

Textbook Project on Social Problems Using Case Method

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ABSTRACT

This research aims to: (1) produce a suitable case method-based social problems textbook for class V at SD Negeri 056627 Kwala Sawit District. Batang Attack District. Langkat, (2) produce an effective social problems textbook based on the case method in class V of SD Negeri 056627 Kwala Sawit District. Batang Attack District, (3) Steps to become better textbook In this research refers to the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) research and development model. The results of the research show that case method-based social problems textbooks are very suitable for use. This is proven by material experts with a percentage of 94%, language experts 90% and design experts 78%. The social problems textbook based on the case method is very effective applied to improve student learning outcomes at SD Negeri 056627 Kwala Sawit, Batang Attack District, Langkat City based on the completeness test, student learning outcomes were 91.66% (very good) and the n-gain score increased student learning outcomes by $g = 0.75$ (high)

KEYWORDS

development textbooks; ADDIE; case method

INTRODUCTION

Education is very important, because education is a chosen effort to influence and help children improve their knowledge, morals and physical abilities. Gradually, it can lead children to achieve their highest dreams. In general, we know that education is a universal activity in human life, therefore education is very important and a right for everyone. Every human being has the right to receive and hopes to always develop in education, because through education it will create people who are potential, creative, and have brilliant ideas as provisions for a good future.

Achieving educational goals is greatly influenced by the success of learning activities at school, because teaching and learning activities are the core of the educational process. In the teaching and learning process there must be good interaction between teachers and students, students and students, and learning resources to support the achievement of learning objectives. Teachers as learning managers must be able to provide active and enjoyable learning so that students can participate in learning with enthusiasm, and the material taught can be accepted by students easily. A good teaching and learning process can be realized, of course influenced by a teacher who must have good skills in using appropriate learning models for students.

Social problems material is material that contains problems that occur in the surrounding environment. With a case basis, students are presented with problems in the surrounding environment so that students are required to be active in solving problems that have been provided by the teacher. This material was taken because many social problems arise but students do not know the causes, consequences, or even how to solve these social problems. It is very important to provide social problems material to elementary school students so that

it is hoped that students can understand and understand what social problems exist in their environment that they will encounter in everyday life.

From various information from journals and educators in schools, it is clear that there is a need to analyze the curriculum, namely by identifying Competency Standards and Basic Competencies related to social issues material to find out the indicators that must be achieved by students. This is done so that the development of teaching materials is carried out in accordance with learning objectives. It is also very necessary to carry out a needs analysis by identifying the textbooks used by teachers in social studies learning, especially in social issues material. The identification results will be used as a basis for developing textbooks. Next, analyze the characteristics of students, as we can see now, that there are still students who experience social problems, especially in their own school environment, therefore students' knowledge about social problems really needs to be done and developed from an early age.

Several studies that have been carried out in applying the case method include: 1) Langgeng et al (2014) with the title “*Penerapan Metode Case Study Untuk Mengoptimalkan Hasil Belajar Siswa Materi Hama dan Penyakit Tumbuhan*” ; 2) Sobri, M., Muid, A., & Daud, S. M. (2021) entitled “*Penggunaan model Pembelajaran case method dalam mengatasi demotivasi belajar during mata kuliah muhadatsah Lil Muftadiin Prodi Pendidikan Bahasa Arab Universitas Jambi*”; 4) Fitri et al (2022) with the title “*The effectiveness of the case method learning method in an effort to increase student participation and learning outcomes in change management courses*”; 5) Harahap, E. P., & Yusra, H. (2022) with the title “*Implementasi Pembelajaran Case Method Melalui Observasi-Investigasi Sebagai Pengembangan Bahan Ajar Dialogika Di Forum Kelas*”. From several research journals that have been presented, it turns out that there is no case method for discussing social problem material in elementary social studies learning. Through an interview with a teacher at SDN 056627 Kwala Sawit, he said that there were no teachers at this school and had never taught using the case method, especially on social issues. In the daily learning process, the teacher uses the lecture method, namely explaining orally in front of the class about social problem material because this method is the easiest for the teacher. Teachers only explain concepts verbally using the lecture method. Students will feel bored because they only listen to the teacher's explanation. The problem is that students are less enthusiastic or teachers are less creative and this method is said to be monotonous which will make it difficult for students to understand. Based on the data analysis above, it can be seen that the case method is rarely used in elementary schools and by implementing case method-based learning it can improve student learning outcomes in solving the various problems they are facing.

RESEARCH METHODS

This type of research in development uses R & D research through stages referring to the ADDIE model. According to Mulyatiningsih (2011), the ADDIE model is a complete model and is considered more rational than other models. In other words, this model functions for various kinds of product development such as learning strategies, models, media, learning methods and teaching materials. This development research aims to produce textbook products on social problems based on the case method.

This research was carried out at SD Negeri 056627 Kwala Sawit, Batang Panggang District, Langkat Regency. The time used in the research starts from June 2023 to August 2023. The subjects in this research were 24 students in class V of SDN 056627 Kwala Sawit, Batang Panggang District, Langkat District. Meanwhile, the object of this research is a case method-based textbook on social problems. Data analysis regarding the feasibility of the textbook being developed. Before the product was developed by researchers in the form of

a textbook, the case method-based social problems material was tested in the field. First, the textbook is validated and adjusted by the validator using the following data analysis techniques:

$$p = \frac{f}{N} \times 100\%$$

Djamarah (2010)

Information:

P : Score percentage

F : Total score obtained

N : Maximum number of scores

Textbooks that have been developed are first validated. With the aim of whether the textbook developed by the researcher is suitable for use or not. Determining the appropriateness score range from validators for textbooks based on the Case Method.

Table 1. Feasibility of Percentage Analysis by Validators and Students

Percentage	Feasibility
0% - 20%	Very Not Worth
21% - 40%	Not Worth
41% - 60%	Enough Worth
61% - 80%	Worth
81% - 100%	Very Worth

Suryana, Novita Mila & Indrawati, D. (2018).

Research on the effectiveness of case method-based textbooks that has been developed by researchers aims to make decisions about whether further trials need to be carried out in the development stage of the textbooks that have been developed. The effectiveness of textbooks used in learning is determined based on the achievement of learning completeness both individually and classically.

The test results obtained were then analyzed by researchers to see students' completeness in learning individually and classically. Students' individual learning completeness can be calculated using the formula:

$$KB = \frac{T}{T_t} \times 100\%$$

Trianto (2009)

Information:

KB : Learning Completeness

T : Total score obtained by students

T_t : Total ideal score

Criteria: $0\% \leq KB < 69\%$ Students have not completed their studies and $70\% \leq KB \leq 100\%$ Students have completed their studies, Students are said to have completed their learning (individual completeness) if the proportion of students' correct answers is $\geq 70\%$

To determine classical learning completeness, the following formula is used:

$$PKK = \frac{\text{Banyak siswa tuntas}}{\text{Banyak Subjek Peneliti}} \times 100\%$$

Trianto (2009)

PKK: Classical Completion Percentage

After the students' individual and classical learning completion has been analyzed, the next stage is analyzing the gain score value. This was done to assess the improvement and effectiveness of the case method-based textbook that has been developed. Then the result data between before and after using textbooks in the learning process is calculated using the normalized gain score formula.

The existence of an analysis stage of students' responses to products in the form of textbooks that have been developed using data analysis techniques in this research can be used as a reference for researchers to find out how they respond to textbooks that have been developed by researchers. Using the following percentage formula:

$$P = \frac{f}{N} \times 100\%$$

Djamarah (2010)

Information:

P : Percentage

f : Frequency of answers

N : Number of samples

Validity test is a quality that shows the relationship of a measurement to the meaning or purpose of criteria or behavior based on the instrument's conclusions. To determine the validity of test items, the point biserial correlation formula (*rpbis*) is used, as stated by Arikunto (2009). The magnitude (*rphi*) is consulted at *rtabel* with a significance limit of 5%. If you get *rphi* > *rtabel* then the question item is classified as valid and vice versa.

The reliability test of the research instrument shows that the instrument is suitable for use as a data collection tool. For the instrument reliability test, the KR-20 formula was used, as stated by Arikunto (2009: 30).

RESULTS AND DISCUSSION

The following are the results of the summary of the revision of validators by material experts, language experts and design experts, which can be seen in the following table:

Table 1. Validator Value Summary

Validator	Validation 1		Validation II		Average
	Score	%	Score	%	
Materials Expert	81	81%	94	94%	88%
Linguist	31	62%	45	90%	76%
Design Expert	60	60%	78	78%	69%

The validator results for material experts in validation 1 obtained a score of 81 and a percentage of 81% in validation II experienced an increase in score of 94 and a percentage of 94%. The validator results for linguists in validation I obtained a score of 31 and a percentage of 62% in validation II experienced an increase in score of 45 and a percentage of 90%. The validator results of the validation design expert I obtained a score of 60 and a percentage of 60%. Validation II experienced an increase in score of 78 and a percentage of 78%.

Feasibility of Case Method-Based Social Problems Textbooks

Implementation Stage

At the implementation or application stage, the case method-based social problems textbook product has been designed, developed, and tested for feasibility by a team of validation experts. After the product validation expert team stated that the textbook was suitable for students to use in the learning process. At this stage, teachers' and students' responses to the use of textbooks will be analyzed using a questionnaire.

Teachers' Responses to the Feasibility of Case Method-Based Social Problems Textbooks

The next stage, the teacher provides a response in the form of an assessment of the suitability of the textbook based on the case method. The feasibility assessment involved one teacher as the homeroom teacher for class V at SD Negeri 056627 Kwala Sawit, Batang Panggang District, Langkat District. The data from the teacher's assessment sheet for textbooks based on the results of the teacher's assessment on the aspects of content, presentation, appearance and language in the assessment reached 85%. If matched with the textbook eligibility criteria table, this score is included in the very appropriate category.

Student Responses to the Feasibility of Case Method-Based Social Problems Textbooks

It was concluded that the results of the questionnaire assessment and small group trial responses to the development of case method-based social problems textbooks were overall 80% with appropriate criteria and would be continued with student questionnaire response trials in large groups or in the field.

The results of large group trials were given to 24 class V students of SD Negeri 056627 Kwala Sawit, Batang Panggang District, Langkat District. The large group trial aims to find out students' opinions about textbooks in terms of design, content and benefits of books in learning. The results of the large group trial with an assessment percentage of 89% in the very feasible category. Data on the results of the large group trial can be seen in the attachment.

Based on the results of the learning analysis, updates are needed in student learning resources, including textbooks. Textbooks are materials used as a means of supporting the learning process. The book developed in this research is a case method-based textbook which aims to improve student learning outcomes and to test the feasibility of the textbook, a feasibility analysis is carried out by material experts, language experts and design experts called expert validators.

A validator is a person who is considered competent, has insightful knowledge and experience relevant to the development of material, language and design of a textbook. The validator will provide suggestions for improvements to the textbook with theoretical and practical considerations in using the book. In assessing textbooks, the validator will use an assessment instrument sheet created by the validator in the form of a rating scale.

In this research, the results of material validation were obtained by the validator, namely the results of validation I obtained a total score of 81 with a percentage of 81%, while validation II obtained a total score of 94 with a percentage of 94% or was categorized as "Very Eligible". So, it can be seen that there was an increase in validation results of 13% from validation stages I and II. Then the language validation results were obtained, namely the results of validation I obtained a total score of 31 with a percentage of 62%, while validation II obtained a total score of 45 with a percentage of 90% or was categorized as

"Very Eligible". So, it can be seen that there was an increase in validation results of 28% from validation stages I and II. The case method-based social problems textbook that was developed uses good and correct language. So that students can easily understand and master the learning material. That books that are prepared using good, interesting language and contain pictures/illustrations really support interest and understanding of the subject matter.

Furthermore, validation of the textbook design obtained validation results, namely the results of validation I obtained a total score of 60 with a percentage of 60%, while validation II obtained a total score of 78 with a percentage of 78% or was categorized as "Decent". So, it can be seen that there was an increase in validation results of 18% from validation stages I and II. Thus, it can be concluded that the textbooks developed have been declared valid and suitable for use.

The Effectiveness of Case Method-Based Social Problems Textbooks

Evaluation Stage

The final stage in the development process in this research is an evaluation of the product, namely a social problems textbook based on the case method. The aim of this evaluation stage is to analyze data on the effectiveness of textbooks through the completeness of student learning outcomes. Assessment of learning outcomes is carried out before and after using textbooks or through pre-test and post-test.

Textbook effectiveness data analysis

Effectiveness analysis was carried out on 24 class V students of SD Negeri 056627 Kwala Sawit, Batang Panggang District, Langkat Regency, by giving 20 multiple choice questions. After answering the questions, students' learning completion will be calculated individually and classically.

Based on data on individual learning completion results obtained based on students' ability to answer 20 questions, there were 22 students who were "Completed" and 2 students who were "Not Completed".

Based on the results above, the gain score value reached 0.76 with high improvement criteria. From this description, it can be concluded that the case method-based social problems textbook is effective for improving student learning outcomes.

From the overall explanation, it can be concluded that: (1) the development of case method-based social problems material textbook products is in accordance with the ADDIE model development stages starting from analysis, design, development, implementation and evaluation. (2) From the results of the feasibility test by experts, it is concluded that the textbook is suitable for use. (3) At the evaluation stage, an increase in student learning outcomes was obtained. Based on the increase in learning outcomes, the case method-based social problems textbook was declared effective for use.

The textbook effectiveness test is used to determine the improvement in student learning outcomes. The effectiveness of textbooks in this research can be obtained through assessing the completeness of learning outcomes. The analysis of the completeness of student learning outcomes, it shows that the students' initial abilities obtained a percentage score of 31% and the posttest results obtained a percentage score of 83%, there was an increase in the completeness of student learning outcomes by 52% and the completeness of classical learning results was obtained with a percentage of 91.66%. By using the effectiveness test through calculating the n-gain score, a g score of 0.75 is obtained, meaning there is an increase in learning outcomes and is classified as high.

It appears that the textbooks developed can help students achieve complete learning outcomes. Thus, it can be concluded that the use of the case method-based social problems textbook that was developed meets the criteria for effectiveness.

Dina et al (2017) stated that the textbooks developed in her research were categorized as valid, interesting, practical and effective for use in learning. Validity is reflected in the validator assessment results that all validators stated good results in both aspects, namely material and language. Sihotang and Muhammad (2015) stated that using textbooks can more effectively improve learning outcomes when compared to using textbooks. This shows that the learning outcomes of students taught using textbooks are higher than the learning outcomes of students taught using textbooks. The use of textbooks can increase the effectiveness and feasibility of learning and have a positive influence in improving student learning outcomes.

CONCLUSION

The social problems textbook based on the case method is very suitable for use in the learning of fifth grade students at SD Negeri 056627 Kwala Sawit, Batang Panggang District, Langkat Regency. This is supported by the results of the feasibility assessment of textbooks by material experts with a percentage of 94% (Very Appropriate), language experts providing a feasibility assessment with a percentage of 90% (Very Appropriate), and design experts providing a feasibility assessment with a percentage of 78% (Excellent).

The social problems textbook based on the case method is effectively used to improve the learning outcomes of fifth grade students at SD Negeri 056627 Kwala Sawit, Batang Panggang District, Langkat Regency. This is supported by the results of the analysis of the completeness of learning outcomes after using the social problems textbook based on the case method. The percentage of completeness of student learning outcomes was 91.66% with Very Good criteria. By paying attention to the N-gain score on the increase in learning outcomes for class V students at SD Negeri 056627 Kwala Sawi. Batanganggaran District, Langkat Regency with a score of $g=0.76$, meaning that the increase in student learning completeness is relatively high.

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