



Student Center Learning Design : Development of Human Rights Textbooks Based on Case Method and Team Based Project

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Abstract: This study aims to design learning through textbooks based on case methods and team-based projects in Human Rights courses. The research method used Design design-based research, with data collection techniques such as questionnaires and documentation. The sample in this study was 23 students from the civic education study program, at Sriwijaya University. This study analyzed data using quantitative descriptive methods. The results of the study obtained that 1) the problem analysis phase obtained the results that the results of the analysis of needs and materials showed that learning based on case methods and project-based teams was still not well facilitated; 2) the development phase, a prototype of a textbook was obtained which contained efforts for case method and project-based team learning with assignments in each Course Learning Achievement that analyzed cases and group projects to complete assignments; 3) the trial phase was carried out and input was obtained before being used on a large scale; 4) the reflection phase obtained the results that at this stage the lecturer still had to have a role and competence so that learning could be by the objectives of presenting textbooks based on case methods and project-based teams. The implications of this research have an impact on the ability of lecturers to design learning that improves critical thinking skills in solving problems and realizing the results of thinking into real learning activities.

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Introduction

The government's policy on an independent curriculum is expected to train 21st-century skills for students. One of the skills in question is critical thinking skills. Critical thinking skills for students are important to be trained in the learning process to prepare them to face problems that will be faced in the present and future. The role of lecturers in training critical thinking skills is essential because it is related to the selection of methods, strategies, and learning models to be used (Risnanosanti, et al. 2019).

Innovation in education is beginning to show efforts to improve the quality of learning with many student-centered learning designs. This is in accordance with the National Higher Education Standards (SN-DIKTI) and Permendikbud Number 3 of 2020 concerning National Higher Education Standards is the minimum standard for organizing learning in higher education. According to Article 11 of Permendikbud, learning must be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered. There are many advantages to using a student-centered approach in the learning process. According to the SCL learning strategy, students should be encouraged to be self-motivated and then strive to achieve the desired competencies. This can be achieved by



increasing the amount of time spent on discussion, allowing students to have the courage to express their opinions. By using the SCL system, he hopes that students can participate actively, think critically, analyze, and solve problems (Ardian, A., & Munadi, 2015).

To achieve these goals, the role of lecturers is needed to become facilitators in learning, one of which is Student-Centered Learning which is considered more appropriate to the current external environment. This prevents students from making effective decisions about problems. Student-centered learning requires students to actively participate, think critically, analyze, and solve problems on their own. To utilize student-centered learning, teachers must understand the concepts, mindsets, philosophies, and commitments to learning methods and strategies (Mujianto, 2020). As stated by Auditor and Mutya, educators must have strong abilities to achieve these ideal conditions. This ability is very important because educators can improve performance in the learning process (Auditor, N., & Mutya, 2022).

This student-centered learning design effort is carried out to reduce conventional learning where there are too many lecturer activities that are more dominant in the learning process. According to Sumiyah, learning that uses conventional models causes students to play a less active role in the learning process because teachers only lecture during the learning process. (Sumiyah., 2022; Mashud, M., Rahmani, et al., 2022; Wulandari, A., et al, 2022). The literature review shows that there is still a low level of learning design that involves teachers carrying out projects in the classroom. Lack of attention makes teachers less enthusiastic about carrying out learning like this (Miller, E. C., & Krajcik, 2019; Grossman, P., Kazemi, E., et al., 2019). This anxiety should be a challenge for lecturers to design student-centered learning. Furthermore, Farrow J. M, Sarah S. K., et al., (2024) stated that problem-based and project-based learning should have been designed from the start by the school curriculum so that lecturers are able to carry out activities in class clearly during the learning process.

One of the efforts made is to design teaching materials that invite students to be active. So teaching materials are prepared based on case methods and project-based teams, of course through this policy the learning process by linking learning with problems that will be faced in real terms. So it is necessary to strive for learning with a problem-based approach or the term case method. In addition, the learning process that has been accustomed to through problem-solving must also be supported by a project-based learning process or the term project-based team in groups so that they can implement critical thinking in the form of real activities. The learning method is directed because this method is one type of learning that is centered on students. So that students have freedom and independence in learning. In the Merdeka Belajar Kampus Merdeka system, there are two learning methods: case-based and project-based. In the case method, students are expected to not only be able to understand case studies, but also be able to analyze and evaluate related case studies. The project-based model is a learning model that uses activities or projects as a tool to provide knowledge, attitudes, and skills. Literature reviews show that teachers must take a role in learning that accustoms students to think critically and is centered on students. The learning design used is also very varied, for example with learning media or teaching materials. (Arnidah, A., Anwar, C. R., & Aswan, 2023).

The results of the study show that with the changes in the actions and methods of the case method, the discussion of cases makes students interested in knowing more about the company or case being discussed. Students become more interested in learning more because they start to think and look for answers to the cases to be discussed. They are also given the freedom to process the material to be discussed so that they can express opinions critically, suggestions, and criticisms about case-based learning. (A. E. Flynn dan J. D. Klein, 2001;

Widiastuti, F., Amin, S., & Hasbullah, 2022;Alfiandra, Sani Safitri, 2018; Alfiandra, Syafruddin Yusuf, Ikbali, 2022). Furthermore, designing project-based textbooks is also supported by research results, one of which is the team-based project learning model. Applying a learning approach in a module has been proven to be able to accelerate the achievement of predetermined learning objectives and can even produce certain products. (Harahap, M., Siregar, L. M. S., Yunita, Y., & Sari, 2024).

Research on textbooks for Human Rights courses is still limited, because usually only on subjects based on practical work. This is a challenge for lecturers to design learning through textbooks based on case methods and project-based teams. This condition is the reason researchers are interested in compiling learning designs through textbooks. If associated with Human Rights learning, it is certainly very suitable because of material in Human Rights learning. Material that requires many cases to be reviewed and student activities to carry out a project will make it easier to achieve learning objectives. Therefore, the importance of Case Method and Project Base Team learning to achieve student-centered learning objectives. This study aims to design learning through textbooks based on case methods and project-based teams in Human Rights courses.

Research Method

This study used a design-based research (DBR) method, to create a learning design based on the case method and project-based team. The design-based research method supports research on educational problems and the improvement of theory and practice by determining student achievement and creating learning environments that support student achievement (McKenney, S., & Reeves, 2014). The following figure shows the research process in detail:

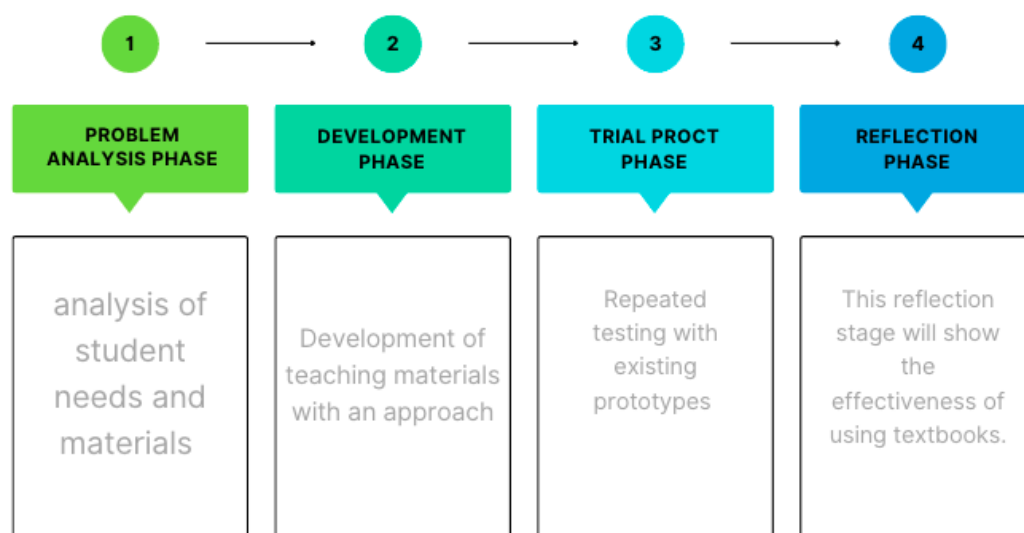


Figure 1. Research Steps

Data collection techniques include 1) Documentation. Researchers collected materials from various sources of information related to the development of teaching materials based on case methods and project-based teams. Then, through this documentation technique, it is also used to collect relevant materials from various sources, both printed and online; 2) Questionnaire. The questionnaire collection technique would be carried out by researchers to obtain data related to instrument validation by experts (content experts and language experts) as well as questionnaires to collect opinions from students whose classes are used as samples



for limited product trials conducted on 23 students taking the Human Rights course in Civic Education, Faculty of Teacher Training and Education, Sriwijaya University. Descriptive statistics were used to analyze data by describing or depicting the collected data as it is without intending to draw conclusions that apply to the public or generalize (Sugiyono, 2008).

Results and Discussion

1) Problem Analysis Phase

This stage was carried out by identifying problems and analyzing the needs and initial characteristics of students and the materials used in the Human Rights course. In this first stage, a needs analysis had been carried out in advance in terms of content, students, and lecturers. From the results of these activities, it was obtained that in terms of material analysis, it was mapped that the material in this course was factual and procedural so it is appropriate to develop a case method and Project Based Team-based learning design. For the results of interviews with lecturers, so far the course has not been optimal because learning still uses modules that only contain material. Next, the researcher conducted a needs analysis for students, obtaining the results that 45% that learning in class has formed critical thinking skills; 80% that learning in class provides space to form active communication skills; 52.5% that learning in class has trained student creativity, 60% that learning in class forms cooperation in learning, 45% that lecturers have designed case method learning in learning in class, 37% that classes are already project-based, and 100% that lecturers must design learning based on case methods and Project Based Teams in an integrated manner.

In terms of material, researchers conducted a study of the syllabus results from various universities that have Human Rights courses in various Civic Education study programs. The materials include the terms and Definition of Human Rights; the Development of Human Rights Thought before & after World War; the History of the Development of Human Rights in Indonesia before and after independence; The theory of natural rights and the theory of positivism in Human Rights; The theory of relativism and cultural universalism; Principles of human rights; International human rights instruments; Dynamics of international economics and trade; Human rights mechanisms in Indonesia; National human rights regulations; National human rights regulations; Human rights protection institutions; National and international Human Rights Courts.

2) Development Phase

Referring to Borg and Gall development into three stages, namely: preliminary study, product development, and product testing.

a) At the Preliminary Study Stage

At this stage, what is done is to create an outline of the Human Rights textbook based on the case method and project-based team by referring to the results of the lesson plan used in the Human Rights course. From 9 Sub Course Learning Outcomes, the results obtained are that 1) one Course Learning Outcome used a collaborative learning approach with the consideration that it is still an introduction to the material and basic concepts of Human Rights; 2) seven Course Learning Outcomes used a case method approach with the consideration that the material studied discusses more current issues in Human Rights learning in Indonesia and internationally; 3) 2 Course Learning Outcomes used a project-based team approach with the consideration that the material presented could allow more students to carry out projects that align with learning objectives.



b) Product Development

Before producing the Human Rights Textbook based on the Case Method and project-based team approach, a validation process will be carried out by experts (lecturers appointed by the researcher), as the textbook is still a prototype. If errors are found during the process, revisions will be made until valid results are obtained. The product validity test will be conducted by two experts: a material expert (CA) and a language expert (ZA). At this stage, improvements will also be made based on the validators' suggestions. The production of the textbook will include the latest case studies and a collection of problem-solving questions. Additionally, group projects will be used to create group products. This approach aims to design student-centered learning. The validation results will be based on the material validation.

Table 1. Validation by Material Experts tor can be seen in the following table.

No	Statement	Very Good	Good	Not Good	Bad
1	The Human Rights learning material is in accordance with the learning outcomes of the course.	√			
2	The material in the textbook is presented systematically	√			
3	The concepts in the prepared material are appropriate		√		
4	Case examples presented in Human Rights textbooks have reached the HOTS thinking stage	√			
5	The material presented can be understood well	√			
6	The material presented is able to facilitate students to be actively involved in the learning process.	√			
7	The material in the Human Rights textbook has enhanced students' collaborative experiences.	√			
8	Project-based assignments have work instructions	√			
8	Completeness of assignments with clear photos or images		√		
9	The material presented brings up to date cases.		√		
10	There is follow-up in the assessment process	√			
11	Suitability of material with lesson plan		√		
12	Suitability of the project to learning objectives		√		

Based on the validation results from the material experts, the material contained in the textbook based on the case method and project-based team on Human Rights was categorized as valid with a score of 87.5%. Although it had been declared valid, there were several comments from the validator for the improvement of the textbook, namely by re-ensuring that the cases discussed in the textbook are clear and also stimulating students' critical thinking. Furthermore, the textbook based on the case method and project-based team on Human Rights was also validated by language experts, as can be seen in the following table.

Table 2. Validation by Linguists

Indicators / Aspects Assessed	No	Statement	Assessment Scale				
			1	2	3	4	5
Clarity of information	1	The information provided is easy to understand				X	
	2	Use of easy to understand sentences.				X	
Conformity with Indonesian language rules	3	The language used is in accordance with enhanced spelling					X
	4	The use of loan words and foreign languages has been adjusted to Indonesian language rules.				X	
Effective and	5	Use of clear and simple language				X	



Indicators / Aspects Assessed	No	Statement	Assessment Scale				
			1	2	3	4	5
efficient use of language	6	Use of effective sentences				X	
Legibility	7	The text is displayed solid				X	
	8	The ease of reading text is related to the size of the letters used					X
	9	Coherence between sentences in a paragraph					X
	10	Coherence between paragraphs					X

Based on the validation results from the Language expert, the case method and project-based team-based textbook on Human Rights are categorized as valid but must be revised with a validation value of 82.5%. Although it has been declared valid, there are several comments from the validator for the improvement of this textbook before being tested. The validator requested 1) There were still errors in the use of punctuation, ineffective sentences, and non-standard language, and 2) the validator requested to improve the presentation by adding more interesting sentences in the example section. Therefore, the research team revised the case method and project-based team-based textbook on Human Rights according to the suggestions of the Language expert validator.

3) Product Trial Phase

This case method and project-based team Human Rights textbook have been declared valid in the development process and will be tested in the sample class. The trial implementation was carried out in stages, namely, one-to-one, small group, and field evaluation. For more details on the trial stages that have been carried out, it will be explained as follows.

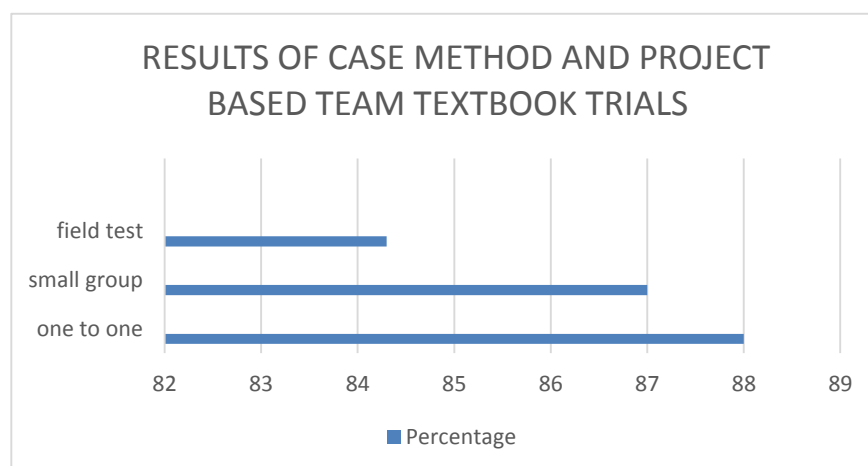


Diagram 1. Result of Case Method and Project Based Team Textbook Trials

Based on Diagram 1 during the one-to-one product trial stage 5 students with different ability criteria (high, medium, and low categories). The researcher gave a questionnaire about case methods and project-based team-based textbooks. From the 20 statement items given, an average percentage of 88% was obtained, which means valid. With a note of improvement, namely the readability of the case illustration questions whose language use is not yet appropriate. Then, at the Small Group Trial stage by determining 11 students with different ability criteria (high, medium, and low categories). The researcher gave a questionnaire about case methods and project-based team-based textbooks. From the 20 statement items given, an



average percentage of 87% was obtained, which means valid. With a note of improvement, namely, the project instructions were not clear so they were difficult to understand. The last stage is Field Evaluation to determine 23 students with different ability criteria (high, medium, and low categories). The researcher gave a questionnaire about case methods and project-based team-based textbooks. From the 20 statement items given, an average percentage of 84.3% was obtained, which means valid.

4) Reflection Phase

After conducting problem analysis, development, repeated trials, and testing. The next step is reflection. Where the product of the Human Rights textbook is obtained based on the case method and project-based team that will spark student activity as the center of learning. By using this, it is expected that the learning objectives for more students' habituation to think critically and actively participate in learning can be achieved optimally.

Discussion

McKenney & Reeves (2014) said that design research produces products as teaching materials and scientific insights into their application in education. In addition, the results of the study showed that the case study method was able to train students' critical thinking skills by changing actions and methods. This method increases students' understanding of the critical thinking process starting from finding problems, analyzing problems, and finding solutions. This will help educators create creative teaching materials with relevant cases to be solved (Alfiandra, 2018; Alfiandara et al: 2022). Concerning the opinion above, the case method is one approach that focuses on students in learning. Therefore, the Case Method-based learning design is very good at achieving learning. So far, Human Rights learning has only used modules prepared by lecturers, there have been no case-based or project-based teaching materials used. This will certainly have an impact on the learning process in the classroom which is monotonous and not centered on students. This should not happen because of the results of the study (Aisyah, et al., 2020) that lecturers must have the ability to choose the right textbooks to achieve the planned competencies.

Based on the results of the needs analysis, teaching materials are needed by the characteristics of Human Rights material and can help students think critically and creatively because these abilities are important in the 21st century, where educators must be able to design and organize learning so that students have 21st-century abilities. Therefore, educators must immediately apply the 4C abilities (Critical Thinking, Communication, Collaboration, and Creativity). This is not only a requirement for educator performance in changing teaching methods, but also the role and responsibility of non-formal educators in accustoming children to apply these abilities in everyday life. (Prihadi, 2017). This is in line with theoretical studies that To ensure that each course offers collaborative and participatory learning, a strategy is needed. One method that can be used is the case method learning model or team-based project learning. (Citraningtyas, 2021; Nasrulhaq, N., Harakan, A., et al., 2022). This is also supported by the results of the study showing that learning design can support the Case Method and Project-Based Team learning methods based on the validity of the content/material, media, and very good trial results. However, additional information is needed so that it can be integrated with other platforms, such as LMS, in the process of distributing teaching materials, especially learning videos. This will make it flexible in use (Arnidah, A., Anwar, C. R., & Aswan, 2023).

In essence, this case-based learning is the result of problem-based learning where the presentation of the case is more to solve problems that will certainly provide the right problem-solving skills for students. In essence, project-based learning (PBL) is an



instructional approach in which students learn new content by working in collaborative groups over time to develop a product or performance that addresses current issues. In recent years, this case-based or problem-based approach has developed a wide international following. (Aksela, M., & Haatainen, 2019; Farrow, J., Kavanagh, S. S., & Samudra, 2022).

In addition, in the school curriculum, several schools have integrated case-based or problem-based learning into the curriculum. This is by data that in many countries, investment in PBL has expanded to the national level. As a small example, in the United States, the Council of Chief State Schools of Cers has determined "developing and facilitating project-based learning experiences" as an instructional competency for successful educators (Jobs for the Future & the Council of Chief State School of Cers, 2015). To achieve this case-based learning is certainly not easy because lecturers must take on the role of having competent competencies in implementing this method.

To achieve this, the role of lecturers is needed to try to understand teaching practices that support this curriculum reform and develop strategies to prepare teachers with the knowledge, skills and mindset to realize the curriculum reform optimally (Christopher G. Pupik Dean, et al., 2023). Several studies also show that with project-based learning, students will be able to have advantages in the learning process compared to those who do not use projects. The basic question in this approach is how many advantages will students get. (Saavedra, A. R., Liu, Y., et al., 2021).

Literature review shows that this project is generally only in certain subjects so that it is not optimal in its application. Of course it is a challenge for lecturers of human rights courses to use this project-based method (deGraff & Kolmos, 2005). A recent study on the effectiveness of the PBL curriculum used a randomized control trial to test the efficacy of a rigorous PBL curriculum and found that students in PBL classes outperformed students in control classes on various measures (Deutscher, R. R., Holthuis, N. C., et al., 2021; Krajcik, J., Schneider, B., Miller, E., et al., 2022). The implications of this research will have an impact on the ability of lecturers to design learning that improves critical thinking skills in solving problems and realizing the results of thinking into real learning activities.

Conclusion

The research found that learning design can be designed by lecturers to achieve learning objectives and improve students' thinking skills and participation in Human Rights courses. The efforts made were by designing Human Rights textbooks based on case methods and project-based teams. There are 4 phases carried out to design the textbooks, including 1) the problem analysis phase obtained results that the results of the analysis of needs and materials showed that learning based on case methods and project-based teams was still not well facilitated; 2) the development phase, a prototype of a textbook was obtained which contained efforts for case method and project-based team learning with assignments in each Course Learning Achievement that analyzed cases and group projects to complete assignments; 3) the trial phase was carried out and input was obtained before being used on a large scale; 4) the reflection phase obtained the results that at this stage the lecturer still had to have a role and competence so that learning could be in accordance with the objectives of presenting textbooks based on case methods and project-based teams.

Recommendation

Recommendations for lecturers to be able to optimize the case method and project based methods in learning to improve students critical thinking skills. For further researchers to design more complex learning with different sciences such as other teaching materials.



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