
IMPLEMENTATION OF THE CASE STUDY PROJECT APPROACH IN THE DEVELOPMENT OF MULTICULTURAL EDUCATION TEXTBOOKS TO IMPROVE CRITICAL THINKING SKILLS

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Abstract

This study aims to develop a Multicultural Education textbook based on the Case Study Project (CSP) approach to improve the critical thinking skills of History Education students. The research employed a Research and Development method using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The study involved 68 students from the History Education Program at a university in Indonesia. The research instruments consisted of validation sheets, response questionnaires, and critical thinking skill tests. The data were analyzed through validity tests, practicality tests, and effectiveness tests using a paired sample t-test. The results indicate that the developed textbook demonstrates high validity (average score 89.5%), excellent practicality (average score 87.3%), and effectively improves students' critical thinking skills with a significant value of $p < 0.05$. The improvement was evident in analytical, evaluative, and synthetic skills across diverse cultural perspectives. Therefore, the textbook is feasible for use as an alternative learning resource in Multicultural Education and represents an instructional innovation relevant to fostering 21st-century competencies in higher education.

Abstrak

Kata Kunci:

Pendidikan Multikultural;
Case Study Project (CSP);
Keterampilan Berpikir Kritis;
Buku Teks; Pendidikan
Sejarah

Penelitian ini bertujuan untuk mengembangkan buku teks Pendidikan Multikultural berbasis pendekatan *Case Study Project* (CSP) untuk meningkatkan keterampilan berpikir kritis mahasiswa Pendidikan Sejarah. Penelitian ini menggunakan metode Penelitian dan Pengembangan (*Research and Development*) dengan model ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Penelitian ini melibatkan 68 mahasiswa Program Studi Pendidikan Sejarah di sebuah universitas di Indonesia. Instrumen penelitian terdiri dari lembar validasi, angket respons, dan tes keterampilan berpikir kritis. Data dianalisis melalui uji validitas, uji praktikalitas, dan uji efektivitas menggunakan uji-t sampel berpasangan. Hasil penelitian menunjukkan bahwa buku teks yang dikembangkan menunjukkan validitas tinggi (skor rata-rata 89,5%), praktikalitas sangat baik (skor rata-rata 87,3%), dan efektif meningkatkan keterampilan berpikir kritis mahasiswa dengan nilai signifikansi $p < 0,05$. Peningkatan tersebut terlihat jelas dalam keterampilan analitis, evaluatif, dan sintetik lintas perspektif budaya. Oleh karena itu, buku teks ini layak digunakan sebagai

sumber belajar alternatif dalam Pendidikan Multikultural dan merupakan inovasi pembelajaran yang relevan dengan pengembangan kompetensi abad ke-21 di pendidikan tinggi.

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INTRODUCTION

Multicultural education is an educational approach that aims to foster understanding, mutual respect, and skills for living together amidst cultural, ethnic, religious, and linguistic diversity (Banks, 2019). In the context of higher education in Indonesia, multicultural education has become increasingly urgent given that this diversity is both a characteristic of the Indonesian nation and a challenge in creating social cohesion (Tilaar, 2003). Multicultural education in higher education not only functions as a medium for transferring knowledge but also as an instrument for character formation in students so that they are able to think critically, be tolerant, and have an inclusive national perspective. However, the facts on the ground show that the learning process of multicultural education in many study programs is still trapped in a cognitive paradigm that lacks innovation in media and learning strategies, thus being unable to stimulate students' critical thinking skills (Nurdin, 2018; Widiastuti & Sudrajat, 2020).

Critical thinking skills are essential competencies in facing the challenges of the 21st century, as students are not only required to understand concepts but also to analyze, evaluate, and solve problems reflectively (Facione, 2015; Trilling & Fadel, 2009; Johnson & Johnson, 2018). In the context of history education, critical thinking skills play a strategic role in fostering the ability to assess facts, distinguish between opinion and evidence, and examine the socio-political implications of historical events (Wineburg, 2001). However, initial observations indicate that history education students at several universities still tend to be passive in their learning and tend to receive information without in-depth analysis. This is due to the lack of innovation in teaching materials and learning approaches that can stimulate active student involvement (Sulistiyani, 2024).

One innovation that has the potential to address this issue is the development of textbooks based on the Case Study Project (CSP) approach. The CSP approach combines the case study method, which encourages students to analyze real-world problems, with a project-based approach that involves creating products or solutions (Larson & Lockee, 2019). Through CSP, students not only learn the material but also construct knowledge through real-life case investigations and produce relevant work. This approach is believed to develop critical thinking

skills because students are faced with situations that require evidence-based decision-making and critical reflection (Prince & Felder, 2006; Bell, 2010). However, research specifically integrating CSP in the development of multicultural education textbooks in history education is still very limited, necessitating structured development studies.

Based on the description, this study aims to develop a multicultural education textbook based on the Case Study Project (CSP) approach that can improve the critical thinking skills of history education students. The development of this textbook was carried out through research and development (R&D) stages that were adapted to the characteristics of multicultural education materials, student needs, and the principles of CSP. With this textbook, it is hoped that students will not only understand the concept of multiculturalism theoretically, but also be able to apply it in analyzing real cases and generating contextual solutions.

The novelty of this research lies in the integration of the Case Study Project Approach into the development of a multicultural education textbook specifically aimed at history education students. Unlike previous studies that primarily applied the Case Study Project Approach to science or management learning (e.g., by Sumarni et al., 2021), this study adapts the Case Study Project Approach to history education by emphasizing contextual multicultural issues in Indonesia. Furthermore, the developed textbook not only contains material and case studies but is also designed as a project guide that encourages students to produce analytical, reflective, and solution-oriented work addressing multicultural issues faced by society. This approach is expected to be a new contribution to the development of multicultural education learning in higher education, particularly in history education study programs.

METHOD

This research uses a Research and Development (R&D) approach that aims to produce a product in the form of a Multicultural Education textbook based on the Case Study Project (CSP) approach that is valid, practical, and effective to improve the critical thinking skills of History Education students. The development model used refers to the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) stages as suggested by Branch (2009) and Molenda (2015). This approach was chosen because it is able to provide a systematic framework in designing, testing, and refining educational products according to user needs. In the Analysis stage, learning needs are identified through literature studies, lecture observations, and interviews with lecturers and students to obtain a factual picture of the learning problems of Multicultural Education in the History Education study program. The Design stage involves designing the textbook structure, selecting materials, CSP-based learning strategies, and

compiling evaluation instruments (Sugiyono, 2019).

The Development phase focused on the process of creating a textbook prototype by utilizing the principles of project-based learning combined with the case study method in accordance with the recommendations of Thomas (2000) and Yin (2018) who emphasized the importance of active student involvement in solving real-life case-based problems. Product validation was carried out by material experts, linguists, and media experts to ensure the suitability of the content, readability, and feasibility of the learning design. The Implementation phase involved a limited trial on a small group of History Education students, followed by a broader field trial to measure the effectiveness of the textbook in improving critical thinking skills. Instruments used in data collection included observation sheets, student response questionnaires, critical thinking skills tests adapted from Facione's (2015) indicators, and reflective interviews to obtain supporting qualitative data.

The final stage, Evaluation, was conducted formatively and summatively to provide feedback on product quality. Formative evaluation was conducted at each stage of development to address identified weaknesses, while summative evaluation was conducted at the end of the study to assess the achievement of learning objectives and the overall effectiveness of the product. Quantitative data were analyzed using descriptive and inferential statistical techniques, such as paired sample t-tests to examine differences in critical thinking skills before and after textbook use. Qualitative data were analyzed using data reduction, data presentation, and conclusion drawing techniques, as outlined by Miles, Huberman, and Saldaña (2014). A triangulation approach was used to ensure data validity, ensuring academic accountability and providing a tangible contribution to the development of Multicultural Education teaching materials focused on strengthening 21st-century skills (Cresswell & Cresswell, 2018; Sugiyono, 2019).

RESULTS AND DISCUSSION

3.1. Validation of Multicultural Education Textbooks Based on Case Study Projects

Validation results conducted by three experts—a material expert, a media expert, and a linguist—showed that the developed textbook received an average score of 91.3%, categorized as very suitable. The material expert scored 93%, noting that the material's relevance to the local context was strengthened, while the media expert scored 90%, suggesting improvements to the layout and case visualization. The linguist scored 91%, suggesting improvements to spelling and sentence structure to enhance readability. These findings indicate that the textbook has adequate content, design, and language quality for implementation in lectures (Trianto,

2020). This aligns with Napitupulu's (2018) findings, which state that high expert validation contributes to the level of acceptance of learning products by end users.

3.2. Implementation and Student Response

During the implementation phase, the textbook was piloted on 32 fifth-semester History Education students. A questionnaire response showed that 94% of students stated that the textbook was easy to use, 92% considered the material highly relevant to their learning needs, and 95% felt that the case study project encouraged them to think more actively and critically. Several students stated that the use of real-life cases, such as social conflicts caused by intolerance, stimulated in-depth discussions and encouraged the search for creative solutions. These findings support the statements of Thomas (2000) and Gay (2018) that integrating project-based learning with case studies increases students' emotional and cognitive engagement, making the learning process more meaningful (Santrock, 2021).

3.3. Improving Critical Thinking Skills

Critical thinking skills were measured before and after implementation using Facione's (2015) indicator-based instrument, covering interpretation, analysis, evaluation, inference, explanation, and self-regulation. The paired sample t-test results showed a significant difference ($p < 0.05$) between pretest and posttest scores, with an average increase of 24.6 points. The skill development graph shows that the analysis and evaluation indicators experienced the highest increase, by 28% and 26%, respectively, while the self-regulation indicator increased by 20% but still requires strengthening. These findings are consistent with Hmelo-Silver's (2004) research, which confirms that project-based learning and case studies can develop higher-order thinking skills through independent and collaborative investigation processes (Brookfield, 2017).

3.4. Success Factor Analysis

The successful implementation of this textbook is influenced by several key factors. First, the learning design, which links multicultural material to actual cases, increases students' relevance and emotional connection to the material. Second, the reflection phase at the end of each project allows students to evaluate the learning process and outcomes, as suggested by Dewey (1933) in his concept of reflective thinking. Third, student engagement in case study-based project activities creates authentic learning experiences that facilitate the integration of theoretical knowledge with practical skills. These factors collectively strengthen critical thinking skills while fostering students' multicultural awareness (Rindawati et al., 2021; Dewi & Mardiana, 2023).

3.5. Comparison with Previous Research

Compared to previous research, such as the study by Nurhadi & Susanto (2019), which developed a multicultural education module based on group discussions, this study offers a novel approach in the use of a more applicable case study project. This model not only requires problem analysis but also encourages the creation of contextual solutions that can be implemented in real-world settings. This difference provides theoretical contributions to enriching multicultural education learning strategies, particularly in higher education, and provides practical contributions for lecturers in designing learning experiences oriented towards 21st-century skills.

3.6. Implications of Research Findings

The results of this study have important implications for the development of the History Education curriculum. Integrating textbooks with case study projects can be an effective strategy for improving critical thinking skills while instilling the values of tolerance, empathy, and respect for diversity. Practically, lecturers can adapt this method for other courses with similar objectives, such as Citizenship Education and Sociology. Theoretically, this study strengthens the argument that learning that combines project-based learning with case studies can bridge the gap between theory and practice in multicultural education (UNESCO, 2017; Ministry of Education and Culture, 2020).

CONCLUSION

This study shows that the development of a Multicultural Education textbook based on the Case Study Project (CSP) approach significantly improves the critical thinking skills of History Education students. The development process, which follows the Research and Development stages, allows researchers to combine case-based learning principles with collaborative project activities that are contextual and relevant to multicultural life in Indonesia. The results of the validity test indicate that the developed textbook meets the standards for appropriateness of content, presentation, language, and graphics. Meanwhile, the results of the practicality test indicate that lecturers and students consider this textbook easy to use, relevant to learning outcomes, and able to motivate students to actively engage in discussions and problem-solving based on case studies. Furthermore, the results of the effectiveness test show a significant increase in students' critical thinking skills, including the skills of analyzing, evaluating, and synthesizing information from various perspectives. Thus, this textbook can be recommended as an alternative learning resource that supports the development of 21st-century competencies, especially critical thinking and cultural awareness.

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