



THE EFFECTIVENESS OF CASE STUDY LEARNING METHODS IMPROVING ONLINE LEARNING ACTIVITY IN THE CHILDREN AND ADOLESCENT DEVELOPMENT PSYCHOLOGY UIN SURAKARTA

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Abstract: Since the covid outbreak, online learning has been widely implemented and comprehensively applied. Problems with student participation in the teaching and learning process are quite common. The goal of this research was to see how efficient the case study learning method was in increasing online lecture activity in Child and Adolescent Development Psychology class 3A at BKI UIN Surakarta. Observation, interviews, and questionnaires were employed as part of the qualitative method. The implementation or application of case study learning methods in online lectures begins with providing short but solid material. Problems related to the material are given to be solved together. Educators will become facilitators by allowing students to express opinions, feedback, or questions. This study also discovered that student activity rose, notably in terms of learning enthusiasm, confidence, and optimism.

Introduction

Changes in times push education to change the pattern of teaching and learning. It was more impact due to the pandemic that hit the world. Covid-19 as a game-changer has changed people's lifestyles holistically. All aspects of life are affected by the pandemic, including the realm of education (Amanina & Zafi, 2021). The arrival of the pandemic has accelerated the pace of the revolution 4.0 era in the scope of education. Almost all countries in the world follow precautions such as restrictions on activities for citizens. Meetings that allow direct meetings are limited to the concept named physical distancing. Learning and teaching in educational institutions are included in one of the activities that are limited by each government (Heavey, Casey, Kelly, Kelly, & McDarby, 2020).

Online-based learning inevitably must be ready to be applied entire the world without exception in Indonesia. Every remote village in Indonesia must be ready to take on and undergo new habits in the world of education. For the first time in history of Indonesia, schools were completely closed and replaced by a comprehensive online

teaching and learning system. This matter stated in the Minister of Education and Culture circular letter No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the spread of the Corona virus (Bestari, 2020).

However, it cannot be denied, that online learning with all its sophistication leaves quite a lot of problems. According to Nahdiana as the head of DKI Jakarta Education Department, face-to-face learning activities in class have better academic achievement than distance learning ("Dampak Negatif Dan Positif Pembelajaran Jarak Jauh Selama Pandemi Covid-19," 2021). Feldman assessed that there are several aspects that are problematic for online education. The decline in the academic performance of students, differences in economic and resource level, and delivery that is not in the best portion are briefly mentioned as challenges of online education (Adedoyin & Soykan, 2020). In reality, students lack to providing feedback quickly. Students also less in understanding the material. Instead, teaching and learning activities require interaction and feedback between teachers and students to achieve an effective learning process (A. E. Arum & Susilaningsih, n.d.).

Learning that is facilitated by the Zoom, Google Meet, or Whatsapp Group media often makes students slightly underestimate the teaching and learning process. Many of the students in the learning process tend to be more passive and reluctant to present themselves. That problem also found in elementary education institutions. Students tend to underestimate or not care about the assignments (Khurriyati, Setiawan, & Mirnawati, 2021). Whether at elementary or high school levels, many students use their study time to be lazy and become reluctant to do assignments from the teacher. This was conveyed by Hanafi as Head of the Bogor City Education Department ("Dampak Negatif Satu Tahun PJJ, Dorongan Pembelajaran Tatap Muka Menguat," 2021). In line with researcher observations towards Child and Adolescent Development Psychology 3A BKI UIN Surakarta online learning. Researcher found a less active learning ambiance, lack of discussion, and exchange of opinions. In fact, it takes quite a long time to get students who want to ask or answer questions in the learning process.

Of course, many factors influence it, such as a camera that is not turned on, not in a conducive place, and less compatible learning methods. In addition, students' interest in learning is reduced due to various obstacles such as unstable internet networks, as well as disturbances from the environment made students become lazy (Adi, Oka, & Wati, 2021).

There are many obstacles or challenges that must be faced. Schools an sich cannot be replaced by gadgets or platforms that allow people to meet virtually. It is undeniable that the realization of schools is a very vital element in education, as Caroline argues that the learning process in schools is the best public policy tool in an effort to increase knowledge and skills (Persell, 1979). It also means that the role of schools in strengthening knowledge and improving abilities cannot be immediately replaced or even eliminated.

Educational elites are required to be more creative and innovative in developing forms of learning. Relates to one of several recommendations made by UNICEF, Educators and the education technology or EdTech sector need to develop content and lesson plans that encourage interaction and active learning (UNICEF, 2021). Continuing to work out how education that currently forced to rely on technology, the design of its application can be truly systematic, so that it is hoped that the learning process will be more optimal. In accordance with the definition of the Commission on Instructional Technology USA, teaching effectiveness can be obtained through educational technology that runs systematically. Of course, it is based on a combination of existing learning resources and media. (Percival & Ellington, 1988, p. 10)

The class activity is one of the important concerns in the online learning process. How to liven up discussion in learning classes is a joint homework for educators and stakeholders. The passive problem of students cannot be underestimated. Student activity in each learning process is believed to have a major influence in improving students' critical thinking abilities and patterns. Various problems that exist in life can also be solved if the level of activity – asking and discussing – students is very high. (Astuti, 2017)

In the classroom action research titled Application of Case Study Method in Efforts to Improve Students' Critical Thinking Ability in International Relations Course by Leni Anggreani, she found that the application of the case study method in international relations courses helps increase students' enthusiasm and critical thinking skills. In addition, creating a democratic learning atmosphere so that appear significant changes when they try to deliver opinions or comments, build mutual respect, and teamwork (Anggraeni, 2012). The research was carried out under normal conditions where the learning pattern was face-to-face as usual. It is different from the online learning conditions that will be explored by researchers. Class circumstances and learning patterns will be quite different.

In previous research conducted by Arum and Minangwati about Application of Module-Assisted Case Study Learning Methods to Improve Critical Thinking Skills, concluded that learning chemistry through the application of case study learning methods assisted by modules could improve critical thinking skills and increase students' enthusiasm for learning (D. R. Arum & Minangwati, 2014). In addition, The Use of Problem Based Learning Methods in Improving Student Activity in Class XI IPS 1 by Iwan Ramadhan also has a similar conclusion. Based on the research that has been carried out, it was found that students are more actively participating in expressing opinions and feedback. Cooperation is also increasingly apparent through communication and exchanging questions and answers (Ramadhan, 2021).

Written records lead to the conclusion that there is still much to be evaluated regarding the activeness of the online lecture process in Indonesia by relevant stakeholders. While all existing research is carried out in offline or face-to-face learning

classes. Some solution is needed so that online classes can really work like offline classes. The successful of the critical thinking case study method application is certainly fascinating. The case study learning method was chosen and believed by researchers to be one of the most effective methods to increase online class activity. Then this research starts through the question, Is the application of the case study method in online lectures effective enough?

Theoretical Support

Case Study Learning Method

The learning method according to Reigeluth includes formulations in organizing teaching materials, delivery strategies, and managing activities by taking into account the goals, obstacles, and characteristics of each student. The learning method focus on how results become effective, efficient, and how create learning attraction (Rianto, 2006). The method is one of the important elements in the educational process that should not miss or unnoticed. The material often fails presented just because of inappropriate method application. The teacher's mastery of the material itself is not enough to be used as a reference in the successful of the teaching and learning process. Education that has the aim of educating students requires teachers to improve their abilities, one of which is in terms of delivering teaching materials (Syahidin, 2009).

Edger Bruce Wesley assumes that the method in education is part of the guide for educators, with the hope of actually creating a perfect and memorable learning process among students. Ghunaimat defines the teaching method as a model or way of learning that is considered effective in achieving the objectives of learning. Meanwhile, al-Jumbulati and al-Tawanisi also have a definition of teaching methods, according to them, the method is a pattern that can be used by educators for transferring information to students (Nizar & Hasibuan, 2011). It can be concluded that the learning method is a common model which used by educators in delivering material with intention of being easily accepted by students.

A case is an event or problem that is contained lessons to be solved either individually or in groups. Meanwhile, case studies are identified as a method that presents an event or problem as an analysis material. cases or problems that may be encountered in everyday life are discussed together with the aim of finding solutions or solvent. This method allows students to solve and make decisions on a factual case.

According to Yamin, the case study method is a learning design in the form of an explanation of a particular problem, situation, or event. In this case, students are assigned to solve these problems with various alternatives. He also thinks that this method has a function to improve critical thinking patterns based on a problem being solved (Yamin, 2007).

The case study method provides encouragement to students – in this case collegers – in a problem setting and investigation. Collaborative discussions until cross-opinions become the most important element. It is also important for students to identify what they know and what they need to know in order to make it easier to understand and define the problem to be investigated. The collaborative discussion then forms an interaction environment where students exchange opinions with each other or their group friends. Even more so when students carry out problem solving and decision-making activities. The interaction and activeness of students in a discussion is very much needed in the application of this method (Anggraeni, 2012).

Arum and Minangwati consider the case study method as a search or inquiry aimed for solving problems. The learning model can also be said to be close to the problem-solving teaching learning model, but with a wider scope (Arum & Minangwati, 2014). Problem-based learning method is learning where students will meet a systematic problem. Learning that is more oriented towards students and reflection (Budiyanto, 2016).

According to Johnson, there are several procedures that can be used to make the method more effective. Define the problem by presenting to students the problematic event, in writing or orally. Then formulate the problem in one simple sentence (brainstorming) and write it on the blackboard without questioning whether it is correct or not. Second, opinions are reviewed with requests for explanations from students so that it can be found which information is less relevant. Choose the best formula and reformulate. Diagnose problems by discussing the causes of problems with the group. Formulate alternatives looking for alternatives or solutions to problems. Determine and implement the strategy that will be used with various selective critical considerations. In the end, re-evaluating the success of the strategy as the last step and side by side looking for consequences. (Budiyanto, 2016)

Online learning

The Covid-19 (Corona Virus Disease) pandemic has brought about major changes in almost all sectors of life, and no exception to education. The Ministry of Education and Culture responded to this with Circular Letter Number 3 of 2020 concerning Prevention of Corona Virus Disease (Covid-19) in education units and The Minister of Education and Culture Letter Number 35492/A.A5/HK/2020 concerning Prevention of Corona Virus Disease (Covid-19). Activity restrictions in education have received support from the Ministry of Education and Culture through this instruction. Teaching and learning activities are immediately "forced" to change direction become fully online as an alternative.

Online learning is a learning process that is carried out indirectly, and surely different with conventional learning classes in general. The concept of online learning is

carried out centered on the use of the internet, as the word online means that it stands for network.

Based on a survey conducted by Online Training in an Online World, Bonk Curtis J. describes online learning as a learning experience enabled by electronic technology. So it can be assumed that moreover to interactive communication between educators and students, the use of information and communication technology is the key to online learning (Riyana, 2020). Inside of online learning process, it is not just the presentation of the material, the interaction process also notable or cannot be abandoned. Whether interaction between educators and students, fellow students, or even student interactions with learning materials. These three interactions are able to foster the best learning experience for the learner's environment (Belawati, 2020).

Active Learning

Active learning is defined as an activity by students in learning with the vibrant and intense participation of students. The student's activity is believed to be worthwhile in the experience, knowledge, and understanding he has obtained from the process that has been passed. These activities are broadly physical and mental which allow students to get the best results from their learning process (Pamungkas, Kristin, & Anugraheni, 2018). Active learning is also defined as a learning process in which there are many interactions between teachers and students or even students and fellow students. The interaction process is generally in the form of questions, answers, and discord. Departing from these learning patterns, students can gain experience, knowledge, and better understanding.

Method

In order to identify solutions to the issues, this study work use qualitative research methods. Qualitative research, according to Bogdan and Taylor, is research that offers and describes descriptive data derived from observations, written data, and verbal information (Moleong, 2000). The researcher, in turn, composes a study that reflects his or her personal perspective on the issue under investigation. The account is up close and personal, and employs the first-person pronoun "I" or the collective pronoun "us" because the researcher was in the "field" obtaining data firsthand. The researcher is not just mentioned in the story, but he or she is also mentioned as having personal opinions and interpretations. As a result, qualitative research is referred to as "interpretive" research because it reports on the opinions of participants (Creswell & Miller, 1997). Researchers will work with text and numerical data, as well as firsthand knowledge from the field and information sources. The researcher is directly participating within online lectures in this situation, acting as a class control holder or educator.

Observation, questionnaires, and interviews are the methods used to collect data. In the Child and Adolescent Development Psychology 3A BKI UIN Surakarta, the

procedure is to directly monitor and review the learning process. After completing the observations, the researchers collected data via Google Forms to distribute questionnaires. It didn't stop there; interviews were done using the Whatsapp social media chat feature to enrich the information gathered from observations and questionnaires. Open interviews were used to achieve accurate data of student activity by asking various related questions to clarify and reinforce. Of course, the students were not selected as a whole for the interviews, but rather five children at random, plus one supervising instructor.

Source triangulation is applied to re-check information obtained through various sources of data acquisition. Researchers will compare the results of observations in the field with the data obtained from the questionnaire. At this rate, retry to compare again with the interview results obtained (Moleong, 2000).

Result

Case Study Learning Application

Collegers or students who participate in the learning process tend to be more passive, according to field observations in the BKI 3A class of Child and Adolescent Development Psychology courses. Interaction and debate occur in a short period and slightly slower pace. It will squander a lot of learning time in addition to diminishing efficacy.

Following the learning phase utilizing the case study approach, educator presents various examples of a case or event that may occur in the surrounding environment. First, the teacher conveys the material to the students in detail. The teacher then raises problems that are closely related to the material. The use of cases relating to the content presented seeks to make it easier for students to grasp the material. Educators will provide each student the opportunity to express their thoughts. The teacher will randomly appoint the participants to express their opinion if no one voluntarily gives their views. It doesn't end there; the educator will turn it over to another student to respond to earlier ideas. The educator will ask other participants to respond or comment on the perspectives of their friends. Students will also be given the opportunity to ask questions when the presentation of the material has been completed.

Activeness Increase

Students seemed a little more active and motivated to ask questions or give opinions after using the case study learning method rather than traditional lecture methods. Educators, on the other hand, must intervene as facilitators. In online learning scenarios where direct control over students is limited, the researcher concludes that a stimulus or inducement with a little coercion is required. Several key facts about case study-based learning were discovered based on the findings of interviews with five students of Child and Adolescent Development Psychology BKI 3A UIN Surakarta. The implementation of

the case method of learning is, first and foremost, more beneficial to the learning process. This strategy is seen to be more effective at increasing class activity, hence it should be used more frequently. The case study method according to Niken—one of the collegers, can boost student involvement. Students will inquire in greater depth and detail about a specific instance or from the material presented throughout the discussion. Students will actively extract material in order to get a deeper understanding using this case study method.

Second, the case study learning method is considered suitable with the scope of psychology and counseling, especially in developmental psychology online lectures. This method makes it easier for students to understand the material because there are real examples of a problem or case description that must be solved in order to find a related solution. As stated by Anisya, if we study using the case study method, we will understand the material better, because there are real examples, so we have an idea. Especially for the study of developmental psychology, which learns a lot about the development of human behavior since inside the womb.

Third, the case study learning method must be further improved. This is due to the fact that it has taken too much time up to this point, and a conversation that is less thorough or in-depth tends to be less scientific. According to Renita, the case study learning method is often perceived as less scientific because it is more flexible. In contrast to a strategy aimed to test a theory or hypothesis, this approach is intended to examine a problem. Furthermore, the procedure is kind of time intensive for Aprilia, and the findings obtained are neither broad nor confined.

The results of the questionnaires that have been distributed via Google Form to all students of Child and Adolescent Development Psychology 3A BKI UIN Surakarta show the progress of learning using the case study method directly from the perspective of students. Researchers divided the activity into four categories. First, the average enthusiasm for learning reaches 71%. Second, the confidence in asking, answering, and responding which reached 43%. The third concerns the activeness of reading, listening, and writing reaching 60.4%. The fourth relates to optimism which reached 76.4%.

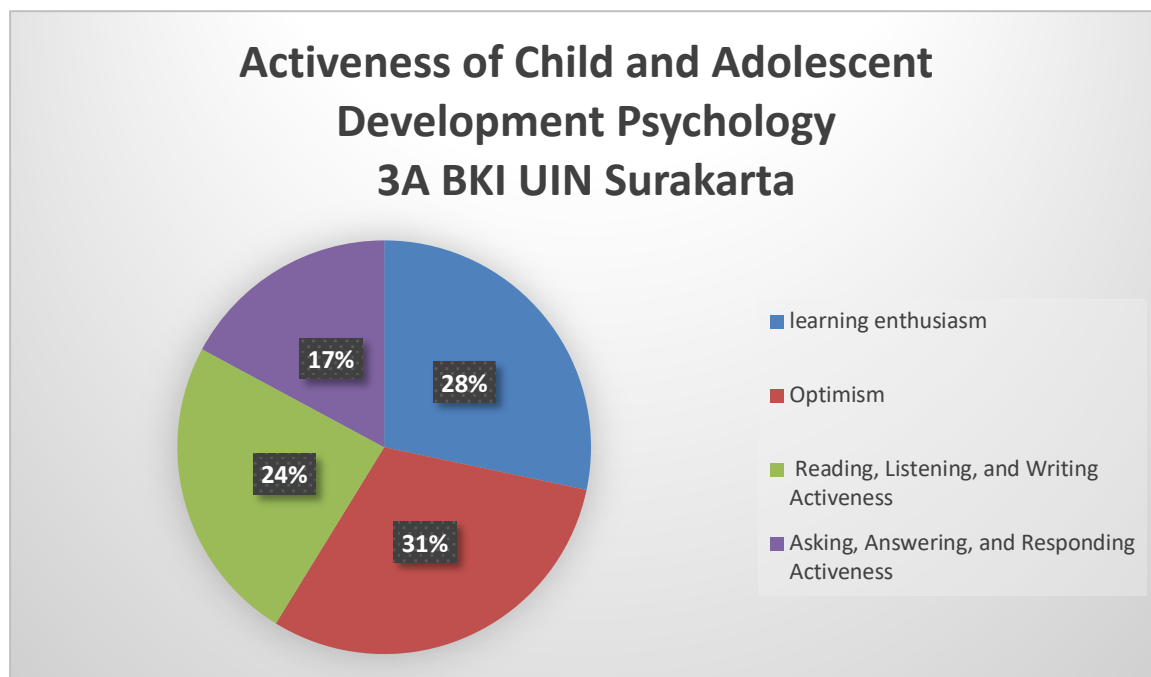
From the questionnaire, it can be seen that students are happier and more enthusiastic about the application of the case study method. They also believe that learning using the case method is effective enough to increase lecture activity. Almost all students agree that learning with the case study method can increase student activity in class, especially in online lecture classes.

In terms of asking or answering questions, almost half of the students admitted that they were more daring and confident to ask questions. Likewise, in responding, about one third of them felt more courageous in expressing their opinion. Many of them—almost half—were still hesitant to be active in the discussion. Meanwhile, only a small proportion have not felt the impact of the application of the case study method in order

to become more active.

In the active section on reading, exploring the material, listening, and writing notes related to the material, more than half of the students on average became more active. The lowest is seen in the students' seriousness to write. A quarter of them did not become more active with the application of the case study learning method.

From the four existing categories, they are then combined into a pie chart below to find out the tendency of the activeness of PPAR 3A BKI UIN Surakarta students.



Discussion

Case Study Learning Application

Educators as supervisory facilitators must know and determine the objectives to be achieved from learning. After that choose the case that fits the material. Divide into pairs or groups to solve cases. Each pair or group discuss together before then summarized. When finished, each pair or group presents it in front of the class. The teacher assesses through the development of a mindset, how to express opinions, and how to solve problems (Mantiri, 2017).

with a maximum goal, module-assisted learning by doing questions can be used as an option. Identify and understand problems, ask and answer problems, solve problems and make decisions. This can be done by familiarizing students with looking for literature other than books from school, let us say from the internet, magazines, newspapers, and other companion books. The students' knowledge and insights become broad and develop through that way (D. R. Arum & Minangwati, 2014).

According to Herreid and Schiller, using video as a reinforcement can add a new

dimension to teaching case studies. This type of learning approach blends student-centered learning with material understanding, allowing students to apply what they've learned to real-world issues. He used a video or podcast as an example, which was sent to students to watch and understand before meeting in formal class. Students will be prepared to participate in class discussions if they have the schema and questions prepared (Keengwe & Agamba, 2015).

Activeness Increase

The findings of the questionnaires and observations revealed that the activity of the Child and Adolescent Development Psychology class 3A BKI UIN Surakarta has significantly increased. Students' activity might be sparked by using the case study method of learning. These findings are related to previous study in the field.

The application of the PBL learning method has shown a significant increase in student activity. Children's skills in expressing viewpoints have improved, according to Iwan Ramadhan's research on SMA Mujahidin Pontianak's class XI students. Students are also more likely to engage in active participation. They admit active active learning using an approach which identical to case study learning makes them happier and more interested (Ramadhan, 2021). application of case study learning methods in international relations courses in class 2009 A Civics FPIPS UPI increased critical thinking skills marked by increased ability to identify problems, analyze problems, seek information, draw conclusions and present the results of the analysis in front of the class, increase student enthusiasm (Anggraeni, 2012)

Case learning can help students improve their communication and critical thinking abilities by encouraging them to apply knowledge that will be evaluated later. Case study-based learning connects students to active learning where learning is student-centred with the educator being the facilitator for a question and answer forum (Keengwe & Agamba, 2015).

However, it is undeniable that the research conducted in the field still shows that student activity increasing in learning is not really good. There are still quite a lot of students who are still hesitant to ask questions or respond.

There are two possibilities why the case study learning method can not really increase the level of student activity. Less structured and systematic application of learning methods. This method requires innovation and media to support learning with the case study method. The online learning climate is also very different from offline or face-to-face learning which allows educators to be able to control the class more easily. As a result, instructors must be more prepared, forceful, and forthright.

If you look at how enthusiastic students are about learning through case studies, it's extremely likely that student participation in online lectures will increase. It's not out of the realm that this activity will motivate kids to think critically in each learning class.

Thus according Mukhtar et al., the teacher's restriction is the inability to measure the level of comprehension what student gain during the learning process. This is due to a lack of timely feedback. On the one hand, the suggestions or recommendations aim to lower cognitive burden while encouraging more interactive learning and cooperation during online learning.

From the results of an interview with Dr. Kholilurrahman as a lecturer in Developmental Psychology at class 3A BKI UIN Surakarta, several development options were also found, such as presenting a new case. In addition, cases that are familiar with what students are experiencing are also important to consider. Last but not least, there are references provided – such as journals, so that students can compare their ideas with those of others.

Conclusion

The implementation or application of case study learning methods in online lectures begins with providing short but solid material. After that, problems related to the material are given to be solved together. Educators will become facilitators by allowing students to express opinions, feedback, or questions. However, it must be admitted that this method needs development, especially in online lectures. Modules, videos, podcasts, or journals can be used to help make case study learning methods more effective.

Based on the data obtained and the discussion, several conclusions were found. There is an increase in the activity of Child and Adolescent Development Psychology 3A BKI UIN Surakarta students with the application of the case study learning method. However, the increase in student activity cannot be said to be really good. The case study method is able to increase students' enthusiasm in participating in online learning through educators as facilitators and evaluators. The students also seem to have a high interest or concern in the case study learning method. They recognize the effectiveness of that method.

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