

Revitalization of Case Method and Team Based Project Learning Based on KKNI Curriculum at Universitas Negeri Medan

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Submission date: 28-Mar-2023 09:02AM (UTC+0700)

Submission ID: 2048620426

File name: 5_Revitalization_of_Case_Method_and_Team_Based_Project.pdf (354.79K)

Word count: 4129

Character count: 22028

Revitalization of Case Method and Team Based Project Learning Based on KKNi Curriculum at Universitas Negeri Medan

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Abstract. This study aims to see how to improve the learning process of Case Method and Team Based Project Based on KKNi, to see if there is an improvement in the learning process of Case Method and Team Based Project Based on KKNi, to develop guidelines related to Learning Case Method and Team Based Project Based on KKNi and to formulate policies related to learning Case Methods and Team Based Projects based on KKNi at the Universitas Negeri Medan. The research method used is descriptive. This research was carried out starting with the pre-field stage to carry out adaptation and initial data collection, followed by field activities by conducting observations, interviews and documentation to collect data, then the data were analyzed intensively as a final report on this research.

Keywords: Revitalization, Case Method, Team, Based, Project.

1 Introduction

There are several complaints and problems related to the low education of the Indonesian people, including the low quality of the learning process^[1]. Furthermore, a centralized education system hinders the creativity of teachers in innovating and seeking new methods in their teaching system^[2]. To improve the quality of the learning process, it is necessary to make an effort, one of which is to revitalize education. Education revitalization must be carried out in order to maximize the potential that has actually existed. Revitalization itself has the intention to reactivate, in this case is a learning process to improve the quality of education.

Universitas Negeri Medan in 2021 has implemented the Problem Solving (Case Method) and Project-Based Learning (Team Based Project) learning methods. This refers to the Decree of the Minister of Education and Culture Number 754/PI2020 concerning Main Performance Indicators of State Universities and Higher Education Service Institutions within the Ministry of Education and Culture in 2020. The results of its implementation show an achievement of 47.50%. And this has exceeded the target of 7.50%. This shows that there is a great interest in a positive direction by applying the Case Method and Team Based Project methods. With the Ministerial Decree above, it further strengthens Universitas Negeri Medan in implementing the Case Method and Team Based Project methods. Where with the Case Method method students act as "protagonists" who try to solve a case, students analyze cases

to build solution recommendations and test them, and in learning students are more active in solving problems. While in Team Based Project learning, students are divided into working groups to accept real problems that occur in the community or complex questions, then given space to make work plans and collaboration models, then each group prepares a presentation/final work that is displayed in front of the lecturer/class/audience for constructive feedback. students analyze cases to build solution recommendations and test them, and in learning students are more active in problem solving. While in Team Based Project learning, students are divided into working groups to accept real problems that occur in the community or complex questions, then given space to make work plans and collaboration models, then each group prepares a presentation/final work that is displayed in front of the lecturer /class/audience for constructive feedback. students analyze cases to build solution recommendations and test them, and in learning students are more active in problem solving. While in Team Based Project learning, students are divided into working groups to accept real problems that occur in the community or complex questions, then given space to make work plans and collaboration models, then each group prepares a presentation/final work that is displayed in front of the lecturer. /class/audience for constructive feedback.

From the explanation of the two methods above, it can be concluded that both methods prioritize student activities to be able to analyze and find solutions to a problem. Therefore, this method is very suitable to be applied in carrying out teaching, especially in universities. Where this is in accordance with the curriculum at Universitas Negeri ⁵edan, namely KKNi which expects students in the Bachelor program to have the ability to apply, study, make designs, utilize science and technology and solve problems.

Many studies have been carried out related to the case method, such as the research conducted by Puri³, the results of his research show that the application of the case method can improve thinking skills, find solutions and make important decisions on problems. Of course, this is what students want to be able to grow and develop in accordance with the demands of the times. In addition, there are also studies that link the Case Method and Team Based Project methods. This research was conducted by Rosidah⁴, according to her, the collaboration of these two methods can develop student skills and there are no obstacles in their application in learning.

Research related to the KKNi curriculum has also been carried out by several researchers, one of which is entitled "The applying of KKNi-based textbooks as productivity facilities student creativity program". This study concludes that the KKNi can increase the productivity of student creativity which is indicated by high motivation in good student activities⁵. Furthermore, the research conducted by Frisnoiry (2019) with the title "The development of IT-based learning media integrated 6 tasks of the KKNi through blended learning". From the results of this study, it was found that by applying blended learning in the KKNi it could increase student activity and get a good response. This shows the suitability of the application of collaboration between the Case Method and Team Based Project methods which were developed in accordance with ⁶ KKNi curriculum. Therefore, in this revitalization, researchers collaborated between the Case Method and Team Based Project methods whose implementation was integrated into the KKNi curriculum. In the KKNi there are 6 tasks. These 6 tasks are characteristic of KKNi. From the previous explanation⁴ it has also been known that with 6 KKNi tasks, it can improve students' abilities. This is in accordance with the Key Performance Indicators (KPI) that must be mastered by undergraduate students. These

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As previously explained, Universitas Negeri Medan needs to conduct a revitalization in improving the quality of its education. In addition, in accordance with the objectives of policy research activities in terms of learning innovation that integrates character education and optimization, the researchers designed this research activity by carrying out Revitalization of Case Method Learning and KKNi Based Team Based Projects at Universitas Negeri Medan in 2022.

2 Methodology

The research method used³ is descriptive research which can be interpreted as a problem-solving procedure investigated by describing the state of the subject or object in the study, which can be in the form of people, institutions, communities and others which are currently based on visible facts or what they are. This research was conducted in four stages, namely:

1. Researcher Pre-Field Stage conduct a preliminary study related to Revitalization Learning Case Method or Team Based Project based on KKNi at Universitas Negeri Medan in 2022. After conducting a preliminary study and analysis of the curriculum, it is continued by determining the method and formulation of the problem that has been prepared related to Case Method Learning or Team Based Project based on KKNi at Universitas Negeri Medan. Then it will be continued with the preparation of research instruments with reference to observations, interviews and documentation.
2. Field activity stage this is what researchers do Application of research instruments that refer to Observation, Interview and Documentation. The data in observations, interviews, and documentation are used to see Learning Case Method or Team Based Project based on KKNi at Universitas Negeri Medan in 2022 and see the policies that will be implemented in Learning Case Method or Team Based Project based on KKNi at Universitas Negeri Medan in 2022.
3. The data collection stage includes data analysis both obtained through observation, documents and interviews. Then the interpretation of the data is carried out according to the context of the problem being studied and then checking the validity of the data.
4. Intensive analysis phase⁶ includes the activities of compiling research results from all series of data collection activities to giving meaning to the data. After obtaining research data regarding the application of Learning Case Methods or Team Based Projects based on KKNi at Universitas Negeri Medan in 2022 will then carry out research data preparation. After the data is compiled, display the research data, followed by reducing research data so that the remaining relevant data and continued by analyzing and it will be concluded the results of the application research application Learning Case Method or Team Based Project based on KKNi at Universitas Negeri Medan in 2022.

This research was conducted at the Universitas Negeri Medan, in the odd semester of 2022/2023. The subject of this research is students and lecturers at all faculties with representatives of 5-10 lecturers for each faculty. The research sampling technique was carried out by cluster random sampling based on the study program in each faculty. The instruments used in this study were lecturer response questionnaires, student response questionnaires and interview sheets..

3 Results and Discussion

3.1 Results

This research is a research that uses an evaluative approach and goes through four stages during the research. For each stage of the research carried out using a descriptive analysis method with a qualitative approach. The results of the research for each stage are as follows:

3.1.1 Pre-field Stage

The initial stages of this research are before the researcher's fieldconduct a preliminary study related to Revitalization Learning Case Method or Team Based Project based on KKNi at Universitas Negeri Medan in 2022. Preliminary analysis begins with referring to the Decree of the Minister of Education and Culture Number 754/PI2020 concerning Main Performance Indicators of State Universities and Higher Education Service Institutions within the Ministry of Education and Culture in 2020, regarding the implementation of Case Method and Team Based Project while still referring to the KKNi curriculum. After conducting a preliminary study and analysis of the curriculum, it is continued by determining the method and formulation of the problem that has been prepared related to Case Method Learning or Team Based Project based on KKNi at Universitas Negeri Medan. Then it will be continued with the preparation of research instruments with reference to observations, interviews and documentation. Instrument questions are arranged related to knowledge of Case Method and Team Based, learning design and application of Case Method and Team Based Project on the KKNi curriculum in learning. From the results of observations and needs analysis, a draft policy related to Case Method and Team Based Project learning based on the KKNi curriculum was designed.

3.1.2 Field activity stage

At this stage the research instrument that has been designed is distributed in the form of a google form. The target instruments are lecturers and students at Universitas Negeri Medan. The instrument links that were distributed were sent through the faculties for further distribution to the lecturers and students who were the research targets. The aim is to obtain information regarding the implementation of the Case Method and Team Based Project approaches at Universitas Negeri Medan. At this stage, improvements were also made to the draft guidelines and policies related to the application of Case Method and Team Based Project learning based on KKNi for the Universitas Negeri Medan environment.

3.1.3 Data Collection Stage

This stage begins with the distribution of the instruments that have been prepared in the previous stage. This instrument was distributed to lecturers and students spread across the Universitas Negeri Medan. There are 348 research samples spread from 7 faculties with the distribution in the following figure:

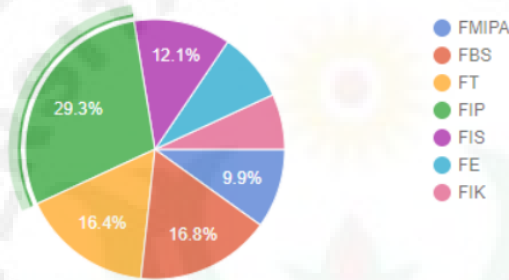


Fig. 1. Percentage of Unimed Lecturer Sample Distribution.

From the results of the distribution of the instrument addressed to lecturers, it was found that from 348 research sample responses, as many as 330 lecturers or 94.8% had heard of Case Method or Team Based Project learning and 18 lecturers or 5.2% who had never heard of Case Method or Team Based learning. The project can be seen in the following image.

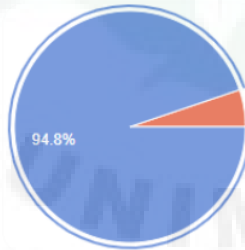


Fig. 2. Percentage of Lecturers Who Have Heard of CM and TBP.

From the results of the search for the answers to the questionnaire, more than 50% of lecturers began to recognize Case Method or Team Based Project learning in a period of less than 2 years or around the beginning of 2020 and 2021. The search found that lecturers knew about Case Method or Team Based Project learning at the beginning of the school year. new. The number of responses from lecturers who have received socialization is shown in Figure 5.3. are 276 lecturers or 79.3% and as many as 72 lecturers or 20.7% have never been.

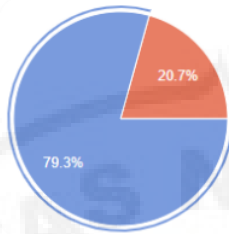


Fig. 3. Percentage of Lecturer Distribution Who Participated in CM and TBP Socialization.

From the number who know about Case Method or Team Based Project learning, there are 184 lecturers or 53% of the number of respondent lecturers who have received training related to the Case Method or Team Based Project approach and 164 lecturers or 47% of the total number of respondent lecturers have not received any related training. The training was obtained in early 2021 at which time the State Universitas Negeri Medan began to apply the Case Method or Team Based Project Approach based on KKNi.

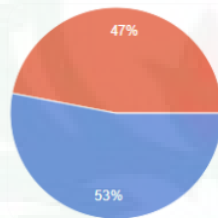


Fig. 4. Percentage of Lecturers Who Have Participated in Training.

Since the socialization of the Case Method or Team Based Project approach, as many as 300 lecturers or 86.2% have prepared and prepared Semester Learning Plans by applying the Case Method or Team Based Project. Through the results of a questionnaire search and observation, with the application of the Case Method and Team Based Project approaches, the material prepared is also adapted to the approach applied according to the learning objectives of each material.

In the application of the Case Method and Team Based project approaches applied at Universitas Negeri Medan, the implementation is adjusted to the applicable curriculum at Universitas Negeri Medan, namely the KKNi curriculum. In the KKNi there are 6 tasks that are characteristic of the KKNi. From the background, it has been explained that with 6 KKNi assignments, it can improve students' abilities. This is in accordance with the Key Performance Indicators (KPI) that must be mastered by undergraduate students.

From the lecturer respondents who became the research sample, more than 80% of the lecturers had implemented Case Method or Team Based Project learning on 6 KKNi assignments. From the results of the questionnaire and observation results, more than 70% of the lecturer responses have implemented the KKNi assignments based on the Case Method or Team Based Project since the beginning of the 2021-2022 semester. The results of data processing show that Case Method and Team Based Project approaches are most widely used in project assignments with a percentage of 90.1% (313 lecturers) and the least in CBR tasks with a percentage of 77.6% (270 lecturers). The following is the distribution of the

implementation of 6 KKNI tasks based on Case Method or Team Based Project on all lecturer respondents:

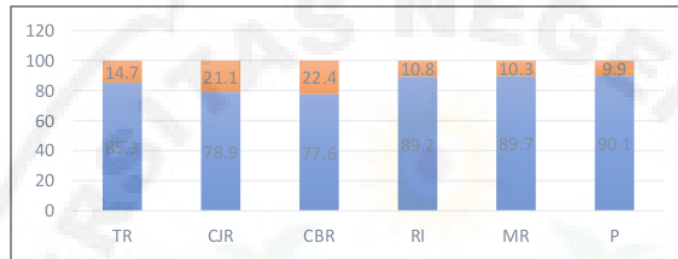


Fig. 5. Percentage of Distribution of 6 KKNI Tasks based on CM and TBP by Lecturers.

Some of the findings in the questionnaires and interviews include complaints from lecturers who still have different forms for each faculty in the preparation of the RPS even though they have used the same approach. It is difficult to motivate students who are less confident in solving problems, but the application of the Case method or Team based Project on the 6 KKNI assignments does not have a significant impact because it only has to change the pattern of approach and provide problems that are in accordance with the material and learning objectives. From the results of the distribution of the questionnaire to students consisting of 1863 student respondents with the distribution presented in Figure 5.6, it was found that more than 96% or a total of 1789 students had heard and experienced learning with the Case Method and Team Based Project approaches presented in the figure. More than 90% of students stated that the lecture contract and Semester Learning Plan given by the lecturer had used the Case Method or Team Based Project approach. In addition, in providing lecture material, the lecturer has implemented the intended approach.

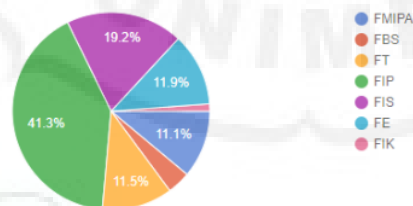
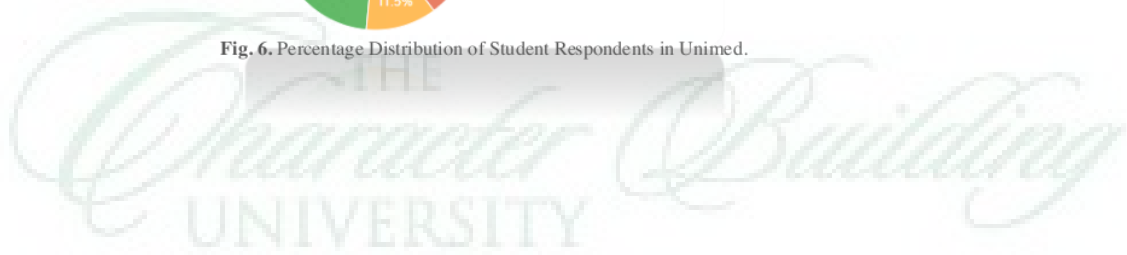


Fig. 6. Percentage Distribution of Student Respondents in Unimed.



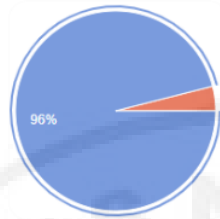


Fig. 7. Percentage of Students Who Experienced CM and TBP Learning.

In direct proportion to the findings in the lecturer's questionnaire, students also stated that in the learning that included 6 KKNi assignments, every KKNi assignment given by the lecturer had applied the Case Method or Team Based Project approach. with the distribution of the percentage who got the KKNi assignment based on Case Method or Team Based Project as shown in Figure 5.8. The picture clearly shows that Project assignments have the highest percentage according to the results of the lecturers' questionnaires.

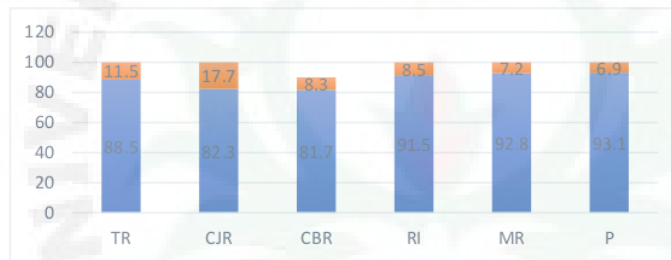


Fig. 8. Percentage of KKNi Task Distribution according to students.

From the results of the distribution of response questionnaires to students, students did not find it difficult to apply the Case Method and Team Based Project approaches because each KKNi task was accustomed to only minor changes in technical and method. Students tend to be more enthusiastic about an approach that requires students to become familiar with the conditions of the problems in the field, to be the executor as well as the "protagonist" of the problems assigned to them both individually and in group work.

3.1.4 Intensive Analysis Stage

This stage is the stage of displaying the data that has been obtained in the previous stage for further refinement of the data findings. Based on the findings of questionnaires and interviews with lecturers and students regarding the implementation of the KKNi-based Case Method or Team Based Project, the researchers made improvements to the draft guidelines for the implementation of the KKNi-based Case Method or Team Based Project in learning at Universitas Negeri Medan. The findings are then compiled in the form of a research report that produces policies and guidelines for the application of the Case Method Approach and Team Based Project based on KKNi at Universitas Negeri Medan.

3.2 Discussion

The results of the research on the implementation of the Case Method Approach and Team Based Project based on the KKNi at Universitas Negeri Medan environment showed positive results. Where lecturers and students gave positive responses and their interest in learning to use both methods. And the lecturers also responded to the implementation of these two

methods to make the course run more effectively and productively. Apart from the responses of lecturers and students, many researchers have also conducted research related to the Case Method Approach and Team Based Project. As done by Rosidah^[6] found in her research that the use of the Team Based Project learning model further enhances students' abilities and skills in learning. In addition, the Case Method and Team Based Project approaches have been widely applied to universities in Indonesia. This means that the Case Method and Team Based Project approach has the Best Practice among Universities in Indonesia. Therefore, Medan State University took the right decision in making progress in the campus environment, namely by carrying out revitalization and creating a policy in implementing the Case Method Approach and Team Based Project at Medan State University.

The application has brought much success and learning^[7]. Many students enjoy learning using methods that make students active in doing something in the classroom^[8]. For that, the teacher must be able to become a creative teacher. Creative teachers are also one of the determining factors for the success of learning^[9]. Because the teacher is the driving force that regulates the state of a class in a learning^[10]. Therefore, the ability of teachers is expected to be qualified to become active and creative teachers^[11]. Especially in the application of Case Method Approach and Team Based Project

4 Conclusions and Recommendations

4.1 Conclusion

From the results of the research that has been carried out, it can be concluded that of the 348 respondents of environmental lecturers at Universitas Negeri Medan, as many as 330 lecturers or 94.8% of lecturers have heard about the Case Method or Team Based Project. A total of 276 lecturers or 79.3% have received training on Case Method or Team Based Project. In the implementation of lectures, more than 85% of lecturer and student respondents stated that learning activities with 6 KKNi tasks had implemented an approach Case Method or Team Based Project, however, field findings reveal a variety of forms of RPS. And there are findings of lecturers who have not received socialization at all or implemented the Case Method or Team Based Project, although in small numbers, there is a need for support from the parties. Medan State University in the form of information through training and policies so that learning uses the Case Method or Team Based Project based on KKNi, so that our learning activities are in accordance with Medan State University in 2022. Preliminary analysis begins with refers to the Decree of the Minister of Education and Culture Number 754/PI2020 concerning the Main Performance Indicators of State Universities and Higher Education Service Institutions within the Ministry of Education and Culture in 2020.

4.2 Suggestion

Suggestions in this study are that the learning atmosphere at Universitas Negeri Medan is in accordance with government policies and the achievement of the Main Performance Indicators of Higher Education, lecturers and students also need to receive training and socialization related to the approach Case Method or Team Based KKNi-based project in order to optimize learning at Universitas Negeri Medan.

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