

# Implementation of Case Method and Team Based Project Methods for Pathology and Social Rehabilitation Course Books in the Hybrid Learning Era

Nur'aini<sup>1\*</sup>, Miswanto Miswanto<sup>2</sup>, Yeni Marito Harahap<sup>3</sup>

{nurainisamsul@unimed.ac.id<sup>3</sup>, miswanto@unimed.ac.id<sup>2</sup>}

Universitas Negeri Medan, Medan, Indonesia

**Abstract.** The learning process in Higher Education is currently held in a mixed (hybrid learning) manner, namely face-to-face (offline) and in the network (online) using the case method and team-based project method. Books describing case methods and team-based projects are just one offline illustration of the hybrid learning approach. This research seeks to generate a Pathology and Social Rehabilitation book utilizing the Case Method and Team-Based Project methodologies. The ADDIE model employs development research (research and development) (Analyze, Design, Development, Implementation, and Evaluation). Research participants were undergraduates enrolled in the Department of Educational Guidance and Counseling at State University of Medan. This research found that both language experts' and students' evaluations of the materials' graphic style, usefulness, and overall quality were all high. Furthermore, it is explained at the book design stage, which consists of seven chapters. Each chapter consists of concepts, and theories obtained from the results of routine assignments, critical book reports (CBR), and critical journal reviews (CJR). For mini research, there are concepts of cases, rehabilitation, and solutions, while engineering ideas and projects are included in the conclusions and suggestions in the resulting book. Finally, a book on pathology and social rehabilitation describing the case method model and the team-based project has been published. Thus, it is anticipated that the book will suit the demands of students enrolled in Pathology and Social Rehabilitation courses in the Guidance and Counseling Study Program of the Faculty of Education at Medan State University.

**Keywords:** Book, Case Method, Team Based Project, Hybrid Learning

## 1 Introduction

Currently, all students are required to participate in their education actively. In this instance, students must be more engaged in learning activities, while instructors must also be involved in developing learning instruments. This is consistent with the research finding that students are not actively asking questions, indicating that student engagement still needs to be improved [1]. Student motivation needs to be higher in seeking information about lecture material that has been taught or will be taught. Based on the results of this study, to increase student activity in the learning process it is necessary to provide teaching materials such as

books that are interesting to read by students, so that students, before participating in the learning process, first read the handbook provided by the lecturer. This book can also help students discover the learning concepts they have followed, including in learning Pathology and Social Rehabilitation courses.

Pathology and Social Rehabilitation books are important components for the teaching materials in the learning process. The presence of Pathology and Social Rehabilitation books will make it easier for lecturers to deliver learning material and for students more easily in learning. Using books in learning can be an alternative for students to solve a problem [2]. This textbook can be made and compiled by the course lecturers themselves with the aim that the textbooks produced can adapt to the conditions of students. This textbook will be applied in the Pathology and Social Rehabilitation course, Counseling and Guidance Studies, at Medan State University's School of Education.

Books can get students involved and less reliant on the teacher because of the methodical way in which the learning activities are laid out. This is because the curriculum is designed on the competencies that students need to acquire. In addition to the modules being arranged systematically, the book is also arranged in a language that is easy to understand and is designed as attractively as possible so that it does not bore students with the material discussed in the book [3].

The advantage of the book is for designed to be used for self-study by students because it is equipped with self-study instructions. So that with the Module, students can be independent of the lecturer to achieve the competencies demanded by learning activities. Defines a module as an independent study unit that includes a set of instructional steps designed to help students accomplish a predetermined set of objectives [4].

According to an examination of textbooks used in the field of pathology and social rehabilitation, the majority of these resources are still written in the form of diktat, and neither the case method nor the team-based project learning approach are explained. The results of interviews conducted by the author with students who had taken pathology and social rehabilitation courses found that most students had difficulty understanding the concepts and applications of pathology and social rehabilitation. Researchers were inspired to create textbooks for use in Pathology and Social Rehabilitation programs due to their observations of these challenges.

This is because the utilization of modules has been shown to boost student enthusiasm, in this case students can carry out learning activities on their own without the presence of a teacher directly [5]. This means that students have the option to study on their own time and in an effort to attain their own personal goals for learning. This media is also often called independent instructional material, namely the teacher (lecturer) does not have to directly give lessons or teach something to his students face to face, but simply by providing modules.

Most students who take the Pathology and Social Rehabilitation course have difficulty understanding the concepts and applications of the Pathology and Social Rehabilitation course. Competency standards in the curriculum, on the other hand, call for a firm grasp of both theory and practice. However, previously students already had a module as a reference, to be more effective and efficient this problem should be resolved by using the Pathology and Social Rehabilitation course module by applying the case method and team based project method.

## **1.1 Book Based Case Methode and Team Based Project**

Improving the quality of learning requires creativity to produce good learning outcomes for students. The essence of creativity is to produce something better or something new [6]. New can mean as a result of perfecting, adding, changing, and repositioning something that existed before so that something changes for the better. If the lecturer uses this concept as a basis for developing learning, then the quality of learning carried out by the lecturer will definitely get better.

The case approach encourages active learning through dialogue in order to address cases or problems. Through its use, one's capacity for problem solving, communication, teamwork, and inventiveness will all be enhanced. The Team Centered Project, on the other hand, is an approach based on project-based learning activities and authentic assignments that present students with difficulties relating to everyday life to be solved in teams [7].

The case method, team-based projects, and others are only a few of the many educational approaches out now. Student curiosity and the pursuit of independent problem solving enhance the learning process. Learning through cases and group projects are two approaches that might help students become more adept problem solvers. Opinion from that in this model students work on projects and then can manage learning in their class. Completion of existing tasks and independent learning is the main goal [8].

Case-based learning and team-based projects are two pedagogical approaches that rest on the premise that they improve students' capacity for active learning; foster students' development of creative, critical thinking, and analytical abilities; and boost their scientific performance. Case-based learning and projects have enormous potential to make learning experiences more interesting and meaningful for students and can improve students' scientific performance in learning, while the lecturer only acts as a facilitator and mediator.

The results of the case studies concluded that the case method and team-based project can support, facilitate, and improve the quality and learning process, while also enriching students' learning creativity [9]. Case-based learning and projects make students accustomed to solving problems and realizing them through projects. The tasks obtained can be completed independently and skillfully using this learning. According to investigation results [10], other advantages of case method and team-based learning are that they can "(1) produce a dynamic classroom setting, (2) avoid the usual atmosphere of boredom at school, and (3) raise the level of student engagement, enjoyment, and pride in their schoolwork." For these reasons, it is essential to incorporate case-based learning and team-based projects into the educational process.

There needs to be a distinction between a standard book and a case method and team project book in order for the latter to be developed. The characteristics of this team-based case and project method book are that in the format of each book chapter, there is a theory for each meeting which is analyzed through the Semester Learning Plan (RPS), and caare ses adjusted based on theory and projects. designs to be worked on by students. In addition, the module also shows case design methods and project designs that students will work on.

## **1.2 Hybrid Learning**

The application of face-to-face learning is based on the policy contained in the Joint Ministerial Decree (SKB) of the Four Ministers, 20 November 2020. Hybrid learning is a

learning model that combines the advantages of an online learning system (with its emphasis on innovation and technological progress) with the strengths (its emphasis on interaction and participation) of more traditional learning models (where students learn independently of one another) [11] .

Several currently-evolving Hybrid Learning models combine elements from the following lists: “first, Face to Face learning, namely face-to-face learning in class, learning activities including delivering material, discussions and presentations, learning exercises and evaluations or exams; Second, teaching and learning strategy based on asynchronous virtual collaboration between students and instructors. Its implementation is provided at irregular intervals. Email and internet message boards are two of the most common tools for education nowadays.; third, the Self Pace Asynchronous learning model, is a learning model that students carry out at different times and independently, the material is provided in book form, practice questions or learning evaluations are carried out online.”

## **2 Research Methods**

This study employs a developmental research strategy. Development research, according to Borg and Gall [12], is a type of research used to create and verify tools for teaching and learning. For the purposes of the BK FIP Study Program at Medan State University, a module was created in the pathology and social rehabilitation courses using the case approach and team-based project. The ADDIE “Analyze, Design, Development, Implementation, and Evaluation” model was chosen as a point of reference for this investigation because it follows a set of universal, methodical, and incremental principles that ensure all parts of the whole are interconnected.

## **3 Result and Discussion**

The results of this research are discussed starting from the development stage, which is the stage that aims to produce a Pathology and Social Rehabilitation book with the Case Method and Team Based Project models aftergoing through validation, revision and field trials. In development stage, there are 3 stages of validation, namely validation by linguists, validation by graphicdesign experts, and validation by material experts, then tested on student respondents majoring in Guidance and Counseling, Faculty of Education, Medan State University to get input from prospective users directly.

The following table presents the results of trials of research products to experts and students regarding the assessment of the Pathology and Social Rehabilitation book using the Case Method and Team Based Project models in the developed Pathology and Social Rehabilitation course. The results are as follows.

### **A. Assessment by experts**

#### **1) Results of assessment by linguists**

The book on Pathology and Social Rehabilitation using the Case Method and Team Based Project model was assessed by linguists, the detailed resultsof which can be seen in the table below.

**Table 1.** Linguist Assessment Results

No	Aspect	$\Sigma$	Average	Criteria
1	Accuracy	3	3.00	Feasible
2	Communicative	16	4.00	Very Feasible
3	Appropriateness of language rules	9	3.00	Feasible
	Total	17	3.40	Feasible

Based on the table above, the expert obtained a score of 17 with an average score of 3.4, which means that the Pathology and Social Rehabilitation book developed using the Case Method and Team Based Project model is in the appropriate criteria for use in Pathology and Social Rehabilitation courses for students of the Guidance and Counselling Study Program, Faculty of Education, Medan State University.

2) The Results Of The Assessment Of Graphic Design Experts

The Pathology and Social Rehabilitation book with the Case Method and Team Based Project models was assessed by graphic design experts, the detailed results of which can be seen in the table below.

**Table 2.** The Results Of The Assessment Of Graphic Design Experts

No	Aspect	$\Sigma$	Average	Criteria
1	Book size	6	3.00	Feasible
2	Book cover design	36	3.00	Feasible
3	Book content design	80	3.33	Feasible
	Total	122	3.210	Feasible

Based on the table above, the graphic design expert obtained a score of 122 with an average score of 3.21, which means that the Pathology and Social Rehabilitation book with the Case Method and Team Based Project models developed is in the appropriate criteria for use in Pathology and Social Rehabilitation courses for students. Guidance and Counseling Study Program, Faculty of Education, Medan State University.

3) Material Expert Assessment Results

The Pathology and Social Rehabilitation book with the Case Method and Team Based Project models was assessed by material experts, the detailed results of which can be seen in the table below.

**Table 3.** Material Expert Assessment Results

No	Aspect	Material Expert Score			$\Sigma$	Average	Criteria
		A	B	C			
1	Presentation design	15	18	16	49	3,27	Feasible
2	Book presentation	30	26	27	83	3,07	Feasible
3	Content of book	35	34	38	107	3,24	Feasible
	Total	80	78	81	239	3,19	Feasible
	Average	3,20	3,12	3,24	9,56		

Based on the table above from the material experts, a score of 239 was obtained with an overall average score of 3.19, meaning that overall the Pathology and Social Rehabilitation book with the Case Method and Team Based Project models which were arranged in material terms were in the appropriate criteria for use in Pathology courses and Social Rehabilitation for students of the Guidance and Counseling Study Program, Faculty of Education, Medan State University.

## B. Student Assessment

**Table 4.** The Results of The Applicability Assessment by Students

No	Aspect	Student Validation Scores (N =20)		Criteria
		$\Sigma$	Average	
1	Planning	202	3,37	High
2	Implementation	334	3,34	High
3	Evaluation	199	3,32	High
Total		735	3,34	High
Average		36,75		

In an open questionnaire containing comments and suggestions from students on the entire research product, they gave positive comments. Furthermore, the image on the cover of the book should be adjusted to the title of the book. Based on the description and analysis of data from previous research results, the following discussion of research findings is presented as follows.

### 1) Design Results of Pathology and Social Rehabilitation Books with Case Method and Team Based Project models

The research products produced in this study include Pathology and Social Rehabilitation books using the Case Method and Team Based Project models. This product is named "Pathology and Social Rehabilitation (Case Method and Team Based Project)". The book on pathology and social rehabilitation produced in this study was designed using the case method and team based project model. The book consists of seven chapters, and each chapter consists of concepts, theories obtained from the results of routine assignments, critical book reports (CBR), and critical journal reviews (CJR). For mini research, there are concepts of cases and rehabilitation and solutions, while engineering ideas and projects are included in the conclusions and suggestions in the resulting book. Finally produced a book on pathology and social rehabilitation which describes the case method model and team based project. The following is a snapshot from the CHAPTER part of the pathological and social rehabilitation book, which was written using a case method paradigm and a group-based project.

DAFTAR ISI	
KATA PENGANTAR.....	iii
DAFTAR ISI.....	iv
BAB 1 PENGANTAR PATOLOGI SOSIAL.....	1
A Patologi Sosial.....	1
B Diskriminasi.....	9
C Rehabilitasi Dan Solusi Masalah.....	12
D Kesimpulan Dan Saran.....	15
BAB 2 TEORI NORMA SOSIAL.....	17
A. Konsep Dasar Norma Sosial.....	17
B. Tawuran Pelajar.....	26
C. Rehabilitasi Dan Solusi.....	34
D. Kesimpulan Dan Saran.....	42
BAB 3 PENYIMPANGAN PERILAKU SOSIAL.....	46
A Penyimpangan Perilaku Sosial.....	46
B Lesbian.....	54
C Rehabilitasi Dan Solusi Masalah.....	58
D Kesimpulan Saran.....	63
BAB 4 TEORI PERILAKU SOSIAL.....	65
A Perilaku Sosial.....	65
B Catcalling.....	73
C Rehabilitasi Dan Solusi Masalah.....	78
D Kesimpulan Dan Saran.....	82
BAB 5 REHABILITASI.....	84
A Teori Rehabilitasi.....	84
B Kecanduan Game.....	91
C Rehabilitasi / Solusi Masalah.....	96
D Kesimpulan Dan Saran.....	108
BAB 7 HUBUNGAN DAN PENGARUH PATOLOGI DAN REHABILITASI SOSIAL DENGAN BIMBINGAN KONSELING.....	148
A Hubungan dan Pengaruh Patologi Sosial dengan Bimbingan Konseling.....	148
B Peranan Bimbingan dan Konseling dalam Rehabilitasi.....	153
C Alasan Pelaksanaan Bimbingan dan Konseling Pada Setting Rehabilitasi Belum Berkembang Secara Maksimal.....	155
D Konseling Rehabilitasi.....	158
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**Fig. 1.** Example of Book Design Based on Case Method and Team-Based Project

The first step in creating a book using the case approach and team projects is to define the elements that set them apart from the standard module. Typical textbooks cover topics like learning outcomes, subject matter, and assessment tools. Books that use a hybrid learning model, such as the case method and a team-based project, are nearly identical to books in general, with the exception of the case method book's and the team-based project's unique features. Where in the format for each chapter of the book there is a theory for each meeting which is analyzed through the Semester Learning Plan (RPS), cases that are adjusted based on the theory and project designs that students will work on. IKU number 3/M/2021 from the Ministry of Education and Culture of the Republic of Indonesia requires the implementation of the case method and team-based project learning in higher education [13]. Furthermore, the results of [14] show that the application of the team-based project strategy and the case method has proven its effectiveness, so that it can be considered one of the learning strategies that can be used to develop student learning skills. In line with the research results of [15] shows that case method and team-based learning is learning that is charged to students to improve students' critical thinking skills, solve problems, find solutions, and develop communication skills. This learning also benefits lecturers as teaching staff to improve higher abilities and skills.

2) Feasibility Level of Pathology and Social Rehabilitation Book with Case Method and Team Based Project models

Researchers directed the phases of analysis, design, development, implementation, and evaluation (ADDIE) in the creation of this product. Experts in language, graphic design, and materials all agreed that the draft of the Pathology and Social Rehabilitation book had met their standards, so they reported their findings throughout the development phase. This is evidenced by the overall average score of linguists of 3.40 with the appropriate criteria, graphic design experts with an average score of 3.21 in the feasible category, and material experts with an overall average score of 3.19 with the feasible category. The eligibility score given by these experts is a value based on objectivity towards language, graphic design, and material contained in the Pathology and Social Rehabilitation book using the Case Method and Team-Based Project models. This is consistent with a study by [16] showing that the KDP-based thematic modules

developed from material and media aspects are in the valid category. Next, the results of [17] that the developed Project-Based Learning module for use in Simulation and Digital Communication classrooms meets all requirements for implementation. Developed modules can aid in subject teachers' education and facilitate students' learning in Simulation and Digital Communication. In addition, [18] the results of his research showed that the research product in the form of a counselling module for preventing bullying in schools was stated to be feasible in terms of content and could be used by counselling teachers to prevent bullying in schools at the high school level.

3) Level of Usability of Pathology and Social Rehabilitation Books with Case Method and Team Based Project models

The research findings to determine the use of Pathology and Social Rehabilitation book products with the Case Method and Team-Based Project models by students of the Guidance and Counselling Study Program, Faculty of Education, Medan State University, with high criteria obtained an average score of 3.34. This means that the Pathology and Social Rehabilitation book with the Case Method and Team-Based Project models can be utilized/used by students of the Guidance and Counselling "Study Program, Faculty of Education, Medan State University", during Pathology and Social Rehabilitation courses. Furthermore, the assessment given by students regarding three aspects, namely planning, implementation, and evaluation did not show an assessment that was below the usability standard. This is in line with the research results of [19] which show that the implementation of teaching materials can optimize the learning outcomes of early childhood education technology students, because these teaching materials direct students to carry out learning activities in a structured way, so that their knowledge and understanding are built through the activities they carry out. This is in accordance with the opinion of [20] and explains that learning by using teaching materials makes learning more effective, provides opportunities for students to progress sustainably according to their respective abilities, and develops themselves optimally. Therefore, Guidance and Counseling students at Medan State University's Faculty of Education can use research goods like books on Pathology and Social Rehabilitation that incorporate Case Method and Team Based Project templates.

## 4 Conclusion

As can be observed from the foregoing description, the book follows the Case Method and Team Based Project in its structure, with seven chapters, each of which contains concepts, theories, and outcomes from routine assignments, critical book reports (CBR), and critical journal reviews (CJR). For mini research, there are concepts of cases, rehabilitation, and solutions, while engineering ideas and projects are included in the conclusions and suggestions in the resulting book. As well as from the validation results of language experts, graphic design experts and material experts with appropriate criteria. Furthermore, the level of use by students is a high criterion, which means that the Pathology and Social Rehabilitation book with the Case Method and Team Based Project models is very practical and efficient when used in the lecture process in the Pathology and Social Rehabilitation course for students majoring in Guidance and Counseling, Faculty of Education, State University Medan.



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