

Case Method Based E-Module: History Learning Innovation to Improve Students's Higher Order Thinking Skills

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Abstrak

Rendahnya literasi membaca siswa sejarah berdampak pada rendahnya tingkat Higher Order Thinking Skills yang dimilikinya, khususnya dalam bidang sains. Oleh karena itu, diperlukan suatu inovasi dalam pembelajaran sejarah dengan mendigitalkan sumber belajar melalui e-modul berbasis metode kasus. Penelitian ini bertujuan untuk menghasilkan e-modul berbasis metode kasus dalam meningkatkan kemampuan berpikir tingkat tinggi siswa dan mengetahui kelayakan e-modul yang dikembangkan. Penelitian ini merupakan jenis penelitian Research and Development (R&D) dengan menggunakan model ADDIE yang terdiri dari tahapan analisa, desain, pengembangan, implementasi, dan evaluasi. E-modul yang dikembangkan divalidasi oleh tim ahli media dan ahli materi. Hasil yang diperoleh adalah e-modul layak digunakan untuk tes kelompok besar dan tes kelompok kecil. Uji kelompok kecil mendapat persentase 85% dan uji kelompok besar mendapat persentase 77%. Berdasarkan hasil tersebut menunjukkan bahwa e-modul berbasis metode kasus ini sangat layak digunakan sebagai sumber belajar bagi siswa dalam sejarah masuknya agama Hindu-Budha ke Indonesia dari segi desain, isi, video, studi kasus dan latihan soal pada e-modul dan e-modul ini efektif digunakan sebagai sumber belajar setelah uji T.

Kata kunci: e-modul, metode kasus, hots.

Abstract

The low reading literacy of history students has an impact on the low level of Higher Order Thinking Skills they have, especially in the scientific field. Therefore, an innovation is needed in learning history by digitizing learning resources through e-modules based on case method. This research aims to produce case method-based e-modules in improving students' higher order thinking skills and determine the feasibility of the developed e-modules. This research is a type of Research and Development (R&D) research using the ADDIE model which consists of the stages of analyze, design, develop, implementation, and evaluation. The developed e-module was validated by a team of media experts and material experts. The results obtained are that the e-module is suitable for large group tests and small group tests. The small group test got a percentage of 85% and the large group test got a percentage of 77%. Based on these results, it shows that this case method-based e-module is very feasible to be used as a learning resource for students in the history of the entry of Hindu-Buddhist religions into Indonesia in terms of design, content, videos, case studies and practice questions in the e-module and this e-module is effectively used as a learning resource after the T test.

Keywords: e-module, case method, hots.

INTRODUCTION

Science and technology that is growing rapidly in the era of globalization has an influence on the world of education. The world of education must adapt to technological developments so that the

quality of education can be improved, especially in the teaching and learning process from elementary school to university level. Universities must be able to provide equal opportunities for each student to develop themselves according

to their abilities (Lutfi, 2018) in order to compete globally after graduation. Universities must be able to identify the competencies needed in the 21st century (Niemi et al., 2014). Universities must start innovating to find forms of teaching and learning in lectures according to the needs of the 21st century such as library digitization, digitization of learning media and digitization of learning resources.

Digitalization of learning resources in higher education is a form of innovation that utilizes the development of information and communication technology to facilitate the lecture process. Digitalization of learning resources can be done by lecturers in the form of E-Modules. E-Module is a form of module that is digitized and packaged more interactively. E-Module itself is almost the same as an e-book but has differences in its content. The Encyclopedia Britannica Ultimate Reference Suite explains that an e-book is a digital file containing text and images suitable for electronic distribution and displayed on a monitor screen similar to a printed book (Herawati & Muhtadi, 2018). E-Modules consist of text, images or can contain text images, and videos accompanied by assessments that are in accordance with lecture material with the aim of making it easier for students to understand lecture material in the History of the Entry of Hindu- Buddhist Religions into Indonesia course and can improve the

ability of Higher Order Thinking Skills of History Education Study Program Students, Faculty of Teacher Training and Education, Jambi University.

Higher Order Thinking Skill is still low as seen from the low reading literacy of students, especially in the field of expertise so that it has an impact on student competence seen from the ability to think creatively, the ability to analyze, evaluate, interpret information, the communicative ability of students who are relatively low in conveying ideas and opinions and lacking the ability to work together in groups during the lecture process and working on assignments in the history of the Entry of Hindu- Buddhist Religion into Indonesia course. Even though these competencies are needed in the 21st century. The low reading literacy of students, especially in the course of the History of the Entry of Hindu-Buddhist Religions into Indonesia, is obtained from the results of the questionnaire that has been distributed, obtained the following data: (a) Judging from the mandatory books that must be owned by students when carrying out lectures on the History of the Entry of Hindu-Buddhist Religion into Indonesia, namely the Indonesian National History Book Volume II and Indonesia Historical Flow Volume II. From the results of the questionnaire, 75% of students said this book was very boring, less interesting in terms of appearance that was not colorful, very thick book

pages, the sentences used tended to be difficult to understand and in the book there was no visualization of images. (b) In terms of both individual and group assignments such as making papers on the history of the entry of Hindu Buddhism into Indonesia, students use 83.5% sources from blogs, academia.edu and Wikipedia which are not clear about the scientificity of the writing. Even though the lecturer at the beginning of the lecture has explained to students to use reference sources from articles that come from journals. (c) From the group presentations, there are still many students who are less active in asking questions or adding explanations to the answers of their friends who are presenting, even if there are students who add explanations they only read everything on the internet without analyzing first and concluding.

The above problems indicate that there are still limited learning resources in digital form in the history education study program at the Faculty of Teacher Training and Education, Jambi University, especially in the course of the History of the Entry of Hindu-Buddhist Religion into Indonesia so that it has an impact on the ability of Higher Order Thinking Skill Students. This problem must be solved, one of which is through the creation of learning resources in digital form called Electronic Modules (E-Modules). E-Module is a learning resource. Digital learning resources that are innovative in

accordance with technological developments. This e-module will be filled with material in the form of text, images, videos and evaluation of each meeting material with the aim of measuring the ability of Higher Order Thinking Skill Students as far as he understands the material that has been learned.

The e-module that will be created is based on the case method by utilizing the Flipbuilder application to add video and sound in this e-module later. This Flipbuilder application has the advantage of being able to input videos in the e-module so that it does not require third media to open this case method-based e-module (Yunianto et al., 2019). This flipbuilder application will produce e-modules that include animation, text, video, images, audio and navigation that can make students more interactive so that lectures on the history of the entry of Hindu-Buddhist religions are more enjoyable. So that this case method-based E-Module is an alternative to improve the ability of Higher Order Thinking Skills of Students in the History of the Entry of Hindu-Buddhist Religion into Indonesia course.

A good E-Module has characteristics. A good module has the first characteristic, self-instruction, where in the e-module there must be an explanation so that students are easy to use and the lecture objectives are achieved. *Second, self-contained*, in the e-module there must be

complete material so that students can study independently anytime and anywhere. *Third, stand alone*, in accessing e-modules the nature must be practical and not use supporting media again. *Fourth*, adaptive, lectures have adaptations to the development of science and technology. *Fifth*, user friendly, each exposure and instruction module must help students (Dismarianti et al., n.d.).

This Case Method Based E-Module has the advantage of being easily accessed anywhere through laptops and android phones and iPhones, thus saving the use of paper and being environmentally friendly. This case method-based e-module is in order to improve students' Higher Order Thinking Skill through solving a problem so that students can think holistically. In solving problems, students' thinking skills are required at the application (C3), Analysis (C4), Synthesis (C5) and Evaluation (C6) stages so that they are in accordance with the demands of the 21st century and students are trained to be independent. Independent here, students must be able to understand material outside of lectures on their own, be able to solve their own difficulties by discussing with friends and when they do not find solutions to the problems discussed, students do not hesitate to consult with lecturers who teach courses both during lectures and outside lectures.

Departing from the problems described above, the researcher is

interested in conducting research with the title "Development of Case Method-Based E-Modules in the History of the Entry of Hindu-Buddhist Agamas into Indonesia"

METHOD

This research is a study that develops a product in the form of learning resources in the form of Case Method-based E-Modules. This research will be carried out in the history education study program, Faculty of Teacher Training and Education, Jambi University with the development research procedure using the ADDIE design. The stages of implementing the ADDIE model include five components described by Aldoobie (2015) first, the *Analysis* or analyzing stage. In this stage it is necessary to assess the process and needs in learning. And if it is related to the research to be carried out that at this stage the researcher obtained a finding that in the learning process in the History Education Study Program at Jambi University there is a need for learning teaching materials. The development is an E-Module learning resource with the *Flipbuilder*.

Application to improve student digital literacy. Second, the Design Stage where at this stage the researcher begins to compile an initial design for making. Case method-based E-Modules with the Flipbuilder application. Third, the Develop stage is the stage of creating a program regarding digital learning and teaching

materials that have been previously designed so that they can be used effectively and efficiently. In this stage the E-Module learning resource with the *Flipbuilder* application for the history of the entry of Hindu-Buddhist religions into Indonesia will be validated both the content and design of digital teaching materials by experts who are qualified in their fields using a questionnaire, before being applied in the learning process and will be tested in small groups and large groups and distribute questionnaires to see student responses to this case method-based e-module. Fourth, the implementation stage is the application of the application of E-Module learning resources with the *Flipbuilder* application for the history of the entry of Hindu Buddhism into Indonesia which has been developed in the learning process. In this process, it is necessary to have digital teaching materials so that the learning process can take place effectively. Fifth, the evaluation stage is a process to determine the value, benefits or effectiveness of a product. The effectiveness of this e-module will be carried out in the form of experimental classes and control classes using spss 27.

RESULTS AND DISCUSSION

The research is a type of Research and Development (R&D) research using the ADDIE model. Stage analyze to find out the needs of students on problems both

visible and invisible directly during the lecture process in the course of the History of the Entry of Hindu-Buddhist Religion into Indonesia. Second, distributing questionnaires to find out student responses to lectures on the history of the entry of Hindu-Buddhist religions into Indonesia. Third, interviews with lecturers and students related to the difficulties they face during lectures. Based on observations, questionnaire results and interviews, the need for teaching materials in the history of the entry of Hindu-Buddhist religions into Indonesia is needed because the source books used in this course are still limited, namely the book Indonesian National History Volume II and Indonesi in the Flow of History Volume II.

The two source books used in this course for students are less interesting because the books are not colorful, the sentences used are very complicated, do not have pictures and the pages of the book are thick so they are not interested in reading this book and when there are assignments in this course students prefer to use sources on the internet such as blogs so that it has an impact on the low ability of Higher Thinking Order Skill students. Based on this observation, the researcher concluded that the learning resources used in this lecture were not effective and were not maximally utilized by students, so the researcher was

interested in making a case method-based e-module.

Analysis of students who are students of the history education study program, PIPS Department, FKIP Jambi University where at this stage will see the characteristics of students to create teaching modules. The subjects of this research were students of class R001 and R003 class 2023. The results of the analysis show that students lack the ability of Higher Order Thinking Skill (HOST) seen from the lack of active students in this lecture, there is no reciprocity when given questions by lecturers and when told to look for answers in their handbooks they do not understand and have difficulty finding answers because the sentences in the book are difficult to understand. From the results of interviews with lecturers teaching this course said first, the course History of the Entry of Hindu-Buddhist Religion into Indonesia is a compulsory course which is quite heavy for students of Class 2023. Second, their transition from student to student where the lecture process requires them to be more active and the lecturer is only a facilitator makes them shocked. Third, the questions given to them are no longer about whether, who they can find in learning history at school have changed to C4, C5 and C6 questions which make them confused to answer because they are in the form of analysis. The observation also shows that students

only rely on learning resources from one book, namely Indonesian National History Jilis II or Indonesia in the Flow of History Volume II. On the other hand, they do not have other handbooks or other learning resources that they look for independently.

Analysis of lecture objectives commonly referred to as Course Learning Outcomes (CPMK) is used to determine the basis needed in the development of learning resources. The CPMK in making learning resources for the History of the Entry of Hindu-Buddhist Religion into Indonesia course in the form of Case Method-Based E- Modules are as follows: Students are able to be devoted to God Almighty and Able to Show a Religious Attitude (S01) by mastering the concepts, principles and theoretical basis of historical knowledge (P01) and being able to be responsible for the results of group work and carry out supervision and evaluation of the completion of work assigned to him under his responsibility (KU07) and mastering historical knowledge and historical education theoretically (KK01). Needs analysis after analyzing the objectives of the lecture goes into the material analysis stage. Material analysis with the aim of first, knowing the needs in the development of teaching materials in the form of Case Method Based E Modules. Second, to see the characteristics outlined in the sub CPMK as follows: Sub-CLO 1 Students are able to criticize (A5, C4, P2)

the process of entry and development of Hindu-Buddhism in Indonesia through the Theory of Entry of Hindu-Buddhism. Sub-CLO 2 Students are able to analyze (A4, C4, P4) Students are able to analyze the influence of trade relations between Indonesia and foreign nations (India and China), Sub-CLO 4 Students are able to compare (A4, C4, P4) the development of Hindu-Buddhist kingdoms in Indonesia.

The next step is design which consists of collecting all reference sources in the form of books, articles, contextual cases and images from the internet related to the History of the Entry of Hindu-Buddhist Religion into Indonesia. Video making in the form of video lecture material for later inserted in the module. this video is made for meeting 1 and meeting 3, making cover, preface, table of contents, lecture contract, this evaluation consists of c4-c6 questions and the author's curriculum vitae. The next step is to input the material in pdf form into the Flipbuilder application and add a video in the e-module then save it in the form of a link that can be distributed to students. The e-module design is produced in the following figure:

The next stage to the development stage consists of expert validation and e-module trials. e-module validation aims to determine whether it is feasible for this e-module to be used as a learning resource from the results Media expert validation is carried out by filling out an assessment

questionnaire consisting of 3 aspects which include aspects of e-module size, e-module cover design aspects, and E-Module Content design aspects. media experts provide assessments and also suggestions regarding the development of Case Method Based E-Modules made by researchers. The results of media expert validation from table 4.1 on the development of Case Method-based e-modules seen from the size aspect of the e-module received a score of 100%, the E-module cover design aspect received a score of 81.25% and the e-module content design aspect received an average of 96% with very feasible criteria. This e-module is suitable to be used as an additional learning resource for students in the History of the Entry of Hindu-Buddhist Religion into Indonesia course with a total percentage of 93.61% with very decent qualifications and no need to make revisions.

Media expert validation is completed, then proceed to the next stage, namely material expert validation. Material expert validation is carried out by filling out an assessment questionnaire consisting of first, Self Instruction aspects. Second, the Self Contained Aspect. Third, Stand Alone Aspect. Fourth, Adaptive Aspects. Fifth, the User Friendly aspect obtained a percentage of 94.23%. The results of the material validation presentation validation of 94.23% are included in the qualifications very feasible

and there is no need to revise the content of the e-module. after expert validation, the small group trial stage was carried out, a percentage of 85% was obtained. While the results of the large group trial obtained a percentage of 77%. The results of the small group trial percentage show that the Case Method-based E-Module developed is included in the category very feasible as a learning resource for the history of the entry of Hindu-Buddhist religions into Indonesia. In addition to conducting small group trials and large group trials, researchers also conducted interviews with students as the final result of the development of this e-module so that answers to some of the questions asked were obtained first,

First, this E-module is attractive in terms of design and in terms of content using sentences that are easy to understand and interesting for students to read. *Second*, practical E-Modules can be opened on cellphones both android and iphone do not have to be on a laptop making it easier for them to learn anywhere. *Third*, the questions in the E-Module make students to analyze they are not used to having difficulty in answering questions. *Fourth*, the video in the e-module is very interesting and has animation. *Fifth*, the case studies in the e-module are very relevant to the material so that students learn to think critically and creatively.

The effectiveness test aims to determine the degree of significance of increasing historical awareness and student learning outcomes as well as seeing their HOTS abilities when using the Case method-based E-Module on the History of Hindu-Buddhist Entry into Indonesia. To see the effectiveness of e-modules that have been developed and validated by material and media experts and have been tested through small groups and large groups, the next stage for effectiveness testing is carried out in the experimental class (R003) and Control Class (R001). Each class has 25 respondents. The pretest and post test questions consisted of several questions consisting of C4, C5, and C6 questions. Researchers took questions C4, C5, and C6 to improve students' Higher Order Thinking Skills. These questions are related to the ability to solve problems related to the material of the History of the Entry of Hindu Buddhism into Indonesia, the Theory of the entry of Hindu-Buddhist Religion into Indonesia, and the Oldest Hindu-Buddhist Kingdoms in Indonesia and the First Maritime Work in Indonesia.

Researchers for the initial stage distributed pretest questions as a prerequisite for the eligibility of the two classes that were used as control and experimental classes. Data from the pretest results of the experimental class and control class were tested for normality with the calculation results for

the control class of 0.107 and for the experimental class of 0.067. From this normality test haril has a $\text{sig} > 0.05$ value so it can be concluded that the pretest data is normally distributed. After the pretest data was confirmed to be normally distributed, the researchers continued the implementation stage of the Case Method-based E-Module in the Experimental class and for the control class using the National History Volume II book. The posttest results from the experimental class and the control class were carried out an independent sample test. Before conducting the independent sample test, the researcher first conducted a normality test, the results obtained based on the Shapiro Wilk Test obtained a significance of 0.052 for the control class posttest and 0, 109 for the experimental class posttest.

From this data shows significance more than 0.05. So it can be concluded that the control and experimental class posttest data are normally distributed. As for the homogeneity test that has been carried out, the significance value shows 0.075. It can be concluded that the data is homogeneous. After the normality and homogeneity tests are carried out, the Independet Sample Test stage continues. The results of the Independent Sample Test obtained data significance 0.003 and smaller than 0.05 so that it can be concluded that if T Count has a significance level (2-tailed) $< (0.05)$, H_1 is accepted and H_0 is rejected. So that there

is a difference in significance and a positive influence on classes that use Case Method-Based E-Modules in the History of the Entry of Hindu-Buddhist Religion into Indonesia Course.

The case method-based e-module is intended to improve students' HOTS skills. Higher Order Thinking Skill (HOTS) is a high-level thinking skill in which students are required not only to memorize but to critically analyze information. At the university level, HOTS should have become daily food for students so that they can think critically and be able to find solutions to problems (Iswahyuni, 2019). According to Wulandari (2018) HOTS is a thinking skill that can transform and connect knowledge and experience critically, so as to solve problems. High-level thinking skills can be measured based on several indicators, namely the ability to analyze, evaluate and create. In relation to historical material, HOTS thinking is not only limited to memorizing numbers of years, places and figures but more than that, namely analyzing the nature or meaning contained in a historical event so that the learning process becomes more meaningful and not dry.

The case method-based e-module in which there is an evaluation consisting of c4, c5 and c6 questions has the advantage of being accessible anytime and anywhere, unlimited space and time and environmentally friendly and in the e-

module there is material in the form of videos.

CONCLUSION

The research includes the type of Research and Development (R&D) research using the ADDIE model which consists of the *analyze* stage consisting of *analyzing* student needs and analyzing material needs, *design* is the design stage of this e-module to suit student needs. *Develop* is the stage of media and material expert validation, small group and large group tests, *implementation of* case method-based e-modules in the form of experimental classes and control classes. *and The* last stage of *evaluation is* carried out to perfect this e-module. This Case Method-based e-Module was not revised on the grounds that the percentage of media experts of 93.61% and material experts of 94.23% indicated that there was no need for revision because the e-module was suitable for large group tests and small group tests. The small group test got a percentage of 85% and the large group test got a percentage of 77%, indicating that this case method-based e-module is very feasible to be used as a student learning resource in the history of the entry of Hindu- Buddhist religions into Indonesia in terms of design, content, videos, case studies and practice questions in the e-module and this e-module is effectively used as a learning resource after the T test.

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