



Case Method Learning in School-Based Management Course: Unlocking Student Perspective with a Narrative Inquiry Study

Sri Marmoah¹, Roslinawati Roslan², Ratna Widya Irmayanti³

^{1,3} Universitas Sebelas Maret, Surakarta, Indonesia

² Universiti Brunei Darussalam, Brunei Darussalam
marmuah@staff.uns.ac.id

Abstract. This study aims to explore university students' perspectives through their experiences on the case methods learning in School-Based Management (SBM) courses. Using a narrative approach this study analyzed the experiences of 10 students who had attended SBM classes at a university in Central Java. This research used in-depth interviews and were analyzed thematically. The results of the study show that the case method can improve students' understanding of the concept of MBS, develop critical thinking and analytical skills, and increase student engagement in learning. Students remark that the case method in SBM courses enables them to apply theory in real-world circumstances, develop their problem-solving abilities, and hone their communication and teamwork skills. Challenges include difficulty in finding the right solution, limited information, and complexity of case analysis. To overcome this learning challenge, students use strategies such as group discussions, consultation with lecturers, and independent search for additional information. These findings suggest that the case method can effectively prepare students for real-world challenges and develop career-relevant skills in education. This study provides insights into case-based learning in enriching the student learning experience and encouraging innovation in teaching methods in higher education.

Keywords: Case Method, School-Based Management, Narrative Inquiry, University Students.

1 Introduction

School-Based Management (SBM) is an approach to education management that empowers schools to manage resources and make choices on their own, to improve educational quality. School-Based Management (SBM) is a decentralized approach to education management that empowers school leaders with greater authority and accountability to improve learning outcomes [1]. The same conception was conveyed by Khanal and Guha (2023) in which SBM encourages a more democratic and inclusive management style in school administration by actively involving parents, teachers, students [2], and the local community in decision-making processes [3]. The involvement of the

School Committee is crucial in supporting the management of school quality improvement through various means such as providing material support, financial aid, and acting as a learning mediator [4]. The active participation of parents and the community is also encouraged to create collaborations that can support a positive learning environment. Successful implementation of SBM requires attention to communication, resources, disposition, and bureaucracy [5]. With SBM, schools can be more responsive to the specific needs of students and local communities, develop relevant curricula, and empower teachers and staff in the decision-making process. This approach also encourages innovation in teaching methods and extracurricular programs, as well as the development of leadership skills.

The effectiveness of education is significantly influenced by the choice of learning methods used. The interaction between teachers and students, facilitated by modern teaching methods, influences the formation of student values and contributes to the overall effectiveness of education [6]. There are several learning methods used in university education, including active, collaborative, and independent learning that adapt to the demands of Industry 4.0 and integrates technology for effective teaching [7]. Problem-based learning (PBL) and student-centered learning (SCL) are widely used methodologies in higher education [8]. The case method is also a learning approach that is widely used in universities, namely by offering a structured way to guide students' understanding and stimulate critical analysis [9].

The case method is an educational strategy that involves presenting students with practical problem situations to encourage critical thinking, problem-solving, and decision-making skills [9], [10]. The case method involves presenting real-life situations to students to analyze, discuss, and solve, fostering critical thinking and problem-solving skills [9], [11]. The case method not only helps students gain knowledge but also develops a deep understanding of complex issues. The case approach promotes active learning, in which students interact with the topic through discussion, analysis, and practical application, resulting in a deeper comprehension of the subject. Challenges in implementing the case method include the need for adequate physical space for facilitator mobility and ensuring student engagement, especially in large classrooms. The case method is a constructivist teaching approach based on real-life events that can enhance active learning, problem-solving skills, and the application of knowledge [12]. With this approach, students are invited to work together, prepare for real-world challenges, and engage in practical scenarios that require analytical thinking and innovative solutions.

The case method is interesting in school-based management because it allows for in-depth analysis of the application of managerial strategies in school-specific contexts, provides practical insights, and produces solutions that can be applied directly. Previous research has shown that the case method significantly improves learning by increasing learning motivation through active participation, promoting active learning through collaborative analysis and discussion, bridging theory and practice, facilitating critical thinking through case presentation, and increasing learning effectiveness with better assessment results and deeper understanding of the material [13] and increase student satisfaction with their learning experience [14]. Korniiuchuk et al. (2021) stated that the

case method significantly improves learning outcomes and can provide long-term benefits when applied from the beginning of education [15]. The case method significantly enhances learning by developing critical skills, facilitating intrapreneurship, promoting deep learning, aligning with a constructivist approach, and applying theoretical knowledge to real-world situations, which overall has a positive impact on student learning outcomes [16]. The application of the Learning by the Case Method significantly improves the student learning experience by increasing engagement, bridging the gap between theory and practice, motivating problem-solving skills, and promoting active learning, despite the need for improvement in problem preparation and analysis [17].

This study aims to find out and explore students' perspectives on the impact of case method learning in SBM courses. Using a narrative approach, this study explores students' experiences when using case methods in SBM courses, how case methods affect students' understanding, engagement, and skills, and the challenges faced by students and how to overcome these challenges. This study will contribute to improvement in SBM teaching learning strategy using Case Method by providing a perspective on student experience using the teaching method. With the perspective of experience from students, it can contribute to the development of the use of case methods in learning.

2 Methods

This study used a qualitative method with an inquiry narrative research design. Narrative inquiry documents the experiences of a person or small group, showing the lived experience or specific perspective of that individual, typically through interviews, which are then recorded and ordered into a chronological narrative [18]. This approach is best suited for this study because it is in accordance with the sample size in small groups and focuses on exploring their experiences in SBM learning. The narrative inquiry aims to explore people's personal paths toward autonomy in learning [19]. The participants of this study are 10 undergraduate students who have completed 6 semesters and have attended School-Based Management classes at a university in Central Java, Indonesia. Sampling is based on academic grades and active participation in school-based management learning. Data was taken using in-depth interviews with 10 students. The questions explored are related to students' experiences when using the case method in SBM courses, how the case method affects students' understanding, engagement, and skills, and the challenges faced by students and how to overcome challenges. The data was analyzed using thematic analysis. Thematic analysis is a method for identifying and analyzing patterns or themes in qualitative data, such as interview transcripts [20].

3 Result and Discussion

3.1 RQ 1: What are the experiences of students when using the case method in the SBM course?

Based on the results of interviews with students, it was found that the use of the case method in the School-Based Management (SBM) course can enable students to understand and solve various managerial problems in the school environment. Through real-world case analysis that is relevant to real-world situations, students can develop the ability to think critically, analytically, and provide effective solutions. This is evidenced by the results of the interviews with a student with pseudonymous code R5:

“My experience when taking the School-Based Management course using the case study method was quite enjoyable because I was able to learn new things about the application of concepts from School-Based Management. I can also develop my analytical skills towards problems. In addition, using this method can train me in providing solutions and evaluating existing problems, so that I can apply them in real life.”

This case method provides an in-depth and applicable learning experience, where students not only understand the theory but also its practical application. The experience of using the case method can hone essential skills for students' careers in education and prepare students to face future challenges. The case method encourages students to use a wide range of knowledge and skills, which are essential for facing real-world situations that prepare them to overcome diverse challenges in future careers [21]. This is in line with Razali and Zainal's opinion (2013) that through active, case-based learning experiences, students can be better prepared to face future challenges and adapt to find solutions in complex situations [22]. In addition, the case method can encourage students to search for information and data independently [23].

Based on student experience, school-based management learning using the case method is carried out through presentations on cases in classroom management, students can analyze and understand the concepts of School-Based Management (SBM). Case methods can boost exploratory knowledge, critical thinking, and teamwork, and provide possibilities for feedback through presentation and improvement, which facilitates learning of significant concepts [23]. This presentation covers relevant management theories and components and requires students to seek additional information if any concepts are poorly understood. This is evidenced by the results of student interview with the R2 code:

“When using the case method in the School-Based Management (SBM) course, I was able to learn to involve the use of case studies in order to understand and solve various managerial problems and challenges in the school environment. This method is designed based on cases that are relevant to the managerial problems and challenges faced by the school. The cases raised can also be based on situations that

exist in the real world so that it is easy for me to understand them during SBM lectures."

The case method not only helps in applying the theory to real situations but also develops a deep understanding of concepts such as decentralization, community participation, and accountability. This method is very effective in improving students' understanding because it encourages critical and analytical thinking and makes it possible to assess the application of theory in a practical context. This is in accordance with the opinion Efremenko et al. (2020) and Nurkhin et al. (2022) which state that the case method in education greatly helps develop students' critical thinking and analytical skills by providing them with opportunities to engage in problem-solving, self-analysis, and decision-making [14], [24]. The case method can strengthen students' problem-solving and critical thinking skills, which is important for educators to analyze situations and make informed decisions in professional practice [21]. By analyzing and presenting real cases, students can develop important skills in identifying problems [25], evaluating information [26], and developing effective solutions [27] relevant to school management, which deepens their understanding and prepares them for future challenges.

Based on the results of the interpretation of the answers of 10 students, it was found that concepts in school-based management such as components, planning, and resource management are easier to understand through the case method. This method strengthens students' understanding of how theory works in practice in the field. The case method bridges the theory-practice gap through intensive learning experiences [26]. This method allows students to immerse themselves in realistic managerial situations, and make decisions under constraints and conflicting goals, thus connecting theoretical concepts with practical applications [24]. The case method stimulates deep thinking, encourages active participation, and increases learning motivation by engaging students in solving authentic or near-authentic cases, thereby strengthening their learning effectiveness and memory retention [28]. In the context of School-Based Management (SBM), the case method is very effective in facilitating the understanding of important concepts. The case method is effective in facilitating the understanding of important concepts by allowing students to independently acquire knowledge, apply it in problem-solving, and make choices in non-standard situations, leading to a comprehensively developed individual education [14]. By providing real or simulated situations, this method helps students see the application of theories such as resource management, policy implementation, and decision-making in real practice. This process improves students' analytical and critical skills and deepens their understanding of various managerial concepts in realistic contexts. By using the case method, students can develop the necessary skills in dealing with practical problems and applying theory in real situations [22].

The case method significantly improved students' critical thinking and problem-solving skills as stated by a student with a pseudonym code R6:

"The case method helps me think critically and solve problems, because in the case method I have to understand general knowledge and also concepts in detail related

to the material. In addition, I also have to find out various problems and find solutions to overcome problems.”

Through complex and real-life case analysis, students learn to dig deep into information, and understand context, and the factors involved. The case method brings a slice of reality into the classroom, facilitating engaged learning, analytical thinking, and reflective thinking, which significantly improves students' critical thinking and problem-solving abilities [28]. This method encourages students to investigate the problem thoroughly, identifying the root cause [29], and develop effective solutions [9] by using relevant data and information. Taking into account various alternative solutions and the long-term impact of the decision, the case method helps students to think systematically and make decisions based on comprehensive data analysis [30]. The case method challenges students to analyze real cases [31]. This allows students to tackle problems with a more structured and information-based approach, as well as improve their overall problem-solving skills. The case method improves students' problem-solving skills by providing a structured and information-based approach [32].

The case method in the School-Based Management course is very memorable because it successfully combines theoretical and practical aspects of learning. Students feel this method enhances their creativity and critical thinking skills through hands-on experience such as field data collection and real-life case analysis. This is in line with the opinion by Maryani and Yani (2024) that case methods can improve critical thinking skills by engaging students in active learning, making them a valuable tool for fostering creativity and problem-solving through real-world scenarios [33]. Interaction between classmates can foster creativity and critical thinking as students collaborate and share diverse perspectives during hands-on activities [34]. Engaging in an active and collaborative process allows students to gain perspectives, strengthen communication skills, and satisfaction when finding effective solutions. An active and collaborative process in education can enhance student learning by providing a variety of perspectives [35]. The case method can also strengthen communication skills as students interact, share ideas, and work together to solve problems [33]. Case methods allow them to get different perspectives [36] and students may feel satisfied when they find an effective solution [37]. The case method in SBM courses not only deepens their understanding of the material but also increases interest and motivation to continue learning. The case method is recommended to promote decision-making and problem-solving skills, stimulate personal reflection, and improve critical thinking skills among students [38].

3.2 RQ 2: How do case methods affect student understanding, engagement, and skills?

Based on the results of the interviews with the students the case method can affect the level of student involvement in the classroom by encouraging activeness in the learning process. Instead of just listening to lectures, this method requires students to analyze cases, discuss, and provide solutions based on an understanding of relevant

concepts. The case method also significantly improved student interaction with classmates and lecturers. The theory of symbolic interactionism presented by Erving Goffman can deepen the understanding of the interaction between students and lecturers. Goffman (in Leeds-Hurwitz & Winkin, 2022) states that interaction can be built and meaningful through the process of communication [39]. Likewise, the interaction that occurs between a student and his classmates and also lecturers can bring meaning to SBM learning. The group discussions resulting from case analysis facilitate collaboration and exchange of ideas between students, strengthen teamwork relationships, and broaden perspectives. These interactions improve communication, negotiation, and leadership skills. The discussion process can give students satisfaction when their opinions feel valued and heard which can lead to confidence in their opinions and students have a sense of togetherness [40]. On the other hand, lecturers play an active role as facilitators, provide constructive feedback, and guide discussions. This allows students to get in-depth explanations and clarifications, improve presentation skills, and build closer relationships with lecturers. Overall, the case method creates an interactive and dynamic learning atmosphere, motivating students to participate more actively and improve social and academic skills. This is evidenced by the following interview results:

"The case method affects my engagement rate in the classroom. Through the case method, my activeness in the classroom has increased. Case methods often spark active and interactive class discussions. So that I as a student can share perspectives, discuss various approaches, and learn from other people's perspectives, which enriches my understanding of certain topics." (R4)

"The case method makes me more active in class. I often discuss with friends to find the best solution for each case. In addition, I also often ask lecturers if there is anything that is not clear." (R10)

The case method in SBM can increase student participation in class discussions and deepen understanding of the material through in-depth interaction and analysis. The case method motivates students to find solutions, actively participate in discussions, and apply theories in real situations. This is in line with the opinion of the case method to improve learning through real-world cases [29], discussion [41], and participation [28]. Encourage participation in discussions and increase student engagement [42]. Feedback in the discussion is useful to help students identify improvements and strengthen their efforts to be better as well as an encouragement to increase confidence [43]. In addition, this method also allows students to have discussions with classmates and lecturers, which helps to clarify understanding and improve analytical skills, making the learning experience more effective and enjoyable. The case method can improve student motivation, engagement, and individual accountability for group goals [44]. The case method is effective in facilitating the understanding of important concepts because it allows students to apply classroom content to real-world problems, encouraging engagement and collaboration among peers [35]. The case method can build good teacher-student interaction and improve student learning effectiveness by focusing on problem-solving and promoting active learning [13].

The case method significantly motivates students to learn by providing challenges in solving problems and finding solutions. Case-based methods effectively motivate students [45]. The case method encourages to better understanding of the concepts of School-Based Management (SBM) through the search for additional information and the application of theory in real-life situations. By dealing with complex and relevant cases, students not only learn theory but also develop critical and creative thinking skills. The sense of achievement and satisfaction obtained after solving the case, as well as the benefits of the results of the presentation, increase interest and motivation in learning. This is supported by the following student interview:

“This method makes me more motivated to learn. The case method trains me to think systematically, analytically, and creatively based on interesting and relevant cases can increase my interest in the topic I am studying, and I will be more active in asking questions, giving opinions, and speaking in class. When a case is over, I will feel satisfied and proud of what I did. This sense of accomplishment will make them more confident and encourage them to handle the next case.” (R7)

“The most memorable thing was when I managed to find a creative solution to a fairly complex case. I feel very satisfied to be able to apply the knowledge I have learned.” (R10)

Through case-solving experience, students can increase their confidence in their ability to face challenges through case-solving experiences[23]. This process makes learning more engaging and rewarding and reinforces the desire to explore and contribute in the future.

Furthermore, according to students, the case method is effective in developing various important skills such as critical thinking, problem analysis, and communication. By involving complex case analysis, this method allows students to improve their skills in dealing with problems, finding effective solutions, and communicating ideas. Through presentations, discussions, and reflections, students not only learn theory but also hone their communication skills and work in a team. This is in accordance with the following interview results:

“Through the case method, the skills that I can develop include problem analysis skills, problem solving, social skills, critical thinking, communication, decision-making, and evaluation.” (R5)

“I became more trained in analyzing problems, thinking critically, communicating, and working together in a team. These skills are essential for success in the world of work.” (R10)

With the case method of learning, it provides skills such as critical thinking, problem-solving, communication, etc., which are very important for success in the world of work. The case method encourages students to continue to learn and develop, thus enriching the learning experience and increasing their readiness for future professional

challenges. In case-based learning, students work together to find solutions, and improve collaboration and teamwork skills [23]. The case method encourages active engagement between students and instructors, helping students develop communication and discussion skills that are essential for their future careers [22]. Similar opinions were expressed by Suartama et al. (2024) that the case method allows students to study and solve problems on the topics they are studying, developing critical thinking skills that are essential for an education career [23].

3.3 RQ 3: What are the challenges faced by students and how to overcome these challenges?

Based on the results of the interview, during learning using the case method in SBM learning, students often face obstacles such as difficulties in finding solutions, limited information, and challenges in in-depth data analysis. This is supported by the statements made by the students below:

“The obstacle or challenge that I face when participating in learning using the case method is sometimes difficult in finding solutions to the problems described.” (R1)

“One of the challenges I face is related to limited information, so that it sometimes makes it difficult for me to understand the case given or provide effective solutions to handle the case.” (R5)

“The challenge I faced was understanding the material, because without a good understanding, the given case could not be solved.” (R8)

As for the solutions that students apply to overcome this obstacle, they include finding additional references, reading relevant materials, practising data analysis regularly, and discussing with classmates and lecturers. The following is evidence from interviews conducted with students:

“I try to read and look for materials related to the case to increase my knowledge” (R2)

“The solution is that regular practice in analyzing cases, group discussions, and guidance from an instructor or mentor can help hone analytical skills. Reading literature or related materials can also improve comprehension.” (R4)

In case methods in management learning, it is important to have discussions or questions and answers that are useful for developing critical thinking skills [46]. Discussions not only help in understanding the case better but also build communication skills and the courage to speak up. Engaging in discussions can also foster a supportive environment where one can express thoughts and ideas to improve communication skills [47]. Discussion aids in case understanding, improves communication skills, and fosters the courage to engage in arguments [48]. By being open to criticism and taking advantage

of feedback, students can improve the quality of their analysis as well as their overall critical thinking skills. In addition, feedback strategies such as asking questions [49], giving comments, and giving praise can improve students' critical thinking skills by encouraging them to analyze, apply, and evaluate the material studied effectively [50], [51].

At the end of the interview, the students were asked about suggestions for improving learning effectiveness. According to the students in this study, the case method in SBM learning is currently effective in practicing critical thinking and problem-solving skills, but it still has the potential to be improved. To increase effectiveness, it is recommended to implement a more even distribution of problems in groups, so that all students in classes can actively contribute. The selection of relevant and current cases, as well as the use of technology for interactive simulations, can increase student engagement and understanding. The provision of additional materials, constructive feedback, and case application in local contexts or real projects will deepen students' understanding and skills. Finally, collaborating in group discussions and involving technology in learning can create a more dynamic environment and support skill development effectively. Research by Putra et. al. (2024) stated that by applying a more even distribution of problems in groups, this case method can be further optimized so that it can be ensured that all students actively contribute to learning and deepen understanding [52]. Research shows that applying the case method increased student participation from 38.86% to 69.14% [53]. The effectiveness of the case method depends on the selection of relevant and up-to-date cases [54]. Instructors should consider case characteristics, including the complexity and diversity of issues, to improve teaching outcomes and align with students' knowledge and experience [55]. The application of case studies in groups encourages collaboration and communication between students so as to create a dynamic learning environment. This approach can also enhance analytical thinking, problem-solving, interpersonal skills and effectively support students in applying theoretical concepts to real-world situations through engagement and active discussion [56].

4 Conclusion

The use of case methods in School-Based Management (SBM) courses provides an immersive and applicative experience for students, improving critical thinking, analytical skills, and effective solutions through relevant real-life case analysis. Students experience improved analytical skills, the ability to provide solutions, and an understanding of school-based management concepts, preparing them to better face future challenges. The case method also increases students' involvement in the learning process, encouraging them to discuss, analyze cases, and find solutions, as well as motivate them to seek additional information and apply theories in real-life situations. Challenges faced by students, such as difficulty finding solutions, limited information, and in-depth data analysis, are overcome by seeking additional references, reading relevant materials, practising data analysis, and discussing with classmates and lecturers. Students suggested increased distribution of problems more evenly across groups, selection of relevant and current cases, and the use of technology for interactive simulations to increase

their engagement and understanding, all of which improved their readiness for future professional challenges. To increase student engagement and understanding, it is recommended that lecturers select relevant and up-to-date cases, use technology for interactive simulations, and provide constructive feedback. With this approach, students will become more skilled in critical and analytical thinking and better prepared to face professional challenges with better collaboration and communication skills.

Acknowledgements. The author would like to thank Sebelas Maret University and Universiti Brunei Darussalam for the intellectual support in this research.

Disclosure of interests. The author states that there is no conflict of interest related to the research or publication of this article.

References

1. J. A. Navarro, M. B. Saking, M. W. Mateo, M. B. Ramos, and E. K. Banggawan, "Exploring How Elementary School Principals Use School-Based Management To Lead Adaptively," *Cogniz. J. Multidiscip. Stud.*, vol. 4, no. 3, pp. 228–243, 2024, doi: 10.47760/cognizance.2024.v04i03.021.
2. S. Khanal and P. Guha, "Exploring the relationship between school-based management and school climate using PISA data," *Asia Pacific Educ. Rev.*, vol. 24, no. 4, pp. 617–631, 2023, doi: 10.1007/s12564-023-09846-0.
3. M. Firman, B. Berliana, and W. Warta, "School-Based Management As a Method To Improve Education Quality in Senior High Schools: a Perspective on the Headmaster'S Roles," *Paedagog. J. Pendidik.*, vol. 13, no. 1, pp. 81–92, 2024, doi: 10.24239/pdg.vol13.iss1.483.
4. D. Ferriswara, A. Ambarwati, S. Roekminiati, and I. Devy Pramudiana, "School Committees' Effectiveness in the Context of School-based Management Policy," *KnE Soc. Sci.*, vol. 2024, pp. 605–614, 2024, doi: 10.18502/kss.v9i7.15533.
5. F. D. Rohmah, Sukardi, and Saudah, "Educational Strategy through School-Based Management," *Int. J. Res. Soc. Sci. Humanit.*, vol. 05, no. 04, pp. 46–52, 2024, doi: 10.47505/ijrss.2024.4.5.
6. J. M. Magamedova, M. S. Turpalova, and Z. M. Lorsanova, "Methods For Learning Programming," *Proc. Int. Conf. «Social Cult. Transform. Context Mod. Glob. (SCTCMG 2022), 19-21 April. 2022, Grozny, Chechen Republic, Russ.*, vol. 128, pp. 398–403, 2022, doi: 10.15405/epsbs.2022.11.55.
7. A. C. De Paz Lazaro, Y. E. Damian Espinoza, and H. E. Verde Lujan, "Styles and forms of learning in university education," *Minerva*, vol. 3, no. 8, pp. 84–92, 2022, doi: 10.47460/minerva.v3i8.67.
8. U. Sattarova, W. Groot, and J. Arsenijejevic, "Modern learning approaches in higher education: A review of the literature," *Zb. Instituta za Pedagos. Istraz.*, vol. 52, no. 2, pp. 418–478, 2020, doi: 10.2298/ZIPI2002418S.
9. Z. Safarova, "Case Method in Teaching Pedagogical Approach," *Eur. J. High. Educ. Acad. Adv.*, vol. 1, no. 3, pp. 1–3, 2024, doi: 10.61796/ejheaa.v1i3.347.
10. M. N. Isakovna, I. M. Ibdullayevna, K. N. Ibragimovna, and K. M. Asamovich, "Case Method and Its Use in Chemistry," *J. Adv. Zool.*, vol. 44, no. S-5, pp. 1502–1506, Oct. 2023, doi: 10.17762/jaz.v44iS-5.1331.

11. M. Musara, "Using the Case Study Method in Undergraduate Entrepreneurship Education," *Adm. Sci.*, vol. 14, no. 4, 2024, doi: 10.3390/admsci14040060.
12. T. T. Tu and N. T. Thuy, "Applying the Case Method in Teaching the Department of Defense and Security Education At Thai Nguyen High School, Vietnam," *Eur. J. Phys. Educ. Sport Sci.*, vol. 9, no. 5, pp. 11–20, 2023, doi: 10.46827/ejpe.v9i5.4739.
13. C. H. Huang, L. H. C. Hsiao, and S. L. Ko, "Effect of applying case method to anti-corruption education on learning motivation and learning effectiveness," *Rev. Cercet. si Interv. Soc.*, vol. 73, pp. 276–287, 2021, doi: 10.33788/rcis.73.17.
14. A. P. Efremenko, D. A. Berezhnoy, A. P. Tsilinko, T. A. Lomakina, and A. I. Solovey, "Case method in vocational training for future specialists of culture and art," *Univers. J. Educ. Res.*, vol. 8, no. 9, pp. 3793–3798, 2020, doi: 10.13189/ujer.2020.080901.
15. O. Y. Korniihchuk, L. M. Bambyzov, V. M. Kosenko, A. M. Spaska, and Y. V. Tsekhmister, "Application of the case study method in medical education," *Int. J. Learn. Teach. Educ. Res.*, vol. 20, no. 7, pp. 175–191, 2021, doi: 10.26803/IJLTER.20.7.10.
16. K. E. Tambunan, A. F. Hasibuan, R. R. Prayogo, F. R. Dongoran, D. H. Syah, and G. H. Sagala, "The effectiveness of case method in developing intrapreneurship among business students," *J. Educ. Learn.*, vol. 18, no. 2, pp. 296–304, 2024, doi: 10.11591/edulearn.v18i2.21161.
17. Y. Fitri and E. Patriana, "Penerapan Learning by the Case Method terhadap Efektivitas Pembelajaran Mahasiswa Akuntansi UIN Jakarta," *Akuntabilitas*, vol. 15, no. 1, pp. 1–18, 2022, doi: 10.15408/akt.v15i1.24818.
18. D. Lyons and J. Scull, "Critiquing narrative inquiry's epistemological pillars within a large-scale study into the teaching of phonics," *Int. J. Res. Method Educ.*, vol. 47, no. 2, pp. 114–125, 2024, doi: 10.1080/1743727X.2023.2196066.
19. G. Byrne, "Narrative inquiry and the problem of representation: 'giving voice', making meaning," *Int. J. Res. Method Educ.*, vol. 40, no. 1, pp. 36–52, 2017, doi: 10.1080/1743727X.2015.1034097.
20. M. E. Kiger and L. Varpio, "Thematic analysis of qualitative data: AMEE Guide No. 131," *Med. Teach.*, vol. 42, no. 8, pp. 846–854, 2020, doi: 10.1080/0142159X.2020.1755030.
21. L. Cruz *et al.*, "Top Chief: A Critical Assessment of a Cross-disciplinary Case Study as Common Intellectual Experience," *Innov. High. Educ.*, vol. 48, no. 3, pp. 415–432, 2023, doi: 10.1007/s10755-022-09598-6.
22. R. Razali and D. A. P. Zainal, "Success factors for using case method in teaching and learning software engineering," *Int. Educ. Stud.*, vol. 6, no. 6, pp. 191–201, 2013, doi: 10.5539/ies.v6n6p191.
23. I. K. Suartama, I. K. Sudarma, I. G. W. Sudatha, A. I. W. I. Y. Sukmana, and K. Susiani, "Student engagement and academic achievement: the effect of gamification on case and project-based online learning," *J. Educ. Learn.*, vol. 18, no. 3, pp. 976–990, 2024, doi: 10.11591/edulearn.v18i3.21349.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

