

# Learning Design of Creative Writing in Higher Education Based on Case and Team Based Project Methods in Creating High Order Thinking Skill

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**Abstract.** Improving the quality of learning in creative writing courses at the Indonesian Language and Literature Education Study Program at Universitas Negeri Medan needs attention. For this reason, the aim of this research is to create an appropriate learning design for creative writing courses; namely project-based learning and case methods. This research is a type of qualitative research with descriptive analysis techniques. The results of the research are learning designs for creative writing courses by combining two learning models, namely case method learning and project-based learning models. The research was conducted on students taking creative writing courses at the Department of Indonesian Language and Literature, Universitas Negeri Medan. The results: 1) A needs analysis study of the model to be developed proved that 100% of lecture and students stated that they needed the case method and team-based project learning model to improve students' high-level thinking abilities (HOTS). learning process to make it easier to understand the learning material. 2) The case learning method design in creative writing courses includes: material in-depth activities, case presentations, and creating study groups, with team-based project learning design in creative writing courses starting with creating study groups. Students are given a project assignment, then carry out the project which includes: project planning and time schedule, data search, submitting designs or ideas and writing literary works..

**Keywords:** case method team based project, and creative writing.

## 1 Introduction

Creative writing college subject is one of the compulsory scientific subjects in the Indonesian Language and Literature Education Study Program. It aims to provide the students with understanding and experience in writing creative works of literature in poetry, short stories, and drama scripts. In tertiary institutions, the ability to write various types of paragraphs and texts is a required skill that must be mastered by all the students. These competencies are then integrated into the six KKNi (Kurikulum Kerangka Nasional Indonesia/Indonesian National Framework Curriculum) tasks in Universitas Negeri Medan, they are routine assignments, critical book reports, research/journal reviews, mini research, idea engineering, and projects. The purpose of providing the assignments is to build and achieve the students to have a high-

level creative thinking. Therefore, the lecture expect the students to be able to achieve the principles of the six tasks.

Based on the observations and evaluations results carried out by the author, it was found that the current condition is that there are still many problems in creative writing courses, especially in the Language and Literature Education Study Program of Universitas Negeri Medan which include: (1) students think that creative writing courses are not interesting and boring because they are forced to think in composing to tell events that are narrative, (2) the learning model used is still less varied and less able to guide the students in writing exercises because the learning still emphasizes conveying the theory rather than practice, (3) low reading culture, (4) low learning motivation, (5) lack of objectivity in assessment and limited references.

Moreover, the seventh semester students had not been able to properly accommodate their writing or research proposals. This can be seen during the proposal guidance process which found several revisions in the writing, conveying ideas in sentences and paragraphs, using EYD (Ejaan Yang Disempurnakan/ (Enhanced Spelling) in inappropriate writing, lack of discussion regarding the material discussed, and lack of data supporting arguments in writing. These conditions certainly encourage the students to be more active in broadening their knowledge so that they have the ability to write because it is very important in the current globalization era. In Indonesian language education, learning to write creatively influences creative thinking. Therefore it must be achieved through appropriate learning strategies so that learning objectives are achieved in order to improve the quality of education which leads to the national education system.

One of the ways to improve the curriculum is by developing the Case Method and Team Project Based Learning as an effort to achieve Higher Order Thinking Skills (HOTS). According to [1] Higher Order Thinking Skill is a process that involves mental, such as classification, induction, deduction, and reasoning. It is as a strategy with a high thinking process, where the students are encouraged to manipulate the information and ideas in certain ways that can provide new meanings and implications [2]. Based on the several theories about the Higher Order Thinking Skill strategy, it can be concluded that this strategy is a strategy that uses a high-level thinking process that encourages the students to search for and explore information on their own to look for the structure and relationships that underlie it, using available facts effectively and appropriately to solve problems. This strategy can stimulate them to interpret, analyze previous information so that it is not monotonous. In conventional learning, lecture usually give their students a lot of information that they must memorize and remember, but in learning to realize the Higher Order Thinking Skills, the lecture teach the children how to find sources of information, how to evaluate the information they get, and how they can use that information to themselves and for others.

The indicators of higher-order thinking skills include: a) Analyzing, namely analyzing the information received and dividing it to structure the information into smaller parts to identify patterns or relationships, and be able to identify and differentiate the causes and effects of a complex scenario. b) Identify/formulate questions. c) Evaluate, namely providing an assessment of solutions, ideas and methodologies using suitable criteria or existing standards to ensure the value of their effectiveness or benefits. d) Making a hypothesis, criticizing, and testing, namely accepting or rejecting a statement based on predetermined criteria. e) Creating,

namely making generalizations of an idea or perspective on something, designing a way to solve problems, and organizing elements or parts into a new structure that has never existed before [3].

To achieve the goal of creating higher order thinking skills as mentioned above, various efforts and strategies are needed in the learning process. Among them are the case method learning model and project based learning. The case method learning model is a learning approach in which the problems are presented in case-based learning. In the case method, the students are given a realistic problem scenario, a case that can be learned retrospectively by testing how the case is solved with the presented cases and the students are given the opportunity to practice their mathematical abilities. The cases are closely related to the problems, so the students can improve their problem-solving skills. The case method certainly contains many things so that it is able to relate the concepts at once [4]. In the research [5], the case method can help the students master concepts, improve the higher order thinking skills, communicate, and research. The case method can also develop analytical skills, critical thinking, creative thinking, practical skills, and communication skills, as well as social and reflexive skills.

The learning model of case method is a learning model that uses previous cases and is forced to occur at this time to be used as a medium for students to play roles with the aim of the students are able to solve and be free from problems cases experienced [6]. This learning model is also able to assist the students in achieving basic competencies and core competencies. Lecture act as facilitators, initiators, directors, participants and motivators in the learning process. This model is chosen to be applied in dealing with the students' problems regarding activeness and student learning outcomes. In his research [7] concluded that the case method can develop analytical skills, critical thinking, creative thinking, practical skills, communication skills, social and reflexive skills. This model can also be used to increase the activity and cooperation [8].

The characteristic of the case method is that the problem solving process is conducted and completed by team members. Its characteristics necessitate the introduction of a number of new variables, especially the human factor. Therefore, the complexity of the case method does not only come from the problem scale, but also the complex cognitive, psychological, social, and behavioral interactions between group members during the problem solving process agree that consists of four main types of characteristics of the case method, they are cognitive, psychomotor, motivational, and affective (interpersonal and attitude). The performance of the case method is determined by the composition of the four types of dispositions of all team members, which becomes complex. The case studies focus on the problems that exist in concrete situations or examples, actions to be taken and lessons to be learned, and ways to deal with or avoid such situations in the future. However, in its application of case study-based learning also has several weaknesses. The implementation of learning using the case method requires a long time allocation and more and more careful planning to achieve success. The lecture must also always be up to date with problems that develop in society in accordance with the material discussed in class; they sometimes experience difficulties in determining issues that are relevant to the topic. The case method learning is difficult to implement in large classes, requiring a longer time to provoke the given problem-solving skills [9].

The next variable that needs to be explained further in this study is the concept of team based project learning. It is a learning model that orients active learning activities and real project-based assignments that provide context-related challenges for students to solve in groups. Through a team-based project, the lecture provide opportunities for students to develop collaborative skills by giving greater weight to the process of discussion and individual learning compared to the process of explaining concepts. The lecture expect the students to have higher order thinking skills in responding to problems and developing interaction skills and working together to solve numeracy problems [10]. In this research [11] the application of the team-based learning method has an impact on the flexibility of lecture in providing many opportunities for students to develop cooperative skills because it gives greater weight to the process of peer discussion and individual study compared to the process of explaining concepts of lecture input. The benefits felt in the application of the team based project method are the holding of interactive discussions regarding actual problems that cannot be resolved alone can be resolved by any discussion.

The team based project is an active learning method that can be used in lectures. This method emphasizes a student-centered learning which is characterized by providing problems or cases for in-depth analysis [12]. Team-based project learning is a learning model that is oriented to active learning activities and real project-based assignments that provide challenges for students related to life contexts to be solved in groups [13]. According to [14] project based learning is a learning model that uses problems as a first step in gathering and integrating new knowledge based on experience and real activities. The advantages of team-based projects lie in efforts to increase motivation for independent learning and a climate for group work so that students can study material or topics of discussion more effectively. Through team-based projects, educators provide opportunities for students to develop collaborative skills by giving greater weight to the peer discussion and individual study compared to the process of explaining concepts of lecture input.

This study attempts to explain the author's ideas about case method and team based project learning designs in learning creative writing courses. This idea is part of the case method development research and team-based project at the Universitas Negeri Medan Indonesian Language and Literature Department in an effort to produce students who have higher-order thinking skills which will later be reflected in the papers they produce after completing creative writing courses. The ideas set forth in this paper are explored from various relevant theories and empirical experience from research results that have successfully implemented this learning model. The validity of this idea will be tested from the content and material aspect.

## **2 Research Methods**

This research is a qualitative research with descriptive analysis techniques. The descriptive method is a method of examining the status of a group of people, an object, a set of conditions, a system of thought, or even a class of events in the present [15]. The researcher created a learning design for creative writing courses by combining two learning models; they are the case method learning model and the project-based learning model. The research was conducted on students taking creative writing courses at Indonesian Language and Literature

Departement of Universitas Negeri Medan. The data were obtained through literature studies, documentation and the opinions of education experts who were relevant to the topic as well as the lecture in education..

### 3 Results and Discussion

The description of the students of the Universitas Negeri Medan Arts Education Department in ability to the creative writing course is a compulsory subject in the Indonesian Language and Literature Department with the competency achievement of the students having skills in various writing activities, especially writing fiction or writing literature works. The focus of the assessment on writing ability consists of language and non-language components. In the language component, the students are expected to be able to apply linguistic rules and spelling rules in writing, while in non-language aspects students are able to express ideas that reflect high reasoning abilities. The quality of the learning process needs to be continuously updated in order to improve the quality of education, especially learning. This is because learning is an essential activity in education. The learning process is essentially a communication process in which there are various activities, one of them is the delivering the subject matter.

The results of the study are part of the learning model development activities conducted for the creative writing course that is the case method learning model and team based project in improving higher order thinking skills. This research begins with a needs analysis study. This study was conducted by distributing questionnaires which were distributed to 2 college lecture and 75 students by first outlining the definitions of case method learning media and team based projects to improve their high order thinking skills in order to have an overview of the questions in the questionnaire. The results of distributing the questionnaire found that 100% of lecture and students stated that they needed a case-method and team-based project learning model to improve high order thinking skills (HOTS) in the learning process so that it was easier to understand learning material. Needs analysis data can be seen in the following table:.

**Table 1.** The College Lecture' Responses to the Needs of Case Method and Team Based Project Learning Models in Creative Writing Course

No	Information Type	Answers	Frequency			Percentage
			Lecture	Students	Amount	
1	the modified learning model of Case Method and Team Based Project have been known or not	yes	1	50	51	66%
		no	1	25	26	34%
2	The lecture have used the modified learning model of Case Method and Team Based Project not	yes	1	17	18	19%
		no	1	58	59	56%
3	The learning model of Case Method and Team Based Project have been helpful or not in achieving the HOTS	yes	2	65	67	89%
		no	0	0	0	0
4	The learning model of Case Method and Team Based Project have been needed or not	yes	2	69	71	94%
		no	0	0	0	0%
5	The use of modified learning model has been applied correctly or not in learning process	yes	2	62	64	83%
		no	0	13	13	17%

6	Being motivated or not to take part in the learning by using modified learning model of Case Method and Team Based Project	yes	2	69	71	94%
		no	0	6	6	6%

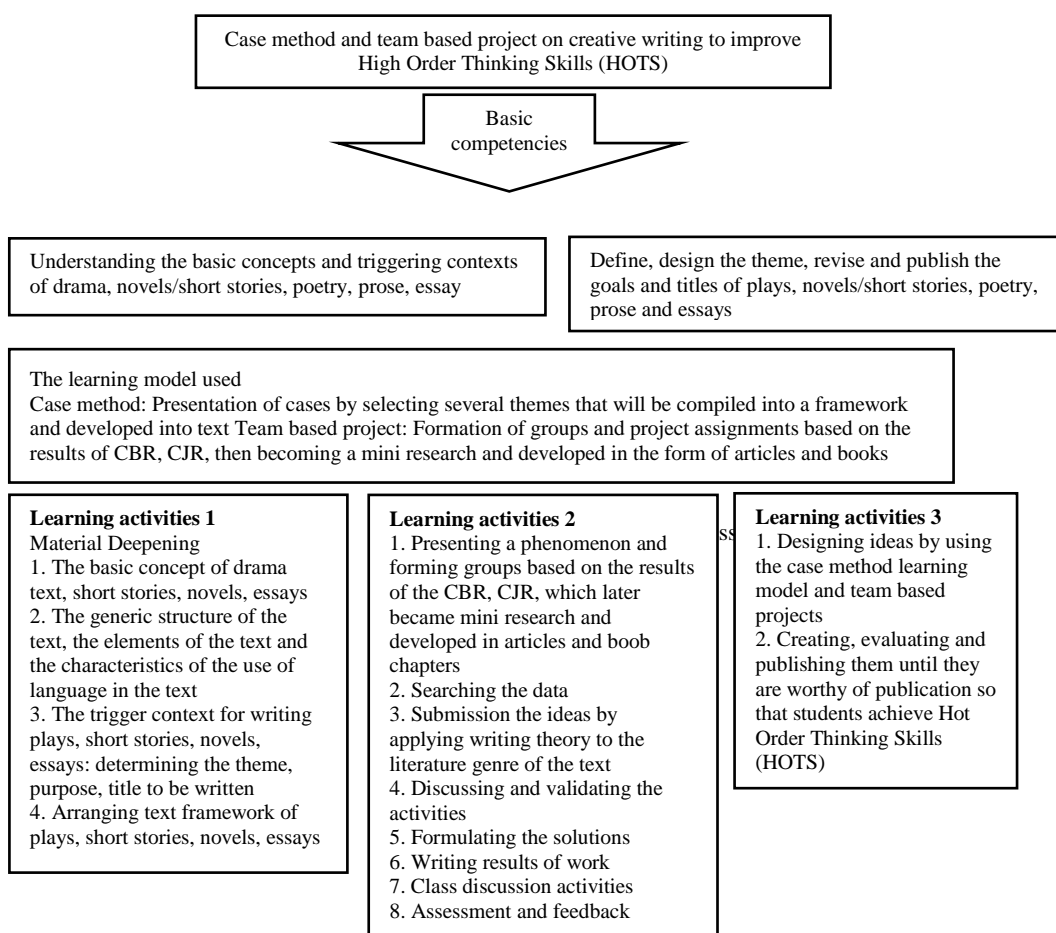
Based on the table of the needs analysis data distributed to the lecture and students, the following conclusions are as follows:

- 1) The students (66%) stated that they were not familiar with the case method and team based project learning as explained in the definition and only some lecture and students (34%) stated that they recognized the learning model. The lecture and students (19%) used the case method and team based project learning model and the majority (56%) did not use the case method and team based project learning model in the learning process.
- 3) The lecture and students (89%) stated that the use of the case method and team based project really helped the learning process in creative writing courses and 11% stated that it did not help the learning process.
- 4) The lecture and students (94%) stated that they needed to use the case method and team based project learning models in creative writing courses to be able to achieve High Order Thinking Skills (HOTS) in the learning process.
- 5) The lecture and students (83%) stated that the use of the case method and team based project learning model in achieving high order thinking skills (HOTS) was very appropriate for use in the learning process and a small proportion (17%) said it was not appropriate. This is because the students still do not understand the learning model and they are not able to achieve High Order Thinking Skills (HOTS) in their thinking processes to solve a complex problem.
- 6) The students (94%) stated that they were very motivated to use this learning model and some (6%) stated that they were not motivated to use this learning model. The thing that makes students unmotivated can be seen in their daily lives, students still don't pay attention to the lecturer's explanation properly.

Based on the needs analysis results, it can be concluded that the development of the case method learning model and team based project in improving HOTS is really needed by the lecture and students in the learning process. The discussions results verbally with the teacher in the Indonesian language studies stated that they really needed this learning model in the learning process. This is because they find it very difficult to find an effective learning model to convey teaching materials and the difficulty of training students' high-level cognitive abilities to the stage of analyzing a problem. The case method and team based project learning models are also able to motivate the students and lecture to take part in learning. This is because the learning model is presented systematically and students use their knowledge to solve a problem.

The following step is the researcher conducted planning teaching materials that contained the case method learning model and team based project in achieving high order thinking skills based on 1) material feasibility 2) language assessment and 2) learning design. Then the developed modules are validated by material experts and learning design experts. After being validated, the product was tested in individual tests, small group tests, and limited group tests, then revisions were made in each trial to improve product quality. After the revision process is complete, the teaching materials can be said to be valid and the effectiveness of the teaching materials with the case method and team based project learning model in achieving high order thinking skills (HOTS) can be seen.

The material assessment is carried out in the concept/material analysis stage. The students will be given routine assignments (TR), critical book review (CBR), critical research (CJR), idea engineering assignments, mini research assignments, and project assignments in creative writing courses. After the task is carried out, the learning outcomes will be evaluated including relevance, accuracy, completeness of presentation, presentation systematic, method of presentation, communicativeness, and suitability of language with EYD. This material analysis aims to train students in achieving high order thinking skills (HOTS), where at the end of the learning outcomes students will be able to analyze a problem with the case method learning model and team based project and students are able to publish their literature works.



**Fig. 1.** The Systematic of Creative Writing Teaching Materials with Case Method and Team Based Project Learning Models in Achieving HOTS.

Related to the case method learning design in creative writing courses, the authors offer the following designs: 1) Material deepening activities: the students are classically given reading materials and learning videos related to literature creative writing. The students are given an explanation of the concept of writing drama, poetry, prose (short stories/novels), and essays,

2) Case Presentation: presented a phenomenon or issues in literature writing (selecting several themes to be compiled into ranks and developed into texts for literature works and review text in essays) problems that can be developed related to issues that are currently happening in society or local wisdom. 3) Formation of groups: Students are divided into 6 groups (according to the class). (a) Searching the data: Students are asked to read and master the concepts and techniques of writing literature texts (drama, prose, poetry) and literature reviews in the form of essays. (b) Submission of ideas: Students try to apply writing theory to the genre of literature texts. (c) Discussion and Validation: Students discuss with other students to find obstacles and obstacles in writing. (d) Formulating Solutions: Students formulate solutions and validate them with several simulation questions regarding the theory they have studied together in class. (e) Writing of work results: Students write down the results of discussions and reflect into a product that has been determined together (to find a solution in compiling a framework or when developing a framework into a literature text that is suitable for publication). (f) Class discussions: The lecturer and students hold discussions by providing responses to the products presented to find the most appropriate solution in completing assignments, and (g) Assessment and feedback: Lecturer provide assessments and input on the results of observations and solutions produced by students. Furthermore, lecturer need to include the results of research/service as a reference for solving cases. (the lecturer's research can be seen in the supporting sources above).

Additionally, the project-based learning design referred to in this study is: 1) Beginning with the formation of groups. The students are divided into 8 groups (adjusted to the number of students). 2) The students are given project assignments. They were asked to find problems and solutions in the form of products produced based on the results of the CBR, CJR which then became a mini research and developed in the form of articles and book chapters. 3) Project implementation, including: a) Project planning and time schedule: The group determines the time and the object to be developed into a mini research product, prepares materials and instruments (questionnaire if needed). b) Searching the data: The group conducts observations or searches the literature by using instruments/grids to find problems to be studied. c) Submission of designs/ideas; The group seeks solutions through engineering suitable ideas to overcome problems and problems found based on material objects (writing literature) and formal (theory) by referring to the results of CJR, CBR. d) Discussion and validation: Students in groups discuss completing reports. e) Writing of Work Results: Designing products in the form of drama anthologies, prose, poetry, and/or essays from engineered ideas.

Reporting: Making reports and finalizing products in the form of drama anthologies, prose, poetry, and/or essays or videos. The activity ended with a presentation of product results: The presentation was held at the 15th meeting. After that the lecturer gave a product assessment and feedback in the form of input for product improvement.

Moreover, the evaluation design used is through the analysis of assignments conducted by the students. Task analysis in creative writing is: a) Task analysis on basic competencies begins with deepening the material so that students are able to solve and integrate emerging problems as well as design, revise and create a literature work worthy of publication. b) Analysis of tasks on basic competencies in terms of other supporting tasks in the form of routine tasks, Critical Book Review (CBR) assignments, critical research assignments, idea engineering



assignments, mini research and project assignments based on abilities as measured in the form of attitudes, skills. c) Data Description of Design Stage.

#### **4 Conclusion**

Based on the explanation from the previous section, it can be concluded that: 1) Needs analysis studies prove that 100% of lecture and students state that they need a case-method and team-based project learning model in improving High Order Thinking Skills (HOTS) in the learning process so that it is easier to understand the learning material. 2) The case method learning design in creative writing courses includes: material deepening activities, presenting cases, and forming groups, with a team-based project learning design in creative writing courses starting with forming groups, then students are given project assignments, then, students carry out project which includes: project planning and time schedule, data search, submission of designs or ideas, and writing of work results writing literature works.

#### **Acknowledgments**

The authors would like thank to the Institute for Research and Community Service (LPPM) Universitas Negeri Medan who provided research funding so that it can be implemented in 2023. Thanks also go to all who participated in this study.

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