Development of Case Method-Based Learning Devices in Scouting Courses

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Abstract. The goal of this study was to develop a design for Scouting courses using the case method concept at the Universitas Negeri Medan PJKR Study Program. The improvement of Key Performance Indicators (KPI) in the idea of Collaborative and Participatory Classroom development can be supported by the development of learning concepts through the application of the case method concept in classes. Research and Development Instructional Design (learning design) with the ADDIE technique, which stands for analysis, design, development, implementation, and evaluation, is the research methodology employed in this study. The analysis of the restricted product test yielded an average value of 60, that of the main product test yielded an average value of 80, and that of the operational product test yielded an average value of 90, according to the data.

Keywords: *Learning Devices; Case Method; Scouting*

1 Introduction

The Faculty of Sports Science (FIK), which offers a major in Physical Education, Health, and Recreation, includes scouting in one of its courses (PJKR). Scouting courses are used to mold students' personalities as future teachers so that they can support Scout instruction in schools. FIK students are highly necessary to be competent in promoting scouting in schools since the application of scouting as a scouting activity in general is an education that spends a lot of time outside the classroom and is more dominant in the skills education process. [1].

The goal of scouting education is to maximize one's recreational potential in order to accomplish objectives. When conducting training for students, scoutmasters must adhere to the philosophy of educating rather than instructing or teaching, but rather developing the student's capacity to educate himself, in accordance with his own preferences, toward the qualities that will define his character. [2].

Scouting's core values, organizational structure, front groups, work units, community units, adult scouting education, deliberation, scouting methods, uniforms, rituals, fundamental skills, wanderings, and camps are all topics covered in the course. Each student must grasp every aspect of the Scouting course material as a foundation for being an effective coach. [3].

The case method can hone and teach students to think high-level that can solve a problem that arises in the learning process and in everyday life. This method also offers to develop interaction skills, communication skills, adaptability, collaboration and can develop students' creative abilities [4]. The case method concept is one of the developments of Outcome-Based Education (OBE) which has three interacting stages including: (1) Outcome Based Curriculum (OBC); (2) Outcome Based Learning and Teaching (OBLT); (3) Outcome Based Assessment and Evaluation (OBAE) with an assessment and evaluation approach carried out on the achievement of CPL to improve the quality of sustainable learning [5].

The development of the case method which is transformed into the Indonesian National Qualifications Framework Curriculum (KKNI) is a manifestation of preparing students to face changes in social, cultural, work world, and rapidly developing technological advances, student competencies must be prepared to be more responsive to the needs of the times [3]. The application of case-based lectures will be followed by cycle stages that refer to the National Higher Education Standards (SN-Dikti) as curriculum quality control [6].

The application of the case method will be accompanied by the head of the coordination in each clump of knowledge in providing an understanding of the application of the case method [7]. The case-based method has been adopted in the education system by taking into account inputs in the education system such as finance, infrastructure, and others. Process observers focus on processes for controlling, organizing, and imparting knowledge in learning [8].

Especially in Scouting courses, the idea of developing case method courses will strengthen the course as learning that is able to balance global digitalization, avoid the fall of lecture competence at FIK Unimed as an independent university, and create students with character. Since there aren't many technological innovation developments at the moment, new findings in the field of education are highly anticipated. The quality assurance achievement of Semester Learning Plans (RPS) and supporting Scouting teaching materials will be used to measure the application of the case method in Scouting lectures [9].

In the Physical Education and Recreational Health and Recreation Study Program, scouting is a learning process (PJKR). Students at the Unimed Faculty of Sports Science (FIK) are reinforced in their abilities to expand and diversify the presence of character education development in the community via the application of case method-based Scouting lectures. Students must master lecture competencies, which include comprehension, analysis, and the ability to foster harmony in the growth of sports as a kind of social need..

2 Method

Research and development (RnD) research designs are employed in the creation of case method-based lecture devices for scouting courses. The research project at hand involves creating multimedia-based interactive learning materials. Product development is done in conjunction with validation attempts to show that the product can be used generally. Products are validated and developed through research and development. 2009 in Robert Maribe Brach [10] described how the ADDIE approach, an extension of analysis, design, development, implementation, and evaluation, is used to create instructional design (learning design).

3 Result

The development of the Case Method concept in the Vocational Course of the PJKR Study Program is Design Development. This design can then be used as a rule model for optimizing the RPS formulation for each course in the Unimed FIK environment and the use of website technology in the material is needed, especially in the lecture process as the initial stage of character building and training in using technology in a sustainable manner. The results of the research obtained are the archiving of Semester Lecture Plans (RPS) and the lecture process with the case method concept, as well as course textbooks that are the Case Method package for Scouting Study Program PJKR.

Scouting courses go through a series of research procedures and obtain assessment results which form the basis for the achievement of the course objective indicators, namely "the readiness of course graduates to face the current changes in globalization towards the global era of digitalization" so that the lecture process must apply development to a case-based learning system. and utilize technology as an innovation in the development of Scouting lectures which have an important role for students in improving lecture competencies. The results of the development of the case method in the Scouting course are as follows:

Fig 1. Product Outcomes of Cae Methode

The limited product test assessment obtained an average value of 60, the main product test obtained an average value of 80, and the operational product test obtained an average value of 90. The research data was obtained based on the procedure. is an extension of analysis, design, development, implementation, and evaluation. The development procedure for research on the development of Scouting Learning Devices based on the case method. The results of the assessment indicate that the case method in the Scouting course is declared to be achieved or successful based on the assessment of the Learning Outcomes of the Courses and Processes applied during the lecture. The base case applied is the actual problem that occurs in the current condition and the method is a solution effort given to students.

4 Discussion

The application of the case method in Scouting lectures will be measured by the achievement of quality assurance in the Semester Learning Plan (RPS) and supported by Scouting teaching materials in the concept of technological innovation, so that new findings in the field of education are highly expected considering that there are not many technological innovations currently developing. Scouting is a learning process in higher education in the Physical Education and Recreational Education Study Program (PJKR). The implementation

of case method-based Scouting lectures is applied as a reinforcement for Unimed Faculty of Sports Science (FIK) students to have the ability to develop and diversify the existence of character education development in the community. Students have an obligation to achieve lecture competence, namely being able to have understanding, be able to analyze and be able to create harmony in the development of sports as a form of social need.

The product development of Scouting lectures was designed by researchers together with a team of research experts to assist in achieving good product results. The product design for Scouting is in the form of Semester Learning Plans (RPS) and course textbooks with the title Scouting Scouting book. Product manufacture is carried out after the submission of this research development design is accepted and can be continued.

The product design of the Scouting course is then supported by supporting media, namely textbook-based which plays a role in facilitating students in mastering material concepts and being able to lead to aspects of creation and creation which in this case is known as the concept of High Order Thinking Skill (HOTS). Based on the design determined, the scouting course can produce an assessment indicating that the case method in the Scouting course is declared successful or successful based on the assessment of the Learning Outcomes of Subjects and Processes applied during the lecture. The base case applied is the actual problem that occurs in the current condition and the method is the solution effort given to the students.

The results of the product assessment analysis obtained information that the case method concept of the Scouting course has a very good RPS concept and is in accordance with the CPL and CPMK Scouting, is appropriate and can be implemented in the case method concept, the lecture process is very good with the stages of Plan, Action, Observation, and Reflection , and the assessment is carried out objectively and transparently according to the course assessment guidelines, then in the aspect of evaluating the effectiveness of the product, it shows that the content of the material has sufficient completeness in accordance with the Learning Outcomes of Competency Content (CPMK) lectures.

The case method development product for the Scouting course was very good with an exciting implementation for users while they were going to undertake lecture activities or as a study companion from home, according to the results of the analysis of the evaluation and revision of the product. The next analysis reveals that the product is excellent at enhancing the KPI 7 achievement components, namely collaborative and participatory learning in the form of group discussions, assignments, systematic material composition, and the creation of learning media that foster high order thinking skills (Hots). The final analysis's findings on the effectiveness assessment show that the material's content is very thorough and consistent with the Competency Content Learning Outcomes (CPMK) of lectures, enabling students to apply case-based lectures.

The development of the case method that is transformed in the curriculum is a form of preparing students to face changes in social, cultural, work world, and rapidly developing technological advances, student competencies must be prepared to be more responsive to the needs of the times. The application of case-based lectures will be followed by cycle stages that refer to the National Higher Education Standards (SN-Dikti) as curriculum quality control. The application of the case method was successfully achieved through mentoring by the head of the coordination in each science clump in providing an understanding of the application of the case method. The case-based method is adopted in the education system by paying attention to inputs in the education system such as finance, infrastructure, and others. Process observers focus on processes to control, organize, and impart knowledge in learning.

5 Conclusion

There is a very good degree of viability in the construction of the Lecture design for the Faculty of Sports Science (FIK) based on the Case Method in the Scouting course. The evaluation of the very good category is an expression of the preliminary design, which adheres to the CPL and CPMK and contains the very good RPS concept. A very good lecture process with the stages of Plan, Action, Observation, and Reflection, as well as assessment carried out objectively and transparently in accordance with the course assessment guidelines, also show that scouting is appropriate and can be carried out on the case method concept. Finally, on the aspect of evaluating the effectiveness of the product, it shows that the content of the material has sufficient depth.

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