



{ MUDIMA }



Student Learning Outcomes and Motivation on Arts and Skills Education Course in PGSD Study Program of STKIP Taman Siswa Bima

Nur Ifniati^{1*}, Mulyanto², Basuki Sumartono³

Universitas Sebelas Maret Surakarta

Corresponding Author: Nur Ifniati nurifniatiproletar@student.uns.ac.id

ARTICLE INFO

Keywords: Case Study Learning Method, Learning Outcome, Learning Motivation, Arts and Skills Education Course

Received : 2 November

Revised : 20 December

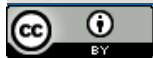
Accepted : 19 January

©2024 Ifniati, Mulyanto, Sumartono:

This is an open-access article distributed

under the terms of the [Creative](#)

[Commons Atribusi 4.0 Internasional](#).



ABSTRACT

The objective of this study is to propose a case study method application which can improve student learning outcomes and motivation in the arts and skills education course in the PGSD study program at STKIP Taman Siswa Bima. This Classroom Action Research (CAR) study adopted the Kemmis and McTaggart's model design, which involves planning, implementation and evaluation. The data were derived from primary data on learning outcomes and learning motivation after applying the case study learning method. The study object was to apply the case study learning method. The data collection methods include library studies, observation, tests, questionnaires, interviews, and documentation. The data analysis technically used a qualitative descriptive method. The study results revealed that the case study method is used in the PGSD study program at STKIP Taman Siswa Bima through conveying objectives and motivation, dividing students in groups, distinguishing cases, students having discussions, students delivering presentations, and evaluating learning. The case study method includes components of the Semester Learning Plan, media, materials, and learning objectives. The case study method can improve learning outcomes and student motivation in the arts and skills education course in the PGSD study program at STKIP Taman Siswa Bima. This can be measured by the increase in learning outcomes in Cycle III, where the completeness score was 100% and learning motivation was 96.7%

INTRODUCTION

Education is fundamental and has been successfully developed in Indonesia; however, it needs to be optimized with regards to improving the quality of human resources through education. To satisfy national and global demands, developments must be made (Hermawan & Arifin, 2021; Nurwiati, 2022). Similarly, development is unlikely to be achieved without qualified human resources (Anggraeni, 2011). The development of educational quality among lecturers and students of varying abilities, skills, life philosophies, etc. Due to such differences, learning is an educational process that entails a wide range of strategies, approaches, methods, techniques, and learning models in order for students to properly and comprehensively comprehend the course (Erwin Akib et al., 2020). Student mastery of a course of study will likely be determined by the competencies that they have, one of which is their capacity to use reasoning ability to solve contemporary challenges.

One of the key objectives of education is to help students develop problem-solving skills (Rahman, Mehadi, 2019; Suratno & Waliyanti, 2023). When students face an issue that corresponds to a real-world situation, they use their critical-thinking skills. Problem-solving is a process in which students combine what they have previously gained to use it to come up with problem-solving solutions in new situations (Bransford et al., 1986). This is essential for students who are dealing with real-life problems that need to be managed in the future. Therefore, we need a method that can help students in developing problem-solving skills.

Lecturers have a considerable effect on students' educational achievement. If the competency and quality of lecturers' competencies are effectively raised, this will have a far higher impact on the development of worldwide fields of education. It is envisioned that through exploring the potential of educators, student potential will be explored, creative teaching techniques will develop, and educational quality will be enhanced as well (Muslimat, 2021). Lecturers, as change agents, may shift teaching methods from teacher-centered to

student-centered patterns of thinking and learning processes. Lecturers are expected to be more creative, innovative, and entertaining when delivering course material. Lecturers have to be able to reduce curriculum material that is incompatible with the needs of students or the university as a whole in order for it to be given in a way that meets the needs of students. Prior studies found that lecturers' pedagogical competency scores have been good, however not in all aspects that contribute to competency, particularly curriculum development and learning methods based on inadequate educational learning concepts, and many students are still dissatisfied with lecturers' learning methods in class (Sadri, 2019).

Students in the Primary School Teacher Education (PGSD) Study Program at Taman Siswa Bima, West Nusa Tenggara, have encountered a number of issues which have affected their learning. The primary concern is that the lecturers' implementation of the learning process does not seem in compliance with the graduate learning outcomes (CPL). The learning implementation remained traditional, presenting material through interactive lectures, questions and answers, and the use of Power Point media. There are still many students who do not open up the materials during class, seem inefficient and sluggish and affect the teaching and learning process. Students tend to remain silent throughout the teaching and learning process, without willing to express their opinions or answer the lecturer's questions unless being appointed by the lecturer to do so. Apart from that, lecturers seemed to be less creative and innovative in terms of making enjoyable learning. This situation lowers the efficiency of learning activities and reduces student motivation to learn. There is a problem with insufficient educational facilities to support the learning process in the PGSD Study Program at Taman Siswa Bima, such as the use of projectors and other equipment which is still used on a rotating basis from class to class, which indirectly hinders the learning process in the PGSD Study Program.

Case studies are developed using a discussion method by giving real-world example cases with business cases that show success (Escartín et al., 2015). The case method (CM) learning model is a learning model that leverages prior instances which are forced to occur as a medium for students to play roles with the objective of students being able to solve and be free of the problems/cases they are experiencing (Bower et al., 2015). In the case method learning process, teacher serves as a facilitator, initiator, director, participant, and motivator (Syam, 2022). The case method was chosen because it can be used in resolving difficulties related to student activities and learning outcomes. In Danilin's study, case method can develop analytical skills, critical thinking, creative thinking, practical skills, communication skills, social and reflexive skills. In addition, case method can be used to encourage student collaboration's enthusiasm and characters (Nugroho & Bramasta, 2019). Other studies have shown that case method learning can accomplish all levels of thinking in Bloom's Taxonomy (Kulshrestha, 2021).

Prior studies shown the importance of a lecturer's ability to decide on learning methods that are relevant to the course material being given (Simamora, 2020; Tang, 2020). The objective of this paper is to use the Case Study learning method on campus, specifically in Arts and Skills Education classes, so that students can resolve their own problems and find answers to existing ones. Students will be pleased if this procedure goes well since they will be able to resolve the present issues. Students who have a profound appreciation for their own abilities will have more self-confidence, which will affect their enthusiasm to learn.

METHODS

This is a Classroom Action Research (CAR) which referred to Kemmis and McTaggart's model design (Kemmis & McTaggart, 1988). This study was designed in three stages: cycle I, cycle II, and cycle III, which included planning, implementation and evaluation stages. This study applied both primary and secondary data. Primary data include

student learning results after using the case study method, and secondary data include student learning outcomes before using the case study method. The study included 30 students from the Elementary School Teacher Education Program (PGSD) study program at fourth semester at College of teachers and educational sciences of Taman Siswa Bima. The research participants involved 24 female and 6 male PGSD students. The data collection methods used literature studies (books, literature, notes, articles, and reports), observation, evaluation, questionnaires, interviews, and documentation. Direct observation of the research setting and use of the case study learning approach were applied for the observations. Evaluations are used to determine the extent to which students were taught about a given course. To measure students' learning motivation responses, questionnaire sheets were used. Interviews were used to acquire insufficient student data as well as the lecturers' teaching methods and media. Documentation comprised photos, recordings of learning meetings using the case study learning method, and documents such as the RPS, campus profile, campus organizational structure, etc. A qualitative descriptive method was adopted to analyze the data. Changes in improved learning outcomes and motivation are indicators of successful outcomes in classroom action research. It is determined to be efficient if the learning outcomes and learning motivation achieve a percentage of 80% of the number of students showing "very good" (SB) learning outcomes and learning motivation.

RESULTS AND DISCUSSION

Pre Action

This study was carried out on fourth semester students of PGSD Study Program at the Teacher Training and Education College (STKIP) Taman Siswa Bima. STIKP Taman Siswa Bima is located on Jl. Taman Siswa Education, Belo, Palibelo District, Bima Regency, West Nusa Tenggara. The lecturer's lesson on the Arts and Skills Education Course is a mandatory course taught by Putri Febrianti, M.Pd. The planning step involves developing a Semester Learning Plan (RPS) for fine

arts and education skills courses, which are required courses with learning objectives such as Study Program-CPL, which has been assigned to the course (MK), course learning outcomes (CPMK), and final skills. each learning step (Sub-CPMK). The learning method is performed offline, with a course of study of 3x50 minutes.

The material offered includes the meaning of culture and the arts education and skills based on National Education System Law No. 19 of 2005, as well as the importance of arts education. The material continues with a definition of 2-dimensional fine art and examples of 2-dimensional artworks such as painting, illustration art, and graphic art. The lecturer presents the meaning and examples of 2-dimensional artwork in a PowerPoint Presentation for each example of the topic. The additional material offered on numerous types of graphic arts includes transparent techniques, flat printing techniques, high printing techniques, deep printing techniques, and light printing techniques, all of which are detailed thoroughly with examples.

The materials presented by lecturers of STIKP Taman Siswa Bima in the fine arts and skills education course to fourth semester students in the PGSD Study Program were through PowerPoint presentation including the graphic arts course, specifically printing techniques. The lecturers prepare pretest questions that will be administered to students in writing. In research, evaluation questions take the form of essay assessments which are developed in line with the lecture the course being presented. Based on the results of the evaluation questions, many students are found to be unrelated to art, branches of art, various forms of art, and differences in two-dimensional art. Students also struggled to understand graphic arts, which are frequently applicable to calligraphy.

We identified issues related to the learning process which students received during our a preliminary study observation (pre-cycle). Preliminary college learning corresponds to the basic concepts of art education, as well as the functions and objectives of fine arts education. Learning continues to be performed in the conventional approach, with

lectures, interactive questions and answers, and PowerPoint presentations.

Learning activities were carried out in initial situations, and the majority of students tended to have little motivation. There were still many students who did not open fine arts and skills materials while learning and seemed unfocused and sluggish, making the teaching and learning process less effective. This caused students to lose enthusiasm for learning, leading them to talk to themselves when the lecturer was delivering the lesson material, they tended to lose interest about the subject being discussed, etc.

Students preferred to remain silent during the teaching and learning process, not willing to explore or ask opinions or answer the lecturer's questions unless assigned by the lecturer. Apart from that, lecturers were less creative and innovative in creating an exciting and enjoyable atmosphere for learning with students. This issue made learning activities less effective, and students became less motivated to learn.

To cope with the issue, lecturers who apply the Case study method should create the Course Implementation Plan for Arts and Skills that employ the Case study method in an engaging and innovative way that fosters student enthusiasm. Learning motivation is the ability that moves or motivates students to learn or master the course material they are learning. Motivation can be used to encourage students to become more involved in their academic endeavors. Students who are highly motivated to learn will be interested, actively involved, and even take the initiative in their learning process. Additionally, those who are strongly motivated to study are willing to give their best and use a number of effective strategies to gain academic achievement (Gintings & Si, 2010, pp. 86–87).

The final competency of each learning stage in the pre-cycle is that some students were able to articulate the fundamental concepts of art education, the objectives and functions of fine arts education, and even they seemed capable to explain and theoretically differentiate between fine arts education and skills.

Cycle 1 Action

The planning stage involves developing a Semester Learning Plan (RPS) for fine arts and skills education courses as a mandatory course, that includes learning outcomes such as CPL Study Programs imposed to the Course (MK), course learning outcomes (CPMK), and final competencies for each learning stage (Sub-CPMK).

The implementation of learning activities in cycle I took place on Thursday, February 23, 2023, and was led by the semester I cycle learning plan. The learning activities began at 10 a.m. with lecture material on various types of two-dimensional art. The activities fall into three categories: initial activities, core activities, and closing activities.

The lecturer greeted the students who were coming to participate in the initial phase of the activity. Then both the lecturer and the students prayed together, guided by the course lecturer. Before the main activities begin, the lecturer explained the learning objectives that students would achieve. CPMK 1 in Cycle I emphasizes students' ability to differentiate objects, materials, and their useful characteristics, whereas CPMK 2 centers on students' ability to master the concepts of objects, materials, and their useful characteristics logically, critically, systematically, and innovatively. The lecturer also seems to have encouraged students by underlining that the Fine Arts and Skills course is unlike other disciplines in that it promotes creativity and appreciation of art itself. The lecturer also answered questions on the material given, including the basic concepts of fine arts education, as well as the advantages, functions, and objectives of arts education. The lecturer asked students questions and allowed them to respond briefly about the course material. The lecturer subsequently reviewed calligraphy and discussed the basic concepts of fine arts education, including the benefits, functions, and objectives of arts education.

The lecturer subsequently organized the students into small groups of 5-6 people. The lecturer then instructed students to work in groups to answer issues related to various types of two-dimensional art and their applications. Students were encouraged to

discover through calligraphy designs made using items available in their daily lives and in their neighborhood. Students discussed and solved calligraphy design issues. Due to time constraints, students in cycle I did not make a guidance presentation with the lecturer discussing calligraphic design, thus they were asked to offer guidance at the following meeting.

Before the activity finished, students were asked to fill out a motivation questionnaire and work on evaluation queries developed by the course lecturer and collaborators. The lecturer performs evaluation activities on the subject that the students have learned throughout the closing activity. The lecturer takes and responds to questions from students on learning activities using case studies. The lecturer informs students about the forthcoming week's learning activities before concluding the learning with a collective prayer.

The phases of the case study method can help students acquire independence in resolving problems and take responsibility for problem solutions. Thus, it is believed that by using this method, students will be able to fully understand and absorb the subject being taught, as well as reach the indicator targets in the semester learning design of the course (Pernantah et al., 2022).

The final ability of each learning stage in cycle I is that some students are found to be able to explain calligraphy material and students are discovered to be able to produce calligraphy art designs. Following cycle I (after having applied the Case Study method), the evaluation results revealed that (1) only a few students could answer questions from both the lecturer and other groups because they were unable to understand the material given by the lecturer; (2) the lecturer was found to have been not yet knowledgeable in presenting material in case studies and is not precise in dividing time, as students use excessive amounts of time for discussions, leading to only some groups making presentations; (3) the results of the first cycle of learning were quite good, students were enthusiastic during the teaching and learning process, even though the results did not meet the completeness score.

The follow-up to the learning evaluation results in cycle I comprise (a) the lecturer(s) must have greater mastery of the material and be more effective in managing students' time during group discussions; (b) the lecturer conveys/emphasizes to the students that group discussions are actually filled with material, and that many students will ask questions and answers in order to better understand the material.

Cycle II Action

The Semester Learning Plan (RPS) in fine arts and skills education courses is a mandatory course involving CPL-PRODI, CPMK, and Sub-CPMK. Cycle II's study material is 2-dimensional fine art. Students received non-tests for the evaluation assessments evaluated in cycle II. The second cycle evaluation is based on the accomplishments of students' work, including the selection of calligraphy designs and the design stage process.

The implementation of learning activities continued in cycle II, which was held on Thursday, March 2, 2023, and was directed by the evaluation in cycle I and the semester learning plan for cycle II. The learning activities began at 10.00-11.30 a.m. with lecture material on 2-dimensional art techniques. Initial activities, core activities, and closing activities comprise the activities.

Similar to Cycle I, the lecturer's initial activity in Cycle II was to greet the students in the classroom. The course lecturer then leads both lecturers and students in prayer. The case study learning method is used in the core activity, and the lecturer first communicates the learning objectives to be reached and motivates students. The lecturer additionally motivates students by explaining that in the Fine Arts and Skills course, students could express their deep emotions through art objects that are developed in a way that other people who perceive them can see or touch. The lecturer also answered questions on the course she provided, mainly techniques for making second-dimensional fine art. The lecturer offered questions and invited students to respond briefly concerning the lecture course. The lecturer subsequently provided details about techniques for making second-dimensional fine art, with an

emphasis on calligraphy design material, using an LCD projector to display material provided in Power Point.

The lecturer discussed various styles of two-dimensional art as well as techniques for creating second-dimensional art. She brought together students who were already in groups to continue discusses about developing calligraphic designs, as outlined at the previous meeting. Lecturer guided students through calligraphy designs that have already been developed for feedback. Once the lecturer has accepted the calligraphy design, students went to discuss the materials used to create the design. The lecturer added that students can use items available in their everyday lives or in their surrounding area. Students who had completed tasks in the calligraphy design stage were invited to share the results of the discussion. Students are able to master the difficulties mentioned while delivering the presentation, and questions and answers contributed by other students are properly responded.

Before the activity finished, students were asked to fill out a motivation questionnaire and work on evaluation questions developed by the course lecturer and collaborators. The lecturer evaluated the material that the students had studied all through the closing activity. She used case studies to solicit and answer questions from students regarding their learning activities. Before praying after learning, the lecturer informed students about the upcoming week's learning activities, which is followed by a group prayer to close the learning.

Appropriate learning methods can increase students' learning motivation; therefore, all lecturers must be capable of developing sustainable learning innovations and providing special motivation for students to study according to the learning material, such as the case study method for two-dimensional fine arts material. Learning through case studies provides advantages that help students learn. The case study learning method inspires students to constantly think critically in order to solve a particular case, beginning with issue creation, data collecting, data management, data analysis, and eventually providing conclusions. Given the

educational experience developed through the case study method, the students' focus is focused on the learning process, leading to effective learning. Hence through developing such learning situations, it is possible to ensure that the learning objectives that have been established have been fulfilled (Ibrahim, 2023).

Students were found to be able to develop 2-dimensional works of fine art and to practically build and design craft works of art at the end of each learning stage during cycle II. Students in Cycle II can design calligraphy in the design stage, which allowed them to proceed with the actual practice of making calligraphy designs.



Figure 1. Design Plan of Group 1



Figure 2. Design Plan of Group 3

Results from the evaluation revealed that many students were willing to point out their fingers following cycle II (having used the Case Study method) when given explanations from groups presenting or asking questions, because the lecturer had offered more motivation so that students were more confidence. Despite the material given provides no beneficial impact on learning since it lacks information and data about the materials and processes used for two-dimensional art. However, it indicates that the learning outcomes of cycle II are 'fairly good' and that students remain engaged and understand the material presented during the learning process, implying that the results meet the completeness value.

A follow-up to the learning evaluation results revealed that lecturer frequently interact with students, thus she had to pose questions and increase students' enthusiasm to learn about the materials provided. Thus, the lecturer should have a better understanding of the material and be more effective in providing guidance when students implement group discussions. It is suggested that providing students with direction and support in problem solving would improve their motivation to study the material given (Chen & Chou, 2015; Hwang & Chen, 2017).

Cycle III Action

The planning stage involves developing a Semester Learning Plan (RPS) for mandatory fine arts and skills education course, which include CPL-PRODI, CPMK, and Sub-CPMK. Two-dimensional fine art is the study material for the learning material

in cycle III. Sub-CPMK students are expected to objectively explain and differentiate between fine arts education and skills. Graphic arts have been applied for assessing indicators of accuracy in explanations. Students received non-test versions of the evaluative assessments tested in cycle III. Cycle III evaluation is focused on student work accomplishment, particularly making calligraphy designs using tools and materials prepared by students.

The implementation of learning activities in cycle III was carried out on Thursday, March 9, 2023, and was designed based on the semester learning plan in cycle III. Similarly, in the cycles I and II, the lecturer greeted the students in the first activity.

Then, prior to implementation, both the lecturer and the students praying together, led by the course lecturer. The case study learning method was employed for the core activity, and the lecturer outlined the learning objectives to be attained and motivated students. The lecturer further motivated the students by explaining that the Fine Arts and Skills course, which focused practically on PGSD study program students, is considered applicable in elementary school learning with the objective to develop art appreciation, creativity, cognition, sensory and emotional sensitivity, and maintain students' mental balance. The lecturer additionally organized question and answer sessions on the course she addressed, which mostly focused on methods of producing two-dimensional fine art. The lecturer posed questions and encouraged students to provide brief responses about the lecture course. The lecturer followed up with the materials provided in Power Point with numerous video tutorials on how to help students create 2-dimensional artworks on calligraphy design material using LCD Projector media.

The lecturer discussed various types of two-dimensional art as well as methods to create two-dimensional art. The lecturer assembled students who were already in groups to continue discusses on how they should proceed making calligraphic designs from the previous meeting. In line with the

group discussions, students followed lecturer guides on the materials and tools used for calligraphy design. Students used everyday things and materials, such as scissor techniques with velvet, metal, scissors, pencils, design paper, plywood, and foam adhesive. Meanwhile, plywood, wax, shot, velvet, fox glue, and parada paper were used for the wax technique. Students who completed their assignments such as collecting materials for calligraphy design were invited to present the results of the discussion. Students seemed to understand the challenges indicated during the presentation, and other students' questions and responses are properly responded.

Students were asked to fill out a motivation questionnaire and work on evaluation questions developed by the course lecturer and collaborators before the activity ended. The lecturer conducted evaluation activities about what subject the students had studied all over the closing activity. The lecturer used case studies to pose and answer questions from students on learning activities. Before praying at the end of the learning, the lecturer informed students about the following week's learning activities, which was followed by a group prayer to end the learning.

At the completion of each learning level in Cycle III, students are able to develop 2-dimensional works of fine art in addition to practically create and craft works of art. throughout the previous cycle, students were able to develop calligraphy throughout the design stage, allowing them to continue collecting materials and tools for making calligraphy designs.

Case study method can help in bringing together of theory and practice (Hodijah et al., 2022). In addition, this method is capable of providing a complex and contextual learning experience, such as seeking out case articles that help students by corresponding phenomena that occur and will be addressed in discussion activities based on the results of student observations and perspectives, with the objective to ensure students not only memorize the content but also know and understand the meaning of the connection between the material taught and the real world. Motivated students indicated

characteristics such as passion, mindfulness, determination, perseverance, enthusiasm, participation, curiosity, and actively overcoming issues.

The learning material in cycle III was delivered through displaying videos of calligraphy making and the working techniques as follows.



Figure 3. Student Learning Outcomes Assessment on Applying the Case Study Learning Method in Cycle III



Figure 4. Student Learning Outcomes Assessment on Applying the Case Study Learning Method in Cycle III

Based on the results shown above, student learning outcomes applying the Case Study learning method achieve a completeness score of 100% for cycle III. These results revealed that when the Case Study learning method was applied in the Arts and Skills subject, the learning outcomes for cycles II and III increased. The completion rate for cycle III was 96.7%, owing mostly to student learning motivation as a result of the Case Study learning method. The results above showed that the Case Study learning method has become more prevalent in Arts and Skills course to increase students' learning motivation in cycles II and III.

Prior studies revealed that when students were provided treatment in the form of the case method learning, their learning outcomes improved. The implementation of the case approach has a considerable impact on student learning outcomes. It was shown that the experimental group had 10 students who obtained grade A, 9 students received grade B, 1 student who achieved grade C, and no students who achieved grade D&E or did not pass the BK program courses at school (Syam, 2022). A classroom action research applying a case-study method in the introductory development economics course proved to be able to improve the quality of learning in class, as shown by an improvement in student learning outcomes (Hayati et al., 2022). It is

well established that the case study method optimizes student learning outcomes. Students had a rise in initial learning outcomes with an average score of 73.73%, increasing from 78.39% in cycle 1 to 82.15% in cycle 2, indicating that learning outcomes attainment has reached the success indicator.

The evaluation results reveal that the case study method learning process performed efficiently and optimally, with an improvement in learning outcomes and learning motivation in cycle III, which has now become complete. Students' behavior in applying the case study learning method indicated that they are more interested, concentrated in conducting conversations, passionate in developing calligraphy designs, participated in group discussions, and actively strive to resolve issues related to designing calligraphy. Therefore, no follow-up is required for the next cycle.

Prior studies showed that the case study method improves students' learning motivation, which makes it easier for them to comprehend the material (Gulo & Samosir, 2018). Student motivation improved by 29.43% when the Blended Learning-based Problem Based Learning (PBL) learning model was implemented, rising from 46.46% in cycle I to 88.24% in cycle II (Rini & Choms G.GT, 2014). Student learning motivation was found to be extremely good in cycle I and exceptionally high in cycle II after introducing Problem Based Learning in the Basic Concepts of Social Sciences course (Rahayu, 2018).

CONCLUSION

The case study method was applied in the arts and skills education course of PGSD study program, STKIP Taman Siswa Bima, to express learning objectives and student motivation, arrange students into groups, allocate cases, carried out through encouraging students to participate in discussions, provide presentations, and evaluate the learning process/outcomes. The case study method includes components of the Semester Learning Plan, media, instruments, and learning objectives. In the PGSD study program, STKIP Taman Siswa Bima, the case study method can improve learning results and

student motivation in arts and skills education course. This is shown by the improvement in learning outcomes in Cycle III, where the completeness score was 100% and learning motivation was 96.7%.

REFERENCES

- Anggraeni, L. (2011). Penerapan metode studi kasus dalam upaya meningkatkan kemampuan berpikir kritis mahasiswa pada mata kuliah hubungan internasional. *Media Komunikasi FPIPS*, 10(2). <https://doi.org/https://doi.org/10.23887/mkfis.v10i2.462>
- Bower, M., Dalgarno, B., Kennedy, G. E., Lee, M. J. W., & Kenney, J. (2015). Design and implementation factors in blended synchronous learning environments: Outcomes from a cross-case analysis. *Computers & Education*, 86, 1–17. <https://doi.org/10.1016/j.compedu.2015.03.006>
- Bransford, J., Sherwood, R., Vye, N., & Rieser, J. (1986). Teaching thinking and problem solving: Research foundations. *American Psychologist*, 41(10), 1078–1089. <https://doi.org/10.1037/0003-066X.41.10.1078>
- Chen, C.-H., & Chou, M.-H. (2015). Enhancing middle school students' scientific learning and motivation through agent-based learning. *Journal of Computer Assisted Learning*, 31(5), 481–492. <https://doi.org/10.1111/jcal.12094>
- Erwin Akib, Muhammad Erwinto Imran, Saiyidah Mahtari, Muhammad Rifqi Mahmud, Anggy Giri Prawiyogy, Irfan Supriatna, & MT. Hartono Ikhsan. (2020). Study on Implementation of Integrated Curriculum in Indonesia. *IJORER : International Journal of Recent Educational Research*, 1(1), 39–57. <https://doi.org/10.46245/ijorer.v1i1.24>

- Escartín, J., Saldaña, O., Martín-Peña, J., Varela-Rey, A., Jiménez, Y., Vidal, T., & Rodríguez-Carballeira, Á. (2015). The Impact of Writing Case Studies: Benefits for Students' Success and Well-being. *Procedia - Social and Behavioral Sciences*, 196, 47–51. <https://doi.org/10.1016/j.sbspro.2015.07.009>
- Gintings, A., & Si, M. (2010). *Esensi Praktis Belajar & Pembelajaran: Disiapkan untuk Pendidikan Profesi dan Sertifikasi Guru-Dosen*. Humaniora Utama Press.
- Gulo, N. I. S., & Samosir, B. S. (2018). Penggunaan Model Pembelajaran Student Tcreative Case Study (SCCS) terhadap Motivasi Belajar Bidang Studi Ekonomi Dengan Materi Pokok Perbankan Peserta Didik Di Kelas X Sma Negeri 1 Sihapas Barumun Tahun Pelajaran 2016-2017. *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial*, 3(1).
- Hermawan, E., & Arifin, A. L. (2021). What Expert Say about Empowering Human Resources in Supporting Leadership Function in Higher Education in the 21st Century. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 6(2), 27–38. <https://doi.org/10.25217/ji.v6i2.1493>
- Hodijah, S., Hastuti, D., & Zevaya, F. (2022). Implementasi model case method dalam meningkatkan inovasi pembelajaran mahasiswa dan kemampuan berpikir kritis pada mata kuliah teknik perdagangan Internasional. *Jurnal Paradigma Ekonomika*, 17(2), 477–484. <https://doi.org/10.22437/jpe.v17i2.20895>
- Hwang, G.-J., & Chen, C.-H. (2017). Influences of an inquiry-based ubiquitous gaming design on students' learning achievements, motivation, behavioral patterns, and tendency towards critical thinking and problem solving. *British Journal of Educational Technology*, 48(4), 950–971. <https://doi.org/10.1111/bjet.12464>
- Ibrahim. (2023). Pengaruh Penerapan Metode Studi Kasus Dalam Efektifitas Pembelajaran. *SOCIAL : Jurnal Inovasi Pendidikan IPS*, 3(1), 1–10. <https://doi.org/10.51878/social.v3i1.2169>
- Kemmis, S., & McTaggart, R. (1988). *The action research planner..* Victoria: Deakin University.
- Kulshrestha, R. (2021). *Effective Use of Case Method as a Pedagogical Tool. Book Chapter: Case Method for Digital Natives*. India: Bloomsbury Publishing.
- Muslimat, A. et. a. (2021). *Masa Depan Kampus Merdeka & Merdeka Belajar*. Penerbit Bintang Sembilan Visitama.
- Nugroho, A., & Bramasta, D. (2019). The Implementation of Case Study Method to Develop Students' Activities and Characters. *JSSH (Jurnal Sains Sosial Dan Humaniora)*, 2(2), 175. <https://doi.org/10.30595/jssh.v2i2.3349>
- Nurwiatin, N. (2022). Pengaruh Pengembangan Kurikulum Merdeka Belajar Dan Kesiapan Kepala Sekolah Terhadap Penyesuaian Pembelajaran Di Sekolah. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 9(2), 472–487. <https://doi.org/10.47668/edusaintek.v9i2.537>
- Pernantah, P. S., Khadijah, K., Hardian, M., Ibrahim, B., & Khasanah, M. F. (2022). Desain Pembelajaran Berbasis Case Study Pada Mata Kuliah Pendidikan IPS. *Indonesian Journal of Social Science Education (IJSSE)*, 4(2), 95. <https://doi.org/10.29300/ijssse.v4i2.7562>
- Rahayu, R. (2018). Upaya Peningkatan Hasil Belajar dan Motivasi Belajar Mahasiswa PGSD Universitas Jember Melalui Penerapan Pembelajaran Problem-Based Learning pada Mata Kuliah Konsep Dasar IPS. *Pedagogia : Jurnal Pendidikan*, 7(1), 53–60. <https://doi.org/10.21070/pedagogia.v7i1.1616>

- Rahman, Mehadi, M. (2019). 21st Century Skill “Problem Solving”: Defining the Concept. *Asian Journal of Interdisciplinary Research*, 64–74. <https://doi.org/10.34256/ajir1917>
- Rini, H., & Choms G.GT, S. (2014). Penerapan Model Pembelajaran Problem Based Learning Berbasis Blended Learning untuk Meningkatkan Motivasi dan Hasil Belajar Akuntansi. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 3(2 Desember).
- Sadri, M. (2019). Kompetensi Pedagogik Dosen dan Prestasi Akademik Mahasiswa. *LIABILITIES (JURNAL PENDIDIKAN AKUNTANSI)*, 2(2), 162–172. <https://doi.org/10.30596/liabilities.v2i2.3696>
- Simamora, R. M. (2020). The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students. *Studies in Learning and Teaching*, 1(2), 86–103. <https://doi.org/10.46627/silet.v1i2.38>
- Suratno, J., & Waliyanti, I. K. (2023). Integration of GeoGebra in Problem-Based Learning to Improve Students’ Problem-Solving Skills. *International Journal of Research in Mathematics Education*, 1(1), 63–75. <https://doi.org/https://doi.org/10.24090/ijrme.v1i1.8514>
- Syam, S. (2022). Penerapan Case Method Dalam Meningkatkan Hasil Belajar Mahasiswa. *Jurnal Ilmiah Mandala Education*, 8(2). <https://doi.org/10.58258/jime.v8i2.3127>
- Tang, K. N. (2020). The importance of soft skills acquisition by teachers in higher education institutions. *Kasetsart Journal of Social Sciences*, 41(1), 22–27. <https://so04.tci-thaijo.org/index.php/kjss/article/view/234867>