

## CASE STUDY-BASED LEARNING MANAGEMENT (*CASE METHOD*)

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**Abstrak:** Kebijakan mengenai indikator kinerja utama menyebabkan dorongan terus menerus untuk dapat melakukan pembelajaran berbasis masalah dan kolaboratif. Oleh karena itu, perlu adanya inovasi dalam pembelajaran dengan metode pembelajaran yang memberdayakan siswa (student center learning), salah satunya adalah metode case based. Tujuan penelitian adalah untuk mengetahui manajemen pembelajaran berbasis studi kasus bagi mahasiswa jenjang perkuliahan yang menggunakan *expost facto*. Penelitian ini memperoleh data melalui observasi, tes dan angket. Sampel dalam penelitian ini adalah 132 mahasiswa program studi Pendidikan Guru Sekolah Dasar. Hasil kuesioner tahap perencanaan dengan persentase 75,48% dengan kategori baik, tahap pelaksanaan dengan memperoleh persentase 92,30% dengan kategori sangat baik, dan tahap evaluasi dengan memperoleh persentase 87,90% dengan kategori sangat baik. Hasil pembelajaran berbasis studi kasus yang diterapkan dalam mata kuliah manajemen kelas dapat diterima oleh mahasiswa, dianggap bermanfaat dan efektif diterapkan dalam pembelajaran.

**Kata-kata kunci:** Studi kasus, Manajemen Pembelajaran

**Abstract:** Policies regarding key performance indicators have encouraged them to be able to implement problem-based and collaborative learning. Therefore, there is need for innovation in learning with learning methods empower students is cases method. The purpose of this research is to find out the management of learning in case studies of college level students who use *expost facto*. This study obtained data through observation, tests and questionnaires. The sample in this study was 132 students of the Elementary School Teacher Education study program. The results of the planning stage of the questionnaire with a percentage of 75.48% in the good category, the implementation stage by obtaining a percentage of 92.30% in the very good category, and the evaluation stage by obtaining a percentage of 87.90% in the very good category. The results of case study-based learning that are applied in class management courses, which are acceptable to students, are considered helpful and effectively applied in learning.

**Keywords:** Case Method, Learning Management

## PENDAHULUAN

Decree of the Minister of Education and Culture Number 754/P/2020 concerning Key Performance Indicators (IKU) as a new performance measure for higher education institutions to realize adaptive higher education with more concrete output-based (Decree of the Minister of Education and

Culture No. 754/P/2020, n.d.). In addition, the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, there are three development targets, one of which is improving the quality of learning

and the relevance of higher education (Permendikbud No 22, 2020). Through policy aforementioned

Government department Higher Education strives to ensure higher education institutions to have high adaptability to changing times, have a more direct impact on society, and are able to achieve international higher education standards. Guarantees of convenience and sharper targets are also given to lecturers as the main resources in higher education. Lecturers continue to be encouraged to be able to carry out problem-based, collaborative learning and not only rely on the learning process in the classroom. This is in accordance with the achievement of IKU 7, which is a class that collaborative and participatory. In article 14 paragraph 3 of Permendikbud number 3 of 2020, It is explained that learning methods that can be chosen for the implementation of learning in courses include: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of achievements Learning

graduates (Permendikbud No 3, 2020).

Based on this policy, the learning methods used by lecturers must be more creative, innovative, and able to make students think to a higher level. The reality that still occurs in the field, first, in lectures the phenomenon of students is still passive

Because the methods used by lecturers are lectures, group presentations, and lecturer-centered discussions; second, there has been no change in the way of online learning that is adapted to reality in the application of knowledge obtained through lectures; The three assessment bases still refer to cognitive assessments through assignments, midterms, and end-of-term exams. Fourth, the learning process is still centered on lecturers, students have not been maximally empowered. This is in line with Davies' (1987) view which states, "*We have tended to forget*

*that the real essence of education is learner-learning and not teacher-teaching. Somehow, we have tended to create a mystical position for the teacher in the educational process, and have neglected the individual pupil desire and capacity to create, discover and learn for himself."*

By Problems Mentioned above, there needs to be innovation in learning, from the original Lecturer-centered learning (*teacher Center Learning*) Become a method Learning that empowers students (*student center learning*), because higher education institutions are a vehicle for students to learn. The foundation that is the basis for using the case study learning method is, first for the achievement of IKU 7, which is a collaborative and participatory class, second helping students to uncover cases with real situations in the field, third to improve the quality of learning.

## METODE PENELITIAN

Research Ini Using a  
Research Approach *Expost Facto*. Basis

The use of *expost facto* research that  
*expost facto* research can be used to

descriptive, explanatory, and exploratory goals. The location used in the study was Sebelas Maret University. The population in this study is students of the Faculty of Teacher Training and Education, while the sample is students of the Elementary School Teacher Education study program.

**Technique**  
**Retrieval**                      **Subject**                      **research**  
 Using *Total sampling technique*. Data analysis techniques used in this study are data collection, data presentation, and data conclusions (Miles, M. B., & Huberman, 1994). Data collection techniques in this study used observation, tests, and questionnaires. Observations are made to obtain data on activities carried out by students in the learning process. The test is used to measure students' understanding of management course material class. Questionnaires are used to capture data about learning using case studies. The instrument used for the observation of this study is a checklist *list*. Test in the form of question items which is used to measure students' understanding of classroom management course material. The questionnaire instrument is a statement that has five alternative answers arranged on a scale

Likert. The scores on the questionnaire in this study will be described into descriptive sentences. Thus, this study in calculating the score on the questionnaire uses a formula (Asyad, 2013), namely:

$$M = \frac{\sum fx}{N}$$

**Information**

M = Average score of data used

$\sum fx$  = Number of scores from data

N = Number of all components used

The next stage, in calculating the score on the overall questionnaire acquisition, is matching with the interval criteria used and linked into the assessment category. This can be inferred against the data.

Table 3.1  
 Assessment Criteria for Case Method in Learning

Category Valuation	Score
Excellent	5
Good	4
Good enough	3
Not good	2
Bad	1

## RESULTS AND DISCUSSION

### Result

Based on the results of the research that has been done, the following results were obtained:



Figure 1 Results of Case Study Stage Questionnaire

## Discussion

*Case method* (case method) is one method that centralizes student in learning. Case method is one method that can hone knowledge deep solve problems and skills in arguing and finding the right solution (Sidebang, 2021). This method helps students to uncover cases with real situations around students, helps students make decisions in finding solutions to problems, develops good analysis and collaboration, involves students actively, and develops skills and understanding concept student. Advantage deep Applying case-based learning methods can improve students' skills and create a process of responsibility (Prabowo, 2012). When students will solve a problem with Analyze The problem, the lecturer as a facilitator needs to provide direction so that in solving the problem with a variety of alternative answers, as an analysis of whether the answer to the problem

It's right or not. Handoko (2005) explained that a case is referred to as a good case if it has the following characteristics: (1) Decision-oriented; (2) Participation; (3) Development of discussions; (4) Substantive main case that discusses other issues and information; (5) Questions are an important part of case analysis.

The initial condition was found that learning before the case method or case study-based learning model was applied, that some students did not play an active role in the learning process, especially during discussions, active students were still centered on certain students. Low learning outcomes are the impact of the low percentage who play an active role in learning. The application of the case study learning method begins with the first, planning stage which includes lecturers preparing case-based learning plans, facilitating discussion activities and working in groups, preparing learning materials and resources in the form of cases, solving real cases, and theory, and preparing lecture facilities and infrastructure).

Second, the implementation stage with steps, namely lecturers presenting cases or important issues, providing relevant opening questions related to the case to be presented, directing opinions on the actions to be taken, facilitating student To relate relevant facts to the concepts/theories/frameworks discussed in lectures, students act as "protagonists" (main characters) who try to solve a case. Lecturers act as

mediators, discussion directors, questioners, and student observers, students analyze cases to build solution recommendations, students discuss actively; While lecturers act as facilitators, lecturers provide proposals, concepts, or recommendations for problems in discussions, and lecturers together student make conclusions. Thus, at the implementation stage, students play an active role in the implementation of learning by solving the cases presented.

Third, the evaluation stage in learning is carried out on the learning process and outcomes, *y a n g m e n c a k u p y a i t u d o s e n* reflect towards

Implementation of learning and linking into the presented cases and the results of problem solving, lecturers carry out testing towards the ability to use concepts, techniques, analysis, synthesis, and student evaluation, lecturers carry out assessments through observation, performance, work results, projects, attitude assessments, tests, and self-assessments, lecturers carry out weighting (class participation and student writing, individual & group work, and student theory & practice, lecturers assess student participation in ways of analysis, alternative proposed actions, synthesis, deepening questions, and actions to clarify assumptions, and lecturers assess with an assessment criterion of 50% of the final grade weight based on the quality of participation. Students are active during class discussions (*case method*).

Researchers distributed questionnaires to students through gform with three stages, namely planning, implementation, and evaluation. At the stage of

Planning consisting of 5 points of statements regarding the process carried out by lecturers in preparing the case study learning process. The results of the questionnaire on the planning indicator with a research sample of 132 students were obtained with a percentage of 75.48%. These results are included in the good category. The score obtained in the results of the questionnaire at the planning stage was 2491. The results of the questionnaire on the implementation indicator with 13 points of statements obtained a percentage of 92.30% so that the results are included in the very good category. This shows that the implementation process in case study-based learning is very well applied in order to create a space for student activity. The results of the questionnaire on the evaluation indicator with 6 points of statements obtained a percentage of 87.9% and obtained a very good category. This shows that lecturers in providing feedback and evaluation at the end of the implementation of case-study-based learning are considered very good, and create multidirectional communication in the classroom. This makes the classroom atmosphere active and makes various opinions from students in finding solutions to a case that has been presented. The implementation of *the case method* or the application of case study-based learning can form students skilled in expressing opinions and communicating in accordance with valid facts and knowledge relevant to the case presented.

The results obtained showed that before and after the implementation of the case study showed a better improvement in terms of student activeness, independence

Students, student achievement and motivation, and observations can create an active, creative learning climate, improve student learning outcomes and encourage students to think higher-order. At the stage of implementing case study-based learning, it is expected that multidirectional communication will arise in analyzing the cases presented. This is proven because students participate in actively analyzing and arguing in accordance with their knowledge of the solutions used in solving the problems presented. Lecturers need to create a new atmosphere in class so that the delivery of material can

well channeled such as the application of the case method (Purba et al., n.d.). Lecturers are only facilitators and direct the process of implementing discussions so that the topics used are appropriate and not widespread, so that learning can be achieved (Nasution, C.W., Siregar, 2020). The function of applying the case method is to be able to hone students' abilities on social skills, problem solving, and generate confidence for students (Patimah & Megawati, S.W., Suryawantie, 2018).

## PENUTUP

Based on the results of good practice research, case-study-based learning management of elementary school teacher education students used as a research sample is very well applied in improving student character and active participation. Research uses indicators in accordance with the stages of application of case studies. The indicators used in this study are planning, implementation, and evaluation. The planning stage obtained a good category with a percentage result of 75.48%. The implementation stage obtained a very good category with a percentage of 92.30%. The evaluation stage obtained a very good category with a percentage result of 87.9%. Final percentage in deployment

Case study-based learning obtaining The percentage result is 85.22% so, the percentage in the final stage shows a very good category. This shows that case studies are applied to learning create Student participation to be active in discussion activities, increase student learning motivation, and create multidirectional communication in the implementation of online and offline learning and create a lively classroom. Lecturers as facilitators direct the learning implementation process and lecturers are able to evaluate learning well so that learning objectives can be achieved optimally.

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