

Implementation of Case Based Method (CBM) and Outcome Based Assessment (OBA) Learning Methods in Political Sociology Courses

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ABSTRACT

The Political Sociology course is a subject that is included in the 2018 KKNI-based curriculum and it is a compulsory subject for majors given to third semester students. In this course, several important topics is discussed the concept of political sociology, as well as the relationship between sociology and political science as two social science disciplines. It discusses the meaning of political sociology from the perspective of political science and sociology, political socialization, political culture, political participation, political recruitment, political communication, integration and political conflict. It is hoped that after studying this course students can understand and explain various concepts and theories of political socialization, political culture, political participation, political recruitment, political communication, and political integration and conflict. Learning activities in this course are divided into three ; virtual synchronous learning, self-directed asynchronous learning and collaborative asynchronous learning. This course was attended by 41 students. For this semester, the distribution of student scores ranged from 75-85 (A- to A) and none of the students got failed in this courses. In the development of the CBM method and OBA assessment, there are several obstacles faced by students such as the lack of soft skills possessed by students, the lack of students' ability to communicate and provide views at every course learning meeting, students do not know or do not understand the latest studies on political developments in Indonesia. Another obstacle is the lack of ability for lecturers to control student activities/activities at each meeting by using zoom and learning management system / LMS, because many students turn off the camera in every meeting for reasons of limited internet.

Keywords: *Implementation, method, learning.*

1. INTRODUCTION

This Classroom Action Research (CBM/PjBL and OBA) is a continuation of similar research that researchers have done, by modifying the development of learning methods from the previous one. In 2017 the researcher has won a similar research as a member of the researcher (Sri Zul Cahairiyah, Dewi Anggraini, Febriani. 2017. Internship at Women's Institutions in West Sumatra). Funded with the 2017 PTK Fund). In 2018 the researcher also won a PTK grant (Dewi Anggraini, Febriani. 2018 Application of Problem-Based Learning (Pbl) Learning Methods in Village/Nagari Government Politics Courses. Funded with PTK funds in 2018) and in 2019 researchers have also won the PPMP Grant (Dewi Anggraini, Didi Rahmadi with the title "Application of Problem-Based Learning Methods" *And Inquiry (Pbl) In Bureaucracy and Politics Courses*. Funded with 2019

PPMP funds. In 2020 researchers have also won a PPMP grant with the title Problem-Based Learning Method Development *And Inquiry (PBL) In the Form of Mass Media-Based Case Studies on Integrity and Anti-Corruption Courses*.

The Political Sociology Course is a subject that is included in the 2018 KKNI-based curriculum and it is a compulsory major given to third semester students in the Department of Political Science. In this course, several important topics are discussed theories and concepts of political sociology, as well as the relationship between sociology and political science as two social science disciplines. It discusses the meaning of political sociology from the perspective of political science and sociology, political socialization, political culture, political participation, political recruitment, political communication, integration and political conflict. It is

hoped that after studying this course students can understand and explain various concepts and theories of political socialization, political culture, political participation, political recruitment, political communication, and political integration and conflict.

Learning activities in this course are divided into three ; virtual synchronous learning, self-directed asynchronous learning and collaborative asynchronous learning. Virtual face-to-face learning activities are those where learning is carried out at the same time but in different places (simultaneously) by using video conferencing/webinar (zoom). Asynchronous learning activities are learning that is carried out at different times and places (anytime, anywhere and with anyone), either independently by studying the material provided by the lecturer in the form of video, audio, power point, etc. In this lecture asynchronously using Unand's LMS. Meanwhile, collaborative activities are in the form of online discussions.

This course is also expected to produce student competencies, especially in compiling assignments and short essays so that they can improve their ability to write their ideas, related to the subject topics contained in the RPS. Meanwhile, the learning achievement in the curriculum of the study program is shown by the attitude (S9) that is showing the attitude of being responsible for work in the field of expertise independently. Expected knowledge (P2) is being able to conduct empirical studies and modeling using scientific methods on various types of political behavior based on approaches and concepts of political sociology theory. While general skills (KU 1.6 and 8) are able to apply appropriate sociological theories and approaches in various political attitudes and behaviors that make up political orientations that develop at the operational level, based on data and information analysis on elements related to the formation of attitudes and behavior. Able to analyze various individual political attitudes and behaviors, groups in society by using approaches and theories of political sociology and being able to take advantage of the usefulness of political sociology analysis in following developments and changes in culture and political behavior of society in a political system. Specific skills are shown by (KK1 and 2), namely being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and/or technology that pays attention to and applies humanities values in accordance with their field of expertise and able to

demonstrate independent performance, quality, and measurable

To achieve this capability, in the learning process this course uses primary teaching materials such as textbooks, journals, and utilizes social media, both YouTube links, links to learning sites, including using WhatsApp groups (WAG), presentations via zoom. and LMS. As for secondary teaching materials using power points, journal analysis, case studies, problem based learning and others that support the Student Centered Learning (SCL) learning method.

The learning method applied in the learning process of the Political Sociology course is not fully based on the SCL learning method. In the learning process, they still maintain the Teacher Centered Learning (TCL) method. Where, TCL is combined with the SCL method at the same time. The percentage is 40% TCL, where lecturers still provide lecture methods at the beginning of the lecture as an introduction to learning topics and at the end of the lecture as a conclusion from the results of discussions between fellow students and 60% SCL where the material has used much more attractive media such as moving audiovisuals, presentations via zoom and LMS, class discussions in accordance with the topics contained in the RPS as well as news related to the implementation of topics in the RPS courses published in the mass media, both print and online.

While the teaching materials in this course are still guided by the curriculum set by the department by taking various reading sources that are mutually agreed since at the beginning of the lecture, including teaching materials/textbooks related to the topics contained in the political sociology course.

The assessment is divided into two categories, first, the result assessment consisting of the Mid-Semester Examination (25%) and the Final Semester Examination (30%). Second, process assessment which consists of : Individual assignments and presentations (quality of work, critical thinking skills and logical reasoning, originality and novelty, initiative/participation) with a percentage of 20%, Group assignments and presentations (technical and analytical skills, teamwork, communication, originality and novelty, initiative / participation) with a percentage of 15% and writings in the mass media related to lecture topics as much as 10%. There are several student problems that were found during the learning process until the 2020-2021 odd semester exams, namely the lack of soft skills possessed by related students in developing the topics contained in the RPS, the lack of students' ability to communicate and provide views/arguments at every meeting, The

lecturer is not able to control student activities/activities at every meeting by using zoom and LMS, because many students turn off the camera at every meeting for reasons of limited internet power, lack of emotional connection between lecturers and students or between students during online lectures, lack of student activity in every meeting. group discussions via zoom, the lecturer can't control and see student activities when using learning media via LMS. Therefore, after the midterm exam takes place there will be changes to several learning topics as well as changes in assessment elements, especially the process element with an additional 10% assessment for students whose writings are published in both local and national mass media.

Besides that, the assessment of student learning achievement has fully referred to the SCL method where the process of providing learning evaluations is not only determined by the final results of students. The assessment in this course is not only seen from the final results of the midterm exams, assignments, and final semester exams but is seen from the whole process in following this course (attendance, activity in class discussions). Not only in the classroom, the assessment process is also seen from student activities that support scientific strengthening such as participating in organizations and other student activities.

2. METHOD

Regarding the learning plan for the latest RPS, based on the results of the learning evaluation in the middle of this semester, there is a change in learning media, if Universitas Andalas will use limited face-to-face activities, the Political Sociology course is one of the courses in the Study Program that gets the opportunity to participate in lecture activities with limited face-to-face, because the students in this course are 2020 year students. There are several learning plans that will be implemented as an effort to improve learning outcomes, namely:

1. Identifying student learning characteristics through pre-test and post-test carried out before and after the lecture process is carried out to measure students' knowledge and ability to understand the topics in the course RPS

2. Hold a learning contract based on student active participation

3. Design a classroom atmosphere that can interact with all class participants.

4. At the beginning of the lecture, the lecturer provides an introduction to the material and throws various issues or cases so as to stimulate students to express their opinions in the form of class discussions.

5. Open the widest discussion related to the topic of learning.

For the development of learning methods, the learning team chose to use Case Based Method (CBM) in the form of CBL (cased based learning). The case method is a discussion-based participatory learning to solve cases or problems. The application of this method will hone and improve critical thinking skills for problem solving, communication skills, collaboration, and creativity.

CBL is a constructivist learning approach where the problems are presented in case-based learning. CBL is often defined as a teaching method that requires students to actively participate in real or hypothetical problem situations, reflecting the type of experience experienced naturally in the discipline being studied. The situation presented in CBL learning must be directly related to student daily experiences, so that the link between CBL learning and its usefulness in student lives is evident.¹

Case-based learning provides an opportunity to analyze content by first introducing the core knowledge domain and encouraging students to look for other knowledge domains that may be relevant to the problem given in this case. A case is a definition of a realistic problem scenario that is relevant to the part of the material being studied. Cases that arise in CBL learning contain problems related to the environment, conditions, situations, or a picture of the student's future. Cases are stories with a message where students can analyze and consider solutions to the story. CBL engages students to learn by using realistic narratives, these narratives provide opportunities for students to integrate multiple sources of information in an authentic context. CBL provides students with a realistic problem scenario, a case, which can be studied retrospectively by testing how the case was solved or interactively trying to solve the case. The advantage of using cases in learning is that students can apply theory to real contexts, think critically about complex situations and can choose actions to take, develop self-

¹ PA Ertmer and JD Russell. 1995. "Using Case Studies to Enhance Instructional design", educational technology, Vol 35 No. 4 pp. 23-31

knowledge, compare and evaluate their own perspectives with the perspectives of others. CBL helps students 'transfer knowledge' of the material that students learn. In addition, CBL also bridges the gap between theory and practice. So that students not only know the theory without being able to apply their knowledge to certain conditions,².

Assessment of learning achievement will still refer to the entire learning process. Of course, the assessment process is the value of learning evaluation that is obtained systematically, both cognitively, psychomotor, and affectively from the beginning and end of learning. The assessment plan adopts Paulo Freire's pedagogical learning which focuses on the overall participatory process.

The PTK parameters used can be seen in the table below:

Table 1. Assessment Components

No.	Assessment Component (proportion)
1.	Result assessment
a.	Mid Exams (25%)
b.	Final Exams (30%)
2.	Process assessment
a.	Dimensions of intrapersonal skills (20%)
b.	Soft skill interpersonal attributes (15%)
c.	Dimensions of attitudes and values (10%)
	Total (100%)

The curriculum used in this course has used the IQF curriculum, where the development of the IQF curriculum in the study program has been based on the graduate profile. In the Political Science Study Program there are 5 (five) graduate profiles that have been determined ; academic scientist, political practitioners, election administration staff, bureaucrats and NGOs members.

Most of the development of learning technology still uses various learning media provided by the university, such as using a laptop, focus and audio visual, but it is still modified by the development

²Dita Nur Syafina, et al. 2017. Application of Cased Based Learning (CBL) as Innovative Mathematics Learning. Proceedings of the UNY Mathematics and Mathematics Education Seminar. ISBN 978-602-73403-3-6 (On-Line)

team in making learning technology that follows the flow of student development, the development team also uses WhatsApp media as a medium interaction of students with lecturers and among themselves in the learning process. In using this WAG, both materials from lecturers and presentation materials from students must be uploaded to WAG the day before face-to-face lectures are held, so that there is time together to read materials for the next lecture, and this makes it easier for students to understand the material presented. will be taught at the next meeting.

The assessment in the Sociology and Politics course is not only based on standard results, but also based on process standards, there are even additional points/points for students who can write in mass media both local and national related to the topics contained in the RPS that have been published before.

3. RESULTS AND DISCUSSION

The learning process in this Sociology and Politics course will be divided into three ; virtual synchronous learning, self-directed asynchronous learning and collaborative asynchronous learning. Virtual face-to-face learning activities are those where learning is carried out at the same time but in different places (simultaneously) by using video conferencing/webinar (zoom). Asynchronous learning activities are learning that is carried out at different times and places (anytime, anywhere and with anyone), either independently by studying the material provided by the lecturer in the form of video, audio, PowerPoint, etc. In this lecture asynchronously using Unand's ilearning media / LMS. Meanwhile, collaborative activities are in the form of online discussions.

This Political Sociology class was attended by 41 students. The learning process in this course is carried out by combining the student center learning (SCL) method with a problem-based learning and inquiry (PBL) approach with the Teacher center learning (TCL) method on certain topics, especially at the two early meetings. the lecture process, because the lecturer explains the concepts related to the material in the RPS. In addition, the learning process also uses primary teaching materials such as textbooks, journals, mass media clippings both print and online, YouTube links and other secondary sources. While the learning tools use power points and articles.

This course is still in 7 (seven) meetings, and on October 18, 2021, the Mid-Semester Examination will be held. For the Mid Exam assessment, on average, students get scores ranging from 75-85 or A - A. All students take UTS at LMS. The exam time is 100 minutes. There were some students who were late in collecting the answer sheets, due to the difficulty of accessing the internet network in their area and there were also those who experienced blackouts by National Electricity Company. However, in general, the exam will take place safely and in an orderly manner

At the meeting before the mid-semester, students are divided into several small groups who will discuss lecture topics contained in the RPS. There are 5 (five) groups that discuss 5 (five) lecture topics in the RPS, where each group consists of 8-9 students. During 7 meetings, the learning activities used 3 meetings with zoom and 4 meetings with independent learning via LMS.

The assessment of student learning achievement fully refers to the SCL method where the process of providing learning evaluations is no longer solely determined by the final results of students in the form of UTS and UAS results, but the assessment is seen from the whole learning process starting from the results of the midterm exam, end of semester exam, assignments individuals and groups, attendance, activeness in class discussions. Even the assessment is also seen from student activities that support scientific strengthening such as participating in organizations and other student activities, including also paying attention to student abilities in making opinions in the mass media and writing articles in various journals.

The assessment system consists of the Mid-Semester Examination (25%) and the Final Semester Examination (25%) while the process assessment consists of Personal and individual assignments and presentations (critical thinking skills and logical reasoning, teamwork, communication) (20%) and the final project in the form of case analysis (technical and analytical skills, teamwork, communication with presentations 20% and activity with presentations 10 %.

From several meetings, there were several students who were interested in planning to write their research proposals with the themes contained in the RPS, such as political participation, political culture and political parties. There are several methods given in the learning process of the Political Sociology course in the middle of this semester, namely by identifying the characteristics of student learning through pre-test and post-test carried out before and after the lecture process is carried out to measure student knowledge and ability in understanding the topics in the RPS, holding learning contracts based on the active participation of students, designing a class atmosphere that can interact with all class participants. At the beginning of the lecture, the lecturer gives an introduction to the material and throws various issues or cases so that it stimulates students to express their opinions in the form of class discussions and opens the widest possible discussion related to learning topics. At the beginning of the face-to-face lecture with zoom, lecturers have provided lesson plans, lecture materials and lecture contracts which are then also uploaded to LMS. In addition, it is also shared in WAG courses. At the beginning of the meeting, students are also divided into small groups where each group will present the material contained in the RPS at each meeting and the presentation materials must be shared in WAG one day before the lecture schedule.

In the learning process, there are several student problems that are often found, such as the lack of soft skills possessed by students and the lack of students' ability to communicate and provide views at each course learning meeting. And the obstacle that most students do not know or do not understand is the latest studies on political developments in Indonesia. Another obstacle is the lack of ability for lecturers to control student activities/activities at each meeting using zoom and LMS, because many students turn off the camera at every meeting for reasons of limited internet power, lack of emotional connection between lecturers and students or between students during online lectures, lack of activity. students in each group discussion via zoom, the inability of lecturers to control and see student activities when using learning media via LMS.

4. CONCLUSION

In general, the improvement of student soft skills can develop with the application of the CBM method with CBL, as evidenced by the many student responses during class discussions, especially related to communication skills, critical and analytical thinking and problems solving skills when given a case to be solved individually and in groups.

The learning process using the CBL method can be applied to the lecture process face-to-face or by online methods. However, in online lectures, lecturers have difficulty controlling the active involvement of each student in responding to case discussion activities that have been mutually agreed upon.

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