

DEVELOPMENT OF BASIC CONCEPTS OF ETHNOGRAPHIC GROUNDED THEORY RESEARCH

**Ghina Ulpah¹, Erni Haryanti², Tabah Sulistyono³, Miftahul Huda⁴, Nabihah
Husna Razali⁵**

^{1,2} Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

³ Program Studi PAI Universitas Muhammadiyah Surakarta, Indonesia

⁴ Universitas Muhammadiyah Bandung, Indonesia

⁵ Department Of Curriculum and Instruction, International Islamic University Malaysia

Email: ghinaulpah@gmail.com¹, erhaka19@gmail.com², tabah17sulistyono@gmail.com³,
miftah.elhuda@umbandung.ac.id⁴, nabihahnusnarazali@gmail.com⁵

DOI: <https://doi.org/10.37758/xsgade07>

Received: January 2025

Accepted: May 2025

Published: May 2025

Abstract :

Grounded Theory Ethnography (GTE) research presents a cutting-edge methodology that combines the strengths of Grounded Theory (GT) and Ethnography. This approach opens the gates to understanding social and cultural phenomena in depth, generating solid theories based on empirical data. The primary goal of GTE is to develop or extend theory through systematic analysis of qualitative data. GTE researchers collect data through various ethnographic methods, such as participant observation, in-depth interviews, and document analysis. The data is then iteratively analyzed using GT techniques to identify emerging patterns, categories and concepts. GTE's strength lies in its ability to generate theories based on empirical data, not just assumptions. GTE allows researchers to capture the complexities and nuances of phenomena in their specific contexts, resulting in theories that are contextualized and culturally sensitive. This makes it useful for understanding and addressing complex social problems. GTE has been applied in various fields, such as education, sociology, anthropology, psychology, and public health. Its contribution to understanding various social and cultural phenomena, such as the immigrant experience, school culture, health practices and intergroup relations, is undeniable. GTE research paves the way for a deeper understanding of social and cultural realities. By combining the strengths of GT and Ethnography, GTE produces theories that are robust, relevant, and useful for solving various problems in society.

Keywords: *Grounded Theory, Ethnography, Qualitative Research, Theory, Context, Culture, Social Phenomena.*

Abstrak :

Penelitian Grounded Theory Etnografi (GTE) menghadirkan metodologi mutakhir yang menggabungkan kekuatan Grounded Theory (GT) dan Etnografi. Pendekatan ini membuka gerbang untuk memahami fenomena sosial dan budaya secara mendalam, menghasilkan teori yang kokoh dan berlandaskan data empiris. Tujuan utama GTE adalah mengembangkan atau memperluas teori melalui analisis data kualitatif yang sistematis. Peneliti GTE mengumpulkan data melalui berbagai metode etnografi, seperti observasi partisipan, wawancara mendalam, dan analisis dokumen. Data tersebut kemudian dianalisis secara berulang menggunakan teknik GT untuk mengidentifikasi pola, kategori, dan konsep yang muncul. Keunggulan GTE terletak pada kemampuannya menghasilkan teori yang berlandaskan data empiris, bukan hanya asumsi. GTE memungkinkan peneliti untuk menangkap kompleksitas dan nuansa fenomena dalam konteksnya yang spesifik, menghasilkan teori yang

kontekstual dan sensitif terhadap budaya. Hal ini membuatnya bermanfaat untuk memahami dan mengatasi masalah sosial yang kompleks. GTE telah diterapkan di berbagai bidang, seperti pendidikan, sosiologi, antropologi, psikologi, dan kesehatan masyarakat. Kontribusinya dalam memahami berbagai fenomena sosial dan budaya, seperti pengalaman imigran, budaya sekolah, praktik kesehatan, dan hubungan antar kelompok, tak terbantahkan. Penelitian GTE membuka jalan untuk memahami realitas sosial dan budaya secara lebih mendalam. Dengan menggabungkan kekuatan GT dan Etnografi, GTE menghasilkan teori yang kokoh, relevan, dan bermanfaat untuk menyelesaikan berbagai persoalan di masyarakat.

Kata Kunci: *Grounded Theory, Etnografi, Penelitian Kualitatif, Teori, Konteks, Budaya, Fenomena Sosial.*

INTRODUCTION

Qualitative research has become an important tool in understanding the complexity of social and cultural phenomena. In this context, Grounded Theory (GT) and ethnography emerged as a powerful methodology for exploring the experiences and meanings embedded in human life.

Grounded Theory, developed by Barney Glaser and Anselm Strauss, is an inductive methodology that aims to build theories from data collected directly (Belgrave & Seide, 2019; Glaser & Strauss, 2017b; Mey, 2022). GT emphasizes on collecting rich and in-depth data, followed by systematic analysis to identify emerging patterns and concepts. This approach allows researchers to produce theories that are grounded in the social and cultural realities being studied (Glaser et al., 2022; Hallberg, 2006; Redman-MacLaren & Mills, 2015).

On the other hand, ethnography is a qualitative research method that focuses on the in-depth study of the culture, traditions, and practices of a community group. Ethnographers conduct participant observations, in-depth interviews, and document analysis to understand the way of life, values, and beliefs of the people studied (Bado, 2021; Creswell, 2015, 2020; Rahmi Pertiwi et al., 2023).

Grounded Theory Ethnographic research combines the strengths of these two methodologies to produce a more comprehensive and in-depth understanding of social and cultural phenomena (Hadi et al., 2021; Rahmi Pertiwi et al., 2023; Zuchdi & Afifah, 2019). GT provides a framework for constructing theories from ethnographic data (Glaser et al., 2022; Redman-MacLaren & Mills, 2015; Strauss & Corbin, 1990), while ethnography provides rich context and meaning for the resulting theories (Setyowati, 2014; Zuchdi & Afifah, 2019).

For example, in a study on the professional identity of teachers in remote communities, the use of ethnography allowed researchers to directly observe daily interactions, while GT helped to organize the underlying concepts that emerged from these interactions into a broader theory. Similarly, in research on traditional health practices in indigenous communities, the ethnographic grounded theory approach has proven effective for developing theory rooted in local experiences, without imposing a theoretical framework from outside.

Therefore, the conceptual development of ethnographic grounded theory research is important, especially in the context of social research where cultural complexity and local meaning cannot be ignored. This study aims to explain the conceptual foundations of such a combined approach and explore how they can be methodologically integrated to generate meaningful and contextualized

theory.

However, the development of the basic concept of Grounded Theory Ethnographic research still faces several challenges such as methodological integration, theoretical validity, research ethics, researcher skills and so on (Campos Pinto & Hickey, 2022; Hallberg, 2006; Kuper et al., 2008). Despite the challenges, Grounded Theory ethnographic research offers significant potential to generate new and meaningful knowledge about various social and cultural phenomena (Butina et al., 2015; Cohen et al., 1969; Creswell, 2015). By addressing these challenges, these methodologies can become a more powerful tool for understanding the complexities of human life and informing more effective practices and policies.

RESEARCH METHOD

This research uses a qualitative method (Bado, 2021; Mulyana & Solatun, 2008), with a literature study approach (Rahmi Pertiwi et al., 2023). Primary data was obtained from books and writings discussing Grounded Theory Ethnography introduced by Barney Glaser and Anselm Strauss, secondary data was obtained from literature searches by focusing on books, documents, literature and journals that have relevance and similarities with this research. After the data is obtained from various sources, it will be grouped according to the type of data. After that, data analysis was carried out using qualitative descriptive analysis to collect, process, analyze, and present data descriptively.

The research applies GTE techniques through a structured process of open coding, axial coding, and theoretical coding. Initially, texts were reviewed line by line to identify significant concepts (open coding). For example, while analyzing a chapter on leadership during the Prophet Muhammad's time, repeated references to "consultation," "justice," and "trust" were identified as key concepts. These were then grouped into categories during the axial coding phase, revealing broader themes such as participatory governance and moral authority. In the final phase, theoretical coding was used to relate these themes into a cohesive theoretical framework illustrating the principles of good governance in early Islamic society.

All data were organized and classified based on their type (primary or secondary), relevance, and thematic content. A qualitative descriptive analysis was conducted to collect, process, analyze, and present the findings. This approach allows for a deep interpretation of the data and supports the inductive development of theory grounded in the literature.

FINDINGS AND DISCUSSION

Research Grounded Theory

Grounded Theory, developed by Barney Glaser and Anselm Strauss, is a qualitative research methodology that focuses on developing theories from data collected directly (Hallberg, 2006; Richards, 2007). Unlike conventional qualitative research that tests existing theories, GT aims to discover new knowledge and build a theory that is grounded or based on data (Mulyana & Solatun, 2008; Thomson & Trigwell, 2018; Wagner et al., 1968). GT researchers do not start with predetermined hypotheses, but rather openly collect data and analyze it systematically to identify emerging patterns, categories, and relationships.

In addition, Grounded theory is a reflexive and open approach, in which data collection, data development, theoretical concept development, and literature review take place in a cyclical (continuous) process (Frankel & Levitt, 2009; Lucchi, 2018; MORSE, 1985). The grounded theory approach moves from the empirical level to the conceptual-theoretical level or research to find a theory based on data (Corbin & Strauss, 2008; Scott & Glaser, 1971). In this approach, it is from data that a concept is built. From the data, a hypothesis is built. Categories and concepts are developed by researchers in the field. The increased data is used for the verification of theories that arise in the field which are continuously refined during the research (Glaser et al., 2022; Karuntu et al., 2022).

According to Daymon and Holloway, grounded theory is an open reflexive approach, in which data collection, development of theoretical concepts, and literature review take place in a continuous-cyclical process (Ruslan et al., 2023). Other qualitative research does more or less also contain such characteristics. However, there are three aspects that distinguish grounded theory when compared to other approaches (Glaser et al., 2022; Redman-MacLaren & Mills, 2015; Ruslan et al., 2023). a. In most approaches, researchers follow systematic analysis procedures. In the process of collection and analysis, grounded theory is more structured than other qualitative research models even though the strategy is the same. b. In research, the research process makes it possible to get an assumption. This means distancing ourselves from existing theories, in order to focus on new discoveries and understandings that will emerge through research. c. The researcher does not solely explain, but also conceptualize; They will put in a lot of effort to produce and develop theories.

Table 1. Basic Principles Grounded Theory (Karuntu et al., 2022)

No	Information	Explanation
1	Systematic and Structured	GT is not a speculative process, but follows a systematic and structured research flow. Researchers collect data, analyze it, and develop categories and concepts gradually.
2	Inductive	GT moves from data to theory. This means that theory is not imposed on data, but arises from a deep understanding of the data collected.
3	Iterative	GT is a repetitive process. Researchers are constantly going back and forth between data and theory, refining findings and strengthening relationships between categories.
4	Focusing on Meaning	GT not only examines the facts, but also the meaning behind them. The researcher explored how participants understood and interpreted the phenomenon studied.

The purpose of the grounded theory approach is to produce or find a theory that relates to a certain situation. A situation in which individuals relate to each other, act or engage in a process in response to an event (Cohen et al., 1969; Creswell, 2015; Glaser & Strauss, 2017b). The essence of the grounded theory approach is the development of a theory that is closely related to the context of the event being studied.

Creswell (2005) proposed the following steps to conduct grounded theory research (Creswell, 2015, 2020): Determine whether the grounded theory design is appropriate to research the research problem, Identify the process being researched, Get approval and seek access to the research setting, Conduct relevant data collection procedures until the researcher is confident that the data can be used as a basis for theoretical sampling, Conduct coding process, which is an activity carried out by researchers at the data collection stage, conducting selective coding and developing theories, namely advanced procedures from axial coding to re-examine the relationships between one category and another, Theory validation, which is a stage of procedures to think analytically whether the concepts that have been built are relevant, contextual, and in accordance with the reality experienced by participants in the research.

Table 2. Key Steps in Grounded Theory (Glaser & Strauss, 2017a; Hadi et al., 2021)

No	Information	Explanation
1	Data Collection	Data is collected through various qualitative methods, such as interviews, observations, and document analysis. The data must be rich and informative to support the development of theories.
2	Data Coding	The data is systematically analyzed through the coding process. Researchers identified the initial codes from the data, then grouped them into broader categories and concepts.
3	Building a Theory	The categories and concepts that have been identified are connected and integrated to build a coherent theory. This theory explains the phenomenon that is studied in depth and provides a new understanding of it.

Tabel 3. Advantages and Disadvantages Grounded Theory

Advantages Grounded Theory	Disadvantages of Grounded Theory
Produce theories that are grounded and relevant to the context of the research.	It takes a lot of time and effort.
Enabling the discovery of new and innovative knowledge.	The process of data analysis is complex and requires qualified skills.
Provides an in-depth understanding	It is subjective and depends on the

of the phenomenon being studied.	researcher's interpretation.
Flexible and can be used for a variety of research topics.	It is difficult to generalize to other contexts.

Grounded Theory research is a qualitative research design that allows researchers to form constructs and build theories from data collected directly by researchers rather than from existing theories. The stages of grounded theory research occur simultaneously. Researchers observe, collect and organize data and form theories from data at the same time. One of the important techniques in grounded theory research is the process of constant (fixed) comparison where each data is compared with all other data one by one. Data can be collected through interviews, observations, recordings, or a combination of these methods. In grounded theory, it is very emphasized to dig up ongoing behavioral data (life history) to see the process and is aimed at capturing things that are causal. Furthermore, the data was analyzed using coding and theoretical sampling procedures. Finally, after the theory is generated with the help of an interpretive procedure, the research is written and presented. The quality of grounded theory research is highly determined by the steps taken in a good, correct, and disciplined manner. The theory, which is the result of data study, formulates the relationship of phenomena that can explain relevant conditions in the field, is repeated from the data collection process to producing propositions, until feeling saturated (if new data is not found).

In practice, GT principles can be applied in case studies that explore the experiences of individuals or groups in a particular social context. For example, in a study examining local community leadership strategies in response to a social crisis, researchers may collect data through in-depth interviews and participatory observation. The data is then openly analyzed to identify key categories, which are then developed through axial and selective coding techniques to form a substantive theory (Corbin & Strauss, 2015).

Another example is in ethnographic studies of teaching and learning practices in pesantren. Grounded Theory can help build a theoretical understanding of the dynamics of the relationship between kiai and santri, based on intensively collected field data. This approach is relevant because it allows the resulting theory to truly reflect existing social conditions, rather than simply testing pre-existing theories.

Thus, the integration between Grounded Theory and other qualitative approaches such as ethnography not only allows a deeper understanding of social reality, but also produces theories that are contextual and applicable.

Ethnographic Research

Ethnography as the oldest method in qualitative research is very important for social research which has several characteristics, namely (1) exploring or researching social phenomena, (2) unstructured data; (3) few cases or samples; (4) data analysis and data interpretation about the meaning of human action (Bonnie S. Brennen., 2019; Annette Watson and Karen E. Till, 2010; Atkinson, P & Hammersley, M, 1994).

Ethnography as the oldest method in qualitative research is very important

for social research which has several characteristics, namely (1) exploring or researching social phenomena, (2) unstructured data; (3) few cases or samples; (4) data analysis and data interpretation about the meaning of human action (Bonnie S. Brennen., 2019; Annette Watson and Karen E. Till, 2010; Atkinson, P & Hammersley, M, 1994).

Wolcott (1977) explained, ethnography is a special method or a set of methods in which there are various forms that have certain characteristics, including the participation of ethnographers, understanding and following the daily life of a person over a long period of time, seeing what is happening, listening to what is said, asking them, and in fact collecting any data that exists (Schwedler et al., 2019a; Watson & Till, 2010b).

Wolcott (1977) explained, ethnography is a special method or a set of methods in which there are various forms that have certain characteristics, including the participation of ethnographers, understanding and following the daily life of a person over a long period of time, seeing what is happening, listening to what is said, asking them, and in fact collecting any data that exists (Schwedler et al., 2019a; Watson & Till, 2010b).

According to Muecke, there are 4 types of ethnography, namely: (1) *Classical ethnography* includes explanations of behavior and demonstrations of why and under what circumstances they behave, time in the field, continuous observation, behavioral reasons, explaining everything about culture. (2) *Systematic ethnography* that describes the structure of culture more than describing a person and his social interactions, emotions and materials. This type looks at the cultural structure of how to organize the life path of the group being studied. (3) *Interpretive ethnography* or hermetic ethnography is to find the meaning of the observed social interaction. Studying culture through inferential analysis and behavioral implications found. (4) *Critical ethnography*: is carried out to criticize theories, researchers and members of the culture to then jointly create a cultural scheme (Muecke, 1994).

Other experts such as Sarantokos divide the types of ethnography more simply into (1) *Descriptive or conventional ethnography* – that is, the description of a culture or group through analysis, uncovered patterns, typology and categorization. (2) *Critical ethnography* aims to study macro social factors (e.g. power) and study common things and stored agenda assumptions (Sarantakos, 2005; Sekaran, 2009; Taylor et al., 2010).

Ethnography is a research activity that must be carried out through a natural approach. Researchers must adopt behaviors that respect or appreciate the social world. There are two bases that can be used in collecting ethnographic data, namely *interpretivism* and *interactionism*.

Interpretivism, introduced around 1930-1940 as a reaction to rational logical and instrumental empirical and as an accompanying approach to phenomenology. According to Schutz, this approach focuses on general knowledge of various human problems ("Collected Papers of Charles Sanders Peirce," 1935; Kuhinka, 1963). In addition, the interpretive approach of phenomenology seeks and acknowledges oneself and social life in a group (Bado, 2021; Creswell, 2015; Hadi et al., 2021).

Symbolic interactionism, is the second theoretical approach that, according to Blumer, has three intentions: (1) a person reacts towards an object and is based on the meaning of that object to himself, (2) the meaning comes from the result of interaction such as communication, and (3) meaning is constructed through an interpretive process (Benzies & Allen, 2001; Bruce & Blumer, 1988; Kanter & Blumer, 1971).

The requirement of a social study is careful observation of their behavior and interactions. As with most qualitative research, the ethnographic approach from the last 30 years answers questions about validity, context and purpose. Modern ethnography develops a paradigm that is in accordance with the classical approach, namely by observation and interpretation. Hammersley and Atkinson explain that ethnography aims to produce more knowledge than to improve clinical practice, but educational ethnography is more about improving practice (Brennen, 2017, 2017, 2020; Jaimangal-Jones, 2014; Schwedler et al., 2019a, 2019c; Watson & Till, 2010b).

In conducting research using ethnography, there are several key concepts in carrying out ethnographic activities, including:

- 1) Reflectivity is a state in which the researcher can make himself a tool to clarify the data in the data collection process in seeing the subject's response through the presence of the researcher and the researcher's response in the context. Bias and subjectivity are risks that can occur (Schwedler et al., 2019b; Watson & Till, 2010a).
- 2) Observasi partisipan, merupakan bagian utama dari metodologi. Ini adalah proses dimana sebagai peneliti, fokusnya adalah dirinyasendiri secara keseluruhan dalam situasi social. Dengan demikian peneliti akan lebih dekat dengan mereka (informan) ketika mereka berespon terhadap kehidupan, dan tidak hanya mendengar apa yang mereka katakan tetapi mengambil semuanya dari yang respon terkecil mereka terhadap situasinya (Guillaume et al., 2023; Sekaran, 2009; Walsh, 2009). Peneliti dianjurkan untuk mempertimbangkan elemen perilaku, pengetahuan dan semua yang membantu memperjelas. Wawancara etnografi bertujuan untuk menemukan arti budaya yang terjadi pada group social, terutama interaksi, konteks social dan konstruksi social dari pengetahuan (Lowenberg, 1993).
- 3) Cultural analysis is the entry point of ethnography and the final element of participant observation. Threats that occur in observation and interviews are closed with an understanding of cultural activities and processes written in complete notes, observation focuses and selected observations or interviews, analyses and cultural themes (Kawulich, 2005; Walsh, 2009).

In addition, The main focus of ethnography is to collect data by observation and interviews; Naturally bold and in-depth descriptions, working alongside key informants, and an 'emic/ ethic' dimension.

Emic perception is the perception from within or the perception of the participant, while 'etic' is the outside perception or the researcher's perception, 'emic and ethic' are necessary to be able to understand behavior. Below is written

the difference in perception of 'emic and ethic'.

Table 4. The main overview of ethnography (Setyowati, 2014)

Emic	Etic
Primary method: in-depth interview in the local language.	The primary method is behavioral observation.
Purpose: understanding the path of the subject to define and label something.	To describe and explain the patterns of behavior defined by the observer.
A person's ideas are seen after an important explanation of the behavior.	Impersonal, non-ideational factors, especially visible material conditions, are important explanations.
Cross-cultural generalizations must wait from a discussion of specific cultural patterns and their meanings in a more abstract, intercultural category.	Cross-cultural generalizations can be made directly, by applying the same method to observation, with other concepts that are the same and different cultures. can be made directly, by applying the same methods of observation, with the same outside-derived.

Table 5. Advantages and Disadvantages of ethnography (Mulyana & Solatun, 2008)

Advantages of ethnography	Lack of ethnography
Producing a deep understanding. Because what is sought in this study is not what is visible, but what is contained in the visible thing.	Recruit a researcher who has a strong knowledge background, knows clearly the subject to be researched or studied.
Obtaining or obtaining data from a primary source means having a high level of falidation.	The perspective of the study is likely to be influenced by the cultural tendencies of the researchers.
Produce rich descriptions, specific and detailed explanations.	It takes a long time to collect data and manage data.
The researcher interacts directly with the social community to be studied.	The influence of the culture studied can affect the psychology of the researcher, when the researcher returns to his or her home culture.
Petrifying the ability to interact because it obscures the ability to socialize in the culture that he is trying to explain.	Researchers who do not have the ability to socialize, there is a possibility of rejection, from the community to be studied.

In addition, the sampling used in ethnographic research is '*purposive sampling-non-probalistic*', carried out on specific groups and specific settings such

as: care units/wards; a group of specialist nurses; or patients with specific conditions. Select key informants carefully and carefully, ensuring that they are present as well as appropriate and representative of the group being studied.

So basically ethnographic research has characteristics: researchers as instruments, research is carried out in the field, data collection is carried out along with data analysis. In addition, ethnographic research focuses on culture; And finally, there is often tension between the researcher as a researcher and the researcher as a member of the culture.

Ethnography is actually a research tool used by anthropologists to research culture. This qualitative research method is used by diving into humans sensitively and naturally in their socio-cultural context and is generally shown by ethnicity for the phenomenon being studied (Bado, 2021; Creswell, 2015; Hadi et al., 2021).

Ethnographic researchers include themselves in cultures and subcultures in their research and try to see the world from a cultural point of view. Data were collected through interviews and observation of participants. Researchers observe the ways and rituals of culture, trying to understand their meanings and interpretations. They compare their own perception ('etic') and explore the difference with the informant's perception ('emic'). Researchers describe, analyze and interpret 'emic' culture and perceptions. Then report and write in detail in the form of vivid story writing, either in the form of micro ethnography (focus on small settings) or macro ethnography (large culture). With the development of transcultural nursing and the increasing awareness that culture or culture is the strongest thing that determines a person's understanding of health and illness, ethno nursing is a very suitable method to use.

Similarities and Differences in Ethnography and Grounded Theory Qualitative Research

Table 6. Similarities and Differences in Ethnography and Grounded Theory (Ruslan et al., 2023)

	Etnografi	Grounded Theory
Understanding	This ethnographic research can also be approached from the point of view of art and cultural preservation, and more as a descriptive effort than an analytical effort.	A qualitative research methodology rooted in constructivism, or a scientific paradigm that tries to construct or reconstruct a theory based on a fact that occurs in the field based on empirical data.
Purpose	To describe a particular culture.	Constructing theories used to develop data.
Research Techniques	Observation with data, empirical observation, interviews, questionnaire distribution, recording results.	Presenting problem formulations, empirical data analysis, and constructing relevant

		theories.
Research Results	From the completion of the techniques and objectives that have been implemented, it will get comprehensive research results with the culture studied and can provide understanding for readers.	From the completion of the techniques and objectives that have been implemented, research results will be obtained that produce correlation of data with theory. So that it will produce effective data and in accordance with the principles of <i>grounded theory research</i> .
Example of a Research Title	Title: " <i>Development of Communicative Javanese Language Learning and Factors Influencing it in Cirebon City</i> "	Title: " <i>Ethics and Corrupt Behavior in Profit Management Practices: A Hermeneutic-Critical Study</i> "
Characteristic	The research is holistic, integrative, description and uses qualitative analysis in finding the original point of view. The data collection technique is carried out using observation-participation and interviews in an open and in-depth manner, so ethnographic research takes a long time.	The focus is on an empirical phenomenon. This is a little different from <i>Classic GT</i> (which aims to generate or elicit, or also generate a theory inductively from empirical data), which sets the focus on an area of general interest, for which problems have not yet been discovered or identified.

Convergence of Grounded Theory and Ethnography

Although they have different focuses, Grounded Theory and Ethnography share some underlying similarities. Both emphasized the importance of rich qualitative data collection, careful data analysis, and in-depth interpretation (Bado, 2021; Creswell, 2015, 2018, 2020; Hadi et al., 2021; Rahmi Pertiwi et al., 2023). In addition, both approaches are rooted in the principles of constructivism, which recognizes that meaning and understanding of the social world are socially constructed through interaction and experience.

The convergence of Grounded Theory and Ethnography results in a robust and flexible research methodology that can be applied to a wide range of fields of study. Researchers can combine elements of these two approaches to produce richer and more insightful research on complex social phenomena.

The following are some basic concepts in the development of Grounded

Theory Ethnographic research in table 7 below (Bado, 2021; Creswell, 2015, 2018, 2020; Hadi et al., 2021; Ilhamsyah, 2015; Rahmi Pertiwi et al., 2023; Zuchdi & Afifah, 2019).

Table 7. Development of Basic Concepts of Grounded Theory of Ethnography

No	Information	Explanation
1	Research Questions	The research questions posed in Grounded Theory Ethnographic research should be open-ended and exploratory, allowing researchers to follow the data trail and develop new theories or expand existing ones.
2	Data Collection	Data collection in Grounded Theory Ethnographic research involves various qualitative methods, such as participant observation, in-depth interviews, and document analysis. Researchers should strive to obtain rich and diverse data from various sources.
3	Data Analysis	Data analysis in the Grounded Theory Ethnographic research was carried out iteratively and iteratively. Researchers code data, identify patterns and categories, and develop grounded theories in the data.
4	Interpretation	Interpretation in Grounded Theory Ethnographic research involves understanding the meaning of data in the cultural and social context in which the data was collected. Researchers should consider the participants' perspectives and their own interpretations of the data.
5	Validation	Validation in Grounded Theory Ethnographic research involves examining the credibility, transferability, dependability, and confirmability of the research. Researchers should document their research process in detail and be open to feedback from their peers.

Grounded Theory Ethnography research offers a robust and flexible methodology for understanding complex social phenomena. By combining the elements of these two approaches, researchers can produce rich, insightful, and grounded research in the data. It is important to note that the development of Grounded Theory Ethnographic research requires adequate training and expertise. Researchers must have a strong understanding of qualitative research methodologies, the principles of constructivism, and research ethics. Grounded Theory Ethnographic research can make a significant contribution to the

development of new knowledge and a better understanding of social reality. By applying this methodology carefully and responsibly, researchers can produce research that has a positive impact on society.

CONCLUSION

From the results of this study, it can be concluded that Grounded Theory Ethnographic (GTE) research is a powerful qualitative methodology that integrates the systematic theory-building approach of Grounded Theory (GT) with the contextual richness of Ethnography. GTE enables researchers to deeply explore and understand social and cultural phenomena within their natural settings. By combining in-depth data collection techniques – such as participant observation, interviews, and document analysis – with iterative coding and conceptual development, GTE facilitates the generation of theories grounded in empirical evidence. The strengths of GTE lie in its ability to uncover nuanced, culturally sensitive insights and to construct theories that reflect the lived realities of participants. These strengths have made GTE particularly effective in fields such as education, public health, anthropology, and sociology, where contextually embedded understanding is crucial.

Looking ahead, the future of GTE is promising, especially with the integration of digital ethnography and data analysis tools that allow for more complex and multimodal data engagement. Emerging areas such as online communities, virtual ethnographies, and interdisciplinary research present new opportunities for expanding the application of GTE. However, several limitations and challenges remain. GTE requires significant time and researcher immersion, which may not always be feasible in fast-paced or resource-constrained research environments. There is also the potential for researcher bias during both data collection and interpretation, especially in culturally sensitive contexts. Additionally, maintaining theoretical rigor while navigating complex social dynamics remains a methodological challenge. Overall, GTE continues to be a relevant and evolving methodology that offers rich possibilities for theory development in qualitative research. Future research should focus on refining GTE techniques, addressing its practical challenges, and exploring its applicability across diverse and digitally mediated contexts.

REFERENCES

- Bado, B. (2021). Model Pendekatan Kualitatif. In *Pengantar Metode Kualitatif*.
- Belgrave, L. L., & Seide, K. (2019). Grounded Theory Methodology: Principles and Practices. In *Handbook of Research Methods in Health Social Sciences* (pp. 299–316). Springer Singapore. https://doi.org/10.1007/978-981-10-5251-4_84
- Benzies, K. M., & Allen, M. N. (2001). Symbolic interactionism as a theoretical perspective for multiple method research. *Journal of Advanced Nursing*, 33(4), 541–547. <https://doi.org/10.1046/j.1365-2648.2001.01680.x>
- Brennen, B. S. (2017). Ethnography and Participant Observation. In *Qualitative Research Methods for Media Studies* (pp. 166–202). Routledge. <https://doi.org/10.4324/9781315435978-7>
- Brennen, B. S. (2020). Ethnography and Participant Observation. In *Qualitative*

<https://doi.org/10.4324/9780203086490-10>

- Bruce, S., & Blumer, H. (1988). Symbolic Interactionism: Perspective and Method. *The British Journal of Sociology*, 39(2), 292. <https://doi.org/10.2307/590791>
- Butina, M., Campbell, S., & Miller, W. (2015). Conducting Qualitative Research Introduction. *American Society for Clinical Laboratory Science*, 28(3), 186–189. <https://doi.org/10.29074/ascls.28.3.186>
- Campos Pinto, P., & Hickey, H. (2022). Qualitative Research: Introduction. In *Handbook of Disability* (pp. 1–5). Springer Nature Singapore. https://doi.org/10.1007/978-981-16-1278-7_75-1
- Cohen, S., Glaser, B. G., & Strauss, A. L. (1969). The Discovery of Grounded Theory: Strategies for Qualitative Research. *The British Journal of Sociology*, 20(2), 227. <https://doi.org/10.2307/588533>
- Collected Papers of Charles Sanders Peirce. (1935). *Nature*, 135(3404), 131–131. <https://doi.org/10.1038/135131a0>
- Corbin, J., & Strauss, A. (2008). Basics of Qualitative Research (3rd ed.): Techniques and Procedures for Developing Grounded Theory. In *Basics of Qualitative Research (3rd ed.): Techniques and Procedures for Developing Grounded Theory*. SAGE Publications, Inc. <https://doi.org/10.4135/9781452230153>
- Creswell, J. W. (2015). Penelitian Kualitatif & Desain Riset. In *Mycolological Research*.
- Creswell, J. W. (2018). Penelitian Kualitatif & Desain Riset: Memilih di antara Lima Pendekatan (diterjemahkan dari Qualitative Inquiry & Research Design: Choosing Among Five Approach, Third Edition). In *Pustaka Pelajar*.
- Creswell, J. W. (2020). Penelitian Kualitatif & Desain Riset : Memilih di Antara Lima Pendekatan. In *Mycolological Research*.
- Frankel, Z., & Levitt, H. M. (2009). Clients' Experiences of Disengaged Moments in Psychotherapy: A Grounded Theory Analysis. *Journal of Contemporary Psychotherapy*, 39(3), 171–186. <https://doi.org/10.1007/s10879-008-9087-z>
- Glaser, B. G., & Strauss, A. L. (2017a). Generating Theory. In *The Discovery of Grounded Theory* (pp. 21–44). Routledge. <https://doi.org/10.4324/9780203793206-3>
- Glaser, B. G., & Strauss, A. L. (2017b). The Discovery of Grounded Theory. In *Discovery of Grounded Theory: Strategies for Qualitative Research*. Routledge. <https://doi.org/10.4324/9780203793206>
- Glaser, B. G., Strauss, A. L., Mey, G., Belgrave, L. L., & Seide, K. (2022). Grounded-Theory-Methodologie. In *Kulturpsychologie* (pp. 193–203). Routledge. https://doi.org/10.1007/978-3-658-37918-6_18
- Guillaume, L., Laurent, V., & Genge, M. J. (2023). Immersive and interactive three-dimensional virtual fieldwork: Assessing the student learning experience and value to improve inclusivity of geosciences degrees. *Journal of Geoscience Education*, 71(4), 462–475. <https://doi.org/10.1080/10899995.2023.2200361>
- Hadi, A., Asrori, & Rusman. (2021). Penelitian Kualitatif Studi Fenomenologi, Case Study, Grounded Theory, Etnografi, Biografi. In *Banyumas : CV. Pena*

Persada.

- Hallberg, L. R. M. (2006). The “core category” of grounded theory: Making constant comparisons. *International Journal of Qualitative Studies on Health and Well-Being*, 1(3), 141–148. <https://doi.org/10.1080/17482620600858399>
- Hansen, E. C. (2020). Qualitative Research: An Introduction. In *Successful Qualitative Health Research* (pp. 1–19). Routledge. <https://doi.org/10.4324/9781003117599-1>
- Ilhamsyah. (2015). Beberapa Metode Penelitian Kualitatif (Biografi; Studi Kasus; Fenomenologi; Etnografi dan Grounded Theory). *Academia.Edu2*.
- Jaimangal-Jones, D. (2014). Utilising ethnography and participant observation in festival and event research. *International Journal of Event and Festival Management*, 5(1), 39–55. <https://doi.org/10.1108/IJEFM-09-2012-0030>
- Kanter, R. M., & Blumer, H. (1971). Symbolic Interactionism: Perspective and Method. *American Sociological Review*, 36(2), 333. <https://doi.org/10.2307/2094060>
- Karuntu, M. M., Saerang, D. P. ., & Maramis, J. B. (2022). PENDEKATAN GROUNDED TEORI: SEBUAH KAJIAN PRINSIP, PROSEDUR, DAN METODOLOGI. *Jurnal EMBA : Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*. <https://doi.org/10.35794/emba.v10i2.41425>
- Kawulich, B. B. (2005). Participant observation as a data collection method. *Forum Qualitative Sozialforschung*, 6(2).
- Kuhinka, E. M. G. (1963). COLLECTED PAPERS: I. THE PROBLEM OF SOCIAL REALITY (Book). *Social Forces*, 42(1).
- Kuper, A., Reeves, S., & Levinson, W. (2008). Qualitative research: An introduction to reading and appraising qualitative research. *BMJ*. <https://doi.org/10.1136/bmj.a288>
- Lowenberg, J. S. (1993). Interpretive research methodology. *Advances in Nursing Science*, 16(2), 57–69. <https://doi.org/10.1097/00012272-199312000-00006>
- Lucchi, B. (2018). Authentic Movement as a Training Modality for Private Practice Clinicians. *American Journal of Dance Therapy*, 40(2), 300–317. <https://doi.org/10.1007/s10465-018-9287-3>
- Mey, G. (2022). Grounded-Theory-Methodologie. In *Kulturpsychologie* (pp. 193–203). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-37918-6_18
- MORSE, J. (1985). Introduction to Qualitative Research Methods: The Search for Meaning. In *Nursing Research*.
- Muecke, M. A. (1994). On the evaluation of ethnographies. In *Critical issues in qualitative research methods*.
- Mulyana, D., & Solatun. (2008). Metode Penelitian Komunikasi : Contoh-Contoh Penelitian Kualitatif Dengan Pendekatan Praktis. *Metode Penelitian Komunikasi : Contoh-Contoh Penelitian Kualitatif Dengan Pendekatan Praktis*.
- Rahmi Pertiwi, G., Risnita, & Jailani, M. S. (2023). Jenis Jenis Penelitian Ilmiah Kependidikan. *Jurnal QOSIM: Jurnal Pendidikan, Sosial & Humaniora*, 1(1), 41–52. <https://doi.org/10.61104/jq.v1i1.59>
- Redman-MacLaren, M., & Mills, J. (2015). Transformational Grounded Theory: Theory, Voice, and Action. *International Journal of Qualitative Methods*, 14(3),

- 1-12. <https://doi.org/10.1177/160940691501400301>
- Richards, L. (2007). The Discovery of Grounded Theory: Strategies for Qualitative Research [Book Review]. *Qualitative Research Journal*, 6(2), 183–187. <https://doi.org/10.3316/QRJ0602183>
- Ruslan, R., Khalifatun, U. N., & Rahman, U. (2023). Penelitian Grounded Theory: Pengertian, Prinsip-Prinsip, Metode Pengumpulan Dan Analisis Data. *Edusociata: Jurnal Pendidikan Sosiologi*, 6(2), 699–708. <https://doi.org/https://doi.org/10.33627/es.v6i2.1483>
- Sarantakos, S. (2005). Social research Sotirios Sarantakos Social research Palgrave Macmillan. *Nurse Researcher*, 13(2).
- Schwedler, J. M., Simmons, E., & Smith, N. (2019a). Ethnography and Participant Observation. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3333465>
- Schwedler, J. M., Simmons, E., & Smith, N. (2019b). Ethnography and Participant Observation. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3333465>
- Schwedler, J. M., Simmons, E., & Smith, N. (2019c). Summary: Ethnography and Participant Observation. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3333471>
- Scott, J. C., & Glaser, B. G. (1971). The Discovery of Grounded Theory: Strategies for Qualitative Research. *American Sociological Review*, 36(2), 335. <https://doi.org/10.2307/2094063>
- Sekaran. (2009). Research Methodology. *Research Methodology*, 2009.
- Setyowati, S. (2014). ETNOGRAFI SEBAGAI METODE PILIHAN DALAM PENELITIAN KUALITATIF DI KEPERAWATAN. *Jurnal Keperawatan Indonesia*, 10(1), 35–40. <https://doi.org/10.7454/jki.v10i1.171>
- Sorrell, J. M., & Redmond, G. M. (1995). Interviews in qualitative nursing research: differing approaches for ethnographic and phenomenological studies. *Journal of Advanced Nursing*, 21(6), 1117–1122. <https://doi.org/10.1046/j.1365-2648.1995.21061117.x>
- Strauss, A., & Corbin, J. (1990). Grounded Theory Procedures and Techniques. *Journal of Environmental Psychology*.
- Taylor, K., Nettleton, S., Harding, G., & Bartholomew's, S. (2010). Social Research Methods. In *Sociology for Pharmacists* (pp. 157–184). Taylor & Francis. https://doi.org/10.4324/9780203381175_chapter_9
- Thomson, K. E., & Trigwell, K. R. (2018). The role of informal conversations in developing university teaching? *Studies in Higher Education*, 43(9), 1536–1547. <https://doi.org/10.1080/03075079.2016.1265498>
- Wagner, H. R., Glaser, B. G., & Strauss, A. L. (1968). The Discovery of Grounded Theory: Strategies for Qualitative Research. *Social Forces*, 46(4), 555. <https://doi.org/10.2307/2575405>
- Walsh, K. (2009). Participant Observation. In *International Encyclopedia of Human Geography* (pp. 77–81). Elsevier. <https://doi.org/10.1016/B978-008044910-4.00489-2>
- Watson, A., & Till, K. E. (2010a). Ethnography and participant observation. In *The SAGE Handbook of Qualitative Geography*.

<https://doi.org/10.4135/9780857021090.n9>

Watson, A., & Till, K. E. (2010b). Ethnography and Participant Observation. In *The SAGE Handbook of Qualitative Geography* (pp. 121–137). SAGE Publications, Inc. <https://doi.org/10.4135/9780857021090.n9>

Zuchdi, D., & Afifah, W. (2019). Analisis konten etnografi & grounded theory dan hermeneutika dalam penelitian. In C. Pertama (Ed.), *Jakarta: Bumi Aksara*. PT Bumi Aksara. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=1280821>