

# The Effects of Case-Based Method, Project-Based Learning, and Experiential Method on Students' Analytical Ability in the Global Marketing Management Course

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## ABSTRACT

This study involved students enrolled in the Global Marketing Management course. After completing the course is students are expected to know about export and import procedures. The purpose of the study was to determine whether Case-Based Method, Project-Based Learning, and Experiential Method can improve students' analytical skills. The learning method applied was Student-Centered Learning (SCL) using small group discussions. In the previous learning method, we found that the students' grades were lower than the standard grade. The sample of research included thirty-seven students. The data were collected through a questionnaire. The overall results of tests and measurement instruments used in this study are reliable and valid. This study tested four hypotheses using a regression method. The results showed that the learning methods involving Case-Based Method, Project-Based Learning, and Experiential Method improved students' analysis skills in the Global Marketing Management course.

**Keywords:** *Case-Based Method, Project-Based Learning, Experiential Method*

## 1. INTRODUCTION

The Global Marketing Management course is a course that requires learning methods that can improve students' analytical skills, especially in the export and import processes. The course started from January to June 2021 via online and used small discussion method. The results of the Midterm Exam scores show that students' scores are below the standard. For this reason, it is necessary to change the learning method so that the students can achieve the standard scores or even above the standard.

Thirty-seven students were enrolled in the Global Marketing Management course in the designated semester in 2021. Since the students scored lower than the standard for the course, we felt it was necessary to change the learning method. According to the set learning targets, such a change was expected to improve students' analytical skills in the Global Marketing Management course.

In the Global Marketing Management course, the Case-Based Method, Project-Based Method, and Experiential Method have not been implemented. Project-Learning Method can improve students' understanding of business feasibility study courses. In

the Project-Based Learning method, students work on their assignments (in the form of projects) that have been systematically designed. Furthermore, students show their performance and take responsibility for their works in the forum [1].

The experiential learning theory suggests that learning is a process in which concepts are taken from those molded by experience, not outcomes. It is an ongoing process that is tested by the learners' experience [2].

## 2. REFERENCE

### 2.1. CASE STUDY METHOD

There are some reasons researchers employ a Case Study Method in conducting this study. For instance, it provides a systematic and scientific way of examining events, collecting data, analyzing information, and preparing a report. As a result of this, the researcher can gain an understanding of why the phenomenon happened as it did and what might become important to look at more extensively in future research [3]. What distinguishes the case study method from all other

methods is its reliance on evidence drawn from a single case and its attempt, at the same time, to illuminate features of a broader set of cases [4].

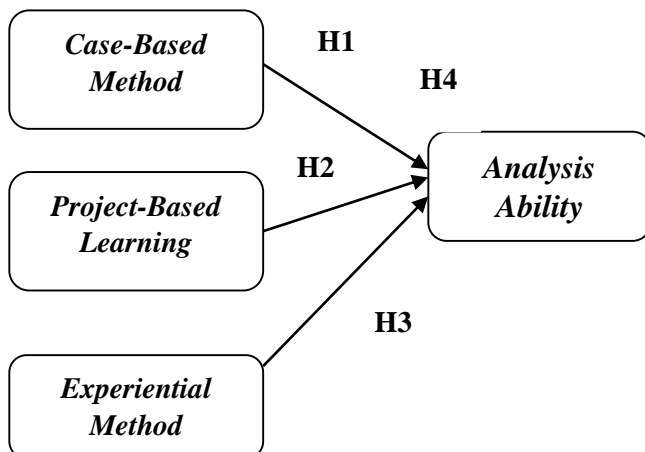
**2.2. PROJECT-BASED LEARNING**

One of the methods included process approach is Project-Based learning (PBL). PBL is a method that allows “students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a products, publications, or presentations” [5]. Project-Based Learning is significantly more effective than the traditional method in promoting the creative knowledge and skill of the students [6]. The project-Based learning technique improves student engagement by enabling knowledge and information sharing and discussion. Thus, the Project-Based learning approach is highly recommended for educational use by students and should be encouraged in universities [7].

**2.3. EXPERIENTIAL METHOD**

Experiential learning theory offers a radically different view of the learning processes that differ from behavioral learning theories based on the experimental theory of knowledge and traditional educational methods and notes that this new theory is epistemologically based on rational idealism. This new approach to learning offers novel prescriptions for managing education by creating knowledge by establishing appropriate relations among learning, the world, and different life activities [8].

Experiential learning sustained a gateway to the learners’ outside lives, where the concepts came alive in common areas of their daily lives. [9]. Because experiential learning is active learning where the students more readily understand what they are learning, the hands-on nature of experiential learning is highly motivating for students. [10].



**Figure 1 the conceptual framework**

Based on the conceptual framework as shown in Figure 2, the research hypothesis:

H1: Case-Based Method influences Student Analytical Ability in Global Marketing Management Course

H2: Project-Based Learning influences Student Analysis Ability in Global Marketing Management Course

H3: Experiential Method influences Student Analysis Ability in Global Marketing Management Course

H4: Case-Based Method, Project-Based Learning, and Experiential Method influence students' Analytical Ability in the Global Marketing Management course

**3. RESEARCH METHOD**

This research is explanatory research that aims to find out the improvement of students' analytical ability in Global Management Marketing using Case Study Method, Project-Based Learning, and Experiential Methods. The unit of analysis of this research is students consisted of 37 respondents. The research refers to the research design used to assist in making a decision in determining, assessing, and choosing the best alternative solution to a situation that occurs [11].

The data used in this study is primary data, data obtained directly from objects related to the variables in the study. The variables used in this study consisted of Independent variables (independent variables), namely Case-Based Method as X1, Project Based Learning as X2, Experiential Method as X3, and the Dependent variable, namely Student Analysis Ability in Global Marketing Management Course (Y). The data collection technique used is a questionnaire.

Regression equation used in this research:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e \dots [12].$$

**4. RESULTS**

The object of research was students who took courses in Global Marketing Management Year 2020/2021. Questionnaires were distributed directly to respondents within one month, starting from July 26, 2021, to August 26, 2021. Questionnaires were distributed to respondents who were considered relevant and met the criteria for filling out the questionnaire. Characteristics of respondents can be seen in Table 1

**Table 1. Characteristics of respondents**

Characteristics	Percentage
Gender	1. Male 24%
	2. Female 76%
Age	1. 19 years 5%
	2. 20 years 46%
	3. 21 years 8%
	4. 22 years 8%
Student area of origin	1. Outside West
	2. Sumatra 27%
	3. West Sumatera 73%
Study Frequency	1. Once a day 81%
	2. Twice a day 16%
	3.. Three times a day 3%
Type of learning	1. Online 51%
	2. Hybrid learning 17%
	3. Offline 14%

The instrument testing was carried out in two ways, namely validity and reliability test.

Table 2- shows the results of the validity test by comparing the r-count and r-table. The degree of significance is 0.05 with a sample size of 37.

**Table 2. Validity Test Results**

Variable	Code	R count	R table
Case-Based Method	CBM1	0,320**	0.2746
	CBM2	0,306**	
	CBM3	0,344**	
	CBM4	0,687**	
	CBM5	0,828**	
Project-Based Learning	PBL1	0,748**	0.2746
	PBL2	0,724**	
	PBL3	0,700**	
	PBL4	0,653**	
	PBL5	0,475**	
Experiential Method	EXM1	0,504**	0.2746
	EXM2	0,508**	
	EXM3	0,524**	
	EXM4	0,633**	
	EXM5	0,440**	

Student analyses	STA1	0,763**	0.2746
	STA2	0,504**	
	STA3	0,631**	
	STA4	0,676**	
	STA5	0,479**	

Note= \*\*sig level 0.05, N=37  
Source: Primary data processed (2021)

From Table 2, it can be seen that all items for each variable were valid.

After testing the validity of the questionnaire, a reliability test was carried out to measure whether the research instrument that the researcher used had consistency or reliability in measuring the variables or constructs used in this study [14].

**Table 3. Reliable Test Results**

Variable	Cronbach's Alpha	Information
Case-Based Method	0,693	Reliable
Project-Based Learning	0,637	Reliable
Experiential Method	0,639	Reliable
Student Analyses	0,655	Reliable

Source: Primary data processed (2021)

T-test (partial) was conducted to determine the effect of the independent variable individually on the dependent variable. The hypothesis for the T-test can be as in Table 4

**Table 4. Results of R Square**

Impact	Adjusted R Square	Standardized Coefficient (β)
Case-Based Method → analyses	0,612	0,284*
Project-Based Learning → analyse	0,109	0,061*
Experiential Method → analyses	0,333	0,207*
Case-Based Method → analyses	0,612	0,284*

Source: Primary data processed (2021)

Table 4 shows the results of the Case-Based Method has a positive and significant effect on improving student analysis ( $\beta = 0.284$   $p < 0.05$ ). Therefore, the first hypothesis, claiming that the case-based method learning method can improve student analytical ability in the Global Marketing Management course, can be accepted.

The second hypothesis in this study states that the Project-Based Learning method can improve students' understandings of the Global Marketing Management course with a value of ( $\beta=0.061$   $p<0.05$ ). Thus, the effect of Project-Based Learning on improving student analysis could be considered positive and significant. Therefore, the second hypothesis can be accepted.

The third hypothesis in this study states that the Experiential Method of learning improves students' understandings of the Global Marketing Management course with a value ( $\beta=0.207$   $p<0.05$ ). The results show that this hypothesis is acceptable.

The adjusted R Square value for each Case-Based Method, Project-Based Learning, and Experiential Method variable is 0.612; 0.109; and 0.333, respectively. This value indicates that each variable affects students' analytical skills in the Global Marketing Management course by 61.2%, 10.9%, and 33.3%, respectively.

**Table 5. Results of F test**

Impact	Adjusted R Square	Standardized Coefficient ( $\beta$ )
Case-Based Method → Analyses	0,612	0,284*
Project-Based Learning → Analyses	0,109	0,061*
Experiential Method → Analyses	0,333	0,207*
Case-Based Method → Analyses	0,612	0,284*

Source: Primary data processed (2021)

The F (simultaneous) test was conducted to determine the effect of the independent variable (X) simultaneously on the dependent variable (Y). Table 5 shows the results of the F Significance Test to determine the effect of the Case-Based Method, Project-Based Learning, and Experiential Method learning methods on student analysis in the Global Marketing Management course.

**Table 6 F Significance Test Results**

Impact	Adjusted R Square	Standardized Coefficient ( $\beta$ )
CBM, PBL, EM → Student Analyses	0,328	0,031** 0,025** 0,273**

Source: Primary data processed (2021)

Regression equation:

$$Y = 0,328 + 0,031X_1 + 0,025X_2 + 0,273X_3 + e$$

Information:

Y = Student Analysis

$\alpha$  = Constant of the regression equation

$\beta_1$  = Regression coefficient of X1 variable, Case-Based Learning Method

$\beta_2$  = Regression coefficient of variable X2, Project Based Learning Method

$\beta_3$  = Regression coefficient of variable X3, Learning Method with Experiential

X1 = Learning Method with Case-Based Method

X2 = Learning Method with Project-Based Learning

X3 = Learning Method with Experiential Method

e = Confounding Variable

The fourth hypothesis in this study states that the Case-Based Method, Project-Based Learning, and Experiential Method learning methods affect students' analytical ability in the Global Marketing Management course. It is found that they have a positive and significant effect on improving students' analytical ability ( $\beta = 0.031$ ; 0.025; 0.273  $p<0.05$ ). The figures are considered positive and significant. Therefore, the fourth hypothesis can be accepted. Overall, it increases students' analytical skills by 32.8%.

## 5. CONCLUSION

The conclusion of this study provides four empirical evidence related to the improvement of student analysis in the Global Marketing Management course:

1. The Case-Based Learning method improves students' analytical skills in the Global Marketing Management course.
2. The project-Based Learning method improves students' analytical skills in the Global Marketing Management course.
3. The Experiential Method improves students' analytical skills in the Global Marketing Management course.
4. The Case-Based Method, Project-Based Learning, and Experiential Method collectively improve students' analytical skills in the Global Marketing Management course.

## AUTHORS' CONTRIBUTIONS

The authors believe that using learning methods with Case-Based Method, Project-Based Learning, and Experiential Method together in learning will improve student analysis for a particular subject.

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