

# The Development of Indonesian Ethnography Courses Based on Case Methods and Team-Based Projects

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**Abstract.** This study aims to develop textbooks for Indonesian Ethnography courses based on case methods and team-based projects. The Research and Development method uses the 4-D Thiagarajan model, starting from the defining, designing, developing, and deploying. The research population is all Department of Anthropology Education students who have studied Indonesian Ethnography. The sample was divided into three parts, namely three students for individual evaluation, ten students for small group evaluation, and forty students for field testing and conducted randomly. The study results indicate that the concepts in the Indonesian Ethnography textbook are related to the representative ethnic culture patterns on five major islands in Indonesia, namely the Acehnese, Batak, Nias, Minangkabau, Javanese, Balinese, Dayak, Toraja, and Asmat. Textbooks are valid with a score of 4.43 and SLP with a score of 4.35. This research becomes a reference for the development of textbooks using various socio-cultural cases and projects.

**Keywords:** Indonesian Ethnography Courses, Case Methods, Team-Based Projects

## 1 Introduction

Developing teaching materials, modules, textbooks, and workbooks for students is a necessary part of the success of the learning process in this era. Especially during the covid-19 pandemic, which also requires students to study independently, the availability of teaching materials (textbooks/modules/workbooks) is what students need to obtain optimal learning outcomes. The development of teaching materials must also, of course, prioritize the latest issues that are the direction of government policy. Dick, Carey, & Carey[1] suggest that the instructional materials contain the content – either written, mediated, or facilitated by an instructor – that a student will use to achieve the objectives. Teaching materials include content – written, through the media, or reduced by educators – that students use to achieve the expected learning objectives. Various teaching materials are textbooks, tactile media (manipulatives), video programs, audio programs, student worksheets, handouts, newspapers, magazines, and so on.

One of the government policies is to include case-based learning (CM) and team-based projects (TBP) in the teaching and learning process. This policy refers to the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 754/P/2020 concerning the Main Performance Indicators of Higher Education to increase the quality of the curriculum and learning. In addition, it also contains the percentage of S1 and D4/D3/D2 courses that use case-solving learning methods (case method) or Project-Based group learning (Team Based Project) as part of the evaluation weight. Another basis for policies related to implementing the case method (CM) and team-based project (TBP) is the Minister of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards, the implementation of the KKNI of Universitas Negeri Medan, and Analysis of Future Needs. Muga, Suryono, and Januarisca [2] studied the Development of Electronic Teaching Materials based on the Problem Based Learning Model using the Dick and Carey Model. The results of the study showed that the results of the textbooks scored very well according to experts and student responses. The appearance of the book is also the highest aspect of the assessment. The research starts from determining the courses developed, identifying learning objectives, analyzing learning outcomes, and evaluating them.

Learning with the case study method is not a new teaching technique. This strategy was introduced in the 1800s in psychology, social science, and health. However, the assumption of use cases is different in each field of application/scientific Schuster and Radel [3]. Hammond explained that the case method is very relevant for developing students' skills because it allows them to learn from real situations [4]. Meanwhile, Sunardi & Hasanuddin explained that the project-based team strategy is effective because it can increase student involvement, creativity, innovation, and meaning, assist students in solving real-life problems, hone cognitive, manipulative, design, and use technology, and apply knowledge and skills. The ability to combine cognitive and psychomotor knowledge and arouse curiosity that triggers creative imagination and critical thinking [5]. Indrowaty and Faizah studied the Implementation of Team-based Learning Project Learning Methods in Sakubun online learning. The results showed that students who were originally individually produced active abilities in their groups because each student had a role in the group [6].

In the case method learning method, the initial source of learning comes from real life. Meanwhile, the team-based project comes from problem-based learning, which will be further developed with the steps in each method. The case method directs students to act as 'protagonists' trying to solve a case. Students conduct case analysis to build solution recommendations, assisted by group discussions to test and develop solution designs. Furthermore, the class discussed actively, with most of the conversations carried out by students, while the lecturer only facilitated by directing the discussion, asking questions, and observing. Several types of cases that can be completed are: (1) extensive, detailed case studies, (2) descriptive, narrative cases, (3) mini cases, (4) bullet cases, (5) directed case studies, and (6) fixed choice options.

Based on these two methods, it is very relevant to be used in the Indonesian Ethnography course, which is intended for students in the Department of Anthropology Education, Faculty of Social Sciences, Universitas Negeri Medan. These methods are relevant because they relate to various crucial issues discussed in the teaching materials of the Indonesian Ethnography course. Such as those related to ethnicity, cultural diversity in Indonesia, the dynamics of plurality in Indonesia, and various cultural preservation implemented by multiple ethnic groups in Indonesia. In addition, this research is urgently carried out because the textbook for Indonesian Ethnography courses is not yet available in the Department of Anthropology Education. Therefore, the development of this textbook is very relevant to be developed so that

students are more active, critical, analytical, and responsive in solving problems related to ethnicity by finding the correct formulation to strengthen national integration and internalizing it to become good citizens.

## **2 Method**

The stages of this research are based on Thiagarajan's R&D step (4-D Model) [7]. This research was conducted at the Department of Anthropology Education, Faculty of Social Sciences, Universitas Negeri Medan. The underlying reason is that the Indonesian Ethnography course is one of the mandatory courses for students of the Department of Anthropology Education in semester one (1). The population of this research is all students of the Department of Anthropology Education. They have taken the Indonesian Ethnography course, namely since the implementation of the independent learning curriculum in 2020.

In contrast, the sample is three students for individual evaluation (one-on-one) Class of 2020 and 2021. Ten people for small group evaluation and forty for field tests were chosen randomly (random sampling). In addition to students, review and validation are required from 1 material expert and 1 media expert. The variables observed in this study were the development of case method-based textbooks for Indonesian Ethnography courses and team-based projects. Research respondents are students of the Class of 2020 and 2021 of Department of Anthropology Education, Faculty of Social Sciences, State University of Medan. This study uses development research with a 4-D model developed by Thiagarajan et. al [7], which includes defining, designing, developing, and disseminating. The dissemination stage is limited (only intended) among students of the Department of Anthropology Education due to the limited time of the research and the demands of the outputs that must be produced during the research period. The research carried out includes development research because teaching materials include: lesson plans, textbooks, student worksheets, and learning outcomes evaluation instruments. At the defining stage, the defining objectives include the stages of establishing and defining the requirements of the learning community which begins with an analysis of the objectives and limitations of the material to be developed in the teaching materials. The design stage begins by preparing the initial draft of a textbook, including the selection of methods for preparing the design of the textbook and the choice of formats. The technique chosen in preparing the design of the textbook is structuring information, namely compiling all materials or materials taken from various textbooks and cases following learning outcomes. It is important to do this so that textbooks are truly case-based and team-based projects. Therefore, the format in the development of this textbook includes the form for designing the content, the material is prepared, and the selection of the right characters according to the material. The initial design was the design of the CM and TBP-based Indonesian Ethnography course textbooks. In addition to preparing the design of the textbook, an observation sheet was also prepared for observers and a questionnaire for students about the textbook that was used as input for revision. At the development stage, it produces a valid textbook. The stage begins with validation by experts to find out whether the results of the developed textbook draft are feasible to be applied to students of the Department of Anthropology Education.

Furthermore, product trials are carried out after the textbooks that experts have validated are revised. After being repaired, it was tested in a limited class to get direct input in the form of responses, reactions, and comments from the respondents to the textbook. The textbooks developed were compiled in order to revise the draft to produce valid textbooks. The results of the development of the textbook were tested to be further packaged after reaching the

finalization of the revision. The data used in this study are primary and secondary. Preliminary data were obtained from respondents by filling out questionnaires and interviewing with respondents. At the same time, the secondary data needed in this study were obtained from journal reviews, research results, reviews of relevant text books. This study uses two data analysis techniques. First, to describe the learning device documents, data analysis was carried out continuously from the data collection stage to the end using the Miles & Huberman interactive model with the data reduction stage, namely grouping data based on the learning device documents used by lecturers and the results of expert validation [8]. Data presentation is done by presenting descriptive data regarding the assessment of learning device documents by the Study Program Quality Assurance Team.

### **3 Result and Discussion**

#### **3.1 Learning with Case Method and Team-Based Project**

The Learning with the case study method is a teaching technique that has been introduced previously. This learning strategy was introduced in the 1800s in psychology, social science, and health. However, the assumed use cases seem to be different in each field of application/science [3]. Generally, a case study is used as a research methodology that reveals a case with predetermined research steps. However, in this study, case studies are directed to become a learning model by developing various cases in the study of social science. Cases can be in the form of certain events, situations, or social conditions [9]. The issues presented will be investigated jointly, both by students and educators. The purpose of providing case studies is to deepen students' scientific insight by being able to think critically. As described in the image below, the focus of a case study is to determine the cause (phenomenon) precisely in an event/event, both in terms of individual coverage, cultural groups, and portraits of community life. Fisher revealed that a case is a factual report of human experience centered on a problem or issue faced by a person, group of people, or organization [3]. The case study method is a teaching method that allows students to gain knowledge and skills to deal with the problems they are working on and to produce information-based solutions in real-life situations that are similar to the situations they face [10]. The steps and procedures for the case method - case-based learning starts from deepening the material/concept, presenting cases, forming groups, solving cases (searching for data, information, theories, materials, tools, and resources; submitting ideas; discussion and validation; formulating solutions, and writing of work), presentation of work results (group/individual), class/group discussions, to assessment and feedback. Project-based group learning trains students to think analytically and innovatively, learn actively, be responsive in solving problems, think critically, and creatively, and take the initiative.

Students become caring, active, and critical individuals with real problems that occur in society and strive to find solutions. Rosidah and Pramulia reviewed the team-based project strategy and case method after the trial was carried out, and the results obtained that their effectiveness was tested to become one of the learning strategies that can be used to develop student learning skills [11]. Gomez-Mejia and Franco-Santos stated that the strategy of team-based incentives was effectively applied to develop students' analytical power in exploring innovative ideas and increasing students' confidence in their team members [12]. Steps and procedures in team-based project-based learning refer to John Dewey's education; projects that students will carry out are the core media for fulfilling Learning Outcomes (LO). The approach

used is Student-centered learning (SCL) by applying constructivism learning theory and creative and innovative forms of knowledge. The characteristics are that lecturers facilitate students to work on real projects.

Furthermore, students carry out exploration, analysis, synthesis, assessment, investigation, and collaboration. The output is the production of actual work (authentic and contextual) done within half to one semester. Meanwhile, the mechanism is that lecturers help students understand concepts/theories in the course, help students fulfill the competencies needed to work on projects, and form teams according to abilities/competencies.

### 3.2 Concepts Contained in Indonesian Ethnography Course Textbooks Based on Case Methods and Team-Based Projects

Development of textbooks for Indonesian Ethnography courses, which were developed in accordance with the novelty of the learning model determined by the State University of Medan, namely case-based methods and team-based projects. The application of the model aims to equip students to think critically, make appropriate decisions, be creative and innovative and teach students to be responsive to problems that occur in the cultural field. These models will create active, responsive, and solutive students through a series of learning activities. This learning activity is based on exploring the perspectives of each student in identifying problems by finding key cases, finding case values that must be resolved, and discussing scientifically to solve problems. Finally, analyze and present their best arguments in solving cases in the Indonesian Ethnography course.

The Indonesian Ethnography course discusses the description of ethnic groups in Indonesia and analyzes the cultural characteristics of each ethnic group. In this course, several representative ethnic groups were selected to explain ethnic diversity in Indonesia and the dynamics of multicultural life. The sub-themes of discussion relate to ethnic identity and characteristics, relations between ethnic groups in the public sphere, social structure and marriage, and orientation of cultural values.

The Learning Outcomes (LO) refer to aspects of attitudes, knowledge, general skills, and special skills, including:

**Table 1.** The Learning Outcomes of Indonesian Ethnography Course

LO-1	S1-Building an attitude of respect, effective communication, and responsibility according to professional ethics as a teacher, socio-cultural researcher, socio-cultural consultant, and journalist. S2-Masters-Able to develop social sensitivity and be critical of socio-cultural issues and problems.
LO-2	S4- Able to adapt to the socio-cultural environment and show objectivity in researching the socio-cultural field. KU7-Able to manage digital-based literacy
LO-4	KK2-Able to develop self and emotional intelligence and communicate effectively, interpersonally, and professionally.
LO-20	KK8-Able to seek, obtain, possess, store, process and convey information and conduct research/investigation, analysis/prediction based on information technology.
LO-22	S1-Building an attitude of respect, effective communication, and responsibility according to professional ethics as a teacher, socio-cultural researcher, socio-cultural consultant, and journalist. S2-Masters-Able to develop social sensitivity and be critical of socio-cultural issues and problems.
LO-28	S4- Able to adapt to the socio-cultural environment and show objectivity in researching the socio-cultural field. KU7-Able to manage digital-based literacy

Based on the learning outcomes, the Subject Learning Outcomes are compiled which consist of:

**Table 2.** The Subject Learning Outcomes of Indonesian Ethnography Course

SLO-1	Able to study and build ethnographic knowledge skills as a result of work and methods with independent, quality, critical, and responsible performance (C4, A4, P4)
SLO-2	Able to analyse and build knowledge about the distinctive cultural patterns of each ethnic group in Indonesia that can be compared with one another [C4, A4]
SLO-3	Able to understand and explain one of the ethnic groups that are considered representative to explain ethnic diversity in Indonesia and the dynamics of multicultural life [C4, A4]
SLO-4	Able to have good skills in the use of concepts related to ethnography and form the values of diversity [C4, A4, P4]
SLO-5	Able to analyse and review the results of ethnographic studies by utilizing digital data and information [C4, A4, P3]

Based on the five SLOs, 12 sub-LOs are described, including:

**Table 3.** The Sub Subject Learning Outcomes of Indonesian Ethnography Course

Sub-SLO 1	Able to describe the scope of ethnography and culture in ethnic contexts, as well as ethnographic writing
Sub-SLO 2	Able to describe the ethnographic framework
Sub-SLO 3	Able to analyse ethnicity in Indonesian society
Sub-SLO 4	Able to analyse the characteristics of the Acehnese ethnic culture
Sub-SLO 5	Able to analyse the characteristics of Batak ethnic culture
Sub-SLO 6	Able to analyse the characteristics of the Minangkabau Ethnic culture
Sub-SLO 7	Able to analyse the characteristics of Javanese Ethnic culture
Sub-SLO 8	Able to analyse Balinese Ethnic culture
Sub-SLO 9	Able to analyse the characteristics of the Dayak Ethnic culture
Sub-SLO 10	Able to analyse the characteristics of the Toraja Ethnic culture
Sub-SLO 11	Able to analyse the characteristics of the Asmat ethnic culture
Sub-SLO 12	Able to conduct live/virtual ethnographic research or literature
Sub-SLO 13	Able to create findings of direct/virtual ethnographic mini-cases or literature in research reports

Based on the LO, SLO, and Sub SLO, a student assignment plan is prepared while still strengthening the 6 elements of the KKN assignment in the currently developing curriculum (MBKM) in the Department of Anthropology Education. The task is divided into three major parts, namely:

**1. Write reports on the results of book and journal reviews regarding ethnographic differences as studies and methods**

The task description aims to make students able to produce a plagiarism-free article ( $\leq 20\%$ ) containing differences in ethnography as a study and ethnography as a method resulting from book and journal reviews. A comparison of the two is accompanied by actual examples of ethnographic works and studies. The task is given to support the achievement of Sub-SLO 1, namely being able to describe the scope of ethnography and culture in the context of ethnicity and ethnographic writing.

The method of working on assignments is done in groups but with independent reporting of assignments to measure each student's understanding at the beginning of the course meeting. The circuit is as follows.

- a) Form groups consisting of 5 members in one group.
- b) Formulating the importance of knowing the difference between ethnography as a study and ethnography as a method as a background for carrying out tasks
- c) Compile a list of questions as the basis for conducting a review and as the basis for writing articles. The list of questions must refer to the achievements of the sub-SLO and job descriptions.
- d) Divide the task by finding three journals and three books. You can use the references provided by the lecturer. Students are also free to choose books based on references found themselves by communicating previously with lecturers. This is important to make sure to select books that students determine.
- e) According to the division of tasks, read and review three journals and three books related to the scope of ethnography, ethnographic studies, and ethnographic methods
- f) Make a summary of the results of the review.
- g) Group discussion and exchange of information related to the results of each group member's review
- h) Writing reports independently.

Based on this assignment, the amount of the assessment weight is 10% of the total 100% of the courses. In more detail, indicators, criteria & assessment weights are the accuracies of comparing ethnography as work and method by providing examples of research related to problem formulation (10%), research methods (10%), data collection (10%), and data analysis (10%). The writing is by the established mechanism (5%), up-to-date references for the last ten years (5%). Clarity (5%) and sharpness (5%) of reviewing are outlined in the article: consistency (5%) and neatness (5%) of article writing. Scientific language is communicative (10%), cohesion and coherence (10%), and informative (10%).

## **2. Case Method Group Tasks**

The task description aims to equip students to think critically, make appropriate decisions, be creative and innovative and teach students to be responsive to problems that occur in the cultural field. The task is given to achieving Sub-SLO 2, which can analyze Ethnicity in Indonesian Society.

The method of working on the task is broken down as follows:

1. Watching learning videos containing case presentations followed by responses and tutorials
2. Guided group discussion.
3. Identifying problems by finding critical cases (guiding lecturers to develop indicators used to identify problems)
4. Explore the perspective of each student to find the values of the cases that must be solved. Lecturers help or facilitate students to find alternative solutions to problems.
5. Students conduct group discussions to analyse and present arguments for case resolution. The idea is aimed at finding the best solution
6. Students summarize solutions and actions that are suitable or appropriate and correct as a report on the results of the conclusion of the case systematically as follows:
  - a. Introduction contains background
  - b. Problems found in the learning video
  - c. Effective, creative and innovative solutions to the problems found
  - d. Closing
7. Students present in groups explaining the solutions taken and their consequences.

#### 8. Lecturer gives reinforcement

The weight of the assignment assessment is 20% of the total percentage of the final grades of the course with indicators of the Assessment Process Implementation Process Case Discussion indicators in the form of politeness, rationality, and clarity, the accuracy of argumentation, creativity of ideas, innovation of ideas, sharpness of solutions. Reports and Presentation Assessment Criteria are in the form of the accuracy of problem identification, the accuracy of identification results in initial data, the accuracy of solutions offered, creativity, innovation, presentation: appearance, and language.

### 3. Team-Based Project Group Tasks

Team-based project assignments are given to equip students to think critically and become problem solvers in providing solutions to cultural problems that occur, both based on developing a local culture in supporting the advancement of cultural objects, as well as in creating a harmonious life in ethnic diversity, race, and religion in Indonesia. The assignment of team-based projects is carried out in achieving Sub-SLO 11, which is being able to conduct direct/virtual ethnographic research, or literature, and Sub-SLO 12, which can create mini-case findings of direct/virtual ethnography and/or literature.

The method of working on the task is broken down as follows:

1. The lecturer presents a problem of ethnicity and or the promotion of cultural objects in Indonesia.
2. Lecturers provide opportunities for students to start asking essential questions on real and complex problems. Lecturers try to provoke questions so that questions at the higher-order level of thinking arise.
3. The lecturer divides the students into groups. Then guide students to design a project implementation plan or design project implementation.
4. The lecturer directs that each group has a different design to produce various project products. In this case, it is attempted to conduct simple research that can be done either directly/virtually or through literature studies.
5. Students plan and arrange a project implementation schedule, namely research. The lecturer guides the stages of project implementation according to the established mechanism
6. Project implementation, namely research. The lecturer guides each group during project implementation while monitoring project implementation
7. While monitoring, the lecturer also conducts a process assessment to see if the specified Sub-SLO can be achieved during the project implementation process. Lecturers must also provide feedback so that students can improve and improve their competence
8. Presentation by the group. The lecturer assesses the written output and the output, which is the project's product. The results of the project are (a) Research Results Report, (b) Products produced, (c) Instruments used, and (d) Articles containing a summary of the research.
9. Evaluation and Reflection by lecturers and students collaboratively

The weight of the assignment assessment is 30% of the total percentage of the final value of the course with indicators. The Assessment Criteria consists of three parts, namely (1) Assessment of the Team-Based Project implementation process with details Quick and precise responses to problems delivered politely (10), possessing good understanding and relevant knowledge



related to problems (10) using various references in proposing ideas and ideas as solutions (10), formulating the existing problems correctly (10) with a total value of 40 points, (2) Assessment of Reports consisting of Reports research results (10), products produced (10), instruments used (5), articles containing research rankings (5) with a total of 30 points, and (3) Presentation assessment consists of innovative and creative presentations (10), language communicative (10), clear picture and sound (10) with a total of 30 points.

### **3.3 Design and Development of Indonesian Ethnography Textbooks Based on Case Method and Team-Based Project**

Based on the research that has been carried out to the reporting stage of progress, both from preparation, the making of Indonesian Ethnography textbooks is carried out by following the steps of developing the Thiagarajan model, which includes the stages of defining, designing, developing, and disseminating [7]. The dissemination stage is limited (only intended) among students of the Department of Anthropology Education due to the limited time of the research and the demands of the outputs that must be produced during the research period.

#### **1. Defining Stage**

The defining stage includes the front-end analysis phase, student analysis, task analysis, material analysis, and formulation of learning outcomes. The research results obtained at the definition stage are described below.

##### **a. Front End Analysis**

Learning tools are essential components that determine student success in learning material. Based on the author's observations, learning in the Indonesian Ethnography course has not been optimal because previously, the learning was sourced from course tutors, and there were no standard teaching materials available, including LO, SLO, and the expected Sub-SLO. The teaching materials used by the lecturers are general and varied, which are deemed insufficient to provide a complete understanding to students, especially when using case methods and team-based projects. Students need to know and explore various ethnographic studies within the scope of the Indonesian region with different ethnic groups that inhabit each area, also accompanied by distinctive characteristics. In addition, the previous ethnographic learning was conceptual and contained little practicality (that is, when students only showed the results of mini research/projects), but did not relate to the aspect of case study and solutions, so that in the learning process, the reinforcement did not appear explicitly on students. For this reason, it is necessary to develop this Indonesian Ethnography textbook with various cases that students need to find solutions for.

##### **b. Student and Environmental Analysis**

Student analysis was carried out to determine the heterogeneity of the 2020 and 2021 students in the Department of Anthropology Education, FIS Universitas Negeri Medan. Student analysis is carried out by taking into account students' characteristics, abilities, and experiences individually and in groups. In addition, the research carried out includes background knowledge, socioeconomic, and ethnicity. The results of the student analysis are as follows.

- a) Based on gender, students in Class A Regular 2020 and Regular B 2021, consisting of 8 men and 32 women have taken Indonesian Ethnography courses.
- b) Based on ethnicity, students consist of 22 ethnic Toba Batak, two ethnic Mandailing Batak, three ethnic Javanese, seven ethnic Karo, and two ethnic Batak Simalungun, 1 Banjar, 1 Betawi, and 2 Nias.

c) Based on knowledge about their ethnicity, 92.5% of students answered that they understood their ethnicity, and 72.8% of students understood other ethnicities, although not holistically. Students know their culture and different ethnic cultures even though they are not optimal.

d) Students are used to working on KKN assignments, even though there are many assignments from various lecturers, and in general, they can get scores above 80. However, students have undergone case method learning and team-based projects in the even semester of 2021/2022

Students have good cognitive and socio-cultural abilities, as evidenced by the power of students to interact easily even though they are of different ethnicities and religions. However, even though their cognitive skills are good, students need to be more thorough in completing assignments and responding to discussion sessions for each material. In addition, during the COVID-19 pandemic, students need help to gain easy access to offline literature and the limited cost of deepening their knowledge of each material.

### c. Material Analysis

In the material analysis, identifying the primary materials studied by students is determined based on the LO. The learning achievement refers to aspects of attitude, knowledge, general skills, and special skills, with a total of 11 LO indicators previously revealed. Based on the learning achievements, the Learning Outcomes of the Courses are compiled, consisting of 5 SLOs with various cognitive, affective, and psychomotor levels. Because this course is given to first-semester students, the SLO level is at the intermediate level. Based on the five SLOs, 12 Sub-SLOs were compiled based on the analysis of study materials by the material in the Indonesian Ethnography course, which are as follows.

**Table 4.** The Study Materials in Indonesian Ethnography Course

Study Materials:	The scope of ethnography and culture in ethnic contexts, as well as ethnographic writing
	The ethnographic framework
	Ethnicity in Indonesian society
	The characteristics of the Acehese ethnic culture
	The characteristics of Batak ethnic culture
	The characteristics of the Minangkabau Ethnic culture
	The characteristics of Javanese Ethnic culture
	The characteristics of Balinese Ethnic culture
	The characteristics of the Dayak Ethnic culture
	The characteristics of the Toraja Ethnic culture
	The characteristics of the Asmat ethnic culture
	Live/virtual ethnographic research or literature
Create findings of direct/virtual ethnographic mini-cases or literature in research reports	

### d. Task Analysis

The task analysis identified that the main competencies that need to be taught to students are, as stated in the LO, SLO, and Indonesian Ethnography sub-SLO.

### e. Formulation of Learning Objectives

The task analysis results are then used as a reference to formulate the following learning objectives.

1. Students can describe the scope of ethnography and culture in ethnic contexts, as well as ethnographic writing
2. Students can describe the ethnographic framework
3. Students can analyse ethnicity in Indonesian society
4. Students can analyse the characteristics of Acehnese ethnic culture
5. Students can analyse the characteristics of Batak ethnic culture
6. Students can analyse the characteristics of Minangkabau ethnic culture
7. Students can analyse the characteristics of Javanese ethnic culture
8. Students can analyse the characteristics of Balinese ethnic culture
9. Students can analyse the characteristics of the Dayak ethnic culture
10. Students can analyse the characteristics of Toraja ethnic culture
11. Students can analyse the characteristics of the Asmat ethnic culture
13. Students can conduct direct/virtual/literature ethnographic research
14. Students can create direct/virtual/literature mini-case findings in research reports

## **2. Design Stage**

Based on the analysis results carried out at the definition stage, it is then used as a guide in designing textbooks and instruments that support research to be developed. In this study, researchers developed textbooks and several devices that help the learning process. Activities at this design stage include the preparation of tests, media selection, format selection, and initial design. Each activity is described as follows.

### **a. Test Compilation**

The test is based on indicators of competency achievement (learning outcomes) taught in the learning objectives. The question test is a test of the ability to explore various ethnic cultures in Indonesia.

### **b. Media Selection**

Based on the results of front end and environmental analysis, textbooks containing representative ethnic characteristics from the five big islands in Indonesia and learning support devices were selected as a means of delivering material and as one of the student's responsibility tasks. Textbooks are made by paying attention to developing case methods and team-based projects that will be researched to allow still students to explore their abilities.

### **c. Format Selection**

The selection of the SLP format and the lecture contract used in this study refers to the MBKM curriculum by adjusting to the case method and team-based project learning. The learning content refers to the results of the material analysis, the task analysis and the analysis of learning objectives that have been formulated in the defining stage.

### **d. Initial Design**

This activity is the writing of learning tools, including lesson plans, lecture contracts, and textbooks containing Indonesian ethnographic material.

## **3. Development Stage**

The development stage is carried out through two main activity phases, namely expert validation (expert appraisal) and product quality testing (developmental testing).

a. Expert Validation

Expert assessment includes product validation, which provides for textbooks and learning tools developed at the design stage. Four competent people carry out verification to assess the feasibility of teaching materials and learning tools. Revisions will be made based on suggestions or instructions from the validator. Validation activities are carried out after the completion of the preparation of the Indonesian Ethnography textbook.

b. Development Trial

The development trial consisted of a learning device trial and a learning achievement test. The results show that the learning device is feasible, with a score of 4.35

#### 4. Validation Results

The results of expert validation regarding the feasibility of Indonesian Ethnography textbooks based on Case Method and Team-Based Project indicate that books are suitable for learning with a score of 4.43, as shown in the following table.

**Table 5.** Recapitulation of Validation Results

Items	Validator Average				Average	Criteria
	I	II	III	IV		
Semester Lesson Plan	4,3	4,4	4,4	4,3	4.35	Valid
Teaching materials	4,4	4,5	4,42	4,4	4.43	Valid

#### 4 Conclusion

The concepts contained in the case method-based Indonesian Ethnography course textbook and team-based project refer to Graduate Learning Outcomes, Course Learning Outcomes, and Sub-Achievements of Course Learning which are then described in learning materials, namely: (1) The scope of ethnography and culture in an ethnic context, as well as ethnographic writing; (2) An ethnographic framework that includes location, natural environment and demography, ethnic origins and history, language, technological system, livelihood system, social organization, knowledge system, art, and religious system; (3) Ethnicity in Indonesian society includes humans and culture, society, types of culture, personality, behavior and culture, a culture that affects personality, cultural and community relations, the concept of ethnicity, inter-ethnic relations, ethnocentrism, ethnic stereotypes, ethnic prejudice, and ethnic discrimination; and (4) The characteristics of the ethnic cultures of Aceh, Batak, Minangkabau, Java, Bali, Toraja, Dayak, and Asmat.

The case method and team-based project learning is found in Indonesian Ethnography lectures at meetings 2, 4, 12 to 15 which consists of completing reports on the results of book and journal reviews regarding ethnographic differences as studies and methods, case method group assignments regarding ethnicity in Indonesian society, and the task of a team-based project group on mini-case research related to ethnicity in Indonesia which was carried out directly/virtually/literature.

Case method learning and team-based projects are given to students in order to equip students to be able to think critically, become a problem solver in providing solutions to cultural problems that occur, make appropriate decisions, and be creative, innovative, and responsive.

In addition, students work on various tasks by searching diverse literature on ethnic representation in Indonesia.

The research results at the defining stage were determined by front-end analysis, student and environmental analysis, task analysis, material analysis, and formulation of learning outcomes. In the front-end analysis stage, learning tools are determined as essential components in the research, namely the availability of RPS and Indonesian Ethnography textbooks. At the student and environmental analysis stage, data was obtained that the students consisted of 24 students from the class of 2021 who are currently taking folklore and oral traditions courses and 16 people from the Class of 2020 who have taken Indonesian Ethnography courses. In the material analysis, various teaching materials were identified following the determination of PPA Graduate Learning Outcomes, Course Learning Outcomes, and Subject Learning Sub Outcomes. The task analysis is determined by formulating learning objectives at each meeting. The preparation of the test, the selection of the format, and the initial design are based on indicators of competency achievement (learning achievement) which means that the selection of teaching material media must contain case methods and team-based projects and learning support devices as a means of delivering material and as one of the student's responsibility tasks. The results of the trial at the development stage and the feasibility test showed a score of 4.35 for RPS and 4.43 for textbooks, which means that both are suitable for use in Indonesian Ethnography courses.

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