

# The Development of Learning Module Case Based Method and Project Based Learning in Values and Moral Education Courses

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**Abstract.** This study aim to produce a case method-based learning module and project-based learning for the Values and Morals Education course. The development model used in this study is Thiagarajan's (4D) development model, which consists of the stages of definition, planning, development and dissemination, this research is only done up to the development stage. The results of the study show that in terms of feasibility, the content is classified as very good, in terms of feasibility of language and image very good, the perspective of the presentation is classified as good, and the results of the validation. case-based learning and project-based learning design experts were very good. Thus, it can be concluded that the produced case-based methods and project-based learning modules are usable and valid.

**Keywords:** Learning Module, Case Method, PjBL, Value, Moral

## 1 Introduction

The learning process taking place on the Merdeka campus is one of the most important manifestations of student-centered learning. Learning Student-Centered Learning encourages and motivates students to develop creativity and the ability to learn independently. Where the content of the curriculum no longer imposes a lot of memorization material, but how students can apply theory into contextual practice [1]. In learning, lecturers must leave the learning paradigm that tends to be mechanical and monotonous, replacing it with a constructivist learning paradigm. Learning is no longer centered on the lecturer but students. Lecturers create a climate that can teach students, and provide opportunities to explore, discover and construct concepts and materials studied independently.

Student centered learning models that can be used for development students' creativity, motivation, and knowledge skills in problem-solving are case methods and project-based learning. Previous studies have found that Case-based learning is better than traditional teaching methods where the case method can improve critical thinking and communication in the classroom. In the case study method, students are challenged to analyze problems presented in the form of cases, draw conclusions from limited information, and make decisions about uncertain, ambiguous, and controversial issues in real-world simulations. [2]. The case method acknowledges that knowledge is comprehended and implemented in context. This is expressed in the classification and sequencing of cases in a case-based course. The lecture assembles the scenarios in such a way that the subject's thinking is evolved, the concerns of the area of study are explained, and experience in the use of regulatory

instruments is gained. Although each case offers an available to connect incorporating a dialogues of a specific situation, each case also connects to other cases in the course to help build a thorough knowledge of the subject. Lectures or additional reading may also be included in proper portions of the lesson to provide theory treatment, case material, or regulatory competencies that enable students to connect conceptual content to decision making. “experiences.” [3]. Furthermore, project-based learning is intended to be used to solve complex problems that require students to investigate and comprehend. Project-based learning, or PJBL, is a learning method that focuses students on complex problems that must be solved in order to conduct investigations and understand lessons [4].

This case method and project-based learning method aim leading students in a collaborative project that integrates different curriculum topics (materials), offering students opportunities to explore the content (materials) in a variety of meaningful ways for themselves, and conduct experiments collaboratively. The case method and project-based learning can also train students to think holistically, linking concepts and even between disciplines and various disciplines. In Higher Education, this is reinforced by the Decree of the Minister of Education and Culture Number 3/M/2021 concerning Main Performance Indicators (IKU) of State Universities in IKU VII concerning Collaborative and Participatory Lectures, it is stated that the learning criteria in realizing collaborative and participatory classes are through case-based learning and project-based learning. At the higher education level, ideally the learning process is directed so that students are able to think at a higher level and are skilled in problem solving [5].

In this study, a case-based learning module and project-based learning will be developed in values and moral education courses. As stated above, the case method model and project-based learning are innovative learning models that can encourage students to be actively involved in solving problems so that they can understand the material being studied. Besides that it must also be supported by the devices used, one of which is the Learning module. A module is a form of comprehensively and systematically packaged learning material that contains a set of learning experiences such as self-contained learning so that students can learn independently[6].

## **2 Method**

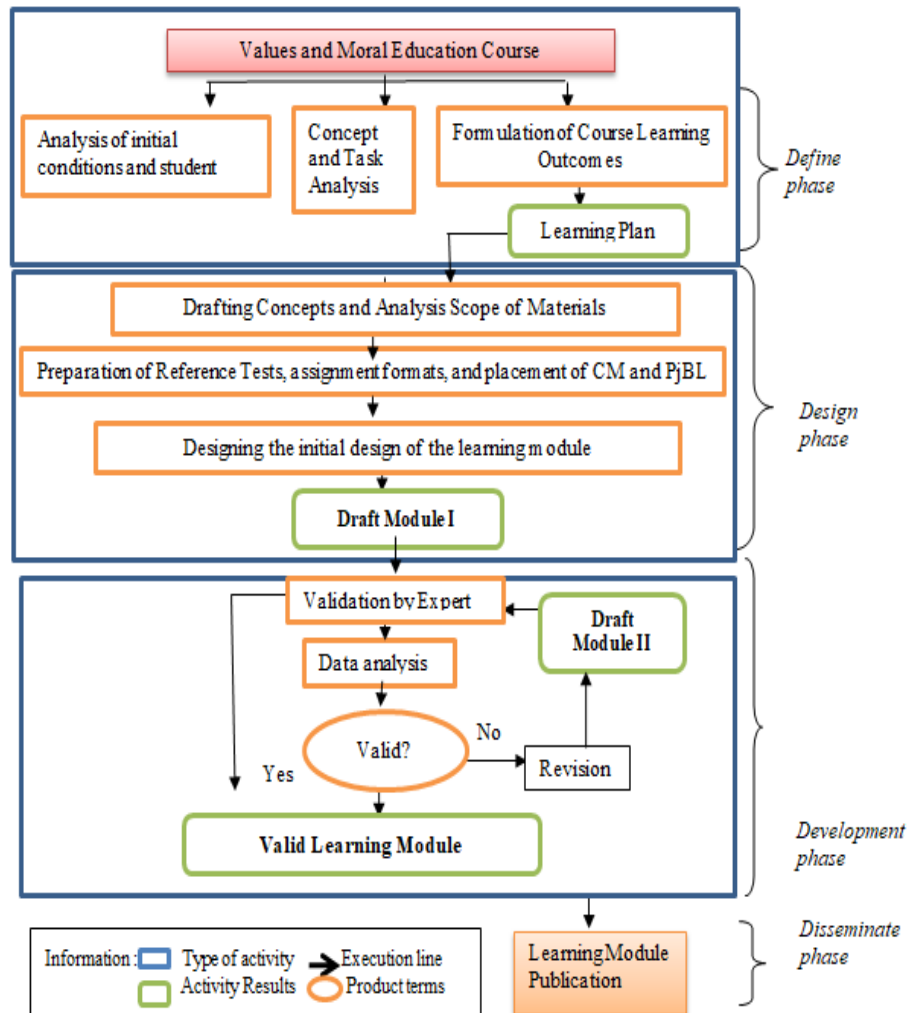
This research is a type of research and development (R&D) namely to produce a specific product and test its effectiveness [7]. The research was conducted through several steps. The research procedure consists of the preparation of research studies, conducting research, data collection, and analysis of research data [8]. The stages of research carried out in this study refer to the stages of the Thiagarajan Four-D model R&D research which consists of 4 stages. The main elements are: (1) definition (defining material); (2) planning (planning); (3) develop (evolve); (4) **Dissemination** (spread) [9].

## **3 Result and Discussion**

Merdeka Belajar Kampus Merdeka (MBKM) provides students with opportunities to broaden their learning experience by gaining new competencies through a variety of learning activities such as student exchange, internship/work experience, mediation of learning materials, scientific studies, self governing projects, entrepreneurship, and social projects. Students are offered the option to engage in studies anywhere else in their studies at the same university with certain credit, as well as educational guidance in study units and village projects / contextual concrete work courses. The SN-Dikti process standards are the basis of

the MBKM policy of the higher education institution, which offers students the opportunity to gain a learning experience outside the curriculum and aims to acquire the 21st century skills needed in the era of Industry 4.0, including communication, collaboration, critical thinking, creative thinking and computational logic, and caring [10 Education can develop a student's skills and potential and manifest itself according to personal and community needs. According to opinion" Learning that can support progression is learning that can consequently resulting' potency, so that capable of facing and solving life's problems." [11]. The learning process with the concept of "freedom to learn" takes place not only in the classroom, but also through observation outside the room. One place to learn is a community environment where there is potential as an entrepreneur. The textbook-only method has nothing to do with the many competency assessments that can create goals for this program's exams. The use of textbooks can be combined with direct learning methods as a form of direct application. Learning by doing or Indonesian is one of the best ways to achieve the best learning results. The implementation of the MBKM program must produce added value for teachers, students and teachers participating in its implementation.

The module is structured according to the interests of the students and contains a number of learning activities adapted to the competences to be achieved. A module is a systematically and attractively organized study material that is systematically presented for the independent study of the student and that contains the content, methods and assessments of the material used independently. The application of learning modules can make learning activities more well-planned, and students can carry out learning activities anytime and anywhere, with or without lecturer guidance. Through case-based learning modules and project-based learning modules, students can learn more through direct experience, gain skills, and self-assess the results of the work they have done. This is important to train students' initiative, independence, and confidence in learning. Development This module adapts the 4D development model. This model consists of the stages of definition, planning, development and dissemination. However, this research and development are only carried out until the development stage, namely expert or expert trials. The stages of the development process are carried out by adopting a 4D model as shown in the following flow chart:



**Fig.1.** Module Development Procedure

The first stage of this study is the definition stage, which aims to define and define the learning requirements. The action steps of the definition stage are the analysis of students' needs, concept and task analysis, and formulation of the learning outcomes of the course. The purpose of the definition stage is to determine and define the learning conditions. In that case, what is done with the team is material analysis according to student needs and learning outcomes for the courses contained in the semester learning plan (RPS). From the analysis of the material according to the needs of students, it is formulated that 8-course learning outcomes (CPMK) are as follows: 1) can elaborate and analyze the Nature of Values and Morals, 2) can elaborate and analyze Values and Morals in the Family, 3) can elaborate and analyze Values and Morals in Society, 4) can elaborate and analyze and analyze Understanding Theory and Stages of moral development according to experts, 5) can elaborate and analyze the Nature of Value and Moral Education, 6) can elaborate and analyze the Nature

of Lickona's Theory of Character, 7) Able to analyze and design value and moral learning strategies, 8) Able to analyze and explain the challenges of value and moral education teachers.

The Second stage after the definition is the Design Stage. From the CPMK analysis, then proceed to the design stage. The design phase aims to design a prototype module. At this stage, the learning device or module is designed case method and project-based learning. We start with the creation of the concept and the analysis of the amount of material, the creation of a comparative test, the form of the task, the arrangement and planning of the Case method (CM) and project learning (PjBL). initial design of a learning module based on the case method. The next step is development, the goal of development is to produce valid learning tools. At this stage, experts approve the first draft of the module. Information obtained as descriptive qualitative and quantitative descriptive data is used to improve product development results. Qualitative information was obtained from inputs, responses, comments and suggestions from content experts and media. Quantitative descriptive data in the form of validation data derived from experimental validation results

Percentage of validation and test results for case-based module and project-based learning is obtained from the sum of the scores obtained from each assessed aspect divided by the maximum total score. The scores used are numbers 1 to 4, where 1 is for a very poor choice, 2 for a poor choice, 3 for a good choice, and 4 for a very good choice [12]. To determine the results of instrument data analysis, 20 questions have been prepared relating to the validity of the modules that will be developed in each aspect. For each learning module format, it is analyzed by considering the assessment, input, comments, and suggestions from the validator. Product trials conducted by material experts aim to validate the content (material) of the product being developed. The material expert for the The case-based learning module and project-based learning are from the Department of Civic Education, Medan State University, while the linguist is from the Department of Indonesian Language Education. Case-based learning module and project-based learning experience validation data are evaluations and suggestions for product improvement and feasibility.. From the results of the first test, it can be concluded that the design of the case method-based learning module and project learning is not feasible or must be revised. This is because the overall percentage in the good enough category is still low at 65%. It can be seen that the feasibility rate of the content is 65%.in the good enough category, in the language and image aspects 70% in the good enough category, in the presentation aspect 60% in the good enough category, in the Graphic aspect 65%, in the good category. The validation results of the material expert module according to the table above show that the module still has room for improvement. Verification is done based on the inputs and feedback from the validator. The things that have been improved are presented as follows. (a) In the introduction, the too broad description of the module has been focused on the content of the module (b) The layout of images and illustrations is made more attractive with proportional images and layouts (Figure (c) The presentation illustrations are made more attractive so that they can help to understand.

After the revision process is submitted back to the expert validator to be assessed later according to the indicators that have been set, the following is the score for the assessment of the draft module II can be concluded that the learning module consists of 8 modules where each module gets a different total score, it can be explained that the percentage on the feasibility of the content feasibility is 90% in the very good category, linguistically and visually it is in the very good category, in terms of presentation 85% good, graphically 80% in the good category. In addition, statistical tests of the draft module II are performed, and the validation results are presented in Table 1 below:

**Table 1.** Learning Module Validation Results

No	Rated Aspect	Rating result		
		Mean	SD	Category
1	Contents	4,55	0,3	Very valid
2	Linguistically and visually	4,34	0,3	Very valid
3	Presentation	4,33	0,3	Very valid
4	Graphics	4,20	0,2	Valid
	Final average	4,38	0,3	Very valid

Information:

If the average is 4.20, the category is very valid.

3.40 < mean 4.20 Valid category.

2.60 < average 3.40 category Fairly Valid.

1.80 < average 2.60 Less Valid category.

From the Table 1, it can be seen that the case-based learning module and project learning are very valid. The case and project learning modules have a mean of 4.37 and a standard deviation of 0.03. Average content rating aspects of the case-based learning module and project-based learning is 4.55 and the standard deviation is 0.3, so it is categorized as very valid. The linguistically and visually the facets have a mean of 4.34 and a standard deviation of 0.3, thus classifying them as very valid. Presentation has a mean of 4.33 with a standard deviation of 0.3, and language and readability aspects have a mean of .20 with a standard deviation of 0.2, so it is categorized as valid.

#### 4 Conclusion

Based on the results of the exhibition and data analysis, it can be concluded that the case method-based learning module and the project-based learning courses completed in the value and moral education courses are usable because they have been validated.

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