



Original Article

Case Method Learning for Stimulating 21st Century Skills of PG PAUD Students in Educational Management Courses

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Abstract:

This research aims to look at case method learning in stimulating 21st Century skills of PG PAUD students in education management courses. This research is very important to carry out in order to see the success of PG PAUD FKIP Study Program students at Bengkulu University in accordance with IKU 7 collaborative and participatory classes. This research method is qualitative research, namely; One class of educational management courses consists of 26 students. The research instrument uses direct observation sheets, interviews and documentation. This research was conducted in May-October 2024. The results of this research show that through case method learning students have 21st century skills, namely; critical thinking, creativity, communication, and collaboration. It can be concluded that case method learning can be carried out in education management courses.

Keywords: Case method learning, 21st century skills

Introduction

Life in the 21st century has quite significant differences from the previous century, this is because in the 21st century technological developments are increasingly rapid. Technological developments that have occurred have changed the order of life, including in the field of education. In the field of 21st century education, everyone must have an advanced mindset, so that they can create learning programs that are in line with current developments and can be accessed without thinking about the limitations of space and time. Learning in the 21st century must prepare the Indonesian generation to welcome advances in information and communication technology in society.

In the 21st century, the role of lecturers and students is very much needed. Educators are required to have high activity. The creativity possessed by each teaching staff will have a close relationship to the delivery of material in learning. The 21st century



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is predicted to be a technological century with very rapid economic development. The curriculum to be achieved is definitely in line with the needs of the 21st century, namely freedom to learn. Murti in his journal, Yusuf Andriana and Rusman, revealed that in the 21st century, the contribution of education is important in ensuring students have skills and innovation, especially skills in operating technology and information media and being able to work together and survive using life skills so that in the 21st century the 2013 curriculum is used ([Ahmad.N, 2019](#)).

In the 21st century, there are several skills that need to be improved, such as communication skills, collaboration, critical thinking and problem solving, as well as creativity and innovation. In the 21st century, teachers need the ability to operate information and communication technology as a platform to facilitate the implementation of existing learning processes. Such as helping in disseminating information, communicating, and storing documentation regarding the existing learning process. Social media is a form of information technology development that can be accessed easily by everyone.

When an educational unit wants to plan a program, carry out organization, implement work plans and supervise, information and communication technology is really needed to shorten the processing time and can be disseminated directly. Social media is a real example of information and communication technology that can be easily accessed by everyone wherever and whenever. Apart from that, if you use social media, the information provided can reach all levels of society such as children, teenagers, adults and even the elderly.

From the presentation of the information above, it can be concluded that teachers have an extraordinary role in the process of facing learning in the 21st century. This is because in the 21st century technology is developing rapidly and becoming more advanced. Apart from that, teachers in the 21st century must have high creativity when they want to carry out the learning process. The higher the teacher's creativity, the better the quality of learning produced. Apart from that, teachers must take advantage of existing technology so that it can be used as a fun learning medium. The 2013 curriculum is the curriculum used in the 21st century. The four competencies are critical thinking skills, creativity skills, communication skills and collaboration skills.

The ability to work together is one of the attitudes that future society must have in order to be able to produce great things compared to working individually. To prepare such societal products, various effective efforts are needed to be able to instill the ability to collaborate between one individual and another in order to create a productive society. This needs to start from introducing children as the nation's next generation.

One aspect of child development that needs to be developed by educators is the aspect of social development. Social development is the acquisition of the ability to behave in accordance with social demands ([Hurlock, 1978: 250](#)). Play activities can develop children's social aspects, because children will interact with other friends and. Social development is the process of learning to adapt to groups, learning to cooperate, and interacting with the people around them. As for the abilities of children aged five to six years, according to [Ali Nugraha \(2005: 69\)](#), children do not show a gloomy attitude, enjoy playing with other children, help and defend their friends, and are able to play and collaborate with their friends in groups.

Problem solving learning method or also called the Case Method. Case method or case study is a discussion-based participatory learning method to solve cases or problems. The resulting 4C Capabilities are; communication, collaboration, critical

thinking, creativity. In this learning, the case becomes the core medium for fulfilling the CPL. Student-centered learning approach that encourages creativity, active, independent and innovative students in solving cases.

Management courses use discussion and question and answer learning methods to develop students' 4C skills through solving cases of educational problems currently existing in Indonesia. Students are expected to be able to explore collaborative and participatory abilities in this activity to support IKU 7.

Based on the background explanation above, it is important to conduct case method learning research in stimulating the 21st Century skills of PG PAUD students in educational management courses.

Methods

This research method is qualitative research (Moleong, 2017). This research was conducted on PG PAUD students at Bengkulu University, semester 2 of the 2023/2024 academic year, even semester, namely; One class of educational management courses consists of 26 students. This research was conducted in May-October 2024. The research instrument used direct observation sheets, interviews and documentation.

Results

Case method learning to stimulate 21st Century skills of PG PAUD students in education management courses

No	Case method	Results Description of activities
1	Planning	Make papers, power points, cardboard, before the discussion
2	Discussion	Discuss various types of educational management
3	Presentation	Presenting lecture material (curriculum, students, educators and education staff, school public relations, educational facilities and classroom management)
4	Evaluation	Learning activities run fluently

Table 1. Case method

No	21 st century skills	Results Description of activities
1	Critical thinking skills	Students are able to explain various materials related to education management
2	Creativity skills	Students are able to solve current problems in Indonesia regarding education management
3	Communication skills	Students are able to convey ideas or thoughts as well as the results of discussions related to education management
4	Collaboration skills	Students are able to collaborate with friends in analyzing the current state of education management.

Table 2. 21st century skills

From the results of this research, from 26 students it can be concluded that

the research results show that students' 21st century skills create collaborative and participatory classes through the case method. Based on the results of the interview, students can understand 21st century skills, through discussion of solving case studies.



Picture 1. Learning process



Gambar 2. Proses Diskusi Pembelajaran



Gambar 3. Pengembangan keterampilan abad 21

Activity steps, namely;

Collaborative and participative classes

1. Students act as protagonists who try to solve a case.
2. Students conduct case analysis to develop solution recommendations, assisted by group discussions to test and develop solution designs.
3. The class discusses actively, with the majority of conversations carried out by students. The lecturer only facilitates by directing the discussion, asking questions and making observations.
4. The class is divided into groups to work on assignments together over a long period of time.
5. Groups are given original problems or complex questions and then given space to create work plans and collaboration models
6. Each group prepares a presentation/final work that is shown to the lecturer, class, or other audience who can provide constructive feedback.

This activity uses directed cast discussions with directed questions using teaching case solutions to peers with the direction of the lecturer. This is in accordance with "the application of this method will help students hone and improve critical thinking skills for solving problems, communication skills, collaboration and creativity ([Burawoy, 1998: 4-33](#))".

1. Critical thinking skills
2. Creativity skills
3. Communication skills
4. Collaboration skills.

The 21st century is a digital age. In this era, all aspects of life cannot be separated from technology, thus making humans live side by side with technology. The 21st century is a century that is very different from previous centuries. The extraordinary development of science in all fields is the main point that makes the 21st century different. In this century, all the codes of life have experienced developments, especially the field of Information and Communication Technology (ICT), which is very sophisticated (sophisticated), making the world increasingly narrow, this happens because of the impact of technological developments that have occurred so that everything can be easily accessed by everyone without thinking about space and time ([Guru, Basis, and Gorontalo 2021](#)).

The 21st century is marked by the use of information and communication technology in all aspects of life, including the learning process. The world of work demands changes in competence. The ability to think critically, solve problems and collaborate are important competencies in entering 21st century life ([Baroya 2018](#)).

The 21st century can also be said to be a century marked by a massive transformation from an agrarian society to an industrial society and continuing to a knowledge society. From the explanations above, it can be concluded that the 21st

century is a digital age marked by technological developments, especially in the fields of information and communication. In this era, all aspects of life are experiencing a tremendous impact, including in the field of education. In the 21st century, the world of education is required to produce skilled products, in accordance with the skills that are indicators in this century, namely; must have communication skills, think critically, be able to collaborate well, have high creativity, and be able to create new innovations.

There are many learning models that can be used in 21st century learning, one of which is the character education learning model. This is because to create a quality generation, teachers must create students who have good character and character so they can appreciate and respect other people. In character education in the 21st century, there are several approaches that teachers can take to students, such as the exemplary approach, class-based approach, co-curricular and extracurricular activity approach, institutional culture approach, academic culture, and community-based approach. Apart from that, support for relevant educational policies and learning models for instilling values, based on the development of moral reasoning, value analysis, and citizenship projects that can be developed to develop good character for each student ([Fauziddin 2017](#)).

In the 21st century, teachers must pay more attention to what learning models or methods can be applied and are in accordance with current developments, apart from that, the learning models applied must pay attention to the abilities of students. Learning models have a broader meaning than methods, and have clear syntax, in other words, have clearer steps for learning activities. This learning model is used by teachers to create a learning process and learning atmosphere that activates students to achieve basic competencies. The use of learning models should consider the characteristics of students and the characteristics of learning materials ([Nasirun, Suprapti, and Indrawati 2021](#)).

From the explanations above, it can be concluded that in the 21st century learning models are very necessary, this is because learning models are an important indicator in providing delivery in the existing learning process, learning models must be adapted to the situation and conditions of students. In the 21st century, the learning model used must be more developed and take advantage of current technological developments. Teachers must look for learning models that are fun so that children do not feel bored or bored during learning.

21st century learning is learning that prepares a generation that must have 21st century skills. The 21st century skills in question are critical thinking and problem solving skills, communication, collaboration, creativity and innovation. 21st century learning is learning that directs students to have competence and have the skills to think, communicate, and be able to solve problems with the needs and challenges of today's times.

Technological developments that have occurred in the 21st century have provided very significant changes to aspects of life, including learning. Teachers began to experiment using simple technological devices in the classroom, displaying lesson material in power point form, using 3D models, and finally using technological devices completely as models and learning media ([Puspitarini 2022](#)).

Learning is an interaction process carried out by teachers and students to interact, communicate and exchange information regarding previously designed lessons. Learning conditions theory (Robert Gagne) establishes that there are several

different types or levels of learning conditions. This classification is useful for knowing how to provide instructions that are appropriate to the conditions experienced by students. This needs to be done because each different type requires different instructions ([Andi, S., 2017 p. 1](#)).

From the explanations above, it can be concluded that learning is a process of interaction that occurs between teachers and students to exchange information, communicate, and provide information to each other. Learning in the 21st century makes technology the learning medium that will be implemented. Teachers in the 21st century use technology as a model and medium for learning. This is done with the aim of stimulating children's skills that must be developed in this digital era, such as communication skills, being able to collaborate, thinking critically, being able to solve problems, having high creativity and being able to innovate.

The 21st century or digital era is an era that places great importance on the development of information technology as a medium to facilitate human work. In the 21st century, all work cannot be separated from existing technological developments, especially in the world of education. Teachers in the 21st century make extensive use of technological developments as a learning medium.

Learning in the era of digitalization has important indicators that must be achieved in order to reach the goals you want to improve. Indicators that must be achieved in 21st century learning include critical thinking, problem solving, creativity, innovation, communication and collaboration. Critical thinking or critical thinking is an intellectual thinking process by assessing the quality of one's thinking or the way humans think in responding to someone by analyzing facts rationally to form an assessment of the information received. The second is problem solving, according to [Robert Gagne \(1988\)](#), cognitive experts state that problem solving should be the target for obtaining learning outcomes because problem solving is a form of creativity in thinking which is included in the category of high-level thinking abilities.

Higher Order Thinking Skills (HOTS) are thinking activities that involve high hierarchical cognitive levels from Bloom's taxonomy of thinking. [Krathwohl and Anderson \(2001\)](#) revised Bloom's taxonomy levels into remembering, understanding, applying, analyzing, evaluating, and creating. The results of this revision have been accepted by educators so that they have become a reference for developmental theory. In the development of remembering, understanding and applying are categorized under recalling and processing, while analyzing and evaluating are categorized under critical thinking and creating is categorized under creative thinking.

Third, there is creativity or creativity. Teachers are the most important tool in carrying out learning, therefore to be a teacher you must have high creativity, this is because to provide learning to students it must be in accordance with the characteristics of the students, each student has different characteristics so the teacher has to rack his brain to find appropriate and different methods for each learning activity.

[Alton in Gurney \(2007:90\)](#) explains that the quality of learning carried out by teachers is activities that are in accordance with the characteristics of students and a learning process occurs for students. So the more varied the learning activities carried out by the teacher, the better the learning process will be. Next there is innovation, a teacher in the 21st century must have innovation in order to create a diverse learning system, with innovation teachers can produce quality learning tools. Then there is

communication and collaboration. A good teacher must be able to create communication between the teacher and students so that it can produce good collaborative relationships so that they can design enjoyable learning activities ([Makhrus 2018](#)).

According to [Yusuf \(2004: 125\)](#), cooperation is "an attitude of being willing to cooperate with a group". One of the attitudes that can be invited to complete something (activities) together in a group. Collaborative ability is ability, skill, strength. Collaboration is work carried out by a group so that there is a close relationship between the work tasks of other group members ([Nugroho et al, 2021:22](#)). Meanwhile, according to [Hurlock \(1978: 268\)](#), cooperation is "the ability to cooperate with other people to the extent of suppressing individual personality and prioritizing group spirit". From one side, children have an attitude towards carrying out activities together with their peers. With this attitude, children have the enthusiasm to play in groups.

According to [Yudha M Saputra \(2005: 54\)](#), the goals of collaboration for early childhood are: to better prepare students with various new skills so that they can participate in a world that is always changing and continuously developing, (b) forming students' personalities so that they can develop the ability to communicate and collaborate with other people in various social situations, (c) inviting children to build knowledge actively because in cooperative learning, kindergarten children do not just receive knowledge from educators for granted but children construct knowledge continuously so that they place children as parties. active, and (d) can strengthen personal interactions between children and between educators and students. This aims to build a social process that will build mutual understanding.

Conclusion

Case method learning can stimulate the 21st Century skills of PG PAUD students in educational management courses. This is based on the results of research activities which show students have several skills, namely; critical thinking skills, creativity skills, communication skills, collaboration skills. It can be concluded that 25 students were able to carry out lecture activities very well and 1 person was good. Case method learning can be done in education management courses.

Suggestion

There should be training by the institution for lecturers and students, so that learning activities can be deeper. The author would like to express his deepest gratitude to the leadership of Bengkulu University who have given me the opportunity to compete in PPKP research activities at a cost of Rp. 10,000,000, - so that the journal will be published. Thank you to the Head of the FKIP Faculty, Head of the JIP Department and Head of the PG PAUD Study Program for making this research activity easier for us. And thanks to the research team, Mrs. Dr. Mona Ardina, M.Si and mother Dra. Indrawati, M.TPd, as well as all those involved in this research, especially PG PAUD students.

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