

Implementation of internal case study methods improving innovation and thinking abilities critical Courses of Micro Economics

Siti Hodijah*; Dwi Hastuti

Universitas Jambi

* Corresponding author . E-mail: dwihastuti@unja.ac.id

Abstract

The purpose of this study is to try a method that is useful for improving students ' critical thinking skills towards students surrounding problems, the method is a case study method. Students can actualize and practice Microeconomics 1 in analyzing markets types well. With the learning outcomes of this course , the implementation of the Semester Learning Plans (RPS) with the Outcomes Based Education (OBE) model in the Development Economics study program, Faculty of Economics and Business, will be even better in the future . For this reason, it is necessary to change the OBE- based course learning system with a project-based learning approaches in the form of a case method outside the classroom. Microeconomics 1 course, in fact, encounter many problems, namely , in general, students perceive the subject of supplies and demand relations US boring and less attractive to students. In addition, students are less capable to express opinions systematic both orally and in writing and students are also less accustomed to differing opinion, debating and making the best decisions for themselves and others. The results of the analysis of the findings prove that the use of the cases study method in the micro economics relations course can improve students ' critical thinking skills, the cases study method can increase students enthusiasm in attending supplies and demand relations courses, and the use of the case studies method can create a democracy atmosphere in international relations course.

Keywords : project-based learning approach , enthusiasm , critical thinking skills

INTRODUCTION

Learning development continues to be carried out as an effort to increase student activity. The goal of developing the Ministry of Education and Culture's strategic plan for 2020-2024 aims to improve the quality of learning and relevance of Higher Education in the tertiary environment so that tertiary institutions are required to be able to design and implement innovative learning so that students can achieve optimal learning outcomes including attitudes, knowledge and skills. This development target requires universities to be able to manifest through enhancement capacity And quality process learning which refers to the determined IKU-PTN as outlined in the Semester Learning Plan (RPS) for Microeconomics 1 (MIK232) with the Outcome model Based Education (OBE).

Learning Which innovative Which expected can implemented from learning created in form class Which collaborative and participative in matter This service related, Apart from that, students as objects can hone their abilities, be flexible, have a high curiosity, so that the final result is that graduates have skills or expertise based on the phenomena they face. This method can also be a resource for graduate students who have competitiveness and are able to adapt to the conditions and demands of modern progress.

Lecturers are not only the central point in implementing collaborative learning, change process learning in in class become learning Which based innovation problem Which riel . During This role lecturer use learning The one-way lecture method must now be replaced with learning that encourages students to act as "protagonists" so they are able to solve cases, analyze, provide recommendations and solutions and design solutions through discussions guided by lecturers in class.

Micro Economics 1 (MIK232) is a course that teaches methods or approaches to determine predictions about a business, because of the continuity of a business very influenced by factor environment Which full with uncertainty, technology which the more fast develop And environment economy micro (Andy Ratna Sari Dew, 2016). The benefits of Microeconomics 1 (MIK232) include making a business ready to face change, providing a basis for the long term and short term, and controlling company operations.

Eye studying Economy Micro 1 (MIK232)very in accordance with method solution case (Case method), Because eye studying This demand student can finish case related to business and its projections, and cases related to business, especially small businesses, are numerous, making lecturers direct students to be able to make observations of problems. Which happen in society. Through method solution case, so Microeconomics 1 (MIK232)become very important Which support solution case with sharper analysis, full of analysis and solutions and recommendations.

After students are given a creative thinking ability test sheet in solving HOTS-based questions, they then fill out a questionnaire or questionnaire to find out in depth about creative thinking abilities (Umami et al. , 2021).

Cases method is a strategy that can develop learning skills (Rosidah & Pramulia , 2021). Building a democratic learning atmosphere between group members who play an active role and work together in defending opinions, by respecting and respecting other people's opinions creates a pleasant learning atmosphere (Anggraeni, 2020).

With notice suitability model with material teach And condition participant students and teacher readiness. The benefits of the model aim to provide an illustration that model learning is Wrong One decider success something learning. Therefore That, Hi This become consideration in increase quality learning (Tayeb, 2017).

The origins of the case study model were previously developed in the United States on beginning century 20th Which Then widespread For use become pedagogist of technology in higher education (Booth , 2000). This is in line with the opinion of (Levin , 1995) which states that one of the works of Piaget and Vygotsky provides a theoretical basis for interpreting how discussions influence teachers' thinking about cases.

According to (Wusqo, 2014), and (Hodijah et al., 2022) stated that the application of project-based learning increases students' creative thinking abilities so that students are able to create innovations in conservation-based food products, for example by using conventional biotechnology principles.

METHOD

This learning research uses a qualitative approach which is more focused on the lecture process in business projection theory courses. According to Creswell (2016) qualitative research is a type of research that explores and understands meaning in a number of ways individual or group person Which originate from problem social. Study qualitatively general can used For study about life public, history, behavior, draft or phenomenon, problem social, And etc. Wrong One reason Why

Using a qualitative approach is a researcher's experience where this method can discover and understand what is hidden behind phenomena which are sometimes difficult to understand.

According to Yin (1996), case studies are a process of seeking empirical knowledge to investigate and research various phenomena in real life contexts. Pollite and Hungler (1990), both explain that case studies are a research method whose focus lies in determining the dynamics regarding further questions about why someone thinks, does something, or even develops themselves.

Susilo Rahardjo and Gudnanto (2011) explained that case study research is a method applied to understand individuals more deeply by practicing it in an integrative and comprehensive manner. This step is taken to understand the character of the individual being studied in depth. Bimo Walgito (2010) explains that the case study method is a method which aims to study and investigate an event or phenomenon regarding an individual, such as the life history of a person who is the object of research

Case Study Characteristics

Creswell in his book entitled " Qualitative Inquiry And Research Design" revealed five tradition study, that is: biography, phenomenology, grounded theory study, case study and ethnography. One of the traditions that will be examined in this paper is the case study which has long been seen as a "very weak" research method. Researchers who use case studies are considered to be doing "strangeness" in their academic discipline because level its accuracy (in terms of quantitative), objectivity And strength his research deemed inadequate



Picture 1. Cycle Study Action class (McNiff & Whitehead , 2002)/ *Source: Rusdi, 2020*

Several indicators that influence the ability to think creatively when solving problems (Windasari et al., 2021). As for indicator Originality, smoothness, And flexibility Which later entered on 5 level ability think creative (Umami et al. , 2021). The indicators used in this research are explained in Table 1 below:

Table 1. Indicator ability think creative in solve problem

Aspect	Indicator
Student originality	student/i own ability For explain matter Which is known as well as asked To use give answer through method different
Smoothness student/i	student/i own ability For apply method Which set To use obtain various answer
Flexibility student/i	students have ability explained the calculation results use method Which set from corner different view

Source : (Abdullah et al , in Windasari et al , 2021)

Study This use model study action class (PTK), with settings class are students participating in the Microeconomics 1 course (MIK232). The types of validity are:

Table 2. Types validity action research

No.	Objective Study Action	Criteria Quality/Validity
1	Produce knowledge new	Dialogic and Process validity
2	Achievement results Which oriented on action	Outcome validity
3	Educate researcher And participant	Catalytic validity
4	There is results Which related with local settings	Democratic validity
5	Methodology study Which appropriate And Correct	Process validity

Source: (Rusdi, 2020)

RESULTS AND DISCUSSION

Based on results observation show activity student in process learn to use studies case will respond with active If compared to without method. Hence, the use case The method is very profitable and interesting if applied in student learning.

Activity This Also reinforced with get expert or the expert who prepared the RPS Case method . Besides That, activity *Focuss Group Discussion* (FGD) can become reference for lecturers to develop cases comprehensive method so that learning outcomes can be achieved easily. Several indicators are used to assess a student's creative thinking ability in solving problems (Windasari et al., 2021). The indicators are originality, smoothness and flexibility Which later entered on 5 level ability think creative (Umami et al. , 2021)

Based on Table 3, it shows the level of implementation where In the third research cycle, the cases analyzed by students were taken from articles then analyzed accompanied by relevant and realistic explanations in line with the material and RPS (Semester Learning Plan).

Table 3. Indicator ability think creative in solve problem

Aspect	Indicator
Student Originality	Student own ability For explain matter Which known and asked to provide answers in different ways
Smoothness Student/i	Student own ability For apply method Which set To use obtain various answer
Flexibility Student/i	Student own ability explained results calculation use method Which set from corner different view

Source : (Abdullah et al , in et al. Windasari et al , 2021).

Which observed is case Which varied and up to date with that incident currently happen. Profit method studies case Where student more trained in analyzing something problem And capable think critical with problem Which happen and find solutions from various perspectives.

Based on Table 4, it shows that overall, all aspects of observation showed a significant increase from cycle I to cycle III. In cycle I, the majority of aspects were in the Less category. In cycle II, there was a significant increase so that the majority of aspects were in the sufficient category.

Table 4. Ability think critical student cycle I, II, And III

No	Observation Aspect	Cycle 1			Cycle 2			Cycle 3		
		B	C	K	B	C	K	B	C	K
1.	Students are able to identify /formulate questions	✓			✓			✓		
2.	Able to find clear answers to each question		✓		✓			✓		
3.	Accept suggestions from others to develop new ideas		✓		✓			✓		
4.	Students are able to provide arguments that are different from those that already exist		✓		✓			✓		
5.	Students can analyze a problem		✓			✓			✓	
6.	Students can express their opinions in front of the class	✓				✓			✓	
7.	Able to accept differences of opinion	✓			✓				✓	
8.	Able to provide real examples	✓			✓			✓		
9.	Able to face challenges with strong basics		✓			✓			✓	
10.	Identify the stated reasons		✓			✓		✓		
11.	Look for connections between problems/experiences		✓			✓			✓	
12.	Identify conclusions		✓			✓		✓		

Information : B = Good C = Fair K = Less

In cycle 1 it shows that there are 33.33% in cycle 1 with good information, cycle II around 50% and cycle 3 is 58.33%. It can be said that all aspects are in the Good category. The improvement from the poor to sufficient category is 100%, and from adequate to good it is also 100% in all aspects. This shows that the interventions or learning strategies implemented during these cycles succeeded in increasing students' enthusiasm and creative thinking abilities significantly.

Based on Table 5 show that Overall, all aspects of observation showed a significant improvement from cycle I to cycle III. In cycle I, most of the students' abilities were in the Poor category. In cycle II, students' abilities gradually increased to Fair, and in cycle III, most students' abilities were in the Good category.

Table 5. Analysis level enthusiasm student cycle I, II, and III

No	Observation Aspect	Cycle 1			Cycle 2			Cycle 3		
		B	C	K	B	C	K	B	C	K
1.	Student responses to inter-country trade material	✓			✓			✓		
2.	Student interest in production material			✓		✓			✓	
3.	Ability to ask students about material on trade relations between countries		✓			✓		✓		
4.	Student's ability to express opinions		✓			✓		✓		
5.	The student's ability to answer, refute and respond to questions from either the lecturer or other students		✓		✓			✓		
6.	Students' ability to collaborate in group discussions		✓			✓		✓		
7.	Students' ability to formulate problems related to international relations material		✓			✓		✓		
8.	Student's ability to collect sources related to the material		✓			✓		✓		
9.	Student's ability to propose solutions or alternative solutions to problems in material on trade relations between countries		✓			✓		✓		
10.	Student's ability to present material in front of the class		✓			✓		✓		
11.	Student's ability to draw conclusions	✓				✓		✓		

Information : B = Good C = Fair K = Less

The improvement from the Poor to Fair category was 60%, and from Fair to Good was 40% in all aspects. This shows that the interventions or learning strategies implemented during these cycles were successful in increasing students' enthusiasm and creative thinking abilities. The implementation of consistent and effective methods has been proven to bring positive results in the learning process. The results of student work can be seen at the level of ability as an illustration of Learning Achievements . Outcome) is a competency that is assigned to the course And poured in Lesson plan Semester (RPS) which contains learning materials and targets. This can be seen in Table 6 below:

Table 6. Recapitulation charging sheet Work Eye Studying Economy Micro 1

No	Group Code	Indicator			Tikat Ability to think creatively
		Originality	Smoothness	Flexibility	
1.	K1	✓	✓	✓	Creative
2.	K2	–	✓	✓	Quite Creative
3.	K3	✓	✓	–	Quite Creative
4.	K4	✓	✓	✓	Creative
5.	K5	✓	✓	✓	Creative
6.	K6	✓	✓	✓	Creative

Source: Processed data, 2022

From the analysis of Table 6 showing students' creative thinking abilities, it can be concluded that the majority of groups (66.67%) show a high level of creativity, with four of the six groups (K1, K4, K5, and K6) being in the creative category. The other two groups (33.33%) were considered quite creative, with weaknesses in the indicators of originality and flexibility. There is no group that falls into the less creative category. These results show that in general, the creative thinking abilities of students from these six groups tend to be good, with most of the groups being in the creative category. However, for further improvement, it is necessary to focus on increasing aspects of originality and flexibility in groups that are considered quite creative.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Implications from application method case on eye studying economy micro 1 on FEB UNJA Development Economics Study Program can increasing students' critical thinking abilities which is characterized by increasing students' ability to identify problems, analyze problems, search for information, draw conclusions and present the results of their analysis in front of the class.

Apart from that, this case study has a significant effect in increasing student enthusiasm during microeconomics lectures in class through the role of lecturers as motivators, facilitators and evaluators which has been carried out in 3 (three) cycles divided into 6 student groups. Results showed that the experiment demonstrated statistically significant improvements in all areas assessed, especially in the lowest scores and average scores, based on an analysis of the percentage change in scores before and after the test. In contrast, the Control Class experienced a decline, with the lowest grades and middle grades experiencing the largest declines. This shows that the Experimental Class intervention succeeded in increasing student performance, while the Control Class performance decreased if there was no such intervention. Cases method can make the learning atmosphere more enjoyable, mutual respect and respect for other people's opinions. Apart from that, the application of this method can improve student enthusiasm during International Relations lectures in class through the role of lecturers as motivators, facilitators and evaluators which have been carried out well

Recommendations

Regular evaluation and monitoring is also needed to ensure interventions are effective and identify areas that require improvement. Increasing student engagement through interactive activities, group discussions, and collaboration-based projects can

help increase interest and motivation to learn. In addition, the provision of various high-quality learning resources will support the learning methods applied. Individual approaches, such as additional tutoring or special study sessions, should also be considered to help students who experience learning difficulties. A focus on developing 21st century skills, such as critical thinking, creativity, collaboration, and communication, is critical to students' future success and can be integrated into intervention methods. Finally, involve students in providing feedback regarding the learning methods applied to adjust and improve these methods. By implementing these suggestions, it is hoped that the quality of learning can be improved, and student learning outcomes can continue to experience significant improvements

REFERENCES

- Andayani, E., Mustikowati, R. SAYA., & Wahyu, S. (2022). *Kasus metode: mengoptimalkan kritis pemikiran , kreativitas komunikasi keterampilan dan secara kolaboratif pelajar sesuai MBKM di era abad 21 . 16* (1), 52–60.
- Anggraeni, L. (2020). Metode penerapan studi kasus dalam upaya meningkatkan kemampuan berpikir kritis mahasiswa pada mata kuliah hubungan Internasional. *Media Komunikasi FIS , 11* (1), 1–15.
- Booth , C. (2000). Penggunaan itu kasus metode secara besar-besaran Dan beragam sarjana bisnis program : masalah Dan masalah . *Itu Internasional Jurnal dari Pengelolaan Pendidikan , 1* (1), 62–75. <https://doi.org/10.3794/ijme.11.f>
- Costa, AL (ed). (1988). Mengembangkan pikiran : sumber daya buku untuk pengajaran pemikiran . Virginia: ascd kusumohamidjojo ,
- insang , G. (2012). ISM4300 Dan itu kasus metode . *Jurnal dari Informasi Teknologi Pendidikan : Diskusi Kasus , 1* (1), 1–21. <https://doi.org/10.28945/1701>
- Hodijah, S., Hastuti, D., & Zevaya, F. (2022). Implementasi metode model case dalam meningkatkan inovasi pembelajaran siswa 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>
- Levin , BB (1995). Menggunakan itu kasus metode di guru pendidikan : Peran dari diskusi Dan pengalaman dalam pemikiran guru tentang kasus . *Pengajaran Dan Guru Pendidikan , 11* (1), 63–79. [https://doi.org/10.1016/0742-051X\(94\)00013-V](https://doi.org/10.1016/0742-051X(94)00013-V)
- Laporan Kinerja Kemendikbud 2017. Kata Pengantar i. Jakarta, 28 Februari (2018). Menteri Pendidikan dan Kebudayaan, Muhadjir Effendy. MENDIKBUD.
- McNiff , J., & kepala putih , A. J. (2002). Tindakan Riset : Prinsip Dan Praktik , (2nd ed.).Routledge .
- Rosidah, CT, & Pramulia , P. (2021). Berbasis tim proyek dan kasus metode sebagai strategi pengembangan keterampilan mengembangkan pembelajaran siswa. *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran , 7* (2), 245–251. <https://doi.org/10.30653/003.202172.196>
- Rusdi, M. (2020).Penelitian perlakuan kependidikan mendidik berbasis pengobatan riset . Rajawali Tekan : depok
- Rusdi, M. (2020). *Penelitian perlakuan kependidikan (education berbasis pengobatan penelitian) : perpaduan penelitian desain, penelitian tindakan, dan penelitian eksperimen dalam permasalahan kependidikan*. Rajagrafindo Persada . Jakarta Timur
- Rusman. (2013). Model-model Pembelajaran. Jakarta: PT. Rajagrafindo Persada.
- Sugiyono. (2017). Metode Penelitian kuantitatif, kualitatif, dan Penelitian dan Pengembangan. Bandung : Alfabet , CV. Tayeb, T. (2017). Analisis dan Manfaat

- model pembelajaran. *Jurnal Pendidikan Dasar Islam* , 4 (02), 48–55.
- Umami, A., Ayu Afiani, KD, & Setiawan, F. (2021). Kemampuan berpikir kreatif siswa dalam menyelesaikan soal berbasis Hots pada pembelajaran matematika sd selama pandemi Covid 19. *Jurnal Pendidikan Tambusai* , 5 (3), 9951–9962. <https://doi.org/10.31004/jptam.v5i3.2561>
- Wusqo, SAYA. kamu. (2014). Upaya Mendorong kemampuan berpikir kreatif pelajar dalam inovasi konservasi pangan. *Jurnal Indonesia dari Konservasi* , 3 (1), 75–82.
- Widasari, Adellia Devi, sangat menyenangkan , Y. M., Kunci, K., kemampuan, :, Kreatif, B., Panas , M., & Gergaji ukir , K. (2021). *Analisis kemampuan berpikir kreatif siswa memecahkan masalah HOTS dalam setting model kooperatif Jigsaw*