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The Effectiveness of Implementation Case-based method: Students' Perspective

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ABSTRACT
Case-based method (CBM) is one of teaching approach that will stimulate student to hone their critical thinking and problem solving. Digital business will enhance the competitiveness of an organization by deploying innovative digital technologies throughout an organization and beyond, through links to stakeholders and promotion through digital media. This study found by optimizing the usage of media and method of learning; up to date Semester Learning Plan (SLP) integrated the Learning Management System (LMS) – i-learn with Whatsapp function through Collaborative Learning. The study aims to prove the effectiveness of the implementation case-based method (CBM) from students' perspectives. This study is descriptive research. It is used a census sampling method for 48 student of Digital Business Class RM-3/M2 UMSP. The instrument is an online questionnaire. Techniques for data analysis are quantitative descriptive analysis techniques.As shown by the results, implementing mini-case discussion by using small-team WAG in course's hour as the instructional design to implement case base method (CBM), it is effective for student to train about being active, time management, critical thinking, presentation skill, public speaking skill, and problem-solving.

Keywords: Case-based method (CBM), blended learning, student engagement, digital business

1. BACKGROUND

Due to the research finding from many researchers, Cased-based Learning (CBL) has a strong history of successful implementation in undergraduate education. In Universitas Andalas, we use the terminology of Case-based Method (CBM), but it has the same meaning. From now on, we stand in CBL into CBM for abbreviation consistency. The case-based method immerses participants (prospective teachers in this context) into real teaching contexts and activates their thinking processes in critical issues. Cases illuminate future teachers regarding occupational, professional, and emotional considerations. While dealing with a case, they approach the situation from multiple aspects and develop multiple perspectives on the teacher, student(s), learning-teaching process, and the school context. The case-inquiry process is regarded as a successful pedagogical tool in "allowing participants to mediate their role as teachers responsible for adhering to professional standards [and] furthering their appreciation of the various occupational roles that are entailed" (Cherubini, 2009). The case method is one of the characteristics of case-based pedagogy. It is defined as a teaching approach that put students in the role of a decision-maker (Golden & Zlateva, 2018).

The digital business aims to enhance the competitiveness of an organization by deploying innovative digital technologies throughout an organization and beyond, through links to partners and customers and promotion through digital media. It does not simply involve using technology to automate existing processes. Still, it is about digital transformation by applying technology to help change these processes to add value to the business and its customers. To successfully manage the digital business, a breadth of knowledge is needed of different business processes and activities from across the value chain, such as marketing and sales, through new product development, manufacturing and inbound and outbound logistics. Organizations also need to manage the change required by new processes and technology through what have traditionally been support activities such as human resources management. From this definition, it is apparent that digital business involves looking at how electronic communications can be used to enhance all aspects of an organization's supply chain management. It also involves optimizing an organization's value chain, a

related concept that describes the different value-adding activities that connect a company's supply side with its demand side. The digital business era also involves management of a network of interrelated value chains or value networks (Chaffey, 2015).

Since pandemic covid-19 hits all aspects of life, especially education, we prepare how to run the education process by utilizing learning deliveries in blended learning, especially in online form. Blended learning initiates student-centered learning and raises student interaction. Online collaboration triggers students to experiment with technology, develop their own technical skills, and be sensitized to the technological circumstances and capabilities (Akhras, 2012).

Student engagement is essential in a learning activity to put better understanding about the subject. By engaging student into learning process, students more likely involve and habituate the softs skill that required when students jump into working life afterward. In industry battleship, it entails employee performance and also career path to win the competition. For sure, to be in that circle the employee demand to prepare their soft skill. We do agree, since it is also stated from the tracer study UMSP. It is the challenge for University in producing graduates to fulfill the industry requirement. 21th century graduates require soft skills that include being critical-minded, problem solving, collaborative-oriented and communication before they jump into real world (Razali, Noor, Ahmad, & Shahbodin, 2017).

The study that conducted by Suryaningsih (2021) had discovered by providing group discussion session, lecturer has generated enthusiasm for learning and student's interaction during online learning. To strengthen student engagement, enhancing students' soft skill along online learning during Covid-19 pandemic, this study found by optimizing the usage of media and method of learning; up to date Semester Learning Plan (SLP), integrated the Learning Management System (LMS) – ilearn with Whatsapp function through Collaborative Learning.

The learning delivery in Business Digital Course is combination of synchronous or asynchronous learning delivery. Live synchronous uses Zoom Meeting while virtual synchronous uses Learning Management System (LMS) and Whatsapps Group (WAG). UMSP has LMS named i-learn. I-learn is obligatory platform used to facilitate the blended learning especially full online learning in pandemic. Presence record, book references, task submission, case to be discussed, discussion result presentation, and others are objects that can be attached in i-learn. So everything organize in one learning platform. Both those learning delivery are using in delivering material, discussion and presentation. We optimize the asynchronous as well; self-paced or

collaborative is possible. The approach that we provide is by giving mind-mapping task. Each student has to read material before class and summarize it into a mind-mapping model every week. By having this, student will have big picture about the chapter that will discuss in the meeting. Possibly, students will have questions to be discussed to firm their understanding about the chapter. Students upload the task into i-learn, along with the discussion result presentation.

The challenge to implement adequate learning strategy is actually class size. The size of the class could not be controlled by the lecturers. So when it comes to big class, then the problem is getting increase. Along with the study, to ensure the learning and discussion run effectively, we engage student by grouping them into small team that consist of 4 – 5 students in each team. And every team should create small-team WAG and invite the lecturer to assist them in discussion process. This is effectively generate students' level of activity in discussion. Also it eases the individual assessment whether the student involve in small-team discussion or not. More less one hour in discussion, alternately the student in one team will be the presentation creator (to prepare the presentation in PPT) and presenter by utilizing Voice Note (VN) in Whatsapp or student could use voice recorder also if it is bigger data. In this class, each student has 2 WAG; class WAG and small team WAG. Class WAG is established to share massive information, attach link zoom, drop formative assessment, and attach the mini-case to be discussed in small-team WAG.

Some studies have also commented on the effectiveness of CBM in achieving learning outcomes. Agree with above statement, the practical findings recommend which CBM is an engagement tool for instruction, and support an environment whereby students can construct knowledge (YALE Poorvu Center for Teaching and Learning, 2021).

Hodges, Moore, Lockee, Trust, & Bond (2020) found out from research that effective online learning results from careful instructional design and planning, using a systematic model for design and development. The design process and the careful consideration of different design decisions will inevitably have an impact on the quality of the teaching.

The aim of the study is proving the effectiveness of implementation case based method (CBM) from students' perspective.

2. METHOD

This study is descriptive research. The subject of the research was 48 students of Digital Business Class RM-3/M2 UMSP. It means in this study used census sampling method. The instrument used in this study is online

questionnaire. Techniques for data analysis are quantitative descriptive analysis techniques.

3. RESULT AND DISCUSSION

As conducting the survey, firstly we confirm the respondents by asking them: "does student take Digital Business Course (MNJ61108) in this odd semester 2021 – 2022?". The question is followed by asking their Student ID Number. Among 48 respondents answer YES. All of them takes Digital Business Course (MNJ61108) in this odd semester 2021 – 2022. We now proceed to the questionnaire questions.

Apakah Saudara mengikuti perkuliahan Bisnis Digital (MNJ61108) pada semester ganjil 2021-2022 ini?
48 jawaban

Nomor Induk Mahasiswa
48 jawaban
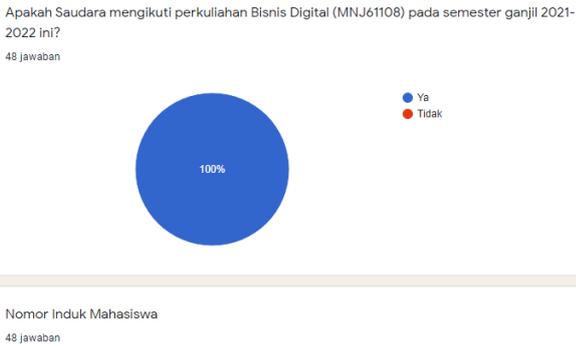
Figure 1. Confirmatory question whether students take or dont Digital Business Course (MNJ61108) in this odd semester 2021 – 2022.

The first question: "What lecturers' do to facilitate student being active in class?". 58% students said lecturer providing group to do discussion. 21% students confirmed that lecturer had the question and answer session along the course's hour.

No.	Answer	Respondent	Percentage
1	Provide Group to discussion	28	58%
2	Give individual /group assignment and presentation	1	2%
3	Do Zoom meeting	2	4%
4	Give motivation and reward	3	6%
5	Explaining the subject	1	2%
6	Have Q & A	10	21%
7	Ask student participation	1	2%
8	Yes	2	4%
		48	100%

Figure 2. First question

Second question: "We have 2 types of WAG in this class, which group facilitate students being active in discussion?". 97.9% students answer small team WAG facilitate students being active in discussion.


2. Ada 2 jenis WA Grup dalam Kelas Bisnis Digital, manakah yang memfasilitasi keaktifan mahasiswa berdiskusi ?
48 jawaban
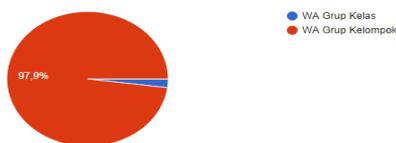
Figure 3. Second question

Third question: "In other courses, has it used small-team WAG on discussion in course's hour?". 75% students answer it has used small-team WAG.

3. Dalam mata kuliah lain yang Saudara ikuti, apakah sudah ada yang menggunakan WAG Kelompok dalam diskusi pada jam kuliah?
48 jawaban
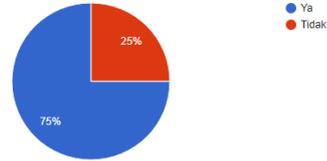
Figure 4. Third question

Fourth question: "By implementing mini-case discussion method in course's hour, does it effectively train you are being active?" 95.8% students answer YES. It is effective for generating the students' activeness by facilitating mini-case discussion in course's hour.


4. Menurut Saudara, apakah metode diskusi – kasus mini pada jam kuliah di WA Grup Kelompok, efektif membantu mengasah keaktifan dalam diskusi ?
48 jawaban
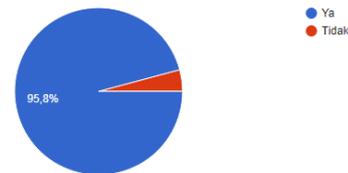
Figure 5. Fourth question

Fifth question: "By implementing mini-case discussion method in course's hour, does it effectively train you about time management?" 93.8% of students answer YES. It is effective for students to train about their time management. In the first meeting, we give rules about the discussion. Students will provide a mini-case, discuss it, prepare the presentation and present it within the time limit. All of the processes need coordination among team members, and for sure, at a specific time, they should think fast and decide fast under the circumstances.

Figure 6. Fifth question

Sixth question: "By implementing mini-case discussion method in course's hour, does it effectively train your critical thinking?" 97.9% of students answer YES. It is effective for student to train their critical thinking. Under

6. Menurut Saudara, apakah metode diskusi – kasus mini pada jam kuliah di WA Grup Kelompok, efektif membantu mengasah berfikir kritis dalam diskusi ?
48 jawaban

specific time, they require to solve the problem and give solution about the case.

Figure 7. Sixth question

Seventh question: "Each student will alternate to be the presentation creator every week in presenting their discussion result. Do you think this method will be effective to train your presentation skill?". 100% students agree.

7. Menurut Saudara, apakah fungsi bergilir sebagai presentation creator dalam menyiapkan materi presentasi hasil diskusi kelompok pada jam kuliah, efektif melatih presentation skill ?
48 jawaban
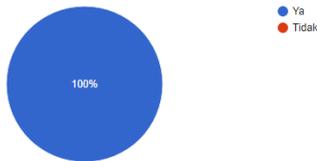
Figure 8. Seventh question

Eighth question: "Each student will also alternate to be the presenter every week in presenting their discussion result. Do you think this method will be effective to train your public speaking skill?". 97.9% students agree the treatment will help to train their public speaking skill.

Figure 9. Eighth question

Nineth question: "Does peer review assessment will reflect actual value of your co-worker in discussion?". 89.6% students agree. We put component of peer review assessment in final grade, because it would be fair for them to assess and grade their co-partner in team as well.

9. Apakah peer review dapat mencerminkan nilai yang sesungguh nya dari rekan satu tim?
48 jawaban
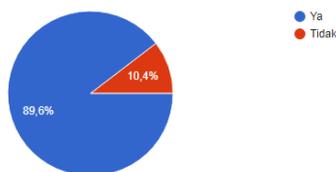
Figure 10. Ninth question

Tenth question: "Does mid-term exam adopt mini-case format?". 100% students confirm Yes.

10. Apakah soal ujian juga memberikan mini kasus?
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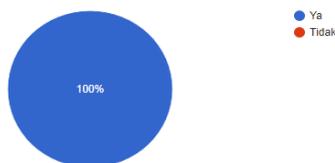
Figure 11. Tenth question

Eleventh question: "Due to the consistency applying mini-case format in discussion and exam, does it help you to get line of thought to solve the problem?". 91.7% students agree about it.

11. Apakah konsistensi penggunaan mini kasus dalam soal Ujian dan diskusi setiap pertemuan, mempermudah Saudara untuk memdapatkan alur berfikir dalam memberikan problem solving pada kasus ?
48 jawaban
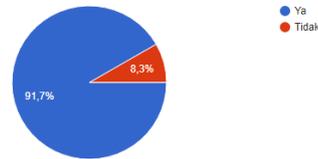
Figure 12. Eleventh question

Twelfth question: "Do you recommend the learning media by using small-team WAG in discussion for other courses?". 91.7% students said yes.

12. Apakah Saudara merekomendasikan media pembelajaran dengan menggunakan WAG Kelompok untuk mata kuliah diskusi lainnya dalam Online Learning?
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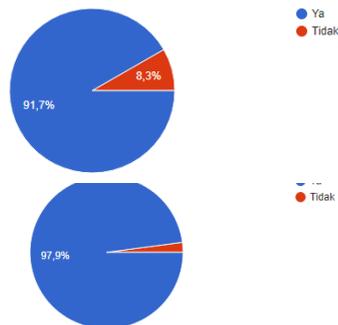
Figure 13. Twelfth question

4. CONCLUSION

As shown by the results, implementing mini-case discussion by using small-team WAG in course's hour as the instructional design to implement case base method (CBM), it is effective for student to train about being active, time management, critical thinking, presentation skill, public speaking skill, and problem solving. It is in line with the study held by some researchers. Case-based method is also valuable to establish the professional skills (Schwartz, 2014). The case method increases student proficiency with written and oral communication and collaboration and teamwork. By having case studies in learning process, it will push students into real-life situations. By having so, students will be exercised to develop their managerial skills such as presentation skill, negotiation skill, and others.

AUTHORS' CONTRIBUTIONS

VALENY SURYANINGSIH – concept and design of the study, data collection, analysis and interpretation, and the first draft of the paper and further manuscript

ALFITMAN – supporting data needed

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