

THE INFLUENCE OF THE CASE METHOD MODEL SEEN FROM THE ASPECT OF PARTICIPATION ACTIVITIES ON VALUE ACHIEVEMENT

Maria Andriani Barek Ladjar¹

¹Universitas Nusa Cendana

maria.ladjar@staf.undana.ac.id

ABSTRACT

Physical education students who tend to be more adaptable in practical learning often have difficulty adapting to face-to-face theoretical learning in class. So that the achievement of theoretical course grades, especially the Introduction to Education Course, is less than optimal and causes some students to fail. Therefore, a solution is needed to overcome this problem by using the Case Method Learning Model. This study aims to determine the effect of the Case Method model seen from the aspect of participation activities on the achievement of grades specifically in the course that the researcher teaches, namely Introduction to Education. By analyzing the results of participation activities compared to the achievement of Final Semester Exam (UAS) scores. The research method uses a quasi-experimental test. The sampling technique uses saturated samples, all 37 population members are sampled. Variable X, namely participation activities, is obtained from participation scores during the lecture process, while variable Y, achievement scores are obtained from UAS scores. The test carried out on normality and homogeneity tests as prerequisite tests found normally distributed data and homogeneous variance, then using a simple regression test to test the hypothesis found that there is an effect of the Case Method Model seen from the aspect of participation activities on the achievement of grades in the Introduction to Education Course. Furthermore, a determination coefficient test was conducted to determine the extent of the influence, and it was found that 66.2% of the contribution of the Case Method, seen from the aspect of participation activities, towards the achievement of the Introductory Education Course grade. Therefore, it can be concluded that the Case Method Model, seen from the aspect of participation activities, has a positive influence on the achievement of the final grade of the Introductory Education Course.

Keywords: Case Method, participation activities, achievement of values

ABSTRAK

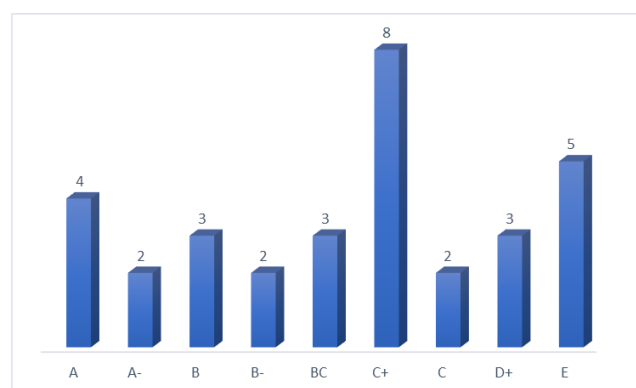
Mahasiswa penjasokesrek yang cenderung lebih mudah beradaptasi dalam pembelajaran praktik seringkali kali mengalami kesulitan untuk beradaptasi dalam pembelajaran teori tatap muka di kelas. Sehingga pencapaian nilai mata kuliah teori secara khusus Mata Kuliah Pengantar Pendidikan kurang maksimal dan menyebabkan beberapa mahasiswa yang tidak lulus. Oleh karena itu diperlukan solusi untuk mengatasi permasalahan ini dengan menggunakan Model Pembelajaran *Case Method*. Penelitian ini bertujuan untuk mengetahui pengaruh model *Case Method* dilihat dari aspek aktivitas partisipasi terhadap pencapaian nilai secara khusus pada Mata Kuliah yang peneliti ampu yaitu Pengantar Pendidikan. Dengan menganalisis hasil dari aktivitas partisipasi dibandingkan dengan

pencapaian nilai Ujian Akhir Semester (UAS). Metode penelitian menggunakan eksperimen semu. Teknik pengambilan sampel menggunakan sampel jenuh, semua anggota populasi sebanyak 37 orang dijadikan sampel. Variabel X yaitu aktivitas partisipasi diperoleh dari nilai partisipasi selama proses perkuliahan, sedangkan variabel Y pencapaian nilai diperoleh dari nilai UAS. Uji yang dilakukan uji normalitas dan homogenitas sebagai uji prasyarat ditemukan data berdistribusi normal dan bervariansi homogen, selanjutnya menggunakan uji regresi sederhana untuk uji hipotesis ditemukan terdapat pengaruh Model *Case Method* dilihat dari aspek aktivitas partisipasi terhadap pencapaian nilai Mata Kuliah Pengantar Pendidikan. Selanjutnya dilakukan uji koefisien determinasi untuk mengetahui seberapa besar pengaruh, dan ditemukan sebesar 66,2% kontribusi pengaruh *Case Method* dilihat dari aspek aktivitas partisipasi terhadap pencapaian nilai Mata Kuliah Pengantar Pendidikan. Maka dengan demikian, dapat disimpulkan bahwa Model *Case Method* dilihat dari aspek aktivitas partisipasi memiliki pengaruh positif terhadap pencapaian nilai akhir Mata Kuliah Pengantar Pendidikan.

Kata Kunci: Case Method, aktivitas partisipasi, pencapaian nilai

A. Introduction

The background to this research is that the Introduction to Education course is a theoretical course with 16 face-to-face classroom sessions. The characteristics of the students the researcher taught, who were students in the Physical Education, Health, and Recreation (Penjaskesrek) study program, tended to be interested in sports and practical activities, moving freely on the field. Therefore, when faced with theoretical learning, specifically in the Introduction to Education course, students would experience an unpleasant situation.



Graph 1 Data on Achievement of Grades for the Introductory Education Course, Odd Semester, 2024/2025 Academic Year

Based on the grade data obtained in the odd semester of the 2024/2025 academic year as shown in Graph 1. 32 students took the Introduction to Education course. 24 of them passed, and 8 failed, each with a D+ grade of 3 and an E grade of 5. However, upon closer inspection, only 6 students received A and A- grades,

with the remainder receiving C+ grades, reaching 8 students. These results indicate that students are having difficulty adapting to face-to-face theoretical learning in the classroom. Therefore, a solution is needed to address this problem.

The solution to this situation is to introduce variety into the learning process, namely using the Case Method learning model, which uses group discussions to solve cases. This is expected to ultimately maximize student achievement in the Introductory Education course.

The case method is a participatory, discussion-based learning method for solving a problem. The application of this method will help students hone and improve critical thinking skills to solve a problem. Furthermore, the application of learning with the case method can hone critical thinking skills for case solving, communication skills, collaboration, and creativity of students (Fauzi et al., 2022). The characteristics of the case method in learning are: 1) students and lecturers can participate in the discussion directly; 2) the discussion material is a case that is relevant to the topic of discussion; 3) the case material is read, studied, and discussed by students in groups; 4) learning activities are directed at solving the case (Sumarni et al., 2019).

As research conducted by (Widiastuti et al., 2022) shows, student participation and learning outcomes increase when using the Case Method learning model. This is in line with the explanation by (Rosidah & Pramulia, 2021) that the Case Method is effective in developing student learning skills, learning outcomes, and student engagement.

Therefore, this study aims to determine the influence of the Case Method Model seen from the aspect of participation activities on the achievement of grades in the Introductory Education Course.

B. Research Method

The research method used a quasi-experimental approach. The sampling technique used saturated sampling, with all 37 first-semester A students of the Physical Education Department of Undana FKIP (FKIP Undana) being sampled.

The X variable, participation activity, was derived from participation scores during the lecture process, while the Y variable, achievement scores, was derived from final exam scores.

The first prerequisite test was the normality test to determine whether the data distribution was normal. Data processing was performed using SPSS with the following decision-making criteria for the normality test:

If the Sig. value is <0.05 , the data is not normally distributed.

If the Sig. value is >0.05 , the data is normally distributed.

The second prerequisite test is the homogeneity test, which determines whether the data variance originates from homogeneous data. Data processing was performed using SPSS with the following decision-making criteria for the homogeneity test:

If the Sig. value is <0.05 , the data variance is not homogeneous.

If the Sig. value is >0.05 , the data variance is homogeneous.

If the prerequisite tests have been carried out and the data is normally distributed and has homogeneous variance, the next step is to conduct a hypothesis test using parametric statistics with a simple regression test. The hypotheses in this study are:

H_0 = There is no influence of the Case Method Model seen from the aspect of participation activities on the achievement of grades in the Introduction to Physical Education for Students of FKIP UNDANA.

H_a = There is an influence of the Case Method Model seen from the aspect of participation activities on the achievement of grades in the Introduction to Physical Education for Students of FKIP UNDANA.

The decision-making criteria for hypothesis testing are as follows:

If the Sig. value is > 0.05 , then H_0 is accepted.

If the Sig. value is < 0.05 , then H_0 is rejected, so H_a is accepted.

Next, after the hypothesis test is carried out, a test is carried out to determine how much influence there is using the coefficient of determination through the results of the simple regression test output presented through SPSS data processing.

C.Result and Discussion

The results of this study are presented in several sections: the results of the normality test, the results of the homogeneity test, the results of the hypothesis test,

and the results of the coefficient of determination test. These are presented in full in the section below.

Table 1. Normality Test Results

	Shapiro-Wilk		
	Statistic	df	Sig.
Participation Activities	,739	37	,000
Value Achievement	,698	37	,000

Based on the results of the normality test as shown in Table 1 above, a normality test was conducted using the Shapiro-Wilk test because the number of samples was less than 50 people, namely 37 samples. The Sig. value for both participation activity data and value achievement data was $0.000 > 0.05$, so it can be concluded that the data is normally distributed. Therefore, it can be continued with the second prerequisite test, namely the homogeneity test.

Table 2. Results of Homogeneity Test

Test of Homogeneity of Variances			
participation activities and achievement of values			
Levene Statistic	df1	df2	Sig.
4,112	1	72	0,056

Based on the results of the homogeneity test as shown in Table 2. above, a homogeneity test was carried out using the Levene Test and a Sig. value of $0.056 > 0.05$ was obtained. It can be concluded that the participation activity data and achievement values have homogeneous variance. After conducting the prerequisite test, it was found that the data were normally distributed and had homogeneous variance, so the hypothesis test can be carried out using parametric statistics with the Simple Regression Test.

Table 3. Results of Hypothesis Testing using Simple Regression

		Coefficients ^a			
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta	
1	(Constant)	14,009	19,795		0,708 0,484
	participation activities	0,788	0,261	0,454	3,018 0,005

a. Dependent Variable: achievement of values

Based on the results of the hypothesis test using Simple Regression as shown in Table 3. above, the Sig. value is $0.005 < 0.05$, so H_0 is rejected so that H_a is accepted, namely There is an influence of the Case Method Model seen from the

aspect of participation activities on the achievement of the Introductory Education Course grades of Physical Education Students at FKIP UNDANA. The value of 0.788 in the Beta column shows that for every 1% increase in the Case Method seen from the aspect of participation activities (X), the achievement of the grade (Y) will increase by 0.788. Furthermore, a determination coefficient test is carried out to determine how much influence the participation activities have on the achievement of the Introductory Education Course grades.

Tabel 4. Hasil Uji Koefisien Determinasi

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.454 ^a	0,662	0,184	9,90723
a. Predictors: (Constant), participation activities				

Based on the results of the determination coefficient test using Simple Regression as shown in Table 4. above, the R Square value of 0.662 was obtained, which means that there is a 66.2% contribution of the Case Method Model seen from the aspect of participation activities to the achievement of the value of the Introduction to Physical Education Student Education Course, FKIP UNDANA. A positive value indicates a positive contribution, the higher the participation activity in the Case Method, the higher the achievement of the Course value.

The results of this study are in line with research conducted by (Masrun et al., 2022) which showed the Case Method is effective in improving learning outcomes for better tennis serves. In line with research conducted by (Bungatang et al., 2024) which showed that there is an influence of the Case Method on student learning outcomes. Similarly, research conducted by (Septina et al., 2024) showed that there is an influence of the Case Method learning model on vocational high school student learning outcomes. This is also supported by research conducted by (Fitri & Patriana, 2022) which shows that the application of learning by Case Method is effective in improving student learning. These results are also supported by research conducted by (Herlinda Oktavi Nayla et al., 2025) which shows that the Case Method has a positive influence on learning outcomes in terms of improving skills. The results of this study are also in line with research conducted by (Putri & Margono, 2023) which shows that there is an influence of the application of the Case Method on learning outcomes in the aspect of students' problem-solving abilities.

Likewise, the results of research conducted by (Sofiyana & Syukur, 2024) show that the implementation of Case Method learning can improve learning outcomes in terms of high school students' collaboration skills. The results of this study are also supported by research conducted by (Sofia et al., 2023) which shows that the Case Method is effective in improving learning outcomes in terms of critical thinking skills. The results of this study are also supported by research conducted by (Dewi et al., 2024) which shows that the implementation of the Case Method has a positive influence on learning outcomes, especially in terms of student collaboration skills. Thus, all of these studies support and strengthen the results of research that researchers have conducted where it was found that there is an influence of the Case Method Model seen from the aspect of participation activities on the achievement of Introductory Education Course grades.

D. Conclusion

The conclusion of this study is that the Case Method Model has an influence, seen from the aspect of participation activities, on the achievement of the Introductory Education Course grade. The contribution of the Case Method's influence, seen from the aspect of participation activities, is 66.2% towards the achievement of the Introductory Education Course grade. Therefore, it can be concluded that the Case Method Model, seen from the aspect of participation activities, has a positive influence on the achievement of the final grade of the Introductory Education Course. Suggestions for future researchers who want to conduct similar research can add a control group in their research.

BIBLIOGRAPHY

- Bungatang, B., Filawati, F., & Nurul Fitrayani. (2024). Pengaruh Metode Case Method terhadap Hasil Belajar Mahasiswa Bahasa dan Sastra Indonesia pada Materi Pemerolehan Bahasa Anak Universitas Negeri Makassar. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(3). <https://doi.org/10.30605/onoma.v10i3.3839>
- Dewi, I., Siregar, H., Agustia, A., & Dewantara, K. H. (2024). Implementasi Case Method Berbasis Pembelajaran Proyek Kolaboratif terhadap Kemampuan Kolaborasi Mahasiswa Pendidikan Matematika. *Teorema: Teori Dan Riset Matematika*, 9(2). <https://doi.org/10.25157/teorema.v9i2.16341>
- Fauzi, A., Ermiana, I., Rosyidah, A. N. K., & Sobri, M. (2022). IMPLEMENTASI CASE METHOD (PEMBELAJARAN BERBASIS PEMECAHAN KASUS)

- DITINJAU DARI KEMAMPUAN KOLABORATIF MAHASISWA. *JURNAL EDUSCIENCE*, 9(3). <https://doi.org/10.36987/jes.v9i3.3446>
- Fitri, Y., & Patriana, E. (2022). Penerapan Learning by the Case Method terhadap Efektivitas Pembelajaran Mahasiswa Akuntansi UIN Jakarta. *Akuntabilitas*, 15(1). <https://doi.org/10.15408/akt.v15i1.24818>
- Herlinda Oktavi Nayla, Ririn Andriani Kumala Dewi, & Kiki Fatkhiyani. (2025). PENGARUH MODEL GROUP INVESTIGATION (GI) BERBASIS CASE METHOD TERHADAP KETERAMPILAN KOLABORASI DAN PEMECAHAN MASALAH. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(03). <https://doi.org/10.23969/jp.v10i03.31406>
- Masrun, M., Umar, U., Yendrizal, Y., & Khairuddin, K. (2022). Efektivitas Case Method Terhadap Hasil Belajar Service Tennis. *Jurnal Patriot*, 4(4). <https://doi.org/10.24036/patriot.v4i4.896>
- Putri, R. M., & Margono, M. (2023). Pengaruh penerapan metode case method terhadap kemampuan pemecahan masalah peserta didik kelas 10 pada mata pelajaran PPKn di SMK Negeri 2 Singosari. *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 3(9). <https://doi.org/10.17977/um063v3i9p1000-1010>
- Rosidah, C. T., & Pramulia, P. (2021). Team Based Project dan Case Method Sebagai Strategi Pengembangan Keterampilan Mengembangkan Pembelajaran Mahasiswa. *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran*, 7(2). <https://doi.org/10.30653/003.202172.196>
- Septina, A., Ampera, D., & Bahri, H. (2024). Pengaruh Model Pembelajaran Case method Terhadap Hasil Belajar Desain Busana Siswa Kelas XI Tata Busana SMK Negeri 1 Beringin. *HomeEC*, 19(1). <https://doi.org/10.59562/homeec.v19i1.61277>
- Sofia, N., Heri Sandi, H., Yusra, I., & Ritonga, M. (2023). Efektivitas Penggunaan E-Modul Berbasis Case Method Terhadap Kemampuan Berpikir Kritis. *Jurnal Ecogen*, 6(4). <https://doi.org/10.24036/jmpe.v6i4.15400>
- Sofiyana, S., & Syukur, M. (2024). IMPLEMENTASI PEMBELAJARAN CASE METHOD TERHADAP PENINGKATAN KEMAMPUAN KERJASAMA SISWA DI UPT SMA NEGERI 7 MAKASSAR. *Pinisi Journal of Sociology Education Review*. <https://doi.org/10.26858/pjser.v0i0.51186>
- Sumarni, W., Soeprodjo, & Rahayu, K. P. (2019). Efektivitas Penerapan Metode Kasus Menggunakan Media Audio-Visual Terhadap Hasil Belajar Kimia Siswa SMA. *Jurnal Inovasi Pendidikan Kimia*, 3(1).
- Widiastuti, F., Amin, S., & Hasbullah, H. (2022). Efektivitas Metode Pembelajaran Case Method dalam Upaya Peningkatan Partisipasi dan Hasil Belajar Mahasiswa pada Mata Kuliah Manajemen Perubahan. *Edumaspul: Jurnal Pendidikan*, 6(1). <https://doi.org/10.33487/edumaspul.v6i1.3034>