

Application of Case Base Method (CBM) in Online Learning in Higher Education (Study of Sociolinguistic Lectures for Undergraduate Students)

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ABSTRACT

Case Base Method is one of the learning methods in optimizing outcomes. Online lectures are an effective modern way of studying, especially in situations where physical contact is not possible. Therefore, this study discusses the application of the Case Base Method in online learning in universities with the aim of explaining how to apply the Case Base Method in online learning in universities, what are the problems faced by students and the challenges of teachers, and what solutions can be done in face these problems and challenges. The data sources in this study were students and lecturers in Sociolinguistics lectures at the Undergraduate Program, Department of Indonesian Language and Literature, Faculty of Humanities, Andalas University in the odd semester of 2021. This research was conducted quantitatively and qualitatively. The method used is descriptive method. The results obtained are the application of the Case Base Method in online learning in universities can be carried out through several stages, namely giving cases, discussions, presentations, and evaluations. Problems in the application of the Case Base Method in online learning are technical problems and attitudes of some students. Meanwhile, the challenge for teachers is to prepare materials and encourage students' enthusiasm both in terms of knowledge and skills to work together in groups. The solution is to increase the competence of teachers in preparing teaching materials and skills in accordance with the Case Base Method. The other main thing is that the government and stakeholders must continue to improve educational facilities and infrastructure.

Keywords: Case Base Method, Online learning, student problems, lecturer challenges, government challenges

1. INTRODUCTION

The Case Base Method is one of the learning methods in optimizing outcomes in addition to the Project Base Method. The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics (Center for Innovation in Teaching and Learning, 2021). This method can improve students' ability to analyze the problems they will face in society and work. Implementation of the Case Base Method does not have to be carried out only in offline classes. However, it can also be carried out online with the support of technology.

Online lectures are an effective modern way of studying, especially in situations where physical contact is not possible. Since 2009, the concept of online learning has begun to be applied to teachers in Indonesia but has faced challenges to change the traditional teaching mindset (Sari, 2012).

Since the Covid-19 pandemic occurred in early 2020, the formal education process has been carried out online. Meanwhile, the quality of education must continue to be improved, especially in terms of improving educational outcomes. The Case Base Method as one of the methods that can be used to achieve a better quality of education must be implemented.

Therefore, this study discusses the application of the Case Base Method in online learning in universities with the aim of explaining how to apply the Case Base Method in online learning in universities, what are the problems faced by students and the challenges of teachers, and what solutions can be done in face these problems and challenges. in the implementation of the Case Base Method online.

1.1. Related Work

Research on Case Based Method is mostly found in medical, health, and engineering lectures. Subjective problem-solving ability was also significantly higher in CBL group than in the lecture-based group, these results may suggest that CBL is a beneficial and effective instructional method of training graduate nurses to improve their clinical problem-solving ability (Janet, 2014). Case Based Learning (CBL) was used and it is effective in the medical curriculum for a better understanding of Biochemistry among the medical students (Nair, 2013).

In relation to online learning, several studies have stated that the obstacle to online learning which is being carried out on a large scale in Indonesia due to the impact of the Covid19 pandemic is the uneven internet network and students, teachers, and parents who are not used to it (Zaharah et al., 2020). Another study stated that the student level barrier had the highest impact on e-learning use. In addition, the student level barrier showed strong positive correlation with the

school level barrier and curriculum level barrier (Almanthari et al., 2020).

Meanwhile, research results in other countries state that the results for a sample of 186 students, taking nine courses at the Open University of Catalonia, are discussed in the light of feedback, which is considered a central element in university teaching practice in online environments that, in general, the presence of feedback is associated with improved levels of performance and higher levels of satisfaction with the general running of the course (Espasa & Meneses, 2010).

1.2. Our Contribution

This research is important to do to explain the application and find problems, challenges, and solutions in conducting CBM in language and community lectures. There has been no research on CBM practices for students in Sociolinguistics lectures, even though Sociolinguistics is a study of language use in society that requires knowledge and skilled analytical skills for students.

The discussion in this article is indispensable for education policy makers to solve problems and challenges faced by internal students and lecturers in Indonesia and other countries who have the same problem in running lectures online. In addition, it also contributes to the government in general in designing the development of public facilities (especially internet and electricity networks) evenly. This article also contributes to the lecturers of sociolinguistics courses in preparing online learning strategies, especially in the application of CBM.

1.3. Paper Structure

This article is organized into several sections. Part 1 is an introduction that contains the background, research objectives, research that has been carried out, and the contribution of this article. Furthermore, section 2 contains the research method, namely how the data was obtained and how the analysis was carried out. Next, section 3 is a description of the application of the Case Base Method, the problems faced by students and the challenges of teachers, as well as solutions to these problems and challenges. Furthermore, the discussion is described in section 4. Then, conclusions and suggestions in section 5.

2. METHOD

In this classroom action research, the settings prepared are in the form of research locations, research time, facilities and infrastructure, conditions of lecturers and students, as well as an overview of the university. The research location is lectures at Andalas University, specifically the Indonesian Literature Study Program, Faculty of Cultural Sciences through online and/or offline lectures (depending

on the policy at the time the research was conducted). The research was carried out during the current semester, namely in the odd semester in 2021/2022. The facilities and infrastructure needed in accordance with the reasonableness of this modern lecture are classrooms and/or virtual classrooms, internet network for face-to-face, video access, upload and/or download videos or large files, and other facilities. The lecturer is a Sociolinguistics course lecturer who is also part of this research team. students are students in Sociolinguistics lectures, namely 5th semester students in the Indonesian Literature Study Program, FIB, Unand.

The research subject is the application of the CBM strategy and the results of the assessment based on the OBA-based assessment. What is meant by data in this study is the understanding and results of student analysis of the given case. Is it in accordance with the learning achievement or not. Thus, the data sources are the results of weekly assessments and UTS, and UAS. Data collection techniques through observation techniques and questionnaires. Data validation was carried out by synchronizing the results of observations with the results of student assessments. Furthermore, the data were analyzed quantitatively and qualitatively,

Qualitative research focuses on ontological activities by emphasizing notes with detailed, complete, in-depth sentence descriptions that describe situations in their original form (Nugrahani, 2014).

3. APPLICATION OF CASE BASE METHOD IN ONLINE LEARNING IN HIGHER EDUCATION

Students are divided into small groups of 3-4 students per group. The division of groups with a very limited number is carried out in an effort to optimize the work of all group members so that no one only relies on other colleagues.

The second stage is giving cases to each group. Cases contain speech events or language conflicts or linguistic situations that are relevant to the material at that time. The cases given are real cases, obtained through research, literature searches, and the internet. Cases are cases that are also relevant to the times and realities of today's society.

The third stage is for students to solve the cases given in small groups. Students are directed to solve problems using theories or models of scientific studies obtained through textbooks and the latest scientific articles in reputable journals.

The fourth stage is that students present it in class and other students respond, giving opinions according to what they discussed as well. Lecturers act as tutors.

The last stage, the lecturer provides a summary of the material as a reflection to students through short lectures either directly or through video media.

Hasil asesmen berbasis OBA pada perkuliahan dengan strategi pengajaran CBM ini antara lain; baik mahasiswa ataupun dosen termotivasi untuk lebih aktif sehingga perkuliahan berlangsung lebih bersemangat. Apalagi, kasus yang diberikan merupakan isu-isu bahasa terkini dan sebagian dapat diakses melalui laman dan aplikasi media sosial di internet yang merupakan dunia entertainment mahasiswa.

Students' understanding of the theory and its implementation in the real world is increasing. Students are no longer students who memorize theory but become students who understand theory and are able to apply it in language issues that occur. They can relate their daily experiences related to sociolinguistic studies with existing theories. Thus, students are able to solve language problems that exist in real life, especially language problems in the realm of Sociolinguistics studies.

Problems in the application of the Case Base Method in online learning are technical problems and attitudes of some students. Meanwhile, the challenge for teachers is to prepare materials and encourage students' enthusiasm both in terms of knowledge and skills to work together in groups.

Facing the millennial generation requires skills in designing and using applications needed in the manufacture of teaching materials in the form of multimedia. These skills can be accessed through several channels on the Youtube application. However, direct instructor training is more effective for teachers. Based on the research conducted, this is very much needed by the teacher. We encountered problems in preparing teaching materials that were effectively used through online activities. Therefore, training on the use of multimedia in PBM is needed on a regular basis considering the technology that continues to develop.

These problems are challenges for lecturers in achieving lecture goals. The challenges are providing online lectures that can be accessed by all students, providing support for students to be able to follow lectures carefully, and improving the ability to transfer knowledge so that it is not monotonous.

Lecturers must prepare teaching materials in packages that are easy to understand. The application used must be able to accommodate all students with problems they have, although not all of them must be accommodated by the lecturer. Like the problem of the internet network and electricity supply, it is not a student problem that should be a challenge for lecturers only. However, it is the government's responsibility to provide equitable educational development for students throughout Indonesia.

The solution is to increase the competence of teachers in preparing teaching materials and skills in accordance with the Case Base Method. The other main thing is that the government and stakeholders must continue to improve educational facilities and infrastructure.

4. DISCUSSION

Bruner (1991) states that the case method is effective: It employs active learning, involves self-discovery where the teacher serves as facilitator; builds the capacity for critical thinking: It uses questioning skills as modeled by the teacher and employs discussion and debates (R, 2002). Again, one responsibility for the instructor is to be familiar with (or pre-assess) student abilities and to frame problems at an achievable level. Even when students have autonomy, the teacher has a critical role as advisor and coach and possibly as a resource guide (Allchin, 2013). In conclusion, CBL motivates students toward self-directed learning and to develop analytic and problem-solving skills; thus, CBL could be beneficial for students' entry into clinical departments and, finally, in managing patients (Gade & Chari, 2013).

Ladyanna and Aslinda stated that the problems faced by Indonesian students in taking online lectures were problems with the internet, electricity, online devices, the environment, personal problems, and uninteresting learning and lecturers had to improve their ability to use online learning applications (Ladyanna & Aslinda, 2020).

Broadly, the success of online learning in Indonesia during the COVID-19 Pandemic was determined by the readiness of technology in line with the national humanist curriculum, support and collaboration from all stakeholders, including government, schools, teachers, parents and the community (Aliyyah et al., 2020). So, CBM is very important to be applied to linguistics lectures because language continues to develop so that the teaching of linguistic theory must be done through the latest linguistic cases. The application of CBM through online is also a cutting-edge teaching strategy but requires sophisticated technology support.

5. CONCLUSION

The results obtained are the application of the Case Base Method in online learning in universities can be carried out through several stages, namely giving cases, discussions, presentations, and evaluations. Problems in the application of the Case Base Method in online learning are technical problems and attitudes of some students. Meanwhile, the challenge for teachers is to prepare materials and encourage students' enthusiasm both in terms of knowledge and skills to work together in groups. The solution is to increase the competence of teachers in preparing teaching materials and

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