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Analysis of Cultural Geography Learning Concept Design Based on Case Method and Team-Based Project

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Abstract.
Since the issuance of the Service of Instruction and Culture Proclaim No. 3/M /2021 in 2021 concerning Key Execution Pointers (IKU), where classroom learning will utilize one or a combination of the case strategy and project-based gather learning (team-based venture), which incorporates 50% in its assessment weight. Hence, this investigation pointed to plan learning concepts in political geology courses with a case strategy method and team-based venture within the Division of Geology Instruction, Workforce of Social Sciences, Medan State College. This inquiry about employment uses an expressive, subjective approach. The populace in this were all 454 understudies of the Division of Topography Instruction for the 2020-2022 year, and the test was 67 understudies. Information collection employs a survey (survey) disseminated to understudies through Google Shapes. This consideration demonstrates that executing case strategy and team-based project-based learning got a positive reaction from understudies. Based on the overview, 87% of understudies concurred that the schedule assignment task framework in papers was supplanted with dialogue learning by watching and analyzing various phenomena or issues within the environment or standard of living. Then, 76% of understudies concurred in case the assignments within the shape of CBR and CJR, and within the IQF learning framework were supplanted with the substance of hypothetical thinking in case of strategy reports and team-based projects. Selection of case strategies and team-based ventures carried out in bunches by groups by raising case considers that happen around or in the standard of living. Besides, the examination will be displayed and talked about in the course on the other hand.

Keywords: geography learning, design, case method, team-based project

1. Introduction

Concurring to Law No. 20 of 2003, instruction may be a conscious and arranged exertion to form a learning environment and learning process so that understudies effectively create their potential to have otherworldly quality within the field of religion, self-control,

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identity, insights, respectable character, and the abilities required by themselves, society, country, and state [1]. To create a competent generation, various competencies and skills are required. These competencies and skills will also support these individuals to get a quality education.

Endeavours to progress to attain quality instruction don't, as it were, fulfil the input and yield viewpoints but, more imperatively, are the method perspectives, which cruel decision-making, program administration, regulation administration forms, instructing and learning forms, and checking and assessment forms are given that the learning handle instructing has the most noteworthy level of significance compared to other strategies [2].

Based on the 21st-century national instruction worldview, a few competencies and abilities that students/human assets must have, specifically: (1) essential considering aptitudes and problem-solving, being able to think along the side, and systemically, particularly within the instructive setting. Issue fathoming (2) the capacity to communicate and collaborate (communication and collaboration aptitudes), able to communicate and collaborate viably with different parties (3) the capacity to form and upgrade (imaginative and development aptitudes), able to create their inventiveness to deliver different imaginative breakthroughs (4) data and communication innovation proficiency can utilize data and communication innovation to move forward execution and day by day exercises (5) relevant learning abilities can experience relevant free learning exercises as portion of self-development (6) data and media literacy skills can get it and utilize different communication media to communicate different thoughts and carry out collaboration and interaction exercises with different parties [3] [4] [5].

At first, 4C aptitudes were required, specifically essential considering problem-solving, inventiveness, communication abilities, and collaboration abilities in supporting understudy advancement, particularly in this digitalization time. Be that as it may, besides the requests of the times, the competencies that must be had are not restricted to 4C abilities but have expanded to Six Competency Abilities (6C): Basic Considering, Collaboration, Imaginative Considering, Computational Considering, Sympathy, and Communication [6] [7].

The learning show can serve as a reference for altering fabric and conditions between understudies and teachers in carrying out existing learning as a determinant of the victory of a lesson [8]. Educators' choice of learning models must be balanced with the nature and sort of fabric to be instructed, the targets to be accomplished, and the level of existing understudy capacities [9]. Applying an alluring learning demonstration must take after the conditions where understudies are, employing a comprehensive

assessment assessing not, as it were, the capacity to ace learning fabric but, moreover, the capacity to think [10]. One show that can maximize all aptitudes is the case strategy and team-based extended learning models [11] [12].

The case strategy could be a discussion-based participatory learning strategy that can improve critical thinking, communication, and interpersonal aptitudes [13] [14] typically since understudies are anticipated to be able to create vital considering aptitudes, inventiveness in tackling issues, increment understudy excitement and motivation, the capacity to communicate ideas or thoughts, and the capacity to work along with individual bunch individuals to make an equitable environment and common regard for the conclusions of others [15]. The case method is relevant for developing students' skills because it allows them to learn from real situations [16]. Compared to other strategies, the case strategy energizes long-term learning: "The standards are solid, but the cases are simple to keep in mind." A few analysts found a positive impact of the case strategy [17]. In expansion, cases can be used as a test instrument to enhance teachers' proficient information [18].

In the interim, the team-based extension is an imaginative demonstration centring on relevant learning through complex exercises [19][20].Team-based ventures are a combination of project-based learning and team-based learning models. Project-based learning includes problem-based learning methods, which afterwards require distinguishing proof, investigation, and arrangements [21]. The six standards of project-based learning are the educational programs backed by the extent. The evaluation must be helpful, taking after the objectives and exercises of the venture, and the exercises must incorporate real-world challenges and one of a kind points, the utilize of innovation, understudies must be effectively included in fathoming issues including multi-disciplinary information science, understudies must take an interest within the decision-making handle to distinguish learning needs, choice of points, materials, and understudies must work together in groups amid the learning prepare [22]. Project-based learning can make openings for learning frameworks that are learner-centered and more collaborative; understudies are effectively included in completing ventures autonomously and in cooperation and joining commonsense and crucial issues [23]. This appears that project-based learning is the leading hone for moving forward learning, communication abilities, basic considering aptitudes, and understudy learning results [24].

A case strategy and team-based venture learning plan concept within the Social Geology course for understudies of the Division of Topography Instruction, Workforce of Social Sciences at Medan State University [7] [16]. However, this learning strategy

isn't known for its adequacy in expanding understudy learning accomplishment, so encourage inquire about is required with respect to this learning strategy. Applying this learning strategy will sharpen students' capacity to think critically and fathom different cases or issues within the real world.
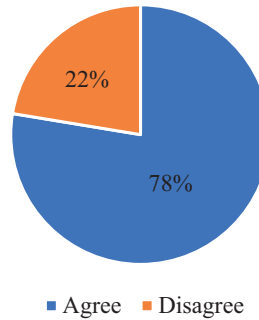
2. Methods

This investigate was conducted at the Office of Geology Instruction, Workforce of Social Sciences, Medan State College. This consider employments a subjective expressive approach with a survey strategy (survey). The populace in this consider were all understudies of the 2019-2022 Topography Instruction Office, who numbered understudies, and the test in this ponder comprised of 67 understudies. This information collection inquiry utilized a survey (survey) dispersed to understudies through the Google Frame application. The survey contains questions outlined to gather information concurring to the destinations.

3. Results and Discussion

Applying the case method and team-based project in the teaching and learning process is a learning method that has begun to be implemented in various educational institutions such as schools, state universities (PTN), and universities. Applying the case method and team-based projects will have different effects and benefits in each course and each supporting lecturer because each individual has a further understanding and critical thinking skills. Actualizing the case strategy and the team-based venture is contained within the Proclaim of the Serve of Instruction and Culture of the Republic of Indonesia Number 3/M/2021 concerning the Most Execution Pointers of State Colleges and Higher Instruction Benefit Educate at the Service of Instruction and Culture. Key Execution Pointers (IKU) point to make strides the quality of education and deliver competent graduates to compete within the world of work and industry. Key Execution Marker Number 7 (IKU-7) incorporates case strategies and team-based ventures. Applying these two learning strategies points to cultivate students' basic considering aptitudes and capacities and requires greatest competence.

The case method and team-based project-based cultural geography learning and assignments follow existing guidelines, namely RPS, ranging from 77.8-79.1 % (52-53 students). However, it can still be seen that some students still do not understand

The implementation of geography teaching is in accordance with the lesson plan (RPS)

22%

78%

■ Agree ■ Disagree

The implementation of the Case Method and Team-Based Project is in accordance with the guidelines.

21%

79%

■ Agree ■ Disagree
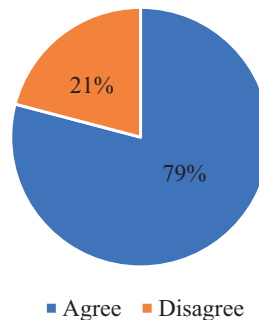
Figure 1: Implementation of Case Method and Team-Based Project-Based Cultural Geography Learning.

the concept of implementing the case method and team-based project-based cultural geography learning correctly.

Applying the case method and team-based projects in the learning process aims to improve students' critical thinking and problem-solving skills. [25] states that the characteristics of the case method and team-based project learning are that students face concrete problems, look for solutions, and work in small groups. In its application, students understand the context and develop other skills, such as communication and critical thinking (Figure 3).

Concurring to the study comes about; not all Division of Geology Instruction understudies clearly understand the usage of social geology learning based on the case strategy and team-based extend. This can be since understudies feel that now and then the learning framework is still not taking after the existing RPS. Students' need to understand the concept of learning social topography based on the case strategy and team-based extend is also caused by the inconsistency of the existing assignment concept, IQF. Numerous understudies feel that the IQF assignment may be a burden

Case Method and Team-Based
roject assignments can enhance
students' creativity and
knowledge.

■ Agree ■ Disagree
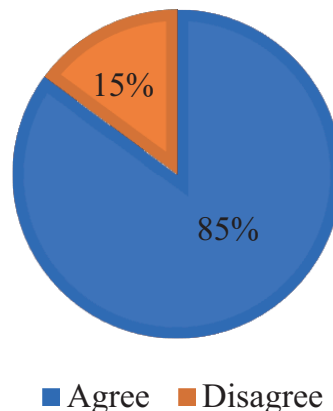
Figure 2: Level of Student Understanding of the Case Method and Team-Based Project.

and incapable in executing it within the learning educational modules. In expansion, other issues are caused by students' need of intrigued in partaking within the learning prepare.

Every student needs case method assignments and team-based projects. [26] state that student participation aims to develop skills, critical thinking, and other abilities. Participation is not only beneficial in group activities but also for the individual students themselves. Effective strategies can increase student involvement, creativity, innovation, and meaning, assist students in solving real-life problems, hone cognitive abilities, manipulate, design, utilize technology, apply knowledge and ability to combine mental and psychomotor knowledge, and arouse curiosity. Knowing that it triggers creative imagination and critical thinking, this Strategy includes project-based learning. It suggests that the case method is relevant for developing students' skills because it allows them to learn from real situations [27] [16].

3.1. A new learning concept of cultural geography for geography education students

According to a survey that has been conducted, students agree that the assignment system for the Indonesian National Qualifications Framework or KKNI (TR, CBR, and CJR) is replaced with another assignment system. Routine assignments that were previously given in the form of summarizing notes or making papers can be replaced with classroom learning based on observing and concluding the phenomenon of problems

related to cultural geography in society and then discussing these problems between students and supporting lecturers; likewise, with the CBR (Critical Book Report) and CJR (Critical Journal Report). CBR and CJR are felt to be very ineffective for students where students are given the task of criticizing books or journals by people who are already professionals in their fields. To overcome the ineffectiveness and inefficiency of these assignments, students also agree if the CBR and CJR assignments are replaced with the content of theoretical studies in the case method.

The Schedule Assignment/Paper Errand Framework is supplanted with Discussion-Based Learning by Watching and Summarizing Wonders of Social Geography-Related Issues in Society
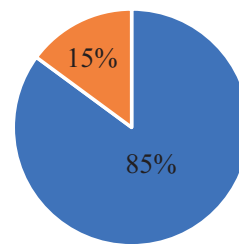
The CBR and CJR Task Framework is supplanted with Hypothetical Ponder Substance within the Case Strategy.
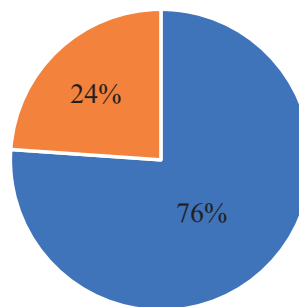
Figure 3: Level of Student Participation in Assignments.

The case method will be assigned by directing students to visit and observe historical sites with cultural and political elements. From student visits to these historical sites, it is hoped that students can collect data that aims to produce an output, namely a journal. The supporting lecturers will collect these journals, which will be reviewed and discussed in class. In discussing student journals, the lecturer will state the results of his review as an expert so that the bulletin can be revised material for students so that

they can make it a lesson to produce much higher quality journals. The best journals also have the opportunity to be published, where journal publications can provide new insights into areas that have been studied and open opportunities to explore new topics in the same field.

The Case Method assignment is conducted by visiting historical sites that contain elements of culture and politics within them.
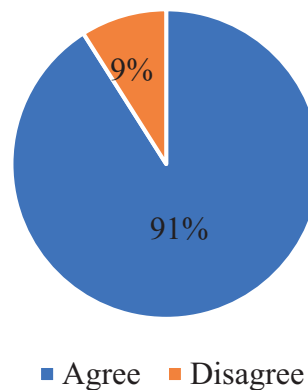
Figure 4: Level of Student Participation in the Application of the Case Method.

4. Conclusion

The case method and team-based project learning aim to develop students' critical thinking so that students can solve concrete problems, find solutions, develop skills, and communicate that can be used or implemented in the future. The application of the case method and team-based project in the Geography Education Department is still not running optimally due to various factors, such as the heavy workload of the IQF and the lack of student participation in the case method and team-based project assignments. Thus, there is a need for a total change in IQF assignments to terms more based on discussions between students and lecturers and fieldwork practice.

Acknowledgments

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