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CASE METHOD LEARNING MODEL IN INCREASING STUDENT PARTICIPATION IN EARLY CHILDHOOD LABORATORY

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Abstract

This study aims to see the influence of the case method learning model to increase student participation in ECCE laboratory management courses. This research uses the type of Classroom Action Research (PTK). The research subjects were 29 semester 5 students. The research was carried out in two cycles, namely cycle 1 and cycle 2. The data collection technique used is an observation technique. The analytical techniques used in this study use quantitative descriptive data analysis techniques with descriptive statistics. The results showed that the case method learning model can increase student participation in learning.

Keywords: Learning Model; Case Method; Participation.

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INTRODUCTION

Ideally, a student graduate of the Early Childhood Education Teacher Education (PG-PAUD) programme is required to have the ability to design or organise a classroom. In order to create conducive classroom conditions PAUD teachers need management skills and manage learning resources and media. Therefore, the PAUD laboratory management course is expected to provide knowledge to students as a provision as a PAUD classroom teacher..

The PAUD laboratory management course examines how to maintain media and learning resources to support the PAUD learning process. The management of PAUD media and learning resources has its own challenges, especially for children who still need more attention so that in the future it does not cause problems, especially in terms of the safety of objects and materials used..

Based on the review of assignments and observations during this course, students tend to be less interested in the learning materials provided. The findings of the survey results showed that 76% thought that the material provided was too light, tended to be boring and less challenging. This has an impact on the level of student participation in class. Although the results of the analysis of student answers are satisfactory, students have difficulty in answering questions that are applicable. Therefore, it is necessary to improve the quality of the learning process by implementing a more effective learning model.

Previously, the learning methods used were traditional learning methods, namely the lecture method and giving assignments. This method of teaching does not provide opportunities for students to be more active and has not provided opportunities for students to solve more complex problems.

Based on the above problems, an appropriate learning model is needed so that students can create a framework, be able to solve problems from simple to complex and can make careful decisions during the learning period. One of the models that can be implemented is the case method. Case method is a learning model in which students are required to be able to study cases which are facts or cases that have been designed beforehand. This model is very suitable for developing problem-solving skills.

Case method offers students the opportunity to solve authentic and complex problems and aims to support the application and transfer of knowledge to real professional situations. The more complex the case the higher the success rate of student learning (Kopp et al, 2014). The results of a study conducted by Scott (2008) showed an overall increase in student evaluation scores compared to the previous year related to the case study teaching method. Scott (2008) further revealed students considered the case study method contributed to stimulating critical thinking and they benefited from the case method as a form of unstructured problem-based learning. Nkhoma's (2017) case method findings showed that interactivity with peers and with lecturers during in-class case discussions increased emotional engagement, which positively affected group interaction and individual learning performance. Guided by the student-centred learning approach, the use of case discussions aims to give students an overview of real-world problems and future careers (Floyd et al., 2009).

Through case discussions, students have the opportunity to examine problems and make decisions. In addition, the experience of examining a case from a simple narrative to a more complex one, creating a detailed report of a real-world situation or problem, designing, evaluating, conceptualising, discussing and can reinforce concepts and theories learnt in class (Kunselman and Johnson, 2004). This fosters a meaningful and active learning environment where students can improve their critical thinking skills (Yalçınkaya et al., 2012), learn how to listen to classmates and how to express their own ideas The advantage of using discussion cases is that it frees students from memorisation or passive learning, and focuses on their self-discovery to form their own perspectives as well as on their collaboration to be exposed to other perspectives, which plays an important role in the clarification and consolidation of ideas (Bennett, 2010). Through active participation in group activities, students are motivated to prepare for discussion sessions by completing required readings and staying focused during lectures (Cavanagh, 2011).

The use of the case method allows students to discuss and interact for a long time. The findings (Anggraeni, 2020) prove that the use of the case method during lectures can improve

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students' critical thinking skills, as well as increase students' enthusiasm in attending lectures. The application of the case study method encourages students to ask questions and discuss so that a democratic atmosphere is created during the learning process. He further explained that student behaviour in learning such as expressing opinions, respecting and appreciating other people's opinions or ideas, expressing comments on other people's opinions and teamwork in their groups also showed significant changes. This finding is in line with Sholihah's research, (2010) which proves that the application of the case method learning model can increase student activeness and participation in discussion..

Based on Sudjana's statement in Tukiran Taniredja, Irma Pujiati, & Nyata, (2010: 57) in making an observation guide for group discussion activities, there are several aspects of participation that must be observed. These aspects are: (1) giving opinions or responses to problem solving (2) Tolerance and willingness to accept and appreciate other people's opinions; (3) giving attention or responses to other people's opinions; (4) showing responsibility for group assignments (5) Motivation to do tasks; (6) asking questions,; and (7) working on assignments given.

The learning procedure for the case method model is as follows: Preparation a. Identify, analyse and arrange issues or cases by selecting problems from simple to complex. The cases formulated must reflect the learning objectives. b. Determine the mechanism for solving the case and alternative solutions. c. Organise the class layout for small group and large group discussions; Introduction: Lecturers give an explanation of the learning objectives and problem solving scenarios or cases (facts or cases designed) and provide students with cases that have been formulated in writing; Core Activities: Individual preparation: Students read and understand the cases that have been distributed individually. Team discussion: Lecturers divide students into groups of 4 - 7 people each to conduct small group discussions on the cases that have been given. The group that has been divided is tasked with identifying concepts, facts, and linking various information obtained. Each group discusses and analyses by looking at the causes and various factors related to the case. After that, the group concludes the problem, looks for alternative solutions, and determines the right choice of problem solving; Classroom discussion: The group presents the results of the discussion to the class discussion forum; and Closing: Lecturer summarises the results of the case study.

METHODOLOGY

This research uses the type of Classroom Action Research (CAR) which aims to change the real conditions that occur today towards the expected conditions. The research subjects are 5th semester students who take early childhood education laboratory management courses. The research will be carried out in two cycles, namely cycle 1 and cycle 2. The data collection technique used is observation technique. The analysis technique used in this study uses quantitative descriptive data analysis techniques with descriptive statistics.

RESULTS AND DISCUSSION

The results of the study consisted of a description of empirical data regarding the results of the acquisition of student participation scores during the implementation of the action. The data was processed with the help of SPSS statistics 17.0. An overview of the research data in general can be seen in the research data description table consisting of data on each indicator and overall score data.

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Table 1 Item 1 Score Acquisition

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	6	20.7	20.7	20.7
	2	9	31.0	31.0	51.7
	3	8	27.6	27.6	79.3
	4	6	20.7	20.7	100.0
Total		29	100.0	100.0	

The table above is the score of item 1 with the statement "asking questions during discussion". In the table above, it can be seen that students who always ask questions during discussions are 6 people with a percentage of 20.7%, often as many as 8 people with a percentage of 27, 6%, rarely as many as 9 people with a percentage of 31.0%, and never as many as 6 people with a percentage of 20.7%.

Table 2 Item 2 Score Acquisition

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	5	17.2	17.2	17.2
	2	9	31.0	31.0	48.3
	3	11	37.9	37.9	86.2
	4	4	13.8	13.8	100.0
Total		29	100.0	100.0	

The table above is the acquisition of item 2 scores with the statement "giving opinions in case discussions". In the table above it can be seen that students who always give opinions in case discussions are 4 people with a percentage of 13.8%, often as many as 11 people with a percentage of 37, 9%, rarely as many as 9 people with a percentage of 31.0%, and never as many as 5 people with a percentage of 17.2%.

Table 3 Item 3 Score Acquisition

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	6	20.7	20.7	20.7
	2	9	31.0	31.0	51.7
	3	9	31.0	31.0	82.8
	4	5	17.2	17.2	100.0
Total		29	100.0	100.0	

The table above is the acquisition of item 3 scores with the statement "giving a response, attention to responses to other people's opinions". In the table above, it can be seen that students who always give responses, attention to responses to other people's opinions are 5 people with a percentage of 17.2%, often as many as 9 people with a percentage of 31, 0%, rarely as many as 9 people with a percentage of 31.0%, and never as many as 6 people with a percentage of 20.7%.

Table 4 Item 4 Score Acquisition

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	5	17.2	17.2	17.2

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2	9	31.0	31.0	48.3	
3	11	37.9	37.9	86.2	
4	4	13.8	13.8	100.0	
Total	29	100.0	100.0		

The table above is the acquisition of item 4 scores with the statement "happy to do the assignment given". In the table above, it can be seen that students who are always happy to do the assignments given are 4 people with a percentage of 13.8%, often as many as 11 people with a percentage of 37, 9%, rarely as many as 9 people with a percentage of 31.0%, and never as many as 5 people with a percentage of 17.2%.

Table 5 Item 5 Score Acquisition

Frequency				
Percent				
Valid Percent	Cumulative Percent			
Valid	3	13	44.8	44.8	44.8
4	16	55.2	55.2	100.0	
Total	29	100.0	100.0		

The table above is the score of item 5 with the statement "tolerance and willingness to accept other people's opinions". In the table above, it can be seen that students who always want to accept other people's opinions are 16 people with a percentage of 55.2%, often as many as 13 people with a percentage of 44.8%, while rarely never get a score of 0.

Table 6 Item 6 Score Acquisition

Frequency				
Percent				
Valid Percent	Cumulative Percent			
Valid	1	5	17.2	17.2	17.2
2	11	37.9	37.9	55.2	
3	10	34.5	34.5	89.7	
4	3	10.3	10.3	100.0	
Total	29	100.0	100.0		

The table above is the score of item 6 with the statement "Participate in group assignments". In the table above, it can be seen that students who always participate in group assignments are 3 people with a percentage of 10.3%, often as many as 10 people with a percentage of 34, 5%, rarely as many as 11 people with a percentage of 37.9%, and never as many as 5 people with a percentage of 17.2%.

Percentage of each indicator of student participation. The indicator that gets the lowest score is participating in group assignments, namely 70 with a percentage of 60.3%, while the indicator that gets the highest score is the indicator of tolerance and willingness to accept other people's opinions, namely 103 with a percentage of 88.8%. Based on the total score of 460 with a percentage of 66.1%, it can be concluded that the level of student participation in cycle 1 is in the sufficient category. Thus, it is necessary to take action in cycle 2.

Table 8 Item 1 Score Acquisition

Frequency				
Percent				
Valid Percent	Cumulative Percent			
Valid	2	1	3.4	3.4	3.4
3	18	62.1	62.1	65.5	
4	10	34.5	34.5	100.0	
Total	29	100.0	100.0		

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The table above is the score of item 1 with the statement "asking questions during discussion". In the table above, it can be seen that students who always ask questions during discussions are 10 people with a percentage of 34.5%, often as many as 18 people with a percentage of 62.1%, and rarely as many as 1 person with a percentage of 3.4%.

Table 9 Item 2 Score Acquisition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	17.2	17.2	17.2
	3	15	51.7	51.7	69.0
	4	9	31.0	31.0	100.0
	Total	29	100.0	100.0	

The table above is the acquisition of item 2 scores with the statement "giving opinions in case discussions". In the table above, it can be seen that students who always give opinions in case discussions are 9 people with a percentage of 31%, often as many as 15 people with a percentage of 51, 7%, and rarely as many as 5 people with a percentage of 17.2%.

Table 10 Item 3 Score Acquisition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6.9	6.9	6.9
	3	16	55.2	55.2	62.1
	4	11	37.9	37.9	100.0
	Total	29	100.0	100.0	

The table above is the acquisition of item 3 scores with the statement "giving a response, attention to responses to other people's opinions". In the table above, it can be seen that students who always give responses, attention to responses to other people's opinions are 11 people with a percentage of 37.9%, often as many as 16 people with a percentage of 55, 2%, and rarely as many as 2 people with a percentage of 6.9%.

Tabel 11. Perolehan Skor Item 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6.9	6.9	6.9
	3	19	65.5	65.5	72.4
	4	8	27.6	27.6	100.0
	Total	29	100.0	100.0	

Tabel diatas merupakan perolehan skor item 4 dengan pernyataan “senang mengerjakan tugas yang diberikan”. Pada tabel diatas dapat dilihat bahwa mahasiswa yang selalu Senang mengerjakan tugas yang diberikan berjumlah 8 orang dengan persentase 27,6%, sering sebanyak 19 orang dengan persentase 65, 5 %, dan jarang sebanyak 2 orang dengan persentase 6,9%.Table 12 Item 5 Score Acquisition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	10.3	10.3	10.3
	3	16	55.2	55.2	65.5

DOI: 10.29313/ga:jpaud.v7i2.13104

4	10	34.5	34.5	100.0	
Total	29	100.0	100.0		

Tabel diatas merupakan perolehan skor item 5 dengan pernyataan "toleransi dan mau menerima pendapat orang lain". Pada tabel diatas dapat dilihat bahwa mahasiswa yang selalu mau menerima pendapat orang lain berjumlah 10 orang dengan persentase 34,5%, sering sebanyak 16 orang dengan persentase 55,2 %, sedangkan jarang sebanyak 2 orang dengan persentase 10,3%.

Table 13 Item 6 Score Acquisition

Frequency		Percent	Valid Percent	Cumulative Percent	
Valid	2	2	6.9	6.9	6.9
3	13	44.8	44.8	51.7	
4	14	48.3	48.3	100.0	
Total	29	100.0	100.0		

The table above is the score of item 6 with the statement "Participate in group assignments". In the table above, it can be seen that students who always participate in group assignments are 14 people with a percentage of 48.3%, often as many as 13 people with a percentage of 44, 8%, and rarely as many as 2 people with a percentage of 6.9%.

The percentage of each indicator of student participation. The indicator that got the lowest score was giving opinions in discussions and solving cases, namely 91 with a percentage of 78.4%, while the indicator that got the highest score was the indicator of participating in group assignments, namely 99 with a percentage of 85.3%. Based on the total score of 569 with a percentage of 81.7%, it can be concluded that the level of student participation in cycle 2 is in the good category. Thus there is no need to take action in the next cycle.

Based on the results of research that has been conducted on 5th semester students in the PAUD laboratory management course, it can be seen that there is an increase in student participation. In cycle I, student participation received a score of 460 with a percentage of 66.1% in the sufficient category. Then the action was taken in cycle 2 with a score of 569 with a percentage of 81.7% in the good category.

The case study method in learning requires students to participate in exploring cases. Students are directed to use higher order thinking skills and study the case more deeply. This allows for an increase in oral communication and motivation to learn information and apply the knowledge learnt to the problems given. Bayona (2017) summarised expert opinions on the case method which can improve the ability to ask questions and diagnose situations as well as the ability to integrate theory with practice and decision-making. In addition, the case method is effective for improving learning outcomes and can improve declarative knowledge and situation analysis skills. Tärnvik (2007) states that the problems used in case studies are aligned with the learning objectives and to stimulate students' interest in various aspects of the item, not just for problem solving. The cases presented contain material content related to learning so as to increase learning success. The results of Scott's research. (2008) showed an overall improvement in learning evaluation related to the case study teaching method.

Hmelo-Silver (2004) stated that problem-based learning (PBL) is a learning method in which students learn through facilitated problem solving. In PBL, student learning is centred on complex problems that do not have one correct answer. Students work in collaborative groups to identify what needs to be learnt to solve the problem.

They engage in self-directed learning and then apply new knowledge to problems and reflect on what has been learnt and the effectiveness of the strategies used. Lecturers act to facilitate the learning process rather than impart knowledge. Evidence suggests that PBL is an instructional

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approach that offers the potential to help students develop flexible understanding and lifelong learning skills (Prosser, & Sze, 2014).

The stages of the case method provide students with opportunities to participate in investigating cases. Involvement in both small and large groups increases student engagement and motivation in learning. This is consistent with the findings of Finney & Pyke (2008) where there is a positive correlation between case-based learning and increased student motivation in the classroom).

CONCLUSION

The results of the study found that there was an effect of the case method learning model in increasing student participation in the PAUD laboratory management course. This can be seen in the first cycle of student participation getting a score of 460 with a percentage of 66.1% in the sufficient category. Then the action was taken in cycle 2 with a score of 569 with a percentage of 81.7% in the good category.

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