

## The Designs of Case Method Based and Project Based Learnings in Indonesian Literature Course

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### Abstract

*This study aims to design case-based learning and project-based learning in Indonesian language literature course that can help teaching and learning activities so that the study can be learned independently, understandable, reasonable and communicative effectively as well as can solve problems in various contexts in everyday life. The method used in this study is library research, which collects any data from a study of books, journal literature, notes and reports related to the problems studied, that is designs of case method based and project base learnings in Indonesian literature course. The design of case method-based learning and project-based learning are critical thinking, problem solving, and collaboration.*

### Keywords

case method, project based learning, critical thinking



## I. Introduction

There have been many new problems appeared in the era of the Covid-19 pandemic that required college teachers and students to study in long distance or use e-learning. This is a challenge for educational teachers in preparing creative, innovative, and contextual learning materials and media. It also requires the teachers, as the spearhead of education, to design learning in Indonesian literature course that support these goals.

One of the solutions made by the teachers is to design case-based learning and project-based learning for Indonesian literature course. Case method based learning design and project based learning have important points in the arrangement by taking into account the learning outcomes of study program graduates, so that the designed learning is in accordance with CPL and answers the needs of the industrial world, among others are by paying attention to the SKKNI for the competence of the study program. Through the formulation of the learning design, it certainly requires learning activities that support the ability achievement to analyze and evaluate it. The implementation of appropriate learning activities is an important point in the case method and project based learning.

Therefore, the college teachers need to design learning activities that related to the quantity of the learning load of the course. These case method learning and project based learning designs aim to guide the students in a collaborative project that integrates them as curriculum subjects (materials), provides opportunities for them to explore the content (materials) using various meaningful ways, and conduct some experiments collaboratively. According to Daryanto and Raharjo (2012: 162) project based learning is a learning model that uses problems as a first step in collecting and integrating knowledge based on experience and real activities. It is designed to be used on complex problems that the students need to investigate and understand. Moreover Sugihartono (2015: 84) reveals that the project method is a learning method in the form of presenting the subject matter to the students starting from a problem which is then discussed from various relevant sides so that the suggested learning model shall be used in the 2013 curriculum is a learning-

oriented model to students (student centered) and one it is the project based learning model.

In the implementation of 2013 curriculum module, it is explained that project based learning is a learning model that uses projects/activities as the core of learning. The students do the exploration, assessment, interpretation, synthesis, and information to produce various forms of learning. The design of Project based learning has some advantages that are very important and useful for students, but it is rarely used by teachers, because on the field it requires sufficient preparation and takes a long time. Mulyasa (2014: 145) says project based learning or PJBL is a learning model that aims to focus students on complex problems which is needed in conducting investigations and understanding lessons through investigations, comprehensive and meaningful solution. This method gives students the opportunity to analyze a problem from the students' point of view according to their interests and talents. Fathurrohman (2016: 119) says that project-based learning is a learning model that uses projects/activities as a learning tool to achieve attitude, knowledge and skill competencies. This learning takes place the teacher-centered learning. The emphasis of this learning lies in the students' activities which at the end of learning can produce products that can be meaningful and useful. 119) said that project-based learning is a learning model that uses projects/activities as a learning tool to achieve attitude, knowledge and skill competencies. This learning is replaced from learning that is still teacher-centered. The emphasis of this learning lies in student activities which at the end of learning can produce products that can be meaningful and useful.

According to Saefudin (2014: 58) project-based learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on experience in real activities. It emphasizes contextual problems that may be experienced by students directly, so that project-based lessons make them think critically and are able to develop their creativity through development for real products in the form of goods or services. Meanwhile, according to Isriani (2015: 5) project-based learning is a learning model that provides opportunities for teachers to manage learning in the classroom by involving project work. Based on some of the understanding of the experts above, it can be concluded that the project based learning model is a student-centered learning model that departs from a background problem, which is then followed by an investigation so that the students gain new experiences from real activities in the learning process and can produce a projects to achieve aspective, cognitive, and psychomotor competencies. The final result of the project work is a product which includes written or oral reports, presentations or recommendations. Based on this background, a design of case-based learning and project-based learning in Indonesian literature course will be made. which is then followed by an investigation so that students gain new experiences from real activities in the learning process and can produce a project to achieve aspective, cognitive, and psychomotor competencies. The final result of the project work is a product which includes written or oral reports, presentations or recommendations. Based on this background, a case-based learning design and project-based learning in Indonesian literature course will be made a design of a case based learning and a project based learning methods in Indonesian literature course.

## **II. Review of Literatures**

### **2.1 Learning Design**

Learning design can be interpreted from various perspectives, for example as a discipline, science, system, and a process. As a discipline, instructional design discusses various researches and theories about strategies and the process of learning development and implementation. As a science, it is the science of creating specifications for the development, implementation, assessment, and management of situations that provide learning service facilities on a macro and micro scale for various subjects at various levels of complexity. As a system, it is the development of a learning system and its implementation system, including facilities and procedures to improve the quality of learning. Meanwhile, learning design as a process according to Syaiful Sagala (2005: 136) is the development of systematic teaching that is used specifically learning theories to ensure the quality of learning. This statement implies that the preparation of learning plans must be in accordance with the concept of education and learning adopted in the curriculum used.

Therefore, it can be concluded that learning design is the practice of compiling the media and content of communication technology to help transferring the knowledge effectively between the teachers and the students. According to Pramusinto (2020) the power of technology including digitalization and automation continues to grow and change the pattern of production, distribution, and consumption. As with other areas of life, technology is used to make changes, so also with the legal system as technology in making changes (Hartanto, 2020). Meanwhile, the use of information technology is the benefit expected by users of information systems in carrying out their duties where the measurement is based on the intensity of utilization, the frequency of use and the number of applications or software used (Marlizar, 2021). This process involves determining the initial state of learner understanding, formulating learning objectives, and designing media-based "treatments" to assist the transition. Ideally this process is based on information from pedagogically tested learning theories and can occur only with the students, guided by the teachers, or in a community-based setting.

### **2.2 Case Method**

Case method is one of the learning models that can accommodate learning outcomes and can overcome phenomena, motivate learning, especially Indonesian literature, which requires interactive, collaborative and communicative methods. Then the use of the case method model in the Indonesian literature course is by attempting to present content by presenting content in a narrative format accompanied by questions and activities that encourage group discussions and solving complex problems. Case studies facilitate the development of higher levels of Bloom's cognitive taxonomy, that is a learning which is moving beyond memory, knowledge of analysis, evaluation, and application. Mahdi (2020) especially in the Indonesian literature course is not sufficient. Besides that, the learning methods used are still conventional and tend to be boring. Therefore, there is a need for innovation from lecturers to design a method of case-based learning and project-based learning in Indonesian literature course.

### **2.3 Project Based Learning**

Goodman and Stivers (2010) defined project-based learning as a teaching approach built on learning activities and real tasks that provide challenges for students related to everyday life to be solved in groups. According to Afriana (2015) project-based learning is a model of learner-centered learning and provides a meaningful learning experience for

students. The students' learning experiences and concepts are built based on the products created in the project-based learning process.

Grant (2002) defined project-based learning as a model of learner-centered learning to conduct an in-depth investigation of a topic. The students constructively carry out deepening learning with a research-based approach to serious, real, and relevant problems and questions. Meanwhile, Made Wena (in Lestari, 2015: 14) stated that the model of project-based learning is a learning model that provides opportunities for educators to manage learning in the classroom by involving project work. Project work is a form of work that contains complex tasks based on very challenging questions and problems and guides the students to design, solve problems, make decisions, carry out investigative activities, as well as to provide opportunities for the students to work independently. The approach of project-based learning creates a "constructivist" learning environment in which learners construct their own knowledge and teachers become facilitators. (Goodman and Stivers, 2010)

### III. Research Methods

A method of library research is used in this study which collects the data from a study of books, journal literature, notes and reports related to the problem being studied, that is planning in implementing differentiation strategies containing critical thinking skills and PBL in Indonesian language learning.

### IV. Discussion

The design of case-based learning and project-based learning in Indonesian literature course was initiated in the following. Before it is being implemented, it is very important to design the learning design first. The design of case-based learning and project-based learning methods in the Indonesian literature course are initiated in this article as follows:

**Table 1.** Design of Case-Based Learning and Project-Based Learning in Indonesian Literature Course

<i>Case Method</i>	<i>Project Based Learning</i>
<ol style="list-style-type: none"> <li>1. Presenting the cases through learning videos</li> <li>2. Identifying problems by finding the key cases (guiding teachers to develop instruments used to identify problems)</li> <li>3. Exploring the perspective of each student, finding the values of the cases that must be solved. Teachers help or facilitate the students to find alternative problem solving.</li> <li>4. Students conduct group discussions to analyze and present arguments for solving cases. The argument is aimed at finding the best solution</li> <li>5. Students summarize the solutions and actions that are suitable or correct and appropriate. They present per group to explain the solutions taken and their</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher presents a problem in learning material that actually occurs in the classroom. Then the teacher gives the students opportunity to start asking essential questions on real and complex problems. The teacher tries to provoke questions so that the questions that arise are at the higher-order level of thinking.</li> <li>2. The teacher divides the students into groups. Then guide them to design a project implementation plan or design project implementation. The teacher directs that each group has a different design in order to produce a variety of project products. In this case, efforts are made to carry out simple research such as experimental research, CAR,</li> </ol>

consequences. The teachers give reinforcement.	<p>development, and literature studies.</p> <ol style="list-style-type: none"> <li>3. The students plan and arrange a project implementation schedule that is research. The teacher guides the stages of project implementation according to the established mechanism</li> <li>4. Project implementation is research. The teacher guides each group during project implementation while monitoring project implementation</li> <li>5. While monitoring, the teacher also conducts a process assessment to see if the specified Sub CPMK can be achieved during the process of project implementation. The teachers must also provide feedback so that the students can improve their competence</li> <li>6. Presentation by group. The teacher assesses the written output and the output, which is the product of the project. The results of the project are (a) research results report, (b) products produced, (c) instruments used, and (d) articles containing a summary of the research.</li> <li>7. Collaborative evaluation and reflection by teachers and students</li> </ol>
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The learning stages carried out will be ended with the evaluation stage. Here the evaluation is a measuring tool of the learning outcomes that have been carried out. The assessment process does not happen suddenly. The assessment must also have been made when making a lesson plan. The assessment is closely related to the learning process that has been designed by the teacher and carried out jointly by the students. So, a lecturer must understand that the learning which has been carried out and the evaluation (assessment) which has been carried out is appropriate (Nugroho, 2018).

## V. Conclusion

### 5.1 Conclusion

The designs of case-based learning and project-based learning are efforts that can be made in Indonesian literature course to improve the students' critical thinking skills which is used to study the learning independently, to interpret, give the reason and communicate effectively and able to solve problems in various contexts in everyday life. The design based on the method of case method learning and project-based learning is an effort that can be conducted in Indonesian literature course, which can be carried out by designing the learning as stated in the method of case-based learning and project-based learning.



## 5.2 Suggestion

Some suggestions that can be drawn for further research is that it is better to conduct a more in-depth study related to the method of case based learning and project based learning designs in Indonesian literature course by collaborating with other learning designs in their implementation.

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