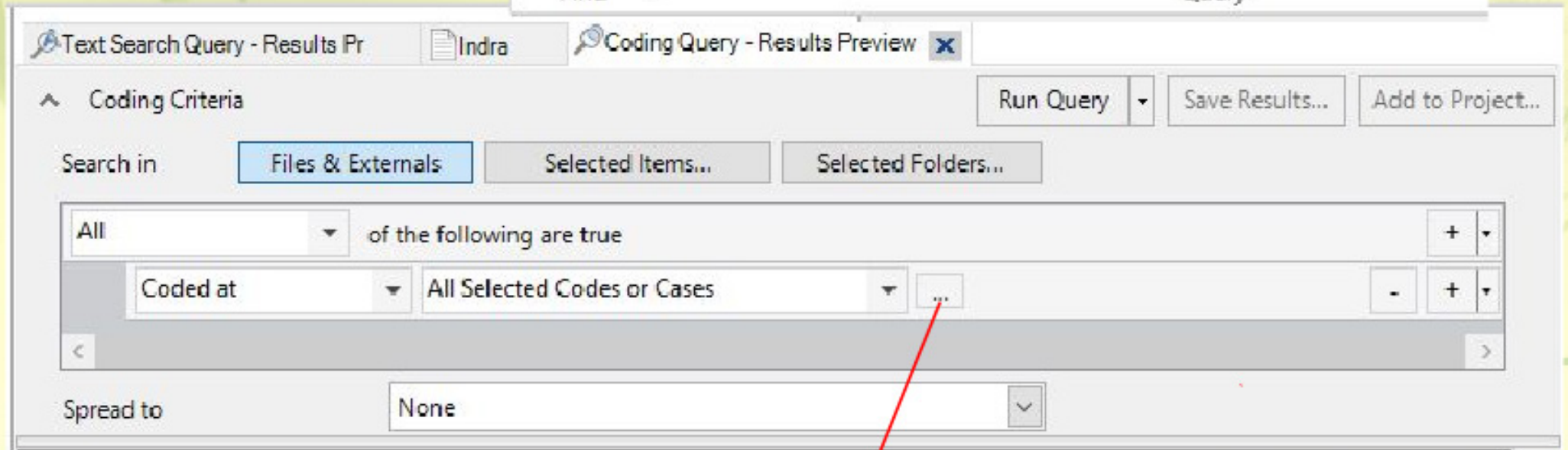
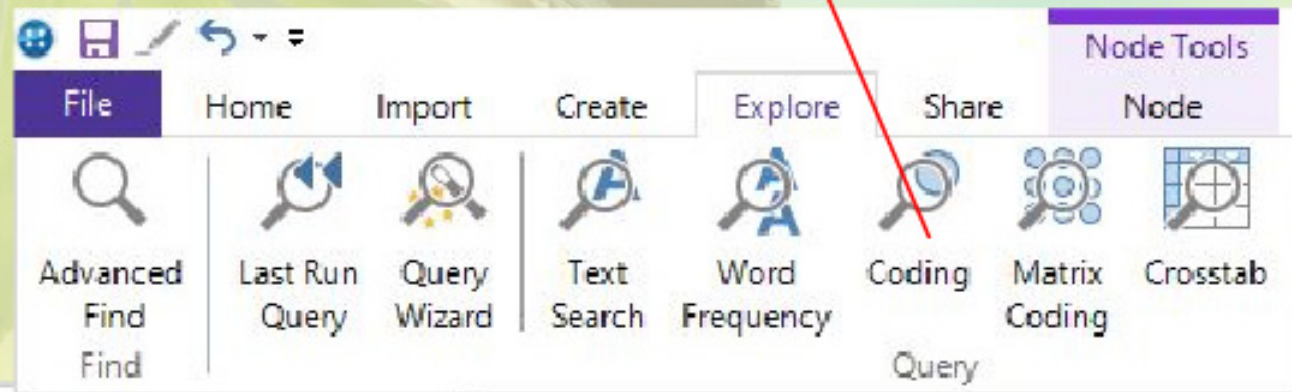
The screenshot shows a text analysis interface. On the left, a word tree for the word "keterampilan" is displayed. The root node is "keterampilan", which branches into "Q3" and "Q4". "Q3" branches into "meningkatkan" and "menjadikan stress". "meningkatkan" further branches into "ah dosen yang kurang" and "ologi baru , dan tidak". "menjadikan stress" branches into "Belumlagi harus punya" and "online learning ? Bagi dosen diperluan". "Q4" branches into "memberikan contoh yang nyata", "Sulit diunakan untukkeaspraktek", "tapi harus punya keterampilan", and "tugas untukwaktu yang singkat". On the right, a list of text queries is shown, including "apakah yang diperlukan dalam me", "atau skill Saya mengalami stress", "Bagi mahasiswa sangat menyenangkan dan", "computer dengan cepat Beberapa kelas", "khusus yang diperlukan Q4 Bagaimana", "ennya . Q4 Bagaimana dengan", "esentasi dan video yang", and "komputer atau smartphone , ap". A context menu is open over the "Export Word Tree..." option, showing options: "Run Text Search Query", "Export Word Tree... Ctrl+Shift+E", "Print Ctrl+P", and "Copy Ctrl+C". A red arrow points from the "9. Right Click" header to the context menu.

The screenshot shows a Windows File Explorer window with a save dialog box open. The File Explorer shows a folder structure with folders like "isi", "metaverseChurch", "metaverseDating", "nftCategory", "onlineLearning", "source", and "santi". The save dialog box has "File name" set to "text Search Query - Results Preview.jpg" and "Save as type" set to "JPEG File (*.jpg;*.jpeg)". The "Save" button is highlighted with a red arrow pointing from the "11. Click Save" header.



Coding Query

1. Click Coding



2. Browse



Select Project Items

Automatically select subfolders Automatically select descendant codes

	Name	Nickname	Created	Modified
<input type="checkbox"/>	Cause of stress		14/02/2023 3:14	14/02/2023 3:14
<input type="checkbox"/>	internet connection		14/02/2023 3:15	14/02/2023 3:15
<input type="checkbox"/>	Lack of technology skills		14/02/2023 3:16	14/02/2023 3:16
<input type="checkbox"/>	Learning devices		14/02/2023 3:16	14/02/2023 3:16
<input checked="" type="checkbox"/>	Learning method changes		14/02/2023 3:16	14/02/2023 3:16
<input type="checkbox"/>	Overload		14/02/2023 3:15	14/02/2023 3:15
<input type="checkbox"/>	infrastructure		14/02/2023 3:12	14/02/2023 3:12
<input type="checkbox"/>	Learning content		14/02/2023 3:12	14/02/2023 3:12
<input type="checkbox"/>	Motivation		14/02/2023 3:12	14/02/2023 3:12
<input type="checkbox"/>	Perception		14/02/2023 3:13	14/02/2023 3:13
<input type="checkbox"/>	Skills		14/02/2023 3:14	14/02/2023 3:14

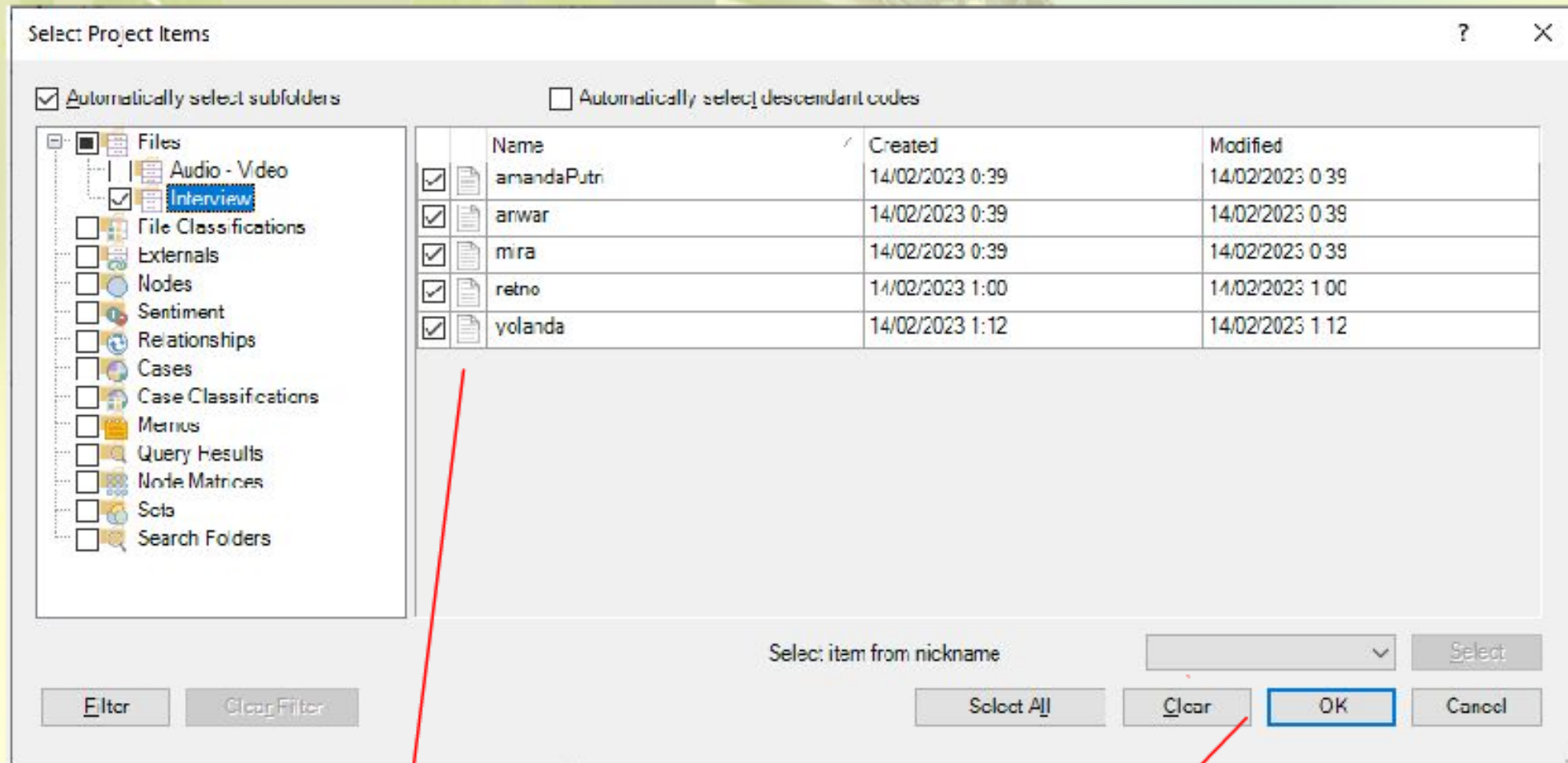
Filter Clear Filter

Select item from nickname

3. Select node

4. Click OK





3. Select files

4. Click OK



5. Run Query

Coding Query

Coding Criteria

Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders...

All of the following are true

Coded at All Selected Codes or Cases ... (1) Learning method changes

Spread to None

<Files\\Interview\\amandaPutri> - 5 1 reference coded [11,23% Coverage]

Reference 1 - 11,23% Coverage

- Bosan di rumah saja, proses pembelajaran yang mulai membosankan, tidak dapat bertemu teman, tidak dalam mengikuti pembelajaran akibat keterbatasan dan lainnya, jadinya ya srtes

<Files\\Interview\\anwar> - 5 3 references coded [11,60% Coverage]

Reference 1 - 3,07% Coverage

- Fitur yang berbeda-beda dari plattform kadangkadang menyebabkan kendala kelancaran

Reference 2 - 5,51% Coverage

Summary Reference Text

6. Click Text



Reference



The screenshot shows a software interface for coding queries. At the top, there is a horizontal list of five transcript thumbnails. The first thumbnail, labeled 'amandaPutri (1)', is highlighted with a blue border. A tooltip box is positioned over the second thumbnail, labeled '(3)', displaying the following information: 'Full Name: Files\\Interview\\anwar', 'References: 3', and 'Coverage: 11,60%'. Below the thumbnails, the main content area displays the selected transcript's details. The path '<Files\\Interview\\amandaPutri>' is shown with a count of '5' and '1 reference coded [11,23% Coverage]'. Below this, the text of the transcript is visible, starting with 'Reference 1 - 11,23% Coverage' and a bullet point: '- Bosan di rumah saja, proses pembelajaran yang mulai membosankan, tidak dapat bertemu teman, tidak dalam mengikuti pembelajaran akibat keterbatasan dan lainnya, jadinya ya srtes'.

7. Mouse Over to display information



TEXT



Matrix Coding Query

1. Click Matrix Coding

The screenshot displays the software's interface. At the top, the 'Node Tools' menu is open, and the 'Matrix Coding' option is highlighted. A red arrow points from this menu item to the text '1. Click Matrix Coding'. Below the menu, the 'Matrix Coding Query - Results' window is visible. It features a 'Matrix Criteria' section with buttons for 'Run Query', 'Save Results...', and 'Add to Project...'. The 'Search in' section is set to 'Files & Externals'. The 'Rows' and 'Columns' sections are empty, with instructions to 'Add items by dragging them here from the List View or by clicking the '+''. A dropdown menu is open at the bottom left, showing 'Select Items...' and 'Select Attribute Values...'. A red arrow points from this menu to the text '2. Click Select Item'. The interface also includes a toolbar with various icons and a 'Node 1' label on the right side.



2. Click Select Item



Select Project Items

Automatically select subfolders Automatically select descendant codes

Name	Nickname	Created	Modified
<input type="checkbox"/> Cause of stress		14/02/2023 3:14	14/02/2023 3:14
<input checked="" type="checkbox"/> Internet connection		14/02/2023 3:15	14/02/2023 9:55
<input checked="" type="checkbox"/> Lack of technology skills		14/02/2023 3:16	14/02/2023 9:55
<input checked="" type="checkbox"/> Learning devices		14/02/2023 3:16	14/02/2023 10:00
<input checked="" type="checkbox"/> Learning method changes		14/02/2023 3:16	14/02/2023 10:01
<input checked="" type="checkbox"/> Overload		14/02/2023 3:15	14/02/2023 10:01
<input type="checkbox"/> Infrastructure		14/02/2023 3:12	14/02/2023 9:55
<input type="checkbox"/> Learning content		14/02/2023 3:12	14/02/2023 9:54
<input type="checkbox"/> Motivation		14/02/2023 3:12	14/02/2023 3:12
<input type="checkbox"/> Perception		14/02/2023 3:13	14/02/2023 10:00
<input checked="" type="checkbox"/> Skills		14/02/2023 3:14	14/02/2023 10:01

Select item from nickname

3. Select Nodes

4. Check Nodes

5. Click OK



Matrix Coding Query

Matrix Criteria

Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Coding at rows And

Rows

Columns

Nodes\\What is known about games

Nodes\\What is known about marketing

Add items by dragging them here from the List View

Select Items...
Select Attribute Values...

**6. Click
Select Item**

Select Project Items

Automatically select subfolders Automatically select descendant nodes

	Name	Created	Modified
<input checked="" type="checkbox"/>	amandaPutri	14/02/2023 0:39	14/02/2023 0:39
<input checked="" type="checkbox"/>	anwar	14/02/2023 0:39	14/02/2023 0:39
<input checked="" type="checkbox"/>	mira	14/02/2023 0:30	14/02/2023 0:30
<input checked="" type="checkbox"/>	retno	14/02/2023 1:00	14/02/2023 1:00
<input checked="" type="checkbox"/>	volanda	14/02/2023 1:12	14/02/2023 1:12

Select item from nickname

Select All Clear Filter

Select OK Cancel

**7. Select
Interview**

8. Check All

9. Click OK

10. Run Query

Matrix Coding Query

Matrix Criteria

Run Query Save Results... Add to Project..

Search in Files & Externals Selected Items... Selected Folders... Coding at rows And columns Hier

Rows

- Ncdes\\Cause of stress\\Overload
- Ncdes\\Skills

Columns

- Files\\Interview\\mira
- Files\\Interview\\retno
- Files\\Interview\\yolanda

	A : amandaPutri	B : anwar	C : mira	D : retno	E : yolanda
1 : Internet connection	0	1	0	0	0
2 : Lack of technology skills	1	3	0	0	0
3 : Learning devices	0	1	0	1	0
4 : Learning method chang...	1	3	1	1	2
5 : Overload	2	1	?	?	1
6 : Skills	0	3			

Node Matrix Chat

	A : amandaPutri
1 : Internet connection	0
2 : Lack of technology skills	1
3 : Learning devices	0
4 : Learning method chang...	1
5 : Overload	2
6 : Skills	0

11. Click Overload - amandaPutri

12. Double Click Overload - amandaPutri



Click to edit

Tidak ada keterampilan khusus

Q4

Bagaimana dengan beban pekerjaan dalam melakukan online learning?

Tugas dirumah buanyak sekaliiiiiii ... dan membuat stress

Q5

Bagaimana online learning dapat meningkatkan pembelajaran?

- Melalui e-learning, peserta didik tidak hanya mendengarkan uraian materi dari pendidik saja tetapi juga aktif mengamati, melakukan, mendemonstrasikan, dan sebagainya.
- Materi bahan ajar dapat divirtualisasikan dalam berbagai format sehingga lebih menarik dan lebih dinamis sehingga mampu memotivasi belajar

Q6

Mengapa merasakan stress dalam melakukan online learning?

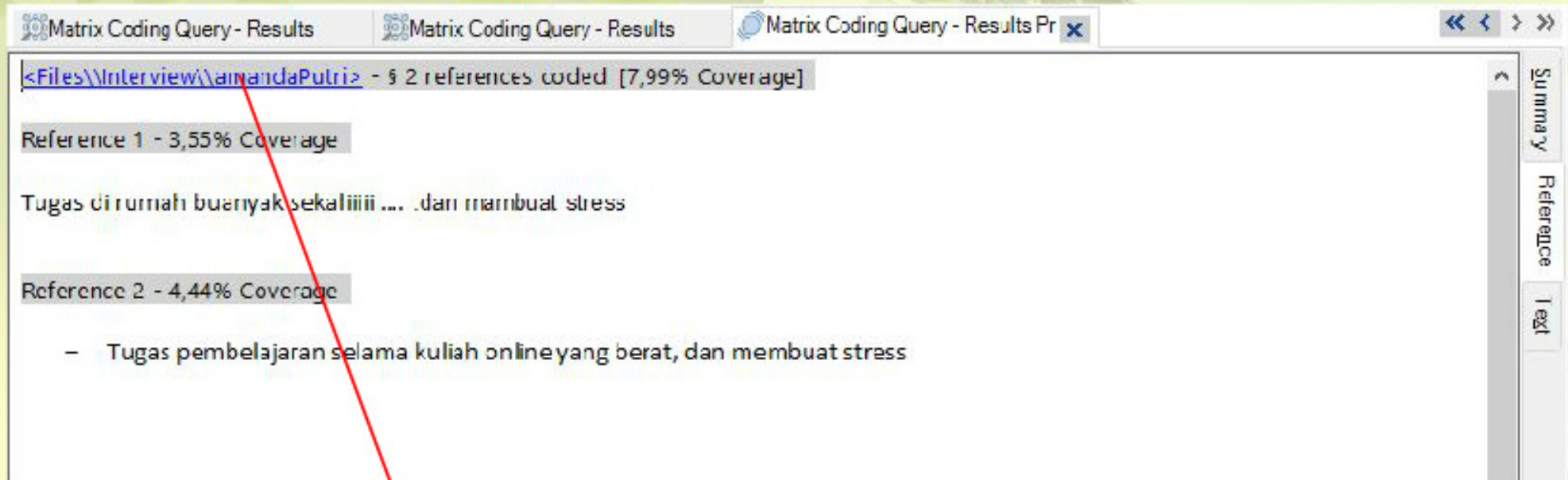
- Tugas pembelajaran selama kuliah online yang berat, dan membuat stress
- Bosan di rumah saja, proses pembelajaran yang mulai membosankan, tidak dapat bertemu teman, tidak dalam mengikuti pembelajaran akibat keterbatasan dan lainnya, jadinya ya stress

	A : amandaPutri	B : anwar	C : mira	D : retno	E : yola
1 : Internet connection	0	1	0	0	
2 : Lack of technology skills	1	3	0	0	
3 : Learning devices	0	1	0	1	
4 : Learning method chang. .	1	3	1	1	
5 : Overload	2	1	2	2	
6 : Skills	0	3	1	2	

Source text

12. Click Chart





The screenshot shows a web browser window with three tabs, all titled "Matrix Coding Query - Results". The active tab displays the following content:

[<Files\\Interview\\amandaPutri>](#) - 2 references coded [7,99% Coverage]

Reference 1 - 3,55% Coverage

Tugas di rumah buanyak sekaliiiiii ... dan mambuat stress

Reference 2 - 4,44% Coverage

- Tugas pembelajaran selama kuliah online yang berat, dan membuat stress

On the right side of the window, there is a vertical sidebar with three buttons: "Summary", "Reference", and "Text". A red arrow points from the "Reference" button to the text "13. Click source" below the screenshot.

13. Click source



Reference



Click to edit

Tidak ada keterampilan khusus

Q4
Bagaimana dengan beban pekerjaan dalam melakukan online learning?
Tugas di rumah buanyak sekaliiii.... dan membuat stress

Q5
Bagaimana online learning dapat meningkatkan pembelajaran?

- Melalui e-learning, peserta didik tidak hanya mendengarkan uraian materi dari pendidik saja tetapi juga aktif mengamati, melakukan, mendemonstrasikan, dan sebagainya.
- Materi bahan ajar dapat divirtualisasikan dalam berbagai format sehingga lebih menarik dan lebih dinamis sehingga mampu memotivasi belajar

Q6
Mengapa merasakan stress dalam melakukan online learning?

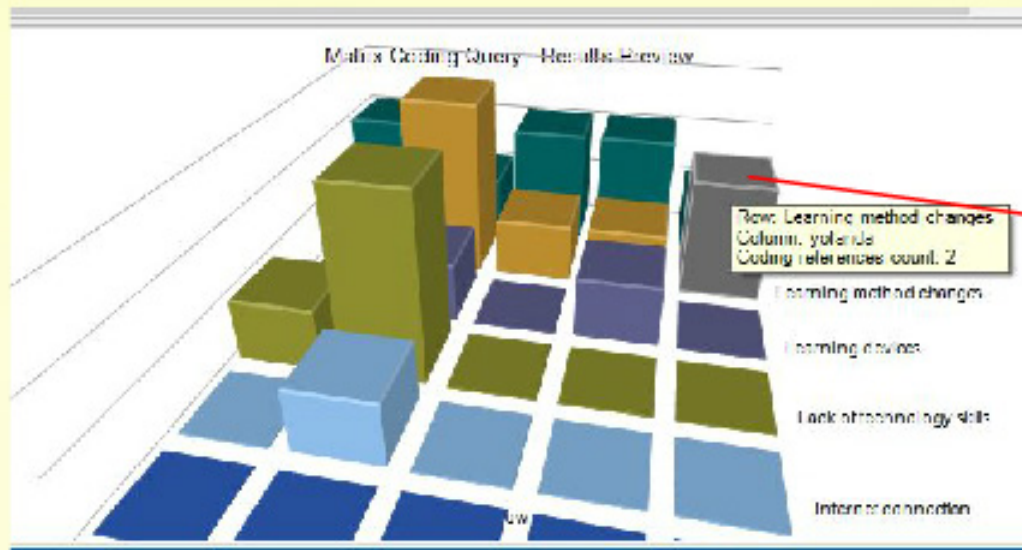
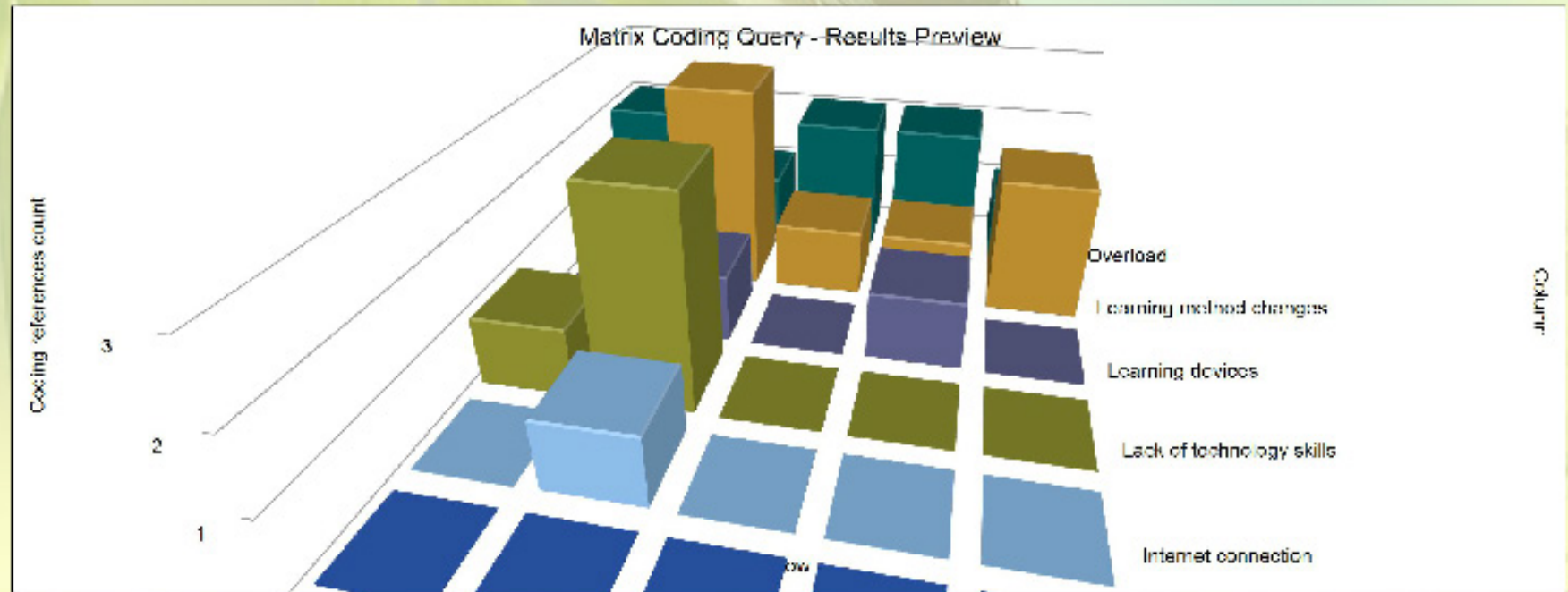
- Tugas pembelajaran selama kuliah online yang berat, dan membuat stress
- Bosan di rumah saja, proses pembelajaran yang mulai membosankan, tidak dapat bertemu teman, tidak dalam mengikuti pembelajaran akibat keterbatasan dan lainnya, jadinya ya stress

	A: amandaPutri	B: anwar	C: mira	D: retno	E: yoki
1: Internet connection	0	1	0	0	
2: Lack of technology skills	1	3	0	0	
3: Learning devices	0	1	0	1	
4: Learning method chang...	1	3	1	1	
5: Overload	2	1	2	2	
6: Skills	0	3	1	2	

Source text

14. Click Chart



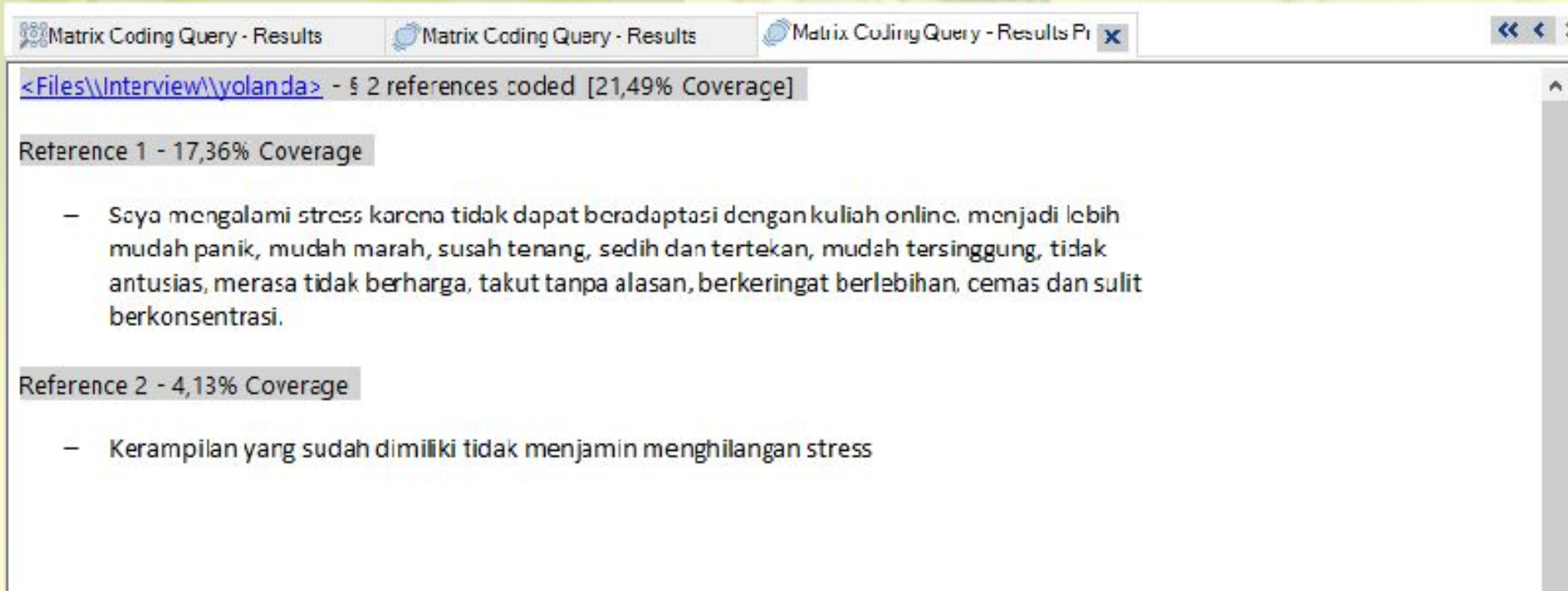


**15. Double Click
to open Reference**



Chart





The screenshot shows a web browser window with three tabs, all titled "Matrix Coding Query - Results". The active tab displays the following content:

<Files\Interview\yolanda> - 2 references coded [21,49% Coverage]

Reference 1 - 17,36% Coverage

- Saya mengalami stress karena tidak dapat beradaptasi dengan kuliah online. menjadi lebih mudah panik, mudah marah, susah tenang, sedih dan tertekan, mudah tersinggung, tidak antusias, merasa tidak berharga, takut tanpa alasan, berkeringat berlebihan, cemas dan sulit berkonsentrasi.

Reference 2 - 4,13% Coverage

- Kerampilan yang sudah dimiliki tidak menjamin menghilangkan stress



Chart

1. Coding for a File

1. Click Chart

2. Select Coding ---> Next

3. Select Coding for a File ---> Next



Chart Wizard - Step 3 of 3

Chart Items

File

X-axis
Most coded

Y-axis
Percentage coverage

Z-axis
None

Cancel Back Finish

Select Project Item

Files

- Audio Video
- Interview
- Externals
- Memos
- Search Folders
 - All Files, Externals & Memos
 - All Media Files Not Embedded

Name	Created	Modified
ansariaPrnri	14/02/2023 0:39	14/02/2023 0:39
anwar	14/02/2023 0:39	14/02/2023 0:39
mum	14/02/2023 1:00	14/02/2023 1:00
reino	14/02/2023 1:00	14/02/2023 1:00
yolanda	14/02/2023 1:12	14/02/2023 1:12

Filter Clear Filter

OK Cancel

5. Click Select

4. Select a File

6. Click Finish



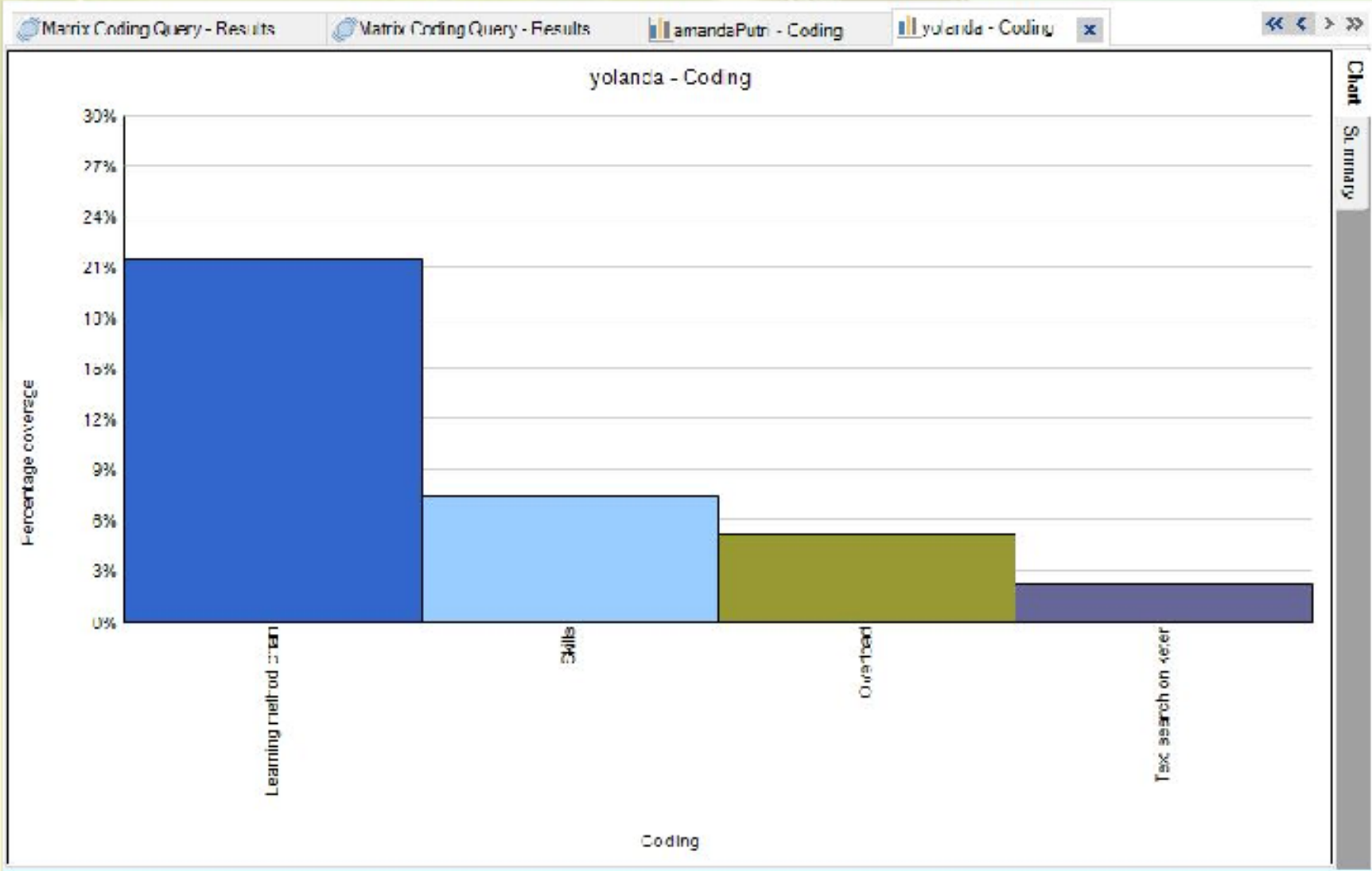
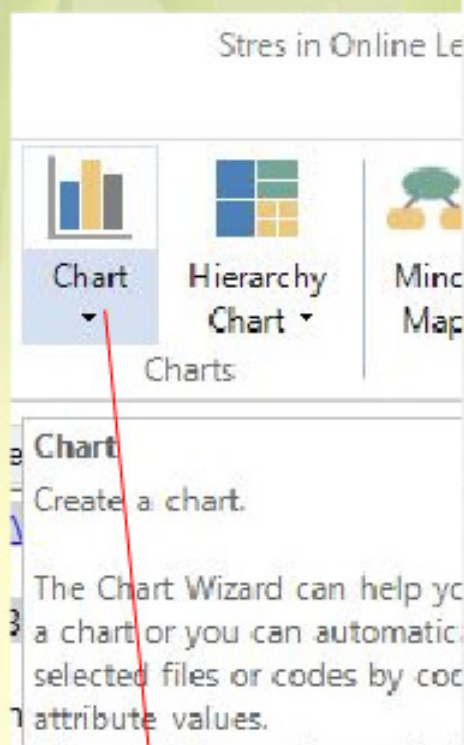


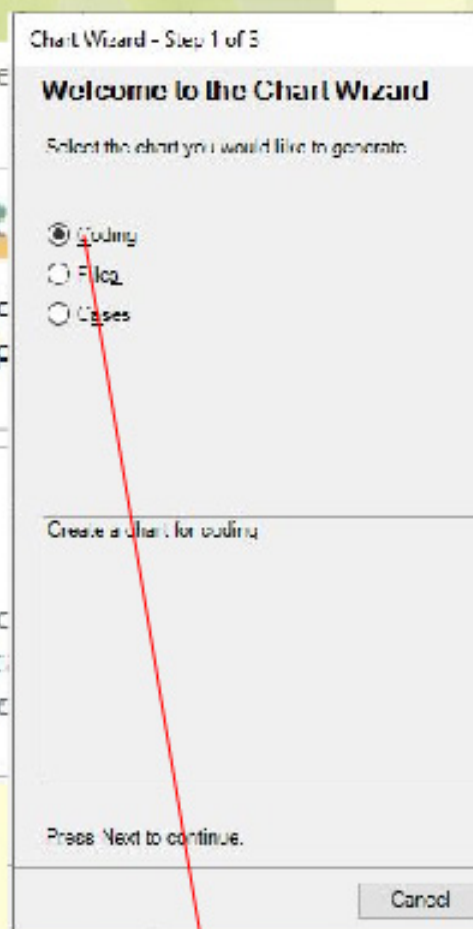
Chart coding or a File



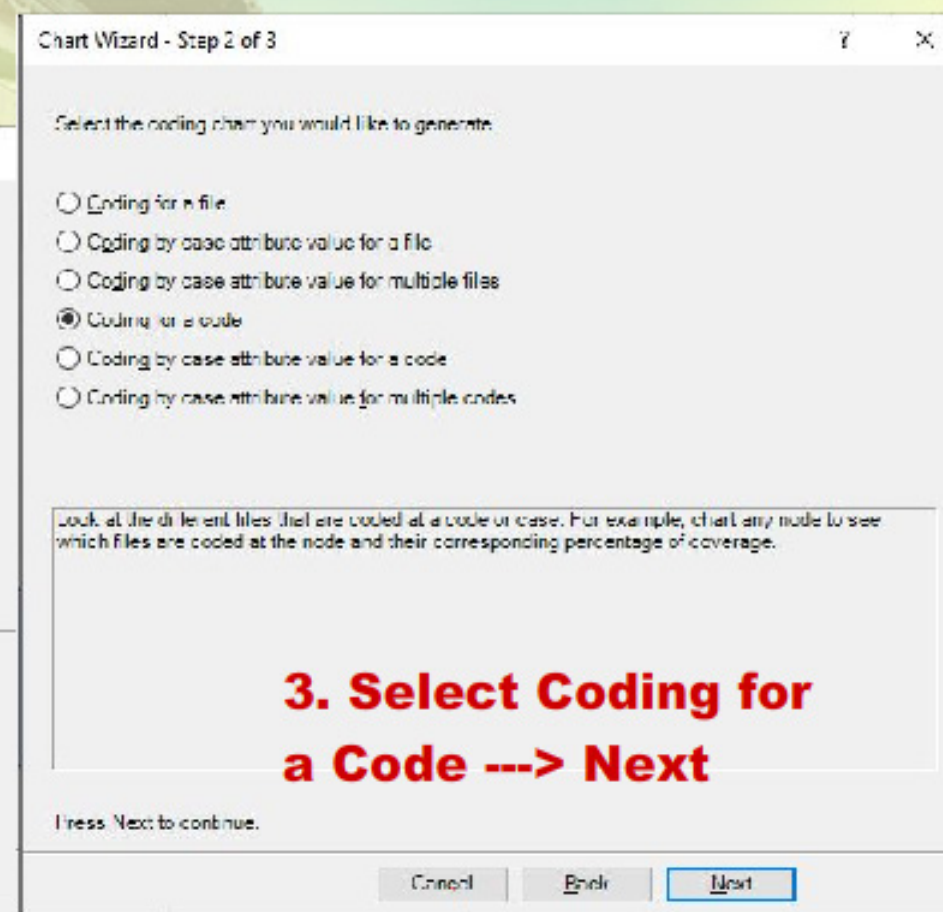
2. Coding for a Code



1. Click Chart



2. Select Coding ---> Next



3. Select Coding for a Code ---> Next



Chart Wizard Step 3 of 3

Chart items

Node

X-axis

Most coded files

Y-axis

Percentage coverage

Z-axis

None

Cancel Back Finish

Select Project Item

- Nodes
- Sentiment
- Relationships
- Cases
- Query Results
- Search Folders
- All Codes

Name	Nickname	Created	Modified
<input type="radio"/> Cause of stress		14/02/2023 3:14	14/02/2023 3:14
<input type="radio"/> Internet connection		14/02/2023 5:15	14/02/2023 9:55
<input type="radio"/> Lack of technology skills		14/02/2023 3:16	14/02/2023 9:55
<input type="radio"/> Learning devices		14/02/2023 5:16	14/02/2023 10:01
<input type="radio"/> Learning method changes		14/02/2023 3:16	14/02/2023 10:01
<input checked="" type="radio"/> Overload		14/02/2023 3:16	14/02/2023 10:01
<input type="radio"/> Infrastructure		14/02/2023 3:17	14/02/2023 9:55
<input type="radio"/> Learning content		14/02/2023 3:17	14/02/2023 9:54
<input type="radio"/> Motivation		14/02/2023 3:17	14/02/2023 3:17
<input type="radio"/> Perception		14/02/2023 3:18	14/02/2023 10:01
<input type="radio"/> Skills		14/02/2023 5:14	14/02/2023 10:01

Select item from nickname

5. Click Select

4. Select a Node

6. Click Finish



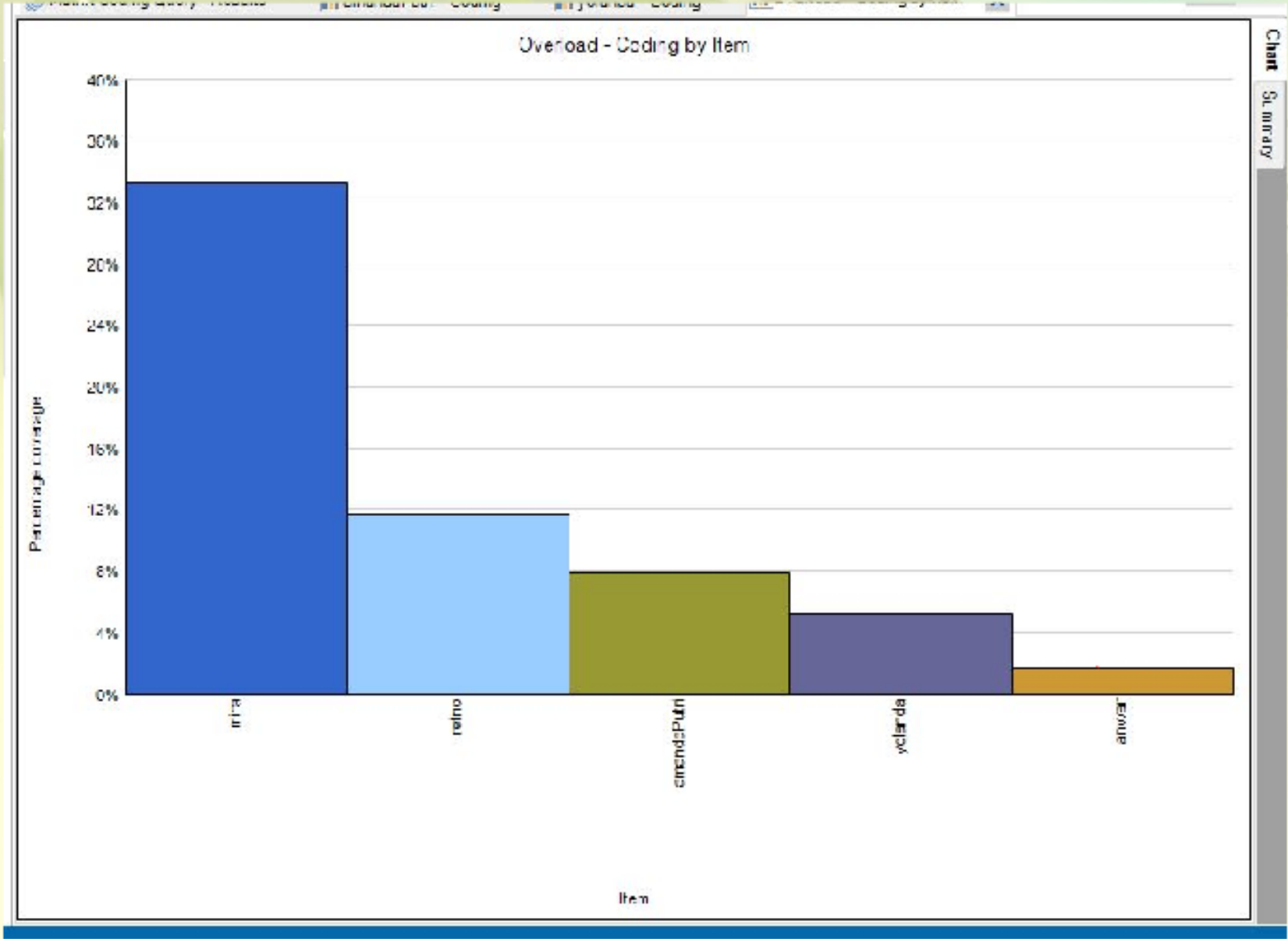
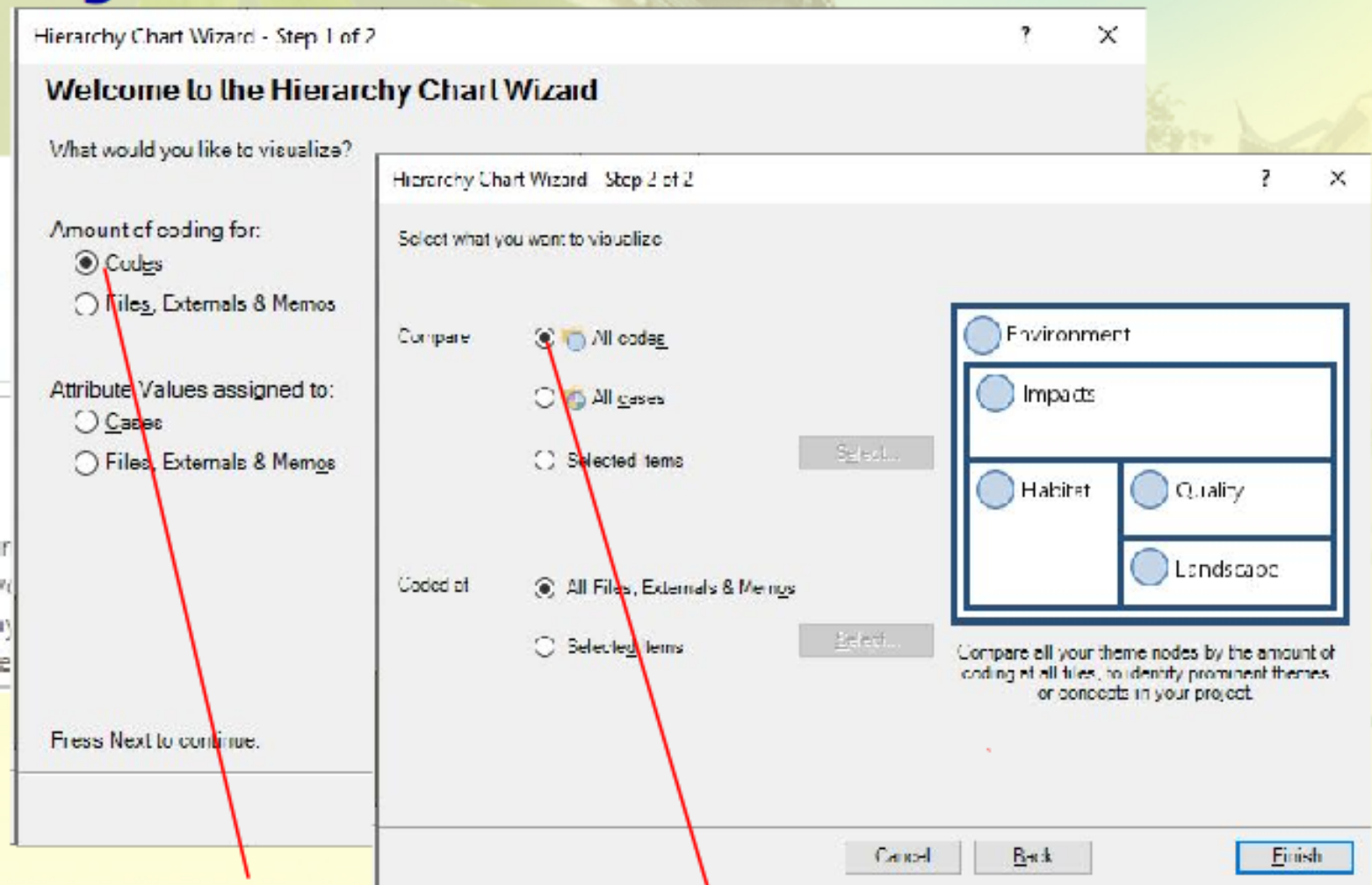
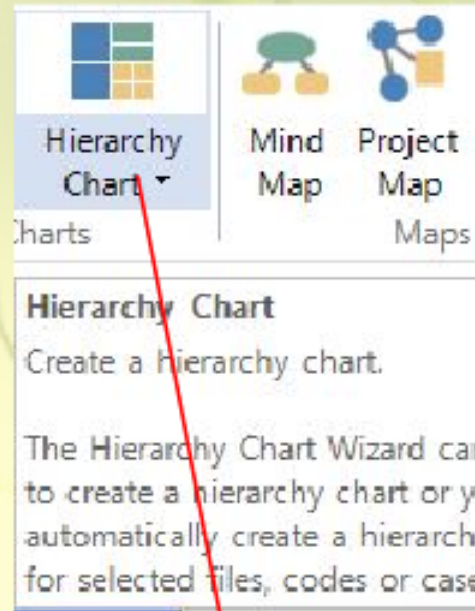


Chart coding or a Code



1. Hierarchy Chart for Codes



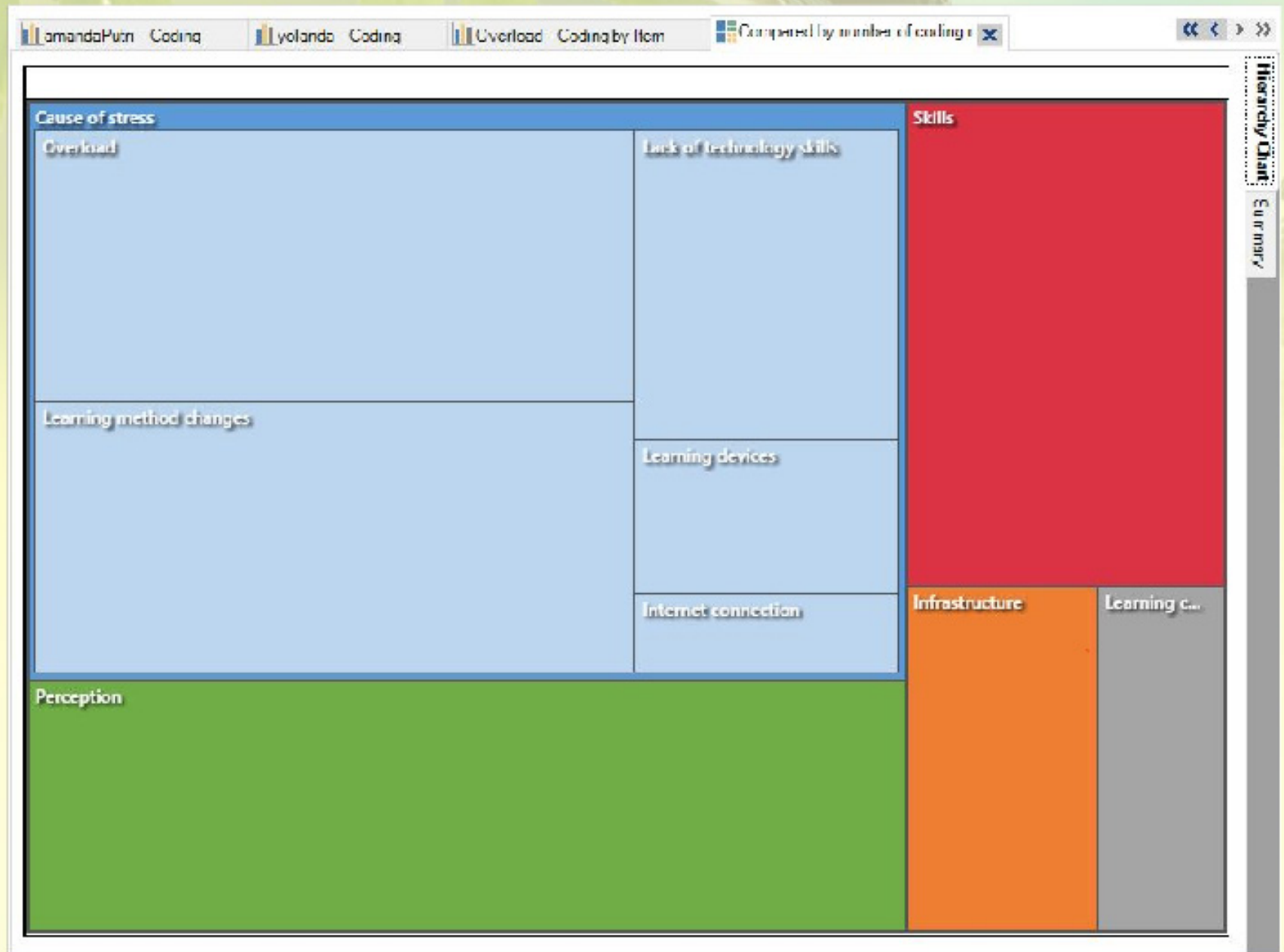
2. Select Codes ---> Next

1. Click Hoerarchy Chart

3. Select All Codes ---> Finish

Comparing codes by number of coding reference





Contact:
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Hierarchy Chart for Codes



2. Hierarchy Chart for Files

The image shows a software interface for creating a hierarchy chart. It consists of two wizard windows and a file selection dialog.

Step 1 of 2: Welcome to the Hierarchy Chart Wizard

- What would you like to visualize?
 - Codes
 - Files, External & Memos
- Amount of coding for:
 - Codes
 - Files, External & Memos
- Attribute Values assigned to:
 - Codes
 - Files, External & Memos

Press Next to continue.

Step 2 of 2: Select the files and coding you want to visualize

- Compare:
 - All files, External & Memos
 - Selected Items
- Coded as:
 - All codes
 - All gases
 - Selected Items

Buttons: Cancel, Back, Finish

File Selection Dialog:

- Barbara
- Charles
- Elen
- Ker

Visualize all your files by the amount of coding at all nodes, to compare the themes or concepts that are prominent in different files.

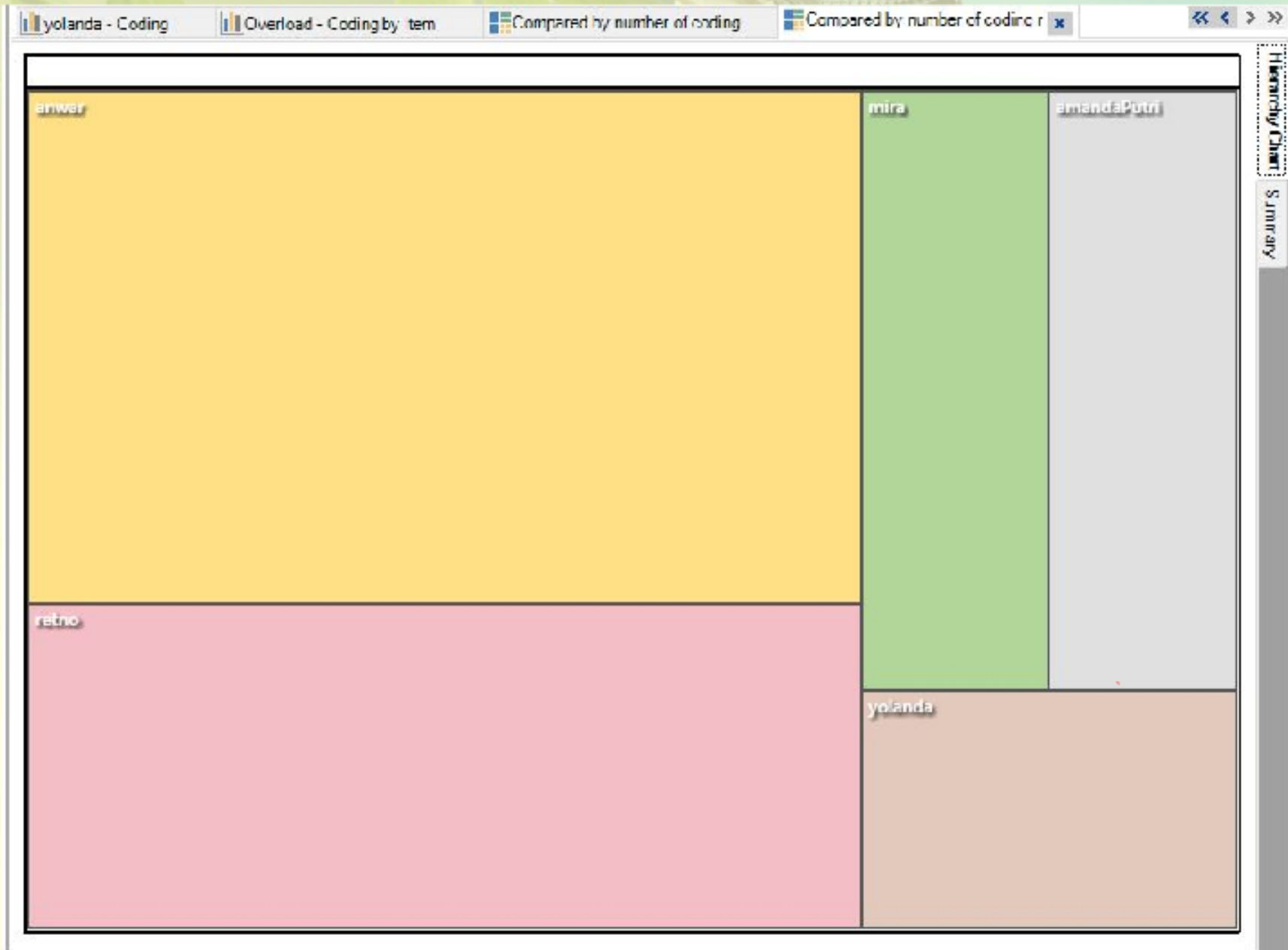
1. Click Hoerarchy Chart

2. Select Files ---> Next

3. Select All Files ---> Finish

Comparing files by number of coding reference





Hierarchy Chart for Files





Thank You

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