

# Actualization of Case Method Achievements In Basic Concepts of Social Sciences in Elementary School Teacher Education, State University of Medan

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**Abstract.** The actualization of the case method is the development of the Outcome-Based Education concept in the primary school teacher education study program, Faculty of Education, which emphasizes each subject with achievement indicators that already have an overview of graduate learning outcomes and course learning outcomes. The purpose of this study was to see the form of achievement of the case method in the Social Science Basic Concepts course in elementary school teacher education at the State University of Medan. The research design is related to the actualization of the achievement of the case method in the Social Science Basic Concepts course. The primary school teacher education study program uses research and development (R&D) methods. Thus, this study shows that the actualization of the case method carried out in this study shows success by looking at the average learning test results given by the lecturer.

**Keywords :** actualization, case method, basic concepts of social science

## 1. Introduction

The development of education in Indonesia can develop if educators can process learning well (Yudhistira, Rifaldi, & Satriya, 2020). In the diversity that exists in Indonesia, the development of education can be carried out with the characteristics of the Indonesian people, namely by working together. What is known is that by working together, you will get a solution to the problems that arise in life. This method can be implemented by intermingling with various layers of society. The application of this learning will hone cohesiveness between individuals, learn to collaborate and be easy to solve problems in learning.

Medan State University is one of the universities that applies this distance learning method. Therefore, the government created a new method in developing education, namely the case solving method. This method is already recommended in the National Qualifications Framework curriculum. The National Qualifications Framework curriculum is a curriculum that prints human resources who achieve learning outcomes and are ready for the world of work. After the National Qualifications Framework curriculum was implemented, an improved method emerged in carrying out the curriculum, namely the case method. The case method can lead students to learn collaborative projects that integrate different curriculum subjects (materials), giving students the opportunity to explore subject matter in a variety of ways that are meaningful to themselves and to conduct experiments together with group mates (Vahlepi & Tersta, 2021).

The actualization of the case method is the development of the concept of Outcome Based Education (OBE) in the Elementary School Teacher Education Study Program, Faculty of Education, emphasizing on each subject with indicators of Semester Lecture Plan achievement which has a description of Graduate Learning Outcomes and Subject Learning Outcomes. The OBE paradigm in the Elementary School Teacher Education Study Program 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 Graduate Learning Outcomes to improve the quality of sustainable learning.



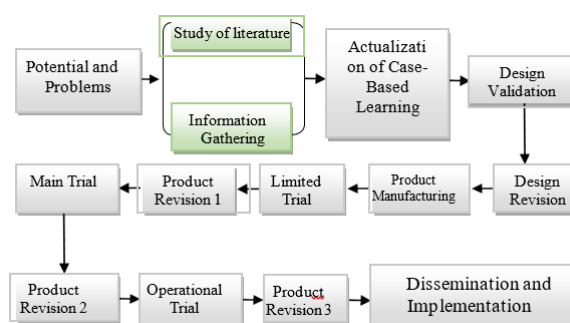
Fig 1. Concept OBE (Junaidi, 2020)

The actualization carried out in the Basic Concepts of Social Sciences course is to see the achievement of the learning tools used by the lecturers which are integrated with the case method.

## 2. Research Method

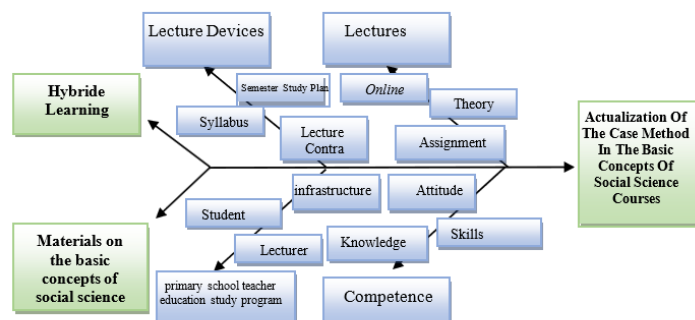
The research design related to the actualization of the case method achievements in the Social Sciences Basic Concepts of the PGSD UNIMED Study Program is to use the research and development (R&D) method. Research or RnD is development research that serves to validate and develop products according to research needs (Sugiyono, 2017).

The research procedure is carried out by explaining that the focus of design and development research is analysis which includes design, production, and evaluation. The study of the Richey and Klein method development procedure used is level 4, namely carrying out research and development steps by product design, design validation, design division, product manufacture, limited trial, product revision 1, main trial, product revision 2, field trial operational, product revision 3, and finally dissemination and implementation.



(Source: Sugiyono, 2016)

Fig 2. Product Development Procedure Chart



**Fig 3.** Fishbone Diagram (fishbone diagram)

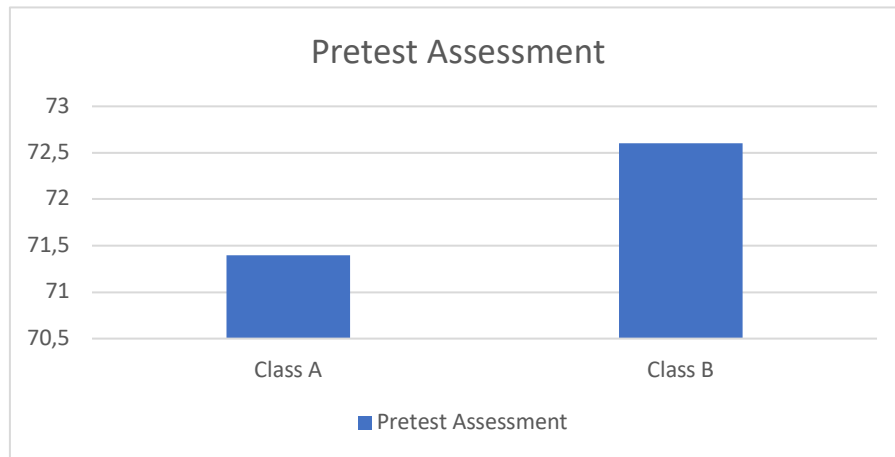
Data collection techniques were carried out using observation activities, using instruments in the form of questionnaires and documentation in the form of lecture results using the case method. The data obtained were then analyzed through the Forum Group Discussion (FGD) to conclude the results of the research.

### 3. Results and Discussion

To obtain learning outcomes, the instrument used in this study is a learning outcome test to measure the success rate of the case method in the Social Sciences Basic Concepts course. This is done by distributing pretest and posttest. The distribution of the pretest in this study will be carried out before the application of the case method, while the distribution of the posttest is carried out after the application of the case method is carried out. In addition, there is a questionnaire instrument to measure the validity of the product produced by the lecturer to be used in the learning process. The measuring instrument used is a closed questionnaire, which answers have been provided so that the respondents just have to choose (Arikunto, 2013). The activities carried out in this research are designing products that will be used in the classroom learning process that is adapted to the Social Sciences Basic Concepts course. After the product is designed, the product design validation will be carried out by several validators who will validate the research product for use in the classroom.

If several designs are found that must be improved, then design revision actions will be carried out and followed up in making the product to be tested by several samples which is called a limited trial, because to see whether the product can be used in the field or not. The product is revised again when it is found that some are invalid or not optimal. If the product has reached the revision stage 1, it will be followed up with the main trial, namely the control class and enter the product revision stage 2, after which it can be tested operationally in the experimental class. The product will be entered in revision 3 and the last stage is dissemination and implementation in the next several classes. Therefore, so that the conclusions are not mistaken or distorted and do not provide a much different picture from the actual situation, it is necessary to test the validity and reliability of the measuring instruments used in the study (Sugiyono, 2010:352).

The following are the results of the preliminary calculation (pretest) from 90 students in the second semester of classes A and B as follows:

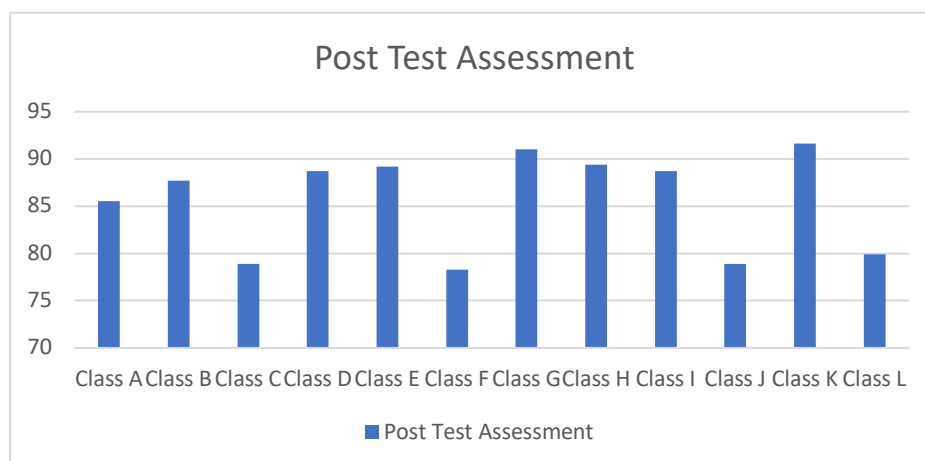


**Fig 4.** Pretest Assessment

From the results of the graph, it can be seen that the results of the pretest carried out have an average case-based student learning outcome test in class A 71.6 and class B 72.5 in hybrid learning. In this case, it is necessary for an advanced stage, namely by providing the application of the case method in the Social Science Basic Concepts course at PGSD Unimed.

In the advanced stage, lecturers are asked to prepare to design lecture tools which include lesson plans, SAP, syllabus and learning media as well as materials that will be delivered to students using the case method in implementing learning. At this stage the lecturer will look for a validator to validate the device that has been designed.

Next, the researcher will carry out an assessment stage which is carried out by distributing test instruments (posttests) to students, this is useful for measuring the level of achievement of the case method in the Social Science Basic Concepts course. The following are the posttest results obtained by the second semester students in the elementary school teacher education at Medan State University:



**Fig 5.** Posttest Rating

The graph shows the results of the post-test conducted after the learning treatment with the case method, it can be seen that there are average student test results, namely: class A with an average of 85.5; class B with an average of 87.7 ; class C with an average of 78.9 ; class D with an average of 88.7 ; class E with an average of 89.2 ; class F with an average of 78.3 ; class G with an average of 91.0 ; class H with an average of 89.4 ; class I with an average of 88.7 ; class J with an average of 78.9 ; class K with an average of 91.6 ; and class L with an average of 79.9.

#### 4. Conclusion

The actualization of the case method is the development of the concept of OutcomeBased Education (OBE) in the PGSD Study Program of the Faculty of Education, emphasizing each subject with indicators of RPS achievement that already have a description of CPL and CPMK. The OBE paradigm in the Elementary School Teacher Education Study Program (PGSD) 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. In this study, it is hoped that the lecturers in UNIMED will be able to make changes in learning by applying the case method. In addition, to see the results obtained from lectures by applying the case method, namely the average pretest in class A (71.6) and class B (72.5). As for the average post-test in class A with an average of 85.5; class B with an average of 87.7 ; class C with an average of 78.9 ; class D with an average of 88.7 ; class E with an average of 89.2 ; class F with an average of 78.3 ; class G with an average of 91.0 ; class H with an average of 89.4 ; class I with an average of 88.7 ; class J with an average of 78.9 ; class K with an average of 91.6 ; and class L with an average of 79.9. The actualization of the case method carried out in this study showed success by looking at the average learning test results given by the lecturer.

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