CASE METHOD LEARNING MODEL WITH COOPERATIVE LEARNING APPROACH TO IMPROVE SOCIAL SKILLS

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Abstract	This study aims to improve students' social skills and learning outcomes through the case method model with a cooperative learning approach. Students ' social skills are still low, considering the indicators of group work, group presentations, discussions, and opinions that have an impact on learning outcomes. Student learning outcomes also include affective, cognitive, and psychomotor domains. This study uses a class action research method with three cycles. Each cycle consists of planning, implementation of actions, observation, analysis, and reflection. This research was carried out in Class A with a total of 32 students who are in the class of 2022 History Education Study Program, PIPS Department, FKIP, University of Jambi. Data collection techniques using observation, interviews, and literature analysis. The results showed that the application of CSE method model with a cooperative learning approach can improve students ' social skills. The percentage of social skills in the first cycle was 41.4. In the second cycle, social skills increased to 63.2, and in the third cycle, to 82.2. For the learning outcomes in the cycle, I got a score of 71.1. Cycle two increased by a value of 74.4, and cycle III got a score of 78.9. it can be concluded that the case method learning model with a cooperative learning approach to improve students' social skills
Keywords	*Case Method, Cooperative learning, social skill*

INTRODUCTION

The quality of lectures is one of the factors to improve the quality of education. The quality of lectures is related to the lecturer's ability to carry out the learning process in the lecture hall, including social skills and learning outcomes, so that optimal goals are achieved according to what is written in the Semester Learning Plan (RPS). Social skills, according to Anderson (Minarni, 2016), are an attitude of being able to communicate and interact well with other people.

Social skills are an important factor for students to interact in their environment both at home, around boarding houses, and on campuses. Students who do not have social skills will certainly find it difficult to initiate and establish positive interactions with their environment, and it is even possible that these students will be rejected and ignored. The impact that arises as a result of this rejection is that it is difficult for students to adjust to their home environment, boarding house environment, and campus environment. This can be seen in the Pancasila course in History Education Study Program.

The social skills of students of the History Education Study Program, especially in Pancasila courses, are still relatively low. *First*, CPMK Pancasila subjects feel high curiosity, and there is a sense of responsibility and honesty in being able to work together with colleagues to solve problems related to Pancasila material. *Second*, working on group assignments, only one or two students participate. In student group presentations, students read what is in their PowerPoint. *Third,* when discussing many students who are not active, many are silent, and only a few ask questions or add explanations. The low social skills have an impact on their learning outcomes. Learning outcomes, according to Mansur, are the results obtained by students after lecture activities that cover the affective, cognitive, and psychomotor domains (Muflihah, 2021). Low social skills and student learning outcomes require a solution. One way is to choose a lecture model and approach that is appropriate to the material. Based on an article written by (Sham, 2022) under the title "Implementation *Case Method* In Improving Student Learning Outcomes shows that there is an increase in student learning outcomes when using the model *case method*.

In the article written by (Sikander, 2009), "Approach Effectiveness *Cooperative Learning* In Improving Student Activity and Learning Outcomes," The results of the analysis on the implementation of action research from cycle one to cycle three showed an increase. Then the article entitled Effectiveness of Learning Methods *case method* In Efforts to Increase Student Participation and Learning Outcomes in the Change Management Course written by (Widiastuti, Amin, &

Hasbullah, 2022), shows a positive influence on the case method learning method and helps develop thinking skills to solve problems, intellectual skills, and independent learning so that it can be concluded that the case method model is a model that can help the skills and learning outcomes of students and students.

The low social skills and learning outcomes of the History Education Study Program students in the Pancasila course require innovation in lectures, namely by using a cooperative learning approach. Cooperative learning is an approach in lectures that involves student participation in a small group to interact with each other. Lecturers in lectures only act as facilitators so that students have the opportunity to directly apply their ideas. *Cooperative learning* teaches students to work together with their group members and between group members. Through the approach of *cooperative learning,* students have two responsibilities. First, they learn for themselves. Second, learn to help members of the group.
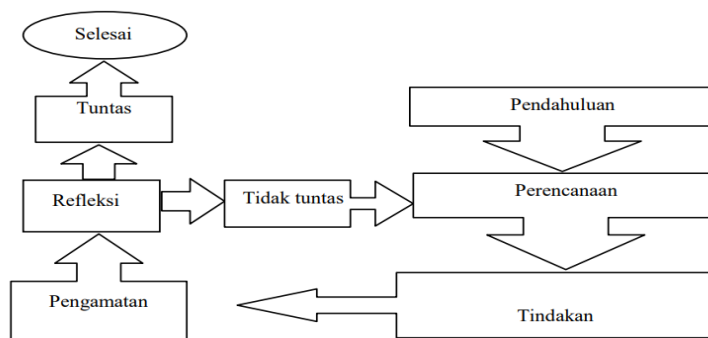
This cooperative learning approach is suitable for use in the lecture models *case method*. The case method model is a lecture that is designed using case studies from the real world that have occurred in society, nation, and state. With the lecture model using the case method, students are expected to be able to explore problems and solve problems from these cases through group discussions (Harahap & Yusra, 2022). The case method is expected to be able to reduce the gap between theory and practice so that in a contextual learning experience, students can connect the phenomena discussed with the material being studied (Andayani, Mustikowati, Setyowati, & Firdaus, n.d.).

Approach*cooperatif learning* with the Models*case method* is expected to improve social skills and student learning outcomes in Pancasila courses (Sobri, Muid, & Daud, 2021). The Pancasila course is a lesson that provides guidelines for every human being to study, analyze and solve problems of the nation and state development from the perspective of the basic values of Pancasila as the ideology and basis of the Republic of Indonesia. Referring to the problems above, the researcher is interested in conducting a research entitled Implementation of the Case Method Learning Model with a Cooperative Learning Approach in Pancasila Courses to Improve Social Skills and Learning Outcomes.

METHOD

The method used in this research is class action research which is often called Classroom Action Research (PTK) which is adapted to the Hopkins model as shown below:

Figure 1. Design of PTK Adapted to the Hopkins Model

The research was carried out in class A class of 2022 in the history education study program, the PIPS FKIP Jambi University, Muaro Jambi Regency, Jambi Province. This study consisted of 3 cycles with the stages of planning, planning, implementing action, analysis, and reflection. The results of this reflection will be the basis for planning further actions. This research will also look at the relationship between social skills and outcomes using the product moment correlation formula as follows:

$$r_{xy=} = \frac{N.\sum xy - (\sum x)(\sum y)}{\sqrt{[N.\sum x^2 - (\sum x)^2][N.\sum y^2 - (\sum y)^2}}$$

N = Total of Subjects

X = Total Score of Variable X

Y = Total Score Variable Y

$\sum$X² = Total Score of Variable X squared

$\sum$Y² = Total Score of Y variable squared

$\sum$XY = Total Score of X score with Y Score

The technique used in collecting data is participatory observation, where the researcher acts as a lecturer who provides material and sees students during the lecture process and how students' social skills while using lecture models and approaches are studied. Unstructured interviews with the aim of knowing the student's constraints when using the lecture model and approach that has

been chosen at the end of the lecture, and the observer also have field notes and conducts field documentation. Data analysis techniques used include qualitative techniques and quantitative techniques. Qualitative techniques aim to describe the implementation of this PTK step and explain the obstacles that occur during lectures. Quantitative techniques are used to measure social skills and learning outcomes. Student skills use questionnaires and observation sheets to see the results of their learning using assignment scores.

FINDINGS AND DISCUSSION

Findings

1. Data on Student Social Skills Processing Results

In this study, the lecturer divided student groups into five (5) groups randomly by providing selected case studies for each meeting to see students' social skills. These social skills are observed from cycle 1, cycle two, and cycle three and assessed from the observation table with the social skills assessment aspect. *First*, relationships with peers; *Second,* self-management; *third,* Obedience; *Fourth* Assertive behavior has increased. The following describes the acquisition of scores from student skills in Table 1. below.
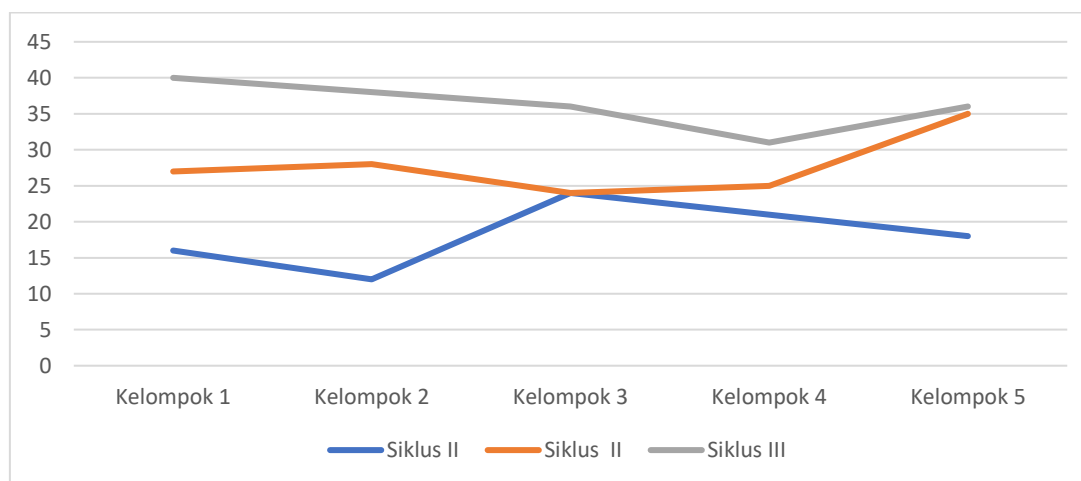
Table 1. Observation of Social Skills

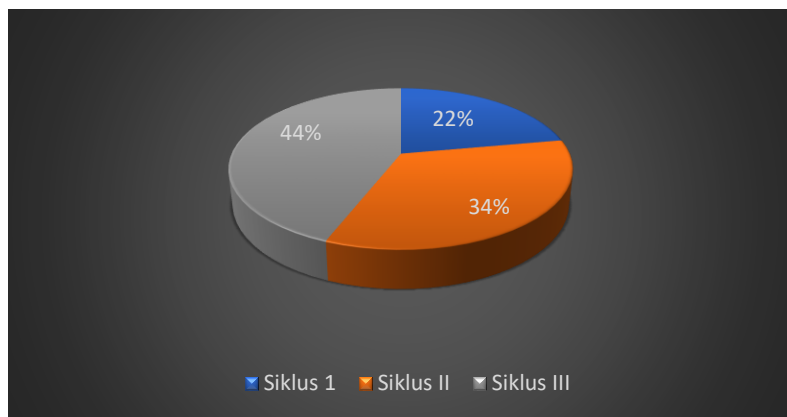| No	Group Name	Cycle I	Cycle II	Cycle III
1	Group 1	16	27	40
2	Group 2	12	28	38
3	Group 3	24	24	36
4	Group 4	21	25	31
5	Group 5	18	35	36
	Total Score of Students	91	139	181
	Total Maximum Score		220	
	Average	41,4	63,2	82,2

From Table 1 can be seen that each group experienced an increase in social skills in each cycle. In cycle 1, group 2 got a score of 12, but in cycle 3 got a score of 38 which increased by 67%. Group 3, which in cycle 1 obtained the highest score of 24 but in cycle two did not experience an increase, and it only increased in cycle three by 33%. In cycle one, there was the first obstacle. Students working on group assignments still could not divide their time and divide tasks for each individual in the group. Second, students do not complete group assignments correctly because not all of them work in groups. Third, students are not used to analyzing a problem due to their low literacy in literature.

The obstacles encountered in cycle one were used as a reflection for cycle two so that the value of social skills in each group increased. In cycle 2, students have started to be able to build cooperation in one group, share tasks, and be more confident in discussions. In cycle three because the social skills of students are getting better and all groups have increased, this action is completed in cycle 3. The social skills of students who increase in each cycle can be seen in the form of the diagram below:

Figure 2. Diagram of the Social Skills Acquisition Score of Students for Each Cycle

Based on the diagram above, it can be seen that in cycle one, the highest score was obtained by group 3, while in cycle II, the group that received the highest score was group 5, with a score of 35. Compared to cycle 1, group 5 experienced a significant increase of 9.4%. , while groups 1, 2, 3, and 4 also experienced an increase. In cycle three, groups 1, 2, 3, 4, and 5 experienced an increase. The one with the highest score was group 1, with a score of 40. For group 4, the increase was not significant, only 2.4%. From earnings. The score described above, the score is averaged with the average result as follows:

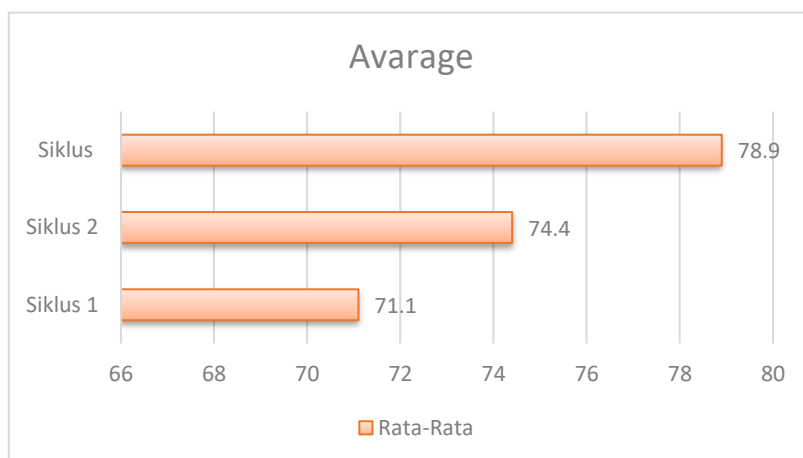**Figure 3.** The score of students for each cycle

2. Data Processing Results of Student Learning Outcomes

Data learning outcomes from applying the model *case method* with the approach of *cooperative learning* The results of their learning were done in groups on shaped cardboard. *Mind Mapping* and Analysis of the linkages of the Case Study with the material discussed in each cycle and the student learning outcomes can be seen in Table 2 below:

Table 2. Student Learning Outcomes

No.	Cycle Implementation	Average Value
1.	Cycle 1	71,1
2.	Cycle II	74,4
3.	Cycle III	78,9
Total		224,4
Average		75

Based on Table 2, it can be seen that student learning outcomes as a whole have increased. In cycle I, the average student learning outcomes were 71.1. In cycle II, it increased by 4.6%, then in cycle III, the average student score rose to 78.9. Compared to cycle II, the increase in student learning outcomes in cycle III is 6%. It can be concluded that the increase in learning outcomes in cycle II is greater than in the previous cycle because students are getting used to the learning model case *Method*. The student learning outcomes are described in the diagram below:

Figure 4. Average Student Learning Outcomes

To find out the correlation between social skills and student learning outcomes when applied classroom action research with models *Case method* through approach *Cooperative Learning*. The students in this study amounted to 32 people. In each cycle, the researcher always gives a questionnaire at the end of the lecture to see the results of individual students' social skills and provide an assessment of the assignments that have been given. So to see the correlation between social skills and student learning outcomes, researchers use a simple correlation formula, namely moment *product*, as follows:

$N = 32$ $\qquad$ X =2393 $\qquad$ Y = 2376

$\sum X^2 = 180755$ $\qquad$ $\sum Y^2 = 176597$ $\qquad$ $\sum XY = 177729$

$$r_{xy=} \frac{32.\sum 177729 - (\sum 2393)(\sum 2376)}{\sqrt{[32.\sum 180755 - (\sum 2393)^2][32.\sum 176597^2 - (\sum 2376)^2}}$$

$$= \frac{32.177729 - (2393)(2376)}{\sqrt{[32.180755 - (2393)^2][32.176597 - (2376)^2}}$$

$$= \frac{1560}{\sqrt{(5728)(5716)}}$$

$r_{xy} = 0,48$

If the value of r is consulted with the correlation interpretation criteria, it can be seen that the social skills variable and learning outcomes are positive by paying attention to the rxy obtained by 0.48. Rxy, with a score of 0.48 is said to be quite high based on opinion (Arikunto, 2018) because it is in the range of 0.400 to 0.599, so it can be concluded that there is a relationship between social skills and student learning outcomes.

Research using the learning model *case method* offers students opportunities to develop self-potential, and self-knowledge, innovate, and find a way out of the cases to be discussed. The learning process using this model is also a challenge for students in determining self-assessment for students. Use of the learning models *case method*, students are focused on achieving superior achievements and developing potential with innovation in learning (Widiastuti et al., 2022). Danilin (Sham, 2022) reported in his research that *the case method* could develop *analytical skills, critical thinking, creative thinking, practical skills, communication skills, and social* and reflexive *skills*. Learning model *case method* suitable for improving students' social skills.

Social skills are the ability to carry out good social relations behavior with various groups in the form of adjustments to the environment and surroundings and skills to solve a social problem (Ulum, 2018). social skills (*social skills)* are the skill of individuals in creating interactive relationships with other individuals and the ability to overcome problems so as to obtain a harmonious adjustment in the community (Bali, 2017).

CONCLUSION

From the results of the research and discussion, it can be concluded that the lecture system uses the Case Method Model with a Cooperative Learning Approach to improve social skills, which increases in each cycle, both observed through group observation sheets and through individual questionnaires. Students' social skills increase so that learning outcomes in each cycle experience an increase. In each cycle, reflection is always carried out to see the difficulties faced by students during lectures using the case method model with a cooperative learning approach.

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