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The Urgency of Case Method in Geography Learning

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Abstract

The process of organizing education through classroom learning in the current era, especially in describing learning in the era of the independent curriculum, is increasingly showing its existence. Because with this development is tucked away the purpose of the development of learning through increased competence, flexibility and character. This research aims to describe the use of case method in geography learning. This is due to the demand of students to not only understand geography material, but how the learning content is considered to be analyzed using cases as described in the purpose of using the case method itself. A qualitative approach was used in this research to describe the research data. Research data collected through library research techniques, namely data collection based on information obtained from books, journals, and other relevant literature. From the results of the researcher's search using the documentation method to several references, it shows that in accordance with the characteristics of geography learning is a learning perspective (approach), tools, as well as knowledge and skills. Therefore, to understand the character and more meaningful geography learning material, the author assumes that the case method is the right approach to understand and give meaning to each geography content that is learned. The benefit of this research is as a form of recommendation for readers in implementing learning in the era of independent curriculum policy, namely in achieving flexible learning.

Keywords: Case Method, Geography Learning

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1. Introduction

Education is one of the important aspects in the formation of quality individuals and society. As stated in Undang-Undang No 20 tahun 2003 that education itself is an embodiment in the atmosphere and learning process in students, which is carried out consciously and planned with the intention of developing self-potential in students. (Asep et al., 2016) Self-development is carried out one of them through the development of learning in an educational unit. Learning development can be carried out well through the development of appropriate learning methods. Djamarah and Zain (2010) in (Nasution, 2017) learning methods have a position as a tool for extrinsic motivation, as a strategy and tool in achieving goals in learning. therefore for educational institutions, it is important to choose effective learning methods in order to achieve the desired educational goals. One of the learning methods that has been widely applied at various levels of

education is the case method.

The case method is a learning approach that involves solving real problems through analysis and discussion of related situations. according to Schröter & Röber (2022) in (Fauzi et al., 2023) Case method is a way for students to learn which is participatory, and in the form of discussions where students through this learning will have an impact on having skills in critical thinking, communication and dynamics in groups. In this kind of learning, learners are given the opportunity to learn through problems to see various perspectives. Typically, the cases used in this method describe complex and challenging real-life situations that require critical thinking, analytical skills, and good decision-making from learners. In the case method, learners are encouraged to think actively, participate in discussions, and cooperate with their peers.

The use of the case method in learning has a number of significant benefits. First, it encourages learners to develop analytical and critical thinking. In analyzing complex cases, learners are encouraged to identify problems, gather and analyze relevant information, and make informed decisions based on their understanding. These skills are essential in the real world where they will encounter situations that require effective problem solving. Secondly, the case method facilitates collaborative and interactive learning. Learners work actively in small groups to analyze and discuss given cases. They exchange ideas, express opinions, and debate arguments related to the case. This not only improves their understanding of the material, but also develops their ability to communicate, collaborate, and build good relationships with others. Third, the case method prepares learners to face real-world challenges. The cases used in this method reflect situations that professionals may face in the field. By analyzing and solving problems in the context of the case, learners can develop a better understanding of the practical application of their knowledge. This helps them to face real-world situations more prepared and confident.

One of the lessons that is considered good for applying the case method in learning is geography. Geography is a scientific discipline that studies the earth, the physical environment, humans, and the interaction between them. The purpose of learning geography is to develop learners' understanding of geographical phenomena, spatial analysis skills, and problem solving related to environmental, social, and economic issues. Traditional teaching methods in geography often focus on transferring knowledge and concepts from learner to learner. However, this approach can hinder the development of analytical, problem-solving and critical thinking skills required in the study of geography. Therefore, the use of the case method in geography learning has become an interesting topic to investigate. The case method in geography learning involves the use of real situations or complex case studies as a foundation for learning. Such cases may include environmental issues such as climate change, forest destruction, or water pollution, as well as social issues such as urbanization, population migration, or resource conflicts. Learners are given the opportunity to analyze and solve problems related to the case using the geography knowledge they have learned. (Bridgman et al., 2018) The purpose of the case method is to support learners in learning to develop critical thinking skills, problem solving, and intellectual abilities.

On this occasion, the author will describe the importance of using the case method approach in learning geography. This is considered important because geography learning covers a wide range of material. Geography subjects have a fairly broad scope and are abstract (Akbar & Sholeh, 2023). So with these conditions require teachers to innovate so that learning objectives are still implemented. These demands are in accordance with

the characteristics of the policy in the independent curriculum, namely the concentration on essential learning materials, meaning that this condition provides sufficient time in learning basic knowledge and competencies such as literacy and numeracy (Darlis et al., 2022). This is also supported by the development of the independent curriculum that is being promoted lately. The independent curriculum provides opportunities for independent learners and is free to choose what kind of learning. This in higher education is also supported by the policy of the Ministry of Education and Culture (Kemendikbud) through decision No. 3 / M / 2021 concerning key performance indicators (IKU), one of which is through the use of case method or project-based learning methods. 5 Therefore, the case method is considered as an appropriate approach to implement the independent learning policy.

Geography learning which in some occasions is considered to have a wide range of material. Among the main pillars of geography learning are geography posing (problem-solving skills), and geography perspectives (skills related to the way of looking at things). (Nofrion et al., 2018) Because to demand the achievement of the pillars in geography case method is an appropriate approach to use. Because the case method emphasizes the application of theory into practice so that creative and innovative skills can be developed through this(Nurkhin et al., 2022). Some other studies also correspond to the use of case method in learning, namely, 1) improving problem solving skills through articulate storyline learning media. (Daryanes et al., 2023) ; 2) There is trust in the use of case method in learning. (Irafahmi & Mentari, 2023); 3) there is an increase in learning outcomes through flipped classroom integrated case method (Huda et al., 2023); 4) there is an increase in science literacy through the implementation of case method in learning (Seprianto & Hasby, 2023).

2. Method

This research uses a qualitative approach, which describes and provides a description of the urgency of the case method in geography learning. The sources in this research are based on publications that are worthy of being used as sources in this research (Aksay Aksezer et al., 2023). Through literature study research is conducted in finding and identifying sources that provide factual data or subjective or expert opinions about research questions. Library research is defined as a method used in collecting, and understanding research data through books, theories, documents, where the data taken is primary data. This approach is taken by researchers because it can provide information explicitly and implicitly from the objectives in the study. George (2008) in (Aksay Aksezer et al., 2023)

3. Result and Discussion

A. Case Method

The case method was introduced at Harvard University in 1910. There are several courses that use case studies. The case itself is used to develop concepts and ways of learning. The application is carried out in stages ranging from small group discussions to whole class discussions. (Jennings, 2002). The application of case studies is initially through the writings of experts which are then reviewed by students as part of learning. (Mumford, 2005). In this case method provides an opportunity for participants not only to react to a problem that is used as a case, but how their different characteristics will appear from the case they analyze (Radi Afsouran et al., 2018). Case method is a learning or research method that involves an in-depth study of a particular case. (Puumalainen et

al., 2008) This method aims to improve critical thinking, problem solving, solution finding, and communication skills. In line with this, it is also stated that the cases presented will help provide sharpness in the ability to analyze students or participants. (Hammond, 1976) This is revealed because through cases, qualitative and quantitative evidence is produced in the learning process so that this will support the results of analysis of learning more meaningfully.

The case method learning approach provides opportunities for students to develop themselves, innovate, and find solutions to the cases to be discussed. It is a challenge for lecturers to evaluate students' performance accurately. In *case method* learning, students are emphasized to achieve high achievement, not just relying on their potential. As a lecturer, it is necessary to reconstruct every time learning is done, as described by Yin (2014) in (Asep et al., 2023)

According to Majeed (2013), (Asep et al., 2023) case method is an alternative to teaching and learning activities that involve case studies of problems related to lecture material. The case can come from the internal or external environment of the organization. With the emergence of issues and problems in the case, students can place themselves as decision makers to solve problems in the case object that has been displayed. Thus, students not only understand the problems that have been discussed, but also think to find solutions related to these problems. By applying this case method, participation-based learning and problem-solving discussions can stimulate, improve critical thinking skills, communicate actively, collaborate, and innovate.

The distinctive feature of the case method is the form of problem solving that is carried out and resolved by participants. The case method has characteristics where the human factor is a must in representing new variables. So that the complete case method *is* not only derived from the scale of the problem, but also in the form of complex cognitive, psychological, social, and behavioral interactions between participant members in a problem-solving process. In line with this, another opinion (Andayani et al., 2022) which suggests that there are 4 main types of characteristics that exist in the *case method*, namely cognitive, psychomotor, affective, and motivation (interpersonal and attitudes).

Learning that uses the case method approach based on several things mentioned above has the aim of improving students' critical thinking skills. This is also supported by the opinion of Nursulistyo et al., 2021, in (Rahmadi et al., 2022) which states that case-based learning (Case method) is to encourage students to be able to think critically at a high level and understand what is the content in learning. this is reasonable because students must analyze problems, propose solutions, evaluate solutions, solve problems, and make decisions.

Case method teaching has been shown to increase learner learning, improve learner perceptions of learning gains, and meet learning objectives. (Bonney, 2015) The instructional benefits of cases include greater learner engagement in their learning, deeper learner understanding of concepts, stronger critical thinking skills, and the ability to make connections across content areas and view issues from multiple perspectives.

Through case-based learning, learners ask questions about cases, do problem solving, interact with and learn from their peers, "unpack" cases, analyze cases, and summarize cases. They learn how to work with limited information and ambiguity, think professionally or disciplinarily, and ask themselves "what would I do if I were in this specific situation?" The case method bridges theory with practice, and encourages the development of skills including: communication, active listening, critical thinking,

decision-making, and metacognitive skills, as learners apply course content knowledge, reflect on what they know and their approach in analyzing, and understanding a case. (Boeriswati, 2021)

B. Geography Learning

Geography learning is inseparable from geography or can be said to be part of Geography. Other terms suggest that "Geography as a science, geography as education or learning and geography as an attitude". In Geography for Life: National Geography Standards, 2nd Edition (2012), it is explained that the purpose of learning geography is "to equip students with the knowledge, skills, and perspectives to 'do' geography". (Nofrion et al., 2018) The following are the three main pillars developed based on the above, namely: 1) Geography Content/Theme/Essential related to what or material to be learned; 2) Geography Skill, namely:a) Posing Geography, this is related to learners' skills in identifying problems and asking geography questions; b) Acquiring geographic, related to the ability to collect data in terms of geographic phenomena; c) Organizing Geographyc Information, the ability of learners to organize and process data; d) Analyzing Geographyc Information, the ability of learners to analyze data from the identification of geographical problems; e) Answering Geographyc Information, the ability of learners to answer and solve geographical problems; f) Communication Geographyc Information, related to the ability of learners to communicate the results of the analysis to the community or to the public as well as those conveyed by educators; 3) Geography Perspectives, related to this is interpreted as how the perspective in addressing something. In geography education, it is viewed in terms of spatial and ecological perspectives. In addition, in Indonesia it is known as the regional complex approach. In the context of the curriculum, it is better known as the approaches in geography Parjito, in (Nofrion, 2017)

Seen in the development of the curriculum in geography learning in Indonesia, referring to Parjito's opinion in (Nofrion, 2017) formulated related to the study of geography education based on the 2006 curriculum and the 2013 curriculum. Seen in the context of content in the two curricula, there are several notes that can be described as follows: 1) Talking about the approach (perspective) of geography where in this case in the education unit. The approach is given separately from the learning content. so that in learning the geography approach is only a memory or memorization, so that with such conditions with the separation of content in learning and the geography approach students will have difficulty if conditioned to analyze in a spatial approach.; 2) Geography tools from several opinions and one of them cited in Nofrion (2017), put forward in the provision of tools or geography tools. Geographic tools in this case are used to convey or communicate geographic information. However, the gap in this case is that this tool is studied in the semester in class XII, while in his opinion when the geography tool is given in the early semesters in class X, it can then be used to analyze geographic information studied in subsequent semesters; 3) Curriculum 2013 in class X in the first semester is stated regarding steps in geographic research. Where the material does not exist in the previous material. In this case, it is argued that the existence of this material gives a burden to students, even in the end the material is only a memorization; 4) 5M activities namely observing, questioning, collecting data, associating, and communicating are important and balanced with the scientific approach in the 2013 curriculum. These activities are important and improve students' skills.

Geography learning in the latest also develops in government policy through the development of learning through the independent curriculum. The Merdeka Belajar

curriculum is the latest curriculum implemented in Indonesia1 This curriculum prioritizes student learning outcomes based on the Pancasil learner profile. Geography learning is one of the subjects taught in the Merdeka Belajar curriculum (Kementerian Pendidikan Dan Kebudayaan » Republik Indonesia, n.d.) In the article of the Coordinating Ministry for Human Development and Culture of the Republic of Indonesia, it is explained that Merdeka Belajar is an approach taken so that students can choose the subjects they are interested in. This is done so that students can optimize and can make the best contribution in working for the nation.

In the Merdeka Belajar curriculum, geography is integrated in the following ways, namely: 1) Thematic learning: The Merdeka Belajar curriculum allows geography learning to be carried out thematically, where geography concepts can be integrated with other subjects. For example, in learning about climate change, students can study aspects of geography such as weather patterns, climate, and their impact on the environment and human life; 2) Innovative learning: Merdeka Belajar Curriculum encourages innovative geography learning, where students can use creative and interesting learning methods to increase students' interest and understanding of geography material. For example, learners can use information and communication technology, such as interactive maps or simulations, to visualize geography concepts in a more interesting way; 3) Improving 21st century skills: Merdeka Belajar Curriculum also emphasizes the development of 21st century skills, such as critical thinking skills, collaboration skills, and problem-solving skills. In learning geography, learners are taught to analyze geographic information, interpret data, and make decisions based on their understanding of geographic phenomena; 4) Application of the Pancasila learner profile: Merdeka Belajar Curriculum also integrates the Pancasila learner profile in geography learning. It can help learners understand Pancasila values in the context of geography, such as cultural diversity, social justice, and environmental sustainability.

However, it should be noted that the implementation of geography learning in Merdeka Belajar curriculum is still in its early stages and is still in the process of adjustment. Factors such as lack of learning facilities and low quality of students can be obstacles in the implementation of Merdeka Belajar curriculum in geography learning.

C. Case Method in Geography Learning

Case method is a teaching method that involves using real-life scenarios or cases to facilitate learning (Suparmini, 2017). In the context of geography, the case method can be used to help learners understand complex geographical concepts and issues by presenting real-world examples and encouraging them to analyze and solve problems related to those examples. One study found that the case method can be an effective way to improve learner engagement and learning outcomes in geography subjects. The study involved the use of case-based learning in an anthropology course, and found that learners who participated in case-based learning activities were more active, participatory and independent in their learning than those who did not.

Another study examined the implementation of case and team-based project methods in geography education. The study found that the implementation of these methods is still not optimal due to factors such as lack of understanding among learners about the purpose of case-based assignments, unclear instructions in the course syllabus, and lack of support from lecturers. The case method has an important role in geography learning as it can help learners understand geographical concepts in a more concrete and real-world relevant manner. Here are some reasons why the case method is important in

learning geography:

1) Relevance: The case method allows learners to relate geography theory to real-world situations and problems. By encountering relevant case studies, learners can see how geography concepts are applied in everyday life, such as in environmental issues, settlements, climate change, or socio-economic problems. This helps learners develop a deeper understanding of the importance of geography in the contexts they experience.
2) Analysis and Problem Solving: Through the case method, learners are invited to analyze and solve problems related to a given geographical case. They need to collect data, identify factors that affect the situation, and formulate solutions or recommendations based on their understanding of geography. This trains learners' critical analysis and problem-solving skills, which are important skills in the study of geography as well as everyday life.
3) Engagement and Motivation: The case method can increase learners' engagement in learning geography. Case studies offer interesting challenges and provide a real context for learners. By involving learners in case analysis, group discussions or case-based projects, they become more active and engaged in the learning process. This can increase learners' motivation to learn geography and improve their understanding.
4) Collaboration and Communication: The case method often involves group work or class discussions that engage learners in sharing thoughts, opinions, and solutions. This encourages learners to collaborate, share ideas and communicate well in the context of geography. This collaboration also reflects real-world situations where geographical solutions are often generated through teamwork and effective communication.

By utilizing the case method in geography learning, learners can develop a deeper understanding, analytical skills, and critical thinking ability (Nasution, 2017). They can also connect geography theory with the real world, making geography learning more relevant and meaningful to their lives. Furthermore, the case method in geography learning also has several benefits, namely as follows:

1) Improved spatial understanding: Geography involves an understanding of space and place. By using the case method, learners can develop a better understanding of human interactions with the physical environment and how geographical factors influence human patterns and natural phenomena. Through case studies, learners can visualize spatial relationships and make connections between geographical concepts in real contexts.
2) Development of research skills: The case method encourages learners to conduct independent research and data collection in a geographical context. Learners need to collect information related to the case, analyze data sources, and use geographic research methods to gain a deeper understanding of the phenomenon being studied. This helps learners hone their research skills and use of geographical tools and techniques.
3) Multidisciplinary understanding: Geography involves many aspects and considers the relationship between humans and the environment. Through the case method, learners can gain a broader understanding of other related disciplines, such as economic, social, cultural, political and environmental sciences. This helps learners integrate various knowledge and skills from different fields to understand geographical issues holistically.
4) Critical thinking and reflection: The case method encourages learners to think

critically about the issues and challenges faced in a geographical context. They need to analyze information, evaluate different perspectives, and formulate arguments based on their geographical understanding. In addition, through reflection on the cases studied, learners can consider the impact of actions and decisions on the environment and society.

The implementation of the case method in geography learning can also provide additional benefits as follows: 1) Practical application of knowledge: The case method allows learners to apply geographical knowledge in real-life contexts. They can see how geography concepts are used in solving real problems, such as urban planning, natural resource management, or disaster mitigation. Thus, learners can see the direct relevance of learning geography in addressing real-world challenges. 2) Development of complex problem-solving skills: Through the case method, learners are exposed to complex and multidimensional geographical problems. They need to identify interrelated factors, analyze the impact of various decisions, and devise effective problem-solving strategies. This helps learners develop complex problem-solving skills that are important in social and work environments.3) Development of teamwork skills: The case method often involves group work or collaboration between learners. Learners need to discuss, share ideas and work together to reach a comprehensive understanding and solution. This helps learners develop teamwork skills, such as effective communication, leadership, and cooperation, which are necessary in a variety of life and career situations. 4) Understanding global perspectives: Geography involves understanding the cultural, political and social diversity in different parts of the world. Through the case method involving case studies from different regions or countries, learners can gain a deeper understanding of the differences and similarities between different regions. This helps learners develop a broader understanding of the global perspective and encourages an inclusive and tolerant attitude towards cultural and environmental diversity.

By incorporating the case method in geography learning, learners can experience more interactive, contextual, and learner-centered learning. They can develop critical thinking, analytical and cooperation skills that are relevant to today's geographical challenges. In addition, through the application of geography concepts in real contexts, learners can see the direct impact of this discipline in understanding and shaping the world around them.

4. Conclusion

Through the discussion above, it is found that the use of case method in geography learning can change the perspective of learning from understanding through material to learning to analyze the phenomenon from the phenomenon itself, this means that learning will be more meaningful in accordance with the purpose of the case method itself, namely active and participatory learning. Case method provides meaning in geography learning, namely, increased spatial understanding, development of research skills, and critical thinking and reflection.

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