

Case Method Learning in Economic Education: A Way to Enhance Academic Achievement

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Abstract

The purpose of this study was to determine whether student learning achievement increases with the case method learning paradigm. The data were collected using a questionnaire distributed through Google Form. Furthermore, the data was processed using regression analysis. A total of 188 active students of the Economics Education Study Program, Makassar State University were used as samples for this study, selected based on considerable factors. The results showed that the consistency value of the learning achievement variable and indicated that learning achievement has been increased with the involvement of case method learning paradigm. The results of this study support the theory that the use of the case method learning model can improve student learning achievement. The results of this study provide a significant influence on the efforts of educators and institutions to improve student learning outcomes and teaching quality by using more interactive and collaborative teaching methods.

Keywords: learning model, case method, learning achievement

INTRODUCTION

Improving student academic achievement is the main thing in education because it is closely related to the success of teaching and learning. While the success of the teaching and learning process is highly dependent on the understanding of the role and benefits of the material taught to students and the ability of educators to manage and involve appropriate learning methods, designs, and approaches (Upu et al., 2018). A previous work noted that activities in the learning process can be achieved through the use of various learning models and an emphasis on the active role of students (López et al., 2023). Among the learning methods, case study learning is often involved because it provides an understanding of how and why a phenomenon occurs and students can learn from certain cases (Sianipar et al., 2023).

The case study method learning model is a learning approach that utilizes real case analysis or simulation as the main tool in the teaching and learning process. According to Leest and Wolbers (2021), critical thinking skills and creativity are indicators of educational success that can be strengthened through the case study method. In this process, educators act as facilitators who help students achieve a deeper understanding, with students themselves as the subject of learning (Second-Marks et al., 2023). Educators not only convey knowledge to students, but also help students build their own knowledge (Tamimy et al., 2023). In addition, the case study method allows students to

learn actively in small groups, providing them with enriching and satisfying hands-on experiences as they solve problems together (Agus & Daeni, 2022). The ultimate goal of learning is to achieve overall learning objectives (Hyett et al., 2014).

Furthermore, Widyastuti and Triana (2024) also stated that student learning outcomes can be improved by applying the case study method or model. Students who learn through the case study method demonstrate a deeper understanding of the course and acquire better learning skills (Sofia et al., 2023). Learning with the case study method allows students to be actively involved in lectures because in its application students are given the opportunity to first study the theory related to the lecture topic that will be studied through the case study method, so that in the discussion, the solutions offered are not based on assumptions but on real problems (Koro, 2023; Pernantah et al., 2022). It is emphasized that the case-based learning approach can provide a comprehensive learning experience, which allows students to understand the relationship between theory and practice.

In addition, problem-based learning also encourages the practice of practical skills that are important in students' professional careers. Working in teams to solve problems, students also develop important collaboration, communication, and problem-solving skills (Schmidt, 2024). This type of learning helps students use case studies to more easily integrate theory and practice and motivates them to approach a problem from multiple perspectives, making them better prepared to face real challenges (Rahmil Husna et al., 2024). Ekasari et al. (2024) underlined that case learning methods can improve a number of characteristics, such as academic success, problem-solving skills, work skills, communication skills, perseverance, degree of learning activity, and learning motivation. Later, Adriani et al. (2023) said that using the case method learning paradigm can help students gain an understanding of motion more effectively.

Case method learning model can improve students' critical thinking skills in understanding economic theory and its applications such as in solving poverty problems in Indonesia. The case method learning model allows students to dig deeper into information and apply the knowledge learned to the problems given (Pangaribuan et al., 2023). Considering the matter of case method learning, the studies of involving case method are also on the rise. In general, the research conducted only focuses on a particular field of study, not referring to one learning achievement of a course. In addition, case study research has been conducted in schools and is rarely performed in universities involving many samples.

METHOD

Research Design

This study aims to investigate whether case study method learning has a strong relationship with student achievement. To address this, a quasi-experiment with an unequal control group design was used, taking into account the fact that random groups were used to determine the experimental and control groups, not random individuals. The quasi-experimental method is an indirect observation effort to determine student learning outcomes through a case method model where researchers do not need to reduce all components that form the educational context or environment. In a quasi-experiment, control and experimental groups can be compared even though there is no strict randomization, providing flexibility in situations where a fully controlled experiment is not possible.

Data and Measurement

This study involves primary and secondary data. Primary data comes directly from the source in the form of questionnaires and student post-test assignments, while secondary data comes from previous student learning outcomes. The research instruments in the form of questionnaires and observations were used in this study to combine data. Then, literature searches on emotional, intellectual and spiritual intelligence, mass communication, behavior modification, and other literature that supports data searches. This analysis is a tool applied to search for secondary data.

A research questionnaire containing a list of written statements that have been modified according to the title of this research was created to collect research data, the questionnaire was measured using a numeric scale, such as the Likert Scale, to facilitate statistical data analysis. This scale allows respondents to indicate their level of agreement or disagreement with the statements given (see Table 1).

Table 1

List of questions

Variables	Indicator
Case method learning model	<ol style="list-style-type: none"> 1. I feel that case method learning helps me in understanding economic concepts. 2. I feel more motivated to learn when involved in case method learning. 3. Case study method helps in improving my communication and collaboration skills. 4. I consider case method learning as an effective method to prepare for group assignments or projects in economics 5. In the learning the case method offers a more meaningful learning experience than alternative learning approaches. 6. I believe that following the case method learning will increase my level of involvement and activity during the learning process. 7. I believe that participating in case method learning has increased my understanding of the perspectives and beliefs of my group mates. 8. Case study learning method can increase the bond between students. 9. I feel more open to exchanging ideas and thoughts with classmates after engaging in case method learning. 10. The case method helped me see economic problems from various points of view. 11. I feel that case method learning provides a fairer opportunity for all students to participate in learning.
Learning outcomes	<ol style="list-style-type: none"> 1. I feel more confident in applying economic concepts after taking this course using case method. 2. I am confident that case method learning can improve my academic performance in the course. 3. Case study method helps me solve problems in the context of the subject in studying economy. 4. I feel more prepared to contribute to class discussions after engaging in case method learning.

Population and Sample

The population of this study was economics education students registered in the odd semester at Makassar State University, especially those in the 2021-2023 intake, totaling 365 people. This population was chosen because it was considered to have characteristics and attributes relevant to the research objectives, so that it could provide in-depth and comprehensive data for further analysis. Thus, to ensure that the research results are accurate and reliable, selecting the right population is important. Currently, the number of registered students is 188 people who were obtained randomly. Students have been selected for this research sample. This strategy allows researchers to select samples that best meet predetermined standards, thereby obtaining more in-depth and accurate data on the topic being studied.

Data Analysis

To analyze the data, this study involved linear regression analysis to explain the dependent variable with its independent variables. The main steps in conducting data analysis include: (1) ensuring that the data meets the regression assumptions, such as linearity of the relationship between variables, homoscedasticity (consistent residual variation), normality of residuals, and no autocorrelation, (2) calculating the regression coefficient to determine the direction and strength of the relationship, and (3) testing the significance of the relationship using the t-test and coefficient of determination (R^2) to determine how much the independent variable is able to explain the dependent variable. The main requirements are interval or ratio data and adequate sample size to ensure the accuracy of the results.

RESULT

This study uses quantitative descriptive techniques, namely tactics that use statistics to provide a summary and explain a situation. Data collection, data interpretation, and presentation of results are the three stages of the research process. To collect data in this study, a questionnaire was used to measure two variables: case method learning model and learning achievement. Active students of the Economic Education Study Program, Makassar State University (UNM) also participated in this research. Respondents who met the criteria of this study amounted to 188 people. The characteristics of this study include using quantitative descriptive methods to analyze the collected data, as well as focusing on the relationship between the case method learning model and student learning achievement.

The purpose of this study is to provide comprehensive knowledge related to how the case method learning method can improve student learning achievement. The questionnaire data will be processed through appropriate statistical procedures for the description and depiction of objective and measurable research findings. The research findings are expected to help create more effective teaching strategies in higher education environments, especially in the field of Economic Education (see Table 2).

From the results of the analysis of these characteristics, it can be seen that the respondents in filling out the questionnaire were mostly female students, with a total of 20 people or around 66.67% of the total respondents, while male students only numbered 10 people or around 33.33%. In addition, there is an interesting pattern between age and the semester being taken. The age of students generally reflects the semester they are taking, where semester 4 is the most dominant semester with a participation of 28 people

or around 93.33%, while semester 6 only numbered 2 people, representing around 6.67% of the total respondents. This shows a relationship between age and level of study, which can be an important consideration in analyzing the results of the questionnaire and evaluating the data obtained.

Table 2*Respondent characteristics*

Respondent Characteristics		Frequency	Percentage
Gender			
	Man	79	42 %
	Woman	109	58 %
	Total	188	100%
Semester			
	3	87	46.28 %
	5	57	30.32 %
	7	44	23.40 %
	Total	188	100 %

Normality Test

To ensure whether the collected data is used regularly or not, a consultation is carried out on the results of the normality test. There are two ways to find out whether the residuals in the normality test are normally distributed or not, namely statistical analysis and graphical analysis. This normality test will use the Kolmogorov-Smirnov method. The residual value is said to be irregularly distributed if its value is less than 0.05 and normally distributed if its significance value is greater than 0.05, according to the Kolmogorov Smirnov normality test (Table 3).

Table 3*Normality test results*

One Sample Kolmogorov-Smirnov Test		
		Unstandardized Residues
N		30
Normal Parameters ^{a,b}	Means	.0000000
	Standard Deviation	2.29300917
The Most Extreme Difference	Absolute	.128
	Positive	.100
	Negative	-.128
Test Statistics		.128
Asymptomatic Sig. (2-tailed) ^c		.200 ^{days}
a. This is a Normal test distribution. b. Determined by data. c. Lilliefors Significance Correction. d. This represents the lower limit of true significance. e. Lilliefors' approach, which uses an initial seed of 1314643744, and 10000 Monte Carlo samples.		

The significance value is $0.200 > 0.05$ which is known based on the results of the previous normality test, and it can be concluded that the residual value is normally distributed. P-plot can also be used for normality testing; in this case the data distribution is considered normal if there are points around the diagonal line.

Regression Analysis Test

To ascertain the extent of the positive correlation between case method learning capital and learning achievement, this study uses a direct linear regression analysis test. data from a widespread survey are used in this study. SPSS 27 is used to assist in the calculation of this test. Table 4 displays the findings of the basic linear regression analysis test.

Table 4
Simple linear regression analysis test results

	Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig
1	(Constant)	15.580	2.633		5.916	< .001
	X	.354	.106	.533	3.333	.002

The findings obtained from the table above show that the case method is a learning method that uses learning modalities. (b/regression coefficient) of 0.354 and the constant value (a) of 15.580. The regression equation can include these findings in the following equation

$$\begin{aligned} \text{Equation } Y &= a + bX + e \ Y \\ &= 15.580 + 0.354X \end{aligned}$$

The results of the equation above can be described by a constant of 15.580 which shows the consistency value of the learning achievement variable of 15.580 and the regression coefficient X of 0.354, meaning that learning achievement will increase by 0.354 if the case method learning capital value of 1% is added. With the presence of a positive regression coefficient, it can be concluded that the case method learning capital has a positive effect on learning achievement. In addition, by considering the significance value of the table above of 0.000 <0.05, it can be said that the learning achievement variable is influenced by the case method learning capital variable.

DISCUSSION

This study shows a strong relationship between the case method and student learning achievement. To support this, it can be explained through various preliminary studies and theories. First, Vygotsky (1978) Through sociocultural theory, the importance of social interaction in the learning process, which states that collaborative processes can deepen understanding of concepts through discussion and sharing of information. This is in line with the findings that the case method, as a method that relies on collaborative and interactive learning, helps students deepen the concepts they learn (Nkhoma et al., 2017).

Empirical research in the past few decades has strengthened the finding that the case method is effective in improving students’ academic achievement. According to Herreid (2007), students who learn through real-world cases have deeper understanding and better analytical skills compared to students who use traditional learning models. The study also shows that the case method can facilitate the understanding of complex concepts, such as in economics, because it allows students to transfer theories in real-world scenarios. In addition, Zhang (2021) reported that discussions arising from the

case study method enhance learning by offering different perspectives that help in better appreciating economic theories.

The case method is heavily oriented toward problem solving, which is an important skill in understanding and applying economic concepts. Bloom (1956) in its taxonomy emphasizes the importance of learning that encourages critical and analytical thinking, which can be achieved through methods such as case discussions. Solving real cases in groups, students not only hone their critical thinking skills but also learn to see a problem from multiple perspectives (Rizka, & Permatasari, 2023). Direct Feedback as a Learning Reinforcer, the case method allows students to receive direct feedback from their peers, which can help them improve their understanding quickly. Lastly, Johnson and Johnson (2009) remarked that the key element in effective learning, as it gives students the opportunity to immediately correct mistakes and reinforce their understanding. The case method provides a space for students to provide feedback to each other, which can accelerate the learning process.

CONCLUSION

The results of the study indicate that the case method learning model has a good and significant influence on the learning achievement of students in the economics course of the Faculty of Economics and Business, Economic Education Study Program, Makassar State University. Based on the results, learning achievement continues to be improved with the case method learning model. thus, it can be seen that students' ability to develop learning achievement through the case method learning model shows positive results on student learning achievement. These findings have a significant impact on educators and academic institutions that seek to improve teaching standards and improve student learning outcomes through the implementation of more collaborative and interactive learning strategies.

Implication

The following is the application of research on the effectiveness of the case method learning model. First, the results of this study provide evidence that the application of the case method can improve student learning achievement. This implication requires educators to consider the use of this method in everyday learning. Educators are expected to use this method more often to increase student engagement and help them understand the material more deeply through active interaction and case discussions. Second, curriculum development that supports collaborative learning. This finding also has an impact on curriculum development, where educational institutions have begun to include the case method as one of the main learning strategies, especially in study programs that require analytical understanding, such as economic education.

Limitation and Future Direction

This study solely taking sample in a university with certain sample, which has a generalization issue. However, this study provides a basis for further research on the case method learning method in other fields, especially economic education. Further researchers can examine more specific factors, such as the long-term effects of the case method on learning achievement or its influence on groups of students with different learning styles, thereby enriching the literature on innovative learning methods. Through these applications and implications, this study not only broadens insights in developing

more effective learning models but also helps educators and policy makers to improve the quality of education and prepare students to face real-world challenges.

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