Exploration of Case-Based Collaborative Participatory Learning in International Human Resource Management Course

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ABSTRACT

This study aims to explore learning with case-based learning (CBL) approach to increase student participation individually and collaboratively. This study used quantitative methods to know the students response with the case-based learning process that was implemented in International Human Resource Management (HRMI) classes. As 125 respondents filled out an online questionnaire by Google Form. The following are the results of the research: 1) lecturers deliver lecture materials communicatively and have an essentials role as an opening in the learning process to stimulate enthusiasm, participation, and understanding that leads to how far the level of student satisfaction in the learning process; 2) student participation in the discussion of the material was only 59.2% of the total respondents, this happened due to the reduction in the duration of lectures during the pandemic. To coping this phenomenon, lecturers prepared video material for each chapter in each meeting to be accessed independently. 3) less than half of the respondents were active in discussing cases (48.8%). It is relevant to the findings of students feeling afraid/anxious to show up/talk in discussing cases. The results indicate that lectures performance have significant effect on students' enthusiasm, participation, understanding, and satisfaction more and less with a percentage range from 12.9% to 43.1%. Also, the level of students' understanding that emerged from this case-based learning method was as much as 30.9%, which was understood from the beginning to involved in the value component other than the mid-term and final exams. Study for the future is the need to give more attention to class ratios, learning media (face-to-face or virtual), the readiness of the technology used by teachers and class participants, and how relevant the cases with the lecture material delivered.

Keywords: Case-based learning; participation; human resource management international

INTRODUCTION

Recent learning as part of the Covid 19 pandemic phenomenon in the last three years reflects the need for flexible learning. The learning process will allow for the exploration of issues related to lecture material. There is also criticism about the extent to which substantive material can be understood by students if it relies on technological factors that facilitate the learning process. Thus, a humanistic approach is still needed, active class participation also increases one's awareness in the learning process and empowers reasoning power in the problems presented in the cases. Although the process and results of problem-solving are considered very subjective with a long preparation time for discussion. We can observe the method that in the case of discussions the ability to evaluate is also a component of higher order thinking skills that must be trained. After students can analyze articles related to environmental issues, they are expected to be able to provide an assessment and make alternative statements to comment on a particular case (Ichsan et al., 2018).

The quality of learning is not only limited to the effectiveness of knowledge delivery, but also to the development of basic attitudes, such as a critical scientific academic attitude and a continuous willingness to seek the truth. In this case, lecturers are required not only to transfer knowledge but also to act as agents of enlightenment (Angela et al., 2017; Rismawati & Jasman, 2014) . Educators are also required to mobilize various media and other means ranging from lecture methods, discussions, presentations, and assignment feedback to ensure that learning participants are actively involved in each activity as part of the assessment component (Suratman et al., 2021) . Teachers demand to produce better teaching and learning quality to anticipate productivity problems and low-performing graduates (Amir et al., 2011). Each method certainly has several different considerations in its application. For example, the many design options used to encourage collaboration in the classroom both face-to-face and online require consideration of the ratio in the classroom to ensure the class can run well (Drake et al., 2015). So lecturers need a set of principles to guide their decision-making in building and managing materials, technology, processes, and administration on a small or large scale. To design a good learning process, lecturers must integrate pedagogical theory and information systems. Some decisions to be made on learning methods, when paired with theoretical frameworks, suggest five principles which are meaningful, engaging, measurable, accessible, and scalable (Drake et al., 2015). Meanwhile, in terms of assessment, lecturers are expected to have sufficient knowledge about the nature and types of assessment in the teaching and learning process properly. In addition to proper assessment, lecturers are required to be able to provide feedback on student learning to

encourage further development, which can be supported by the easy use of information technology access that has a positive impact on the administrative process (Supratman & Wahyudin, 2017).

In addition to the technological support available, lecturers and students must develop cultural awareness and communication skills to bridge differences and accommodate required changes. The changes will relate to an increasingly competitive global market. Following the course material on HRMI, there is an opportunity for lecturers and students create a synergistic culture where different views are respected and accommodated, sharing common agendas, explored cultural boundaries, and problems are solved. Interaction through communication focuses on impacting students' academic, social, and emotional development (Hershkovitz et al., 2019) . With the interaction of both parties, it is possible to convey inspiration as an essential effective factor to stimulate, make decisions, and energize a person to act. The question of how to extend learner participation depends on the active learning strategy, as participation is often linked to the level of preparation. These strategies have different assessment and incentive structures for participation in addition to the evaluation of individual student preparation based on a multiple choice quiz conducted at the beginning of each session (Carrasco et al., 2018).

The exposure to the learning processes above leads to active learning processes in general where students are in an active position. The main goal is to change the role of the learner from a passive observer and listener to having an active participation role. It is not only a matter of participation in learning itself, but the learning process that encourages learners to make decisions in various ways regarding how they learn and also how to use mental abilities, and to think and interpret the information that one has learned. Students in the learning process actively direct their learning using higher-order cognitive and decision-making skills and working collaboratively with other students. Besides being required to be active independently, students can also be directed to be active in groups. The teacher as a facilitator will brief students with brief but precise instructions. Furthermore, students will read the assigned material and then exchange ideas. After the discussion, students will synthesize information, listen to the opinions of others, evaluate their understanding, and summarize the concepts contributed by each member. Assessment will evaluate their understanding of key ideas using presentations, quizzes, and applications (Amir et al., 2011) . This can improve students' knowledge, deep understanding, problem-solving skills, social skills, and attitudes that can be used in simulating real-world situations (Rukmini & Saputri, 2017) . Because good learning outcomes are not only seen from the perspective of students related to physical facilities; such as if students are satisfied with

transportation facilities, classroom facilities, religion (prayer facilities), and facilities for extra-circle activities. However, it should be taken into consideration that there is research that students express their dissatisfaction due to teaching techniques and methods and administrative behavior during learning on campus (Abbasi et al., 2011). Looking back at the learning process at lower levels of education (such as in pre-school) the motivation that directs the school as a teaching and learning center between teachers and learners should lead to intellectual maturation, emotional, spiritual, moral, linguistic, cognitive, and motor development. At the university level, this strategy is oriented to explore and develop the potential of students to always be happy in every activity and is effective in encouraging creativity (Zulminiati, 2015).

Case-Based Learning

Case-based learning (CBL) is considered an effective pedagogical approach to improving students' ability to transfer knowledge, concepts and skills learned in school to real-life contexts (Alt et al., 2020) . The case discussed can be an actual event, and it can also be invented as a simulator. Some of the main elements that need to be considered in the case structure include characters, situations, and dilemmas listed in the scenario can to encourage meaningful discussions for learning CBL with online media utilization can keep learners challenged and engaged in learning and develop skills through a presentation. CBL with elements of flexibility and convenience without space and time constraints with the application of multimedia formats, such as text, audio, video, and synchronized and asynchronous communication (Saleewong et al., 2012).

The application of a case-based exposes students to real-life situations and increases the interaction between instructors and students. The case-based practical exposure will improve critical thinking and analyzing skills (Raza et al., 2020). So addition to students becoming more independent, teaching and learning become much more collaborative and dynamic. In the application of entrepreneur-related education, Farashahi & Tajeddin, (2018) revealed that considering CBL more effective than the traditional one. CBL also develops students' problem-solving skills, interpersonal skills, and self-awareness. In studies of health professional education area, learning activities generally rely on patient cases (diseases). While in elementary and social sciences, cases can be integrated with the presentation process to increase the active participation and reasoning power of learners associated with real-life situations. Different from the career plan evaluation process, in particular, it is expected that this case-based teaching model can inspire learners to reach their own career decisions and plans by distinguishing various factors by

asking a series of questions. The process can guide them in learning how to solve problems and develop critical reasoning and analytical skills (Peng & Lin, 2019).

CBL outcomes are recognized as an effective learning and teaching method as a type of inquiry-based learning (Thistlethwaite et al., 2012). The case method field approach involves learners' participatory learning by using conversations to solve the situation at hand. This strategy is expected to sharpen and strengthen thinking, communication, creativity, and teamwork skills. In a comparative study of case-based lecture delivery versus the lecture method, there was a positive increase in course learning scores; increased student engagement in class; and higher grade acceptance in some disciplines. The following negative outcomes were also found: lack of understanding of the content and the method being more challenging and time-consuming. Other positive outcomes were found to be the development of strong critical thinking skills, greater retention of subject matter, and more active engagement in class. Although this study is limited due to inconsistencies in the variables measured in the study and the small sample size (Reed & Brunson, 2018). A study found three significant influences of case-based learning, cooperative learning, and student-centered learning on students' cognitive understanding abilities (Haryanto, 2014).

Case-based learning involves interactive conditions, which train students to face realistic situations and require reasoning. A case study as a teaching method is a strong learner-centered strategy. It influences critical thinking, learning and communicating, and socializing with others. The teacher plays an essential role in creating an environment to empower students and assist in their emerging independent thinking and judgment. Teaching strategies should emphasize proactive learning, to encourage independent thinking and judgment (Peng & Lin, 2019). When students consider the existence of a problem based on their perspective, they direct themselves to solve questions that do not have a single answer (Angela et al., 2017). With the student-centered learning model, students play a more active role by reading, listening, writing, and speaking. Lecturers are also required to update their knowledge. This kind of learning process is useful to encourage strong reasoning and analysis power. So through this learning process, lecturers only serve to share experiences about the material discussed with students. Numerous literature reviews show how case studies can facilitate and promote active learning, assist clinical problem solving, and encourage the development of critical thinking skills associated with theory and in real life (Popil, 2011).

Raza et al., (2020) point out that learner engagement through CBL can be measured by its four components, there are; behavioral engagement, cognitive engagement, emotional

engagement, and agent engagement. The results reveal that each student is different in how they respond to learning activities presented by the instructor, such as the emergence of a relaxed response to there are students who show a response with high enthusiasm. There is a positive and direct relationship between the case-based learning approach and the four aspects of student engagement, suggesting that case-based learning results in increased behavioral, emotional, and cognitive engagement for students (Raza et al., 2020). Mukherjee (2018) compared the results of a case-based evaluation in the marketing discipline for full- and part-time management programs and discussed the implications. The results showed that for full-time programs, the relative scores to assess each evaluation component would likely be a more robust evaluation mechanism than using only grades or using combined scores for the final assessment. Case-based learning (CBL) is an active learning method, that focuses on the student as the center of the learning environment. The case-based approach encourages community-based, student-centered, and patient-oriented exploration of realistic and specific situations. Students focus on patient cases, engage in self-directed learning, scientific inquiry, and collaboration with peers, develop critical thinking and clinical problem-solving abilities, and integrate theory into practice (Bi et al., 2019). The ability to transfer their acquired knowledge and skills to their work environment shows evidence of reliability and validity. Self and peer-assessment were also discussed to test the potential effect on the extent of understanding gained. It concluded that learners' thinking skills and prior knowledge are the most effective factors that may directly enhance their perceived ability to transfer their acquired knowledge and skills to social life. Such constructs also mediate their role in linking peer and self-assessment to perceived transferability (Alt et al., 2020).

CBL begins with a problem and teaches the essence in the context of the problem. Here are some advantages of CBL-based learning; First, stories can relate to the concepts, fundamentals, and theories taught. Cases can be enriched students' memory or understanding. This method will force students to find solutions and become good learners. Next, stories can be a forum for student reflection to measure their ability to understand the problems. The presentation of learning with story problems or cases will shape students' memory. The students are accustomed to experiencing and understanding various cases with alternatives. The contextual situation will affect students' memory of a concept better than if they are taught directly (Jonassen & Hernandez-Serrano, 2002) . Referring to Majeed (2014) that CBL is learning that tells the state of facts with problems occurred.

1. Lecturers prepare case materials to relate to the objectives and references that students must achieve.

2. Cases are given to students one week before the scheduled learning implementation process
3. Learning in the form of small group discussions, also in class discussions
4. Lecturers observe the discussion process and give a direction/correction/question so that the group discussion reaches the target
5. Each learner is required to make concise notes on the material discussed (lecturers can provide an outline of what needs to be recorded/reported by students)

Lecturers designed activities in class from minute to minute. Still, in pandemic diseases, learning is determined by two events; 1) face-to-face / offline with a duration of 75 minutes, and 2) online with a duration of 90 minutes. With the adjustment time from the initial 150 minutes for three credits, the lecturers anticipated providing lecture material through video recording, preparing, and delivering case articles since the beginning of the lecture semester to provide more time for students to access and study the material. At each meeting, the lecturer reviews the results of individual student reading by giving an online quiz before the presenting group presents the lecture material and cases (Haryanto, 2014). While students analyze the case, they are led to explain and describe the problem. They also have to explain the symptoms that appear, who is involved in the case, their perspective, and the possible actions. The students must recognize the symptoms, whether these symptoms can occur in other systems, and whether there are a series of causes that affect each other. How is the theoretical analysis of the causes of symptoms, alternative problem solving based on theoretical analysis, what the negative and positive sides of the proposed solution priority problem solving, indicators if the problem solving is successful or failed? The situation required changes to classroom alliance, teaching techniques, learning strategies, and teacher perspectives and elements in managing a learning procedure (Sukasih, 2022).

METHODS

This study used convenience technique sampling in getting 125 volunteer respondent of 210 students in total who took the International Human Resource Management (IHRM) course. Questionnaires were used to determine the collaborative learning process, case-based learning, and student-centered learning. The instrument used for observation in this research is a checklist. The test is in the form of questions used to measure students' understanding of the Artificial Intelligence course material. The questionnaire instrument is in the form of questions or statements that have four alternative answers arranged based on a Likert scale. Lecturers open

the class with the agreement and discuss lecture contracts with students. Lecturers also explain the case learning method with active participation methods through case discussions applied in HRMI courses. At the first meeting of the lecture addition, the lecturer explained the general description of the HRMI course. The students have the freedom to determine groups to discuss cases, consisting of 3-5 students with gender differences, differences in social background, and achievement background indicated by the acquisition of cumulative grade point average (GPA) to find out the students' condition.

RESULTS & DISCUSSION

The learning flow in this study is to direct student-centered learning methods to engage and motivate learners to rise to participate in class. This course has seven parallel classes in the even semester of 2020/2021. To find out more details about the learning process by taking descriptive data of students to find out the condition of previous GPA, gender, and the level of active participation of students in lectures. Then, the learning outcomes use an evaluation tool that used the score of each class seen from the aspect of online quizzes held ten times, case-based group assignments, midterm exams (UTS), and final exam UAS.

Table 1. Profile of Respondents

Category	Item	N	%
Gender	Male	71	56.8
	Female	54	43.2
GPA	2.00 – 2.50	2	1.6
	2.51 – 3.00	13	10.4
	3.01 – 3.50	46	36.8
	3.51 – 4.00	64	51.2
Participation Frequency	1 – 3 times	25	20.0
	4 – 6 times	23	18.4
	7 – 9 times	12	9.6
	10 – 14 times	65	52.0
Participation Component	Attendant	125	100.0
	Online quiz	125	100.0
	Lesson discussion	74	59.2
	Case discussion	61	48.8

The answers collected gave the information that 54 respondents are female (43.2%); 71 are male (56.8%), the majority of 65 respondents admit to having had active participation 10-14 times in class (52%), 74 respondents are actively participating in discussing lecture material (59.2%); 61 respondents are active in the case discussion process (48.8%). Meanwhile, attendance and participation in online quizzes are activities attendance that requires 100% as

evidenced by participation in online quizzes. As for the case discussion, all students in the group are required to discuss the case, but what is meant here is when there is an audience outside the group who is tasked with discussing the case but this audience participates in asking questions, providing input or stating their answers directly both face-to-face and online in a formal class forum.

Table 2. Output Correlation

	LM	SEnthus	SPartic	SUnd	SSat
LM1	0.863	0.620	0.305	0.479	0.423
LM2	0.870	0.552	0.321	0.454	0.435
LM3	0.847	0.500	0.202	0.425	0.430
LM4	0.839	0.574	0.394	0.538	0.365
SE1	0.683	0.920	0.671	0.724	0.492
SE2	0.512	0.901	0.618	0.656	0.424
SP1	0.254	0.712	0.929	0.640	0.219
SP2	0.417	0.625	0.900	0.888	0.305
SU1	0.417	0.464	0.433	0.823	0.626
SU2	0.568	0.410	0.383	0.886	0.589
SAT1	0.327	0.425	0.247	0.359	0.860
SAT2	0.497	0.474	0.249	0.401	0.942
SAT3	0.498	0.486	0.281	0.419	0.941

The validity test was carried out with the Spearman-Brown correlation formula using SPSS Version 22. Founded on the validity test, the instrument items on teaching methods, enthusiasm, participation, understanding, and student satisfaction had a moderately high correlation coefficient. All items were declared valid to a significance level of 0.01.

Table 3. Reliability Test

	Cronbach's Alpha	N of Items
Lecture method	.875	4
Student enthusiasm	.792	2
Student participation	.799	2
Student Understanding	.715	2
Student satisfaction	.903	3

Based on the data in Table 3, it is seen that all variables have Cronbach's Alpha values above 0.50. All questionnaires on each variable with a value range of 0.715 - 0.903 have reliable data as research measuring tools.

Table 4. Description of Item's Statement

Statements	Mean	%
My lecturer delivered lecture material communicatively and clearly.	4.62	92.5
Lecturers direct and support students to actively participate in case of	4.57	91.4

discussions both in writing and verbally.		
The score component required me to participate in class vigorously.	4.41	88.2
Lecturers can liven up the class atmosphere so that I feel comfortable participating actively in class	4.48	89.6
I feel very excited when discussing cases in class.	4.13	82.6
I need to be able to express my thoughts in the case discussion.	4.18	83.6
I can make a positive contribution to case discussions in groups and class.	4.18	83.6
I can communicate well when discussing cases.	4.19	83.8
I will understand the lesson better through the case discussion.	4.39	87.8
I am satisfied with the learning process of discussing cases.	4.24	84.8
I am satisfied with the method of discussing the case that the lecturer gave.	4.26	85.2
I am satisfied with the results of the case discussion in class.	4.33	86.6
I always feel afraid/anxious if I have to show up/speak in discussing cases in class.	3.42	68.4
Mean	4.26	

There are statement items that represent several variables that we want to know based on student perceptions. The learning method (LM) variable is represented by 4 statement items such as: "communicative and clear lecturer delivery". The student enthusiasm variable items such as: "I feel very excited when discussing cases in class". The student participation variable with an item such as: “I can make a positive contribution to case discussions both in groups and in class”. Items of student understanding variable such as: "I will understand the lesson better through the case discussion". The student satisfaction variable has three statement items, such as: "I am satisfied with the learning process ...". The average value of all statement items is 4.26 with the "very good" category. The highest mean is owned by the item “My lecturer conveys lecture material communicatively and clearly at 4.62; while the lowest mean is the statement: “I always feel afraid/anxious if I have to show up/speak in discussing cases in class” with a value of 3.42.

Table 5. Summary Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1 (LM – Student enthusiasm)	.660	.436	.431	1.089	95.087	.000
2 (LM – Student participation)	.360	.129	.122	1.312	18.268	.000
3 (LM - Student Understanding)	.556	.309	.304	1.012	55.112	.000
4 (LM – Student satisfaction)	.483	.233	.227	1.949	37.447	.000
5 (Student enthusiasm - Student satisfaction)	.505	.255	.249	1.921	42.082	.000
6 (Student participation - Student satisfaction)	.283	.080	.072	2.135	10.690	.001
7 (Student Understanding - Student satisfaction)	.430	.185	.178	2.010	27.857	.000

Based on Table 5 is seen that from each of the variables' modeled effects the largest coefficient of determination (R square) is 0.436, namely the influence of learning methods on

student enthusiasm. It means that the effect of LM is 43.6% on student enthusiasm. The impact of this LM is also high on students' understanding (30.9%); student satisfaction (25.5%); and student participation of 12.9%. While the student satisfaction variable is influenced by the student enthusiasm variable by 25.5%, learning methods (23.3%) and (the smallest effect) student participation has an effect of 8% on student satisfaction.

Meanwhile, based on the significant value of the coefficient table transferred to Table 5. It shows that all relationships between variables in the seven models have a significance value range of 0.000 – 0.001. It concluded that 1) the learning method has significant effects on students' enthusiasm, participation, understanding, and satisfaction. 2) student satisfaction, participation, and understanding have a significant influence on student satisfaction.

CONCLUSION

In the learning process by inviting students to active participation through case discussions, have several notes. First is the readiness of the lecturers from the preparation of materials, and study contracts, including preparing and distributing cases from the beginning of the lecture at the first meeting. It relates to the study results that the statement item "My lecturer delivers lecture material communicatively and clearly" has an of 4.62. This statement can be interpreted as an initial opening in a good learning process to stimulate enthusiasm, participation, and understanding leads to how far a level of student satisfaction in the learning process. The second is that the level of student participation in the discussion of the material is only 59.2% of the total respondents. This phenomenon occurs in lectures in pandemic conditions by reducing the duration of formal learning from 150 minutes to 90 minutes online and 75 minutes offline. To anticipate this, the lecturers have prepared video material for each chapter in each meeting to be accessed independently. While in formal lectures, the focus is more on the lesson discussion. Next, there is a finding that only 61 respondents claimed to be active in discussing cases (48.8%). It is relevant to find that: "students feel afraid/anxious if they have to show up/talk in discussing cases in class." with an of 3.42 is included in the "high" category. The existence of a high fear of showing off is better in inhibiting student activity in case discussions than the motivation from the teacher through the value component conveyed in the learning contract.

In addition, whatever learning method is used, it is necessary to pay attention to the class ratio, learning media (face-to-face or virtual), the readiness of the technology used by the teacher and class participants, and how relevant the cases presented are under the lecture material delivered. The suspense serves to minimize the views that are too subjective from students on how to discuss the case, it requires lecturer direction with clear rules and limits on certain lecture

materials. In social sciences, in particular, there is a tendency to find many alternative answers for one case, each answer must have a strong foundation which is the task of the lecturer in classical delivery of material, then add other possible perspectives. In addition, evaluating the learning process after the discussion, the lecturer should remind the related material without having to justify right or wrong an answer. The last finding from this research is that the learning method is considered to have a high influence value on enthusiasm, participation, understanding, and student satisfaction with a range from 12.9% to 43.1%. From the level of students' understanding, 30.9% also emerged from this case-based learning method, where the understanding gained by students was also derived from how enthusiastic students' assignments and participation were because there was another component involved outside the mid-term and end-semester exams.

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