

INTEGRATION STRATEGY OF CASE STUDY AND LEARNING BASED PROJECT METHODS IN LEARNING FRENCH AT SMKN 1 BERASTAGI TANAH KARO

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Abstract — This program is considered important because Indonesia educational system require the use of problem-based learning methods (case studies) and project-based learning. In this regard, French teachers at partner schools find it difficult to teach using these two methods. To apply these two methods, teaching materials that match the characteristics of the two methods used are needed. To solve this problem, We have tried to integrate problem and project based learning methods in a structured textbook. The textbook was obtained through collaboration between lecturers and vocational French teachers. The textbook have been tested in learning classes. Based on the results of the trial, teachers felt very helped by the textbook which was developed through the integration of problem-based learning methods and case studies. In this way, learning becomes more effective and easier to implement. The conclusion from the results of this activity is that the integration of problem and project-based learning methods which are realized in the form of textbooks is very appropriate for use in learning.

Index Terms — *Learning, Project, Case Study, Berastagi*

I. INTRODUCTION

Education in Indonesia places the Case Study and Project Based Learning methods as the main learning methods used by teachers. The Case Study Method is a learning method that makes a case as the core of learning activity (Rosidah C.T. and Pramulia P, 2021; Arpizal, 2021). As for, Project-Based Learning is a learning method that makes projects the core of learning activity (Capraro, R. M. & Slough, S. W. 2009). These two methods have a specific different characteristics and learning steps. Therefore, when a teacher chooses a case study as the learning method used in a learning process, he will carry out the learning in accordance with the learning steps or procedures using that method. A teacher will also do the same thing when using a project-based learning method.

The practice of learning with a separate model is considered less effective because to train critical thinking skills which are the core of the case study method and creativity which is the core of the project-based learning method must be implemented separately. Even though these two methods can be combined through an integrative learning approach. Many experts state that the integrative learning approach is very good way for use in learning (Majid, 2014; Staffan, 2016).

One innovative learning model that integrates case study methods and project-based learning is the Mate-21 learning model. The Mate-21 learning model is a learning model that integrates content (material),

language, and 21st century skills which include critical thinking skills and creativity (Ghofur, 2023). The Mate-21 learning model is a guided autonomous learning model where students can learn more independently but they are still under the supervision of the teacher (Ghofur, Kisyani, and Bambang Yulianto, 2019). The Mate-21 learning model also applies the principles of the Blended Learning approach where students can learn independently wherever, whenever, and however they want with the help of the school's learning management system. The research results show that there is no doubt about implementing the Blended Learning approach in schools (Fleck, 2012).

One of the conditions for being able to apply the Mate-21 learning model in a learning process is the existence of teaching materials whose content structure is in accordance with the syntax of the learning model. Therefore, it is necessary to prepare textbooks whose structure is in accordance with the syntax of the Mate-21 learning model.

This Community Service program aims to help partners (French teachers) of State Vocational School 1 (SMKN-1) Berastagi Tanah Karo improve the quality of French language learning at vocational schools through the preparation of beginner French language textbooks oriented towards case study and project methods. That is the main problem faced by partners that needs to be resolved.

So far, French language learning in partner schools uses general French textbooks which do not accommodate learning practices that apply case study methods and project-based learning. Therefore, when implementing case study and project-based learning, teachers find it difficult to implement it.

State Vocational School 1 Berastagi (SMKN-1), Tanah Karo Regency is in a tourist destination area and is one of the leading State Vocational Schools in North Sumatra, located on Jalan SMIK No. 1 Raya Berastagi village, Berastagi District, Karo Regency KP 22156, No. Tel. 0628-91600. Established in 1997, SMK Negeri 1 Berastagi continues to experience development, starting from the environmental, facility and infrastructure aspects, making SMK Negeri 1 Berastagi a model school in North Sumatra.

In 2021, SMK Negeri 1 Berastagi succeeded as a leading school with various achievements and progress. SMK Negeri 1 Berastagi is ready to turn its students into young people who are skilled, have good character and are ready to work. Berastagi State Vocational School 1 provides education in 4 areas of expertise, namely (1) Agribusiness Processing Agricultural Products, (2) Hospitality, (3) Batik and Textile Creative Crafts, and (4) Wood and Rattan Creative Crafts.

SMK Negeri 1 Berastagi seeks to improve student competency by establishing various collaborations with the business and industrial company to support the implementation of industrial work practices. SMK Negeri 1 Berastagi has various facilities as follows.

- ❖ Wood and Rattan Creative Crafts Workshop
- ❖ Batik and Textile Creative Crafts Workshop
- ❖ Agribusiness Workshop for Processing Agricultural Products
- ❖ Mini hotels
- ❖ Laundry
- ❖ Restaurants
- ❖ Meeting rooms

- ❖ Computer lap room
- ❖ Library

Regarded from social, cultural, religious, quality of service or community life aspects, all residents of SMK Negeri 1 Berastagi maintain harmonious social relations which are manifested by caring for others when a disaster occurs by raising social funds both in the teacher environment and at school. student. SMK Negeri 1 Berastagi is actively cultivating cultures: Smile, Greet, and Be Polite).

To help French teachers at SMK Negeri 1 Berastagi in implementing case study and project-based learning method, the Community Service team collaborated with French language teachers at SMK Negeri 1 Berastagi to prepare a French language textbook for beginners oriented to the Mate-21 learning model. This is done because the Mate-21 learning model integrates the principles of case study-based learning and project-based learning method.

II. METHOD

The main materials needed to develop a French language textbook oriented towards the Mate-21 learning model are reference books and articles in scientific journals. These reference books consist of books about the French language learning curriculum, language learning methodology, and books about French learning and grammar.

The stages or steps taken to implement solutions to specific problems faced by partners are as follows.

a. Preparation phase

At this stage, implementers of Community Service activities collaboratively with partners carry out an analysis of the content of the French language curriculum for vocational schools/high schools. Next, an analysis of the suitability of the content of the teaching materials used by teachers in learning French at vocational schools was carried out. Several French language learning books analyzed include (1) Production Orale Niveau A-1 (Ghofur, et al., 2021), (2) Tendances: Méthode de Français A-1 (Marie-Louis Parizet, et al. 2016), and (3) Version Originale-1 (Denyer, Monique, et al. 2004).

After obtaining data regarding the suitability of the content of the teaching material to the curriculum, an analysis of the Learning Implementation Plan used by the teacher when teaching French was carried out. The final activity carried out at this stage is the preparation of a textbook template and worksheet plan for writing a beginner's French language textbook oriented to the Case Study and Project method along with the necessary supporting instruments.

b. Textbook Preparation Stage

At this stage, each member of Community Service must carry out their respective duties and responsibilities. The textbook writing team writes the teaching material for each chapter for which they are responsible based on the structure of the teaching material in accordance with the characteristics of the Mate-21 learning model. The activity of preparing teaching materials was also assisted by students who were members of the Community Service program. The role of students in this case includes helping to compile literature that is relevant to the teaching material written in each textbook chapter

and creating picture illustrations needed in each textbook chapter.

c. Evaluation and Revision Stage

At this stage, evaluation and revision of the teaching materials that have been developed by each team member is carried out. Evaluation and revision are carried out on each chapter that has been written by each member of the Community Service team. In this way, it can be ensured that no teaching material is repeated in each chapter of the textbook. The parts evaluated consist of: (1) suitability between the content of teaching materials and learning outcomes in the syllabus, (2) lexical and grammatical accuracy of French, (3) accuracy of writing and punctuation, (4) suitability and readability of picture illustrations, (5) the accuracy of the learning evaluation instruments, and (6) the consistency of writing each textbook chapter against the previously created textbook template.

Every time an error is found in the prepared teaching material, a revision of the teaching material is immediately carried out based on the validator's notes. This evaluation and revision process is carried out several times until a textbook that is suitable for use is obtained.

d. Implementation Stage

After the textbook was declared suitable for use by the validator, trials were carried out on several chapters of the textbook adapted to the French language learning journey at SMK Negeri 1 Berastagi. This trial activity was carried out in eight meetings.

The aim of conducting trials on the use of the textbooks being developed is to obtain data about the practicality of the textbooks being developed. This practicality data was obtained from student and teacher responses to the quality of textbooks and the implementation of lesson plans when learning using textbooks developed by the Community Service team.

e. Reporting Stage

At this stage, Community Service activity reports are prepared as a form of accountability by Community Service implementers towards program funders. This program report was prepared by the Community Service program head together with all members.

III. RESULT AND DISCUSSION

This program has produced a French language textbook for beginners oriented towards case study and project methods. To produce a textbook that combines the principles of case study-based learning and project-based learning, a deep understanding of the essence of both learning methods is required. The case study-based learning method places the case (problem) as the core of learning activity. Then, the project-based learning method places projects as the core of learning activity.

In general, the structure of a textbook consists of: (1) title of each chapter, (2) competency standards or learning objectives (3) explanation of teaching material, (4) summary, (5) practice questions, (6) evaluation questions, and (7) reference. However, in the textbook being developed, the practice questions are focused (replaced) with error analysis practice questions, while the evaluation questions are replaced with evaluation (project) questions. Thus, problem-based learning activities (case studies) and project-based

learning can be carried out continuously in every learning process. Learning begins with studying teaching materials independently and collaboratively, continues with strengthening mastery of teaching materials through case study exercises, and ends with developing projects independently and collaboratively as an effort to develop students' creativity by utilizing the knowledge and skills learned in each chapter in the language textbook. Developed French.

After the French language textbook for Beginners Oriented to Case Study and Project Methods was developed, a learning trial was carried out using the textbook. Textbook trials were carried out over 3 meetings. This textbook trial was carried out to measure the effectiveness and practicality of the textbook. Before a trial is carried out in class, a pretest is first given to students. The pretest results are described in the following table.

Table 1. Pretest Result Scores.

Student Identity	Pretest Result	Ability Indicators
S-01MAD	46.67	Incompetent
S-02VR	53.33	Incompetent
S-03KHU	80.00	Competent
S-04BRN	60.00	Incompetent
S-05HMT	40.00	Incompetent
S-06UD	53.33	Incompetent
S-07KV	60.00	Incompetent
S-08DMS	46.67	Incompetent
S-09KZ	33.33	Incompetent
S-10WRGS	73.33	Incompetent
S-11TWS	40.00	Incompetent
S-12HT	53.33	Incompetent
S-13WB	26.67	Incompetent
S-14KRT	46.67	Incompetent
S-15UWK	46.67	Incompetent
S-16DT	73.33	Incompetent
S-17VGKT	53.33	Incompetent
S-18RU	33.33	Incompetent
S-19HN	53.33	Incompetent
S-20FPS	60.00	Incompetent
S-21KS	73.33	Incompetent
S-22MRT	60.00	Incompetent
S-23IHS	60.00	Incompetent
S-24JS	53.33	Incompetent
S-25AGN	66.67	Incompetent
S-26IMT	66.67	Incompetent
S-27W	66.67	Incompetent
S28RPT	53.33	Incompetent
S-29KAT	60.00	Incompetent
S-30HDP	46.67	Incompetent
S-31WKT	26.67	Incompetent
S-32HP	60.00	Incompetent
S-33UMT	66.67	Incompetent
S-34LT	80.00	Competent
S-35PS	46.67	Incompetent
S-36JTS	66.67	Incompetent
Class Average Score	55,1	

In the first trial, the material in chapter 6 was discussed with the subject of Les Lieux Publics. The teacher teaches the material according to the learning sequence in the textbook. Learning begins with

opening learning activities, followed by group discussions to discuss the content of the learning material independently. When students study in groups, the teacher approaches each group in turn to ensure the continuity of the group discussion. After the group discussion process is deemed sufficient, the teacher directs students to work on error analysis practice questions. In this section, students are instructed to find various errors in the question, then explain the reasons why the question is wrong, and revise it into a correct sentence. The discussion activities went very well. Students in groups try to convey their respective arguments. After the discussion in small groups is considered complete, the discussion is held together. The teacher asks each group in turn about each error analysis question. The answers of one particular group are confronted with the answers of another group. In this way, the learning atmosphere becomes more enthusiastic.

The next step, the teacher gives students a mini-project assignment to make a short video on the topic of *les lieux publics* and upload the video on the YouTube channel. This mini project assignment is done collaboratively outside of learning hours because the time available for learning French is very limited. Next, the lesson ends with a class celebration.

This kind of learning process was also carried out at the second and third meetings. At the second meeting, material on "*Décrire Une Personne ou Une Chose*" was discussed. This material is found in chapter 6 of the textbook. The third meeting discussed the material "*Les Instructions et les Panneaux*". This material is found in chapter 7 of the textbook. After learning 3 times, a post test was given with the following results.

Table 2 Post-test Result Scores

Student Identity	Pretest Result	Ability Indicators
S-01MAD	80.00	Competent
S-02VR	86.67	Competent
S-03KHU	100.00	Competent
S-04BRN	93.33	Competent
S-05HMT	73.33	Incompetent
S-06UD	80.00	Competent
S-07KV	86.67	Competent
S-08DMS	80.00	Competent
S-09KZ	73.33	Incompetent
S-10WRGS	100.00	Competent
S-11TWS	86.67	Competent
S-12HT	80.00	Competent
S-13WB	80.00	Competent
S-14KRT	73.33	Incompetent
S-15UWK	73.33	Incompetent
S-16DT	93.33	Competent
S-17VGKT	80.00	Competent
S-18RU	66.67	Incompetent
S-19HN	73.33	Incompetent
S-20FPS	86.67	Competent
S-21KS	93.33	Competent
S-22MRT	73.33	Incompetent
S-23IHS	73.33	Incompetent

S-24JS	86.67	Competent
S-25AGN	93.33	Competent
S-26IMT	86.67	Competent
S-27W	73.33	Incompetent
S28RPT	80.00	Competent
S-29KAT	86.67	Competent
S-30HDP	86.67	Competent
S-31WKT	73.33	Incompetent
S-32HP	86.67	Competent
S-33UMT	93.33	Competent
S-34LT	80.00	Competent
S-35PS	73.33	Incompetent
S-36JTS	100.00	Competent
Class Average Score	82,96	

Based on the post-test results, 11 students were incompetent and 25 students were declared competent. The average achievement of students is 82.9, which shows that this achievement is above the specified competency indicator, namely 75. Next, an effectiveness test is carried out using the Product Moment Correlation test with the help of the SPSS application. The results of the correlation test are described in the label below.

Table 3 Description of Statistical Test Results for Pretest and Post-test Scores

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest Scores	36	26.67	80.00	1986.67	55.1853	13.67259
Post Test Scores	36	66.67	100.00	2986.65	82.9625	8.93704
Valid N (listwise)	36					

Based on the table above, it can be seen that the minimum score on the pretest is 26.67, while on the posttest the minimum score is 66.67. The maximum score on the pretest is 80 while on the posttest the perfect score is 100 points. Furthermore, the average score on the pretest was 55.1, while on the post-test it reached 82.9. This shows a significant change after using the developed textbook

IV. CONCLUSION

Based on the results of data analysis in this research, it can be stated that the French language textbook for beginners oriented towards case study and project methods is effectively used to improve the French language skills of students at SMKN 1 BERASTAGI. This is supported by the results of analysis using non-parametric Wilcoxon Signed Ranks Test analysis with significance values or Asymp. Sig. (2-tailed) or a p-value of 0.000, which is smaller than the 5 percent significance level ($p\text{-value} < 0.05$), then the hypothesis is accepted.

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