

increasing student economic analysis ability through the application of case study methods in capita
selekta courses

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Increasing Student Economic Analysis Ability Through the Application of Case Study Methods in Capita Seleкта Courses

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Abstract

This study aims to improve ability of economic analysis students of the Economic Education Study Program, FKIP Jambi University in capita selecta subject Data analysis used quantitative descriptive analysis techniques with classroom action research. The subjects in research are 3rd semester students (class R002) who are contracting the capita selecta economics course, Economic Education Study Program, FKIP Jambi University, Academic Year 2021/2022. The results showed that there was an increase in learning outcomes for students of the Economic Education Study Program when carrying out learning for the economics of capital selecta subjects using the case method, where in the first cycle students who scored > 75 only 13 students or 46.43%, in the second cycle there was an increase in the number of students. 25 students who got a score > 75 out of a total of 28 people or 89.29%. There was an increase in learning activities in applying the case method which was assessed from 3 indicators including (1) self-orientation in cases, (2) cooperation and case resolution, (3) presentation of discussion results/findings, where the increase in activity was 18, 45%. The increase in activity was obtained from the observations made in the first cycle, namely 62.15% or categorized enough and in the second cycle it increased 80.60% or very good category.

Keywords: Ability, Analysis, Economy, Case Method, Capita Selecta Economy

Capita Seleкта Derslerinde Vaka Çalışması Yöntemlerinin Uygulanması Yoluyla Öğrencilerin Ekonomik Analiz Yeteneğinin Arttırılması

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Soyut

Bu çalışma, FKIP Jambi Üniversitesi İktisat Eğitimi Çalışma Programı öğrencilerinin kişi başına seçme konusu olan ekonomik analiz becerilerini geliştirmeyi amaçlamaktadır. Araştırmadaki konular, capita selecta ekonomi dersi, Ekonomik Eğitim Çalışma Programı, FKIP Jambi Üniversitesi, 2021/2022 Akademik Yılı sözleşmeli 3. dönem öğrencileridir (R002 sınıfı). Sonuçlar, birinci kademedeki > 75 puan alan öğrencilerin yalnızca 13 veya 46.43 puan aldığı birinci aşamada, büyük seçim konularının ekonomisi için öğrenmeyi vaka yöntemi kullanarak yürütürken, Ekonomi Eğitimi Çalışma Programı öğrencileri için öğrenme sonuçlarında bir artış olduğunu göstermiştir. %, ikinci devrede öğrenci sayısında artış oldu. Toplam 28 kişiden 75'in üzerinde puan alan 25 öğrenci veya %89.29. (1) Vakalarda kendi kendine yönlendirme, (2) işbirliği ve vaka çözümü, (3) tartışma sonuçlarının/bulguların sunulması, aktivite % 18, 45 idi. Aktivite artışı, birinci döngüde yapılan gözlemlerden yani %62,15 veya yeterince kategorize edilmiş, ikinci döngüde ise %80,60 veya çok iyi kategorisinde artış göstermiştir.

Anahtar Kelimeler: Yetenek, Analiz, Ekonomi, Vaka Yöntemi, Kişi Seçimi Ekonomisi

Introduction

Education has a strategic position to produce quality Human Resources (HR). The ability to solve problems that are around him with various points of view looking for characteristics of human qualities. Active involvement of students in mental processes in learning through the opportunity to experience a real condition or situation (experimental learning) is a determinant of success in learning. Furthermore, to support the key indicators of work in higher education (IKU 7), lecturers need to apply a collaborative and problem-based approach as well as a learning-based approach. Therefore, the case-based learning method is one of the learning models that can be applied in the learning process (Abidah et al., 2020).

Analytical ability is closely related to critical thinking skills, because of course it involves critical thinking. Critical thinking is a clear and direct mental process used in mental activities such as problem solving, decision making, persuasion, and hypothesis analysis, as well as conducting scientific research. Therefore, we can conclude that critical thinking skills are similar to analytical skills. Both are human processes or ideas for a deeper understanding of the problem or detailed document (Johnson et al., 2010). While case is a learning design based on the level of the teaching unit, in the form of a description of a particular problem, event or situation, which is then assigned to students to find alternative solutions. You can use this method to develop critical thinking skills and find new solutions to solved topics (Yamin, 2007).

Capita selecta economics as one of the compulsory subjects in the Economic Education Study Program, FKIP Jambi University, is presented to facilitate students and study various policies and implementations in the economic field, as well as examine issues of national and global economic activity. (Slusareva et al., 2019) More specifically, the study materials for this course are related to the Indonesian economy and its periodization, objectives, strategies and systems for implementing development, dualism, socialist, Pancasila and populist economic systems, structures, population issues, food policy and industrial development, import substitutes and export drivers, monetary policy, state revenues and expenditures, foreign trade, index and distribution developments, regional

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development revenues and autonomy, the Indonesian world economy in a global perspective (Chai & Kong, 2017). Meanwhile, to achieve learning outcomes with the characteristics of the economic selecta capita course which examines in depth economic development, economic directions and policies that continue to develop and dynamically require students' analytical skills and abilities to respond to the study.

By referring to the characteristics of teaching materials and courses offered by the Education study program, it is not possible to improve students' analytical skills through group discussions through lectures, and presentations only. (Sundarasan et al., 2020) Learning with the case method is carried out in groups, the teacher gives interviewees about various cases in the economic field, then students read the cases, and find ideas or responses in solving them through the analysis process of the cases presented. Based on the syntax or these steps, the case-solving-based learning method is a method that is deemed appropriate to improve the analytical skills of students of the Economic Education Study Program in the Capita Selecta course (Indira et al., 2020).

Methods

This study uses the method of classroom action (action research), in the implementation of this research was carried out in 3 cycles, each cycle consisting of the planning stage, the action stage (implementation), and observation (observation), and the reflection stage. The subjects in this classroom action research are 3rd Semester students (class R002) who are contracting the Kapita Selecta Economics course, Economic Education Study Program, FKIP Jambi University, Academic Year 2021/2022. Research data in the form of qualitative and quantitative data obtained from tests of analytical skills and observations of student learning activities during learning activities.

Table 1: Analyzing Ability Indicators

Process Category	Proses Kognitif
Differentiate	Distinguish between relevant and irrelevant sections in the case presented.
Organize	Arranging evidence in favor of and against an explanation
Attribute	Shows the point of view, bias, value of the material presented

Source: (Anderson et al., 2001)

Results And Discussions

1. Description of Initial Conditions Before Action (Pre-Action)

Learning in the Capita Selecta Economics course which is carried out in a teacher-centred manner is less attractive and makes students tend to be passive. The lecture and question-and-answer methods are not in accordance with the learning outcomes to be achieved in this economic selectivity course. Based on the findings of the problem during the observation activity in the learning process, the researcher tried to implement classroom action research which was designed in the form of case-

based learning to improve students' economic analysis skills, which were planned, including pre-cycle with the first and second cycles.

2. Hasil Penelitian Siklus I

Cycle I held on 3 meeting which is in 3 until 5, September 9, 2021, September 16 2021 and September 23 2021.

a. Action Planning

In this first cycle, the researcher planned the RPS action that had been prepared and based on the research instrument. The research instrument used is a learning and assessment instrument. Learning instruments in the form of syllabus, lesson plans and case study materials. The assessment instrument is in the form of student activity observation sheets and analytical ability test questions. The research instrument used was validated before being used in the study.

b. Implementasi Tindakan

At the implementation stage, the lecturer begins with apperception, namely as follows:

1. The lecturer provides corrections regarding learning and affirms some things that are not right.
2. The lecturer divides the students into groups of 4-7 people,
3. The lecturer explains the learning objectives and case-solving scenarios, then shares the cases that have been prepared.

Furthermore, in the core activity, the activity carried out by students is that each group identifies facts and concepts in the case, and connects various information in the case that has been provided. (Taylor & Parsons, 2011) At the closing stage, each group presents a problem solution that has been chosen for its reasons, then other groups are invited to refute and respond. At the end of the learning activity, the lecturer concludes the results of the case study and provides evaluation questions to assess students' analytical skills after participating in the lesson.

At the closing stage, each group presents a problem solution that has been chosen for its reasons, then other groups are invited to refute and respond (Abidah et al., 2020). At the end of the learning activity, the lecturer concludes the results of the case study and provides evaluation questions to assess students' analytical skills after participating in the. Learning activities in the Capita Selecta Economics course in the implementation of the first cycle are good, in the analysis ability test there are still indicators that have not reached the target.

c. Observation and Evaluation

Lecturers make observations on student learning activities for 150 minutes (3 credits). The following are the results of observations made in the first cycle of learning activities::

1. Student Analysis Ability and Test Score

Based on the evaluation carried out at the end of the first cycle and the data processing carried out, the following data were obtained:

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Table 2 Student Learning Outcomes in Cycle I

Total Students	Highest Score	Lowest Score	Average Score	Score Percentage >75 (B)
28	80	65	71,36	46,43%

Based on table 4.1, it is known that the learning outcomes of students' analytical skills in the Economic Education Study Program in the Capita Selecta Economics course in the first cycle, there were only 13 students who scored >75 or with a percentage of 46.43%. This shows that the implementation in cycle I still needs further action to improve students' analytical skills. The frequency table for the distribution of value data from the evaluation carried out can be seen in the appendix (Anderson et al., 2001).

2. Student Activity Observation Sheet

Student activity data in analytical skills is obtained from observations made during learning activities. This activity involves the observer in filling out the observation sheet. So that in the implementation of these action activities, the lectures are carried out in team teaching. One lecturer will carry out his duties in the main learning activities and two others will serve as observers. Data from the observation sheet consists of 3 indicators, namely: (1) Orientation to cases, (2) Cooperation in solving cases (3) Presentation of discussion results/findings. Furthermore, the data obtained were tabulated to facilitate data analysis. Based on the data analysis of the observation results of the student's analytical ability activity in the first cycle of the economic selecta capita course, it is presented in the following table:

Tabel 3 Student Learning Activities Cycle I

No	Observed Aspects	Skor Percentage	Criteria
1	Orientation to cases	61,16%	Enough
2	Cooperation in solving cases	61,01%	Enough
3	Presentation of discussion results/findings	62,49%	Enough
Total Persentase Skor		62,15%	Enough

Description of criteria:

81,26 – 100 = Very Good

62,6 – 81,25 = Good

43,76 – 62,5 = Enough

25 – 43,75 = Less

Based on Table 3 about student learning activities in case analysis skills in cycle 1, it is included in the Enough category (62.15%). This indicates that students still have economic analysis skills that must be improved.

From the results of observations made, on the indicators of self-orientation in cases, 61.16% of students have analytical skills in the form of formulating and diagnosing cases with sufficient categories. In indicators of cooperation in solving cases, related to aspects of student involvement in collecting information through various sources, skills in discussing and communicating ideas and choosing problem-solving strategies, it is seen that 62.49% or in the sufficient category. Furthermore, on the indicators of presenting the findings of the discussion on aspects of assessing analytical skills in terms of the suitability of presenting the results of the discussion, the courage to present and provide responses, and the conclusion that the answers are only 62.49% or categorized as sufficient (Coman et al., 2020).

d. Reflection

At the end of the first cycle, the activity ends with reflection. Reflection aims to examine the learning that has been carried out during learning in cycle I. Assessment of learning outcomes and student learning activities when the application of the case-based learning model is still sufficient and consistent as planned in the RPS. (Allen, 2003) At some stages it is still not targeted due to online learning conditions and student characteristics. Students' analytical skills still need to be improved in the following learning implementation.

Based on the results of the reflection description above, it can be concluded that in general, the implementation of learning for the economic electa capita course in class R002 through the case method is carried out with the appropriate steps outlined in the RPS and further action is needed in the next cycle (Beyer, 1995).

3. Cycle II Research Results

Cycle II was held for 3 meetings, namely at meetings 6 to 9, on September 30, 2021, October 7, 2021 and October 21, 2021. Based on the results of reflections that have been carried out to improve the shortcomings that exist in the first cycle, changes and improvements are made. The following are research activities in cycle II

a. Planning

Planning in the second semester is done by preparing Semester Learning Plans (RPS) using the case solving method, but the cases are prepared not only in the form of text media but also using video media to increase attractiveness and motivation for students.

Assessment instruments in the form of student activity observation sheets and analytical ability test questions are also prepared as in the first cycle.

b. Action Implementation

The lecturer begins with apperception, giving an initial understanding of the learning material that is linked to the previous material and corrections and affirmations of several things related to the

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analysis of the problems that have been raised. (Buluş, 2011) Furthermore, the lecturer carries out learning activities in accordance with the steps that have been planned in the RPS. Students are given the opportunity to conduct online discussions, where the lecturer does a breakout room zoom, so it make easier the lecture in direct observation of discussion activities and case analysis carried out by students in each group in turn.

c. Observation and Evaluation

Observer lecturers make observations on student learning activities. Observations were carried out for 150 minutes (3 credits). The following are the results of observations made during the learning process in the second cycle.

1. Student Analysis Ability Study Result Score

Based on the evaluation carried out at the end of the first cycle and the data processing carried out, the following data were obtained:

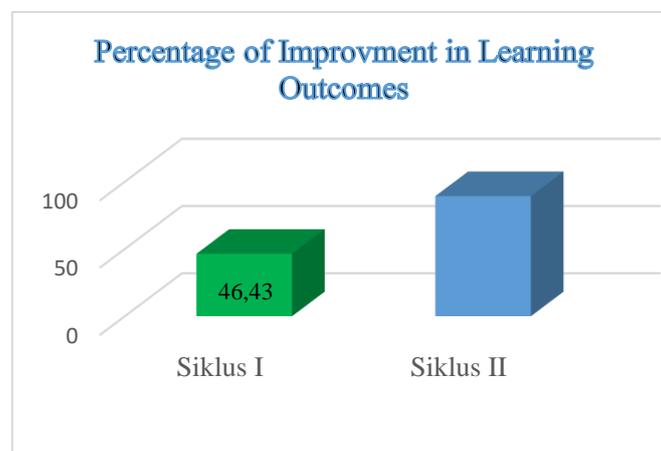
Tabel 4 Student Learning Outcomes in Cycle II

Total Students	Highest Score	Lowest Score	Average Score	Score Percentage >75 (B)
28	85	67	78,04	89,29%

Based on table 4.3, it is known that the learning outcomes of students' analytical skills in the Economic Education Study Program in the Economic Selecta Capita subject in cycle II have increased in number, namely 25 students who scored >75 or with a percentage of 89.28%. This shows that the implementation in cycle II improves students' understanding and analysis which is very good. Students are able to master the material provided through solving cases.

Table 5: Percentage of Improvement in Learning Outcomes for Class I and II

No	Siklus I	Siklus II	Kriteria Nilai
1	46,43	89,29	>75 (B)



89,29

Picture 1: Graph of Percentage Improvement in Learning Outcomes Cycles I and II

Based on the tables and graphs above, there is an increase in learning outcomes for students of the Economics Education Study Program when carrying out learning of the economics selecta capita course using the case solving method, where in the first cycle students who scored > 75 only 13 students or 46.43%, in the second cycle it occurred an increase in the number of students who scored > 75 as many as 25 out of a total of 28 students or 89.29%.

This is in line with the results of research conducted on regarding efforts to improve students' analytical skills and learning achievement through Problem Based Learning (PBL) strategies with laboratory media on the subject matter of stoichiometry for class X-MIA 3 SMA Negeri Surakarta Year 2014/2015 which states that in the first cycle students who are classified as having high analytical skills are 41.38% and increase to 86.21% in the second cycle, or it can be concluded that the application of Problem Based Learning can improve analytical skills and learning achievement of students in class X- MIA 3 SMA Negeri 5 Surakarta (Eko Setyowati et al., 2015)

2. Student Activity Observation Sheet

Data on student activity in analytical skills were also obtained from observations made by two lecturers who served as observer lecturers in this study. Data from the observation sheet consists of 3 indicators, namely: (1) Orientation to cases, (2) Cooperation in solving cases (3) Presentation of discussion results/findings. Furthermore, the data obtained were tabulated to facilitate data analysis. Based on the data analysis of the observation results of the student's analytical ability activity in the first cycle of the economic selecta capita course, it is presented in the following table:

Table 6 Student Learning Activities Cycle I

No	Observed Aspects	Score Percentage	Criteria
1	Orientation to cases	79,02%	Good
2	Cooperation in solving cases	80,95%	Very Good
3	Presentation of discussion results/findings	81,85%	Very Good
Total Score Percentage		80,60%	Very Good

Description of criteria:

81,26 – 100 = Very Good

62,6 – 81,25 = Good

43,76 – 62,5 = Enough

25 – 43,75 = Less

Based on Table 4.4 about student learning activities in case analysis skills in cycle II, it is included in the Very Good category (80.60%). This shows a significant change in student activities in demonstrating the case analysis skills that have been given. From the results of observations made, on the indicator of self-orientation in cases, 79.02% means that students are able to show analytical skills in formulating and diagnosing cases with good categories. In indicators of cooperation in solving cases, related to aspects of student involvement in collecting information through various

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sources, skills in discussing and communicating ideas and choosing problem solving strategies looks very good or 80.95%. Furthermore, on the indicators for presenting the findings of the discussion on the aspect of assessing the ability of analysis in terms of the suitability of presenting, the courage to present and provide responses, and the conclusion of the answer is also categorized as very good or 80.60%.

d. Refleksi

At the end of the implementation of the second cycle of activities, it ends with reflection to review the lessons that have been implemented. (Neuman, n.d.) Based on the results of the observations and the results of the student's analytical ability test in the economic selecta capita course, it was very good and carried out according to the lesson plans, although there were still some obstacles related to the obstacles faced by students during online learning, but overall students looked enthusiastic in participating in learning and during discussions and active in expressing opinions or refuting the statements submitted. Economic phenomena that occur can be reflected in the economic theory studied (Al-Awidi & Aldhafeeri, 2017).

Data on increasing analytical skills can also be seen from the learning activities that occur, where student learning activity can be seen from the active responses of students in arguing, refuting, and expressing opinions during learning. This data was obtained from observations through observation sheets made by observer lecturers (accompanied lecturers) when observing student discussion activities during learning on 3 indicators. The results of these observations can be seen in the following tables and graphs.

Table 7 Percentage of Improvement in Analytical Ability Based on Student Learning Activities

Osberved Aspects	Cycles I	Cycles II
Orientation to cases	61,16%	79,02%
Cooperation in solving cases	61,01%	80,95%
Presentation of discussion results/findings	62,49%	81,85%
Rata-Rata	62,15%	80,60%

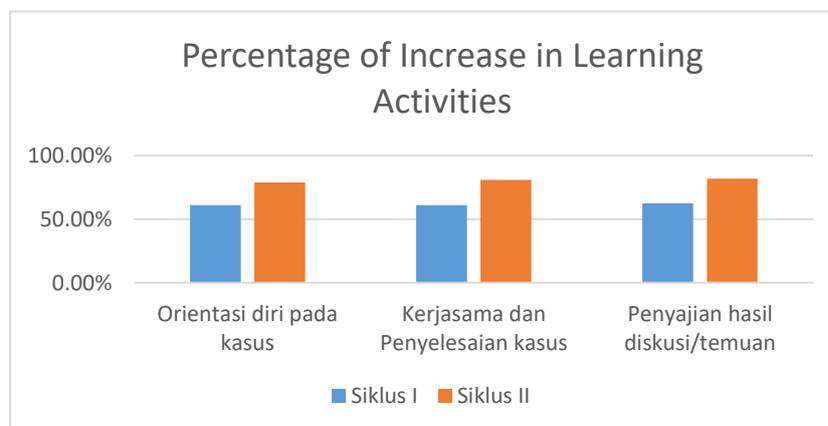


Figure 2: Improved Analysis Ability Based on Student Learning Activities

Regarding the application of the case study method in an effort to improve students' critical thinking skills in international relations courses through action research consisting of 3 (three) cycles of analysis of the findings proving the use of the case study method. can create a democratic atmosphere in learning (Anggraeni, 2012). There appears to be a significant change shown by the behavior of students in learning, especially in terms of expressing opinions, commenting on other people's opinions, being able to respect and appreciate other people's opinions and be able to work together with teams in their groups.

Conclusions

The application of case-based learning methods (case method) can improve the analytical skills of students of the Economic Education Study Program in the *Kapita Selecta Economics* course. This increase can be seen in the first cycle and the second cycle of learning that has been implemented. The increase in learning outcomes on students' analytical skills is 42.86%. The increase was obtained from the results of the evaluation results in the first cycle of 46.43% and 89.29% in the second cycle, which means that 25 of the total 28 students obtained more analytical and understanding skills with a score >75 (B).

There was an increase in learning activities in applying the case method which was assessed from 3 indicators including (1) self-orientation in cases, (2) cooperation and case resolution, (3) presentation of discussion results/findings, where the increase in activity was 18, 45%. The increase in activity was obtained from the observations made in the first cycle, namely 62.15% or categorized enough and in the second cycle it increased 80.60% or very good category.

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