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CASE BASED LEARNING IN PANCASILA EDUCATION COURSES

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ABSTRACT

This article discusses the conceptual application of case based learning in the Pancasila Education course. Through conceptual analysis, this article describes the relevance, superiority, and impact of applying case based learning to the Pancasila education subject. Case based learning enables students to respond to and apply Pancasila values in real situations, facilitating deeper understanding and character development based on Pancasila values. This article also discusses challenges and solutions in implementing case based learning. It is hoped that this article will provide conceptual insights for educators in optimizing Pancasila Education.

Keywords: *Case based learning, Pancasila Education, Higher Education.*

1. INTRODUCTION

Pancasila Education is a general compulsory subject held in higher education, aimed at fostering students' understanding and appreciation of the ideology of the Indonesian nation. In addition, Pancasila education is also part of the personality development course group which helps students to be able to realize national and state awareness in applying the science, technology and arts they master with a sense of humanitarian responsibility[1]–[3]. This means that Pancasila education is expected to be able to prepare students as prospective graduates who are qualified, highly dedicated and dignified.

The main challenge facing Pancasila education in higher education is how to determine the form and format so that Pancasila education courses can be held in various based programs in an interesting and effective manner and are relevant to student life[2]. In addition, other challenges are social and cultural diversity, social change and values in society, as well as the influence of technology and social media.

Learning method innovations in Pancasila education courses are urgently needed: (a) to connect Pancasila concepts with realities and situations that are closer to students' daily lives; (b) to increase student involvement in the learning process; (c) to develop critical thinking

skills, analyze and relate Pancasila concepts to contemporary issues; and (d) to create meaningful learning experiences, encourage student interest and help them better internalize Pancasila values.

Case based learning is considered a valuable, effective method for shaping learning experiences for students[3], [4]. In this method, students are given concrete cases or problems that face various aspects, challenges, and decisions. They are then asked to analyze the challenge from the perspective of those impacted and work collaboratively to identify solutions or alternatives and formulate appropriate approaches based on the needs of stakeholder communities[5].

The selection of case based learning as the focus of this article has the aim of providing a more practical learning experience and is oriented towards applying Pancasila values in real life situations. This can help students understand more deeply, and practice their skills in facing challenges and making decisions based on Pancasila principles.

The question is how is the relevance, superiority, and impact of applying case based learning to Pancasila education courses? What are the challenges and solutions in implementing case based learning?

2. LITERATURE REVIEW

Case based learning involves students in real world situations or cases presented in learning to improve problem solving abilities, find solutions and make the best decisions[6]. Cases can be in the form of news articles, reports, data sets, completed cases based on facts, unfinished cases, or fictional cases made by lecturers that are relevant to the lecture material or retelling of events, dilemmas, theoretical or conceptual problems that requires analysis and/or decision making[7], [8].

In general, things that need to be considered in learning case studies: (a) students act as "protagonists" trying to solve a case; (b) students carry out case analysis to develop solution recommendations, assisted by group discussions to test and develop solution designs; and (c) the class has active discussions, with the majority of the conversations carried out by students, while the lecturer only facilitates by directing the discussion, asking questions, and making observations [9], [10].

The principles of case-based learning in tertiary institutions include the following: (a) using real problem cases described in narrative form with adequate information or data; (b) facilitating students to apply their theoretical knowledge in real-world contexts; and (c) involving students mentally experiencing a situation in a real case and trying to find a way out[8].

3. DISCUSSION

3.1. The relevance of case based learning to Pancasila education

In Pancasila education, the use of the case based learning method has significant relevance in helping students understand and apply Pancasila values in real-world contexts. This method provides a practical and contextual approach, which can link the abstraction of Pancasila values with concrete situations faced by society and individuals. The following are two main aspects regarding the relevance of case based learning in Pancasila education:

Pancasila values in the context of case studies: Through learning case studies, students can understand Pancasila values in more depth. Every Pancasila value (Belief in One God, Just and Civilized Humanity, Indonesian Unity, Democracy Led by Wisdom in Deliberation/Representation, Social Justice for All Indonesian People) can be explained and applied in the context of real situations or problems. Students are invited to analyze how each Pancasila value can provide relevant guidance and solutions in dealing with various social, political, economic and cultural situations.

Application of Pancasila values in real cases: Case based learning enables students to apply Pancasila values in concrete cases. Students can act as problem solvers who must make decisions based on Pancasila values.

Thus, this method helps train students to think critically, analyze the implications of each action, and formulate solutions that are in accordance with Pancasila principles.

A simple example of applying the case based learning method in Pancasila education is as follows:

Case Based: Conflict between individual human rights and community interests in natural resource management. Application of Pancasila Values: The Value of Belief in the One and Only God: Students can analyze how to consider spiritual and ethical values in making decisions regarding natural resources. Fair and Civilized Human Values: Students can formulate solutions that respect human rights in the management of natural resources, while maintaining environmental sustainability. Value of Indonesian Unity: Students can find common ground between individual interests and the common interests of society, avoiding conflicts that undermine unity. Community Values Led by Wisdom of Wisdom in Deliberation/Representation: Students can propose a decision-making model that involves active community participation in natural resource management. The Value of Social Justice for All Indonesian People: Students can design a mechanism that ensures benefits from natural resources are obtained fairly by all levels of society.

By associating Pancasila values in the context of real cases, students not only understand these values theoretically, but can also practice them in relevant and meaningful situations. This is why case based learning is the right choice in Pancasila education, helping students string abstract understanding into concrete applications that can form stronger insights and characters.

3.2. Application of Case Based Learning to Pancasila Education

The alternative strategies that can be used to engage students in case-based learning include debates or trials, role play or public hearings, jigsaw, clicker case or Audience Response Systems (ARS)[11].

The following is the application of the case based learning syntax in the Pancasila education course:

The first step, deepening the material/concepts is carried out at the beginning of the lecture, making sure students have sufficient understanding of the concepts and values of Pancasila which will be used to analyze and solve cases.

The second step, presenting real cases that are relevant to the concepts and values of Pancasila is presented to students. These cases are in the form of information, facts, context, and challenges that need to be solved, for example cases of religious intolerance, corruption cases, cases of human rights violations, environmental cases and cases of political participation.

The third step, forming groups (if necessary): form small groups (4-6 students as members) to work together in analyzing and solving cases. Forming these groups can help encourage collaboration and discussion.

The fourth step, solving the case. Students are given the task of analyzing cases in depth, identifying relevant Pancasila values and finding appropriate solutions or recommendations by: (a) Searching for data, information, theory, materials, tools, resources: Students are assigned to look for data, information, theory, supporting material, tools, and other relevant resources to assist them in analyzing and solving the case. This could include research, reading related literature, or looking for examples of similar cases. (b) Submission of Ideas: After the initial research, each group submits an initial idea or approach to solving the case based on Pancasila values. This can be an idea, theory, or strategy that is considered appropriate to the case situation. (c) Discussion and Validation: Group discussions or class sessions are used to share ideas and discuss proposed approaches. This discussion helps in validating the ideas put forward and identifying the strengths and weaknesses of each approach as well as inspiring each other. (d) Formulation of Solution: Based on the discussion and validation, each group formulates a final solution or recommendation for the case. This solution must be supported by a strong understanding of the concepts and values of Pancasila. (e) Writing of Work Results: Students are assigned to write a written report explaining the case analysis, approach taken, and proposed solutions. This report must be supported by appropriate references.

The fifth step, presentation of work results (group/individual): Each group or individual has the opportunity to present their work in front of the class. This presentation allows them to explain the analysis and proposed solutions in greater detail.

Sixth step, Class/Group Discussion: After the presentation, a class or group discussion session is held to discuss the various proposed solutions and discuss the implications of these solutions. This discussion can generate a variety of diverse points of view.

Seventh step, Assessment and Feedback: Each group is assessed based on their understanding of the concept, quality of case analysis, and creativity in formulating solutions. Feedback is provided to help them understand the strengths and potential improvements in their approach.

3.3. Challenges and solutions for applying case based learning to Pancasila education

There are two challenges that can be identified in the application of case based learning in Pancasila education, namely, pedagogical challenges and practical challenges[12][13].

First, pedagogical challenges refer to various obstacles or difficulties that can be faced by teachers or

facilitators in designing, managing, and facilitating learning using a case based approach. This challenge is related to pedagogical aspects, namely the learning process and interactions between teachers, students, and learning materials. Some of the pedagogical challenges in the case based learning method include: (a) selecting cases that are relevant and meaningful: the complexity of each case varies. Selecting and finding cases that are relevant to the learning topic and challenging enough to stimulate critical thinking, but also not too complicated for students can be a challenge. Cases that are less relevant or less interesting or too complex (complicated) have the potential to reduce student interest and participation in learning. (b) student involvement in case discussions: Managing group discussions or class discussions and motivating students to actively participate can be a challenge. Ideally, every student participates in this discussion, skillfully guided by the teacher. However, it rarely happens that all students in a case discussion will enthusiastically participate and state their views without hesitation. Maybe there are students who tend to be passive or feel reluctant to speak in front of the class. Some students participate after several listening sessions with their peers or when encouraged to do so by the instructor. However, it is common to find that some students, despite their best efforts, remain silent or participate at a minimal level. (c) facilitate effective discussion: facilitating balanced and case-centered discussions without losing the direction and focus of learning can be difficult. Student reactions vary, for example the flow and depth of the discussion may be disrupted because students are not sure how to respond to instructions from the case leader or other students. Students may feel that the teacher is no longer carrying out his role as an instructional leader by not giving correct answers to case problems; or class members may fail to absorb the discussion causing students to become increasingly disinterested in the topic and ongoing discussion. (d) time and classroom management: establishing an efficient learning schedule and ensuring that sufficient time is available to adequately discuss cases without disturbing the balance of other material in the curriculum. For educators, case preparation requires a lot of time, constantly evolving depending on the intended use of the case and its relevance to the course content. Whereas for students it can also take time, they have to read the cases first and prepare notes that document their insights based on reflections, the relevance of the content of the lecture material and their experiences. (e) the skills or teaching style of the teacher or facilitator: the facilitator or teacher needs to have strong communication skills, somewhat entertaining, energetic, able to guide discussions but not dominate, and skills in dealing with conflicts or differences of opinion in class discussions. (f) evaluation and assessment: developing a fair and objective assessment method for case studies, which measures students' understanding of Pancasila values and their ability to apply them in solving real problems.

Second, practical challenges refer to concrete obstacles that teachers, students or institutions may face in applying this method. This practical challenge can affect the smooth implementation of case based learning and the quality of the results achieved. Some practical challenges in the case based learning method include: (a) Time. The level of analysis to reveal cases takes a long time, depending on the complexity of the case, the student's willingness to engage in discussion, the time allotted for discussion, and the ability of the case leader. When the complexity of a case arises, teachers sometimes run out of time to achieve their teaching goals. Limiting the depth of case analysis according to teaching objectives and time constraints is important. (b) Interpretations and solutions may be subjective or interpretation biased: Students may have diverse views and solutions to the same case, which may lead to subjective interpretations or interpretation bias due to lack of experience connecting case problems and solutions with the relevant knowledge base and theory, lack of sufficient relevant data, conflicting information, facts may be mixed with points of view[9]. This can produce a variety of solutions that are not always consistent with Pancasila values. Teachers need to ensure that discussions remain objective and fact-based. (c) Difficulty finding valid and objective relevant information: although students are able to use technology, a common problem for students is that they have difficulty accessing various sources of information, other than course material, due to a lack of knowledge and experience.

Strategies for overcoming challenges: (a) developing case materials that are relevant and meaningful, namely selecting cases that are interesting, meaningful, and have a strong connection with Pancasila values. Develop a variety of cases to accommodate different perspectives and groups of students. Use available resources effectively, such as literature, empirical studies, or interviews. (b) facilitating open discussion, namely class discussion that respects diverse views and leads to a deeper understanding. Encourage students to argue rationally and based on evidence in formulating solutions. (c) active involvement of students, namely involving students in the process of selecting cases or designing case materials. Invite students to collaborate in analyzing and finding solutions, so that they feel they have a responsibility towards learning. (d) take advantage of technology such as online learning platforms or case analysis tools to increase access and flexibility in implementing case based learning[14]. Student satisfaction and perceived learning are affected by the type of technology used to implement the case method online[15]. (e) cultural awareness and sensitivity, namely considering the diversity of cultures, religions, and views in selecting cases and in class discussions[16]. Facilitators must have high awareness of the sensitivity and potential impact of sensitive issues.

Facing these two challenges in implementing case based learning requires an approach that focuses on collaboration, flexibility, creativity and the right strategy. With the right planning and approach, these obstacles can be overcome, and case based learning experiences in Pancasila education can provide optimal benefits in learning.

4. CONCLUSIONS

In this article, it has been explained about the application of the case based learning method in the Pancasila Education course. The findings and discussion results reveal that the case based method has many significant benefits in helping students understand, apply, and internalize Pancasila values in real-world contexts. Case based learning provides a more practical, contextual learning experience and encourages the development of in-depth analytical and problem-solving skills.

The urgency of implementing case based learning in the Pancasila Education course is very important to help bridge the gap between the concept of Pancasila values and its application in real life. Students can experience these values through concrete situations faced by society and individuals. In addition, the case based method helps build students' character and abilities in dealing with social, ethical, and humanitarian challenges.

Recommendations: (a) it is recommended to develop a variety of case materials covering the spectrum of Pancasila values and relevant social issues. This will ensure that students can relate Pancasila values to various life situations. (b) the use of technology such as online learning platforms and case analysis tools can increase the flexibility and quality of learning. (c) Conduct regular evaluations of case based lessons and implement improvements based on feedback from students. This will help maintain the quality of learning and keep abreast of student needs.

AUTHORS' CONTRIBUTIONS

A.Aco Agus as the lead author who led and coordinated all research activities, Firman Umar and Manan Sailan as authors involved in data collection and conducting data analysis and interpretation of research findings, and Muhammad Amin as the author who contributed to editing, improvement, and manuscript revisions.

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