

The Effectiveness of Case Study Method in Improving Students' Understanding of Extraordinary Crimes

Fajar arwadi¹, Suarlin², Agus Raharjo³, Siti Raihan⁴, Muhammad Aswar⁵
{fajar.arwadi53@unm.ac.id¹, allink.unm@gmail.com²,
agusraharjo@mail.unnes.ac.id³, sitiraihan@unm.ac.id⁴, aswaralgowi@gmail.com⁵}

^{1,2}Universitas Negeri Makassar, Indonesia

Abstract. This study aims to determine students' understanding after the application of the case study method in the topic of Extraordinary Crimes. This research is pre-experimental research with the design of one group pre-test and post-test. Thirty seven students of Universitas Negeri Makassar majoring at Elementary School Teacher Education Study Program actively participated in this research. The research gathered data in the form of the test result of the students both in the pre-test and post-test. The data were collected by using test, observation, and interview techniques. The study suggests that the application of the case method is able to improve students' understanding of extraordinary crimes. The Effectiveness of case study method is seen from the results of the pretest and posttest by using the Paired test Samples T-Test with the help of SPSS 24.0 for windows. The analysis results obtained the value of Sig. (2-tailed) is equal to 0.000 or less than 0.05, so it can be suggested that there is a significant difference between learning outcomes in pre-test and post-test.

Keywords: extraordinary crimes, case study, understanding

1 Introduction

Laws are created and enacted by humans with the aim of creating a safe and peaceful society [1]. If a legal law has been promulgated, then as a juridical consequence, everyone is considered to know about the law and in Indonesia it is in the State Gazette of the Republic of Indonesia. In fact, not everyone knows about the law [2], [3]. The heterogeneous Indonesian society which consists of a variety of different cultures and is spread throughout the territory of the Unitary State of the Republic of Indonesia, of course, cannot be separated from its different backgrounds [4], [5]. One of the influencing factors is the educational background of each individual.

Regarding the law, the public must be aware of the forms of crime. In particular, there are forms of crimes which are categorized as extraordinary crimes, i.e., terrorism, drugs, and corruption that have an impact on the destruction of a nation [6], [7]. This crime is systematic and has a strong network so that it can influence anyone to be involved in it. Therefore, it is necessary to strengthen so that people are not easily influenced by these three crimes.

Given the dangers of these three forms of crimes, the community, including students in universities, need to be given knowledge and understanding in the context of one of which is a form of prevention. However, students particularly in Elementary School Teacher Education Program often find difficulty in understanding the law especially the extraordinary crimes. It is seen by a discussion result that they have lack of basic knowledge about the extraordinary

crimes. Therefore, a method of learning is needed to make the students able to easily know and understand the law about these three forms of extraordinary crimes.

One of the learning methods which is rarely applied to increase understanding is case study method. It is a method in which a case or a problem is discussed to find the solution which allows students to analyze and make decisions [8]. Therefore, the authors are interested to undertake a study entitled Improving Students' Knowledge and Understanding in Preventing the Danger of Extraordinary Crimes with Case Study Methods.

Terrorism here is seen as the behavior of crime and violence at random targets, not tied to the perpetrators which results in damage, death, fear, uncertainty and hopelessness in society. [9], [10]. Terrorist behavior aims to force choices to parties that are considered contradictory, so that their will is acknowledged. Terrorist activities are not only driven by political interests but also the beliefs of the perpetrators. This behavior is the enemy of every country around the world. Narcotics are characterized by the words narcose or narcosis (in English), and narke or narkam (in Greek) which means lulling and anesthesia. Narcotics can relieve pain and can cause fainting effects. This is also commensurate with the definition recognized in the Big Indonesian Dictionary that narcotics are considered as drugs that can calm the nerves, relieve pain, cause drowsiness [11]–[13]. According to medical terms, narcotics are drugs that can relieve especially aches and pains that come from the visceral area or the tools of the chest and abdominal cavities. It can also cause a stupor or prolonged stupor in a conscious state and cause addiction. What is meant by Narcotics in [14], [15] is Papever Plants, Raw Opium, Cooked Opium, such as Opium, Jicing, Jicingko, Medicinal Opium, Morphine, Coca Plants, Coca Leaves, Raw Cocaine, Ecgonina, Cannabis Plants, Cannabis Damar, or its derivatives from morphine and cocaine. It can be concluded, Narcotics are drugs or substances that can calm nerves, cause unconsciousness, or anesthesia, relieve pain, cause drowsiness, stupor, and addiction, and are stipulated by the Minister of Health. as a drug [14].

From a legal perspective, the definition of corruption has been clearly explained in 13 articles in Law No. 31 year 1999 which has been amended by concerning the Eradication of Corruption Crimes. Based on these articles, corruption is formulated into 30 forms of corruptions. These articles explain in detail the actions that can be subject to criminal sanctions due to corruption. In addition to these forms of corruption crimes, there are other criminal acts related to corruption as stipulated in Law No. 31 of 1999 jo. UU no. 20 of 2001. Types of crimes related to corruption are as follows: 1) Obstructing the process of examining corruption cases; 2) Do not give information or provide information that is not true; 3) Banks that do not provide information on the suspect's account; 4) Witnesses or experts who do not provide information or give false information; 5) The person holding the secret of the position does not provide information or provide false information; and 6) Witness who reveals the identity of the informer.

2 Method

This study applied pre-experimental research using a one group pretest post-test design. There was one class that was set as an experimental class of which case study method was applied. Before applying learning with the method, students were given pretest to see their initial abilities. After carrying out the learning, students were given post-test to find out the influence of the case study method. The effectiveness of the method would be seen from the difference in the average score of the pre-test and that of post-test. The population in this study were all students majoring at Elementary School Teacher Education in Universitas Negeri Makassar. The sample is one class consisting of 37 students which was taken using a random sampling

technique with the assumption, they all have the same discipline and never learn specifically about the law. The data collected in this study are the test results of the students both in the pre-test and the post-test which were analyzed using SPSS through Paired samples T-test. The scoring guidelines of the understanding of extraordinary crimes were determined based on the aspect of understandings i.e., restating a concept, classifying a case according to the types of the crime, and giving examples and non-examples of the crime.

The score (S) of the understanding of the extraordinary crimes used in this study followed the rules as follows:

$$S = \frac{\text{the actual score}}{\text{the ideal score}}$$

Where the actual score is the score obtained by a student and the ideal score is the maximum score based on the scoring rubric. The Categories of Understanding Level is shown in the Table 1.

Table 1. The Categories of Understanding based on the Score Interval

Interval	Level of Understanding
61-100	High
31-60	Middle
0-30	Low

3 Results and Discussion

The first activity is giving the students a pre-test in the topic of extraordinary crimes. The test consists of a set of question measuring the indicators of the understanding from Wardhani (2008). Then, the case study method is implemented by giving the students many references e.g., web-based information, books, and journals related to the extraordinary crimes particularly about terrorism, drug, and corruption, grouping them into some groups, giving them a case to present, asking them to present and give a solution, and making discussion. After that, the students are given a post-test in the topic of extraordinary crimes. The results of the pre-test and the post-test are shown in the Table 2.

Table 2. The Pre-Test and the Post-Test Results

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
Pre-test	37	18	78	46,91	19,8
Post-test	37	26	88	61,08	17,3
Valid N (listwise)	37				

Based on the information obtained in the Table 1, the mean of the pretest results and posttest of 46.91 and 61.08 with a standard deviation of 19,8 in the pretest results and 17,3 in the posttest. scores the highest pretest and posttest scores are respectively 78 and 88, while the lowest scores for pretest and posttest are respectively 18 and 26. The levels of the students' understanding in the topic of the extraordinary crimes both in the pre-test and the post-test in the term of the Percentage are respectively shown in the Table 3 and the Table 4.

Table 3. The Students' Understanding Percentage in Each Level of the Pre-Test

Interval	The Number of Students	Percentage	Level
61-100	7	18,9%	High

31-60	14	37,8%	Middle
0-30	16	43,2%	Low

Table 4. The Students' Understanding Percentage in Each Level of the Post-Test

Interval	The Number of Students	Percentage	Level
61-100	19	51,3%	High
31-60	14	37,8%	Middle
0-30	4	10,8%	Low

Based on the Table 3 and the Table 4, it can be seen that the students with high category in the posttest strongly outnumbers that of in the pre-test with the ratio of the percentage 51,3:18,9. The students with the low category significantly decrease from the pre-test to the post-test.

Before applying Paired Samples T-Test, the test of normality is undertaken. The data both in the pre-test and the post-test respectively satisfies normality with sig. 0,347 and 0,231 and the lower bound of the true significance are 0,2 and 0,15. The results of the Paired Samples T-Test can be seen in the Table 5.

Table 5. The Result of The Paired Sample T-Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTest - PostTest	-14.16	9.41	1.54	-17.30	-11.02	-9.147	36	.000

The test results show the value of Sig.(2-tailed) equal to 0.000 or less than 0.05 so that it can be concluded that there is a significant difference between the post-test and the pre-test. Thus, it can be concluded that the application of case study method is effective in improving the understanding of the students.

4 Conclusion

Based on the findings, it can be drawn a conclusion that application of case study method is effective in improving the understanding of the students. The case study method brings the comprehensiveness in the learning that students not only learn about the theories about the extraordinary crimes but also study deeply about many cases, make analysis, and try to find the solution

Acknowledgments. We would like to acknowledge the support of the rector of Universitas Negeri Makassar and the Research and Community Service College of Universitas Negeri Makassar for the funding given to the present research. We would like to express our gratitude to the parties, i.e., the validators, the students, and other people for the support to this research

References

- [1] T. R. Tyler, *Why People Obey the Law*. Colophon, USA: Princeton university press, 2021.
- [2] F. Farhana, "Responsive legal approach to law of human trafficking in Indonesia," *J. Soc. Stud. Educ. Res.*, vol. 9, no. 1, pp. 214–227, 2018, doi: 10.17499/jsser.23327.

- [3] S. Pritzker, A. Lozano, and D. Cotlone, "Teaching Note—Preparing Students to Engage Voters Through the Lens of Political Justice," *J. Soc. Work Educ.*, vol. 58, no. 3, pp. 603–610, 2022, doi: 10.1080/10437797.2021.1895938.
- [4] P. Siminjutak, A. Voak, and B. Fairman, "A Historical Account of VET Interventions in Indonesia: Which Way forward?," *Asian J. Univ. Educ.*, vol. 18, no. 2, pp. 544–553, 2022, doi: 10.24191/ajue.v18i2.18185.
- [5] K. Yulianti, E. Denessen, and M. Droop, "Indonesian Parents' Involvement in Their Children's Education: A Study in Elementary Schools in Urban and Rural Java, Indonesia," *Sch. Community J.*, vol. 29, no. 1, pp. 253–278, 2019, [Online]. Available: <http://www.schoolcommunitynetwork.org/SCJ.aspx>.
- [6] A. Rahim Saidek, R. Islami, and Abdoludin, "Character Issues: Reality Character Problems and Solutions through Education in Indonesia," *J. Educ. Pract.*, vol. 7, no. 17, pp. 158–165, 2016, [Online]. Available: www.iiste.org.
- [7] A. Kasim, M. S. Karim, S. Muchtar, A. Asis, S. Muliani, and A. Tenri, "School Drug Education and Leadership Agility: Narcotics Crime Study in Children," *Asian J. Univ. Educ.*, vol. 17, no. 4, pp. 388–398, 2021, doi: 10.24191/ajue.v17i4.16204.
- [8] S. Puri, "Effective learning through the case method," *Innov. Educ. Teach. Int.*, vol. 59, no. 2, pp. 161–171, 2022, doi: 10.1080/14703297.2020.1811133.
- [9] D. B. Baisagatova, S. T. Kemelbekov, D. A. Smagulova, and A. S. Kozhamberdiyeva, "Correlation of concepts 'extremism' and 'terrorism' in countering the financing of terrorism and extremism," *Int. J. Environ. Sci. Educ.*, vol. 11, no. 13, pp. 5903–5915, 2016.
- [10] M. K. Logan, G. S. Ligon, and D. C. Derrick, "Measuring Tactical Innovation in Terrorist Attacks," *J. Creat. Behav.*, vol. 54, no. 4, pp. 926–939, 2020, doi: 10.1002/jocb.420.
- [11] F. N. Eleanor, "Narkoba, Penyalahgunaan, Pencegahan, Penanggulangan," *J. Huk.*, vol. 25, no. 1, pp. 439–452, 2011.
- [12] F. N. Fakaruddin and A. M. Nor, "Emotion Regulation among Adolescents with Drug Abuse: A Qualitative Study," *Malaysian Online J. Educ. Sci.*, vol. 8, no. 3, pp. 24–34, 2020, [Online]. Available: <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=eric&AN=EJ1260122&lang=en&site=ehost-live&scope=site>.
- [13] J. Lombardi and M. Dupain, "Four Year Update on the Development and Implementation of a Substance Abuse Prevention and Awareness Campaign at a State-Supported Regional University," *Excell. Educ. J.*, vol. 8, no. 2, pp. 15–34, 2019.
- [14] A. Azhar, K. N. S. Fikri, V. A. Siregar, and M. Apriyanto, "Pencegahan, Pemberantasan, Penyalahgunaan dan Peredaran Gelap Narkoba (P4gn) pada Pesantren [Prevention, Eradication, Abuse and Trafficking of Drugs (P4gn) in Islamic Boarding Schools]," *J. Inov. Penelit.*, vol. 1, no. 11, pp. 2463–2468, 2020, [Online]. Available: <http://repository.unisi.ac.id/131/>.
- [15] E. Suhartini, M. Roestamy, and A. Yumarni, "Prevention and Eradication of Drug Trafficking in Indonesia," *UNTAG Law Rev.*, vol. 3, no. 1, pp. 39–56, 2019.