The Implementation of Case Study Method to Develop Student’s Activities and Characters

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Abstract. Learning activities are carried out to result in a development of knowledge, behavioral values, and skills of students as a deliberate practice. These activities will result in knowledge and skills leading to the improvement of students’ learning results. This study was aimed at implementing cooperative learning model through case study method as an attempt to direct and develop students’ learning activities as well as develop cooperative character to support learning and teaching activities. The subjects were fourth year students of UMP elementary school. The study covered 2 cycles consisting of 2 meetings for each cycles. Each meeting employed three steps consisting of Plan, Do, See. The result showed that case study method is considered effective to develop activities and cooperative characters of students. The lesson study activity was conducted as planned and able to influence the quality of learning process significantly.

Keyword: Case Study Method, Cooperative, Student’s Activity

I. INTRODUCTION

Learning activities are carried out to make some progress of knowledge, behavioral values, and skills of students as a deliberate practice. They include all activities of interaction between students and teachers to achieve the learning objectives. To develop students’ activities, teachers are required to: (1) ask questions and guide students in a discussion, (2) give tasks to solve problems, analyze, make decisions and so on, (3) conduct any experiments by collecting information, giving opinions and so on. In a learning process, students’ activeness is required as
It determined their success in learning. It shows that all individuals should be active in learning as it significantly influence the result of learning.

Having a meeting and discussion with the school, it was decided that PDS would be conducted in class four with the teaching material of globalization. From the discussion and observation, students of that class tend to have high level of activeness. Therefore, the team focused to lead the classroom activities to improve cooperative character among students to solve students’ noise. It is expected that the improvement of students cooperative behavior and activities influenced students’ motivation and achievement in learning.

Based on the situation above, the researchers were interested in guiding students into positive activities involving cooperative elements and students’ interaction. For that reason, case study learning method was then selected. Case study method is a learning design based on school. This method is in the form of explanation towards problems, and certain events of situations. It can also be used to develop critical thinking and find new solution of a solved topic. The collaborative discussion used in this model will lead students to interact with their peers by harnessing its steps. These steps was later continued by sharing and presentation of discussion result. It as expected that students activity and cooperation will develop.

II. METHODS

This study was carried out in the form of lesson study whose subjects were students of class four in UMP elementary school. This lesson study lasted for 4 weeks comprising 2 cycles. Each cycle covers plan, do, see. The aspect of character that should be developed is cooperative attitude and students’ activity. The method used in this study is lesson study.

III. RESULT AND DISCUSSION

A. RESULT

a. Reflection of Cycle 1

The step of See or learning evaluation was carried out directly after the step of do. In the step of see, the team discussed about all activities in the step of do. Based on the observation, there were some issues that should be revised in the cycle 2. They were as follows:

1) Lesson plans should be revised to focus on the case study method.
2) Time management applied by model teachers should be improved that all planned activities could be carried out well.
3) The teacher could not gain the learning objectives. In the first meeting, they did not make any conclusion of the learning activities.
4) Class conditioning should be paid attention as classroom grouping was still problematic.
5) The teacher should organize the students’ discussion.
6) Teamwork could not be performed optimally during the classroom discussion. Only few students performed well during the discussion.
7) in selecting students to present the discussion result, the teacher should choose randomly.

Based on the discussion, it was suggested that there should be an improvement and planning of learning for the following meeting so that the lesson study can run well and gain the planned objectives.

b. Reflection Result in Cycle 2

Reflection step of cycle 2 was carried out at the end of the activity. In this step,
the team discussed about all activities in
the step do. From the all activities in cycle
II consisting of 2 meeting, the input and
improvement for the following cycle were
as follows.

1) The teacher should have guided all
students to be active during discussion as
only few students were actively engaged.

2) The teacher should provide more
innovative learning media to attract
students' attention.

3) The teacher should guide student
during discussion from beginning to the
end.

B. DISCUSSION

The change of the recent paradigm
demand the change of learning process in
the classroom. Teachers’ role recently are
directed to be the facilitators that can help
students in learning rather than solely
present the materials. Teachers should be
able to engage students in learning activities optimally. Learning will be more
meaningful provided that students are
given the opportunities to participate in
any learning activities. Thus, students will
be able to manifest their abilities inside or
outside the classroom.

Activities are essential principles or
basics in learning-teaching interaction.
Learning activities is very crucial to
students as they give opportunities for
students to be in touch with the learning
objects. By doing so, knowledge
construction process will be better. Sardiman in Nurmala (2014) stated that
children have energy to develop and to
shape themselves. It indicates that children hold the most important role in
developing themselves while teachers
provide guidance and plan the learning
activities

The learning system of active students
will be more effective if it is applied in
learning process in schools. in other
words, learning system emphasize
students activities physically, intellectually
and emotionally to gain the learning
objectives which combine cognitive,
affective and psychomotor aspects (Wianti,
2010:16). Learning is considered successful
should there be an active involvement of
students to learn. In addition, the success
of teachers in teaching rely on students’
activities in learning while students’
success relies on teachers’ role in teaching.
Students’ active involvement in learning
will cause high interaction level between
teachers and students and among students
which may draw their full potentials.
Students’ learning activities will lead to an
achievement of knowledge and skills
referring to students learning improvement. Therefore, students who
actively involve in learning will
comprehend the materials better.
Therefore, students’ possibility to gain
better learning objectives will be higher.
There is a relationship between students’
learning activities and learning results. It is
required further study to determine
whether their relationship is positive or
negative. This study is expected to prove
the positive relationship between students
active involvement in teaching with their
learning achievement. Based on the results
of the implementation of Lesson Study,
students and the general cooperation in
learning activities has increased. Students
who tend to be active in the classroom can
boost student activity other group sutdi
case when working in groups. This is in
line with research results Wulandari (2015)
in his article that showed that teamwork
increases after applying Lesson Study in
learning. In line with Wulandari, research
Jaelani (2013) shows that not much
different from the activities related to
cooperation in the cooperative learning
students through lesson study.
IV. CONCLUSION

Based on the study, it can be concluded that:
1. Learning model of case study is considered sufficiently effective to improve students’ activities and cooperative character.
2. The lesson study was carried out successfully. However, some issues dealing with time allotment should be taken into account in the following study.
3. The implemented lesson study can influence the quality of learning process significantly.
4. The improvement for the learning material of globalization through this lesson study covers:
   a. Cooperation which was improvement of students’ performance in every meeting having implemented each cycle. It could be better presented in the second meeting of cycle 2.
   b. Activities that improve in every cycle. It indicates that students possessing active behavior can be guided in discussion activities.

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