



The Urgency of Implementing Case Method and Team-Based Project Learning Methods in Higher Education

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Abstract :

The Decree of the Minister of Education and Culture of the Republic of Indonesia, Number 3/M/2021 on Key Performance Indicators, has shifted the paradigm of the learning process from teacher-centred to student-centred learning. The case method and team-based project learning methods are the criteria for IKU 7 on classroom learning. This indicator emphasizes collaborative and participatory learning to increase the quality and competitiveness of universities in Indonesia. This research analyses the need to implement case method and team-based project learning methods in higher education. This research was conducted using a qualitative descriptive approach to investigate, describe, and interpret how important the implementation of case and team-based project learning methods is in higher education and the phenomenon of implementing these learning methods in higher education. The research data collection technique is a literature study from books, journal articles, research, and online media. The literature sources are critically analyzed to answer the research objectives and ideas in learning methods. The result of this research is that the case method and team-based project learning methods have advantages in the learning process, including increasing student participation, increasing student motivation, increasing student skills based on graduate morals and ethics, building a pleasant learning atmosphere, improving student soft skills and hard skills, creating students who are more critical and responsible, improving student cognitive aspects, and so on. Case methods and team-based project learning methods are essential to implement in higher education because they are by the MBKM and IKU programs, which emphasize collaborative and participatory learning.

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Introduction

Education is a means of creating superior human resources, quality and character. One of the goals of Indonesia's independence is to educate the nation's people, and this goal can be achieved through education. The critical role of education is to create an intelligent, peaceful, democratic and open society that can become the basic needs of individuals in the development of human life. Through education, generations are expected to have insight, innovation, and creativity to advance a nation and compete with other countries. Higher

education is a formal education unit that the community can pursue to prepare themselves with better quality.

Learning activities are fundamental to the education process to create quality human resources. Learning activities must stimulate students to be actively involved in them so that learning activities can be effective and optimal. In creating superior human resources, quality and character must be supported by a learning model that is centred on students so that students can unleash their potential and improve their character and skills. Determining the learning model can affect the quality, objectives, and results of learning by educators and students.

At the university level, a lecturer must be able to carry out effective and optimal learning activities by considering the courses and materials taught at each meeting. These learning activities must be organized and planned before the beginning of the lecture activities. This learning activity plan must be prepared and outlined in the semester learning plan. Through the semester learning plan, students are expected to be able to meet graduate learning outcomes and course learning outcomes so that each student can achieve the objectives of hard skills and soft skills. There are four abilities that individuals must have in the world of education that can only be obtained at the college level: critical thinking, collaboration, communication, and creativity. College graduates are expected to master various competencies such as the ability to think critically, problem solve, be innovative, and be creative to face the era of society 5.0.

The world of education has seen a shift in learning activities from teacher-centred to student-centred learning. This is based on the issuance of the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3/M/2021 concerning Main Performance Indicators for State Universities and Higher Education Service Institutions in the Ministry of Education and Culture. One of the results of the decision contained in IKU 7 is classroom learning, which emphasizes collaborative and participatory learning. Key Performance Indicators (IKU) must be met by every university, including collaborative and participatory learning, in order to improve the quality and competitiveness of universities in Indonesia. Classroom learning through collaborative and participatory learning in IKU 7 aims to improve the quality of learning in higher education by designing and implementing quality, innovative, and creative learning processes so that students can achieve optimal learning, including attitudes, skills, and knowledge.

Learner-centred learning is carried out to prepare students to construct their knowledge to learn more effectively. Lecturers are essential in developing innovative learning and shaping student competencies in supporting learning objectives and outcomes. Based on IKU 7 on classroom learning that emphasizes collaborative and participatory learning, the learning methods used are case method and team-based project. The case method learning method emphasizes student participation in searching, finding, analyzing, and producing problem-solving solutions. Then, these problem-solving solutions are tested and developed through active discussion of the subject matter. At the same time, the team-based project learning method emphasizes group learning in solving various problems by producing a project or product so that students can collaborate with other students in developing, constructing, and evaluating the results of their products.

Based on the description above, this research aims to analyze the necessity of implementing case method and team-based project learning methods in higher education. This learning method will identify the influence on graduate and course learning outcomes. Through the case method and team-based project, students are expected to understand the course and its family of materials through solving cases and projects by searching, observing, finding, researching, solving, analyzing, and providing solutions to various problems in

everyday life. Case method and team-based project learning methods are needed to support classroom learning that emphasizes collaborative and participatory learning.

Method

Research on the urgency of implementing case methods and team-based project learning methods in higher education was conducted using a qualitative descriptive approach. Qualitative research is conducted to investigate phenomena and interpret the impact of these phenomena. This approach was used to investigate, describe, and interpret the importance of implementing case method and team-based project learning methods in higher education and the phenomenon of implementing these learning methods in higher education. Data collection uses literature studies sourced from secondary data such as books, journal articles, research, and online media. The literature sources are critically analyzed to answer these learning methods' research objectives and ideas.

Results and Discussion

Case Method

Case method is one of the learning methods designed to improve students' critical thinking skills. The case method is one type of learning method used to examine a case in real life and solve it by exploring, finding, and solving problems through group discussions (Harahap & Yusra, 2022). The case method can help students to have critical thinking skills and understand the learning content because they have to analyze problems, propose solutions, evaluate solutions, solve problems, and make decisions (Nurman et al., 2022).

The case method is implemented by throwing a current issue in a class that requires students to be critical and solve it according to the stages of solving. According to Jogyanto (in Sumarni et al.), there are six characteristics of the case method, namely (1) lecturers and students participate through direct discussion; (2) the subject matter of the discussion is the current case; (3) the case is analyzed together; (4) the discussion process is under the direction of the lecturer; (5) the learning process focuses on solving the case; (6) solving cases using a critical and scientific approach (Sumarni et al., 2009).

Based on the Appendix to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3/M/2021 on the Main Performance Indicators of State Universities and Higher Education Service Institutions in the Ministry of Education and Culture in IKU 7 regarding classroom learning that the case method learning method formula is (1) students play the role of "protagonists" to solve a case; (2) students analyze the case to build a solution recommendation, assisted by group discussions to test and develop a solution plan; (3) the class has an active discussion with the majority of the conversation being carried out by students, while the lecturer only facilitates by directing discussions, asking questions, and observing (Kepmendikbud RI, 2021).

The steps for implementing the case method are (1) planning stage: lecturers prepare case-based learning plans to facilitate discussions and group work; (2) implementation stage: lecturers present cases, conduct feedback, and facilitate students to think critically and the role of students as "protagonists", students analyze cases, recommend solutions, and discuss and lecturers as facilitators, then together make conclusions; (3) evaluation stage: lecturers reflect on learning, test problem solving, and provide assessments (Marmoah & Poerwanti, 2022).

Team-Based Project

Team-based projects are a learning method that emphasizes improving skills through project-based active learning activities and group problem-solving. A team-based project is a project-based learning method to improve students' skills and critical thinking, such as problem-solving ability, providing problem-solving solutions, fostering skills, and communication skills through student (team) cooperation (Kholijah et al., 2023). Team-based projects and project-based learning are the same learning methods, although sometimes there are differences. Project-based learning has advantages in helping learners develop critical thinking, collaboration, and verbal and written communication (S, 2016). Team-based projects are the latest version of project-based learning because the underlying theory used in team-based projects is the theory of project-based learning (Wahyudi & Zaim, 2022).

According to Stivers and Goodman in Wahyudi and Zaim, Team-based projects aim to improve student skills in the 21st-century era, such as cooperation, communication, critical thinking, innovation, and creativity, to form academic and non-academic abilities (Wahyudi & Zaim, 2022). Team-based projects are carried out in groups to discuss solving problems by producing projects and decisions that can be accounted for by presenting the final product (Aziz & Rozi, 2023). Through team-based projects, students will be required to find solutions and products in a project, while lecturers will become facilitators in this learning method (Susanti & Oktarina, 2022).

Based on the Appendix to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3/M/2021 concerning Main Performance Indicators for State Universities and Higher Education Service Institutions in the Ministry of Education and Culture in IKU 7 regarding classroom learning, the formula for the team-based project learning method is (1) the class is divided into several groups consisting of more than one student to work on assignments together within a specified period; (2) groups are presented with real problems that occur in people's lives or complex questions, then given time and space to create work plans and collaboration models; (3) each group prepares a presentation/final work that is shown in front of the lecturer, class, or other audiences who can provide constructive feedback; (4) lecturers coach each group during the project work period and encourage students to think critically and creatively in collaboration. (Kepmendikbud RI, 2021)

The steps of implementing the team-based project learning method are (1) project planning through the concept of presenting cases; (2) searching for information; (3) group formation; (4) project implementation such as group discussions, which include project planning, time plan, searching for information, theory, materials, tools, design, ideas, solutions, validation, and writing work; (5) making reports; (6) writing work; (7) discussion and assessment by lecturers (Rozi & Sriadhi, 2023). The team-based learning method can facilitate the understanding and absorption of the material discussed and add insight into the student's learning experience (Mailani et al., 2023).

The Importance of Implementing Case Method and Team-Based Project Learning Methods in Higher Education

The teacher-centred paradigm change towards student-centred learning requires that learning methods in higher education also change. Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3/M/2021 concerning the Main Performance Indicators of State Universities and Higher Education Service Institutions in the Ministry of Education and Culture, it has changed the characteristics of learning in higher education which centres learning on students to build their knowledge. This is in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards Article 11, namely the characteristics of the learning process consist of interactive, holistic, integrative, scientific, contextual, thematic, practical, collaborative, and student-centred features (Permendikbud RI, 2020).

Student-centred learning related to classroom learning is contained in IKU 7. Classroom learning emphasizes aspects of collaborative and participatory learning, so in the Appendix to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3/M/2021, there are criteria for learning methods in the classroom that must be implemented, namely the case method and team-based project learning methods. In addition, the mandatory evaluation criteria of at least 50% of the final grade weight must be based on the quality of class discussion participation using the case method learning method and/or the final learning presentation based on the team-based project learning method (Kepmendikbud RI, 2021).

This is the basis for the importance of applying case method and team-based project learning methods in higher education. Research (Marmoah and Poerwanti 2022) discusses case method-based learning management; the findings of this study state that through the case method learning method, active participation is created by students in discussion activities, increasing student learning motivation and fostering student communication from various directions in learning activities (Marmoah & Poerwanti, 2022). Research (Wahyudi and Zaim 2022) on students' perception towards the implementation of team-based projects in intermediate reading classes at the English Department UNP with the findings of this study states that the application of team-based project learning methods has succeeded in increasing student motivation in reading, improving student skills in aspects (problem-solving, communication, collaborative, project design, and resource management), and being able to build a pleasant learning atmosphere (Wahyudi & Zaim, 2022).

Research (Rozi and Sriadhi 2023) on the development of learning media based on the team-based project (TBP) model assisted by Google sites PGSD FIP UNIMED with the results of research findings stating that the use of team-based learning methods can provide experience to students and lecturers so that lecture activities become more interactive, effective, and efficient (Rozi & Sriadhi, 2023). Research (Mardiyanti 2022) on student creative case method (SCCM) learning design and based projects in statistics and science data courses, with the results of research findings stating that learning using case methods and based projects can make students synthesize knowledge through solving cases and this learning

method is beneficial and easy to implement (Mardiyanti, 2022). Research (Nasution, Ambiyar, and Wakhinuddin 2022) on the project-based learning model to improve learning outcomes in higher education, with research findings revealing that the project-based learning model can provide input and follow-up to improve students' soft skills and hard skills (Nasution et al., 2022; Arifin et al., 2021).

Research (Andayani, Mustikowati, Setiyowati, and Firdaus 2022; Saputra, 2022) on case method: optimizing critical thinking, creativity communication skills and collaboratively students according to MBKM in the 21st-century era, with the research findings stating that the application of the case method is very compatible with the MBKM program because it can improve student skills such as creativity skills, critical thinking skills, communication skills, and collaboration skills which have an impact on a relatively shorter student waiting period and can improve the quality of graduates towards a better direction (Adeliana et al., 2021; Andayani et al., 2022) . Research (Fitriyana & Adham, 2023) on building student democratic literacy in higher education through the case method approach, with the research findings stating that the case method approach can encourage students to have skills based on the morals and ethics of graduates who can work with others and create critical and responsible students.

Research (Hernando, 2023) on the learning system model with a case method approach in advanced financial accounting courses, with the findings stating that the case method approach in learning can facilitate lecturers in providing an in-depth understanding of course material to students and can improve cognitive aspects (participation, innovation, and creativity) of students. Research (Tekad & Pebriana, 2021) on the effect of the team-based project learning model on communication skills and collaboration skills in Indonesian language courses, with the research findings stating that the team-based project learning model affects student communication and collaboration skills.

Based on some of these studies, the case method and team-based project learning methods are essential to implement in the 21st century. This learning method aligns with the new paradigm of education that leads to a student-centred learning model. The above studies provide several advantages of the case method and team-based project learning methods including fostering active student participation in discussions, increasing student learning motivation, fostering student communication from various directions in learning activities, increasing student motivation in reading, improving student skills in aspects (problem solving, communication, collaborative, project design, and resource management), building a pleasant learning atmosphere, providing experience to students and lecturers (lecture activities are more interactive, make students able to synthesize knowledge through case solving, provide input and follow-up in an effort to improve students' soft skills and hard skills, improve student skills which have an impact on a relatively shorter student waiting period, improve the quality of graduates towards a better direction, encourage students to have skills based on morals and ethics graduates who have the ability to work with others, create students who are more critical and responsible, make it easier for lecturers to give lectures.

With the advantages of the case method and team-based project learning method, this learning method is critical to be applied in higher education. The application of case method and team-based project learning methods is by the MBKM and IKU programs that are being

run by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. Universities in Indonesia need to implement this learning method so that graduate learning outcomes and course learning outcomes can be achieved well. Another hope is that university graduates can compete in the world of work, and universities can compete with foreign universities.

Conclusions

The case method and team-based project are student-centred learning methods that have advantages based on several studies, including active student participation in discussions, increasing student learning and reading motivation, improving student skills in aspects (problem-solving, communication, collaboration, project design, and resource management) based on the morals and ethics of graduates, building a pleasant learning atmosphere, provide experience to students and lecturers (lecture activities are more interactive, effective, and efficient), provide input and follow-up to improve students' soft skills and hard skills, improve the quality of graduates towards a better direction, create more critical and responsible students, make it easier for lecturers to provide understanding of course material to students, improve cognitive aspects (participation, innovation, and creativity) of students, and this learning method is constructive and easy to implement.

Through these advantages, the case method and team-based project learning methods are critical to be implemented in higher education. This learning method is by the MBKM program, which is being implemented by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. The case method and team-based project learning methods are criteria from IKU 7 indicators regarding classroom learning that emphasize collaborative and participatory learning aspects with mandatory evaluation criteria of at least 50% of the final grade weight that must be based on the case method and/or team-based project. The hope is that this learning method will be implemented in universities so that educational programs in Indonesia run optimally and by the objectives of educational outcomes.

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